CHAPTER I

INTRODUCTION

This chapter presented about the introduction of the research. It was consists of the background of the problem, the setting of the problem, limitation of the problem, formulation of the problem, the purpose of the research, the need of the research and the definition of the key term.

A. Background of the Problem

There are many languages in the world which are used as communication tool for interaction each other. Therefore, the function of the language is absolutely important for people's social life because always make interaction with others. Language must have function and meaning. Language which exists in world perhaps can reach on billion languages, because each race rounds the worlds which has particular attitude, the exactly have special language also. However, there is language, which the people often to use it as a communication and that language is English.

Nowadays, English language is very important to our lives. This language is used world-widely in sciences, knowledge and technology as well as education, business, transaction, and other activities in the world. In the past, the Indonesian students start learning English at junior high school (SLTP) as a compulsory subject. The process continues to senior high school (SLTA). In fact, English is also taught in some elementary schools as the local content lesson and even in some kindergartens, the pupils are introduced to some English vocabulary.

In English, there four language skill that should be mastered by the students, they are speaking, reading, writing, and listening even every skill has specific from each other. From the four skills divided by two kinds producing skill and receiving skill. Producing skill they are speaking and writing than the receiving skill are listening and reading.

According to Pipit Rahayu language is very important tool in the lives of children , as language to communicate with others. It is also very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation.

Based on my observation on 23 January 2020 at the second year grade students of SMP Muhammadiyah Rambah, the Researcher did observe by using interview to teacher of SMP Muhammadiah Rambah. The interview was carried out aiming to find out the problems that exist in SMP Muhammadiah Rambah, and many problems researcher found in speaking skill but most of the problem there are lack of vocabulary, less confidence, poor in grammar and poor in practice.

First, They have no enough vocabulary to produce if they want to speak English, as we know that vocabulary is important element is speaking without enough vocabulary it will be nothing to be produced so that vocabulary is the biggest factor in speaking.

Second, they have no self-confidence to speak, even they have a lot of vocabulary in their mind but they don't have enough self-confidence to speak and

it will be hard for them to say it. Self-confidence is a big problem for them because they are detected by afraid to do a mistake and if it is haven they will be laugh by their friends.

Third, Poor in grammar becomes their problem too. If they want to speak English they always think about grammar, however grammar is an important factor in speaking English with grammar a word can be formed to be a sentence of sentences.

The last problem in their class were poor in practice, because no enough space for them to practice and very hard to find someone who want to practice it. Practice is very important thing in learning language if no practice means that it will no language.

Vocabulary is one important aspect in learning English. With a limited vocabulary anyone will also has a limited understanding in terms of English such as speaking. It is true that it might be impossible to learn a language without mastering in vocabulary. And than it becomes the problems confronted by English language learners. Because of the limited vocabulary, the learners can not communicate to others clearly. Sometimes it is difficult to group the idea transmitted to them. The aquisition of a large number of vocabularies can help the students to speak.

Based on the problems above the researcher was interested in **" Students' strategy in mastering English vocabularies at the second year of SMP Muhammadiyah Rambah".**

B. The Setting of the Problem

There were many things that researcher found in the background of the problem. First, most of the students at the second year of SMP Muhammadiyah Rambah, they were lack of vocabulary. If they want to speak there was no variety of vocabulary they produced.

Second, there was no self-confidence for the at the second year of SMP Muhammadiyah Rambah, if they want to speak. Self confidence can be applied in the fluency in speaking English because it is form of the performance but in that class the researcher did not find that one.

Third, they were poor in grammar, If they want to speak English they always think about grammar, however grammar is an important factor in speaking English with grammar a word can be formed to be a sentence of sentences.

Than the last problem at the second year of SMP Muhammadiyah Rambah was about they were poor in practice of speaking, because most of the student at the class almost no space for speaking to be practiced, master the language skills, especially the ability of speaking and their components, especially the mastery of vocabulary.

C. The Limitation of the Problem

There are many problems present in mastering English vocabularies and to avoid misunderstanding the problem in this research, it was necessary for the researcher to make some limitation of the problem above. This study focuses on Students' strategy in mastering English vocabularies at the second year of SMP Muhammadiyah Rambah.

Based on the research, there are four skills needed when people learn English, they are listening, speaking, reading, and writing. Besides, if someone learns English : She has to master the language components, such as: phonology, grammar, vocabulary, and pronunciation to support the four skills because the four skills are very important.

D. The Formulation of the Problem

Based on the scope of the study the formulation of the problem can be stated as follows : How are the students' strategy in mastering English vocabularies at the second year of SMP Muhammadiyah Rambah ?

E. The Purpose of the Research

The Purpose of the Research are : To find out the students' strategy in mastering English vocabularies at the second year of SMP Muhammadiyah Rambah.

F. The Significance of this Research

The needs of this research are :

1. For writer

   The writer hopes that she can study and get more information to identify the problem in mastering both vocabulary and the fluency in speaking English. Besides, the writer will get new experience and knowledge for the future of her life.

2. For teachers

   This research expected to provide students with the information about vocabulary mastery and the fluency in speaking English, in

which the teachers will help their students when facing some problems in mastering both of them.

3. For students

    a. The students can take some information to identify their problems in mastering both vocabulary mastery and the fluency in speaking English

    b. The students can also increase their ability in vocabulary mastery and the fluency in speaking English

G. The Definition of the Key Terms

This research has the definition of the key terms as follows :

a. Learning English

Hilgard (2001:5) states that learning is an activity originates or is the changed through training procedures (whether in the laboratory or in the natural environment) as distinguishing from changes by factors not attribution able to train. Myer in Seels and Richey (1994:12) add that learning refers to the relatively permanent change in person's knowledge or behavior due to experience. Then Syamsudin (1996:20) states that learning is a process of behavior change or private person based on practices or particular experience.

b. Strategy mastering English vocabulary

Oxford (2003) defined language learning strategies 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".. Subsequently, the past twenty years have seen increasingly rapid advances in the field of second language learning strategies (Wenden and Rubin, 1987; O'Malley and Chamot, 1990 and Oxford, 1990).

c. Vocabulary Mastery

Vocabulary is the first and foremost important step in language acquisition (naveen, 2009:1)meaning that vocabulary is very important part in the language becouse every languages need vocabulary, so that English is a kind of languages so vocabulary is needed by English.

