#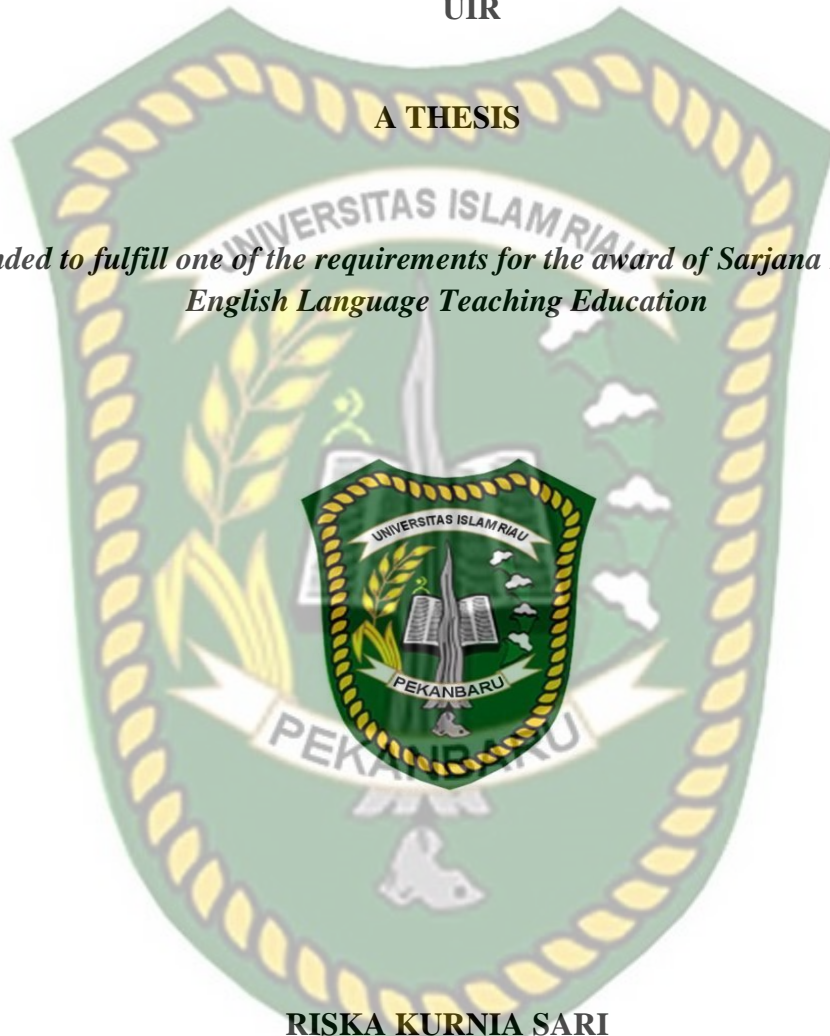 AN ANALYSIS OF VOCABULARY MASTERY IN INTENSIVE VOCABULARY SUBJECT OF THE FIRST YEAR STUDENTS AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR

A THESIS

Intended to fulfill one of the requirements for the award of Sarjana Degree in English Language Teaching Education

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ENGLISH LANGUAGE EDUCATION
FACULTY TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2022

THESIS APPROVAL

AN ANALYSIS OF VOCABULARY MASTERY IN INTENSIVE VOCABULARY SUBJECT OF THE FIRST YEAR STUDENTS AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR

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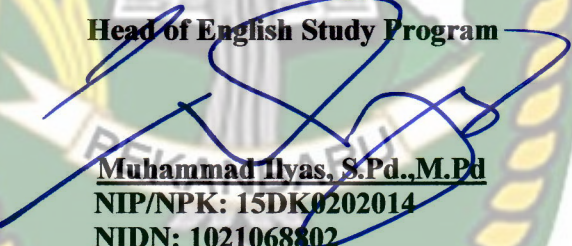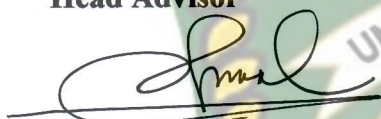Faculty   : Teacher Training and Education

