

Chapter One

Introduction

In this chapter, the researcher presents the reason of conducting the study and the problems that happen in this study. This chapter consists of background of the study, statement of the problem, research question, purpose of the study, significance of the study, outline of the study, and the previous study. Those will be explained clearly.

Background of the study

As a foreign language, English is a complex subject matter for students. They face many difficulties in learning the language such as knowing the meaning, grammar, and vocabulary. Some students have learned English from elementary school. They find it difficult to learn English because they have to learn a language that has differences compared to their first language in terms of meaning, grammar, and vocabulary. Students also face difficulties when learning vocabulary in four macro skills namely listening, speaking, reading, and writing. In learning English vocabulary through listening, students faced difficulties in knowing the meaning of words in a spoken language. In terms of speaking, students face difficulties to pronounce the words correctly, according to Thornbury (2003), pronunciation and spelling contribute to the factors that make some words more difficult than other. Understanding the meaning of a passage is the main problem faced by the students in learning vocabulary through reading. Lastly, students face difficulties to use the diction and grammar when they learn vocabulary in writing.

Vocabulary is important in language learning. The more vocabulary that students have, the easier for students to understand the sentence. Moreover, the less vocabulary that students have, the harder for students to understand the conversation or the writing. Stahl and Nagy

(2005) stated that “A person who knows more words can speak” (p.5). The students’ success in vocabulary can be influencing in their four macro skills. Thus, vocabulary is an essential thing in improving listening, speaking, reading, and writing skills. Without sufficient vocabulary, students cannot communicate and express their feeling both in spoken and written forms.

Learning English vocabulary in four language skills namely listening, speaking, reading, and writing is important for the students. To learn vocabulary through listening, the students can listen to English song or watch English movie. In the other side, when hearing the record the students should know the meaning of the words. It can help students to improve their listening skill. In speaking, students learn vocabulary through pronouncing words or reading aloud to enhance their speaking skill. To learn English vocabulary, students can also reading English books, novel, and journal. From those passages, students can find new words and know the meaning of the words by searching them in dictionary. In writing, students can learn vocabulary by writing essay or story happened in their daily life by using the dictionary to look for some words that they need and check whether or not they have used to correct diction. It can help students to improve their writing skill.

In learning vocabulary, students still face many challenges, especially in speaking. Speaking requires them to use the language actively. Some students have problem in speaking such as pronunciation of the word, they do not know the sentence meaning that use in English vocabulary and the students difficult to remember new vocabulary. Grammar also become a challenge in learning vocabulary. When students speak they faced difficulty in applying the correct tenses. The other problems are students cannot remember anything to say and they do not have any motivation to express themselves. This is supported by Woodrow (2006) who pointed out that it is very difficult for students to answer when the teacher ask

them to tell the things in foreign language because they have little options about what to say, which vocabulary to apply or how to use grammar accurately.

In English Education Department of UMY, vocabulary is the thing that is not maximal in quality for students in learning vocabulary. As a general students get the experiencing problem in learning four macro skills because of limited vocabulary. In learning vocabulary the students did not have good vocabulary mastery. When students have problems in mastering vocabulary, it can influence their listening, speaking, reading, and writing skills.

Students at English Language Education Department of UMY usually use some strategies in learning vocabulary. Strategy in learning vocabulary is needed for students to maximize their vocabulary learning. Students use some strategies in four macro skills especially in speaking. The strategies that students use to solve their problem include watching movie, listening English song, reading aloud, role playing, and performing speech. In some cases, some students have a challenge to implement the strategy.

Based on the researcher observation, some of students feel that vocabulary is needed to master because vocabulary is used when students spoken in English language. Some of students also said that when they mastering vocabulary it influencing in their listening, speaing, reading, and writing. The researcher did this preliminary research to now the stidents problem and strategy are same or not.

The background above make the researcher interested to find out the students problem and strategies to solve their problem in learning vocabulary through speaking at ELED of UMY. And this is started to be the inception point of this research.

Identification of the Problem

This research focuses on vocabulary learning and how the students implement the strategies on learning vocabulary at English Language Education Department of Universitas Muhammadiyah Yogyakarta. Based on the researcher experience, the problem arises in this research is that there is no valid information about problems that happen to the learners related in vocabulary learning at ELED of UMY . The students feel that their problem is undisclosed and they have no intention to tell their problem. So the information of the problem in learning vocabulary faced by students is limited.

There are some problems that faced by students in learning vocabulary. One of the problem is that students difficult to memorize the meaning of the word. The factor faced by students in vocabulary learning need to be overcome by using the strategy and the implementation of the strategy.

Moreover, in learning vocabulary, there is no relevant information about strategy that the students use in vocabulary learning. Some students do not use the strategy to solve their problem. Sometimes, the students found the problem in learning vocabulary but, they do not do anything to solve their problem in learning vocabulary. There is no analysis about strategy's implementation. The researcher wants to investigate the problems and also the strategies in learning vocabulary. In the future, the researcher hoped that the process of learning vocabulary can work maximally and the possible problems can be minimalized. Besides, the students can choose the proper strategies to solve their problem.

Limitation of the Problem

There are a lot of aspect that can be studied in vocabulary learning. However, this study will only focus on the problems in learning vocabulary, the strategy to solve their problem in learning vocabulary especially in speaking.

Research Question

Based on the statement of the problem above, the researcher formulates the research questions as follows:

1. What are the students' problems in learning vocabulary through speaking at ELED of UMY?
2. How do students implement the strategies to solve the problems in learning vocabulary through speaking at ELED of UMY?

Purpose of the Study

The study is expected to give relevant information to:

1. To identify the problems faced by students in learning vocabulary at ELED of UMY.
2. To identify the implementation of the strategies to solve the problem in learning vocabulary at ELED of UMY.

Significances of the Study

This research is expected to give information in English learning process especially in vocabulary learning. The findings of this research might give significance for the students, teachers, and further researchers. The significances are listed below:

Students. Students will know the problems in learning vocabulary. By knowing the problems, they are able to introspect themselves about the problem in learning vocabulary. Besides, they are able to find the strategy in learning vocabulary and they can apply the strategy in learning vocabulary.

Teachers. The teacher will know the problems faced by learners in learning vocabulary. Moreover, the teacher could implement the strategy in teaching vocabulary that is appropriate to solve the problem.

Further researchers. This research can be a reference for the next researchers that are going to do similar research. The next researchers can explore the other strategies in learning vocabulary.