CHAPTER II

REVIEW OF RELATED LITERATURE

The chapter disscuses about review of related theories of the research. The review of related theories was very important to disscuss. Because of that the research interested to explain more in this chapter to make clear in understanding reading comprehension. This chapter consists of review of related theories, learning English, strategy mastering English vocabulary, review of related findings, and conceptual framework.

A. Review of Related Theories.

1. Learning English

Learning is the process through various experiences. Emest R. Hilgard (2001:5) states learning is an activity orginates or is the changes through training procedures (whether in the laboratory or in the natural environment) as distinguishing from changes by factors not attribution able to train. Mayer in Seels and Richey (1994:12) adds that learning refers to the relatively permanent change in a person's knowledge or behavior due to experience. Then, Abin Syamsudin (1996:20) says that learning is a process of behavior change or private person based on practices or particular experience. The same is expressed by Oemar Hamalik (1992:56) who states learning as a process of behavior change thanks to the training and experience.

The learning process begins with the lack of attention, motivation, and liveliness. Without the attention and motivation, students will not learn. (Dimyati and Mudjiono, 2006:42). Students" attention will appear if students feel that

learning is a necessity. In constructing the knowledge students need to be active both physically and psychologically. Therefore that the activity is directed to process the experience. Dick and Carey (1985:2) sate that learning is the instructional is systematic process in which every component is crucial to successful learning.

According to Slavin, learning is more than remembering therefore students in order to truly understand and can apply the knowledge, they have to learn to solve problems, find everything for themselves, and trying laboriously with ideas.

According to Burner, the core of learning is how to select, maintain, and transform information actively. Burner srues that learning involves three processes that take place almost simultaneously. The third processes are:

a.) acquiring new information

b.) transforming information

c.) testing the relevance and accuracy of knowledge.

According to Vigotsky realized one important theory in developmental psychology. The most important contribution of the theory is the emphasizing on socio-cultural nature of learning. The theory is sure that the learning occurs when students are working or learning to handle tasks that have not been studied, but the tasks are still in the "zone of proximal development". Zone of proximal development" is slightly above the development of a person's current level of development. Further Vigotsky convinces that higher mental functions are absorbed into the individual.

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The same is expressed by Hamalik (1992:56) states that learning is a process of behavior change thanks to the training and experience. The learning process begins with the lack of attention, motivation, and liveliness. Without the attention and motivation of students, students will not learn. (Dimyati and Mudjiono, 2006:42). students' attention will appear if students feel that learning is a necessity. In constructing the knowledge students need to be active both physically and psychologically therefore that the activity is directed to process the experience. Dick and Carey (1985:2) states that learning is the instructional is systematic process in which every component is crucial to successful learning.

Another definition of learning presented by Uno (2009:84), learning is planning or design in an effort to encourage students to learn, so that students interact with teacher as a source of learning and interacting with the entire learning resources to achieve the desired learning.

Brown (2007:7) states that learning is acquiring or getting of knowlegde of a subject or a skill by they study, experience, or instruction. Based on Brown, there are many concept of learning:

1) Learning is retention of information or skill

2) Learning is acquistion or getting

3) Retention implies stroge systems, memory and cognitive organization

4) Learning is realtively permanent

5) Learning is a change behavior

6) Learning involves some form practice,   perhaps, reinforced practice

7) Learning involves active, conscious focus on and acting upon events outside or inside the organism.

These concepts above, also give way to a number of subfields within discipline of psychology.

According to Smith (1962:260) state that learning is the acquisition of new behavior or strengthening or weakening of old behavior as the result of experience. David (1975:86) state that learning, as the process where by an organism changes it is behavior as a result of experience. Experiences can be gained from learning because students can get knowledge and skill that are very important for students' life.

In learning English, vocabulary plays an importance role in the four English language skills, like what Schmite and Mc Carthy (1997; 6) say that vocabulary has an important role in language skills. In listening ability, vocabulary gives easiness for the learners to comprehend what the other person speaks. In speaking and writing, vocabulary gives ease for the learners to expand

their ideas. In reading, vocabulary gives easiness for the learners comprehend the text. Vocabulary must not be neglected by anyone who learns a language.

According to Kimble and Garmezy in Brown (2000:7) say that learning is the process of acquiring or getting knowledge from a subject or a skill by studying, experiencing, and instructing. In order to know a particular subject, one must learn it. Furthermore, John (2006:73) says, "language learning is essentially like learning other domains of knowledge: that whether people are learning mathematic, or learning to drive a car, or learning Japanese, they are not engaging in any essentially different kind of mental activity". Moreover, John in Muriel (2006:72) argues, "learning essentially involves development from controlled to automatic processing of component skills, freeing learners" controlled processing capacity for new information and higher-order skills".

Learning a second language involves the manipulation of four main skills; speaking, writing, listening and reading, which lead to effective communication. A crucial factor for the amount of vocabulary one possesses as vocabulary forms the biggest part of the meaning of any language (McCarthy, 1988). Vocabulary, however, is the biggest problem for most learners. In view of this, vocabulary acquisition is currently receiving attention in second language pedagogy and research. But it is still a contentious issue how learners acquire vocabulary effectively and efficiently or how it can best be taught.

Brown and Payne (1994, as cited in Hatch & Brown, 1995) have identified five steps in learning a new word: (a) having sources for encountering new words, (b) getting a clear image either visual or auditory or both of the form of the new

words, (c) learning the meaning of the words, (d) making a strong memory connection between the forms and the meanings of the words, and (e) using the words.

Kim (1999) found that learning English prior to school lessons enhanced elementary school students' intrinsic motivation. However, as a decade has passed since his study, the present study revisits the motivational dimensions underlying English learning among elementary school students in Korea.

According to Horwitz's (1988) study, learning a foreign language was perceived to be a difficult task by students whose assumptions about who could succeed at it affected their expectations of success and their motivation. It is also associated with risking embarrassment and losing face (Horwitz, 1990). Learning a second language involves the manipulation of for main skills in mastering vocabulary, there are:

a. Speaking

1. The Nature of Speaking

There are some experts who given definition about speaking. Many experts give the definition about speaking generally, Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others toachieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers'of that language. Furthermore, in almost any setting, speaking is the most frequently used of language skill. As Rivers (1981) argues, speaking is

used twice asmuch as reading and writing in our communication. This the teacher should employ an interested strategy and create a medium which can motivate the students in learning English.

