

CHAPTER I

INTRODUCTION

A. Research Background

Vocabulary is an important element in learning English and the first step for students if they want to achieve their goals in learning English skills. Words are an important part of language and are always the first thing to learn a language. It is considered basic, either written or oral. At school, students are introduced and taught English like other important subjects as one of the compulsory subjects. However, English is still considered a difficult subject and a difficult language for students to master.

Vocabulary mastery is a student's work to date and is a student need so that students can learn in terms of vocabulary learning, mostly about remembering and students in general need to see, write and pronounce new words, students have to learn words in many ways before they apply it. The words will be memorized and used correctly not only once but repeatedly so that students can use them effectively in the correct and appropriate context.

Vocabulary mastery will be more balanced if the mastery of grammar is also good. Vocabulary will be useful for all language skills. Students who lack vocabulary will have difficulty in the language learning process and are less successful in developing other languages. Thus, sufficient foreign language vocabulary makes it easier for students to learn all language skills such as speaking, reading, writing and listening.

Even though students learn English from elementary school, they certainly still have difficulty learning English vocabulary. Lado (2009: 120) revealed three levels of vocabulary difficulty, namely: easy vocabulary, normal vocabulary, and special vocabulary (difficult). Things that affect students having difficulty mastering foreign language vocabulary include the effects of hearing words, saying words, reading words, practicing interpreting followed by expressing them. (practicing from meaning to expression), and writing words (squeezing words out).

In schools some students only learn foreign languages and practice it only in class, this does not guarantee that these students are proficient and master a foreign language (Allen and Rebecca, 2010: 149). Therefore, it is highly recommended to practice and use the new vocabulary correctly (in pronunciation) and use it often in daily conversation. In this case it can be said that students as the main subject in language learning, play an important role for their success in mastering foreign vocabulary acquired during learning. In addition, it needs to be supported by the activeness of these students in using and pronouncing correctly. The success of students in mastering vocabulary does not only depend on the educator or teacher, but also on the motivation, desire, and ability of the students themselves.

Students can master as many words as possible so that they can be used in the right context, because it will be difficult for them. In fact, they must do so to have proficiency in all language skills. Azwani (2010:30) states that most students learn vocabulary passively because of several factors, first, they consider the teacher's explanation of the meaning of definitions, pronunciation, spelling and grammatical functions boring, second, students only consider vocabulary learning as the main knowledge. meaning of words. new words, third students usually only acquire new vocabulary through new words in their textbooks or when given by the teacher during lessons in class, fourth many students do not want to take risks in applying what they have learned. Students may recognize a word in written or spoken form and think they already “know the word”, but they may not be able to use the word correctly in different contexts.

Actually basic vocabulary is introduced to students since they are in kindergarten or elementary school but in school basic English vocabulary is very difficult to teach because of the difficulty of students learning and understanding foreign languages. At SMP Negeri 1 Mempawah Hulu, teachers prefer to use the Indonesian national language when teaching English in class. This is because students still use their mother tongue to communicate with each other, even in formal places such as school students using the Indonesian

national language. Sometimes teachers have to teach subjects in the mother tongue or regional language so it is very difficult to teach English at SMP Negeri 1 Mempawah Hulu. Because students learn English in the first grade in the seventh grade. not because they are in kindergarten or elementary school that students find it very difficult to accept English vocabulary easily.

Many studies conducted research on student vocabulary analysis, the researcher used several previous studies to complete this research. It is difficult to gain proficiency with a language without a vocabulary. The first study, Desi Andriani (2019) with the title "Analysis of Student Vocabulary" stated that students' difficulties in mastering vocabulary were caused by grammar. In grammar, some students have difficulty in comparing degrees and past tense. In the degree of comparison, especially in the degree of comparative and superlative degrees. Another difficulty is caused by meaningful vocabulary.

