

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the languages in the world used by many people in a lot of countries. It is also recognized as the main language for communication with other people from different countries and cultures. Due to the importance of English as an international language, many people try to learn and master it as soon as possible so that they will not find any difficulties in communicating with others especially coming from abroad.

In Indonesia, the government has made some efforts to obtain human resources who are able to understand and master English well. Nowadays, English is not only taught for junior and senior high school students but also to the elementary school students. It is done in order to get the young learners of elementary level to be familiar with English as soon as possible. English mastery is a goal that wants to be achieved as the target besides two other languages namely Indonesian and vernacular language. In English, there are four components of language skills covering listening, speaking, reading and writing that should be learned by the learners deeply and appropriately. Those four skills cannot be separated since they are integrated. As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect to be the community of international world.

In order to support the mastery of English skills as mentioned above, it is essential to learn vocabulary. It becomes a central part in English learning.

In reality, many people who learn English especially for the beginners level are often faced with the problem of vocabulary mastery. They can not just comprehend and master it well. It is proved from the pre-research observation done by the observer the students of grade VIII MTS-TI Batu Belah. Based on the pre-research observation, the researcher found some problems when learning English especially in vocabulary.

The students have limited number of vocabulary. It seems when they speak and answer the teacher questions orally. Most of them still use Indonesian language in learning. It caused their vocabulary are low.

After that, problem of memorized the words. Their teacher gives them a way to increased their vocabulary. The teacher asked them to collect new vocabulary everyday and memorized the words. But in reality, they did not like this way. It seems from their participation are very low. They told that they did not enjoy memorizing the words.

The next problems is about pronunciation. Problem pronunciation often occurred when the students learn vocabulary. The researcher found that the students' pronunciation still a lot of wrong. Sometimes they pronouncing the word based on the written. Because feel confuse when pronouncing the words, the students' motivation to learn English be low.

The next problems is students still needed dictionary to get meaning of the words. it seems from their habit to bring or borrow it every learn

English. The problems caused that their knowledge about meaning of the words are low.

The others problem is using word in context. The students understand the meaning of the word, but they feel confused to use appropriate words to answer the questions based on the context. From their test in learning process (especially in vocabulary test) researcher found that their score are enough.

The students assume that English is a difficult subject. Based on the researcher interviewed from some students at MTS-TI Batu Belah, why they feel that English is a difficult subject? Most of them said that English make us confused with many formulas when they speak or make sentences.

And next problem is their score of English test. Their score are little bit enough, but can be said in low categorize. Most of the students could not reach the minimum criteria of completeness. The minimum criteria of completeness of English subject for this class is ≥ 70 . Almost 35% of the students got score below the minimum.

Besides, the teacher's way of teaching the material is conventional. Students are just asked to read, repeat and write all the times. It can also be said that teacher's technique is less varied because of limited media.

Based on the problems of students' vocabulary mastery above, the researcher need to analyze students' vocabulary mastery at the second grade of MTS-TI BATU BELAH in academic year 2016/2017.

B. Identification of the Problem

Based on the background of problem above, it could be identified some problem that were going to be analyzed by conducting this research. The following were the problems that had been identified for the research:

1. The students have limited number of vocabularies.
2. Hard for them to memorize the meaning of words
3. Their scores of English tests are low.
4. The students assume that English is a difficult subject. It makes their motivation be low.

C. Limitation of the Problem

Regarding the four identified problems above, it was needed to limit the problems that were going to be describe in this research. The problems to be describe in this research were focused on analysis students' vocabulary mastery of meaning and using words in appropriate context of MTS-TI Batu Belah in academic year 2016/2017.

D. Research of the Problem

From the observation above, the writer formulates the research question as the follows: "How is students' vocabulary mastery of grade VIII of MTS-TI Batu Belah in the academic year 2016/ 2017?"

E. Purpose of the Research

The research purposed to describe students' vocabulary mastery (meaning and using words in appropriate context) of MTS-TI Batu Belah in academic year 2016/2017.

F. Significance of the Research

1. For English teachers

The writer hopefully it can provide teacher use interesting media in teaching learning.

2. For the students

The writer hopefully it can motivate students in vocabulary mastery.

3. For the writer and the readers

The result of this study can be reference for the writer and readers.

G. Defenition of Keywords

In order to avoid misunderstanding in comprehending this research, the researcher defined some key terms used in the research as the following:

1. Vocabulary

Hornby (1995: 985) states that “vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language”.

2. Vocabulary Mastery

Lewis and Hill (1990: 12) say that “vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it)”.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of Related Theories

1. The Nature of Vocabulary Mastery

There are many definitions of vocabulary proposed by some experts. It is very important for one to know what vocabulary is before discussing vocabulary mastery. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. According to Hatch and Brown (1995: 1), the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Since vocabulary is a list, the only system involved is that alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. It needs the process of learning in context to get the meaning of words as stated by Allen French (1983: 4)“Vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language”. Hornby (1995: 985) states that “vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language”.

Burns and Broman (1975: 295) define that “vocabulary is the stock of words used by a person, class or professional, all having much in common, yet each distinctly different. The primary thing in learning a language is the acquisition of a vocabulary”. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary can not guarantee the learner’s competence in learning English but in adequacy of vocabulary will obstruct their chances to make success in learning English.

Norbert (1992:177) state that “vocabulary is a basis of a language, it is essential to master the vocabulary first”. Rivers (in Nunan, 2000:117) has also the same argument with them. He argued that “for successful foreign language use, it is essential to have extensive vocabulary because it will enable us to use the structures and functions we may have learned for comprehensible communication”.

Hindmarsh R (1980) stated that “vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, read and write. Vocabulary refers to the words we must understand to communicate effectively”.

Then, Krisdalaksana (2008) stated that “vocabulary is a component of a language that maintains all of information about meaning and using word in language”. In addition, vocabulary defines as a total number of words with meanings and defenitions used by someone or students to express the idea in language.

According to Ur (1995: 60) “vocabulary is the words we teach in the foreign language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language for the learners”. Hatch and Brown (1995: 1) state that “vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use. It means that vocabulary as the words of certain language which are used by language speaker in using language.

According to Haycraft in Hatch and Brown (1995: 370) “vocabulary is defined into two kinds: receptive and productive vocabulary. Receptive vocabulary is words that the students recognize and understand when they occur in a context, but which he cannot produce correctly. Productive vocabulary is word which the students understand, can pronounce correctly and use constructively in speaking and writing”.

Another expert, Paul Procter (1978:1229), states that "vocabulary is (a) all the words known to particular person, (b) the special set of words used in a particular kind of work, business, etc., (c) a list of words, usually in alphabetical order and with explanations of their meanings, less complete than a dictionary. Vocabulary deals with words and meaning.

Mastery itself means the comprehensive knowledge. Vocabulary mastery is comprehensive knowledge to recognize, understand, and produce stock of words and their meaning.

Swannel (1994: p 656) defines mastery as comprehensive knowledge or use of a subject or instrument. Meanwhile Porter (2001: p. 953) states

that “mastery is learning or understanding something completely and having no difficulty in using it. Mastery is defined as the complete control of knowledge (Oxford Advanced Dictionary)”. This definition is supported by Hornby (1984: 777) who defines mastery as skill or thorough knowledge. From these definitions, researcher conclude that mastery means the competency to understand and apply something learnt. Vocabulary mastery is always being an essential part of English. Lewis and Hill (1990: 12) say that “vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it)”.

From what the experts say about vocabulary in language learning, it can be conclude that vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language. This research is proposed to describe students’ vocabulary mastery in the researcher’s class at junior high school. The students are categorized as young learners.

2. The Importance of Vocabulary

Vocabulary is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspects of language. Zimmerman in Coady and Huckin (1997: 5) states that vocabulary is central to language and critical importance to the typical language learner. McCharty (1990: VIII) states that the importance of vocabulary in language learning is as follows: “no matter how successfully sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way.

The importance of vocabulary according Engkos Kosasih (2008) as follows:

- a. An extensive vocabulary aids expression and communication.
- b. Vocabulary size has been directly linked to reading comprehension.
- c. A person may be judge directly by other based on their vocabulary.
- d. Linguistic vocabulary is synonymous with thinking vocabulary.
- e. The greater a person’s vocabulary, the greater their understanding of themselves, society, economy, history, etc.

Wilkins (1982: 111) says that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. It has to be realized that the student’s ability to read, to write, to listen, and to speak is conditioned by their vocabulary. In reading ability, vocabulary helps

learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally.

In addition, Coady and Huckin (1997: 5) argue that vocabulary is central and critical importance to typical language learner. It makes vocabulary becomes the basic element to master the four language skills, namely listening, speaking, reading and writing. Without having adequate vocabulary, a language learner will not be able to master the language skills. The meaning shows that vocabulary mastery has important roles in communication.

Nunan (1998:118) says that the development of a rich vocabulary is an important element in acquisition of a second language. It is important for a learner to master the vocabulary of the target language because it is essential part of communication.

Furthermore, Cameron (2002:72) believes that building a useful vocabulary is central to the learning of a foreign language of the primary level. Vocabulary is fundamental to using the foreign language as discourse, since it is both learnt from participating in discourse and is essential to participating in it.

To show how important vocabulary is, Bromley (2004:3-4) states that vocabulary holds some important roles in the teaching-learning process.