According to Rahayu (2012) Speaking shows capability to use a language. Therefore the good speaking is when someone have a good capability to use language. Bailey (2005) states speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is also a medium through which many languages is learnt, and which for many is particularly conducive for learning.

According to Antoni (2014) Speaking is one of the four language skills, which is also taught besides Listening, Reading, and Writing in Accounting study program of Pasir Pengaraian University. It taught from the first up to the third year with the different course description and credit hours for each semester. According to Batdal Niati (2018) Speaking is the skill that the students should be mastered. And the proofd of the students able to do that are they can speak English and they can take the information well.

2. Components of speaking

According to Chaney in Susanti (2007: 6)speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. According to Grognet A.G (136:1997)

Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating.

1. Pronunciation.

   Pronuciation is the way a certain sound or sounds are produce. Unlike articulation, which refersto the actual production of speech sounds in the mouth, pronunciation stressis more the way souns are preceived by the hearer, and often relates the spoken word to its written form.(Richard, 1992: 429)

2. Grammar

   According to Radford (2009: 1), grammar is traditionally subdivided into two different but interrelated areas of study; they are morphology and syntax. He defines morphology as the study of the structure of word formed out of smaller units (called morphemes) while syntax is the study of the way in which phrases and sentences are structured out of words. In the practical use those two studies work together with the study of meaning, namely semantics which is concerned with the system of meanings in the language: the meanings of words and the combinatory meanings of larger units (Greenbaum and Nelson, 2002:2).

3. Vocabulary

Vocabulary is the basic element in a language. It is an important part of language. It means that vocabulary is a small unit of language.

4. Fluency

According to Fillmore (1979) elaborates on the concept of fluency and conceptualizes it in four different ways. First, fluency is the ability to talk at length with few pauses by filling the time with talk. Second, fluency is the expression of one's message in a coherent, way. Third, a fluent person knows what to say in different contexts. And fourth, fluent speakers are creative and imaginative in their use of language.

5. Comprehension.

Comprehension is doing by person those getting some information reasonable about subject that is being discussed.

2. **Principles of Speaking**

To teach speaking, teachers should consider some principles. Brown (2001:275-276) suggests seven principles for designing speaking techniques listed as follows:

a) use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

b) provide intrinsically motivating techniques.

c) encourage the use of authentic language in meaningful contexts.

d) provide appropriate feedback and correction.

e) capitalize on the natural link between speaking and listening.

f) give students opportunities to initiate oral communication.

g) encourage the development of speaking strategies.

b. Reading

1. The Nature of Reading

According to Rauch and Weinstein (1968:4) consider that reading is key to success for anyone who wants to be an educated person. The goal of reading for Indonesian students is to understand or comprehend the material of the best because reading comprehension is a bridge to understanding scientific books they read. They ability of the students in reading is very important because by having the ability to read, they will be able to improving their knowledge.

According to Batdal Niati (2016) Reading is not just being gotten from reading books in the library or other sources. School library is not one of the gateways to knowledge or serve as a road map to reading and the promotion to reading culture.

According to Bond, Pinker and Wasson (1979:3) that in our world, reading more will provide more information and it makes our knowledge become increasingly in great numbers. Clark and Sandra (in Simanjuntak, 1988:15) define reading as an active cognitive process of increasing with print and monitor comprehension to establish meaning. Kennedy (1982:5)

has argument that reading can be defined as the ability of an individual to recognize a visual form; associate the form with a sound and or meaning acquired in the cover and on the part of experience, understands, and interprets its meaning.

According to Recheck Lost and Learner (1983: 7), in general, reading is the ability to gather meaning from printed symbol. For the beginning reading stage students recognizing word and comprehending literal meaning are important components. The reading levels for the students are immediate, the definition of reading includes a deeper understanding of passages.

In order to comprehend reading selection roughly a person must be able to use the information to make inferences and read critically to understand the figurative, determine the author's purpose, evaluate the ideas presented, and apply the ideas to actual situations. All of these skills involve thinking process (Burn, 1984: 10-11).

2. **The Techniques of Reading**

It is important to judge the purpose of reading because it will influence us in choosing the technique. Kustaryo, in his book, reading technique for college students, says reading techniques play an important role in understanding materials' (Kustaryo, 1988: 3).

The main ways of reading are:

a. Skimming

   Skimming is a useful skill to be applied in reading (Nuttal, Christine, 1982:34). Willam says that skimming is the ability to read a text quickly in order to find the general idea or the gist of the text (William, 1986). One reading type, by exploring the reading text quickly; in orders the reader can take the main ideas quickly by collecting words, phrases and main sentences.

   There many reasons of skimming reading:

   1) To find a piece idea of special information in the paragraph, quotation or reverence.

   2) To take the main idea and the information items from the text quickly.

   3) To make the usage the time exactly, because the reader is very busy and has no time.

   By these techniques, a reader moves his eyes quickly over a text to get the gist of it.

b. Scanning

   Scanning is the ability to read a text quickly in order to find specific information (William, 1986). Scanning means a technique of flashback in careful way. It has a goal to find the special information from the text. The technique of scanning depends on some objectives or questions, which has been determined in the beginning.

c. Extensive reading

    In extensive reading, readers usually face a longer text. The purpose of using different types of reading is for one's own pleasure. In reading, one needs a total understanding of the writing.

d. Intensive reading

    Intensive reading is reading for detail. It usually has a shorter text. A reader usually wants to get some specific information. These different ways of reading are not mutually exclusive. For example, one often skim through a passage to see what it is about before deciding whether a particular paragraph is worth scanning for the information he is looking for.

e. Affection

    Interests, motivation, beliefs and feelings belong to affection. And they will influence students' comprehension greatly. When a person is reading a piece of writing, his background experience will engage with his language abilities. Through his thinking abilities, he will comprehend according to his purpose in reading. Meanwhile his interests, motivations, beliefs, and feelings will influence the result of the comprehension.

