

**A STUDY ON ENGLISH LEARNING STRATEGIES USED  
BY THE FOURTH YEAR STUDENTS IN MASTERING VOCABULARY  
AT SDN 2 GENENGSAARI TOROH GROBOGAN  
IN 2008/2009 ACADEMIC YEAR  
(A CASE STUDY)**



**RESEARCH PAPER**

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**by**

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

English is one of languages used by people all over the world. As an international language, it plays a very important role in almost all aspects of life. It is used in many professions, such as education, politics, business, science, and technology and so on. The necessary point in teaching learning all languages is words. Words are necessary in the sense that words are central to language; words are the basic building blocks of language, and the units of meaning which is large structure such as sentence, and paragraph. Therefore, we can say that learning language in this case English is about learning vocabulary.

Nowadays, it is undeniable that English is very useful in global era. It is also very important to master English for a developing country to become modern in a rapid rate. It means that people will be easy to communicate with others for various businesses if they master English especially vocabulary.

Vocabulary is of critical importance to typical language learner. Without sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a foreign language. Anyhow, vocabulary plays a very important role in developing the four-language skills,

the more vocabulary the learners have the easier for them to develop their four-language skills.

Vocabulary mastery is a component to master English as a foreign language. It is reasonable to remember that knowing the four-language skills requires knowledge of words because they will get nothing without vocabulary. The larger vocabulary students master, the better they perform their language. By having limited vocabulary, the students will get difficulties in mastering English skill.

To master vocabulary, students apply various learning strategies. English learning strategies are an intentional behavior and skill used by the learners during learning English to help them understand, learn, or remember new information. Learning strategies are procedures undertaken by the learner, in order to make their own language learning as effective as possible. O'Malley (1990: 89-90) states that:

Focusing on selected aspects of new information, analyzing, and monitoring information during the encoding process, evaluating, the learning when it is completed, or assuring oneself that the learning will be successful as a way to allay anxiety.

The strategies have to be learned in exactly the same way. Students will be applying their own strategies to master it. For example, they pay attention to their teacher's explanation. The other strategy is that it can be memorization. They will memorize the material that has been given by the teacher. The students in this level have a good memorization.

Learning is a process, which is consciously selected by the learner. The element of choice is important here because this is what gives strategies its special character. Meanwhile, Elementary school students are children.

Teaching English in Elementary school especially vocabulary is different from teaching to the higher level. Elementary school students are children who still like playing, talking, about 'here and now' and understand meaning better when they see the object. Therefore, in developing the student vocabulary mastery the teacher is expected to be imaginative and creative. The teacher should provide the teaching material, which is appropriate to the students of elementary school. The material should be concrete and real to the lives of young children in order to make them enjoy in learning.

The objective of teaching English in Elementary School is to prepare children to have comparative value in the global era and to introduce English at early ages. English for students of Elementary school is their first foreign language. They learn English for the first time so they just learn simple English pattern including grammar and vocabulary. In reality, it shows that most students still have difficulties in learning English, especially in mastering language components: grammar and vocabulary to support the student's mastery those four-language skills.

In this research the writer takes SDN 2 Genengsari Toroh Grobogan as place to be observed. Because around three years ago, English was first time to be given to the fourth year students and English was new

lesson in SDN 2 Genengsari Toroh Grobogan. From the reason above the writer choose this school to be observed.

Based on the explanation above the writer is encouraged to observe the student in mastering vocabulary of the fourth year students entitled “A STUDY ON ENGLISH LEARNING STRATEGIES USED BY THE FOURTH YEAR STUDENTS IN MASTERING VOCABULARY AT SDN 2 GENENGSAARI TOROH GROBOGAN IN 2008/2009 ACADEMIC YEAR (A CASE STUDY).”

## **B. Problem Statement**

In line with the background of the study, the writer formulates the problems as follows:

What are learning strategies used by the fourth year students at SDN 2 Genengsari Toroh Grobogan in 2008/2009 academic year in mastering vocabulary?

## **C. Objective of the Study**

Based on the research problems above the objective of this study is to find-out learning strategies used by the fourth year students at SDN 2 Genengsari Toroh Grobogan in 2008/2009 academic year in mastering vocabulary.

**D. Limitation of the Problem**

In this research, the writer limits her research on learning strategies used by the fourth year students in mastering vocabulary at SDN 2 Genengsari Toroh Grobogan in 2008/2009 academic year.

**E. Benefit of the Study**

The writer hopes that this research will have some benefits in English teaching and learning:

1. Theoretical Benefit

- a. The finding of the research will be useful for the students of elementary school in mastering vocabulary.
- b. It also gives considerations for the teacher who teaches English to Elementary school students.

2. Practical Benefit

This research gives a contribution to other researchers who are interested in analyzing and investigating the learning strategies of elementary school students.

**F. Research Paper Organization**

There are five chapters in this research paper as follows:

Chapter I is introduction. It consists of background of the study, problem of the study, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is review of related theory. This chapter describes the theory which involves previous study, notion of vocabulary, vocabulary mastery, characteristics of young learners, notion of learning, notion of strategy, notion of learning strategies, and classification of language learning strategies.

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

Chapter IV is research result and discussion. It describes the data description, and discussion.

Chapter V is conclusion, and suggestion.