

# CHAPTER I

## INTRODUCTION

This chapter discusses background of the research, scope of the research, statement of the research, objective of the research and significance of the research.

### **A. Background of the Research**

Vocabulary represents one of most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Vocabulary becomes the main tool for the students in their attempt to use English effectively, such as when they are confronted with a native English speaker, watching a movie without subtitle, listening to a favorite English song, reading a text or writing a letter to a friend, students will always need to operate with words. Moreover, it is impossible to think about a language without words.

In addition, vocabulary plays an important role in learning foreign language. Learner cannot understand written and oral passages without knowing what most of the words mean. According Biemiller (2005), cited in National reading technical assistance center. “Mastering vocabulary will not guarantee success in language learning. However, lack of vocabulary will ensure failure”. It means that without lack number of vocabulary, learners cannot communicate or express ideas effectively.

The vocabulary of English as foreign language is seen as a significant component for foreign students, Most students face difficulty in learning a foreign language and they gradually lose interest in learning, due to the limiting barrier of vocabulary. Especially, for Students of English for specific purposes (ESP) since they will often find specialized English words in their program. Harding (2011: p. 53), as cited in Desiana, (2014:p.1) explained that vocabulary is crucial in ESP because students will meet many technical or

specialized words which are used to explain materials in their specialism. Therefore, understanding the meaning of the words could help the students comprehending the lessons.

ESP students need VLSs (vocabulary learning style) in order to increase their vocabulary knowledge and understand the materials. VLSs is usually seen as a branch of language learning strategies To say simply, VLSs help learners to cope up with the difficulties of learning new words and to learn the words more effectively. Besides that, they need VLSs to achieve their future goal which is to succeed in their specialism. It is also stated by Akbari (2011: p.7), as cited in Desiana (2014) That English facilitates ESP students to achieve their future goals. Therefore, comprehending the vocabulary can help the students to understand the lessons and succeed in their specialism.

VLSs play a critical role in language learning by helping learners expand their vocabulary. Nation (2001), as cited in Haghi and Pasand (2013:p.2) stated that by using VLSs, learners can acquire a large and rich vocabulary. In this case, VLSs are significant for ESP students because it could make the students to be independent learners. In this situation, the students cannot always rely on their teachers. Therefore, they need to find their own strategies to cope with unknown words independently in order to make them understand about the materials given. In contrary, without VLSs, learners will be unable to acquire vocabularies effectively.

Based on the point above, this research was conducted to explore English Education students' strategies in learning English at 5<sup>th</sup> semester of in Khairun University.

## **B. Scope of the Research**

This research focuses on students' strategies of vocabulary learning by using Schmitt's Taxonomy at English Education Study Program of Khairun University.

### **C. Statement of the Problem**

The researcher formulates the statement of the problem as stated:

1. “What vocabulary learning strategies that are used by the students at English Study Program Faculty Teachers training and education of Khairun University?”
2. “What activities do the students do in their strategies”?

### **D. Objective of the Research**

The objective of this research is to explore what vocabulary learning strategies are used by The English Study Program students Faculty of Teachers training and education of Khairun University.

### **E. Significances of the Research**

The result of this research is expected to be beneficial theoretically and practically, as follows:

#### **1. Theoretical Significance**

The results of this research are hoped to enrich knowledge and information about the students’ strategies of vocabulary learning style especially in ESP context. Therefore, they can know well about vocabulary learning style that they used in learning especially in ESP context.

#### **2. Practical Significance**

The results of this research are hoped to give some benefits to ESP Lecturers, students and other researchers.

##### **a. For ESP Lecturers**

This research can be used by ESP lecturers as a reference to help the learners who find difficulties in comprehending the meaning of vocabulary in ESP context.

b. For the Students

This research can help the students to be aware of the strategies that they used and also help them to find their problem in comprehending specialized vocabulary. Therefore, they are able to reflect on which strategies might fit them best to help them comprehend specialized vocabulary in ESP context.

c. For other Researcher

The results of this research can be used as reference for other researcher who is going to conduct further research related to students' strategies of vocabulary learning which are used by English Education students in comprehending specialized vocabulary. In addition to further research, they can develop a variety of their research especially in English for Specific Purpose (ESP) such as English for law, medical, engineering and etc.