    In the process of reading, Harris states that reading involves both visual and non visual information. Visual refers to the use of eyes to pick up the written words that are transmitted to the

knowledge of how language works to the reading act (Harris, 1976: 40).

c. Listening

1. The Nature of Listening

There are many definitions to define what is listening. First listening is an active, purposeful processing of making sense of what we hear (Helgsen, 2003, p.24). Rost (2002:279) states that listening is mental process of constructing meaning from spoken input. She also adds that listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.

Listening is more complex than merely hearing. It is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. The stages occur in sequence but we are generally unaware of them. (Sheila Steinberg, An Introduction to Communication Studies. Juta and Company Ltd., 2007).

Thomlinson (1998) (cited by Dr. Ismail Cakir) defines listening includes "active listening", which goes beyond comprehending as understanding the message content as an act of emphatic understanding of the speaker. Furthermore Saha (2008) expresses that even though listening and hearing are related, listening involves an active process, which requires an analysis of sounds, in contrast to hearing that only perceives sounds in a passive way.

Harmer (2001) expresses that listening is a "receptive skill" where people obtain the main idea according to what they hear. Besides, Helgsen (cited by Gonzales Moncada, 2003) supports that listening helps learner to be "flexible listeners", to know how to listen in order to get the general idea or the specific information needed to understand videos. Similarly, Richard & Rubin (cited by Van Duzer, 1997) argue that "although listening is a passive skill it is very much an active process of selecting and interpreting information from auditory and visual clues".

Rubin (1995:7) says that listening is conceived of as an active process in which listeners select and interpret information which comes auditory and visual clues in order to define what is going on and what the speakers are trying to express. Rubin completes her definition by saying that active means listeners get information (from visual and auditory clues) and relate this information to what they know. Select means that in the process of making sense of the input, listeners use only part of the incoming information. Interpret means that in trying to make sense of the input, the listener uses their background knowledge as well as the new information of what is going on and to figure out what speakers intend.

2. **Types of Listening**

According to John A. Kline (1996) listening divided into 5 types:

1. Informative listening is the situation where the listener's primary concern is to understand the message. Listeners are successful

insofar as the meaning they assign to messages is as close as possible to that which the sender intended.

2. Relationship listening is either to help an individual or to improve the relationship between people.

3. Appreciative listening includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film. It is the response of the listener, not the source of the message, which defines appreciative listening. That which provides appreciative listening for one person may provide something else for another.

4. Critical listening is the ability to listen critically. The subject of critical listening deserves much more attention than we can afford.

5. Discriminative listening is the ability to discriminate among the different sounds. It may be the most important type, for it is basic to the other four. By being sensitive to changes in the speaker's rate, volume, force, pitch, and emphasis, the informative listener can detect even nuances of difference in meaning.

John A. Kline also adds that effective listening, whether informative, relational, appreciative, critical, or discriminative, requires skills. In some cases, the skills are the same for the various types of listening; in some cases, they are quite different.

3. The Difficulties in Listening

According to Richards, common listening problems are:

1. Speaker speaks too fast.

2. Listeners listen word for word.

3. Listeners lack of cultural or background knowledge.

4. Speakers use too many unfamiliar words.

5. Listening takes too much effort and concentration.

6. Recordings are not always clear and are difficult to follow.

7. Speakers' accents are unfamiliar.

8. Tasks are too difficult.

9. Listeners cannot recognize words they know when they hear them.

He also mentions the difficulty of listening factors:

1. Listeners' linguistic knowledge.

2. Knowledge of the co-text.

3. Background knowledge.

4. Learners' motivation and interest in the topic.

5. Cognitive load of the text (topic, text length, text type).

6. Lexical density (ratio of the new words to know words).

7. Tasks.

d. Writing

1. The Nature of Writing

Writing is a skill how to put the ideas into written form. Brown points out writing as an activity which is complex since it involves many

skills, such as deciding what to write, determining the best way to convey it, and determining the way to put the ideas into a paper as a text which are understandable for the readers to read.

According to Antoni (2016) Writing is one of the important skills in language learning including English as a foreign language. Writing skill is becoming increasingly important in global community particularly in education either as a second or in a foreign language learning (Weigle, 2002; Foong, 1999; Sokolik, 2003).

Another statement about writing skill comes from Widdowson in Saleha (2008:15) states that writing is a communicative activity and is carried out in accordance with certain general principal in which underline the use of language in communication.

Richard, (1997:98) states that writing is a way of expressing thought from mind to printing materials. We can state that writing is a kind of activity where writer puts all the ideas in her mind to a paper from words to sentences, sentences to paragraph to essay.

Kroma (1988:37) argues that writing is a kind of activity where the writer expresses all the ideas in his mind in the paper (print) from words to sentence, sentence to paragraph and from paragraph to essay.

While Gebhard, in Rahmatia (2010:22) states that writing is a process of creating an idea and express the meaning in written form. Writing is way of communicating a message to reader for purpose. The purpose of writing is to provide information for and persuade a reader.

2. The Forms of Writing

The forms of writing are divided into five divisions' namely narrative, descriptive, recount, expository and argumentative.

1. Narrative

Narrative is the form of writing used to relate the story of acts or events. It places occurrences in time and tells what happened according to natural time sequences. Types of narrative include short stories, novels, and new stories, as well as large part of our everyday social interchange in the form of letters and conversation (McDougal, Littlell & Company, 1999:104).

2. Descriptive

Descriptive reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time-days, times of day, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.

Good description usually has three important qualities. These have a dominant impression supported by specific details, a clearly recognizable mood, and ogical development (Wishon and Burks 1980: 128-129).

3. Recount

Recount is a text which retells events or experience in the past. Its purpose is to retell events. The generic structures of recount are orientation-events-reorientation. It has a similarity with the generic structures of narrative. The differentiated of recount text with narrative text only is in events. There is no complication in recount.

4. Expository

Expository is used in giving information, making explanations, and interpreting meanings. It includes editorials; essay, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used apart from narrative, it stands alone as an essay.

Based on the research, the researcher concluded that vocabulary is learn in all the skills, there are: Speaking, Reading, Listening, Writing.

