

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem of the study, objective of the study, significance of the study, scope and limitation, and definition of key term.

A. Background of the Study

Language is a major communicative tool for human being, because by language we can interact and communicate with others. As we knew that English is an international language and alternative language to communicate and linked between people around the world by different nation, language and culture. English language is needed not only by Western people, but also needed by all of people around this world, moreover by academic people.

Recently, in Indonesia English is studied from junior high school to university. Most of them just learn English without considering other aspects of English, therefore; they faced many difficulties in such elements, because English is very complicated. To speak English fluently we have to practice it a lot, to make English familiar we have to hear it regularly, and to understand English is by reading more. Before we learn English, we should know English skill and English component that have strong relation between one another. The skills of English are Listening, Speaking, Reading and Writing; and English components are Grammar, Pronunciation and Vocabulary.¹

¹ David Nunan, *Practical English Language*, (Singapore: MC Graw Hill, 2003), 1.

All of these skills and components are important for our success in learning and developing English language, especially Vocabulary, because vocabulary is one of English basic skill and component. By comprehending vocabulary we have much thing to do, for example creative writing, fluently speaking, thoughtful in listening, and others. However, the effect will be different when we learn grammar for first time, eventhough; all of us know that grammar is a rule of language structures. So if we spend most of our time to learn English grammar without learn and develop our vocabulary, our English will not improve well.²

Develop and enrich vocabulary is really important for students in junior high school since they are as the beginner of language learners. Because in that time, they already have awareness and readiness toward language, and their readiness will affect to their learning in classroom or outside classroom. When they have total number of words, they will be easier to make conversation as well, to read with full understanding without confusing or guessing of the meaning, to improve their writing with variety of word, and definitely easier to get involve in their foreign language learning.³

Young learners find the problem in learning English with several aspects, sometimes the problem come from the teacher who is not professional in teaching, difficult and uninteresting material, the unconducive learning environment, and the learners itself. However, from the entire problem mentioned above, the biggest problem comes from the learners itself,

² Scott thornbury, *How to Teach Vocabulary*, (England: Longman, 2002), 13.

³ I.S.P. Nation, *teaching and learning vocabulary*, (USA: Heinle & Heinle Publisher, 2009), 6.

especially in learning vocabulary. As we know, vocabulary is complicated component of language if the learners do not know the function and the use of words, because learning vocabulary is not only know the meaning but able to construct into sentence.⁴ To avoid this difficulties and misused of vocabulary, some of learners have an initiative to solve their problem by using some strategies to improve and enrich their vocabularies.

In this study, the researcher investigates about learning strategies that used by the seventh grade students of MTs Darul Ittihad Bangkalan in learning vocabulary. Furthermore, as the reason of this research, Darul Ittihad is one of the Islamic boarding school in which applies two foreign languages as daily conversation, namely English and Arabic. Darul Ittihad is islamic boarding school where all of students must stay for three or six years. Three years for junior high school and three years for senior high school. It is based on the students choice. However, almost of them choose to stay there for six years.

This islamic boarding school is located in small village Campor, sub-district Geger, distric Bangkalan, Madura, East Java. Even this school have not large quantity but have good quality. The students there won some competition since 2009 that held by government of education and others in district Bangkalan, such as speech contest, debating, storytelling, reading news. And English Subject. Whereas the students score of English subject at least 8.0 of average score. Sometimes they attend the invitation of competition from other

⁴ Virginia French Allen, *Technique in Teaching Vocabulary*, (New York: Oxford University Press, 1983), 4

district. It is the big deal that inspired the researcher to conduct the study in MTs Darul Ittihad.

The first year students have a chance to get involve with two foreign languages. That time is used by new students to improve and enrich their vocabulary, because in this grade, the student of Darul Ittihad have to speak in two language, English and Arabic. To reach these easily, most of the students use strategies to improve their language, especially in improving vocabulary mastery, because they think that vocabulary is the basic of language. The strategies they used should be useful within classroom as well when learners encounter new and unfamiliar word on their own. The strategy should also help learners acquire new vocabulary words that they hear and see.⁵

Learning strategies are an intentional behavior and thought used by learner during learning English to help their understanding, remember new information they get, and improve the word they have already known into sentences. By using some strategies in learning activity, allowed the students more self-directed, easily to reach their goals, communicative competence, and placed the learners in new situation in learning activity.⁶ Learning strategy that used by students of Darul Ittihad help their learning in improving and vocabulary mastery. Even, some of them also faced difficulties to classify the used of words.

⁵ Caroline T. Linse, *Practical English Language Teaching Young Learners*, (Singapore: Mc Grew Hill companies, 2006), 122.

⁶ Zoltán Dörnyei, *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*, (New Jersey: Lawrence Erlbaum Publisher, 2005), 174.

Based on background discussed above, the researcher wants to investigate about strategies are mostly used by students in learning vocabulary. The researcher takes MTs Darul Ittihad in which the environments and daily activities there support to develop this study. The researcher would like to conduct a research entitled **“STRATEGIES USED BY THE SEVENTH GRADE STUDENTS OF MTs DARUL ITTIHAD BANGKALAN IN LEARNING VOCABULARY”**

B. Problem of the Study

Based on the background above, the researcher wants to investigate learning strategies used by seventh grade students of MTs Darul Ittihad in learning vocabulary and the problem is “What kinds of strategies are mostly used by the seventh grade students of MTs Darul Ittihad Bangkalan in learning vocabulary?”

C. Objective of the Study

Based on the problem of the study above, the purpose of this study is to know: “The kinds of strategies are mostly used by the seventh grade students of MTs Darul Ittihad Bangkalan in learning vocabulary”.

D. Significance of the Study

Researcher expected that the result of the study is useful both theoretically and practically.

1. Theoretical: the researcher hopes that the result of this study will enrich in teaching and learning activity by using some strategies.

2. Practical: expect to be of any use and solution for the teacher in teaching vocabulary and for students in learning English especially in vocabulary improvement by using some strategies.

E. Scope and Limitation of the Study

Based on discussion above, this research will take place in MTs Darul Ittihad Bangkalan. This research choose because of the information that researcher gets. The information says that some of the students there used strategy in their learning, especially in learning vocabulary. Therefore, this study will be focused on ways and strategies that used by the seventh grade students of MTs Darul Ittihad Bangkalan in learning vocabulary.

F. Definition of Key Terms

To make understanding of this study easily, definition related key term of the study will be classified in the following discussion.

1. Learning

Learning is gaining knowledge or skill by studying, from experience, from being taught.⁷ Learning is an activity that the students do or someone do to get knowledge of skill. In this study learning is students effort in getting knowledge about English.

2. Strategy

Strategy is a plan that intended to achieve particular purpose.⁸ Strategy is key of element in any successfull learning and performance improvement program.

7. A S Hornby, *Oxford Advanced Learner's Dictionary*, 7th edition, (New York: Oxford University Press), 841.

8. Ibid, 1461.

3. Learning strategy

Learning strategy is specific ways taken or used by learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situation.⁹ Learning strategies is characteristic to stimulate student more proficient in their learning, strategies used in learning because they have to reach their aim, easier to solve the difficulties, enrich their limited language and limited language usage. By learning strategies students easier to get involve by foreign language or new language in their learning.

4. Vocabulary

Vocabulary is a list of words with their meanings, especially in a book for learning a foreign language.¹⁰ Vocabulary is total number of words in a language, and students always interesting in learning and knowing new words.

9. Rebecca L. Oxford, *Language Learning Strategy: What Every Teacher Should Know*, (London), 8.

10. A S Hornby, *Oxford*, 1645.