

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents about background of the study, formulation of the problem, objective of the study, and significance of the study.

#### **1.1 Background of the Study**

Vocabulary learning strategies are important to students' vocabulary knowledge in learning a foreign language by helping students easier to understand new words who are unfamiliar with the students. According to Oxford, Nation, O'Malley and Chamot (1990) vocabulary learning strategies are highly recommended for students in order to acquire target language because students really need high motivation to develop their vocabulary independently. Moir & Nation (2008) argue that students must be able to choose which vocabulary needs to be learned and which does not need to be studied. In addition, Hu (1999) found that students who had knowledge of previous vocabulary had better abilities than those who supported those who did not have basic vocabulary knowledge. Nation and Waring (1997) argue that high school students must be able to master 2500-3000 words to meet the university's criteria and still learn more vocabulary at the university. By knowing the proper way of learning to develop their vocabulary knowledge, they can learn better because each student has the uniqueness in learning to achieve successful language learning (Lightbown & Spada, 1993) as quoted in Orawee & Thanyapa (2011).

Several researches have been done to describe vocabulary learning strategies in secondary high school (Yeh & Wang 2004, Riankamol 2008, Bonsa & Mariam 2014, Gusti 2016, Noprianto and Purnawarman 2019). Research from Yeh& Wang (2004) focused on vocabulary learning strategies in senior high school in Taiwan, the result is cognitive strategies as the most frequently used with statement “take notes in class” and social strategies as the least frequently used with statement “put English labels on physical bojects”. Research from Riankamol (2008) focused on vocabulary learning strategies for gifted English students in a senior high school in Thailand, the result is metacognitive strategies the most frequently strategies used with statement “I listen to English songs and news” and social strategies the least frequently used with statement “I ask teacher to translate the words into Thai”. A reseach from Bonsa and Mariam (2014) focused on vocabulary learning strategies in Ethiopia for high and low achievers students’ Jorgo Noel Preparatory School, the finding is cognitive strategies the most frequently used with statement “I paraphrase the meanings of new words to remember them” and metacognitive strategies the least frequently used with statement “I try to find opportunities to communicate in English with people”. Research from Gusti (2016) described vocabulary learning strategies from secondary schools in Indonesia, the finding is determination strategies the most frequently used with statement “I use a dictionary to remember the new words” and cognitive strategies the least frequently used with statement “I use new words in sentences to remember them”. Then, research from Noprianto and Purnawarman (2019) focused on vocabulary learning strategies in a secondary school in

Indonesia, the result is determination strategies the most frequently used with statement “using a bilingual dictionary to help them translate English words into Bahasa Indonesia” and cognitive strategies as the least frequently used with statement “making vocabulary cards and take them with me wherever I go”.

Before conducting this study, the researcher observed the vocabulary learning strategies in the Madrasah Aliyah. Problems related to vocabulary learning strategies that students used: students have limited vocabulary on their writing and their speech they only repeated the words. The students did not realize what they should do to help their knowledge in develop their English vocabulary. Schmitt (1997) introduced 5 domains of strategies in his taxonomy: determination strategy, social strategy, cognitive strategy, metacognitive strategy and memory strategy. Ideally, each student aware of different strategies depending on their preferences.

Based on the researchers’ observation, understanding in vocabulary learning can actually help students to develop their vocabulary. Lack of vocabulary can make students will not brave to do something or a task related to the subject. It can make a negative influence on the students. So, the teacher need to know what strategies the students need to developed students’ knowledge in vocabulary.

## **1.2 Formulation of the Problem**

From the problem mentioned above, this study has tried to address the following question: What are student’s vocabulary learning strategies to learn English at Madrasah Aliyah in Sleman Regency, Special District of Yogyakarta?

### **1.3 Objectives of the Study**

Related to the issues investigated, the aim of the study is to identify student's vocabulary learning strategies to learn English in Madrasah Aliyah in Sleman Regency, Special District of Yogyakarta.

### **1.4 Significance of the Study**

The results of this research will give contribution theoretically, empirically, and practically for vocabulary learning strategies in Madrasah Aliyah. Theoretically, it will introduce the teachers to development of Schmitt's (1997) taxonomies on vocabulary learning strategies in English as a Foreign Language (EFL) context. Empirically, it will provide empirical impact in term of English curriculum. Practically, this research will help teachers to choose vocabulary learning strategies for Madrasah Aliyah students in learning English.