Vocabulary is one of the cornerstones of language that must be realized when individuals are learning a language. The second research, Feren Laurensia (2021) with the title "Analysis of Students' Vocabulary Mastery at Vocational High School Graphic Bina Media" actually many students are aware of the importance of vocabulary for learning foreign languages. Many strategies are used to increase the number of vocabulary they have, for example by bringing a bilingual dictionary so that they can immediately look up words that they do not understand the meaning of the word. However, they soon realized that carrying a bilingual dictionary is not an effective way to improve vocabulary mastery because they often forget words once they write.

Followed research by Syarifudin, Marbun, Novita (2019) in the title "An Analysis of the Students' Vocabulary Mastery a Descriptive Study on The MTS" from the computation, it is found that the seventh grade students of MTS IKA PGA Pontianak have poor to average categories in mastering vocabulary. It is shown by evidence of the mean score of student's ability in using vocabulary. If the counted into mean score of the seventh grade students of Mts IKA-PGA Pontianak is poor to average category from 25 students who get score (12 students), it means that even though they are studying English.

Moreover, here they have to study categorized poor to average. According to KKM in Mts IKA-PGA Pontianak is 75.

From the above point of view, the researcher of the previous study chose high school and college students as participants, the researcher wanted to know the students' vocabulary knowledge. Everyone is less able to master a lot of vocabulary easily. Likewise, students are required to master as much vocabulary as possible based on the curriculum made by the government. Some students understand it easily, but some don't. Therefore, the researcher wanted to see and know how the students' vocabulary mastery was. so that researchers are interested in conducting research at SMP Negeri 1 Mempawah Hulu with the title " An Analysis of the Students' Vocabulary Mastery (A descriptive Qualitative Study at the Eight Grade of SMP Negeri 1 Mempawah Hulu in the Academic Year of 2021/2022).

B. Research Problem

How are students' vocabulary mastery at SMP Negeri 1 Mempawah Hulu ?

C. Research Purpose

To describe students' vocabulary mastery at SMP Negeri 1 Mempawah Hulu.

D. Significance of Research

1. Theoretical of Research

This learning will provide understanding for every student in learning English and get good school grades. By looking at students' vocabulary problems, the researcher has an idea of how to build a good method to improve student vocabulary.

2. Practical of Research

a. To Students

The results of this research are expected to provide benefits for students in their knowledge of vocabulary mastery during learning English class especially learning for English Skills

b. To Teacher

The researcher hopes that this research can provide more information and can be useful for adding references in teacher to know student ability and improve new vocabulary and exercise for students.

c. To Researcher

The researcher hopes that this research can become information and can help researcher to become references to next research to find new things about students vocabulary mastery.

E. Scope of the Research

1. Research Variable

Research variable are whatever is dictated by the analyst to be concentrated so data is gotten about it, at that point ends are drawn, the worth of the idea of items, individual exercises that have numerous particular varieties from each other that have been controlled by specialists to study and look for data and make determinations. Understanding variables based to Sugiono (2010: 59) research variables are an attribute or nature or value of an object person or an activity that has certain variations that are applied by researchers to study and then draw conclusions. In the sense that variables are all general characteristics that can be measured (measurable) and can change in intensity, power or both. In this study researcher used single variable. The variable in this research is students' vocabulary mastery.

2. Terminology

To avoid any misconception or misinterpretation of terms in this research, the terms will explain as follow:

1. Vocabulary Mastery

Vocabulary is defined as a total number of words and a language, all the words known to person or used and it was list of words with their meaning. Vocabulary mastery was how to produce many sentence easily either in spoken or written and receive words in reading and listening.

Students only thought of vocabulary learning as knowing the primary meaning of new words. Students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons (Azwani:2010). Besides the problem above, it could be concluded that students' vocabulary is very poor. Students perceived the English subject as something not done at the school and it was not very important to mastery. So they did not really try to master vocabulary as students' necessary.

2. Descriptive Qualitative

Descriptive qualitative is a research method that utilizes qualitative data and is described descriptively. According to Frankel and Wallen as cited in Sugiyono(2012) descriptive qualitative was the activity that investigated the quality of relationship, activities, situation or material.