CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, problem of the research, purpose of the research, objective of the research, benefit of the research, scope of the research and definition of key terms.

1.1 Background of the Research

According to Prandika (2012, p. 60) Language is an important device and a very beneficial means for human beings to communicate with other people. In communication, the use of language is important as a tool to communicate with other people through language people can express their ideas, opinion, and feelings. In learning language, it self-there is a phase people should learn such as the use of vocabulary in communication.

Vocabulary learning has been considered as an integral and significant area of language teaching as Casco (2011, p. 31) mentions "words are the basic building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed. Vocabulary learning is an important and indispensable part of any language learning process. According to Gardener (2009, as cited in Adger, 2002) vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured how people use and store words

and how they learn words and the relationship between words, phrases, categories of words and phrases.

Vocabulary mastery is one of the significant components in acquiring a second or foreign language and also is required to be learned in order to command of four important abilities, that is to say, reading, listening, writing and speaking, which cause to successful contact. In order to have successful communication, having acceptable knowledge of vocabulary is an inseparable portion of that communication. Thus, without having good and acceptable knowledge, no effective contact can manage and successful communication relies massively on vocabulary knowledge. This statement supported by Fauziati (2005) lack of enough vocabulary, one cannot transfer his/her message successfully or represent his/her views in both written and oral forms

In learning vocabulary, it involves children's understanding of the meaning of the new words and being able to use them in context. It also involves students' effort in learning vocabulary such as the use a variety of strategies to learn new vocabulary. Through the previous explanation about vocabulary, it can be concluded that the vocabulary is the beginning to make it easier for students to understand and apply English in daily life.

In the present paper entitled Vocabulary Learning through Using Mechanica Techniques Vocabulary Learning Strategy by Atasheneh & Naemi (2015), an attempt was made to investigate how the implementation of three vocabulary learning strategies: pictionaries means using pictures to memorize some words, mind maps and the peg method, could help young students to

improve their vocabulary learning acquisition. Moreover, the perceptions that students had of these and the impact that the strategies had in their English language learning process were analysed and organized in different categories.

Another research was conducted by Moir, J and Nation 2002 entitled Learners' use of strategies for effective vocabulary learning; the research is based on a set of case studies of learners coping with the learning of vocabulary on an intensive English program. Although the learners were all highly motivated, most of them engaged in learning behaviours that they knew were not as beneficial as they could be or which went against what they had learned in class. It is argued that the main cause for this was the learners not taking personal responsibility for their learning and relating it to their own long-term goals. It is also suggested that some of this behaviour was encouraged by certain teaching and testing practices.

The difference between the previous papers or researchs was here the researcher would took the data in High level of students there would be 15 students who would be the subject of this research, and the tool that the researcher used was a learning strategy used by the students using pictures as a tool to learn vocabulary. Thus, learning strategies can help students manipulate, guide, assign and direct their learning process (Hu & Tian, 2012). The exploration discovered that language learning strategies could assist learners' deficiencies, for instance, in English reading text and students also used strategies that do not entail them to know the meaning in some context.

1.2 Problem of the Research

Based on the background of the research above, the problem of the research:

What are the students' strategies in learning vocabulary in class?

1.3 Objective of the Research

Based on the problem identification, this research objective are:

To describe students' strategies in learning vocabulary in class?

1.4 Operational Definition of the Terms

1. **Vocabulary**

   Vocabulary is a list of words that have meaning or definition each of them, it arranged in alphabetical order. These words are used to form a communication. The addition of one's vocabulary is generally considered an important part, either from the learning process of a language or the development of one's abilities in a language that has been mastered.

2. **Learning Strategies**

   Learning strategies is the way how people solve something it is guide, assign, and direct learning. It helps students to learn something. Learning strategy also learning activity that must be done by teachers and students so that learning goals can be achieved effectively and efficiently.

1.5 Practical Significance

1. For teacher

Teacher can find the best strategies of teaching English vocabulary to the students.

2. For students

Students can solve their vocabulary problem by using the strategies used in this research

3. For other researchers

The result of the research will answer those research questions which are the basic of research

1.6 Scope of the Research

This research would be conducted for students of ninth grade as SMP Muhamnadiyah 1 Jember in 2020/2021 Academic Year.