CHAPTER I
INTRODUCTION

A. Background of the Study

A language is a communication tool, a tool for expressing ideas and thoughts as well as conveying ideas to others. Language cannot be separated from all other fields of life. At present English has been considered a subject that must be followed, starting from elementary school, junior high school, senior high school, and up to college. English has become a must for everyone because English is an international language, which most countries in the world use this language.

In Indonesia, it has become a common thing to hear when people learn English, because now this language is a compulsory subject for students, so they inevitably have to take English lessons. Language learning, which includes four language skills, namely reading, listening, writing and speaking, of course, requires learning media and learning methods that vary in their implementation. The existence of package books, supporting books such as dictionaries, both Indonesian and vice versa dictionaries, idiom dictionaries, English language magazines, audio-visual media that must also be available to support the creation of effective learning should also be available if you want successful language learning. Of the four skills above vocabulary are things that must be mastered by students because in English vocabulary is a basis that they must hold to achieve the success of an English learning.

There are some experts who provide vocabulary definitions. According to Linse (2005: 121) vocabulary is a collection of words known by someone. While the definition of vocabulary according to Hatch and Brown (1995: 1) is a series of words that can be used by speakers of certain languages. One cannot communicate successfully without adequate vocabulary. According to Zimmerman (1997) quoted by Subekti & Lawson, (2007: 485), in the language and language learning the role of vocabulary is very important. Gupta and Macwhinney (1997, quoted by Subekti & Lawson, 2007: 485) also

argue that the most important process in human development is learning words that were not known before.

Seen from the role of English as a foreign language, students' interest in learning this language must be influenced by various factors such as internal or external factors. There are many factors that support success in learning English, according to research by psychologists who often get attention, namely aptitude, motivation, opportunity and language learning strategy.

According to Schumker & Deshler (1992) in Fauziati (2015: 23), language learning strategies are the way a person arranges and uses a certain set of skills to learn something or complete tasks more effectively and efficiently in academic and non-academic fields. Learning strategies are important for students because each person has a different method of understanding a subject. Many classifications of learning strategies are appropriate for the application of language learning. According to O'Malley *et al*. (1985: 582) in Fauziati (2015: 26), he divided language learning strategies into three main subcategories, namely: meta-cognitive strategy, cognitive strategy, and social-affective strategy.

One important factor that influences the success of foreign language acquisition is the use of vocabulary learning strategies. Nation (2003: 159) advises teachers to focus more on strategies that can help students understand vocabulary, which is also the starting point of this case study. Learners who use the right learning strategies will succeed in learning languages.

In this study, the researcher described vocabulary learning strategies used by English good achievers and how these strategies realized in practice. It was very important to describe how students use vocabulary learning strategies to improve their English achievement in the learning process. The researcher chose SMA 6 Surakarta because this school is one of the public schools that has 3 programs, especially language programs. The researcher also chose eleventh-grade students because according to the researcher they were more experienced in learning English than the tenth grade. The researcher did not choose the twelfth grade because they had to focus on their

final exams. There were six students including 3 females and 3 males. The students were selected by their scores of English lessons. The data score of the English lesson was given by Mrs. Luluk Atin, S.Pd, M.Si. as an English teacher.

Based on the explanation above, the writer will do the research with entitled **"VOCABULARY LEARNING STRATEGY USED BY ENGLISH GOOD ACHIEVER : A CASE STUDY ON ELEVENTH GRADE STUDENTS OF SMA NEGERI 6 SURAKARTA"**

B. Limitation of the Study

In this study, the researcher limited the object of research by analyzing vocabulary learning strategies using O'Malley theory by six students of SMA N 6 SURAKARTA and their realization in practice. The researcher limited the subject to six students including three males and three females. This study only focuses on six good achievers. The researcher tried to describe the learning strategies used by students to develop their vocabulary skills using O'malley's taxonomy.

C. Problem Statement

What are vocabulary learning strategies used by English good achiever at eleventh-grade students of SMA NEGERI 6 SURAKARTA?

Based on this research problem the writer raised some research question as follows:

1. What are metacognitive strategies used by the students and how are these strategies realized in practice?
2. What are cognitive strategies used by the students and how are these strategies realized in practice?
3. What are socio-affective strategies used by the students and how are these strategies realized in practice?

D. Objective of the Study

1. To describe metacognitive strategies used by the students and how are these strategies realized in practice.

2. To describe cognitive strategies used by the students and how are these strategies realized in practice.

3. To describe socio-affective strategies used by the students and how are these strategies realized in practice.

E. Significance of the Study

1. Partical Signifance

The results of this study were expected to be important information for everyone who wants to know what vocabulary learning strategies can be done to improve vocabulary skills, especially for English teachers and students.

2. Theoritical Signifance

It can be used as the reference for the next researchers and would help the researcher solve their problem in vocabulary skill and could enrich the theory of learning strategies of the teacher of SMA NEGERI 6 SURAKARTA.

F. Research Paper Organization

The Organization of this research paper is divided into 5 chapters, namely Chapter I, Chapter II, Chapter III, Chapter IV and Chapter V.

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

Chapter II is reviw of related literature. It consists of previous study and underlying theory.

Chapter III is research method. It consists of type of research, subject and object of the research, data and data source, research time and place,

method of collecting data, technique for analyzing data and credibility of data.

Chapter IV is research finding and discussion. In research finding consists of strategies used by the students and the realization in practice.

Chapter V is conclusion, implication and suggestion.