

## **Chapter One**

### **Introduction**

This chapter discusses the background of the research. In order to make this research qualified, the researcher puts forward some issues to support the research questions in this research. Thus, to make this research more specific, the researcher puts forward the problem formulation to limit the problem. Finally, the researcher also sets forward the objectives of this research and all items in this chapter explained clearly so that the readers will have a bright understanding.

### **Background of this Research**

Vocabulary is the main capital for learning sentence structure and other skills in the language. Enriching of vocabulary will make it easier for someone to read, write, listen and speak English. According to Wardani (2015) vocabulary is one of the basic elements in achieving the four language skills, and teaching vocabulary is an important task in teaching English because vocabulary achievement is related to all language learning and it concerns all four language skills. Vocabulary has an important role in English, vocabulary is one of the language components that must be developed by students in learning English, and through developing, English vocabulary students are able to understand the meaning of English through both speaking and writing. (Aisyah, 2017 as cited in Richards & Renandya, 2002)

state that vocabulary is a crucial component of foreign language learning and proficiency and that it can affect how well students speak, listen, read, and write.

After that, the role of the lecturer changed from being wise on the stage to being a guide on the side (Gloria, 2011). It shows that the students not only focus on the teacher as the source but also the students get many sources to develop their knowledge by themselves. Moreover, the students should be able to be independent in the learning process. They would learn to think independently when they get a problem, they would learn in their own way and also they would be able to be more active in class. Especially for developing skills, the students should be independent to develop their skills and creativity. Because in the school environment, the teacher only focuses on sending and delivering the material and requires the student to be active and creative in learning.

In learning vocabulary, there are difficulties in learning or enriching vocabulary. In learning vocabulary every word equation, it will have a different meaning when it becomes a sentence. For example, the following two-sentence have different meanings: 1) "I am going to see Mrs Fika this evening"; 2) "What do you see?". The word "see" in the first sentence means "meet", but the same word in the second sentence means "look". That is how sometimes vocabulary has the same word but has a different meaning. According to Lubis (2017), vocabulary does not stand alone with that meaning but depends on the context in which it is pronounced. Even in Indonesian, vocabulary that has prepositions will give different meanings. In addition, first, cases of difficulties with the background of lack of

motivation and interest in learning. Second, the case of difficulty learning vocabulary because the learning conditions are not supportive and the teacher's way of teaching is not effective. Third, the case's difficulty in learning vocabulary is motivated by wrong study habits. Fourth, the case of learning difficulties is by the discrepancy between the objective conditions of personal diversity and the objective conditions of instrumental impulses and their environment.

In language learning there are four skills that should be mastered such as; listening, speaking, reading, and writing. According to Limbong (2012) to be capable of English, the students must master the four basic language skills (listening, speaking, reading, and writing) and language components (grammar, pronunciation, spelling, and vocabulary). In this statement, it could be said that vocabulary is crucial for students, because of the size of their vocabulary, they are able to understand what they hear or read and communicate with their thought and feelings. The words that students choose in speaking would affect how well they understand what the speaker says. In writing, the students' vocabulary depicts how clearly they convey to their reader's mind. In listening, the students' vocabulary size could influence their understanding when hearing the explanation of the lecturer, conversations with native speakers and other speeches. In reading, the student's vocabulary size influences their capability in comprehending and in understanding the writers' message through the writers' composing. For the first time, people could understand the sentence by looking at the vocabulary.

In the Indonesian language, the structure, pronunciation, and vocabulary are different from English. According to Kayyis (2015) in order to communicate utilizing English in verbal and composing shapes, the students' should prepare vocabulary by themselves. Widiastuti (2014) states that without vocabulary, no one cannot communicate effectively or express their ideas through speaking and writing. Indeed vocabulary in the global language is the one that the students should be mastered. Many vocabularies will help the Students to speak, and be confident while speaking.

From the researcher's perspective, vocabulary is more important than grammar. By enriching vocabulary, students could understand the sentences they read and want to convey. Otherwise, when the grammar is better than vocabulary it could make the students difficult to understand words and sentences. According to Harmer (2002) "Without grammar little can be conveyed. Without vocabulary, nothing can be conveyed." It means, that even though students do not know specifically about the grammatical, at least the student knows vocabulary first. With knowing vocabulary the learner can describe their thought and what to do. The students' vocabulary is sometimes just stuck, and sometimes only increases a few each week. If the students do not develop their skills in learning English by themselves. The used kind of strategies when developing their skills may be the one of the triggers for these students to develop English language skills, especially to increase their vocabulary.

Technological advances and the era of globalization have forced humans not only to have or master one language but also other languages, especially English. English as an

international language has an important role in developing knowledge, for example in developing countries such as Indonesia. In Indonesia, English is a foreign language even though it is taught from high school to college. But in reality, the results of interviews were conducted by researchers on second-year undergraduates students in a private university in Yogyakarta. Most students, especially, show that their vocabulary is low. Resulting in a low vocabulary of subjects related to the four language competencies, such as; listening, speaking, reading and writing. Therefore, enriching vocabulary is necessary to English well, so these students can adapt to the development of modern science and technology in order to become educational products that have qualifications that are relevant to international developments.

