

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English is one of the most important parts of the social environment. Because it is used as a tool to communicate with others by using English in our daily life, it can be defined as communication as a human being. English is also one of languages to connect all of the people in the world. Learning English is meaningful in educational development because English in Indonesia is the obligatory lesson at every level of school.

In Indonesia, learning English is started from elementary school but more focused on junior high school. In junior high school many lesson that students have to learn. For example students should learn about vocabulary, grammar, listening, speaking, reading, and writing.

Actually, the center point for mastering English skill is vocabulary. Based on Krashen and Terrel (1983) elaborated that vocabulary is the basic knowledge for beginners in learning English and knowing English. Nation (2001:9) stated that is true that learning vocabulary is one of the most challenging tasks of any language which is why there is a need to equip learners with the strategies which can tackle this issue. But students are learning English seems to have difficulties to communicate with other people in English. They don't know how to write or how to say the grammatical structure of word and sentence in English because vocabularies are limited.

The researcher observed vocabulary learning strategies used in SMP Muhammadiyah 1 Surakarta because learning vocabulary is very important. SMP Muhammadiyah 1 Surakarta is located at Flores Street Number 01 Kampung Baru Pasar Kliwon Surakarta, Jawa Tengah. Nowadays, SMP Muhammadiyah 1 Surakarta uses Curriculum k13 in learning process. Everyday learning process begins at 7 a.m. that is started by praying and reading

Al Qur'an together. The teacher guide students in this activity. The vocabulary learning process in SMP Muhammadiyah 1 Surakarta is very interesting because the students use many strategies in the learning process such as watching movie, listening to English song, game of vocabulary and others. Students can receive learning process very well and they always give feedback to the teacher who teach them. The question and answer process also could be done very well by students and teacher.

The most important thing is the students feeling when they are enjoy in learning vocabulary process. In this case, the teachers should be creative to use many strategies in the learning process in the classroom. On the other hand, Widayati (2009) said when a class is fun it will make children want to come to class and they will not be bored.

Based on the background of the study above, the researcher conducted this study entitled **VOCABULARY LEARNING STRATEGY USED BY ENGLISH GOOD ACHIEVERS: A CASE STUDY IN SMP MUHAMMADIYAH 1 SURAKARTA.**

B. Problem Statement

Based on the background of the study, the researcher divided the problem statement as follow “What are Vocabulary Learning Strategy used by VII Special Program 1 SMP Muhammadiyah 1 Surakarta?”

From this research problem, the researcher formulated some research questions as follows:

1. What are the metacognitive vocabulary learning strategies used by students and how are these strategies realized in practice?
2. What are the cognitive vocabulary learning strategies used by students and how are these strategies realized in practice?
3. What are the socioaffective vocabulary learning strategies used by students and how are these strategies realized in practice?

C. Objective of the Study

Concerning with the problems to discuss, the researcher formulated the objectives of the study in the following:

1. To describe the types of metacognitive vocabulary learning strategy used by students and realization of these strategies in practice.
2. To describe the cognitive vocabulary learning strategies used by students and realization of these strategies in practice.
3. To describe the socioaffective vocabulary learning strategies used by students and realization of these strategies in practice.

D. Limitation of the Study

In this study, it was needed to limit the scope of the study only on the vocabulary learning strategy at SMP Muhammadiyah 1 Surakarta. In conducting the study, the researcher would limit the study as follows:

1. Object

The object in this research was the researcher would be focused on the analysis of vocabulary learning strategies used by English good achievers in seventh-grade Special Program 1 SMP Muhammadiyah 1 Surakarta. The researcher analyzes this case used the Metacognitive strategies, Cognitive strategies, and Socioaffective strategies based on O'Malley's Taxonomy.

2. Subject

The researcher used only 6 students, they were 3 males and 3 females that have good score in English lesson in seventh-grade Special Program 1 SMP Muhammadiyah 1 Surakarta as a subject of this research.

E. Significance of the Study

From this research, the researcher hoped that this study would bring the benefits that were divided into theoretical and practical benefits, there were as follows:

1. Theoretical Significance

The researcher hoped that this research could be used as additional information about the analysis of vocabulary learning strategy to the other researchers and the result of this research could give a contribution in the field of development of English teaching vocabulary and the development of knowledge especially as a reference in English teaching vocabulary.

2. Practical Significance

a. Teachers

This research hopefully would be useful for the teachers to develop the variation of teaching methods.

b. Students

This research hopefully could be a new experience for the students by having fun in the class which was run by the English teachers, the students would be able to enjoy the vocabulary learning process.

F. Research Paper Organization

The researcher divides the research paper into five chapters, as follows:

Chapter I is introduction. In this chapter, the researcher gives an introduction to the research that will be conducted as follows: background of the study, problem statements, objectives of the study, limitation of the study, and significance of the study.

Chapter II is underlying theory. It concludes the previous study that had been conducted by other researcher and some theories that supported this research, such as definition of word, knowing word, Language Learning Strategy (LLs), Vocabulary Learning Strategies, and the classification of LLS (Language Learning Strategy).

Chapter III is research method. In this part of the research paper, the researcher describes the type of the research, the object of the research, subject of

the research, data and data source, technique of collecting data, technique for analyzing data, and trustworthiness.

Chapter IV is research finding and discussion. This chapter focuses on the type of vocabulary learning strategy used by good achievers in seventh-grade Special Program 1 SMP Muhammadiyah 1 Surakarta.

Chapter V is conclusion, pedagogical implication, and suggestion.