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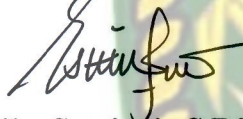Friday, December 24th 2021
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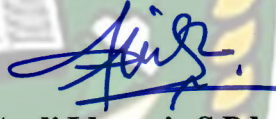
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Judul Tugas Akhir (Bahasa Inggris)	: An Analysis of Vocabulary Mastery in Intensive Vocabulary Subject of The First Year Students at English Language Education Study Program of FKIP UIR
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3	February 18th 2021	Revised Chapter II & III	Fix some write in chapter II and III	
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5	December 7th 2021	The Reseacher took the data	Fix the cover of Thesis and fix the write of chapter IV	
6	December 17th 2021	Revised Chapter IV	Completed the Thesis until chapter V	
7	December 18th 2021	Added and Revised Chapter IV and V	Fix the table of content, fix table of chapter IV and then fix the write of chapter IV and V	
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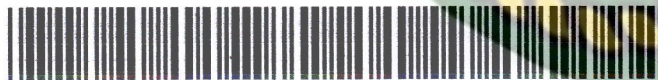Telp. +62 761 674674 Fax. +62 761 674834 *Website*: www.uir.ac.id *Email*: info@uir.ac.id

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LETTER OF NOTICE

We are the Head Advisor and Vice Advisor hereby notify that:

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AN ANALYSIS OF VOCABULARY MASTERY IN INTENSIVE VOCABULARY SUBJECT OF THE FIRST YEAR STUDENTS AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR

It is ready to be examined. This letter of noticed is made to be used properly.

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DECLARATION

Name   : Riska Kurnia Sari

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Faculty   : Teacher Training and Education

    I truly admit that this paper is from my own ideas, except some quotations (directly or indirectly) which were adopted or asserted from the various sources involved in "references". Scientifically, I took responsibility for the truthfulness of the data presented in this paper.

Pekanbaru,December 21st2021

The Researcher

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

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ii

research.

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Finally, the researcher realized that this thesis is still far from being perfect.

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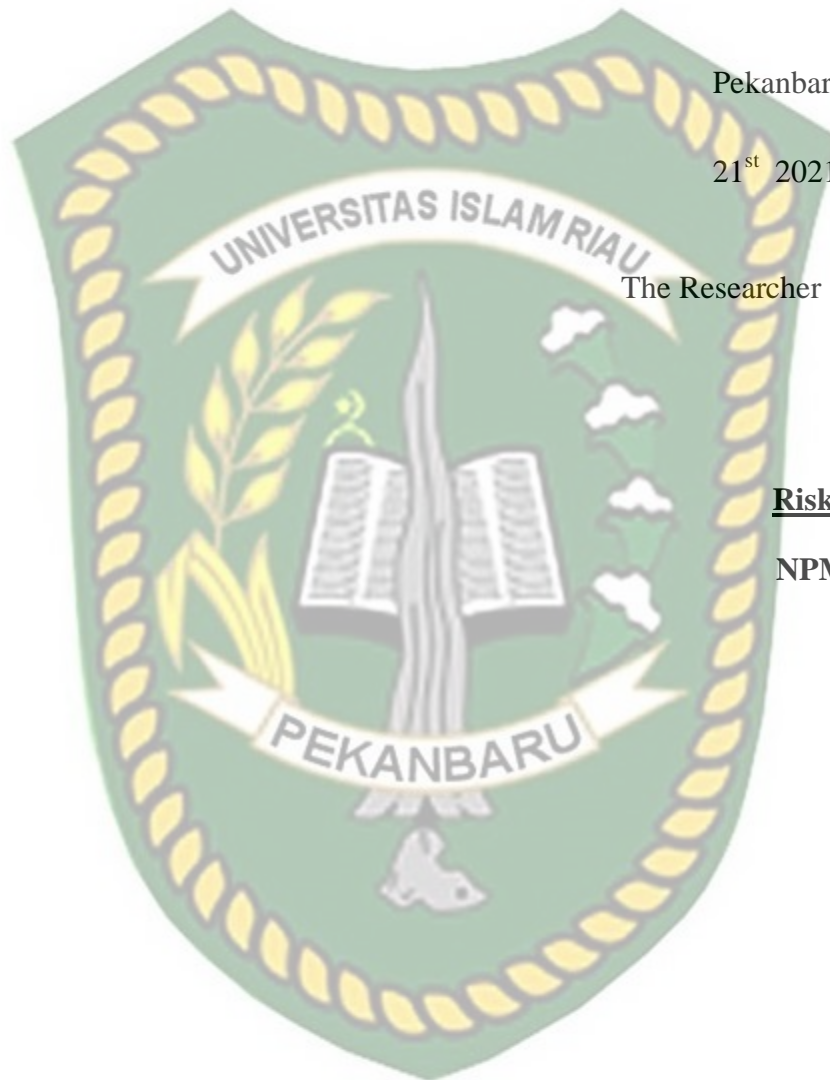
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ABSTRACT

