

CHAPTER I

INTRODUCTION

A. Research Background

English vocabulary is an important part of learning English. This is the most important thing that is sometimes forgotten by English students. The more words know, the greater the ability to understand what is heard and read and the higher the ability to be able to say what you want to say or write. According to Wahyuni & Rahmanida (2020:652) vocabulary is central to English language teaching and learning. It assists all English skills which cover listening, reading, writing, and speaking. Students cannot master a language without learning vocabulary first because vocabulary is the main words of a language. Every word used by human is meaningful. By the meaning of a word, people produce words to express their thoughts and to name things in their daily communication.

Learning English vocabulary is not only in terms of pronunciation to make students proficient in English, but also requires a lot of vocabulary to be remembered and understood. Learning English vocabulary is an important thing or the essence of mastering English, because a person cannot speak, understand, read, or write a foreign language without knowing many words. In learning English vocabulary, students have various strategies and for each student has a different strategy in learning English vocabulary. If the students have strategies, their vocabulary increase. Students who have good strategy in learning vocabulary can understand about what they have learned easier because some aspects of English learning need vocabulary in understanding the meaning (Sulastri, 2019:36). Students strategies can be motivation for themselves to be better.

English vocabulary knowledge is one of the best predictors of verbal comprehension and verbal IQ. According to Ikhsan (2017:1) Vocabulary knowledge is often viewed as a critical tool for foreign language learners because a limited vocabulary in learning a foreign language make it barrier in communication. It often happens to students when they can't communicate effectively because they don't know many words, from this researcher can see that

vocabulary plays a dominant role in learning and understanding language as well as in communication situations and also understanding the reading texts.

Students often encounter vocabulary in applying the four language skills; especially, in understanding English reading texts, they cannot understand reading texts well. The inability to understand English texts is generally due to vocabulary problems possessed by students. One of the problems that may occur is the limited vocabulary. Previously students were able to master and always remember all the vocabulary learned in school quite well, but after they had finished their studies, they lost a lot of English words and only a limited number of them were remembered. In other words, it can be said that students often experience problems in applying the four language skills, one of the reasons is due to limited vocabulary. In addition to the problems above, vocabulary is not taught as a subject in the curriculum in the English department. It is not taught explicitly as a subject. They can't develop their vocabulary well. In other words, from this situation, students should be able to build their own vocabulary learning strategies to build new words. If the students knowing vocabulary, students be able to develop language and because of this some students have problems mastering English vocabulary.

The previous study about students' strategies in learning English vocabulary has been conducted by some researchers. First of all, a research from Ikhsan (2017) entitled "The Students' Strategies in Learning Vocabulary of the X Year Students at Boarding Schools at Aceh Besar". Many students use more than one strategy in learning vocabulary and the most dominant strategy was determination strategies. Secondly, a research conducted by Wahyuni (2020) entitled "An Analysis of Students' Strategies in Developing English Vocabulary". Students are dominated by using learning strategies English vocabulary, namely metacognitive strategies, beliefs strategies and cognitive strategies. Then, the other research is Vocabulary Learning Strategies Applied by the Students of English Education Study Program of Bengkulu University (Sihotang, Afriazi & Imranuddin, 2017), students prefer to learn and find the meaning of new words individually rather than asking for help from others. Another research was

conducted by Sulastri (2019) entitled “Students’ Strategy in Learning Vocabulary at English Department of STKIP PGRI”. The results of the study showed that the students' vocabulary skills it is classified as a final gradation. It was found that the final semester students chose memory learning strategy as their strategy in learning vocabulary. Lastly, research from Bai (2018), with the same title "An Analysis of English Vocabulary Learning Strategies". Students can expand their vocabulary through their learning strategies. In addition, it can increase students' interest in learning vocabulary and make learning vocabulary easy.

