

**A STUDY ON ENGLISH LEARNING STRATEGIES USED
BY THE FIRST YEAR STUDENTS IN MASTERING VOCABULARY
AT SMP NEGERI 2 TOROH IN 2009/2010 ACADEMIC YEAR**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

The objective of teaching English in Junior High School is to prepare students to have comparative value in the global era and to introduce English for young learners. In Indonesia English is taught since elementary school, for students of Junior High School, English are their first foreign language so they just learn simple English pattern including grammar and vocabulary. In reality, it shows that most students still have difficulties in learning English which involves four basic skills. Those are listening, speaking, reading, and writing. They are called language skill. Beside the language skill, most students have difficulties in some aspects especially in mastering language components such as grammar, and vocabulary to support their mastery of the four language skills.

Vocabulary is the most important aspect to support the four language skill. Fauziati (2002: 155) states that vocabulary is central to language 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 limited vocabulary is also a barrier that precluded 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 one important component to master English as a foreign language. It is reasonable remembering that the four language skills need knowledge of words because the students will get nothing without vocabulary. The larger vocabulary the

students master, the better they perform their language. By having limited vocabulary, the students will find difficulties in mastering English skill.

English learning strategies are an intentional behavior and used by the learners during learning English to help them understand, learn, or remember new information. By using appropriate learning strategies, the learners will master English well. Beside that the learners will be easier to master english and get the best result for their study.

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) in Khoiriyah (2006: 2) 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.

Thus, the strategies have to be learned in exactly the same way. In learning English, the students have various strategies. They 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 it gives strategies and its special character.

Meanwhile, Junior High School students are classified into adult learners. Learning strategies which are used by adult learners to master vocabulary are different with the learning strategies which are used by the young learners. At least three distinctions which differentiate learning strategies which are used by adult learners and young learners:

- Adult learners are more self-guided in their learning

- Adult learners bring more, and expect to bring more, to a learning situation because of their wider experience and can take more away
- Adult learners require learning "to make sense" and they will not perform a learning activity just because the instructor said to do it.

Based on the explanation above the writer is encouraged to observe the learning strategies in vocabulary mastery of the first year students entitled **“A STUDY ON ENGLISH LEARNING STRATEGIES USED BY THE FIRST YEAR STUDENTS IN MASTERING VOCABULARY AT SMP NEGERI 2 TOROH IN 2009/2010 ACADEMIC YEAR”**

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 first year students in mastering vocabulary at SMP Negeri 2 Toroh in 2009/2010 academic year?

C. Objective of the Study

Based on the research problems above the writer has the following objectives: to describe learning strategies used by the first year students in mastering vocabulary at SMP Negeri 2 Toroh Grobogan in 2009/2010 academic year.

D. 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 Junior High School in mastering vocabulary.
- b. It also gives considerations for the teacher who teaches English to Junior High School students.

2. Practical Benefit

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

E. 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, benefit of the study, and research paper organization.

Chapter II is review of related literature. This chapter describes previous study, notion of vocabulary, vocabulary mastery, teaching vocabulary to children, characteristics of young learners, notion of learning, notion of learning strategies, and classification of language learning strategies.

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