

CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is fundamental in the process of language learning, especially English language. The reason is, without sufficient vocabulary, the students cannot comprehend the languages clearly or express the idea that they have. According to Wilkins (1972:111-112), “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It means that with different languages, in fact without grammar, they can be very little to convey their own idea and only with some useful words, they can have good communication. Cameron (2001:72) states that building up a useful vocabulary is central to learn a foreign language at primary level. It means that vocabulary is very important to be mastered, this is because someone cannot talk without understanding of vocabulary. It should be paid an attention in process of teaching language learning which is used as a center for foreign language learning at primary level.

Teaching vocabulary in a particular department becomes essential to improve vocabulary. To gain the students preferences and stimulus in learning process of vocabulary, the lecturer is expected to produce various learning strategies. It requires a correctness in teaching methods. The impressive teaching strategy is very significant to create teaching learning process in the class smoothly.

Learning a language deals with learning the vocabulary. It is the basic step to communicate and also important for the acquisition process (Krashen, 1981: 12). It means that, in learning process of language, it all depends on learning vocabulary. It is because vocabulary is the foundation to communicate with other people and used to understand everything in life. Oxford (1990) states that learning strategies as "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information". She extended the definition of learning strategies to include "principal actions

taken by the students to establish learning easier, faster, enjoyable, more effective, and more transferable to new situations”. The present study investigated memory strategies as one type of the direct learning strategies proposed by Oxford (1990). The memory is a biological process that occurs in individuals where individuals can recall information that has been coded. Vocabulary in language learning is very important to master, because this type of strategies can help the students overcome the problems they encounter in vocabulary learning. Vocabulary can be interpreted as a collection of words understood by someone. Based on Nunan (2006), she said that someone who understands vocabulary well will also have an impact on the process of good communication. It means that someone who learning the English vocabulary can increase a better mind-set and create a good communication.

In Department of English Education, especially in Universitas Muhammadiyah Surakarta, there is a learning process of English vocabulary that is taught to the learner. The memory is one of the preferent methods that can be utilized in the learning English vocabulary which can increase speaking skill. In this research, the researcher is interested to do research in teaching class of speaking skill in third semester student through the memory in improving English vocabulary repertoire. So, the students should be able to remember the difficult English vocabulary easily using type of memory strategies. The researcher discussed about students preferences in English vocabulary in teaching speaking skill using memory strategies. The strategy of memory was used in speaking class because the researcher got the data by making observation.

Based on the background, the researcher is interested in describing the use of memory strategies in learning process of English vocabulary by third semester students at Department of English Education in Universitas Muhammadiyah Surakarta. So, the researcher is also curious about the use of memory strategies in learning process of English vocabulary on teaching speaking skill of third semester students. Therefore, the researcher decided to

carry out a research entitled “**MEMORY STRATEGIES USED IN IMPROVING ENGLISH VOCABULARY REPERTOIRE: A CASE STUDY OF THIRD SEMESTER STUDENTS AT DEPARTMENT OF ENGLISH EDUCATION UNIVERSITAS MUHAMMADIYAH SURAKARTA**”.

B. Problem Statement

Based on the background of the study above, the researcher formulates the problem statements as follows:

1. What are the memory strategies used by the students in improving English vocabulary repertoire in the classroom?
2. What are the students' preferences in using memory strategies in the classroom?

C. Limitation of the Study

Based on the problem identification, the researcher focused on the use of memory strategies in teaching English vocabulary and student preferences by using memory strategy to improve the student vocabulary in English. It was conducted in speaking class L at third semester of Department of English Education Universitas Muhammadiyah Surakarta. The researcher took the best 6 students at this class.

D. Objective of the Study

Based on the formulation of the problem above, the specific objective of the study are to:

1. Identify the memory strategies used by the third semester student Department of English Education at Universitas Muhammadiyah Surakarta to improve English vocabulary repertoire in the classroom.
2. Know the students' preference in learning English vocabulary using memory strategies in third semester students Department of English Education at Universitas Muhammadiyah Surakarta.

E. Significance of the Study

The researcher supposes that the result of this research can be useful to the readers theoretically and practically.

1. Theoretical Significance

In the theoretical significance, the result of this research will give a valuable information and reference to increase the knowledge on teaching vocabulary by using memory strategies.

2. Practical Significance

a. For the teacher

The benefits of this research for the teacher is the teacher can create the effectiveness of teaching vocabulary by using memory strategies to improve student English vocabulary and will develop the teaching competence to increase the students ability in teaching English vocabulary to be better.

b. For the students

The students are expected to be able to improve English vocabulary by using memory strategies.

c. For the readers

In this research, the researcher hopes that the reader can use the information than exist in the result of the result of the research to increase their understanding about memory strategies in English vocabulary.

F. Research Paper Organization

Research paper organization is made to make it easier to be understood and read. It can be seen as follows:

Chapter I consists of background of the study, problem statement, limitation of the study, objectives of the study, significance of the study, and research paper organization.

Chapter II consists of previous study, learning strategy, memory strategies and vocabulary.

Chapter III consists of type of the research, setting of the research, subject of the research, object of the research, data and data source, method of collecting data, technique for analysing data, and credibility of the data.

Chapter IV consists of research finding and discussion.

Chapter V consists of conclusion, pedagogical implication, and suggestion.