

CHAPTER I

INTRODUCTION

A. Background of the Study

In the 2013 Curriculum Development, it is suggested that the desired learning process is learning that prioritizes personal experiences through observation (listening, speaking, reading, listening), association, asking questions, concluding, and communicating. It was also stated, that the desired learning process is a learning process centered on students (student centered active learning) with the nature of learning that is contextual. (Source: Development of Curriculum 2013, Public Test Materials, Ministry of Education and Culture). The pattern of learning English has undergone a shift since the changes in the 1984 Curriculum to the 1994 Curriculum. The shift was marked by the change in learning orientation when the 1984 Curriculum was enacted. When the 1984 curriculum was implemented, the focus of the learning was on mastering things that were grammatical. Meanwhile, the 1994 curriculum which was changed to the 2004 curriculum and then refined to the 2006 curriculum requires learning oriented to the development of 4 language skills, namely: listening, speaking, reading and writing. Learning orientation on the four skills aims to improve students' ability to communicate both oral and written.

However, the state of learning English in schools does not bring the students towards achieving language proficiency. According to Sumardi (in Sumardi, 1992: 206) in learning process, the teachers dominate the learning. The teachers give more provisions in the form of theory and knowledge of language than prioritizing language skills both oral and written. Alwi said (1999: 1) "Speaking about the quality of language learning nowadays, we honestly say that the quality is still low." Various factors are the causes of students failing, including failing in the National Examination. Like the low interest of students to learn English. Many students do not have motivation to learn English.

The process of teaching English as school subject at MTs N 4 Klaten for students can be said that it was easy and difficult. We could see the material so

the students' companion books are very simple. The English material for the MTs/SMP level places more emphasis on vocabulary. Meanwhile, it's just a little about grammar. The teachers of English subject are the undergraduate alumnus who already fulfilled the requirements to be able to teach at the MTs/SMP level.

Teaching a language can be successful if there is sufficient knowledge of the characteristics and behavior of learners. In a teaching and learning process, there are always good learners and less successful learners. This can be caused by various factors, one of which is the learner's learning method or strategy. In this case, Naiman et al. (1978: 1) stated that "All forms of language teaching can be developed well if we have sufficient knowledge about learning and the teaching and learning process itself. Thus, knowledge of the characteristics of learners will help in facilitating teaching and learning activities so that the learners can achieve maximum results. Based on the explanation above, we know that the role of English will be achieved if the education system goes well. It is because education plays an important role in improving the quality of human resources (HR) that supports the progress of the nation and state. In line with this, the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter II Article 3 explains: National Education aims to develop the potential of students to become believers and devoted to the Almighty, noble, healthy, knowledgeable, capable, creative, independent and a democratic and responsible citizen answer. This is an explanation that the implementation of complex-purpose national education is devoted to God, education is also expected to be able to form students who become capable figures of knowledge and independent, democratic and responsible.

This strategy has shown the importance of Language Learning Strategies (LLS) in making keywords more effective and contains positive effects on the use of learning languages. LLS only refers to the individual approach for completing tasks. This is "an individual way to organize and use a certain set of skills to learn content or complete other tasks more effectively and efficiently in school, as well as in non-academic settings" (Schumaker & Deshler, 1992: 56). LLS is the conscious mind and actions taken by students to achieve learning

goals. Teachers who intend to train their students in using LLS, they must learn about their students, their interests, motivations, and learning styles.

Language learning strategy is simply refers to an individual approach to complete a task. Oxford (2002: 362) in Endang (2015: 23), put it as “specific behavior or thought processes that student use to enhance their own L2 learning.” Thus, LLS are the conscious thought and actions that learners take in order to achieve a learning goal. Strategic learners have meta-cognitive knowledge about their own thinking and learning approaches. They have a good understanding of what a task entails and the ability to organize the best strategies which meet both the task demands and their own learning strengths.

Looking at various problems faced by students in English subjects, the researcher conducted this research under the title: **“VOCABULARY LEARNING STRATEGY USED BY ENGLISH GOOD ACHIEVER: A CASE STUDY THE SEVENTH GRADE OF MTs N 4 KLATEN”**

B. Problem Statement

What are the Vocabulary Learning Strategy used by English good achiever of MTs N 4 Klaten? Based on this research problem, the writer raised some research questions as follows:

1. What are the metacognitive vocabulary learning strategies used by the students?
2. What are the cognitive vocabulary learning strategies used by students?
3. What are the socioaffective vocabulary learning strategies used by students?

C. Objective of the Study

Concerning with those problems in the research, the researcher formulates the objectives of the study in the following:

1. To describe the metacognitive vocabulary learning strategy used by students in MTs N 4 Klaten.
2. To explain the cognitive vocabulary learning strategy used by students in MTs N 4 Klaten.

3. To find out the socioaffectivevocabulary learning strategyused by students in MTs N 4 Klaten.

D. Significance of The Study

The result of the study are espected to provide practical and theoritical benefits:

1. Theoritical Significance

This paper could give a significance information for those who need it, especially for students of English Department and English teacher in order to increase their knowledge in teaching vocabulary mastery.

2. Practical Significance

The researcher hopes that this study can be useful for educational environment, especially:

- a) English Teacher

Teacher expected can practice concepts and understanding related to learning strategies to better understand students.

- b) Future Researcher

The researcher hopes this research can be input or comparison of various types of learning strategy in learning English as a foreign language. other researchers are expected to be able to practice or choose various strategies to be studied and developed, explored, criticized, and examined other aspects related to the type of learning strategy.