

CHAPTER I

INTRODUCTION

1.1 Background

This section presents three sub-sections forming the background of the current study. They are the role of learning strategy to the success of L2 learning, the role of vocabulary in the context of L2 learning and relevant research on vocabulary learning.

In relation to language learning, the students,, awareness of the strategies they use seems to be very important. Language learning strategy is also defined as the processes which the learners choose intentionally and which end at the action done to improve the learning or usage of a second or foreign language, through the storage, retention, recall, and application of information about that language (Cohen, 2016). This states clearly that the students must select the strategies on purpose to promote their own learning. By the way they will find the strategies which are suitable for them to learn the language and it will finally support the development of their language competence and performance. Therefore, if the goal of English. Learning is to be able to communicate in English, language learning strategies must be applied appropriately in the learning process. If not, it will be more difficult to reach the goal.

The use of English in everyday life is certainly common. Moreover, this is an era of globalization where English is very necessary to communicate between countries, so that which makes English a language that cannot be underestimated. The success of learning English is reflected in the ability to convey ideas both orally and in writing. This means that students who learn English are essentially learning to use it in oral and written communication actively and effectively. There are four skills in English, namely listening, speaking, reading, and writing. In writing, students often find the wrong choice of diction (vocabulary) when they write paragraphs, essays, and even theses. Errors in the choice of diction confuse the meaning with being conveyed and result in not understanding what they write.

Vocabulary has an essential role in mastering foreign languages, especially English. Without mastering an adequate vocabulary, students not only have difficulty communicating and even cannot communicate at all. Not mastering English grammar at all is still possible to communicate if you have sufficient vocabulary. The series of words that are conveyed are not grammatical but can still be understood by the audience by understanding the meaning of the vocabulary. In a broader understanding, vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words, and the relationship between words, phrases, categories of words, and phrases. This indicates that vocabulary is not merely a collection of words that we memorize and know their meanings but also a learning process in assembling these words.

The process of learning English vocabulary determines how much and how well the level of mastery of vocabulary in a foreign language is. Learning strategies, then, become a necessity to carry out the learning process effectively. Learning will not produce maximum learning outcomes without the selection of effective learning strategies. Learning strategies are interpreted as steps taken by students to achieve what they learn. In this case, according to Oxford, language learning strategies are specific actions, behaviors or techniques that students employ, often consciously, to improve their own progress in internalizing, storing, retrieving and using the target language. In the context of learning English vocabulary, the choice of vocabulary learning strategies carried out by students in order to be able to master and practice the vocabulary they are learning will determine the success of their English vocabulary mastery which in the end has a lot of impact on increasing their communication skills. Based on the statement above, the researcher is interested in doing research entitled "Students' Strategy in Learning Vocabulary at SMPN 1 Noling."

1.2 Problem Statement

Based on the explanation above the researcher formulates the research problem of this research as follow: what are students' strategies used in learning vocabulary?

1.3 Objective of the Research

Based on problem statement above the researcher will find out the students' strategies in learning vocabulary.

1.4 Significant of the Research

This research aims to describe the strategies used by students in learning vocabulary. Therefore, the result of this research can be used as reference in improving vocabulary in a delightful way.

1.5 Scope of The Research

The researcher focuses on students' strategy in learning daily vocabulary at SMPN 1 Noling.

1.6 Operational Definition

To get the general understanding about the title of the research, the researcher gives the definition of some important terms related to the title:

1) Vocabulary

Vocabulary is all the words contained in a language, the wealth of words owned by a speaker or writer.

2) Strategy

Strategy is an overall approach related to implementing ideas planning and executing an activity over time.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Paertinent Ideas

1. Definition of Vocabulary

According Fauziati (2008: 149), vocabulary is central to language and of critical importance to typical language learners. Without a sufficient vocabulary, people cannot communicate effectively or express their ideas in both oral or written form. Having a limited vocabulary is also a barrier that precludes learner from learning a foreign language. Krashen (1981:80) in Fauziati (2005: 155) states that most learners' vocabulary grows through incidental learning such as through continuous exposure to comprehensible language in reading, listening, speaking, and writing exercise.

Teaching vocabulary is one of the most important components of any language classes because through vocabulary, second language learners will be able to understand and express language. By understanding vocabulary, students can express the idea in the form of written and spoken English. In learning vocabulary, students have to memorize the words. They also have to know the part of speech of each word whether it is noun, verb, adjective or adverb. As foreign language learners, students have to know the meaning of the words. There are many consequences or impacts that probably arise when they do not know the meaning of word, for example, students misinterpret the meaning of the message and the students tend to lack motivation in learning English.

