

# CHAPTER I

## INTRODUCTION

### A. Background of Study

One of the most difficult challenges that learners will face when learning a second language is memorizing vocabulary. The importance of vocabulary in language use has long been recognized, and learners with a limited vocabulary have struggled to learn a second language. As a result, students must be taught vocabulary learning strategies while acquiring vocabulary in a second language. Motivation, learners' requirements, learning environment, learning tactics, and linguistic awareness are all factors in learning a second language.

Allah said in Surah Al-Baqarah:31

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

According to Tafsir Kemenag, Allah SWT gave Adam A.S. names, responsibilities, and roles such as Prophets and Apostles, responsibilities, and roles as leaders of the people. Indeed, humans are beings that can be educated (educable), even have to be educated (educandus), as a newborn human baby is incapable of doing anything due to the weakness of his limbs, brain, and mentality. However, after going through the process of educating helpless human beings, people grow up and discover that they are capable of doing anything thanks to good education. The goal of this research is to

figure out what the purpose of education is according to QS. al Baqarah Verse 31.

Redman (2003, p. 12) adds that learning vocabulary is learning word formation, pronunciation, spelling, word use, word meaning, and a little about some of the grammatical features (prefixes, noun suffixes, verb patterns, etc.). Language learners' vocabulary learning strategies (VLS) are the procedures they take to learn new English words. The classifications of vocabulary learning systems demonstrate this given by various academics, there exist a vast range of distinct vocabulary learning procedures. Stoffer (1995), Nation (2001), and Gu (2003) are examples of this. Additionally, Schmitt (1997) says that compiled a through list of vocabulary acquisition practices in the most effective technique for this investigation to have a better understanding of the utilization of VLS is to by these specific students is to employ a qualitative research design, according to the study's goals. Learners are enthusiastic to employ the concluding tactics of learning a word through reading, utilizing a monolingual dictionary, using other English language media, and using new English words in their daily speech, which are all related to memory, determination, and metacognitive strategies.

In English education, it is very important for students to master vocabulary to make it easier to understand a text. In improving this vocabulary learning, teachers and students are suggested some practical ways with the teacher asking students to study independently in mastering English vocabulary. Moir & Nation (2002) assert that the important goal of

education is to encourage students to independently learn to increase their vocabulary apart from in the classroom. When students want to master speaking skills, for example, they need to practice outside of class time. That's because the complexity of the language is not enough for learners to learn everything they need in a classroom. In education lectures are required to have skills in teaching, especially in English education which requires mastering vocabulary so that it is easy to understand an English sentence. This goal is so that in the world of work there is no difficulty and already have important skills in teaching students in a class and guiding the learning process.

This study adapts from previous research by Zhihong Bai (2018) that studies explores one of the three elements of language is vocabulary, which serves as both a foundation and a building block. It identifies specific It proposes vocabulary-building strategies and seeks feedback on them. Gounder and Prashneel Ravisan (2019), to examine how adult English as a foreign language learners used various vocabulary learning strategies, as well as the benefits and downsides associated with each strategy. As a result, the purpose of It was able to determine which VLSs were utilized the most and learners who had completed the language program and those who were currently taking it were the ones who used it the least. Then, Eko Noprianto and Pupung Purnawaman (2019) to determine the research the frequency with which Indonesian high school students employ vocabulary learning

strategies, as well as their knowledge of affixes and how their reported vocabulary acquisition practices are related to their affix knowledge.

The problem that got me interested in researching this class was how the students strategy in learning vocabulary so that their ultimate goal can understand and master this strategy easily and hopefully what they have learned in class so that later they can apply it both in the vocabulary learning class and inside and outside the classroom. This research was conducted at English Education Departement of *UIN Antasari Banjarmasin*, South Borneo. The university is dedicated to research on vocabulary learning strategies in offline learning in this classroom and students are focused on being more active in independent learning in vocabulary mastery skills.

## **B. Definition of Key Terms**

To minimize misunderstandings in this study, the researcher provides the following definitions of critical phrases to be aware of:

### **1. Vocabulary Learning Strategy**

Vocabulary is a collection of words, all words, component words, which contain information about language and the meaning of word use. Learning strategies are methods, patterns, sequences used in the learning process to achieve its goals systematically. Vocabulary learning strategies refers to a wide range of tactics employed in the process of learning new words. The two categories of techniques in Schmitt's taxonomy are consolidation strategies and discovery strategies. Consolidation strategies their main concern was to remember the words

and they employed various means to achieve this purpose consolidation strategies fall under the cognitive, memory, and metacognitive categories. Discovery strategies comprises determination strategies like finding and inferring meaning. Determination and social categories are involved in the VLS discovery category.

## **2. Higher Education Students**

Higher education student is someone who is studying in pursuing education related to the scope of higher education between the ages of 17-25 years after passing high school. This refers to students in class A vocabulary learning subject in the English Education Department at *UIN Antasari Banjarmasin*.

## **3. English Learning**

English learning is a learning process in the context of knowledge and skills in English learning that are suitable for achieving its goals. When someone wants to use the English language, they learn the language. Language systems and skills are topics that come up frequently while discussing language learning. Speaking, listening, reading and writing are all aspects of language proficiency. Vocabulary, grammar, pronunciation, and discourse are all parts of language systems. This refers to students who study English, especially those who take vocabulary courses in the English language education study program at *UIN Antasari Banjarmasin*.

### **C. Research Questions**

The following are the study's questions that will be discussed, based on the foregoing context:

1. What are the vocabulary learning strategies used by higher education students?
2. What are the factors that influence vocabulary learning strategy for higher education students?

### **D. Objective of Study**

1. To find out students vocabulary learning strategy in higher education.
2. To describe is the most important strategy of learning vocabulary.

### **E. Significance of the Study**

1. For students to be able to master important vocabulary during the experience in teaching practice in the field.
2. Teachers can guide their students vocabulary learning strategy in when students are in the classroom.
3. As a reference for further research. researchers can gain insight into how to teach students to master vocabulary learning strategy.