RiskaKurnia Sari, 2021: An Analysis of Vocabulary Masteryin Intensive Vocabulary Subject of the First Year Students at English Language Education Study Program of FKIP UIR.

Keywords: Students levels, Vocabulary Mastery

Vocabulary mastery is the most important one to make easy in learning those language skills. The purpose of this research to find out what are the students' levels in vocabulary mastery of the first year students at English Language Education Study Program of FK1P UIR.

The researcher used quantitative research. The subject for collecting data were the first semester class A the sample of the research and B to try out the test and was conducted from November - December 2021, there were 33 students 8 males and 25 females. The location of this research is at English Language Education Study Program of FKIP UIR. The researcher was used vocabulary test in multiple choice forms and researcher used simple purposive sampling. The researcher shares the link via chairman of class and the researcher used SPSS 25 version 10 analysis the data and the researcher was analysis which one the students levels in vocabulary mastery by vocabulary test.

The result of this research shows that the mean score of students is 69 (Good) and then 3 students got score 86-100 and categorized "excellent". 16 students score got score 66-85 and categorized "Good". At categorized "fair" there are 11 students got score 46-65, and 3 students got score 26-45 and categorized "Poor' ". As a final point, it can be concluded that most of the students categorized "good" in vocabulary test.

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English has risen to prominence as a primary international language in recent years. The ability to express one's thoughts and feelings to others worldwide is made possible through the use of the English language. Everyone has to learn vocabulary to learn a new language. Vocabulary is more important than just grammar for students because it allows them to make sense of what they read and hear, especially in the classroom, to communicate with their peers. As a result, learning a wide variety of words is critical.

The totality of a language's words is referred to as its vocabulary. Learning vocabulary is an integral part of improving one's command of the English language. As a first step in learning English, students should focus on vocabulary. Connecting the four facets of language acquisition—listening, reading, speaking, and writing—serves as a bridge. One of the most important aspects of becoming fluent in English as a second language is building a solid vocabulary. Words and meanings can be understood and used by the students. Due to a lack of vocabulary, students cannot even write or read a single sentence or phrase when speaking. As a result, many students have difficulty speaking and conveying ideas in English because they lack the vocabulary to do so.

1

Developing one's vocabulary is critical to one's success in learning the English language. All four communication skills—speaking, listening, reading, and writing—are connected by this one element (Huyen and Nga, 2003). Language learning was slowed down by a lack of familiarity with the vocabulary. It implies that a lack of vocabulary would have been a significant issue. The more vocabulary students have, the more fluent they are in their native tongue. Students will have difficulty learning English if they have a limited vocabulary. Students in Indonesia begin learning English in elementary school, taught as a foreign language.

Learning vocabulary is an excellent way to boost your IQ and improve your ability to speak English. The more words we know and understand, the easier it will be to converse in the language. Improved reading comprehension is one of the many benefits of expanding one's vocabulary. Developing a strong vocabulary is essential to improving one's reading, speaking, and writing in English.

In addition, vocabulary is essential for anyone learning a new language. Teaching vocabulary is a challenge for teachers because students often struggle to learn new words. Although we recognize the significance of vocabulary development, this does not excuse the neglect of other phonology, grammar, and translation skills. Even if students have a solid command of the English language's vocabulary, that doesn't mean they'll be fluent in speaking and writing the language when they graduate.