From the explanation above that, the researcher did some interviews with second-year undergraduates students'. One of the factors is the lack of motivation and the strategies from the students themselves. There are also those who argue that campus activities and other assignments make students feel that they have little time to study, so they assume that just memorizing their vocabulary is difficult and ineffective, due to the lack of progress they get. The researcher's interest to do this research is because students who learn in a school environment would be focused on learning grammar. The student would be taught and presented with several formulas and how to write sentences correctly in English by the teacher. While the teacher few helping or pushing students for improving their vocabulary size, furthermore the student should have to improve their vocabulary by themselves. As an

EFL student, students tend to have a low vocabulary, because English is not their first language. In addition, every region in Indonesia has a variety of languages. In every region in Indonesia, students are not necessarily fluent in using Indonesian. And in the English education environment, students also tend to rarely use English for daily conversation. Most students use English in the learning environment only. Siregar (2020) states that the vocabulary level of L2 English users in Asia has found that most of the participants have not mastered the first two 1.000 word families. Webb and Chang (2012) studied 166 vocabulary levels of Taiwanese EFL students. They found that after nine years of learning English, more than 50% of students still failed to master the highest words in the first 1,000-word families.

Based on the background above the researcher is interested in conducting explore the strategies used by students in enriching vocabulary size.

### **Identification of problem**

Researchers have conducted initial interviews with some of these students. They seem to have difficulty communicating in English and seem to have difficulty reading and writing. This becomes a problem because they will learn and acquire knowledge using English as the language of instruction. This requires them to understand every context in the learning process. There are four problems in enriching vocabulary size.

**Students' low motivation in learning vocabulary.** From the results the absence of a mentor to direct students to learn vocabulary. This is because the English language

education environment tends to focus on grammar, so that focus makes students feel difficult and less motivated to learn to improve their English vocabulary.

**Students' difficulty in memorizing vocabulary.** The second is the problem of students' memory in learning vocabulary. From the interview results, there are those who think that the quality of their memory is low, due to the lack of practice in memorizing new vocabulary. There are also those who mention that the lack of triggers as a visualization in learning, makes it difficult to remember new vocabulary.

**Lack of time in learning vocabulary.** The third is lack of time to learn vocabulary, as the result, the learning process can only be done in their spare time while listening and playing games. In addition, due to very busy lecture hours, and busyness in the organization. So that students find it difficult to find free time and divide the time to learn vocabulary.

**Students' vocabulary size low.** The results of the interviews found several factors that affect the low vocabulary of the students, such as; lack of knowledge of students about vocabulary or language vocabulary, do not use of English learning media that are attractive to students, do not apply appropriate and effective learning models to enrich vocabulary.

### **Delimitation of the Problem**

First, this study limits the focus of the research. There are two focuses of this research, namely exploring the strategies used by students to enrich the vocabulary size and what strategies are effectively used to enrich the vocabulary size. The cause of the low size of the

vocabulary experienced by English education students is because the English vocabulary learning media has not been used that is attractive to students, the appropriate learning model has not been implemented. Second, the place of research is also limited, only students of the Department of English Education at a private university in Yogyakarta. Third, the researcher also limited the participants to only 7 ELED students who had used strategies to enrich vocabulary size, the participants who would be recruited in this study.

### **Research Question**

1. What are student strategies in improving vocabulary size?
2. Which one is the most effective strategies, and why?

### **The purpose of the study**

1. To explore students strategies used to enrich vocabulary size
2. To find out the effective strategies in enriching vocabulary size

### **Significance of the Research**

The researcher hopes that in this research will useful for:

**The teacher.** From this research, teachers can improve their ability in the teaching process in order to help the students enrich their vocabulary size. Besides, teachers could apply these kinds of strategies to teach vocabulary.



**For students.** Adjustment of the use of method in learning hopefully could help the student to understand easier and make the student love to learn English. Furthermore, the student gets the information of the user of method to enhance vocabulary and solve the problem to choose the right methods to enrich their vocabulary size.

**The researchers.** The researcher hopes that this research would encourage other researchers to do further research on this topic and additional discussion about strategies for learning vocabulary. Furthermore, this research could be a reference for the next researchers that are going to do similar research. The next researchers could explore the other strategies in learning vocabulary

### **Outline of this research**

The researcher will divide the *skripsi* into five chapters. The first chapter is the introduction. The introduction consists of background, identification of the problem, limitation of the problem, research question of the problem, objective of the problem, the significance of the research, an outline of the research. The second chapter will review the literature and previous studies. The methodology will be discussed in the third chapter. The methodology consists of research design, setting of the study, data collection method, the technique of data collection method, and data analysis. The result of this study will be discussed in the fourth chapter which are finding and the research discussion. This chapter focuses on the result of the data collected. The last chapter will discuss the conclusion and suggestions.