2. Strategy Mastering English Vocabulary

Acquiring a second language, involves different areas such as motivation, learners' needs, learning environment, learning strategies and language awareness. It is becoming increasingly difficult to ignore second language learning strategies. In any event, learning strategies are, defined by Chamot and Kupper (1989) as "techniques which students use to comprehend, store, and remember information and skills".

Oxford (1990) mentioned that mnemonic or memory tools used in ancient times to facilitate narrators remember their lines. Studies on language learning

strategies started in the mid 1960. Subsequently, the past twenty years have seen increasingly rapid advances in the field of second language learning strategies (Wenden and Rubin, 1987; O'Malley and Chamot, 1990 and Oxford, 1990). Nevertheless, Oxford (2003) defined language learning strategies 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".

While particular strategies are used by second language learners for the acquisition of new words in the second language are called 'vocabulary learning strategies' (Gu, 1994). Whereas, language learning strategies (LLSs) are sub category of general learning strategies and vocabulary learning strategies (VLSs) are consider as a part of language learning strategies (Nation, 2001).

Several studies have produced taxonomies of vocabulary learning strategies (Schmitt and Schmitt 1993; Schmitt, 997; Nation, 2001; Fan, 2003; and Gu, 2003). First, Schmitt and Schmitt (1993) divided learning vocabulary in to remembering a word and learning a new word. Secondly, GU (2003) classified second language (L2) vocabulary learning strategies as cognitive, metacognitive, memory and activation strategies. Thirdly, Schmitt (1997) improved vocabulary learning strategies based on Oxford (1990) into determination (not seeking another person's expertise) strategies, social (seeking another person's expertise) and though the remembering category comprises social, memorization, cognitive and metacognitive strategies. Finally, Fan (2003) who refined Gu (2003)'s classification, categorized vocabulary learning strategies into a "primary category" which contains dictionary strategies and guessing strategies as well as,

"remembering category" which integrates repetition, association, grouping, analysis and known words strategies.

Vocabulary learning strategies (VLSs) are steps taken by the language learners to acquire new English words. There are a wide range of different vocabulary learning strategies as demonstrated by the classifications of vocabulary learning strategies are proposed by different researchers (Stoffer, 1995; Nation, 2001; and Gu, 2003). In addition, there is a wide-ranging inventory of vocabulary learning strategies developed by Schmitt in 1997. While a variety of definitions of the vocabulary learning strategies have been suggested, this study has applied the definition that is suggested by Schmitt (1997) who saw it as two main groups of strategies:

1)   Discovery strategies: Strategies that are used by learners to discover learning of words

2)   Consolidation strategies: a word is consolidated once it has been encountered.

He categorized vocabulary learning strategies into five sub-categories:

1)   Determination strategies: they are individual learning strategies (Schmitt, 1997).

2)   Social strategies: they are learners learn new words through interaction with others (Schmitt, 1997).

3)   Memory strategies: they are strategies, whereby learners link their learning of new words to mental processing by associating their

existing or background knowledge with the new words (Schmitt, 1997).

4) Cognitive strategies: they are strategies that do not engage learners in mental processing but is more mechanical means (Schmitt, 1997) and

5) Metacognitive strategies: they are strategies related to processes involved in monitoring, decision-making, and evaluation of one's progress (Schmitt, 1997).

After viewing these different classifications the prudent study used Schmitt's taxonomy as a basis of the study. It was developed based on Oxford (2003)'s classification of language learning strategies. The classification of strategies perhaps is before the most wide-ranging in vocabulary learning strategies usage. Although, Schmitt's five major strategies maintained their application in an ESL/EFL environment due to the fact that he established his taxonomy using Japanese L2 learners. Similarly, the present study has used Malaysian second language learners' samples of study. The use of VLSs counts on a number of factors such as proficiency, motivation, and culture (Schmitt, 2000). This is because culture and environment can influence their preference for exacting learning strategies (Schmitt, 2000).

Oxford (1990) distinguished several aspects of learning strategies; 1) Relate to communicative competence, 2) Let learners become self-directed, 3) Increase the role of teachers, 4) Are problem-oriented, 5) Special behaviors by the learners, 6) Include many aspects of the learners as well as the cognitive approach,

7) Support learning both directly and indirectly, 8) Are not always observable, 9) Are teachable, 10) Are flexible, and 11) May be influenced by a variety of factors.

Oxford and Crookall (1989) described language learning strategies as "learning techniques, actions, learning to learn, problem-solving, or learning skills". They come to an end that no matter what learning strategies are called, strategies can make learning more efficient and effective and the strategies used by learners could lead towards more proficiency or competence in a second language. Oxford classified an extensive category of language learning strategies under two super ordinate categories as the Direct and Indirect strategies. Figure 1 presents Oxford (1990)'s classification.

With regards the direct strategies (which are more directly associated with the learning and the use of the target language in making good judgment that they require the mental processing of the language), these are the Memory strategies which "[...] store and retrieve new information"; Cognitive strategies which "[...] enable learners to understand and produce new language by many different means", ranging from repeating to analyzing expressions to summarizing and Compensation strategies which "[...] allow learners to use the language despite their often large gaps in knowledge" (Oxford,1990). As for the Indirect strategies (which help the learning process internally, i.e. which support and manage language learning without directly involving the target language), there are the metacognitive strategies which "allow learners to control their own cognition"; Affective strategies which "help to regulate emotions, motivations, and attitudes"; and Social strategies "help students learn through interaction with others" (Oxford

1990). However, Schmitt (1997) classified vocabulary learning strategies based on Oxford's taxonomy.

a. The Nature of Vocabulary

There are some experts who give definition about vocabulary. According to Nation & Newton (1997) vocabulary is knowledge of words and word meaning. Actually vocabulary is more complex, vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context.

According to Ryder and Graves (1994), vocabulary is one of the reasons for failure in school. If the students do not master the vocabulary, it is impossible they can understand the meaning of text that they read. Vocabulary influences students' achievement especially in reading.

Wallace (1982) mentions two main reasons about the importance of vocabulary.

1. Language exists in two forms, spoken and written, both of them need vocabulary to develop the existence it self

2. Vocabulary is needed for production in learning English as a foreign language rather than only needed for recognition it.

