

CHAPTER I

INTRODUCTION

A. Background of Study

Language is an instrument tool of communication among humans being in their life. They cannot interact each other without language. By using a language, they also can gain information, knowledge, and express one's feeling, and emotions.

In this era, people need to communicate with other people around the world who speak different language. It makes people not just speaking one language. So, they need be able to speak another language besides their own language. It can make them enable to communicate with other people that who speak different language from their own language.

Nowadays, English is one of international languages, which is used throughout the world and also English is used in many fields of life such as in politics, economics, social and education. Therefore, English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation.

Considering the importance of English, the government in Indonesia has made some efforts to obtain human resources who are able to understand and master English well. English becomes compulsory subject that taught from Junior high school until senior high school event it was taught in university level.

In teaching and learning process, there are three factors that influence the students' achievement, as follows.

1. Internal factors, consist of physical and psychological aspect
2. External factors, consist of social, culture, environment, and religion factors
3. Learning approach factor. It is related to methods, strategies and styles in learning.

Based the explanation above, although many things to promote better language and improve instruction, students' skills and achievements such as teaching methods, classroom techniques, and instructional materials. But it is not sure successful because there are individual differences in learning language such as gender, age, social status, motivation, attitude, aptitude, culture, etc.; what works for one learner might not work for another. Thus, all of the methods and techniques prove that they appropriate with all the time, in all classes, with all students.

On the other hand, students also have many ways in learning a language such as ask their friends, study while listening music, evaluate their study, etc. to enhance their study more effective and efficient. These ways are consisted of learning strategy that they are sometimes do not realize that it can give effects to their learning.

Moreover, some experts like Lindsay and Knight, Mendelson (as cited in Rahmadeni et al, 2013) emphasizes "learning strategy gives big effect on learning". Li (as cited in Ramhadeni et al, 2013) also states that "learning strategy is one

factors that can be used to enhance the students' own language learning.” Oxford stated that (as cited in Chang et al., 2007) “language learning strategies as operations employed by the learner to aid the acquisition, storage, retrieval, and use of information.”

So, it can be concluded that learning strategy is ways that used by the learner to improve their learning or make their study more effective and efficient.

There are some strategies can be applied in learning. The two major groups of learning strategies, direct strategies and indirect strategies, are proposed by Oxford (as cited in Lee, 2010). Direct strategies consist of memory strategies, cognitive strategies, and compensatory strategies. Meanwhile, indirect strategies are classified into metacognitive strategies, affective strategies, and social strategies.

In English, there are four basics of language skills such as listening; speaking, reading and writing that should be learned by the learners deeply and appropriately. Those four skills cannot be separated since they are integrated.

Moreover, there are language components pronunciation, grammar and vocabulary. Vocabulary is one of the components of language that needed by students in learning. Huckin's research (as cited in AlQahtani, 2015) has shown that second language readers very rely on vocabulary knowledge and the lack of that knowledge is the main and the largest problem for L2 readers to overcome it.

Moreover, Allah also says the importance of vocabularies in Holy Koran, Al – Baqarah verse 31.

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

Based on above verse, it can be concluded that vocabulary is indeed very important. Because of its importance even Allah-Himself taught Adam the names of all them (thing). The names however are related to vocabulary. So, students should learn and master vocabulary.

Furthermore, vocabulary links with English skills such as listening, speaking, reading, and writing. If the students have limit vocabulary, it means that they will find difficulties in understanding and acquire English skills. Students have to master four basic skills such as listening, speaking, reading, and writing. At the same time, they should master vocabulary as well as possible their capability. Schmitts (2000) also emphasizes vocabulary is identic by “words”, people learn words receptively (reading and listening skill) first and later master productive (speaking and writing) knowledge.

In listening skill, even though students rely on their listening skill, but they do not know if that is a new word for them. They will write a wrong word if that is new word although they can listen to it.

In speaking skill, students do not only need correctly pronunciation, intonation, and stress to product the words but also they need vocabulary. It is because students probably do not product the words they do not know. So, they cannot speak accurately and fluently without vocabulary.

In reading skill, students will understand and grasp the idea from the passage written in English if they have enough stock of vocabulary. Students also

will feel difficult to answer reading comprehend questions if they do not comprehend the passage because lack of vocabulary. Moreover, now people find many texts written in English such as textbooks, newspapers, magazines, pamphlets, advertisements, etc.

In writing skill, students are able easily to make a sentence, paragraph, essay, etc.; but they do not need only to master grammar but also vocabulary. Students will be confused what should they write if they do not have any idea and lack of vocabulary.

There are some problems in learning vocabulary faced by the students. Roger (as cited in Budi Setiawan's Thesis, 2010) states that the ease or difficulty of vocabulary items depends on a number of factors. They are similarity to L1, similarity to English words already known, connotation, spelling and pronunciation, multi- word items, and collocation.

Based on the explanation above students faced many problems in learning English vocabulary. This is also that faced by students in MA Muhammadiyah 2 Al-Furqan. They often ask to the teacher what the mean of English word in Indonesia or Indonesia to English. Though it is easy word like see, teach, etc. They also face difficulties in reading activities because they have limited of vocabulary, they often did not comprehend the passage and the questions of comprehension. As a consequence, they felt difficult to answer the questions.

When they did not know the vocabulary, they asked the teacher, this act included learning strategies that are social strategies. They ask they friend or teacher in order to make their study more effective and efficient. But this is also means they

have not enough stock of vocabularies because they often ask the words although it is easy words. That also means although they have learning strategies but those make them master enough of vocabularies or that strategies do not match for them.

