

CHAPTER I

INTRODUCTION

The chapter, the writer explained about the background of the study, limitation of the study, problem statement, objective of the study, and significant of the study.

A. Background of the Study

One of the goals of teaching English in the education aspect is to develop students' communication skills in the language both oral and written. These skills include listening, speaking, reading and writing. The four skills are related to each other. In addition, the students have to master the language components, such as: phonology grammar, vocabulary, and pronunciation to support the four skills. Vocabulary is one of the important things to master English well.

Vocabulary has an important role because it appears in language skill. Every language skill requires vocabulary knowledge. Understanding of vocabulary is very important in every language learning process. Mastery of vocabulary is also needed to communicate with people. When the students master a wide vocabulary, the students can easily master other language skills. Thornbury (2002) notes that with no knowledge about grammar the meaning is received in very small amounts, but with no knowledge of vocabulary nothing can be perceived.

The quality of person's language skills depends on the quantity and quality of his vocabulary. The more vocabulary they have, the greater the possibility of being able to speak skillfully. Nowadays, a few students have the ability to speak, listen, read, and write in English. Even though they have studied English for at least six years at school. But some students have good English skills.

The students can learn English and get a good result of learning as long as they are provided well learning environment, reinforce environment, effective method, a clear material, and they have wise teachers that know and understand what they needed. Someway, the students also should provide their own good learning habit. In fact, there are many factors which may influence the

opportunity for the students to acquire the language, such as internal factor and external factor.

According to Rubin and Thomson (1982) the learner can be considered good if they have some criteria. Such as, they must find their own ways in learning; taking charge in their learning; organize the information about the language to be learn; creative; developing a “feel” for the language by experimenting with its words and grammar; they make their own opportunities practice in using the language inside or outside the classroom; learn to leave with uncertainty by not getting frustrated and by continuing to talk and listening without understanding every words; apply mnemonic and other memory strategies to recall what has been learned; make error task for them and not against them; use linguistics knowledge including the knowledge of their first language in learning the foreign language; apply the contextual cues to help them in comprehension; learn to make an intelligence guess; earn chunks of language as whole and formalize routines to help them perform’ beyond their competence; learn different types of speech and writing and learn to vary their language according formality of education.

According to O’Malley (1990) good learners are aware of the learning process and of themselves as leaners, and seek to control their own learning through the use of appropriate learning strategy. Since the amount of information that must be processed by language learners is high in language classroom, learners use different language learning strategies in performing the task, and processing the input they face. Language learning strategies are good indicators of how learners approach task or problems encountered during the process of language learning. Indeed, learning strategies can make a powerful impact to the outcome of language learning. It’s mean that the students need strategies to learn English.

The researcher conducted the research in SMA Muhammadiyah 1 Karanganyar which has ability in English subject. The school has ICP (International Class Programs). This class has more English lessons than regular class. So, there are additional hours for English lessons. Materials taught during extra hours of English lessons, such as memorize vocabulary,

daily conversation. In addition, there was learning in English Village, Pare, Kediri for three months.

Schools have good facilities to support the students achievement. In the process of learning English, there are Language Lab, LCD projector. In addition, this school has activities to improve students' English skills. Like extracurricular namely MEC (Mutu English Club).

Learning English in SMA Muhammadiyah 1 Karanganyar is already well. The teacher used methods that are quite varied, so students do not get bored. The teacher sometimes invite the students to study outside of the classroom, so that a new atmosphere is created. Usually in the library. The teachers also allow the students to access the internet to increase their knowledge. Because, English is a foreign language in their environment, then the students need tools to make it easier to learn English in order to be able to follow and understand the learning English well.

Based on explanation above, the writer will do the research with entitled “VOCABULARY LEARNING STRATEGY USED BY GOOD ENGLISH ACHIEVERS: A CASE STUDY AT THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 1 KARANGANYAR”

B. Limitation of the Study

Based on the background of the study, the writer limits the research as follow

1. Subject Limitation

The subject limitation of this research is six good english achievers at the tenth grade of SMA Muhammadiyah 1 Karanganyar. Six good english achievers consisted of three female and three male.

2. Object Limitation

The object limitation of this research is vocabulary learning strategy.

C. Problem Statement

What are vocabulary learning strategies used by good english achievers at the tenth grade students of SMA Muhammadiyah 1 Karanganyar?

Based on this research problem the writer raised some research questions as follow

1. What are the metacognitive vocabulary learning strategy used by the students?
2. What are the cognitive vocabulary learning strategy used by the students?
3. What are the socio affective vocabulary learning strategy used by the students?

D. Objectives of the Study

The objectives of this research are:

1. to describe the metacognitive vocabulary learning strategy used by the students.
2. to elaborate the cognitive vocabulary learning strategy used by the students.
3. to explain the socio affective vocabulary learning strategy used by the students.

E. Significances of the Study

The researcher expects the research will give some benefit for:

1. Theoretical Benefit

The result of this study can be made reference about learning strategy to other researchers who intend to analyze and conduct the vocabulary learning strategy.

2. Practical Benefit

For the readers, it can get some information, knowledge about vocabulary learning strategy.

For the students, it can motivate them to correctly select vocabulary learning strategy.

For the research, the result of this research can develop her experience related to her knowledge.