Vocabulary is one of the language components that can affect macro skills. Some definition of vocabulary is proposed by some experts. Nunan (1999: 101) states that vocabulary is a list of target language words. Furthermore, Jackson and Amvela (2000: 11) say that the terms vocabulary, lexis, and lexicon are

synonymous. In addition, Richards and Schmidt (2002: 580) state that vocabulary is a set of lexeme, including single words, compound words, and idioms.

Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook (Hornby, 81995: 1331). Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills.

According to Hiebert and Kamil (2005: 3) vocabulary is the knowledge of meanings of words. It is fundamental in the process of learning foreign or second language (Folse: 2004). It can be said that vocabulary is the knowledge of meaning of words which helps students to understand English. It means that students should master the vocabulary.

Based on the writer concluded that vocabulary is a list or a series of words that is used to express the idea or in other meaning it is used for general communication.

b. Type of Vocabulary

To master vocabulary, the teacher follows the type in teaching vocabulary. According to Michael J. Wallace (1982:30) as follows :

a. Aims

The aims have to be clear for the teacher : How many of the things listed does the teacher expert the learner to be able to achieve the vocabulary ?

What kinds of words ? (Wallace, 1982:27)

b. Quantity

The teacher may have to decide on the number of vocabulary items to be learned (Wallace, 1982:28). How may new words in a lesson can the learner learn ?. If there are words, the learner may become confused and discouraged.

c. Need

In any case, one would hope that the choice of vocabulary will relate to the aims of a course and the objectives of individual lesson. It is also possible for the teacher, in a sense, to put the responsibility or choosing the vocabulary to be taught on the students, in other word, the students are put in a situation where they have to communicate and get the words they need, as they need them, using the teachers an informant.

d. Frequent Exposure and Repetition

It is seldom, however, that we remember a new word simply be hearing at the first time (Wallace, 1982:29). There has to be a certain amount of repetition until there is evidence that students have learned the target word.

e. Meaningful Presentation

The learner must have a clear and specific understanding of what it denotes or refers to, i.e. It means that although meaning involves many other things as well (Wallace, 1982:29). The word is presented in such a way that its denotation or reference is perfectly clear and ambiguous.

f. Situation of Presentation

The choice of words can be very varied according to the situation in which we are speaking and according to how well we know the person, to whom we are speaking (from informal to formal), (Wallace, 1982:30). So that a student learn words in the situation in which they are appropriate.

Based on all the above, the writer concluded that aim of language teaching is the students are able to listen carefully, to speak clearly, to read well and to write skillfully. Thus, the qualities of one's language competence depend on the quality and quantity of vocabulary that she or he has.

c. Vocabulary Mastery

Webster says that mastery is in act, found when something impersonal is involved (Webster, 1994: 626). According to Hornby (1987:523) that mastery is complete control of knowledge. In addition, Flexner in the random house dictionary of the English language says that mastery deals with command or grasp, as of a subject (Flexner, 1987: 1184).

Hornby (1994: 959) states that vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language. Hiebert and Kamil (2005: 2) state that vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime.

Vocabulary is one of the elements in teaching English. People who want to master language skills, they have to master vocabulary of English first. According

to Anthony (1978:5), if the students have mastered words or vocabulary much, it is able to help students in increasing speaking, writing, listening and reading skill.

Davis and Whipple in Hiebert and Kamil, (2005: 6) said vocabulary is seen to be an integral part of comprehension. Swan and Walter in Thornbury (2002: 14) wrote that vocabulary acquisition is the largest and most important task facing the language learner.

Hiebert and Kamil (2005: 3) and Johnson (2008:93) define that vocabulary is the knowledge of meanings of words. Johnson (2008:93) states that vocabulary divided into listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. Moreover, it also can be divided into two types; oral and printed vocabulary and productive and receptive vocabulary.

According to Richards (2002, p.255), vocabulary mastery is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Jackson and Amvela (2000) say that the terms of vocabulary, lexis, and lexicon are synonymous. Vocabulary mastery is one of the language components that can affect macro skills. Some definition of vocabulary is proposed by some experts. Nunan (1999) states that vocabulary mastery is a list of target language words. Furthermore, Jackson and Amvela (2000) say that the terms vocabulary, lexis, and lexicon are synonymous. In addition, Richards and Schmidt (2002) state that vocabulary mastery is a set of lexeme, including single words, compound words, and idioms. Vocabulary mastery is the total number of words in a language; all the words known to a

person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook (Hornby: 1995).

Mastering a word means mastering the aspects of word knowledge. Thornbury (2002) summarize that word knowledge include, the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency.

According to Cameroon (2001:78) states that vocabulary mastery included of pronunciation, spelling, grammar, and meaning. It means that there are four part of vocabulary mastery that we have to measure it. So the researcher need to test four parts of Vocabulary Mastery. For Grammar and Meaning the Researcher will used this instrument but for Spelling and Pronunciation the Researcher will used Performance test.

Vocabulary has several types, and Haycraft (1978 : 44) divides vocabulary into two types, namely: 1. Active Vocabulary Active vocabulary is the words which the student understands, cun pronounce correctly and use constructively in speaking in speaking and writing. 2. Passive Vocabulary Passive vocabulary is the words which the students recognize and understands when they occur in context, but which he cannot produce correctly himself. Vocabulary is very useful for anyone who is studying a foreign language. If someone has a large vocabulary, he will speak English well and vice versa.

Mastering vocabulary is a basic matter in learning a foreign language. Thornbury (2002:3) argues:" If you spend most of your time studying grammar,

your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar but you can say almost anything with words ".

Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it). Cronbach (1942) in Schmitt and McCarthy (1997: 315) states "vocabulary" at that time focused only on the first two: generalization and application. In addition Schmitt and McCarthy (1997: 326) state "receptive and productive knowledge; may prove the only realistic way to measure depth of vocabulary knowledge". Words that the learners recognize and understand when they occur in context called as receptive knowledge while productive knowledge related to words which the learners understand, can pronounce correctly and use constructively in speaking and writing. Further, Madsen (1983: 12) states the purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing. The meaning shows that the vocabulary mastery can be measured when someone is able to comprehend and produce the words used in speaking and writing.

