Chapter One

Introduction

In this chapter, the researcher explains several points of the study. The first point the researcher tells about why he chooses this topic for the research in background of the study. In the next points the researcher also explains identification and limitation of the problem, research question, purposes of the study, and the last point is significance of the research.

Background of the Study

English as global language is necessaries of life, not just as communication with others globally, it is more like access to get information, instruction which related to habit, job, education and so on. In the country where English is not spoken like in Indonesia, students need to learn English. Based on Depdiknas (2005), English has purposeand mean to communicate in the daily communication, to get knowledge, to make interpersonal communication, to share information and to enjoy language lesson in English culture.

Bahasa Indonesia is very different from English such as the pronunciation, the structure and the vocabulary. From all of those, vocabulary is the one of critical point because as Widiastuti (2014) explain that without vocabulary, no one cannot communicate effectively or expressour ideas in both oral and written form even in first language and foreign language. Wilkins (1972) stated that while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed, it means that even students do not know much about grammar at least they know vocabulary first, and then they will know what to do. So it can see if

students focus only in grammar, their language did not get improve much better than students who focus in vocabulary.

Students who firstly learn foreign language should know vocabulary first to mastery four skills in English like writing, reading, speaking, and listening. The example from those skills in reading skill, without knows vocabulary, students do not understand instruction those written in public area or on their stuff. And also in writing skill, students cannot express their thought if they are not at all know vocabulary. Those are supported by Saputri (2016) said that students with deficient in vocabulary will be hard in comprehending language. They are likely to have difficulty in listening, speaking, reading, and writing.

Every student have different methods to improve their vocabulary mastery, according to Sa'imah (2014), except learn from lecture or teacher, there are several methods used by students to improve their vocabulary mastery. There are tools, objects, and person. Tools are things that used for convey massage such radio, computer, television, and so on. Then objects are things that contained massage likes movie, picture, book, comic and so on. In person there are teacher, lecturer, friend, parents and so on.

At Non-English department of Universitas Muhammadiyah Yogyakarta, there is English as one of subjects in their learning process. Based on researcher observation, many student of Non-English department faces some problems in learning English, especially in vocabulary mastery. Non-English students may not know learning method which is fit for their self to improve their vocabulary mastery. Moreover, non-English department student feel English is difficult to

understand because they do not know the meaning of some words. Some of them used dictionary or ask their friends when they face difficulties in understanding unfamiliar word.

In researcher experience, as methods used by researcher to improve vocabulary are using music and dictionary. By using music as method learning researcher looking for lyrics of song first, then listen and sing the song by reading the lyrics. So, with that method, researcher found new vocabulary that is not known before and then researcher translates it by dictionary to know the meaning. Beside there are any majors on Universities in Indonesia with different kinds of students and education system. So, the researcher interest to know in method do Non-English Department Students used to improve their vocabulary mastery.

Identification and Limitation of the Problem

From experience, the researcher identifies that there are some methods that used to improve vocabulary mastery, there are tools, objects, and person, and also most Non-English Department students face some difficulties to improve their vocabulary mastery.

Some of them are confused when trying to comprehend English and also think that learning English is boring and difficult to understand because they are not intends studying English in their learning process. Moreover, non-English students may not know learning method which is fit for their self to improve their vocabulary mastery. Through English is important for life, also by that fact vocabulary is one of critical factor in learning English process. The researcher

also identify that there are some solutions to solve problems such as using dictionary or ask another people.

Then, as students of English Education Department, the researcher of this study will only focus researching about method used by Non-English Department Students to improve their vocabulary mastery. Vocabulary mastery has impact on English, so the researcher needs to limit this study. Therefore a limited time of doing this study, so this study is going to focus on methods used Non-English department students, and then it will more focus on problem face and solution do Non-English department students.

Research Question

There are three research questions. Here are the research questions:

1. What methods do Non-English Department Students use to improve their vocabulary mastery?

2. What problems do Non-English Department Students face in improving their vocabulary mastery?

3. What solutions do Non-English Department Students take to solve those problems?

Purpose of the Study

1. To find out methods in improving Non-English Department Students vocabulary mastery.

2. To know problems Non-English Department Student face in improving vocabulary mastery.

3. To know solutions in solving Non-English Department Students problems.

Significance of the Research

The researcher hope in this research can be useful to:

For teacher. It gives solution for teachers to using various means to develop students' vocabulary mastery in teaching and learning process. Then, this research can give more information about students' difficulties and problems in learning process. Moreover teacher can choose the right methods and apply it for the students in teaching and learning process.

For students. For students, it can give more information about methods used for improving vocabulary mastery. Furthermore, they know and identify their problems and solution to solve their problems of vocabulary learning. Students also can choose the right methods and apply it in improving their vocabulary mastery.

For other researcher. This research will give benefit for other researcher. It can be one of the reference for next research which related to this topic.