

CHAPTER I

INTRODUCTION

In this chapter, the writer presents research background, research problem, research objective, scope and limitation, research significance and definition of key terms.

1.1 Research Background

In learning English, having a lot of vocabulary is very important and good. By using some vocabularies, students will be able to use them in writing and speaking especially for middle school students. Lack of learning vocabulary will be a big or small problem for most of us. Therefore, this is not only a matter of remembering very broad words, but it is a bigger problem to choose the right words and how to use them. Vocabulary is an essential part of foreign language learning as the meanings of words are very often emphasized, whether in books or classrooms (Aristya, 2019). The learning process certainly requires media such as books, songs, short stories, storytelling, or others. In media, there must be words that explain the purpose of the material to be conveyed to students. The use of good vocabulary will make students easy to understand the material and remember the words. And conversely, if the use of vocabulary is not good, it could be that students will be confused when understanding the purpose of the material and it may be that learning will become boring. Therefore learning vocabulary as often as possible will make it easy for us to learn English well.

In learning language, a human must know more about the vocabulary because language is a basic skill are needed for real communication among people (Saniyah, 2011). By using language students will be easy to express their opinions, feelings, and desires to others. Increasing the vocabulary will make students better at expressing opinions or to communicate with others. Students may recognize a word in a written or spoken form and think that they

already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly (Balqis, 2018). Speaking without vocabulary is nothing and learning vocabulary is not easy. Some students feel bored when told to remember words, they are more interested in following what the teacher says than learning with their own sentences.

Learning English is not easy. Moreover, understanding many vocabularies takes a long time and indeed there must be an intention to learn. At present education in Indonesia starting from Kindergarten to High school and University are already filled with English. English has become a second language after the native language, the difficulties that occur may be more when learning English. Mastering the four skills reading, writing, speaking, and listening of English is not easy because the system used in English is different from those used in Indonesia (Apriyanto, 2013). Therefore, the ability of each person is different, students are expected to learn vocabulary as early as possible.

This study aims to find out what students' difficulties have in learning vocabulary, for example difficulty to remembering words. Because English is the second language they learn, students often have to memorize the vocabulary they have received. Second, forgetting the meaning of the vocab they already got. They may forget the meaning because they have memorized too much vocabulary. Then the lack of interest in learning English is also one of the students' difficulties to learn vocabulary. Because if students don't like English, any vocabulary that is given will not be conveyed and remembered properly. So the role of the teacher here is also important in the student's learning process.

In line with learning English vocabulary, English vocabulary is different from Indonesian viewed from form, including pronunciation and spelling, meaning, and word use

(Rohmatillah, 2014) . Likewise, with students in Junior High School 18, Malang also has difficulties in learning pronunciation, meaning, and spelling when learning vocabulary. Lack of training, lack of facilities, and lack of intentions made matters worse. Therefore this research is expected to be able to identify the students' difficulties and identify how they overcome them.

1.2 Research Problems

- 1.2.1 What are the students' difficulties in Junior High School 18 Malang in learning vocabulary?
- 1.2.2 What are the causes of difficulties in learning vocabulary ?
- 1.2.3 How do the students overcome the difficulties in learning vocabulary?

1.3 Research Objective (s)

- 1.3.1 To identify the students' difficulties in Junior High School 18 Malang in learning vocabulary.
- 1.3.2 To identify the cause of students' difficulties in learning vocabulary.
- 1.3.3 To identify how the students overcome these difficulties.

1.4 Scope and Limitation

The scope of this study focuses on students' difficulties in learning vocabulary This study is limited to 7th grade students in Junior High School 18 Malang.

1.5 Research Significance

This research is expected to be able to give some advantages for teachers, students, and other researchers. For English teachers, this study is expected to give the result of the research

by improving their teaching strategy, especially in teaching vocabulary to develop their students' ability in mastering four language skills. For students, this study is expected to give benefit from the goal of the research by knowing their weaknesses and their strengths and how to solve the problems. And this result will be useful as an inspiration to the potential for the researchers who are interested in researching a topic of a similar kind.

1.6 Definition of key words

1. **Students' Difficulties:** Students' difficulties here mean the difficulties faced by students in the classroom during the learning process, which occur as a result of several factors such as easy to forget words, lack of student interest and inappropriate teaching materials will make students bored.
2. **Learning Vocabulary:** Study the word that students use when they want to learn English. The students will find vocabulary when they are studying reading, writing, listening, and speaking. Learning vocabulary also learns about word functions. This means that by having a vocabulary that is too limited, students find it difficult to master language skills because good word storage is very important for understanding and communication. Therefore, mastery of vocabulary should be the priority in teaching English.
3. **Junior High School:** Children are eligible to go school consisting of pre-school, six years of primary school starting at the age of seven, and three years of intermediate (aged 13-15) and high (secondary) school (aged 16-18). Junior High School is the level of basic education informal education in Indonesia which is taken after graduating from elementary school. Junior High School is reached within 3 years, starting from grade 7 to grade 9.