Palmberg in Sukmawati (2006:10) points out: Mastering of a foreign language words, the learner knows and recognizes it both in spoken and written form. This means, the learner not only able to spell or pronounce it, but also she/he should be able to differentiate its category and meaning when applying it into grammatically right sentence. In addition to this, the learner is able to express it orally as well.

According to Fries as quoted by jannah (2000:18), the mastery is meant as the ability to use or to understand "all the words" of language. She also says that the mastery of vocabulary of a foreign language is also bound by our actual experience.

Based on the explanation above, the researcher concluded that vocabulary mastery is one of the components of language. There are no language that exist without words. They are the means by which people exchange their thought. The more words we learn, the more ideas we should have. So, we can communicate the ideas more effectively.

B. Review of Related Findings.

There are many studies related to this research. Firstly, , Dilla Nawang Kharisma (2018) in her research entitled " A Study on Students Motivation in Learning English at the eight grade of SMP TA'MIRUL Islam Surakarta in the academic year 2018/2019" a research thesis. This research is a descriptive qualitative research. Data sources of this research are the English teacher and eighth grade students of SMP Ta'mirul Islam Surakarta in the academic year 2018/2019. The researcher conducted observation and interview to collect the required data. In validating the data, the researcher used data source triangulation by comparing the result of observation and interview. This research is analyzed by using Miles and Huberman's interactive model of data analysis including reducing the data, displaying the data and taking conclusion and verification.

Secondly, Fajar Furqon (2013) in his research entitled "Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension" a

research journal. The results were compared to find out the correlation between those variables. The findings showed that there was a strong correlation between students' vocabulary mastery and their reading comprehension. The current study concluded that vocabulary mastery was contributive in helping the students to comprehend the texts.

Thirdly, Azadeh Asgari (2011) in his research entitled "The Type of Vocabulary Learning English used by ESL Students' in University Putra Malaysia" a research journal. The result it was decided that the best method for this investigation to better understand the use of VLSs by these particular students is to adopt the qualitative research design. Hence, he method of conducting is an open-ended interview that was conducted individually with ten students at the Faculty of Education Studies in UPM. The concluded strategies such as the learning a word through reading , the use of monolingual dictionary, the use of various English language media, and applying new English word in their daily conversation where are related to memory, determination, metacognitive strategies respectively are popular strategies and the learners are keen in using them.

Fourthly, Boris Ramadhika (2014) in his research entitled "Improving Students' Listening Skill Using Animation Videos For the Eight Grade Students of SMP N 6 Magelang in the academic year of 2013/2014" a research thesis. This research was classified as action research. It was conducted in two cycles with two meetings for each cycle. The main subjects of this research were 32 students of class VIII F at SMP N 6 Magelang. The data obtained were qualitative and

quantitative. The qualitative data were gained from the observations, interviews with both English teacher and the students, and discussions with the collaborator. The data were transformed into interview transcripts and field notes. Meanwhile, the quantitative data were gained from the listening tests that were conducted before the implementation and after the implementation in Cycle I and Cycle II. There were several validity principles applied in this research; they were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

Fifthly, Siti Asrianti (2017) in her research entitled "Improving The Students' Writing Skill By Using Process Writing Approach at the Second Grade Students' of SMK Grafika Gowa Makassar" a research journal. The results of the student's writing test in cycle 1 and cycle 2 had increased in different scores. There was increasing by students at the end action of second cycle. The research findings indicated that use of writing process approach could increase the students' writing skill. The means scores of students in Diagnostic test was 59.84 became 66.38 in cycle 1, and after revision in the cycle 2 the mean score in cycle 2 was 70.79 by implemented of descriptive text.   The successful of minimal criteria (KKM) was 65 while cycle 1, there were 2 (4.76%) students get poor, 27 (64.29%) get fair, and 13 (30.95%) get good meant that students who achieved the successful minimal criteria (KKM) more than a half of them. In cycle 2 there was 25 (59.52%) get fair and 17 (40.48%) get fair.
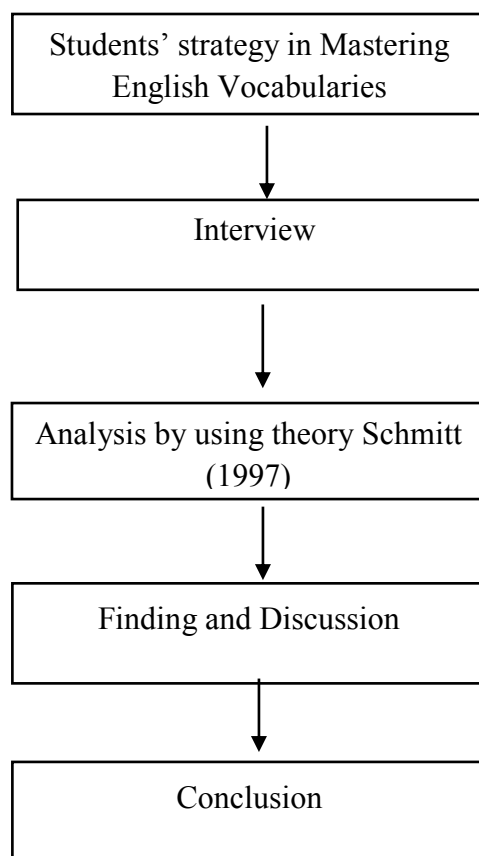
Based on the researchers above, most of the researchers analyzed about students' strategy in mastering English vocabularies. In this research, the

researcher focussed in analyzing students' strategy in mastering English vocabularies.

C. Conceptual Framework

The conceptual framework is a concept that writer use planning the research. It is used to make a conceptual distinction and organized ideas. The researcher conducted to research base on this conceptual framework.

Figure 1. Conceptual Framework

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┌─────────────────────────────────┐
│ Students' strategy in Mastering  │
│       English Vocabularies       │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│            Interview             │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│  Analysis by using theory Schmitt │
│              (1997)              │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│      Finding and Discussion      │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│            Conclusion            │
└─────────────────────────────────┘
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From the conceptual framework above, the researcher the researcher gets factor influencing students' strategy in mastering English vocabularies. The researcher choose in mastering English vocabularies at SMP Muhammadiyah Rambah as a sample the research. Then, the researcher choose one student to

interviewed. And then, the students will be given the task to answer question of narrative text. From the task , the researcher gets the research finding and will be make a conclusion about this research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter about the research methodology of this research. It consist of research design, setting of the research, population and sample, instrumentation, procedure of this research, technique of collecting the data and technique of analyzing the data. In the setting of the research, it discussed about the population and the sample of this research.