They are as follows:

- a. Promoting fluency. Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies. Fluent readers reads at a faster rate, process more material more quickly and have better comprehension than less fluent readers.
- b. Boosting comprehension. Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.
- c. Improving achievement. A large vocabulary means a large fund of conceptual knowledge which makes academic learning easier. Students with large vocabularies score higher an achievement test than those with small vocabularies.
- d. Enhancing thinking and communication. Words are tools for analyzing, inferring, evaluating, and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

Moreover, Thornbuy (2002:14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words.

This implies that the success of the learner in learning a language depends on not only the size of vocabulary he or she has learned but also vocabulary building.

In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay attention to the vocabulary teaching. The teacher must have a good, effective and efficient method in order that the teaching vocabulary is successful. If someone can master vocabulary well, she or he will be able to promote fluency, boost comprehension, improve achievement, and enhance thinking and communication.

3. The Aspects of Vocabulary Mastery

In general, teacher finds attempted answer (although unnecessary based on research) to the question of how much know vocabulary should be introduced per lesson or unit from two sources: implicitly in the words lists presented for each unit in the text books adopted, and implicitly in the language teaching objectives by stimulated by national educational authorizes.

In her book, Ur (1996:60-62) give some aspects that need to be taught in teaching vocabulary which will indicate student' vocabulary mastery.

They are:

a. Form : pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what a word looks (its spelling). These are fairly obvious characteristics, and one or other will be perceived by the learner when

encountering the item for the first time. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned.

b. Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences, it is important to provide learners with this information at the same time as the teacher teaches the best form.

c. Collocation

Words and phrases which appear to be very similar in meaning are often distinguished from another by the different ways in which they collocate with other words. the collocations typical on particular items are another factor that makes a particular item sound “right” or “wrong”.

d. Aspect of meaning

1. Denotation

The meaning of a word is primarily what it refers to in the real world and this is often short of definition that is given in a dictionary. This is denotation or conceptual meaning.

2. Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its' purely conceptual content.

3. Appropriateness

A more suitable aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very common, or relatively rare, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse.

4. Synonyms : means that two or more words have the same meaning.

5. Antonyms : the term antonym is used for opposite meaning of word.

6. Hyponyms : items that serve as specific examples of a general concept.

7. Co-hyponyms or co-ordinates : other items that are the same kind think; red, blue, and yellow are the co-ordinates.

8. Super ordinates : general concepts that “cover” specific items; animal is the super ordinate of lion, cat, dog.
9. Translation : word or expression in the learners’ mother tongue that are (more or less) equivalent in meaning to the item being taught.

e. Word formation

Word formation or the arrangement of words put together is another aspect of useful information in teaching perhaps mainly for the advanced learners. Teacher may wish to teach the common prefixes and suffixes. When those factors are fulfilled, it can be said that someone has achieved vocabulary mastery. In other words, it can be said that if students have sufficient vocabularies and the other aspects of language, a foreign language would be easier to be learnt.

According to Wallace in Sumarni (2008: 11) there are several criteria that learner can master the vocabulary.

- a. The learner is able to recognize it in its spoken and written form.
- b. The learner is able to re call it at will.
- c. The learner is able to relate it to appropriate objects or concepts.
- d. The learner cans it in the grammatical form.
- e. The learner can spell it correctly.
- f. The learner is able to pronounce it in a recognizable ways.
- g. The learner knows in what ways it can combine with other words.
- h. The learner is aware of its connotations and associations.

- i. The learner can use it in appropriate level of formality and in appropriate situations.

Kumala (2011: 11) points out there are four indicators that should be considered to see whether the students have a good vocabulary mastery or not. Those indicators are pronunciation, spelling, meaning, and using word in context.

The first is pronouncing the word. If learners have a good pronunciation, they are easier to understand the meaning of the words. And also lead them to the fluency of communication.

The second is spelling. In English the spelling of the word is differ from the pronunciation. If learners know the spelling of the words, they will able to write the words correctly.

The third is meaning. When the learners learn new words, automatically they learn the meaning of the words. Learners will not be able to use the words if they do not know the meaning of the words.

The fourth is using word in context. In learning English, learner may find two or more words that have same meaning, but the words should be used in different context. Thus, the learners should be able to use appropriate words in context.

From the theories above, we know that there are many aspects to know whether the students have good vocabulary mastery or not.

The students can use the words in their written and spoken communication, can recall it, can pronounce, know their meaning,

spelling, and can use words in the context and the students can use words grammatically.

Based on the theories of vocabulary mastery above, it can be concluded that the indicators of vocabulary mastery are in the following table:

Table 2.1
Indicators of Vocabulary Mastery

No	The Indicators of Vocabulary Mastery
1	Pronunciation
2	Spelling
3	Meaning
4	Appropriate Word In Context

4. The Kinds of Vocabulary

Surely, there are some words in a sentence and those collections of words are included into the vocabulary because vocabulary is a list or collections of words arranged in alphabetical order explained.

And there are many kinds of vocabulary (Nailiya, 2006:12) such as synonym, antonym, polysemy, homonym and definition.

a. Synonym

Synonym is word that shares a similar meaning (Thornbury, 2003:2). So, synonym is a word that has the same meaning but different in writing. Examples: Good → Well

Knowledge → Science

b. Antonym

Antonym is a word expressing an idea directly opposite to that of another word in same language. (Rahmadie,Sabrony 1986: 105).

Examples:

True × False

Clean × Dirty

c. Polysemy

Polysemy means words which have two or more related meaning(A.SHornby, 19320).

Examples:

Word	First Meaning	Second Meaning
Wood	A piece of a tree	A geographical area with many trees
Bright	Shining	Intelligent

d. Homonym

Homonym is word that shares the same form but has unrelated meaning (Thornbury, 2002: 8). It assumed that there are two or more words with some pronunciation rather than single words with different meaning. Examples:

Word	First Meaning	Second Meaning
Lie	To say something untrue	To be in a horizontal position
Fluke	The end parts of an anchor	The fins on a whale's tail.

e. Definition

Definition is statement that defines a word (Oxford Learner's Pocket Dictionary, 1995: 109). Examples :

Opinion : What a person thinks or believes.

Mastery : Great skill, complete control.

Unlike those kinds of vocabulary, (Harmer, 1992: 49) divides vocabulary into two kinds:

1. Active Vocabulary

Active vocabulary items are those communications.

2. Passive Vocabulary

The passive vocabularies items are those total whole of vocabulary which have been met not readily serve the user.

Harmer in his book the term of Active and Passive vocabulary is the former refers to vocabulary that students have been though or learnt and which they are expected to be able to use.

According Thornbury (2003:3-12) “kinds of vocabulary divided into six. They are:

1. Word classes

Words classes are well known in morphology or syntax. It is also known as part of speech. Part of speech itself concluded noun, pronoun, verb, adjective, adverb, preposition and conjunction.

2. Word families

Word families are discussed about affixation and the transformation of a word. Transformation of a word can be inflected or derivatives.

Examples:

- ❖ Play – plays – played → an inflected
- ❖ Play – replay – playful → a derivatives

3. Word formation

There are some formations or combinations of the word. It is included compounding, blending, conversion and clipping.

- ✓ Compounding can be said as a word containing more than one root or free morpheme. In the other word, compounding is composed of free morphemes.
- ✓ Blending is a new word formed by joining the start of one word with the end of another word.
- ✓ Conversion is a type of a derivation in which a word usually used in one part of speech is converted to a word having another part of speech.
- ✓ Clipping defined as word formation process the shorten words. In this case, a longer word is made into a shorter one by dropping of part of the original word.

4. Multi-word units

Multi-word units are usually in the form of phrasal verb and idiom. Phrasal verb is a verb added a preposition or adverb that creates a different meaning from the original word. And idiom defined as an expression which has unpredictable meaning but can be understood by their popular use.

Example:

- ❖ Look for → a phrasal verb.
- ❖ Eat your → a idiom.

5. Collocation

Collocation is a particular item that makes a particular combination in given context. Collocation is also often note in dictionaries. It can be

stated that collocation is two words which often appear together.

Examples: once more, once again, as well, etc.

6. Homonyms

Homonyms defined as words that share the same form but have unrelated meaning. It is also can be said that homonyms are two or more word with some pronunciation rather than single word with different meaning. Example: interest. Interest has two meaning. The first meaning is desire to learn or known about something and the second meaning is money paid for the use pf money.

According to Nation (2001:24), “there are two kinds of vocabulary in relation to the language skills of reading, listening, speaking and writing. They are receptive and productive or passive and active vocabulary. Receptive or passive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive or active vocabulary is utilized actively either in speaking or writing. Learners’ listening vocabulary is generally larger than speaking vocabulary while learners’ reading vocabulary is relatively larger than writing vocabulary”.

Haycraft (1997:44) says that “vocabulary is divided into active and passive vocabulary. Active vocabulary refers two words which the student understands, can pronounce correctly and uses constructively in speaking and writing. Meanwhile, passive vocabulary is words that the

student recognizes and understands when they occur in a context, but which he cannot produce correctly himself”.

In addition, Carson (1997:6) distinguishes between productive and receptive vocabulary in the following way. He calls the productive vocabulary as a motivated vocabulary. It consists of all the words learners need in communication of everyday life. A receptive vocabulary includes productive vocabulary and it also includes the learners’ unmotivated vocabulary.

