

# CHAPTER 1

## INTRODUCTION

### 1.1 BACKGROUND

Reading, writing, listening, and speaking are four skills in language learning. Those skills have to be supported by an adequate vocabulary repertoire to make the messages understandable. It means that vocabulary is a basic element or component in communication. “However, if we focus on basic level vocabularies, not only can we remember more effectively and more efficiently, but also can save more time to spend on some other learning activities” (Chen, 2009). Misunderstanding may occur due to the lack of vocabulary. It happens because of the inadequate knowledge and different language backgrounds of the speakers. In brief, adequate vocabulary mastery is a must for Second Language learners. The students need to use learning strategies to ease their vocabulary learning process. The strategies will be different from one student to another based on their learning styles. Language learning strategies are described as “specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations” (Oxford 2003, p. 8). Gu (1994), in his research entitled “Learning Strategies for Vocabulary Development”, found that the six-month course students or participants made a significant improvement in their vocabulary skills

and also were able to use more varied passive or active vocabulary.

Based on such consideration, the writer is challenged to investigate the students' vocabulary learning strategies of Soegijapranata Catholic University students in Word Expansion Class at the Faculty of Language and Arts. The reason for choosing them is that they learned vocabulary.

## **1.2 FIELD OF STUDY**

The field of the study is Linguistics.

## **1.3 SCOPE OF STUDY**

The study focuses on the teaching and learning of vocabulary in Word Expansion Class, paying attention particularly to the students' vocabulary learning strategies.

## **1.4 PROBLEM FORMULATION**

The research questions in this study can be formulated as follow:

1. What materials are taught in Word Expansion Class?
2. How is this class conducted?
3. How many kinds of learning strategy proposed by Oxford are used by the students in Word Expansion Class?

## **1.5 OBJECTIVES OF THE STUDY**

The objectives of the study are:

1. To present the materials used in Word Expansion Class.
2. To describe the process of teaching and learning in Word Expansion Class.
3. To show kinds of learning strategy used by students in Word Expansion

Class.

## **1.6 SIGNIFICANCE OF STUDY**

This research can contribute significant results to the teaching and learning of vocabulary. The writer hopes that the readers may obtain better knowledge about the importance of vocabulary in language learning. In addition, this research may help people who are interested in doing a similar study and will provide considerable information as references.

## **1.7 DEFINITION OF TERMS**

There are some terms frequently used in this paper which need defining. They are as follows:

- Vocabulary

Vocabulary is “the name for words that we must know in order to listen, speak, read and write effectively” (Edgar, 2008).

- Learning Strategies

Learning strategies is defined as how learners accumulate new L2 rules and how they automate existing one (Ellis, 1985). He also explains it as the mental process of acquiring and using the L2 (Ellis 1985, pp. 299-300).

So, Vocabulary Learning Strategies are the mental processes of acquiring and using words in real communication.

- Word Expansion Class

Word Expansion Class is a place for students of Faculty of Language and Arts

who are studying English vocabulary at a certain level to improve their vocabulary mastery (Dukut, 2014). In the teaching – learning process, the use of dictionary is recommended.

- Faculty of Language and Arts students

Faculty of Language and Arts students are students who learn English language at Soegijapranata Catholic University. In this study, they are Faculty of Language and Arts students of 2013 academic year.