Graves (2000, as cited in Taylor, 1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Krashen (1998, as cited in Herrel, 2004) extends Graves's definition further by stating that lexicon organizes the mental vocabulary in a speakers' mind.

If students are to develop their vocabulary as autonomous learners, they must learn strategies to do so. Interest in such learning strategies has continued to grow for some decades, ever since communicative language teaching (CLT) began gaining popularity in the 1970s and 1980s. Historically, it was assumed that

learners simply pick up vocabulary incidentally, due to input exposure, rather than necessarily, through explicit instruction (Hazenberg & Hulstijn, 1996). However, research in this field has focused on identifying the general types of strategies that are linked to successful learning as well as with implementing these strategies to more specific language learning areas, such as the development of L2 vocabulary (Schmitt, 1997).

Based on the explanation above, it can be concluded that vocabulary is the foundation of language and is essential for effective communication, especially in a foreign language. In addition, the importance of understanding the meaning and function of vocabulary in language is more important than just memorizing vocabulary. By understanding the meaning and function of vocabulary, learners can use it appropriately in communication.

1. Kinds of Vocabulary

Haycraft (1978 cited in Hatch and Brown 1995), indicates two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

- a. Receptive Vocabulary Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce.
- b. Productive Vocabulary Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing.

2. The Concept of Students' Vocabulary

Vocabulary is the first aspect that must be learned by students in learning a language. It is the most important element to make someone more understand the language. Without sufficient vocabulary, we cannot communicate and express ideas easily in both oral and written forms. There are several definitions by some experts about vocabulary. Hatch and Brown (1995) define vocabulary as a list or a set of words for a particular language or a list of words that individual speakers of a language might use. According to Linse (2005), vocabulary is the collection of words that an individual knows. Hornby (1995) defines vocabulary as a list of words used in a book with definition and translation. Whereas, Gardner (2010) defines vocabulary as not only concerned with the meaning of words, but also how people use the words and store the words, how they connect between one

word to another word, and also how people make a phrase with that words. In conclude, it can be said vocabulary is the stock of the words are used by a person. The vocabulary allows a real effect on skills in the English language. It is hard to do oral communication between one and another without vocabulary.

Vocabulary cannot be separated from the language; it is a necessary part of the language. Laksana (1993) states that vocabulary is a component of a language that maintains all of the information about the meaning and using a word in the language. It means that vocabulary is a necessary part of language, the language cannot be used to maintain all information in a language without vocabulary. In conclusion, vocabulary is the smallest unit of speech that processes individual meaning to speak and use to communicate another.

3. The Concept of Language Learning Strategies

The success of the teaching and learning process is influenced by many factors. One of these factors is the use of strategy in learning, especially language education. Students and teachers need to find and apply an appropriate strategy to learn a language more effectively and efficiently.

According to Rubin (1987), language learning strategies are behaviors, steps, or techniques that language learners apply to facilitate language learning. Then, Oxford (1990) defined language learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Furthermore, Chamot (2004) language learning strategies are the conscious thoughts and actions that learners take to achieve a learning goal. It can be concluded that language learning strategies have an important role to develop learning achievement. Oxford (1990) classified there are twelve features of language learning strategies as follows:

a. Contribute to the main goal, communicative competence

All appropriate language learning strategies are oriented toward the broad goal of communicative competence and strategic competence. The development of communicative competence requires realistic interaction among learners using meaningful, contextualized language. Learning strategies help learners participate actively in such authentic communication.

b. Allow learners to become more self-directed

Language learning strategies encourage greater overall self-direction for learners. Being self-directed students are important since the teacher can guide them all the time and students need to use the language outside the classroom. Moreover, self-directed is essential to the active development of ability in a new language.

c. Expand the role of teachers

Traditionally, the teachers' roles are like parents, instructor, director, manager, judge, leader, evaluator, controller, and even a doctor who must "cure" the ignorance of students. In contrast, the new role of teachers is as a facilitator, helper, guide, consultant, adviser, coordinator, idea person, diagnostician, and communicator. Teaching capacities also include identifying students' learning strategies, conducting training on learning strategies, and helping learners become more independent. These changes strengthen teachers' roles, making them more varied and more creative. When the students take more responsibility, more learning occurs, and both teachers and students feel more successful.

d. Problem-Oriented

Language learning strategies are tools. They are used because there is a problem to solve, a task to accomplish, an objective to meet or a goal to attain.

e. Specific actions taken by learners

Language learning strategies are specific actions or behaviors accomplished by students to enhance their learning. These actions are naturally influenced by the learners' more general characteristics or traits such as learning style, motivation, and aptitude.

