

## **CHAPTER I**

### **INTRODUCTION**

This chapter is an introduction to the research. It describes how and why the writer chooses this topic. The basic details of the research are described as following topics: background of the study, research questions, research objective, significance of the study, scope and limitation of the study, and operational definition of key terms.

#### **A. Background of Study**

Vocabulary is one of the elements in language which is very important to master because it will help people communicate. In learning English, students really need to have or master a lot of vocabulary to be used to communicate and use other language skills such as in learning speaking, listening, reading and writing skills. It can also be seen if knowledge of vocabulary is a tool for learning a second language to determine success in communicating in it (Alqahtani, 2015). Underscoring the importance of vocabulary acquisition, (Schmitt, 2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language”. This is also in line with reading comprehension skills that need a lot of vocabulary also in understanding the context of reading (Apriliani, et al., 2021). This previous research shows that vocabulary is the key to mastering a second language, where vocabulary plays an important role in lexical knowledge. As a centred and basis for learning language outside of other language elements as well, for how to use it in communicating orally and in writing.

Learning a language, especially its vocabulary, to be able to master the four language skills certainly has its own difficulties. The large number of vocabulary words makes students have difficulty in memorizing and understanding them. Not to mention the writing, pronunciation and use of vocabulary which are still difficult for students to master because the strategies used are not suitable or not appropriate. This also relates to how the teacher explains vocabulary in the classroom environment (Abdulrahman &

Jullian, 2020). The researcher argues that learners were unable to put to use in sentences the consciously learned words (Ponniah, 2011). This shows from previous research in learning vocabulary the problem of difficulty mastering it depends on the vocabulary learning activities carried out by students and also the teacher. Then also how students can understand the meaning of the vocabulary they have and understand its application in skills.

In learning English, each student has different difficulties in mastering language skills and their elements. In finding solutions, students and teachers will look for various strategies that can be used according to each individual. The strategy used can take advantage of books and technology that are currently developing to support learning and practice what is learned. This shows if students have their own provisions in developing their way of learning vocabulary (Sartika, et al., 2019). The researcher got some important information about how lecturers teach vocabulary learning to class in contextual factors that are different from teaching, peer relations, and creativity towards materials (Susanto, et al., 2020). Their belief in various approaches to teaching vocabulary is to make their classes less monotonous. This shows that strategies and methods that are suitable for students are needed to increase the vocabulary learned, so that teachers can apply them accordingly too. The approach taken certainly aims so that students can develop their language skills which can be seen from the practice carried out. According Harmer (1991) that the kinds of vocabulary teaching strategies found by research refer to the theory. Harmer argued about the strategy of using games and dictionaries in vocabulary learning activities, this would make it easier for students to enjoy the material. Vocabulary learning should be packaged more interestingly and fun to be applied to students.

The way for each student to develop vocabulary mastery is of course different. Even though it is felt that the strategy that is owned is quite appropriate, it cannot be denied that there are still many students who have low abilities in mastering vocabulary. Not only from the elementary level but also from junior high school, and even from high school, it is possible that they do not have enough vocabulary. Then what makes high school students

have a minimum mastery of English vocabulary. This is in line with the relationship between learning strategies and vocabulary mastery (Munandar, et al., 2015). Research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome (Huckin,1995). This shows that to develop language skills, vocabulary skills are needed because if you have low vocabulary mastery, it will narrow your understanding of reading and communication. As previous research said, especially the low vocabulary of second language users will be an obstacle to learning the language.

The purpose of this research is to explore the strategies of learning Vocabulary used by senior high school students at SMAN 2 Kediri what strategies they use in learning English vocabulary. To explore this strategy, various sources are needed as a reference in this research. As previously explained, vocabulary is an important tool in learning English and the key to becoming competent in communicating. The challenges and difficulties experienced by each student certainly have different levels or things in learning activities and practice. Meanwhile, in using English skills, studying and understanding a lot of vocabulary affects the development of practice.

First, the research conducted by Tayyebi, (2021) the findings of the current study indicate that Iranian elementary school EFL students are intermediate VLS users. Social strategies were found to be the most frequently used strategy category, followed by memory, determination, cognitive and metacognitive, strategies.