5. Mastering English Vocabulary

In the classroom, vocabulary is presented as the first consideration before students learn anything. There at least few things to be considered in mastering vocabulary; i.e. age, and environments. The age of students is an important factor. The older students need more words to study than the younger ones. Their curiosity is even bigger than the younger ones. In fact, are older means needing more words to explore. The same thing also works with aims. By having knowledge of what the purposes are, the mastery of vocabulary could be arranged or designed to reach the goals. The environment support students in learning English vocabulary.

Mastering English vocabulary to Indonesian students would not be the same with mastering English to the students from another country. Indonesian language does not belong to the same family with English, like Dutch or Germany. Indonesian language is different from English.

This factor will influence the difficulty of learning English to the most of Indonesian students. In addition, Indonesian is bilingual.

The mastery of English vocabulary itself is closely related to the ability of the learner in acquiring the vocabulary. Henry and Pongrantz (2006:246), points out that “mastering a language means being able to comprehend the vocabulary and its phonological system both in speech and in writing“. It means that learner who learns English as the second language must comprehend the meaning of the words and is able to apply them in sentences.

Beck, Perfitti, and Mckeown (1982:87) state that: Everyone has two vocabularies. The larger of these is called the recognition vocabulary and is made up of all those words one recognizes. in written and oral context. The second and smaller vocabulary consists of the words one actually uses in everyday speaking and writing. The second vocabulary called the working vocabulary for its supply of words. The more one can extend his recognition of words, the greater his chance of enlarging his working vocabulary.

Shefelbine (1990:23) asserts that, whenever we think of language and language learning, we usually think of mastering the vocabulary of the learning the ‘words’. Seal (1991:76) says, “Word knowledge is an essential competent of communicative competence.”

The mastery of vocabulary cannot be denied in learning English, not only learners' speaking skills only, but also their reading and writing as well, because vocabulary is one of the most important elements to improve the learners' English mastery of vocabulary that can also be developed naturally by their experience during life according to their need and education.

6. Some Ways to Develop English Vocabulary Mastery

There are numerous ways of helping students to acquire knowledge of many words and proficiency in their use. As yet there is no sufficient evidence to show which methods of vocabulary instruction work best at different levels and with pupils of different degrees of ability.

The following are the ways that are stated by Diana Larsen Freeman (1983: 13) to develop vocabulary mastery:

1. Translation of literary passage

Students translate a reading passage from the largest language into their native language. The reading passage focused for several classes: vocabulary and grammatical structures.

2. Antonym/Synonym

Students are given one set of words and are asked to find synonym/antonym in the reading passage. Or students are asked to define a set of words based on their understanding of them as they occur in the reading passage.

3. Fill in the blanks

Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items.

4. Memorization

Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them.

5. Use words in sentences

In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

6. Composition.

The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a précis of the reading passage.

Besides that, Marianne CelceMuria and Elite Olshtain (2000: 49) stated that Beginning-level learners will probably not learn all their basic vocabulary through discourse-oriented activities. So, it is a good idea for teachers of such students to keep in mind teaching techniques such as the use of pictures, picture dictionaries, word lists/cards and the “key word” technique to assist students in acquire English vocabulary mastery (Herliani, 2006: 13):

a. Using Dictionary

One of the main reasons why many students still in their limitation and frustration of having vocabulary is quite simply that they cannot be bothered to look up and digest the meaning of new or unfamiliar words in a dictionary. The use of dictionary is useful to improve students' English vocabulary mastery. One thing that must be attended, the students must know how to use the dictionary, because some of students still have difficulty in using the dictionary.

So, if the students want to enrich their vocabulary, they must be more often to use dictionary and memorize new words beside the words which they have learned in the class.

b. Reading the Written English Material

The students must accustom themselves to read the written English materials like their English book subject matter related books to support their English lesson, examples: magazines, funny stories and so on. The following are two suggestions that will be useful in helping the students master the English vocabulary by reading way:

1) Read well the written English books, magazines and newspapers.

These reading materials are useful for students. They will be able to extend their vocabulary by reading it.

2) Look up each word that is unfamiliar in reading materials. Keep a notebook of unfamiliar words. After looking up the word, write

the words and their meaning in a notebook and study them repeatedly.

c. Memorizing English Vocabulary

The students find new words and memorize them. The students must make effort to memorize many words (new words or known words) everyday and it should be done regularly.

d. Re-writing English Vocabulary

The students can increase their ability on English vocabulary by re-writing English vocabulary which they have learned. This way will be helpful in increasing the students' memory. By doing this way, the students must use their eyesight to see its writing forms, use their hand to write it, and remember it in their mind.

e. Practicing the English Vocabulary in Speaking and Writing

Beside those ways, the students must practice their vocabulary in a speaking and writing exercise. In speaking exercise, the students should not be afraid to make mistakes in their speaking, because they can learn from their mistakes. The students can use the known words in speaking exercise. They can try to speak in English with their English teacher or their friends. In writing exercise, they can practice their English vocabulary by writing some sentences, paragraph, and letters or in writing diary. The students can write their experience in English form. Sometimes writing can be used by the students to check whether they understand what they have pronounced or not.

B. Related Findings

There are some research that are relevant to a reference this research: “An analysis students’ vocabulary mastery on the second grade at MTS-TI Batu Belah in the academic year of 2016/2017. There are five previous researches related to this research.

The firstly, the study of Lusiana Dewi Kusumayati (2010), her thesis title is *Improving Students’ Vocabulary Mastery Using Contextual Teaching and Learning* (A Classroom Action Research at the Third Grade of SD Negeri Kalimacan in Academic Year 2009/2010). Her research is aimed to know whether the technique of using contextual teaching and learning could improve the students’ vocabulary mastery. Based on the result of the research, teaching vocabulary using contextual teaching and learning can improve the students’ vocabulary mastery and change the students’ behavior. The improvement after CTL is applied in the teaching and learning process could be seen in the increasing students’ participation in learning English.

The secondly, the study of Budi Setiawan (2010), his thesis title is *Improving Students’ Vocabulary Mastery Through Direct Instruction* (A Classroom Action Research on The fourth Grade of SD Negeri Pringanom3, Masaran, Sragen in the Academic Year of 2009/2010). His research aimed to know whether the technique of using Direct Instruction could improve the students’ vocabulary mastery and to describe what happens during the

implementation of Direct Instruction in English learning at the fourth grade of SD Negeri Pringanom 3, Masaran, Sragen.

The result of the research shows that Direct Instruction technique can improve the students' vocabulary mastery. There was an improvement on the mean score of the test. It also improved students' participation in learning vocabulary. They were not shy anymore and highly motivated to join the instructional process.

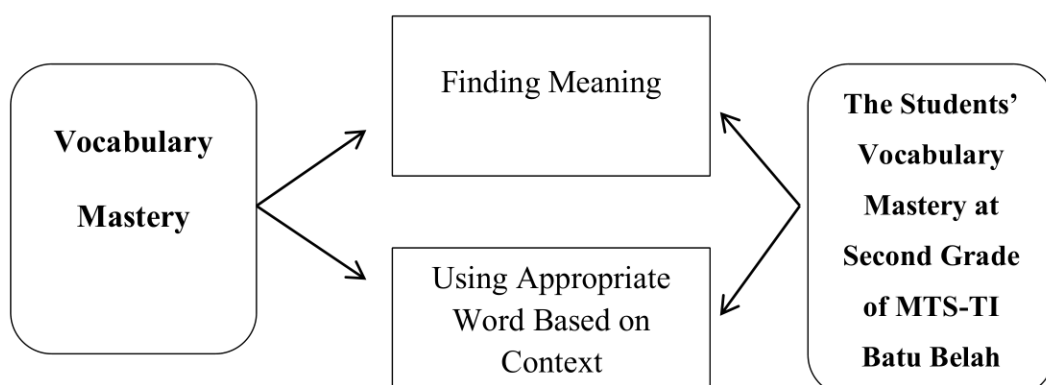
The thirdly, the study of Arif Rahman Hakim (2011), his thesis title is *A Descriptive Study On The Students' Mastery Of English Vocabulary At The Eight Grade Of SMP NEGERI 4 MARTAPURA In Academic Year 2010/2011*. His research aimed to find out the description of the students' vocabulary mastery of the eighth grade students of SMP Negeri 4 Martapura in academic year 2010/2011. The research concluded that the English vocabulary mastery of the eighth grade students of SMP Negeri 4 Martapura is in the "enough" category which means that vocabulary mastery of the eighth grade students of SMP Negeri 4 Martapura in academic year 2010/2011 is in average level compared to the level of vocabulary mastery that should be mastered by them.

The fourthly, the study of Tri Daryanti (2015), her thesis title is *The Correlation Between Vocabulary Mastery and Reading Comprehension of The Eight Grade Students of SMP Negeri 4 Wates In The Academic Year of 2013/2014*. Her research aimed to know whether there is a positive

correlation between vocabulary mastery and reading comprehension of the eight grade students of SMP Negeri 4 Wates in academic year 2013/1014. The research concluded that there is a correlation between students' vocabulary mastery and students' reading comprehension. The correlation is positive and significant. The result of the hypotheses tests showed that the coefficient of correlation is 0.600 and the total effective contribution of vocabulary mastery is 36%. So, there is a positive correlation between vocabulary mastery and reading comprehension of the eighth grade students of SMP Negeri 4 Wates in the academic year of 2013/2014.

