**CHAPTER I**

**INTRODUCTION**

This chapter deals with background, problem statement of the research, objective of the research, significance of the research, and scope of the research.

1. **Background**

During the learning process, one might find that someone can learn every subject or several subjects very quickly and well. On the other hand, some people have problems in learning. Therefore, many researcher try to find how learners go about learning something. What makes learners successful at learning something, and why some people are more effective at learning than others. Williams and Burdens (1997) point out, that problem in learning can only be answered by investigating strategies.

Learning strategies are the conscious thoughts and action, that learners take in order to achieve a learning goal. Strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strength (Chamot, 2004). Language learning strategies are good indicators of how learners approach task or problems encountered during the process of language learning, in other words, language learning strategies, while non observable or unconsciously used in some cases, give language teacher valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand , learn, or remember new input presented in the language classroom.

Research on the language learning strategies began with the strategies of the “good language learner” by Rubin (1975) and Stern (1975). From these initial research effort, numerous researchers have attempted to emphasize the importance of language learning strategy use by successful language learners (e.g., Abraham and Vann, 1987, 1990; Chamot and kupper, 1989; Naiman,Frolich, Stern, and Todesco, 1978; O’Malley and Chamot, 1990; Oxford et, al, 1989,1993).the researcher believe that language learning strategy plays a significant role in L2/FL learning, due to the fact that language learning strategies that can help learner to facilitate the acquisition, storage, retrieval or use of information and increase self confidence.

William and Burden (1997) indicated that when the students are involved in a learning task, they have several resources which they use in different ways to finish their task, so this can be termed process of learning strategy. This explanation might be too abstract to understand, so it may be easier to say that learning strategy is learning skills, learning to learn skills, thinking skills, problem skills or, in other words the methods which learners use to intake , store, and retrieve during the learning process. Oxford (1990) defines that learning strategies as “specific action taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations ”.

Despite the common system of memory and language and cognitive processing in the brain (Cook,2001).language learners vary in terms of factor such us : aptitudes, demographic, variables, affective, variables, learning style, and learning strategies when they start learning the second language. These variable factors have some affects on how the learners approach language learning tasks and how successful they are. Strategies that applied will be different from learners to learners. The choice of the strategies is also determined by personality of the learners. Freeman (1991)stated that the personality has a lot to do with how fast and easily the learners learn a foreign language. If the learners are more outgoing and not afraid to take a risk, the learners are the type of person who is not afraid our new language skills. In addition, being aware of how the learners learn is an important factor. If the learners know how to take change of their learning, the learners will learn faster.

They do not only aid language learning, but also the learning of other subject such as math, biology, etc. in other words, when the learners start to learn something. They have the ability to respond to the particular learning situation and to manage their learning in appropriate way. Thus, learning strategy is like a football players, who have a tactic in order to win the game, When they are in the stadium. Learners use learning strategies in order to learn something more successfully.

The use of language learning strategies of EFL learners has been widely investigated over the past 30 years through various elicitation methods and tools. One of the most widely used measures has been the Strategy Inventory for Language Learning (SILL). (Dörnyei 2005, White, Schramm and Chamot 2007). It is a structured questionnaire, aiming to assess how often learners employ specific language learning strategies. It equips teachers with the strategy profile of their students and uncovers to learners the kinds of strategies they resort to when learning English as a second or foreign language (Oxford, 1990).

Many studies concerning in the issue of learning strategies used by student in senior high school and vocational high school, however those research is focused on learning strategy in general. The novelty of this research is this research focusing the issue of the most dominant language learning strategy used by Accounting student of SMK Negeri 1 Bulukumba,. beside that this research also find out the effect of the most dominant language learning strategies used by the students on their vocabulary achievement.. vocabulary is one of the important elements in building up English. It is impossible to express our ideas, emotion, feeling, and desire without vocabulary. The mastery of vocabulary becomes very essential for the students to learn a language, whether as a second language or as a foreign language.

There are many factors that cause the students’ difficulties in learning. One of them is the method given by the teacher. Teaching English as a foreign language requires the use of effective learning method.The English teacher should have challenging task to find ways to motivate students to learn English one way to solve the problem is by knowing the strategies used by the students in learning English. The researcher has conducted preliminary observation by interviewed the English teacher, the researcher found that the second grade at SMK Negeri 1 Bulukumba was lack of vocabulary . The researcher gave the student vocabulary test based on the curriculum that used at second grade at SMK Negeri 1 Bulukumba. The result of the tests was low.

This research is very important because all of the English teacher can use the findings of this research to know the students competence and learning strategy have a big influence especially of students English achievement. so the teacher can arrange a good strategy to improve the competence of the students especially for the students who have lack of vocabulary. this research is feasible to due because learning strategy used by the student is one of the important aspect that the teacher have to know and help the teacher to improve students skill especially in learning vocabulary English.

Based on the finding of the research and theory about learning strategies above, the researcher can conclude that learning strategies have been applied by many students especially students in vocational high school . It is possible also occur on students of accounting students of SMK Negeri 1 Bulukumba. Varieties of learning strategies automatically are used by them. From these fact the researcher interest to conduct a research with the title “**Improving Vocabulary Achievement by Accomodating The Most Dominant Language Learning Strategies in Efl Teaching Learning Of Accounting Students At SMK Negeri 1 Bulukumba**.

1. **Problem Statement**

In relation to the issues put forward in the background and refers to the objectives that the researcher wanted to get, here the researcher formulated the following problem statement :

1. What are the most dominant learning strategies used by Accounting students of SMK Negeri 1 Bulukumba?
2. Do the most dominant language learning strategies improve vocabulary achievement of accounting students at SMK Negeri 1 Bulukumba?

**C. Objective of the Research**

The following points are considered as the the objectives of the research :

1. To find out the most dominant language learning strategies used by Accounting students of SMK Negeri 1 Bulukumba.
2. To find out whether or not the most dominant language learning strategies improve English achievement of accounting students at SMK Negeri 1 Bulukumba

**D. Significance of the research**

The result of this research hopefully will give a contribution either theoretically or practically to the field of teaching and learning process :

1. Theoretically, this research is expected to introduce and even to familiarize the students and teachers about language learning strategy. The six strategies which are develop by Oxford, they are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies.
2. Practically, It is expected that the findings of this research contribute to be a reference for the development of English language learning strategies in higher education and useful in efforts to cultivate and raise student motivation to learn in order to obtain a satisfactory learning vocabulary outcomes.

**E. Scope of the Research**

The researcher will take limitation of some issues as follows :

1. By discipline, The research will be focused on the Accounting students of SMK Negeri 1 Bulukumba.this research refers to learning strategies used by Accounting students of SMK Negeri 1Bulukumba on their English achievement.
2. By content, The research will be focused on the most frequently used learning strategy by the students. this research refers to learning strategies classified by Oxford under discipline of linguistics, where learning strategies consist of two types: Direct strategy, consist of memory, cognitive, and compensation strategies and indirect strategy, consist of metacognitive, affective and social strategies. this research find out two kinds of problem statement. First, will find out From the six learning strategies, which dominat learning strategies applied by accounting students. Second, will find out the use of the most dominant language learning strategy on students vocabulary achievement (noun, verb, adjective).
3. By activity, researcher will give a test. vocabulary achievement test design by the researcher based on the syllabus that is used in SMK Negeri 1 Bulukumba and using questionnaire of Strategy inventory for Language Learner (SILL) by Oxford (1990).