

CHAPTER I

INTRODUCTION

This chapter discusses about the introduction of the research which consists of the background of the study, identification of the problem, research limitation, problem statement, the objectives of the study, and research benefit.

A. Background of the Study

Learning second language is arguably one of the most cognitively challenging undertakings for most people will go through in a life time. Learning vocabulary is perhaps the most challenging aspect to become proficient in the target language when learners were in the school. Some characteristics that distinguish vocabulary learning from other language skills include the fact that vocabulary learning is incremental, potentially limitless, and heavily constrained by the learners' experience (Swain & Carroll, 1987: 193). One area of second language learner vocabulary acquisition research that has been gaining attention in recent years to help explain the difficulties some second language learners encounter when learning vocabulary is the focus on learning strategies vocabulary learning strategies (VLS).

One of the core elements of language learning, vocabulary comprehension presents various obstacles. Students tend to become passive learner during English classes because they lack of vocabulary, which affect their behavior in learning English. In addition, Goulden as

cited in Olmos (2009) explains that measurement of academic particular vocabulary size is an important indicator of the ability of second language learners to achieve academic success. Mc Carthy (1990: 265) stated that no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered. Without words to express a wide range of meaning, communication in an L2 just cannot happen in any meaningful way.

There are many ways of students in learning second language. The use of the student's strategy of learning language contributes to language learning. Vocabulary Learning Strategies (VLSs) have its roles in facilitating students' learning become more independent in learning language. Cameron (2001:92) defined vocabulary learning strategies as "Action that learners take to help them understand and remember vocabulary". Vocabulary is the basic important things when people want to learn languages. Vocabulary will have an actual effect on students' language proficiency. Wilkins (1972: 9-10) stated that without grammar people understood the little message of communication, but without vocabulary people can not understand it. Therefore, speaking, listening, reading and writing are the basic element to learn is vocabulary. By having the large size of vocabulary will help students to improve their language proficiency.

According to the English curriculum for junior high schools in Indonesia, the English teaching covers four skills. The four skills are supported by learning of language elements. The language components

involve vocabulary, grammar, and pronunciation. In fact, of all language components, the vocabulary holds the main core in language teaching. This is in line with what Richards and Renandya (2002:255) say that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that to improve their language skills, learners must master vocabulary.

VLSs are important for junior high school students, because they help students to understand new words and increase their wealth of vocabulary, and encourage them to become independent learners. However, English lessons in junior high school do not provide specific classes on technical vocabulary. As such, the students cannot always rely on their teachers. They need to master their own strategies of determining the meanings of unknown words independently so they can better understand their class materials.

Vocabulary learning strategies have a prominent part in learning language successfully. They are resources that students employ them to improve their vocabulary knowledge to solve their problems in language learning. Gu (2010: 116) claimed that VLSs are an indispensable tool to describe and to explain the vocabulary development of a foreign language. VLSs are also a tool to empower learners to make a wise decision in terms of what to learn and how to learn.

Some previous study revealed that understanding the vocabulary learning strategies is very important. It helps students to be aware the

benefit of the use of strategies in learning English. Yunhao (2011) revealed that good language learners were found to employ learning strategies more frequently than poor learners. Waldvogel (2003: 209-219) revealed that inexperienced language learners were not always aware of the benefits of conscious and continuous use of effective learning strategies for making learning quicker and more effective. Many teachers did not understand on language and vocabulary learning strategy instruction and/or techniques at different levels of proficiency.

Second language learning had been expanded rapidly during the last few decades in Indonesia. English courses were offered from primary to advanced levels at many schools. Investigating some of the various factors which influence individual students in their choice of learning strategies can be the alternative way to conduct this cause. According to recent research studies, there were several factors that influence strategy choice; such as awareness, personality traits, stage of learning, task requirements, teacher expectations, age, general learning style, purpose for learning language, motivation level, nationality, gender, etc. One factor that influenced the strategy choice was the degree of awareness. Learners who were more aware of themselves and the process they are in, seem to use strategies more efficiently (Oxford, 1990). Also, task requirements help to determine the strategy choice. To illustrate, different strategies were used when rehearsing a grammar rule and trying to communicate with other parties. Their cognitive level, which was interdependent to

biological development and social experiences, played an immense role in their preference of strategy choice (Oxford, 1990).

The point that made the researcher interesting to do research is based on the students' obstacles in learning vocabulary. Most of students in MTsN 1 Pati have practiced their English by mixing Indonesian accents and Indonesian grammatical. Students tend to become passive learner during English classes because they lack of vocabulary, which affect their behavior in learning English. Students tend to the teacher in learning English especially for boys. Thus, the gender differences were also interested to investigate how the students use the vocabulary learning strategies.

Based on the description above, , the researcher formulated the study entitled **“A CASE STUDY OF VOCABULARY LEARNING STRATEGY USED BY MALE AND FEMALE STUDENTS (A Case Study on Vocabulary Learning Strategies of Eight Grade Students in MTsN 1 Pati).**

B. Limitation of Study

There are wide number of language learning strategies. Based on the explanation above, the researcher limits his study on vocabulary learning strategies. There are different basic learning languages practiced by students. The male and female students will be the object of the study. There are many factors may influence students in choosing their vocabulary learning strategies. The researcher investigated the vocabulary

learning strategy based on gender differences students of MTsN 1 Pati academic year 2019/2020.

C. Problems Statements

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

1. What vocabulary learning strategies are used by male and female of eight grade students of MTsN 1 Pati?
2. What are the differences between male and female students of eight grade students of MTsN 1 Pati in using vocabulary learning strategies?
3. What are the factors that influence the students in their vocabulary learning strategy use?

D. Objective of the Study

Based on the problems statements, the researcher formulates the objectives of the study as follows:

1. to clarify the vocabulary learning strategy used by male and female students of eight grade students MTsN 1 Pati.
2. to clarify the differences of vocabulary learning strategy used by male and female students of eight grade students MTsN 1 Pati.
3. to describe the factors that contribute to the vocabulary learning strategy used by male and female students.

E. Benefit of Study

In this research, the researcher proposes two benefits studies; theoretical and practical benefits.

1. Theoretical benefits.

Hopefully, this research will give some information, knowledge and large information to the readers about vocabulary learning strategies, and to other researcher, persons, teacher, or students who want to analyze and conduct the vocabulary learning strategies used by male and female students.

2. Practical benefits.

- a. The students

The researcher hopes that information about vocabulary learning strategies proposed by some experts will motivate the male and female students to select correctly their vocabulary learning strategies. So, they can achieve the best way in learning English actively and passively.

- b. The teacher

The result of this study will help the teacher to motivate students in teaching and learning process and help the students to choose the best vocabulary learning strategy used by male and female students. It becomes a consideration to choose the best strategies in teaching and learning process.

- c. The next researcher

This research becomes references for the next researcher becomes references for the next researcher.