The fifthly, a study of Sofika Chandra Nilawati (2009). Her thesis title is *The Effectiveness of Teaching Vocabulary By Using Puppet At Elementary School Students of The Fourth Grade of SDN II Rembang*. The aimed of this action research is to find out whether teaching vocabulary using puppet is effective to improve the students' achievement. The research concluded that the students' mastery of vocabularies of fruits, animals, road sign, parts of body, and things in the classroom have improved after the puppets was given. It was supported by the significant different result of the pre test that was lower (56.64%) than post-test (96.19%).

C. Theoretical Framework



CHAPTER III METHODOLOGY OF THE RESEARCH

A. Research Design

This research is descriptive research. Descriptive research is unique in the number of variables employed. Like other types of research, descriptive research can include multiple variables for analysis, yet unlike other methods, it requires only one variable (Borg & Gall, 1989). According to Moh. Nazir (2005;54) descriptive method is a method in researching the status of human groups, an object, a set of conditions, a system of thought, or a class of events in the present.

Descriptive research refers to research studies that have as their main objective the accurate portrayal of the characteristics of persons, situations or groups (Polit & Hungler 2002;716 in Brown). This approach is used to describe variables rather than to test a predicted relationship between variables. In this study, “descriptive” refers to the descriptive aspect of phenomenology described in section.

Descriptive research aimed to explore and clarify a phenomenon or social reality by describing such variable which refers to problem and unit researched. Problems discussed in this research are: Background of Research Problem, Problem, Objectives, Scope and limitation, Definition of Operational and Significance. Arikunto (2010: 234) defines descriptive research as a scientific research which the purpose is to picture out the phenomenon. It does not need any administration or control of certain action.

B. Place and Times of The Research

This research was conducted in MTS-TI Batu Belah located in Batu Belah village of Kampar. This research is expected to run for one month, July 2016 until March 2017.

C. Subject of The Research

The subject of the study is the students of grade VIII at MTS-TI Batu Belah in the process of learning students' English vocabulary mastery. There are 26 students at grade VIII. There are 10 male students and 16 female students. In this study, the writer focuses on how students' English vocabulary mastery in the class.

D. Instruments Data

The instruments of collecting data is used by the writer to get the data by using:

1. Observation

Observation is a activity on watching and recording action and behavior of the research participant in the class. There was one observation instruments in this research. It was observation sheet for indicators of students' vocabulary mastery. In this research, the writer helped by collaborator to observe students' vocabulary in the class. The observation sheet was conducted and used during 1 month of the research.

2. Test

Test is collecting the information is a series of questions or exercises that are used to measure skills, knowledge, intelligence, ability or talent owned by an individual or class. According Sukardi (2007: 138) test is a systematic procedure in where the individual being tested is represented by a set of stimuli their answers that can demonstrate to the figures. The test is a set of written or spoken questions that are used to measure how much someone knows about a subject. In this research, this test was used to measure how much the students' vocabulary mastery.

3. Questionnaire

Questionnaire is a set of sistematically question to get needed information from respondents. The type question asked by the writer will ultimately determine the type of approach necessary to complete an accurate assessment of the competence students' vocabulary mastery. It is conducted from the students after observation and test.

E. Technique of Collecting Data

The completely explanation as follows:

1. Observation

Based on the observation instrument is used, then the researchers conducted direct observation using the observation unstructured, (Sugiyono, 2007: 205) the observation that not using instruments that have been standard, but only in the form observations. This observation

was used to get the data of the students' vocabulary mastery at the second grade of MTS-TI Batu Belah.

2. Test

In this research, test method used to know the students' vocabulary mastery (meaning and using words in appropriate context) of grade VIII at MTS-TI Batu Belah. This test was done 2 meetings and consisted of 40 items. The test applied were multiple choice test, each item had four options: a, b, c and d. The writer choose multiple choice because the test does not take long time and the test is easier for the examiners to examine it. Therefore, the students answer the questions of the test quickly and easily.

The test can be seen as follows:

Table 3.1

Blue Print of Vocabulary Mastery Test

No	Items to be Tested	Number of Test Items		Time
		Test 1	Test 2	
1	Using Word In Context	1-10	1-10	60 MINUTES
2	Meaning	11-20	11-20	

3. Questionnaire

Questionnaire, it was contained about some statement for the respondents dealing with the factors that influenced the students' vocabulary mastery at the second grade of MTS-TI Batu Belah.

The questionnaire consisted of 5 items. Each item had two options: Yes and No. The students were asked to choose one of the options and wrote their responses.

F. Technique of Analyzing Data

The data were analyzed by using descriptive method. The writer wanted to find out how the students' vocabulary mastery (focused on meaning and using word in context).

The formula used to analyze the data in this research were:

1. To find out the mean score of the students in answering the test used the following formula:

$$M = \frac{fx}{N}$$

Where: M → Mean

fx → Total number of the score

N → Total number of the students

Hartono, (2004:30)

2. To find out the percentage of the students in answering the test used the following formula:

$$P = \frac{F}{N} \times 100$$

Where: P → Percentage

F → Frequency

N → Total number of the students

Hartono, (2004:30)

3. To find out level of the students' vocabulary mastery especially in meaning and using words in context, the following classification measurement is used:

Table 3.2

The Classification of the Students' Score

NO	SCORE / RANGE	ABILITY LEVEL
1	80 – 100	Excellent
2	70 – 79	Good
3	60 – 69	Fairly good
4	50 – 59	Weak
5	0 – 49	Poor

(Hartono, 2004:30)

CHAPTER IV

THE DESCRIPTION AND ANALYSIS

A. The Data Description

The main concern of this research was focused on describing of the students' vocabulary mastery at the second grade of MTS-TI Batu Belah.

In order to get the data of this researcher used the test and questionnaire. The test was used to measure the students' vocabulary mastery at the second grade of MTS-TI Batu Belah. The researcher gave test to the students regard to the indicators of vocabulary mastery was divide into four indicators. But the writer focused on two indicators. They were vocabulary mastery in meaning and using word in appropriate context. The questionnaire was used to get specific informations by the students' responses dealing with the students' vocabulary mastery at the second grade of MTS-TI Batu Belah. The researcher gave questionnaire to the students which revealed in the students' opinion in their vocabulary mastery.

1. The Students' Vocabulary Mastery

The researcher carried out the research to the second year students of MTS-TI Batu Belah, the result was analyzed to make sure how the students' vocabulary mastery.

In analyzing the students' vocabulary mastery, the researcher used the test. The test is test 1 and test 2. In this test, the students were asked to answer the questions related to the indicators of vocabulary mastery. The indicators are meaning and using word in appropriate context.

In calculating the mean score of the students' vocabulary mastery of test 1 and test 2, the researcher calculated the mean score in each the indicators, the data as follows:

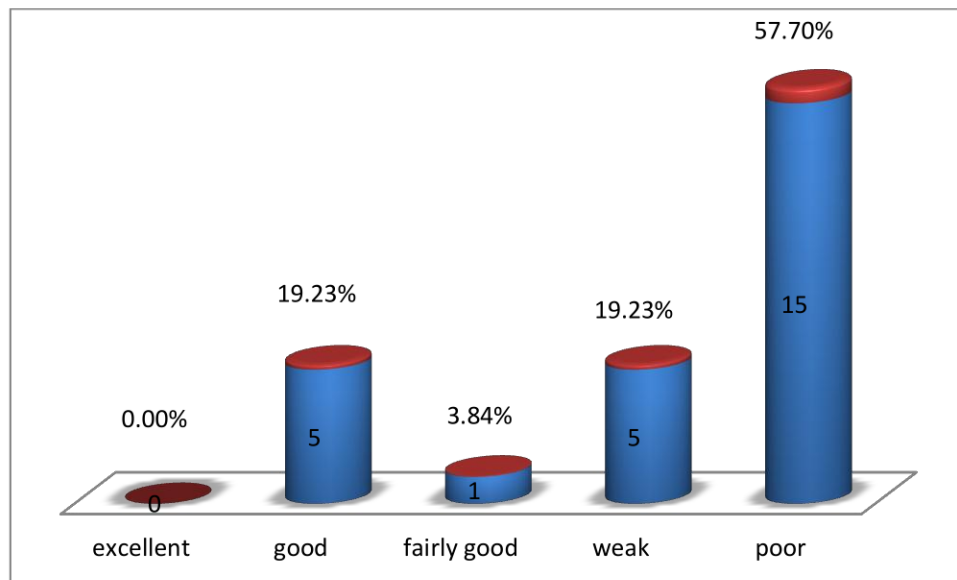
Table 4.1
The Percentage of The Students' Vocabulary Mastery in
Finding Meaning of Test 1

No	Classification		Frequency	Percentage
	Range	Ability Level		
1	80 – 100	Excellent	1	3.84 %
2	70 – 79	Good	2	7.69 %
3	60 – 69	Fairly Good	5	19.23 %
4	50 – 59	Weak	3	11.54 %
5	00 - 49	Poor	15	57.70 %
			26	100 %

Based on the table above, it could be seen that there were 1 or 3.84% students obtained excellent level, 2 or 7.69% students obtained good level, 5 or 19.23% students obtained fairly good level, 3 or 11.54% students obtained weak level, and 15 or 57.70% students obtained poor level. In calculating of the data, the mean score of the students' vocabulary mastery in finding meaning of test 1 is 46.15. It prove that the students' vocabulary mastery in finding meaning of test 1 is categorized in poor level.