f. Involve many aspects of the learner, not just the cognitive

Language learning strategies are not just about cognitive functions such as those dealing with mental processing and manipulating the new language, but also include metacognitive functions such as planning, evaluating, and arranging one's learning and emotional (affective), social, and other functions.

g. Support learning both directly and indirectly

Some learning strategies involve direct learning and the use of the subject matter, in this case a new language. These are called direct strategies. Others, including metacognitive, affective, and social strategies contribute indirectly but powerfully to learn. These are known as indirect strategies. Direct and indirect strategies are equally important and serve to support each other in many ways.

h. Not always be observed

Some learning strategies are not observable. Some of them are dealing with mental associations that are not seen by human eyes. The strategies are also used by the students outside the classroom that are unobservable by teachers.

i. Often be conscious

Many modern uses of their learning strategies reflect conscious efforts by learners to take control of their learning, and some researchers seem to suggest that are always conscious actions. However, some learning strategies become automatic or unconscious.

j. Can be taught

Learning strategies are easier to teach and modify. This can be done through strategy training, which essential part of language education. Even the best learners can improve their strategy use through such teaching. Strategy training helps guide learners to become more conscious of strategy use and more adept at employing appropriate strategies.

Language learning styles are divided into two main parts: direct and indirect strategies. Direct strategies are those behaviors that directly involve the use of the target language, which unswervingly facilitates language learning. Oxford (1990) resembles the direct strategies to the performers in a stage play, whereas she takes after indirect strategies to the director of the same performance. Direct strategies are subcategorized into memory strategies, cognitive strategies, and compensation strategies. Meanwhile, indirect strategies are subcategorized into metacognitive strategies, affective strategies, and social strategies. Below is a further explanation of all strategies (Oxford in Murcia (2001):

a. Direct strategies

1) Memory strategies

Memory strategies are the techniques that enable learners to store the new information and retrieve it later. It will help learners to link one L2 item or concept with another but do not necessarily involve deep understanding. The learning and retrieval can be via sounds (e.g., rhyming), images (e.g., a mental picture of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard), etc.

2) Cognitive strategies

Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, notetaking, summarizing, synthesizing, outlining, recognizing information to develop stronger schemas, practicing structures and sounds formal.

3) Compensation strategies

Compensation strategies help learners to use the target language either comprehension or production, although they do not have complete knowledge about it. The strategies can be guessed from the context in listening and reading: using synonyms and talking around the missing word to aid speaking and writing –strictly for speaking- using gestures or pause words. These strategies enable them to make up missing knowledge.

b. Indirect strategies

1) Metacognitive strategies

Metacognitive strategies are employed for managing the learning process overall (arranging, planning, and evaluating the learning). The strategies can be identified ones learning style preferences and needs, planning for L2 tasks, gathering and organizing materials, arranging a study pace and a schedule, monitoring mistakes, evaluating task success, and evaluating the success of any type of learning strategy.

2) Affective strategies

Affective strategies enable learners to control their emotions, attitudes, and motivations related to language learning by identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance and using deep breathing or positive self-talk, knowing how to control one's emotions and attitudes about learning may influence the language learning process positively since it will make the learning more effective and enjoyable. It is also known that negative feelings can hinder progress. The control over such factors is gained through the manipulation of affective strategies

3) Social strategies

Social strategies help learners work with others and understand the target culture as well as the language. The strategies might be asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with the native-speaking conversation partner, exploring cultural, and social norms.

To conclude, indirect strategies tend to originate at a level of unconscious or automated performance and may or may not enter consciousness during preparation. In contrast, direct strategies are used by learners in a direct way, that is, they tend to originate at a level of unconscious or automated performance and may or may not enter consciousness during preparation.

4. Categories of Word Knowledge

The different categories of word knowledge are divided into four categories of word knowledge. According to Nation, knowing a word means; (1) knowing its form, (2) knowing its position, (3) knowing its function, and (4) knowing its meaning. Firstly, knowledge of word includes the knowledge of word form. This category covers both the spoken and written form of the word. It comprises three aspects, namely, knowledge of the spoken form, knowledge of the written form and knowledge of word parts. Knowing the spoken form of the word includes being able to recognize the word when it is heard and being able to produce the spoken form in order to express a meaning. When the learners know the spoken form of a word, it means that they are able not only to catch the spoken word but also to pronounce the word, including the particularly-stressed syllables in the