At University, the researcher and some of her friends received the lowest grades in vocabulary contexts when they were in their first year of study. The researcher and a few of her pals, all of whom had limited vocabulary, we're struggling to pick up the language. There are many reasons why a lack of vocabulary can make it difficult for people who are learning English to communicate with others and express their thoughts. For example, in a class where the teacher uses complete English daily, all students do not understand what the teacher says. As a result, many students use both English and Indonesian. Another example is that not all students in academic courses that teach listening comprehend what they hear; as a result, many students submit incorrect answers to listening exercises.

Students' vocabulary mastery is also affected by the problem above. Despite this, the researcher uncovered a few issues. Some students have difficulty mastering English.

First and foremost, there is a shortage of vocabulary. Vocabulary is the cornerstone of communication; the more words we know, the more fluent our speech becomes. Many silent languages are inevitable because of the lack of vocabulary, resulting in the absence of ideas when searching for material. Consequently, the conversation will likely be short, and there will be many silent languages. Second, students have difficulty expressing their thoughts and ideas in class, and they have problems coming up with appropriate English words to do so. It's a sign of their limited exposure to other languages. Learning English was a challenge for many of

the students because they had no idea what the words they encountered meant. Due to their apprehension of making mistakes, they admitted that they were passive in class. Final point: it's all about the kids.

The researcher discovered that most students had trouble with vocabulary due to their observations. Only a few students were engaged in class, with the majority remaining stoic. During the teaching-learning process, students preferred to use Indonesian rather than English. They complained that it was difficult to follow the lecturer's instructions when she spoke English. They like to avoid answering the teacher's questions by remaining silent.

To help students learn vocabulary, the researcher intends to analyze vocabulary mastery in English Language Education FKIP Universitas Islam Riau (FKIP). There is an intensive vocabulary subject at FKIP Universitas Islam Riau, and this research is called "An Analysis of Vocabulary Mastery in Intensive Vocabulary Subject of The First Year Students at English Language Education Study Program of FKIP UIR."

1.2 Setting of the Problem

There are several problems that can be found in the background of the problem above, including the following:

First and foremost, there is a dearth of vocabulary. It is undeniable that a person's ability to communicate is directly correlated to their command of a language. There will be many silent languages if the vocabulary is too limited. This is because a lack of vocabulary leads to a lack of ideas that can be used as source material.

Another problem is that students are unable to express their thoughts or ideas in class because they lack the vocabulary to do so. It demonstrates that their language skills are limited.

Finally, they are unmotivated to learn vocabulary and are fearful of participating in the educational process. They're afraid of embarrassing themselves in front of their peers if they make a mistake. As a result, they are unwilling to take a chance on learning a new language.

1.3 Limitation of the Problem

After identifying the problems stated above, the researcher need to limit the problem of this research, which is focus on vocabulary mastery levels of first-year students at FKIP Universitas Islam Riau's English Language Education program.

1.4 Formulation of the Problem

The following formulation is "What are the levels of vocabulary mastery of the first year students at English Language Education Study Program of FKIP UIR?".

1.5 Objective of the Research

As a result of this formulation, the researcher came to the conclusion that the research's objectives are to find out how well the first year students of English Language Education FKIP Universitas Islam Riau understand vocabulary.

1.6 Significance of the Research

The findings of this study are expected to make the following contributions:

1. For teachers, they may have more experience resolving issues related to teaching and learning processes, as well as identifying solutions to enhance their teaching ability. This may also serve as a source of information and input for the teaching and learning processes.

2. For students to understand their vocabulary abilities and their ability to express their ideas in order to enjoy and motivate them to learn English and practice their vocabulary in front of the class.

3. To determine the predominant difficulty in first-year English Language Education FKIP Universitas Islam Riau students' vocabulary mastery.

1.7 Definition of the Key Term

To avoid misunderstandings and misinterpretations about the terms used in this research, it is necessary to define the following terms:

1. Analysis:

Analysis is a rescarch methodology to make sense of the content of messages by the text, images, symbols or nudio duta. (Niels Cheyle,2017). In this research, an analysis means that the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it.

2. Vocabulary :

Vocabulary is a list of words as a basic component of language proficiency which has a form or expression and contains of aspect, they are meaning, use of word, from (pronunciation and spelling). (Rahmatillah, 2015:72). In this research, a vocabulary is all about words the words in a language or a special set of words you are trying to learn.