Picture 4.1

The Percentage of The Students' Vocabulary Mastery In Finding Meaning of Test 2



Related to the graphic above there were 5 or 19.23 % students fall in good level, 1 or 3.84% students fall in fairly good level, 5 or 19.23% students fall in weak level, and 15 or 57.70% students fall in poor level. From the data is known that the mean score of the students' vocabulary mastery in finding meaning of test 2 is 46.15. It shows that the students' vocabulary mastery in finding meaning of test 2 is classified in poor level.

Based on the data of test 1 and test 2 above proved that the mean score of the students' vocabulary mastery in finding meaning of test 1 is 46.15 and the students' vocabulary mastery in finding meaning of test 2 is 46.15. It can be conclude that the students' vocabulary mastery in finding meaning is categorized in poor level.

Table 4.2

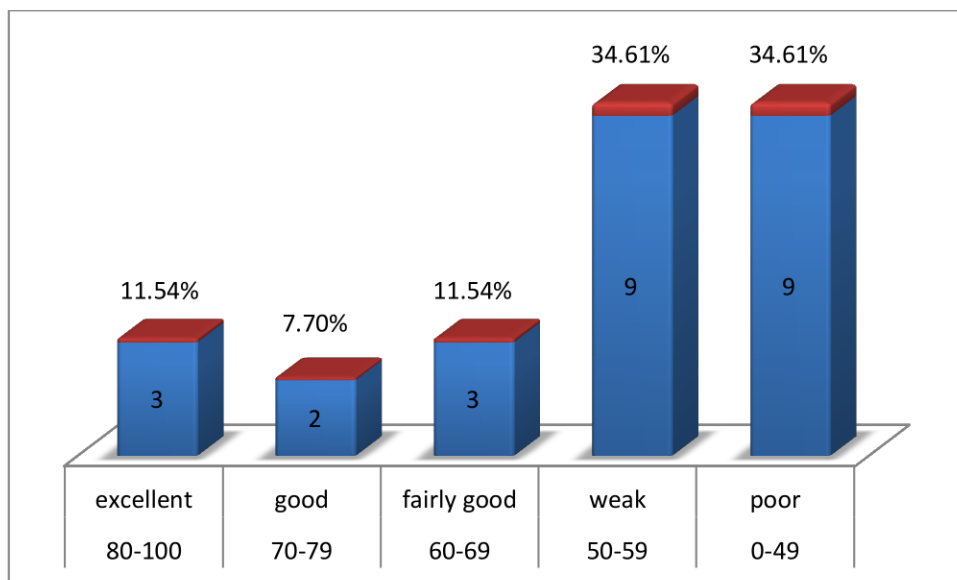
**The Percentage of The Students' Vocabulary Mastery In Using Appropriate
Words Based On Context of Test 1**

No	Classification		Frequency	Percentage
	Range	Ability Level		
1	80 – 100	Excellent	6	23.07%
2	70 – 79	Good	5	19.23%
3	60 – 69	Fairly Good	5	19.23 %
4	50 – 59	Weak	4	15.40%
5	00 - 49	Poor	6	23.07%
			26	100 %

Based on the table above, it could be seen that there were 6 or 23.07% students obtained excellent level, 5 or 19.23% students obtained good level, 5 or 19.23% students obtained fairly good level, 4 or 15.40% students obtained weak level, and 6 or 23.07% students obtained poor level. In calculating of the data, the mean score of the students' vocabulary mastery in using appropriate word based on context of test 1 is 60. It prove that the students' vocabulary mastery in using appropriate word based on context of test 1 is categorized in fairly good level.

Picture 4.2

**The Percentage of The Students' Vocabulary Mastery In Using
Appropriate Word Based On Context of Test 2**



Related to the graphic above there were 3 or 11.54% students fall in excellent level, 2 or 7.70% students fall in good level, 3 or 11.54% students fall in fairly good level, 9 or 34.61% students fall in weak level, and 9 or 34.61% students fall in poor level. From the data is known that the mean score of the students' vocabulary mastery in using appropriate word based on context of test 2 is 50.384. It shows that the students' vocabulary mastery in using appropriate word based on context of test 2 is classified in weak level.

Based on the data of test 1 and test 2 above proved that the mean score of the students' vocabulary mastery in using appropriate word based on context of test 1 is 60 and the students' vocabulary mastery in using appropriate

word based on context of test 2 is 50.384. It can be conclude that the students' vocabulary mastery in finding meaning is categorized in fairly good level.

Table 4.3

**Recapitulation of Mean Score of Total Score of the Students'
Vocabulary Mastery of Test 1**

No	Indicators of Vocabulary Mastery	Total Score	Percentage
1	Finding Meaning	1200	46%
2	Using Appropriate Word	1560	60%
Total		2760	

Based on the table above, it could be seen that total score of the students' vocabulary mastery of test 1 in finding meaning is 1200, and using appropriate word is 1560. In calculating of the data is known that the mean score of total score of the students' vocabulary mastery of test 1 is 53.07. It means the students' vocabulary mastery of test 1 is categorized in weak level.

Table 4.4

**The Recapitulation of Mean Score of Total Score of the Students'
Vocabulary Mastery of Test 2**

No	Indicators of Vocabulary Mastery	Total Score	Percentage
1	Finding Meaning	1200	46%
2	Using Appropriate Word	1310	50%
Total		2510	

Based on the table above, it could be seen that total score of the students' vocabulary mastery of test 2 in finding meaning is 1200, and using appropriate word is 1310. In calculating of the data is known that the mean score of total score of the students' vocabulary mastery of test 2 is 48.27. It means the students' vocabulary mastery of test 2 is categorized in poor level.

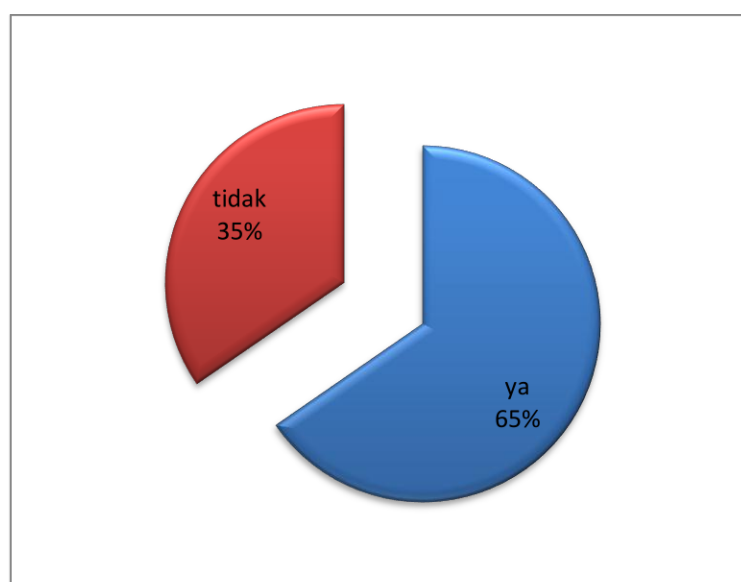
2. The Result of Questionnaire

The result of questionnaire was analyzed to get specific information dealing with students' vocabulary mastery at the second grade of MTS-TI Batu Belah. The questionnaire was analyzed to got specific information by the students' responses dealing with students' vocabulary mastery at the second grade of MTS-TI Batu Belah. This questionnaire

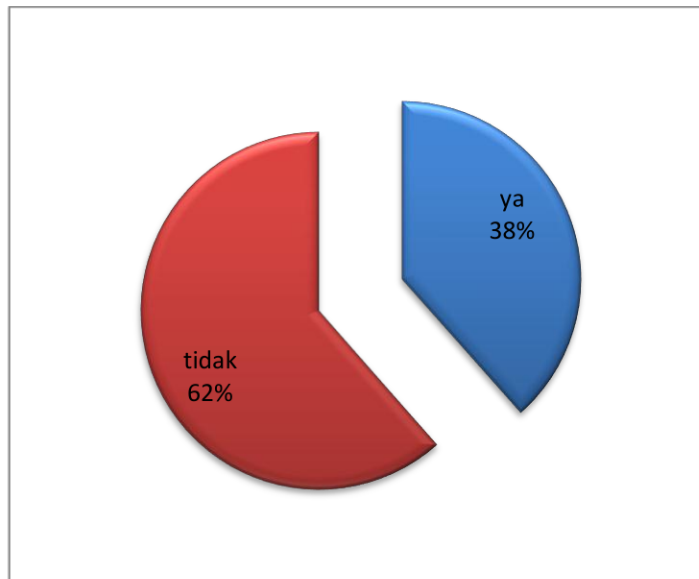
was revealed in two categorized. They were the students' opinion in learning English and the students' opinion in their vocabulary mastery. To make them clear, the researcher analyzed each categorized of the questionnaire as follows:

Pictures 4.3

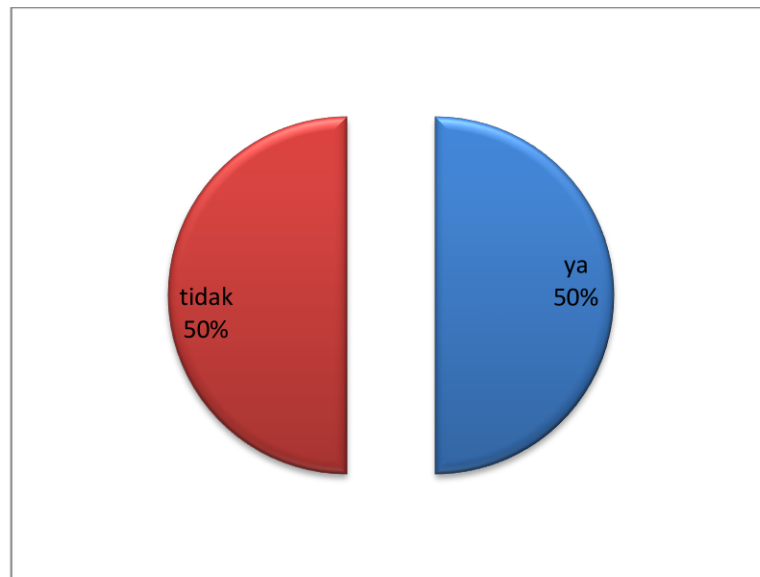
The Students' Opinion in English Learning



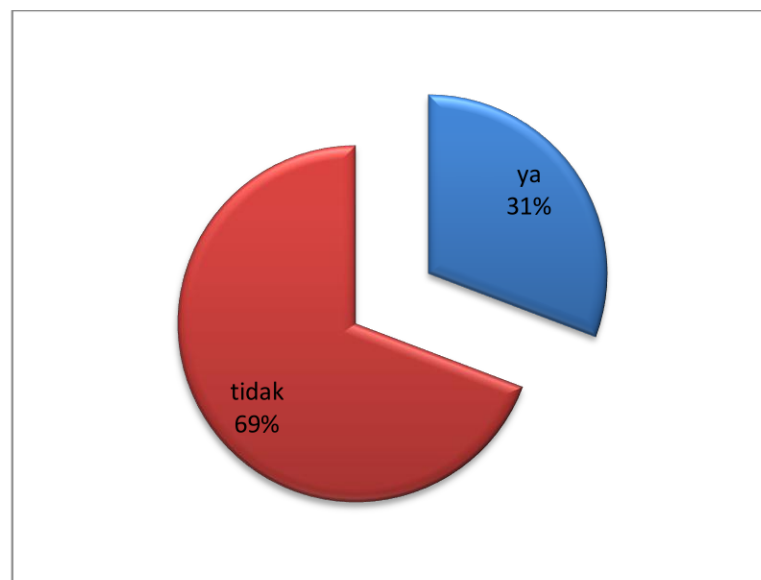
Based on the picture of the first questionnaire above, 17 or 65% the students like to learn English. They said that English is important because English is International language. They also said that their teacher is good, so made them enjoy in learning English. Meanwhile, 9 or 35% the students didn't like English learning. Because they felt difficult to understood the words in English, to pronounced the words, to remembered, and made them feel confused while their learning English. They said that English is not our language, it's so made them feel headache.

Picture 4.4**The Students' Opinion in Guess Meaning of the New Vocabulary**

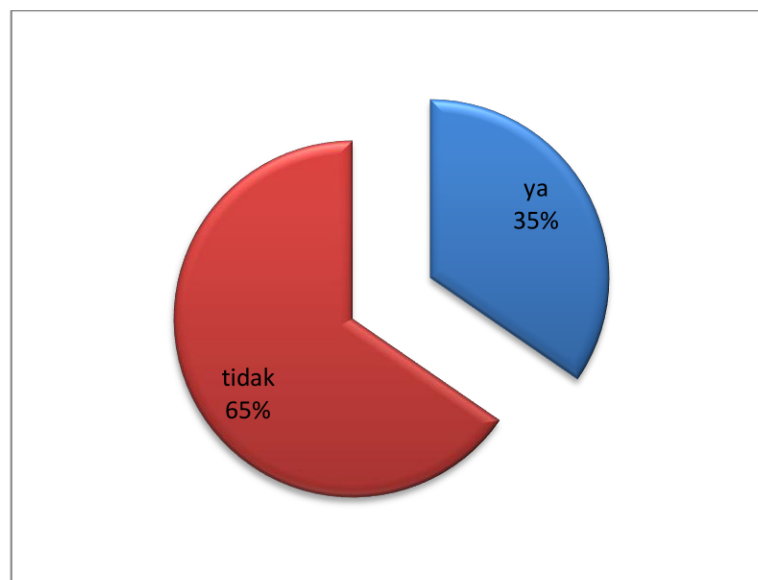
Based on the picture of the second questionnaire above, 10 or 38% the students want to understand, tried to guess, and learned about new vocabulary before used dictionary. Meanwhile, 16 or 62% the students felt difficult and didn't understand about the vocabulary without used dictionary and felt wasted the time if they didn't use dictionary to get the meaning of the word.

Picture 4.5**The Students' Opinion in Understanding the Meaning of Vocabulary**

Based on the picture of the third questionnaire above, 13 or 50% the students felt easy to understand the meaning of vocabulary because the vocabulary was familiar for them. They Meanwhile, 13 or 50% the students felt difficult and didn't understand about meaning of the vocabulary in English. They said that many vocabulary that they didn't know the meaning of the vocabulary. And also they had little vocabulary in English.

Picture 4.6**The Students' Opinion in Using Appropriate Word Based on Context**

Based on the picture of the fourth questionnaire above, 8 or 31% the students felt understand to used appropriate word based on context. They said that during their learning English, used appropriate word based on context still in easy level. Because they had many vocabularies in English. Meanwhile, 18 or 69% the students didn't understand and feel difficult to use appropriate word based on context. They also said that used appropriate word was made confused, because in the questions there were many choices and they didn't know where is the suitable word to complete it.

Picture 4.7**The Students' Opinion in Answer the Question about
Vocabulary**

Based on the picture of the fifth questionnaire above, 9 or 35% the students felt didn't difficult and like to answer the questions about vocabulary and easy to understood. Meanwhile, 17 or 65% the students felt the questions was difficult because they didn't know the meaning of vocabulary and sometimes the students forgot about its meaning and also made them confuse.

B. Data Analysis

1. Vocabulary Mastery in Finding Meaning of Test 1

Table 4.5

**The Percentage of The Students' Vocabulary Mastery in Finding
Meaning of Test 1**

No	Classification		Frequency	Percentage
	Range	Ability Level		
1	80 – 100	Excellent	1	3.84 %
2	70 – 79	Good	2	7.69 %
3	60 – 69	Fairly Good	5	19.23 %
4	50 – 59	Weak	3	11.54 %
5	00 - 49	Poor	15	57.70 %
			26	100 %

Based on the table above, 1 or 3.84% students obtained in excellent level.

According to the students, they could answer the questions well because the questions still easy to finished. They also said that the words were familiar for them. 2 or 7.69% students obtained in good level. It caused that the students still tried to guest the words because some of the words are not too familiar. So they got little wrong to answer the questions. 5 or 19.23% students obtained in fairly good level. It caused that the students felt the questions or the words little made them confuse. Because they didn't know meaning of the words. 3 or 11.54% and 15 or 57.70% students obtained in

weak and poor level. It caused that the questions were difficult for them and they didn't know the words. So they answered the questions carelessly.

2. Vocabulary Mastery in Finding Meaning of Test 2

Table 4.6

The Percentage of The Students' Vocabulary Mastery in Finding Meaning of Test 2

No	Classification		Frequency	Percentage
	Range	Ability Level		
1	80 – 100	Excellent	0	00.00 %
2	70 – 79	Good	5	19.23 %
3	60 – 69	Fairly Good	1	3.84 %
4	50 – 59	Weak	5	19.23 %
5	00 - 49	Poor	15	57.70 %
			26	100 %

Based on the table above, there were 5 or 19.23% students obtained in good level. Different with percentage of test 1, the number of the students who got good level was decrease on test 2. It caused that the words little unfamiliar than before. Meanwhile, 1 or 3.84% students obtained in fairly good level. Contrast with test 1, on test 2 only 1 students got this level. It caused that the students had more prepare than before. Besides that, 5 or 19.23% students obtained in weak level. It had increase than before. It

caused that the students felt confuse to get the meaning of the words. And 15 or 57.70% students obtained poor level. It caused that the students were low in vocabularies.

3. Using Aproprate Words Based on Context of Test 1

Table 4.7

**The Percentage of The Students' Vocabulary Mastery in Using Word
Based on Context of Test 1**

No	Classification		Frequency	Percentage
	Range	Ability Level		
1	80 – 100	Excellent	6	23.07%
2	70 – 79	Good	5	19.23%
3	60 – 69	Fairly Good	5	19.23 %
4	50 – 59	Weak	4	15.40%
5	00 - 49	Poor	6	23.07%
			26	100 %

Based on the table above, 6 or 23.07% students obtained in excellent level. It caused that the questions still easy and could they understand. 5 or 19.23 students obtained in good and fairly good level. It caused that the students still doubtful to used appropriate words based on context. 4 or 15.40% students obtained in weak level. It caused that the students felt confused how to use the appropriate words. And 6 or 23.07% students

obtained in poor level. It caused that the students didn't understand and felt dizzy to used appropriate words on context.

