CHAPTER I

INTRODUCTION

A. Background of the Study

Learning is an activity to get more knowledge. Learning must be supported with strategy to get a satisfaction result. According to Brown in Iskandar and Sunendar (2009: 7), learning strategy relates to processing, saving, and retrievaling entering language source, but communication strategy relates with escaping language source. Iskandar and Sunendar (2009: 34) also state that strategy is an accurate planning about an activity to get special purpose.

Learning is an activity that must be done by all people in their life. No one can live without learning before, let alone the students that must always learn everything for their future. Learning can be done everywhere and every time. So, language must also be learned by the students or everyone who wants to get more knowledge on language because "Learning is the process by which people acquire new skills or knowledge for the purpose of enhancing their performance" (Rosenberg, 2001: 4). But, learning without strategy is not complete. Strategy makes learning becomes perfect. A person who does the activity that aim to get success must use the right strategy. The success cannot get spontaneously; it needs the effort that is not easy.

In language learning, strategy is important to help the students learning. Language learning strategy can be divided into meta-cognitive, cognitive, and

socio-affective strategies (Brown, 2000: 124). The strategy has different characteristics. The differences may be influenced by the skill that is learned.

In language learning, there are some skills that must be powered by the learner, namely speaking, listening, writing, and reading. The skills can be powered perfectly if the learner has vocabulary. Vocabulary is the first thing that must be learned by the language learner. Vocabulary is list of words with their meanings, especially in a book for learning a foreign language. Vocabulary relates to words that must be known by the learners. The word will become sentences that can be understood by the people to communicate. The language cannot be understood without vocabulary. Vocabulary is words as units that were part of grammatical patterns. In that sense, a word could be an element which can stand alone as an utterance, which cannot be divided into two or more parts similarity characterized (Lado, 1977:182).

The important role of vocabulary gives inspiration to the researcher to observe one of the students at junior high school who still needs more vocabulary to develop English skills. Lina Alimatus Sadiyah is the student of SMPN 2 Karanganyar who joints *RSBI* program. *RSBI* can be known as the school with international standard. So, English is very important to communicate with the other in the school. The students of the school must have special strategy to develop their skill in English.

This research observes learning strategy to develop vocabulary by Lina Alimatus Sadiyah the student of SMPN 2 Karanganyar that has *RSBI* program. Lina is a middle achiever in English in her class. But, she gets the first rank and

88 to her English score. The score can be gotten hardly in learning English. She must learn everyday to understand the lesson. In English lesson, she has some strategies to develop her English. According to her, English is important in communication. So, she feels that speaking skill is the most important thing in English. But, speaking skill will not be improved if she has limited vocabulary. The vocabulary must be learned because it is a basis of English and other languages. So, she has some strategies to develop her vocabulary. One of the examples of her strategy to get more vocabulary is usually opening the dictionary like the student in regular program. Besides that, the support of her school to improve the student's English is important. One of the efforts is giving the final test of English more than once. It will make the students learn English more than the regular program. In other case, she also knows what she should do to face her problem to develop her English especially in developing vocabulary.

Lina usually makes a note if she gets the new word (note taking) after she memorize the new word (keyword) and open the dictionary to know the meaning of the word (translation). She also pronounces the word every time to remember and practice her speaking skill (auditory representation). According to her, pronunciation is important to differentiate the word because there are some words that have similar sounds but the spelling is different. The researcher is interested in observing Lina's learning strategy to develop her vocabulary.

In this study, the researcher discusses learning strategy to develop vocabulary by Lina Alimatus Sadiyah in order to describe the learning strategy to develop vocabulary used by Lina Alimatus Sadiyah who is a middle achiever in

English lesson in her class of SMPN 2 Karanganyar with the *RSBI* program. So, the researcher applies her study entitled **LEARNING STRATEGIES TO DEVELOP VOCABULARY USED BY AN EIGHT GRADER OF *RSBI* OF SMPN 2 KARANGANYAR.**

B. Research Problem

Based on the statements above, the writer formulates the research problem as follows: What are the learning strategies used by Lina Alimatus Sadiyah in developing vocabulary?

From the problem statement above, the writer arranges the subsidiary research questions as follows:

1. What are learning strategies used by Lina Alimatus Sadiyah to understand word meaning?

2. What are learning strategies used by Lina Alimatus Sadiyah to develop pronunciation skill?

3. What are learning strategies used by Lina Alimatus Sadiyah to develop spelling skill?

4. What are learning strategies used by Lina Alimatus Sadiyah to understand grammar?

C. Objective of the Study

Based on the research problems, the writer has following objectives. Generally it is to describe the learning strategies used by Lina Alimatus Sadiyah in developing vocabulary. This objective is elaborated based on the subsidiary research question as follows:

1. To describe the learning strategies used by Lina Alimatus Sadiyah to understand word meaning,

2. To describe the learning strategies used by Lina Alimatus Sadiyah to develop pronunciation skill,

3. To describe the learning strategies used by Lina Alimatus Sadiyah to develop spelling skill,

4. And to describe the learning strategies used by Lina Alimatus Sadiyah to understand grammar.

D. Benefit of the Study

1. Theoretical Benefit

The theoretical benefit of this research is hoped give a contribution to develop knowledge in language learning strategies, especially learning strategies to develop vocabulary.

2. Practical Benefit

The practical benefits of this research are:

a. For teachers are hoped add the information that can help them in language teaching learning process,

b. For next researchers are hoped give a contribution in analyzing investigating the learning strategies of foreign language learner.

E. Research Paper Organization

The writer divides this paper into five parts, namely chapter 1 is introduction consisting of background of the study, previous study, limitation of the study, research problem, subsidiary research question, objective of the study, benefit of the study, and research paper organization.

Chapter 2 is underlying theory. It deals with notion of learning strategy, notion of language learning strategy, O'Malley's classification of language learning strategy, and learning strategy for developing vocabulary.

Chapter 3 is research method presenting setting of research, type of research, subject and object of research, data, data collection technique, and data analysis technique.

Chapter 4 is research finding and discussion. The research finding will be elaborated into the learning strategies that are used by Lina Alimatus Sadiyah in developing vocabulary.

Chapter 5 is conclusion and suggestion. After chapter 5, the writer presents bibliography and virtual references.