CHAPTER I

INTRODUCTION

A. Background of the Study

Human being living in the society needs language. It is an important means that help people make communication among individual or even nation. As an international language, English is studied for science, politics, and as a school subject. In Indonesia the English knowledge has been given not only in secondary school but also in elementary school even in kindergarten.

Fauziati (2010: 61) states that "vocabulary is the center of language. Learner cannot communicate fluently without a sufficient vocabulary, they will find big problems in mastering vocabulary". Vocabulary is an important element to make someone more understand the language. It must be learned since the beginning that is from Junior High School in order that the students have chance to learn English.

Related to English teaching learning process, language skill such as listening, speaking, reading, and writing needed a series of words that are called vocabulary. In other words vocabulary has an important role in English language teaching.

Hornby (1995: 721) defines the word "mastery" as a complete knowledge or complete skill. While Tarigan (1982: 2) states that the quality of someone's language very much depends on the vocabulary quality and

quantity. The success in widening the vocabulary mastery requires their own motivation and interest on the words of language. It can be said that vocabulary mastery is completing the knowledge or having great skill about vocabulary. It's very important to increase the ability of vocabulary mastery as much as possible.

Learners need the appropriate strategies to master vocabulary. According to Brown (2000: 122) opinion and styles are general characteristics that differentiate one individual from another, strategies are those specific "attacks" that we make employ to solve "problem" posed by second language input and output. The field of second language acquisition has distinguished between two types of strategy, *learning strategy* and *communication strategy.*

From the discussion above, the researcher is interested in carrying out a research dealing with the strategies for improving vocabulary mastery by the students. Based on the information from the teacher of SMP Muhammadiyah 6 Surakarta, the researcher found obstacle about vocabulary mastery such as still have limited vocabulary, difficult to memorize new vocabulary and pronounce it. In addition, they are also not interested in studying English, they have less motivation to learn and they feel bored with the teaching technique. So, the researcher and the English teacher of SMP Muhammadiyah 6 Surakarta try to find the effective solution to improve the vocabulary mastery of the second year student of SMP Muhammadiyah 6 Surakarta.

Because of the previous description, the researcher conducts a research entitled **THE STRATEGIES FOR IMPROVING VOCABULARY MASTERY BY THE EIGHTH YEAR STUDENTS AT SMP MUHAMMADIYAH 6 SURAKARTA IN 2014/2015 ACADEMIC YEAR.**

B. Limitation of the Study

In this research the researcher needs to limit the study in order to be more focused. It is as follows:

1. The subject of study is limited to the eighth year students at SMP Muhammadiyah 6 Surakarta especially 5 students randomly.

2. The object of the study is the strategies for improving vocabulary mastery by the eighth year students at SMP Muhammadiyah 6 Surakarta.

C. Problem Statement

In this research the researcher formulates the research problem that is focused on "what are the strategies applied for improving vocabulary mastery by the students at the eighth year students at SMP Muhammadiyah 6 Surakarta?"

D. Objective of the Study

The objective of the research is to describe the strategies for improving vocabulary mastery by the eighth year students of SMP Muhammadiyah 6 Surakarta.

E. Significance of the Study

The research result is expected to be able to give some significance both theoretically and practically.

1. Theoretically

    a. The finding of this research will enrich the theory of strategies for improving vocabulary mastery in Junior High School.

    b. The results of the research can be used as reference for those who want to conduct a research in teaching English.

2. Practically

    a. By the strategies for improving vocabulary mastery, the teacher can motivate the students in order to be more interested in learning vocabulary.

    b. This study can be used by the teacher to provide better technique for teaching vocabulary at eighth year students of SMP Muhammadiyah 6 Surakarta.

    c. The study can give involvement to other researchers in developing the way of teaching vocabulary.

    d. The result of this study may be useful for the English students as further information in learning vocabulary.

F. Research Paper Organization

This research consists of five chapters.

Chapter I is introduction. This chapter consists of background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is review of literature. This chapter consists of previous study, the notion of vocabulary, vocabulary mastery, factors affecting vocabulary mastery in language learning, teaching vocabulary, the notion of strategy, learning strategy and strategy for improving vocabulary mastery,

Chapter III is research method. This chapter deals with type of the research, subject of the study, object of the study, data and data source, method of collecting data and technique for analyzing data.

Chapter IV is research finding and discussion. This chapter concerns with the strategy applied by the eighth year students at SMP Muhammadiyah 6 Surakarta and discussion of the findings.

Chapter V is conclusion and suggestion.