4. Using Aproprate Words Based on Context of Test 2

Table 4.8

**The Percentage of The Students' Vocabulary Mastery in Using Word
Based on Context of Test 2**

No	Classification		Frequency	Percentage
	Range	Ability Level		
1	80 – 100	Excellent	3	11.54%
2	70 – 79	Good	2	7.70%
3	60 – 69	Fairly Good	3	11.54 %
4	50 – 59	Weak	9	34.61%
5	00 - 49	Poor	9	34.61%
			26	100 %

Based on the table above, 3 or 11.54% students obtained in excellent level. It had decrease compare with test 1. It caused that the students felt test 1 little difficult than test 1. 2 or 7.70% students obtained in good level. It caused that the students felt that test 2 more made them dizzy. Because text on test 2 had many unfamiliar words for them. 3 or 11.54% students obtained fairly good level. It caused that the students confused how to use appropriate words. They had same reason with others. The text had many unfamiliar words. And the last, 9 or 34.61% students obtained in weak and

poor level. It caused that the students didn't understand to complete the text. They felt it is so hard. Because they had low and little vocabularies. It made them got many mistakes in this test.

C. Discussion

This part covers the discussion of the students' vocabulary mastery. The discussion based on how students' vocabulary mastery at the second grade of MTS-TI Batu Belah. The researcher found that the students' vocabulary mastery is good level. But the students still had some problems in vocabulary mastery. It caused that the students had low vocabulary, accustomed to using dictionary, they didn't like to learn English, didn't know the technique how to use appropriate words based on context and also their teacher didn't have good ways in teaching vocabulary.

Connected with the research Riadhul Jannah (2016) saw that the students' vocabulary is good level. But still having problem in vocabulary. As the result, view of them got unsatisfied score, low score and very low score. There must be some factors causing this problem. Those are; laziness and view of students pretend that English vocabulary is hard to be learned. The way the new word, meaning, pronunciation, spelling and also the new word relation with other word is some of the factors in mastering English vocabulary.

Beside that this finding also supported by the theory proposed by Grown, Philip and Walter (1995: 143) who stated that the way the new word is used is considered as one of the factor affecting the students"

difficulty in learning vocabulary. Including, similarity to L1, similarity to English word already known, connotation, spelling and pronunciation, multi – word items, and collocation. In relation to the way the new word is used, he said that when to use vocabulary appropriately is problematic. Some words and expressions are restricted to use in particular context.

From the problems above, it make the students difficult to get meaning and using appropriate word based on context. And also make the students are lazy to learn English. Therefore, the students need motivate from the teacher and also the teacher need to be creative in teaching English. Especially in improving the students' vocabulary mastery.

CHAPTER V CONCLUSION AND SUGGESTION

A. The Conclusion

This research focused on the students' vocabulary mastery. This research was strongly purpose to get information dealing with ability of the second grade of MTS-TI Batu Belah.

Based on the data analysis on previous chapter, from the calculation the average of the students' vocabulary mastery of test 1 and test 2, it can be conclude that the students' vocabulary mastery was categorized in good level.

The result of questionnaire proved that 17 or 65% the students like to learn English. Meanwhile, 9 or 35% the students didn't like English learning. 10 or 38% the students want to understood, tried to guess, and learned about new vocabulary before used dictionary. Meanwhile, 16 or 62% the students felt difficult and didn't understand about the vocabulary without used dictionary and felt wasted the time if they didn't use dictionary to get the meaning of the word. 13 or 50% the students felt easy to understand the meaning of vocabulary because the vocabulary was familiar for them. Meanwhile, 13 or 50% the students felt difficult and didn't understand about meaning of the vocabulary in English. 8 or 31% the students felt understand and easy to used appropriate word based on context. Meanwhile, 18 or 69% the students didn't understand and feel difficult and confused to use appropriate word based on context. 9 or 35% the students felt didn't difficult and like to answer the questions about vocabulary and

easy to understand. Meanwhile, 17 or 65% the students felt the questions was difficult because they didn't know the meaning of vocabulary and sometimes the students forgot about its meaning and also made them confuse.

B. The Suggestion

1. Suggestion for the students.

- a. The students should learn and understand more about new vocabularies.
- b. The students should ask their teacher how to use appropriate word based on context.
- c. The students also should read many passages in English in order their vocabulary increase.

2. Suggestions for the teacher.

- a. The teacher have to motivate the students to be professional in English.
- b. The teachers should find out the best and effective technique in order to make teaching and learning process enjoyable, fun, and interesting. So that, they will have good in mastering vocabulary as they got now.
- c. The teacher should give many exercises about vocabulary to increasing the students' vocabulary mastery.

APPENDIX I**SCHEDULE OF RESEARCH**

N o	Day/Date	Meeting	Material
1	July 26 th , 2016	1 st	Life of Farmer
2	August 1 st , 2016	2 nd	My Pet
3	August 3 rd , 2016	3 rd	Descriptive text about Orchid
5	March 27 th , 2017	5 th	Test 1
6	March 29 th , 2017	6 th	Test 2
7	March 29 th , 2017	7 th	Questionnaire

APPENDIX II**TEST 1**

Name : Subject : English
 Clas : Time : 60 minutes

- a. Read the direction of each text carefully.
- b. Do the easier items before doing the most difficult ones.
- c. For each items there is one appropriate answer.

Fill in the blanks with appropriate words!

My favorite toy is a doll. I named my doll Becky. I got in in my 12th birthday. My dad bought it for me when he was in England. Becky (1).....16 cm tall doll with plastic head, arms, and legs and a white cloth stuffed body. Her body is covered with yellow, orange, and green flower bud prints. She (2)..... a long auburn-red brush-able hair, green eyes. There are freckles on her cheek. There are also two dimples near her mouth on the left and on the right. They make her more beautiful. I put her at my side when I sleep at night. I (3)..... my doll very much. I sometimes ask my friends to come to (4)..... house and play with Becky. They like Becky too.

- | | | | |
|------------|---------|---------|---------|
| 1. a. Is | b. Am | c. Are | d. Was |
| 2. a. Have | b. Had | c. Has | d. Is |
| 3. a. Help | b. Put | c. Make | d. Like |
| 4. A. My | B. Mine | C. Me | D. I |

His name full name is Entis Sutisna. People call (5)..... Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in

Bandung, West Java. He **(6)**..... Sundanese fluently. He also learn Javanese. Sule **(7)**..... very unique. His hair is long with brown and yellow colour. He has oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing. Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Suis (Suami Sieun Istri).

5. a. His b. Him c. Her d. He
 6. a. Speak b. Speaking c. Speks d. Spoke
 7. a. Are b. Has c. Am d. Is

Mr. Bambang is an English teacher. He speaks English fluently. His wife, Mrs. Vanya is a **(8)** She helps sick people. She doesn't speak English. Mr. Bambang has two children. They study English not only at school but also at home. They are **(9)** ... students. Their father teaches them every night, so they can speak English. **(10)** He is very proud of them.

8. a. Teacher b. Janitor c. Doctor. d. Chef
 9. a. Lazy b. Proud c. Stupid d. Dilligent
 10. a. Fluently b. Silently c. Slowly d. Badly

Get meaning of the underlined words below!

My best friend is Ernesto and he is my classmate. We go to school together.

Ernesto comes from an **(11) educated family**. His father is a **(12) school principal** and his mother is also a teacher.

He is **(13) punctual**, well-educated, and has **(14) good manners**. He is really hard working. He always does his homework. He is also well-dressed and **(15) well-behaved**. All teachers have a high opinion of him.

Ernesto has a well-built body. He is gentle but **(16) fearless**. He takes part in all sports, scout, trekking and **(17) mountaineering** activities. He has a good heart. He is truthful, honest and **(18) obedient**.

He also plays the guitar, and he makes his parents **(19) very proud** of him. He **(20) secures** good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

- | | |
|---------------------------|-------------------------|
| 11. a. Keluarga terhormat | b. Keluarga terpandang |
| c. Keluarga berpendidikan | c. Keluarga kaya raya |
| 12. a. Kepala sekolah | b. Guru |
| c. Penjaga sekolah | d. Pegawai Negeri Sipil |
| 13. a. Pekerja keras | b. Teladan |
| c. Pemberontak | d. Tepat waktu. |

14. a. Sopan
c. Santun
15. a. Berperilaku baik
c. Teladan
16. a. Tidak kenal waktu
c. Tidak garang
17. a. Mendaki gunung
c. Menyelam
18. a. Jujur
c. Cerewet
19. a. Sangat bahagia
c. Sangat bangga
20. a. Berusaha
c. Mendapatkan
- b. Sikap yang baik
d. Patuh
- b. Rapi
c. Berperilaku santun
- b. Tidak sombong
d. Tidak gentar
- b. Arung jeram
d. Jalan-jalan
- b. Bisa di percaya
d. Patuh/taat
- b. Sangat suka
d. Sangat perhatian
- b. Menemukan
d. Mencapai

TEST 2

Name : Subject : English
 Clas : Time : 60 minutes

- a. Read the direction of each text carefully.
- b. Do the easier items before doing the most difficult ones.
- c. For each items there is one appropriate answer.

Get meaning of the underlined words below!

My mother is a beautiful person. She is not tall but not short, and she has **curly hair** (1) and brown. Her eyes color are like honey and her color skin color **light brown** (2), and she has a beautiful smile. Her **weight** (3) likes 120 lbs.

She is a very kind person. She is very **lovely** (4), **friendly** (5), **patient** (6), and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always **takes care** (7) of her family. She likes her house to be clean and **organized** (8). She a very organized person, and all things in the house are in the right place. She doesn't like **messes** (9).

