

CHAPTER I

INTRODUCTION

A. Background of The Research

English is the language which widely read, learned, and spoken in the world (Jenkin: 2006). Besides, English has an important role to run the economy during the globalization era, technology innovation, as well as Internet development (Pakir,2000). Lexical knowledge is also important in learning English as a Second Language (ESL) and English as a Foreign Language (EFL). In mastering a new vocabulary, students need some abilities in the form of recognition like spelling, pronunciation, derivation, and knowing the meaning of the word from the dictionary. McCarthy (2001, cited in, 2003) delivered that “vocabulary forms of the biggest part of the meaning of any language, and vocabulary is also the biggest problem for most learners”

Vocabulary has an important role in learning English because the amount of vocabulary knowledge can be a predictor of a learner’s second language mastery. (Zareva et al, 2005). The second language master strongly depends on the learner’s vocabulary development. In the second language acquisition sub- discipline also known as second language vocabulary acquisition, a lot of researchers put their biggest awareness on the learners to maximize their knowledge and vocabulary development first (Schmitt,2000). Vocabulary learning strategies or also known as VSL are an important part of learning a second language which received more awareness since the late 1970s and their research has increased learners’ understanding in the process

of developing their ability in second and also foreign languages. Nation (2001), has defined the vocabulary learning strategy. He said that a strategy would need to involve choice which is several strategies to choose from, be complex and contain several steps to choose from, require knowledge and benefit from exercising, and increase the efficiency of the vocabulary learning and vocabulary use as well.

When learners are learning a second language, the manipulation of four main skills should be involved. Those four main skills are speaking skills, writing skills, listening skills, and reading skills. Those skills will help the learners to effective communication. Vocabulary teaching in many classrooms is widely incidental (Fan:2003). It means that when they hear or read words that are difficult for them, they will be told the definitions of the words instead. Regularly, it may be added with collocations of the target words and information about how the words are used. For example, is it used for negative connotations or is it used for positive connotations in a formal situation? But, finding out the alternative word as a new word is left to the discretion of the learners and they are suggested to use the dictionary to find out the meanings of words (Catalan: 2003)

There are some strategies used for ESL or EFL. Students who want to learn and improve their English, need vocabulary learning strategies. Learning strategies are important because they will help the students to organize how can a language can be mastered. O'Mellay (2007) said that there are three types

of strategies that can be used by students. That is metacognitive strategy, cognitive strategy, and social strategy. Schmitt (1997) also mentioned social and memory strategies. From the background above, means mastering vocabulary is important for students. Therefore, this research will be focused on knowing students' strategies for mastering vocabulary.

B. Research Question

From the explanation of the background above, the problem is what are the students' strategies for mastering vocabulary?

C. Objective of The Research

The aim of the research is to identify the students' strategies in mastering vocabulary at SMPN 1 Mrebet

D. Significance of The Study

a. Theoretically

The result of this study can be used as the basis for the next researchers when they will do research in this area

b. Practically

1. For Teacher

It is expected that this research can be used by teachers to know what are students' strategies in mastering vocabulary. Teachers will know what is the best strategy to help their students in mastering the vocabulary in all aspects.

2. Other Researcher

The researcher hopes that this research can be used by another researcher as a reference so that the other researcher can improve their knowledge about vocabulary mastery.