word. While, knowing the written form of the word, is mainly related to the spelling of the word. One aspect of gaining familiarity with the written form of words is spelling. It means that knowledge of word spelling is the centre of knowing the written form of the word. Furthermore, Nation argues that the ability to spell is most strongly influenced by the way learners represent the phonological structure of the language. This implies that the knowledge of sound system of the language underlies learners' capability to the spoken form of words into the written form. He also insists that the spoken form of words can be represented in learners' memory in different ways: as whole words, as onsets (the initial letter or letters) and rimes (the final part of a syllable), as letter names, and as phonemes. And, the last aspect of knowing word form is the knowledge of word parts. It is closely related with morphology--the internal structure of words and the rules by which words are formed. Knowledge of a language implies knowledge of its morphology (Fromkin, David Blair & Peter Collins, 2000:66). It involves the understanding of affixes and stems in making up the words. This may help the learners learn both the meaning and the form of the words because of the fact that; the affixes often have their own meaning. For example, the prefixes *il-*, *im-*, *ir-*, *dis-* and *un-* carry negative meaning of the word. The specific meaning they carry may facilitate language learners to store the meaning in mind. And, some other affixes change the parts of speech. The prefixes *em-* / *en-*, for instance, and the suffixes; *-en*, *-ize*, *-ate*, and *-ify* change an adjective into a verb. In addition, there are also some suffixes forming noun, such as; *-ion*, *-ment*, *-ness*, *-dom*, *-ity*, *-er* / *-or*, *-ant*, *-ance* and *-ence*, some others forming adjectives and also adverbs. This process is covered in morphology or the study of word formation (Gass & Selinker, 2001:9). In brief, identifying various affixes forming different parts of speech may help learners remember the words.

Opinions on vocabulary learning strategy to identify the strategy which is actually used. It means that the use of the strategy is based on student's own considerations. In this sense the student is fully aware of the strategy being used. By doing so, it is hoped to reveal what actions are actually taken and how they are performed in the vocabulary learning process. This constitutes an important part of a vocabulary learning process that contributes to the success of the learning.

Successful learners are so thoughtful and aware of themselves in relation to the learning process that they take conscious decisions and follow their own preferred learning style (Ellis, 1994:549). Student's awareness of vocabulary learning strategy in use leads the student to be more self-directed, more independent and finally more successful in learning L2 vocabulary. And, self-directed students gradually gain greater confidence, involvement, and proficiency (Oxford, 1990:10). It means that the more self-directed a student is, the greater chance of success in learning the student has. This indicates the interrelationship between the use of learning strategy, students' self-direction and students' success in learning.

2.2 Previous Study

1. Sulastrri, Nanik (2021) *An Analysis of Students' Strategy in Learning Vocabulary at English Department of STKIP PGRI (A study at Second Year Academic Year 2015/2016)*. Masters thesis, Universitas Negeri Padang. This research was conducted to: (1) To examine the vocabulary learning strategies of English Department students of STKIP PGRI Sumbar (2) To find out the most and the least vocabulary learning strategies that used by the English Department students of STKIP PGRI Sumbar (3) To analyze the factors affect the students in choosing the vocabulary learning strategy of English Language Education Program at STKIP PGRI Sumbar.
2. Kaboooha, Raniah; Elyas, Tariq (2018), "The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers". The present study sought to examine the improvement in vocabulary comprehension and retention of Saudi English as foreign language female students at King Abdul Aziz University as a result of integrating YouTube in their reading classes. The study also investigated the perceptions of both students as well as teachers towards the inclusion of YouTube on the development of vocabulary. The results clearly show that YouTube provided statistically significant effects on the students' vocabulary acquisition. The findings of the study indicate that the participants positively viewed the use of

YouTube in their lessons. The findings also revealed significant improvement in the students' vocabulary achievement. The implications of the findings are discussed within the context of foreign language learning and teaching.

3. Zhihong Bai (2018), "An Analysis of English Vocabulary Learning Strategies". The result of this study shows that firstly it introduces the importance of vocabulary learning. Secondly, it explains the significance and purpose of the study, and does the survey to the current problems of students' vocabulary learning. Thirdly, it gives the definition and classification about the vocabulary learning strategies. Then, in the paper some factors which affect the strategies of vocabulary learning are listed. Finally, it points out the specific strategies of vocabulary learning and gets some opinion about it. It is hoped that this paper can offer some help for students' English vocabulary learning, and expand students' vocabulary. Also, it can improve students' interest in vocabulary learning and make vocabulary learning easy.

The previous research has a different research subject, which is university students. Therefore, research on vocabulary learning strategies of junior high school students is still needed to provide a more specific insight into the vocabulary learning strategies of junior high school students.