

CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the background of the research, statement of the problem, objective of the research, significance of the research, scope of the problem and operational definition.

1.1 Background of the Research

Vocabulary is one of three key factors; there are pronunciation, vocabulary and grammar. That must be learned by the foreign language learners. (Ikhsan, 2017) said that vocabulary is often viewed as a critical tool for foreign language learners, because a limited vocabulary in learning English make it barrier in communication. It means learning English language students should know about vocabularies, because by knowing the words, students can understand the meaning; students will try to use and express the idea and communicate.

Based on the researcher's observation, the English teacher of the fifth graders in SD 7 Cendono Dawe Kudus in academic year 2020/2021 said that the students have some problems in learning vocabulary. They are difficult to understand every sentence. They used memory strategies and metacognitive strategies in learning vocabulary. Sometimes, they open their dictionary or asked their friend to know the meaning of the sentences, using gesture or body language in speaking, memorizing, and taking notes. Actually they could master and remember all the vocabularies in learned at school well, but they lose many of English words and only limited numbers are remembered.

According to a previous research conducted by Ikhsan (2016) the result of this research are five types of strategies are used in learning vocabulary. Those are determination strategies, cognitive strategies, social strategies, memory strategies and metacognitive strategies. And the dominant strategy of this research is determination strategy.

According to Oxford (1990) learning strategies are the main factors that help to determine how and how well learners learn. It can make learning easier, faster, more enjoyable, self-directed, effective and transferable to new situations.

Learning strategies divided into two main classes; direct strategies include memory strategy, cognitive strategy, and compensation strategy. And indirect strategies include metacognitive strategy, affective strategy and social strategy.

Besides, O'Molloy (1990:188) states that good learners are aware of the learning process of themselves as learners, and seek to control their own learning through the use of an appropriate learning strategy. Every student have own strategy to be able to understand the lesson, and to catch the material well. One single strategy cannot be used by all students even though the learning strategies are considered effective or efficient. The students will find problems in learning vocabulary when they do not implement the right strategy for themselves.

Considering the fact above, the researcher will conduct a research which investigates the students' strategies and problems in learning vocabulary in the classroom. The researcher takes the research entitled **“The Students’ Strategies in Learning Vocabulary in SD 7 Cendono Dawe Kudus in Academic Year 2020/2021”**.

1.2 Statement of the Problem

Based on the background of the research above, the researcher formulated the statement of the problem as follows:

1. What are the strategies in learning vocabulary of the fifth grade students of SD 7 Cendono Dawe Kudus in academic year 2020/2021?
2. What are the problems in learning vocabulary of the fifth grade students of SD 7 Cendono Dawe Kudus in academic year 2020/2021?

1.3 Objective of the Research

Related to the statement of the problem above, the objectives if this research includes as follows:

1. To know the strategies in learning vocabulary of the fifth grade students of SD 7 Cendono Dawe Kudus in academic year 2020/2021.
2. To know the problem in learning vocabulary of the fifth grade students of SD 7 Cendono Dawe Kudus in academic year 2020/2021.

1.4 Significance of the Research

The researcher hopes that this research can give advantages for the English learning. The significance can be required for this research is as follows:

1. Theoretically

This research hopefully can improve knowledge for either teacher or student, and can be referenced for the next researcher which constructs similar studies in teaching and learning process.

2. Practically

This research is thought to be practical in its nature that is so provide educational feedback such as the students, through this study is expected that the achievement of students' vocabulary can be improved. Besides:

a. For the students

The students of SD 7 Cendono Dawe Kudus should be able to choose and apply the learning process.

b. For the teacher

It would give them information about the students' learning strategies in learning vocabulary.

c. For the researcher

The result of this research will be one of the sources for the researcher to get new information about learning strategies in learning vocabulary and to improve his knowledge in writing good thesis.

1.5 Scope of the Research

In order to focus the study, the researcher limits the study on the students' learning strategies in learning vocabulary. The scope of this research is to describe about learning strategies and the students' problem in learning vocabulary of the fifth grade of SD 7 Cendono Dawe Kudus in academic year 2020/2021. In learning strategies divided into two main classes; direct strategies include memory strategy, cognitive strategy, and compensation strategy. And indirect strategies include metacognitive strategy, affective strategy and social strategy. Then, the problems in learning vocabulary are spelling, pronunciation, meaning, and memorizing. The researcher will conduct this research in SD 7 Cendono Dawe

Kudus in the second semester of the fifth grade students of SD 7 Cendono Dawe Kudus in academic year 2020/2021.

1.6 Operational Definition

To achieve the purpose of the research, the researcher tries to define some terms that are correlated to the title as follows:

1. Learning Vocabulary is the learning process of the students to understand and master the vocabulary with correct pronunciation, spelling, and meaning.
2. Learning Strategies are strategies of learning for students to make it easier, faster, and enjoyable in understanding the material.
3. The fifth graders of SD 7 Cendono Dawe Kudus are the students who are still active in learning process in SD 7 Cendono Dawe Kudus in academic year 2020/2021.

