

CHAPTER I

INTRODUCTION

A. Background of the Study

Language has a central role in intellectual, social and emotional learners and is a supporter of success in learning all fields of study. Language learning is expected to help students know his culture, and the culture of others. English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and develops science, technology and culture. Ability communicating in a complete sense is discourse ability. The ability to understand and produce oral or written texts realized in four language skills, namely listening, speaking, reading and writing. These four skills are used for respond to or create discourse in social life. By therefore, English subjects are directed to develop these skills. English as a language used by people is a device for people to connect each other. To keep connecting, people must be able mastering vocabulary. By mastering the vocabulary, people can understand what they have been said to each other.

Vocabulary is an important component in language learning. In communication, vocabulary helps learners to convey meaning. Students' awareness of the role of vocabulary in language learning is reflected in learning behaviors when they use dictionaries to find meaning in vocabulary that is difficult or that is not understood. Such research is conducted to help teachers and students develop effective teaching and vocabulary learning strategies. One of the tasks that must be faced by students during learning is learning vocabulary. Therefore, students must find ways to improve their vocabulary. The importance of learning strategies to develop vocabulary knowledge must receive sufficient attention by the teacher. In the Vocabulary learning strategy, Middle School Students have differences in terms of gender, level of proficiency, or the environment in which they study. This study explores students' vocabulary learning strategies and identifies what strategies they use in learning vocabulary.

Metacognitive grows and develops with age. Metacognitive abilities begin to develop at the age of around 5 to 7 years (Woolfolk, 2008). So that at the initial stage, conceptual analysis by the teacher must be used as a basis for planning his presentation carefully which students can synthesize again by them. It can be a question that can be asked, an explanation is given, and the teacher can also fulfill the growth point of the student scheme, and provide the right material at the right time. Therefore, the teacher can gradually reduce students' dependence on the teacher, and can analyze the new material themselves so they can adjust it themselves even though the method is different from what was originally presented. Therefore, the teacher should be able to adjust the learning material to the stage of student development. That's where the teacher gradually increases students' analytical abilities, so students are no longer dependent on the teacher. English learning in SMP / MTs is targeted so that students can reach the functional level of communicating orally and writing to solve everyday problems by increasing vocabulary.

So, language learning is a complex phenomenon. It has a psychological aspects since it is a cognitive process. Vocabulary learning has been problematic for most learners. Accordingly, vocabulary acquisition has currently received attention in second language pedagogy and research. But it is still a contentious issue how learners acquire vocabulary effectively and efficiently or how it can best be taught. However, vocabulary is generally given little emphasis in the university curriculum in Asian countries (Fan, 2003). The reason for taking this study with entitled title for a study is to find out what learning strategies students use in learning vocabulary at Mts N Surakarta 2.

B. Limitation of the Study

The researcher limits this scope of the study is only on the vocabulary learning strategy used by good students on VII A grade of MTsN 2 Surakarta. The researcher took 6 six students as participants, they are: 3 males and 3 females. The research used metacognitive strategies, cognitive strategies, and socioaffective strategies based on O'Malley's Taxonomy.

C. Problem Statements

What are the English vocabulary learning strategies used by good students of Mts N Surakarta 2. The research problems can be identified as follows:

1. What are metacognitive vocabulary learning strategies used by the students?
2. What are cognitive vocabulary learning strategies used by students?
3. What are the socioaffective vocabulary learning strategies used by students?

D. Objective of the Study

Concerning with the problems of the research, the researcher fomulates the objectives of the study in the following:

1. To describe the metacognitive vocabulary learning strategy used by VII students in Mts n Surakarta 2
2. To explain the cognitive vocabulary learning strategies used by VII students in Mts N Surakarta 2
3. To find out the socioaffective vocabulary learning strategies used by VII students in Mts N Surakarta 2.

E. Benefit of the Study

By conducting this research, the study provides some benefits that are divided into theoretical and practical benefits, they are:

1. Theoretical Benefit

The researcher hopes that this study can be useful as additional information regarding the vocabulary learning strategy for other researchers. And the result of this research is hoped can give contributions in the field of development of English teaching and development of knowledge as a reference in English teaching.

2. Practical Benefit

The researcher hopes this research will be useful for educational environment, especially:

a. For Teacher

The writer hopes that this study can help teachers to improve the students' vocabulary and enrich their variation of teaching methods.

b. For Students

The researcher hopes by doing this research, it can help the students to recognize the appropriate vocabulary learning strategies so their English skills increase highly.