Based on results the researcher pre-observation, it was found that students need media to increase knowledge in learning English vocabulary, but learning English vocabulary can experience obstacles and even fail due to not using media or using inappropriate media. In learning English vocabulary, media is used to help make vocabulary learning activities more interesting and effective, students are also more able to learn independently in acquiring English vocabulary and make plans to learn new vocabulary. The learning media in question are English films, google translate or other translation tools on the internet. Therefore, the media is a tool that is physically used for learning English vocabulary. One of the English vocabulary learning strategies that can be used in overcoming the above phenomena is metacognitive strategy. The explanation of the results of the pre-observation above is in accordance with the metacognitive strategy. According to Holidazia & Rodliyah (2020:117) There are responses referring to examples of meta-cognitive strategies used by student; Another respondent said that “I usually use the Joox application, because it provides song lyrics directly.” However, the student who used this vocabulary learning strategy explained that he usually studied music while looking at the lyrics when he was visited. Additional answers say that “I listened to Zakir Naik's speech; otherwise, I learn from fantasy films”. Rather than listening to music, these students prefer to learn through native speech or conversation through films. Although incidental listening can help learners in increasing their vocabulary, it cannot lead them to gain a large vocabulary mastery compared to reading.

From the description above, the researcher conclude that it is important to know the students' strategies in learning English vocabulary. Hence, the researcher would investigate students' strategies in learning English vocabulary to the second semester students of IKIP PGRI Pontianak. Through this study, by knowing the existence of vocabulary learning strategies, the students can find out what strategies which are suitable for them, so it can help them improving their vocabulary learning. This research conducted to collect information about their strategies in learning English vocabulary so that the results can help students and lecturers in using appropriate teaching techniques, methods or media to improve their English vocabulary skills so that learning becomes easier to understand.

So the researcher is interested in conducting research entitled "An Analysis of Students' Strategies in Learning English Vocabulary (A Descriptive Research to The Second Semester Students of English Education Study Program at IKIP PGRI Pontianak in The Academy Year of 2021/2022)".

B. Research Question

Based on the background of the research, the researcher formulated the research question, as follow:

What are the strategies in learning English vocabulary at the second semester students of IKIP PGRI Pontianak?

C. Research Purpose

Based on the research question, the researcher formulated the research purpose, as follow:

To find out what are strategies in learning English vocabulary at the second semester students of IKIP PGRI Pontianak.

D. Significance of Research

This research is expected to be useful to provide benefits for students in English vocabulary and to see what strategies students use in learning English vocabulary. This study has significance in contributing theoretically and practically:

1. Theoretically

This research adds information and knowledge about students' strategies in learning English vocabulary. Moreover, this research is also expected to contribute to some researchers' theories.

2. Practically

By this study, the researcher expects this study can be a useful contribution including the following:

a. For the Students

Hopefully this research can provide more information in mastering English vocabulary. Through the strategies used in vocabulary learning, students are expected to have good vocabulary enrichment and behavioral changes in vocabulary.

b. For Researcher

Through this research, the researcher be able to increase the knowledge of the researcher in writing a good thesis and the researcher hopes that this research is useful for knowing strategies in learning English vocabulary.

c. For the Other Researchers

This study can be very useful references for those who are interested in the same study.

d. To IKIP PGRI Pontianak

Especially for English Education Department as an educational institution that educated English teacher to be, this research can be used as a reference to plan and to develop the programs that are suitable with the society needs, including English teaching for School level.

E. Scope of Research

1. Research Variable

Research variables are things that shape what is defined by the researcher to be studied in order to obtain information about it then made the conclusion

(Asywar, 2014:15). In this research, the variable is classified as a single variable, An Analysis of Students' Strategies in Learning English Vocabulary.

2. Research Terminology

In order to classify the term used and to avoid misunderstanding in this research, the researcher would like to define several terms that may help, they are:

a. Students' Strategies

Strategy was a procedure used in learning and thinking. When the students are learning or thinking about something, they need a procedure as a way to get the goal.

b. Learning English Vocabulary

Learning English Vocabulary was the heart of mastery foreign language, because one cannot speak, understand, read, or write foreign language without knowing many words.

c. Second semester students of IKIP PGRI Pontianak

Second semester students of IKIP PGRI Pontianak are those who are learning in English Education Program at IKIP PGRI Pontianak in the academic year 2021/2022