Second, the research conducted by Kesmez, (2021) the results of the calculation of qualitative and quantitative data show that students use strategy determination strategies such as cognitive, metacognitive, memory, and social strategies (consolidation). In this research, the researcher also found that students faced difficulties in the process of learning vocabulary. After the implementation process was carried out, the researcher stated that teaching vocabulary learning strategy in increasing knowledge compared to using teaching methods.

Thirds, the research conducted by Anggriani (2022) the finding in this study: There are five finding in this research that uses as strategies in learning English vocabulary, they are (1) preparation, (2) remembering, (3) discussion, (4) using media, (5) memorizing. The results of this research findings include vocabulary learning strategies using preparation, remembering, discussion, using media, memorizing. In this study, research also found students' problems in mastering vocabulary in learning. After that, implementing vocabulary learning strategies is influenced by the learning methods and media used in the activities.

Based on the explanation above, the research are interested in investigating and exploring vocabulary learning strategies used by senior high school students. Therefore, the researcher want to know and try to observing this a researcher entitled **“An Analysis on Vocabulary Learning Strategies of Senior High School Students”**

## **B. Research Problem**

Based on the background of the study that has been described, the problem can be identified as follows: “What are vocabulary learning strategies (VLS) used by senior high school student at SMAN 2 Kediri?”

## **C. Objective of the Research**

Based on the background of the study and the problems above, this research study to find out the vocabulary learning strategies (VLS) used by SMAN 2 Kediri students in learning English.

## **D. Significance of the Research**

The research results are expected to be useful and provide information for many people. Some of the benefits are as follows:

### a Researchers

Research hope that this research will help in the development of English learning strategies for students who are educated so that they can use various approaches.

b Theoretically

The findings of this study are expected to support existing theories and empirical evidence about the knowledge and working principles of teaching English, particularly on student achievement in learning vocabulary using the strategies students use. In addition, this research is also expected to contribute some research theories as well.

c Practically

The learning that is carried out is considered to be practical, namely in order to provide educative feedback on students' vocabulary learning activities, through this learning it is hoped that the achievement of students' vocabulary abilities can hone English skills. Besides that:

a For the Principal

Hopefully this research can provide policies for teachers in teaching strategies in learning vocabulary and can be used as input for schools to find out creativity in teaching English vocabulary on student achievement, especially in English lessons.

b For Teachers

This research expects from this research that teachers know and understand students' difficulties in learning vocabulary. Thus, teachers can choose the right material in teaching English vocabulary to them. In addition, the teacher can encourage students to apply more strategies in learning English vocabulary if students only use certain strategies.

c For students

Hopefully this study will motivate students to become more aware of the importance of learning vocabulary. Through the strategies used in learning vocabulary, students are expected to have good vocabulary enrichment and behavioral changes in vocabulary.

d For Other Researcher

This study will be a very useful reference for those who are interested in the same research and provide useful considerations for conducting other research related to the field of study of vocabulary learning strategies (VLS).

### **E. Scope and Limitation of the Study**

The scope of this research focuses on class XI-1 students in the 2023–2024 academic year of SMAN 2 Kediri. There were 36 students in this class as the subjects of this research who analyzed the vocabulary learning strategies used in English.

### **F. Definition of Key Terms**

#### **a Student**

A student is someone who studies at a school or college or shows someone who is studying who has an interest in a particular subject, and students play an important role in the course of learning carried out by the teacher.

#### **b Vocabulary**

Vocabulary is an important element in language where by combining words or a series of words known in the language it functions to implement language skills such as speaking, reading, writing, and listening therefore vocabulary mastery is needed in communication.

#### **c Learning Strategies**

Learning strategies are techniques or methods used to achieve goals in the learning activities carried out, where the selection and application of strategies will determine the success of learning.

#### **d Vocabulary Learning Strategies**

Vocabulary learning strategies are steps or methods that language learners can take to acquire new words in the English language they are learning, so they can apply the vocabulary appropriately.