A. Research Design.

The design of this research was a descriptive qualitative research. According to Sudijono 2014:36 "The word variable becomes from English "Variable" has meaning changing, unpermanently factor, and indication can be changed. it means that variable has several meaning but unfortunatly thay have some target that are one factor influence the nother factor. And Widoyoko (2012:2) states that variable is the concept that has varian meaning.

B. Setting of the Research.

This research was conducted at the second of SMP Muhammadiyah Rambah notably it is focused on the class VIII 1. The Research was conducted on January 2020.

C. Population and Sample

1. The Population.

   According to Arikunto(2010:173) population is whole the subject in the research. The population in this research are the class VIII 1 and

VIII 2 at the second of SMP Muhammadiyah Rambah. The number of population is about 60 students.

Table. 1 Total Population

No	Class	Number of students
1.	VIII 1	30
2.	VIII 2	30
	Total	60

2. Sample.

Sugiyono (2015: 62) states that sample is part of the number and characteristics possessed by the population. If the population is large, researcher can use sample taken from the population. Sample is taken from the population must be truly representative. The researcher took 10 students randomly in all classes at the second year of SMP Muhammadiyah.

D. Instrumentation.

In this research, the data was collected by using data qualitative. In collecting qualitative, the qualitative data described the situation during teaching and learning process. The qualitative data were use field note, observation sheet, interview, and photographic evidence.

This research acquired a plan of method for gathering evidence in mentoring phases of action research. The data were collected by using the

following instruments, they are: interview, observation / field note, and documentation.

1. Interview

    The interview is a form of verbal communication and dialogue to get the information about researcher will be used interviews to collect data directly. The interviewer asked directly about the indication of research. The researcher will be sure that interviewing technique is the process of asking questioning to five pupils and to the teacher English.

    From the interview done between researcher and teacher in the first meeting, it was found that teacher have a problem in teaching English because of many students still lack of vocabulary. The researcher interviewed the students and the teacher in the first meeting and the last meeting. The results of interviewing were used to identify the problem of the study.

2. Observation sheet / Field Note

    The researcher directly observed the process teaching and learning in this class when the researcher explained her English material in the class. This activity was done by the researcher. In this research, field notes were used to know the situation and activities during the teaching and learning process, such as how the teachers carry out the material and the students' response about the material given. The form of the fill note was an empty of paper which noted the happens during the activities at the classroom running.

3. Vocabulary test

   The vocabulary test taken from the exercise, which was made by the researcher. The numbers of items of the test were 25 items of multiple choice type test with five options A, B, C, D.

4. Documentation

   It also could use to support other forms of data gathering (e.g. interview or observation / field notes) or as a means for providing reference points for interviews or discussion. The function of documentation was a way of reporting, observation, reflections, and reactions of students in teaching and learning process.

E. Procedure of the Research

The procedure of the Research applied in the several steps, they were :

1. Planning

   Planning was the first step used by the researcher in preparing all the thing that needed by the researcher. Moreover, to design the steps the would be used by the researcher, such as what, where, when, and how the research would be conducted.

2. Observation

   Observation was the second step used by researcher. The observation in this research will be to see what the problem happened in their population group.

3. Collecting and Analyzing the Data

To take the valid data from the respondent or the participant of the research continously and analyzing that data was taken from the respondent.

4. Conclusion

Making a conclusion about the data that has been processed.

F. Technique of Collecting the Data

Techniques of collecting the data in this research were three kinds: Interview, observation, vocabulary test, and documentation. The technique to collect the data gained from qualitative data. To get the qualitative data, the researcher analyzed interview, observation, vocabulary test, and documentation.

In observation, the data was collected to find out what happening during teaching and learning process in the class taught by the teacher in teaching vocabulary. To gain the data, the researcher used observation sheet and vocabulary tests during observation, as to observing teacher and students during the action. Interview also used to know the student feeling and thinking or their response in the end of teaching and learning process. The researcher interviewed the students who have difficulties strategies in mastering vocabulary English vocabularies. The students answered the question with their own words and there was no alternative answer from the researcher.

The researcher made an interview open for the students in SMP Muhammadiyah Rambah. The purpose of this technique is to know factors students' difficulties of students in mastering English vocabularies. There were several questions that the researcher arrange:

a. General Questions

b. Difficulties

c. Strategy Learning Mastering Vocabulary

In this research, there are two components that the researcher writes or field note, they were:

1. The class situation

If this class situation be quit and comfort, it means the teacher succeed in carrying out the material and teacher succeed in attracting students to follow the study goodly. And it means the students gave good response through teacher explanation. The researcher noted all classes situation from the begin study up to the end of study.

2. The participation of the students

If the students did what the researcher commands, the researcher concluded that they were motivated to be active. And then, if the students could practice directly what the teacher commands, it means that there will be increasing of students after giving the action. And then if there were a lot of students enthusiastically raising their hands when researcher asks them, the researcher will conclude that they gave much attention to the researcher's explanation during of study.

G. **Technique of Analyzing the Data**

In this research, the researcher collected and analyzed the data through qualitative data, qualitative data was the way if collecting information that will be concerned whit understanding or conveying meanings or contexts. Qualitative

data gained from analyzing observation, interview, Vocabulary tests, and documentation. In order to analyze qualitative data, the researcher applied five steps offered by Gay (Elda:2010) as follows:

1. Reading the note

   The researcher read the data in order to recall all events and experiences from observation sheet, interview, field notes, and test

2. Data managing

   The researcher collected the data that had been dated and then organized and should be managed in observation sheet and test form. In this stage, the work of researcher was to manage and checks the data during the learning process. Then, the researcher analyzed and interpreted them.

3. Describing

   After reading the data, the researcher described what was going on during the learning process in order to provide detail information about setting, the participants and the activities.

4. Classifying

   The data were classified into smaller units. Then the researcher classified the problem faced by the students from observation sheet, interview, field note, documentation, and vocabulary test during the research activities.