The previous study written by Selİme Tabanlıođlu (2003), a student of Graduate School of Social Sciences of Middle East Technical University, entitled “*The Relationship between Learning Styles and Language Learning Strategies of Pre-Intermediate EAP Students*”, shows the similar objective is to know the students’ learning strategies, but there are different objective. Her thesis also wanted the students’ learning style, and significant differences in learning between male and female learners. She uses descriptive study, while my research uses quantitative method and correlational technique. In addition, the subject of my research is eleventh grade students while hers is students that studying EAP (English Academic Purposes).

The finding of her research is that the visual learning styles had a significant relation with affective strategies. This shows that visual learners know how to motivate themselves, deal with anxiety, and how to tolerate ambiguity. It is also found that the auditory learning styles had significant relationships with memory and cognitive strategies. It can be stated that auditory learners also know how to control their emotions and attitudes about learning. It was also found that there was a significant relationship between the individual learning style category and the compensation strategies. It means individual learners are capable of guessing intelligently in using a language or other clues. The results also indicated that none of the learning styles had a statistically significant relationship with the

metacognitive strategies. It means that the students are not aware of the importance of the metacognitive strategies and they are not using them along with the other strategies.

There is also a research about students' learning strategies and their speaking achievement entitled "*Junior High School Students' Learning Strategies and Their Achievement in Speaking: A Case Study at SMP Negeri Padang Panjang*" by Rahmedeni, et al. the students of FBS State University of Padang (2013). It is found out that students in this research mostly used metacognitive strategies. Meanwhile, the most students who get high score apply metacognitive strategies in learning but it also caused low participation in the classroom and lose their chance to practice their English. It happened because they too much evaluated their self that made them become traumatized and afraid of making mistakes in learning.

Based on the explanation above, the writer assumes that students' learning strategies have a correlation with their mastery in vocabulary. Therefore, the writer conducts a research entitled: "**The Correlation Between Learning Strategies and Vocabulary Mastery**".

B. Statement of Problem

Based on the topic, the research questions in this research are stated as follows.

1. What are the eleventh grade students' learning strategies at Madrasah Aliyah Muhammadiyah 2 Al-Furqan Banjarmasin?
2. What is the eleventh grade students' vocabulary mastery at Madrasah Aliyah Muhammadiyah 2 Al-Furqan Banjarmasin?

3. Is there a correlation between learning strategies and vocabulary mastery of eleventh grade students at Madrasah Aliyah Muhammadiyah 2 Al-Furqan Banjarmasin?

C. Objectives of Study

1. To know the eleventh grade students' learning strategies at Madrasah Aliyah Muhammadiyah 2 Al-Furqan Banjarmasin.
2. To measure the eleventh grade students' vocabulary mastery at Madrasah Aliyah Muhammadiyah 2 Al-Furqan Banjarmasin.
3. To get information and data about the degree of correlation between learning strategies and vocabulary mastery of eleventh grade students at Madrasah Aliyah Muhammadiyah 2 Al-Furqan Banjarmasin.

D. Hypothesis

The hypothesis that the writer uses as a guidance to conduct this research are

1. A null Hypothesis (H_0)

There is no correlation between learning strategies and vocabulary mastery of eleventh grade students at Madrasah Aliyah Muhammadiyah 2 Al-Furqan Banjarmasin.

2. Alternative Hypothesis (H_a)

There is a correlation between learning strategies and vocabulary mastery of eleventh grade students at Madrasah Aliyah Muhammadiyah 2 Al-Furqan Banjarmasin.

E. Significance of Study

1. This research will give information about the eleventh grade students' learning strategies at Madrasah Aliyah Muhammadiyah 2 Al-Furqan Banjarmasin.
2. This research will give information and data to English teacher about students' mastery in vocabulary.
3. This research will give information and data to English teachers about the correlation between students' learning strategies and vocabulary mastery.
4. Giving information to English teacher so that they can train students to master vocabulary.
5. Giving valuable for teacher to find teaching strategies that are suitable with the students' learning strategies.

F. Definition of Key Terms

There are some key terms are used in this research and to avoid misunderstanding of them, the researcher needs to explain them as follow:

1. Correlation

Correlation is mutual relationship or connection between two ideas, facts, etc., especially when one may be the cause of other. In this research, correlation means relationship between students' learning strategies and vocabulary mastery of eleventh grade students at Madrasah Aliyah Muhammadiyah 2 Al-Furqan Banjarmasin.

2. Learning Strategies

Hall (as cited in Nikoopur and Farsani, 2010) defines learning strategies are goal-directed actions that are used by learners to mediate their own

learning. In this research, learning strategies is steps or ways that used by eleventh grade students at Madrasah Aliyah Muhammadiyah 2 Al-Furqan in learning English.

There are some strategies can be applied in learning. The two major groups of learning strategies, direct strategies and indirect strategies, are proposed by Oxford (as cited in Lee, 2010). Direct strategies consist of memory strategies, cognitive strategies, and compensatory strategies. Meanwhile, indirect strategies are classified into metacognitive strategies, affective strategies, and social strategies.

3. Mastery

Mastery is the ability to expert skills and knowledge in a specific area of practice – a profession, trade athletics, science, or the arts.

In this research, mastery is eleventh grade students' ability at Madrasah Aliyah Muhammadiyah 2 Al-Furqan in using vocabulary well.

4. Vocabulary

Vocabulary is all the words that are known, learned, recognized and understood of a language are used by a particular person, socioeconomic group, and profession.

In this research, vocabulary means all the words of a language that known, understood, used and learned by eleventh grade students' at Madrasah Aliyah Muhammadiyah 2 Al-Furqan.