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or when I **wake up** (10) or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

1. a. Rambut panjang
 b. Rambut pendek
 c. Rambut Kriting
 d. Rambut lurus
2. a. Coklat muda
 b. Coklat tua
 c. Coklat terang
 d. Coklat susu

- | | |
|------------------|-----------------|
| 3. a. Tinggi | c. Panjang |
| b. Lebar | d. Berat |
| 4. a. Cinta | c. Pengasih |
| b. Suka | d. Penyayang |
| 5. a. Bersahabat | c. Bersaudara |
| b. Berteman | d. Ramah |
| 6. a. Setia | c. Ikhlas |
| b. Sabar | d. Peduli |
| 7. a. Menolong | c. Merawat |
| b. Memelihara | d. Menjaga |
| 8. a. Teratur | c. Sesuai |
| b. Rapi | d. Tersusun |
| 9. a. Rapi | c. Teratur |
| b. Bersih | d. Berantakan |
| 10. a. Terbangun | c. Bangun tidur |
| b. Ketiduran | d. Tertidur |

Fill in the blanks with appropriate words!

I have a beautiful cat named Proudy. She had white fluffy fur and purple eyes and she had a little gray spot on her head and a black spot on her tail, and she also had small legs with very cute paws.

Proudy was a very smart cat too. She knew my **(11)** She would wake me up in the morning, a couple of minutes before my alarm clock rang. She even knew what time I came home. When I opened the door, she would jump on me **(12)**... as if she was trying to tell me that she missed me so much.

Proudy and I used to have great times together. Unfortunately last year she died **(13)**...a truck hit her. I buried her in our garden in front of my bedroom window. I really love and miss Proudy.

- | | |
|-----------------|-------------|
| 11. a. Business | b. Schedule |
| c. Alarm | d. Plan |
| 12. a. Quickly | b. Slowly |
| c. Lazily | d. Wildly |
| 13. a. Although | b. Because |
| c. However | d. If |

There is a recreational park near my house. it is **(14)**....with many big and shady trees. In the centre there is a tiger-pattern fountain with a small pond around it. People usually **(15)** Late afternoons by walking around or sitting on the benches only. People should not worry about being hungry and thirsty. There are many **(16)** around it.

- | | |
|-----------------|-----------------|
| 14. a. Cool | b. Hot |
| c. Freeze | d. Warm |
| 15. a. Enjoy | b. Enjoys |
| c. Enjoyed | d. Have enjoyed |
| 16. a. Parks | b. Groceries |
| c. Fruit stalls | d. Food stalls |

Many people call platypus duckbill because this animal has a bill like duckbill. Platypus **(17)** ... a native Tasmania and southern and eastern Australia. Platypus **(18)** ... a flat tail and webbed feet. Its body length is 30 to 45 cm and covered with a thick and woolly layer of fur. Its bill is detecting prey and stirring up mud. Platypus' eyes and head are small. It has no ears but has ability to sense sound and light.

Platypus **(19)**...in streams, rivers, and lakes. Female platypus usually dig burrows in the streams or river banks. The burrows are blocked with soil to **(20)** ... it from intruders and flooding. In the other hand, male platypus does not need any burrow to stay.

- | | | | |
|-------------------|--------------|-------------|------------|
| 17. a. Is | b. Are | c. Was | d. Were |
| 18. a. Has | b. Had | c. Have | d. Having |
| 19. a. Live | b. Lives | c. Lived | d. Living |
| 20. a. Protecting | b. Protected | c. Protects | d. Protect |

APPENDIX III**QUESTIONNAIRE**

Nama :

Kelas :

Petunjuk:

1. Tulislah nama dan kelas di tempat yang telah disediakan.
2. Berilah tanda checklist (√) pada salah satu jawaban “Ya” atau “Tidak” kemudian berikan alasan.
3. Jawablah dengan jujur sesuai dengan keadaan sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa inggris dan tidak diperkenankan bekerja sama dengan siswa lain.
5. Terima kasih atas bantuan dan kerjasamanya.

Pernyataan:

1. Saya senang mengikuti pembelajaran bahasa inggris
A. Ya B. Tidak

Alasan:

2. Saya berusaha menebak arti kosakata baru sebelum menggunakan kamus
A. Ya B. Tidak

Alasan:

3. Saya dapat memahami makna atau arti kosakata dalam bahasa inggris

A. Ya

B. Tidak

Alasan:

4. Saya mampu menggunakan kosakata yang tepat berdasarkan

konteks/cerita.

A. Ya

B. Tidak

Alasan:

5. Saya mampu mengerjakan soal-soal yang berhubungan dengan kosakata dalam bahasa inggris.

A. Ya

B. Tidak

Alasan:

APPENDIX IV**KEY ANSWERS OF TEST 1**

- | | |
|--------------|--------------|
| 1. A | 11. C |
| 2. C | 12. A |
| 3. D | 13. D |
| 4. A | 14. B |
| 5. B | 15. A |
| 6. C | 16. D |
| 7. D | 17. A |
| 8. C | 18. D |
| 9. D | 19. C |
| 10. A | 20. C |

KEY ANSWERS OF TEST 2

- | | |
|--------------|--------------|
| 1. C | 11. B |
| 2. A | 12. A |
| 3. D | 13. B |
| 4. D | 14. A |
| 5. D | 15. A |
| 6. D | 16. D |
| 7. C | 17. A |
| 8. A | 18. A |
| 9. D | 19. B |
| 10. C | 20. C |

APPENDIX V

**THE STUDENTS' SCORE IN ANSWERING QUESTIONS OF
VOCABULARY MASTERY IN FINDING MEANING OF TEST 1**

STUDENTS	N	R	SCORE	LEVEL
1	10	4	40	Poor
2	10	3	30	Poor
3	10	3	30	Poor
4	10	5	50	Weak
5	10	3	30	Poor
6	10	4	40	Poor
7	10	2	20	Poor
8	10	4	40	Poor
9	10	3	30	Poor
10	10	6	60	Fairly good
11	10	4	40	Poor
12	10	4	40	Poor
13	10	6	60	Fairly good
14	10	5	50	Weak
15	10	4	40	Poor
16	10	4	40	Poor

17	10	3	30	Poor
18	10	4	40	Poor
19	10	6	60	Fairly good
20	10	6	60	Fairly good
21	10	4	40	Poor
22	10	8	80	Excellent
23	10	5	50	Weak
24	10	7	70	Good
25	10	6	60	Fairly good
26	10	7	70	Good
TOTAL	260	120	1200	

**THE STUDENTS' SCORE IN ANSWERING QUESTIONS OF
VOCABULARY MASTERY IN USING APPROPRIATE WORD BASED
ON CONTEXT OF TEST 1**

STUDENTS	N	R	SCORE	LEVEL
1	10	4	40	Poor
2	10	4	40	Poor
3	10	8	80	Excellent
4	10	7	70	Good
5	10	5	50	Weak
6	10	6	60	Fairly good
7	10	8	80	Excellent
8	10	6	60	Fairly good
9	10	4	40	Poor
10	10	6	60	Fairly good
11	10	6	60	Fairly good
12	10	4	40	Poor
13	10	8	80	Excellent
14	10	3	30	Poor
15	10	4	40	Poor
16	10	7	70	Good

17	10	7	70	Good
18	10	7	70	Good
19	10	8	80	Excellent
20	10	7	70	Good
21	10	5	50	Weak
22	10	8	80	Excellent
23	10	6	60	Fairly good
24	10	5	50	Weak
25	10	5	50	Weak
26	10	8	80	Excellent
TOTAL	260	156	1560	

**THE STUDENTS' SCORE IN ANSWERING QUESTIONS OF
VOCABULARY MASTERY IN FINDING MEANING OF TEST 2**

STUDENTS	N	R	SCORE	LEVEL
1	10	4	40	Poor
2	10	4	40	Poor
3	10	2	20	Poor
4	10	4	40	Poor
5	10	4	40	Poor
6	10	7	70	Good
7	10	3	30	Poor
8	10	4	40	Poor
9	10	2	20	Poor
10	10	5	50	Weak
11	10	4	40	Poor
12	10	3	30	Poor
13	10	7	70	Good
14	10	5	50	Weak
15	10	4	40	Poor
16	10	5	50	Weak

17	10	6	60	Fairly good
18	10	7	70	Good
19	10	4	40	Poor
20	10	7	70	Good
21	10	7	70	Good
22	10	4	40	Poor
23	10	5	50	Weak
24	10	4	40	Poor
25	10	4	40	Poor
26	10	5	50	Weak
TOTAL	260	120	1200	

**THE STUDENTS' SCORE IN ANSWERING QUESTIONS OF
VOCABULARY MASTERY IN USING APPROPRIATE WORD BASED
ON CONTEXT OF TEST 2**

STUDENTS	N	R	SCORE	LEVEL
1	10	6	60	Fairly good
2	10	2	20	Poor
3	10	5	50	Weak
4	10	5	50	Weak
5	10	5	50	Weak
6	10	4	40	Poor
7	10	5	50	Weak
8	10	5	50	Weak
9	10	3	30	Poor
10	10	4	40	Poor
11	10	4	40	Poor
12	10	4	40	Poor
13	10	5	50	Weak
14	10	2	20	Poor
15	10	5	50	Weak
16	10	2	20	Poor

17	10	6	60	Fairly good
18	10	7	70	Good
19	10	5	50	Weak
20	10	8	80	Excellent
21	10	4	40	Poor
22	10	9	90	Excellent
23	10	8	80	Excellent
24	10	5	50	Weak
25	10	7	70	Good
26	10	6	60	Fairly good
TOTAL	260	131	1310	