3. Vocabulary Mastery :

Vocabulary mastery is knowledge or a broad understanding of the meaning of a word that owned a language. (Dody Wahyudi, 2016:6). In this research, vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up language which might be used by particular person, class, or profession.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Vocabulary

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Generically, vocabulary is the knowledge of meanings of words.

Based on Alqahtani Mofarch (2015:25) vocabulary is the total number of words that are needed to communicate ideas and express the speakers meaning. Vocabulary is the knowing of meaning of words. Knowing a meaning word is one way to understand the whole meaning of sentence or paragraphs. Vocabulary can be used to express ideas, feeling, think or information to people clearly and accurately. Even though it is not only done by using words but also using body language or gesture.

Desi Sri Astuti (2014:191-192) Vocabulary is the sum of words that make up language or unit of language speech, used and understood by certain daily activities such as in trade, technology, literature, politics, profession, and so forth. Vocabulary

8

is a component of a language that maintains all of information about meaning and using word in language. It's mean that vocabulary is basic to communication and also very important for acquisition process.

Based on the explanation above, it can be concluded that vocabulary is the material/ wealth of words that are owned by a language, In language learning definitely will not apart from learning vocabulary, because vocabulary has a very important role vital in determining the fluency of communication. Communicate can go through various languages, including English.

2.1.1 Types of Vocabulary

Vocabulary mastery can be divided into receptive vocabulary, productive vocabulary, and vocabulary mastery. Receptive vocabulary is an ability related to the problem of understanding vocabulary. Productive vocabulary is the ability related to the problem of using vocabulary. While what is meant by vocabulary mastery is the ability related to the problem of vocabulary correctly according to certain grammatical rules. The following is an explanation of the 3 mastery of vocabulary:

1. Receptive Vocabulary

Receptive is a passive activity, only understanding in the thought process. Receptive vocabulary is divided into two, listening and reading. Receptive language skills are closely related to vocabulary mastery. As stated by Zunita Mohammad Maskor (2016:263) Receptive vocabulary is known and understood its meaning by

learners when reading text or listening to the text. Mastery referred to is the understanding of certain vocabulary in a sentence text. In other words it can be stated that the receptive mastery of vocabulary in written form is not a verbal comprehension (listening).

2. Productive Vocabulary

Productive implies to produce. Productive vocabulary is the ability to use or apply the relevant vocabulary in a sentence text. Thus we can see the clarity of meaning contained in the word or vocabulary. Productive vocabulary here is intended for verbal mastery (speaking).

3. Vocabulary Mastery

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings.

In conclusion, the vocabulary can be presented in four units. They are: listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. Listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Reading vocabulary consists of the word found by people when they are reading. While speaking vocabulary includes the words people used in their daily life and conversation.

2.1.2 The Classification of Vocabulary

Vocabulary is a set of words that is used to communicate in language. The classification word of the language depends on their function in communication. Classified word based on their functional categories and it is called as part of speech. There are parts of speech such as nouns, verbs, adjectives, adverbs, pronouns, preposition, and conjunctions.

1. **Noun**

Noun is the name of person, place, thing or idea (Naely Muchtar, 2017:541). Nouns make up the largest class of words in most languages. We saw that nouns can be divided into sub classes, namely:

a. Proper noun.

Proper noun is the peculiar names or distinguishing title of persons, places, proper nouns are names for particular people, places or things. They always begin with capital letter. Such as: Putri, Dika, Indonesia, etc.

b. Common noun.

Common noun is generic name for a person, place, or thing in a class or group. Unlike proper noun, a common noun is not capitalized unless it either begins a sentence or appears in title. They are called common, because alike applicable to all the individuals in the class. Such as: woman, state, animal, etc.

11

c. Abstract noun

Abstract noun is a type of noun that you can't see or touch. However, in many cases, that, think may be an intangible concept, or an abstract form of noun. Such as: knowledge, friendship, beauty, love, etc.

d. Concrete noun

Concrete noun is a noun can be identified through one of the five senses (taste, touch, sight, hearing, and smell). Such as: apple, house, cat, etc.

e. Countable noun

Count noun is a noun that can be modified by numeral and that occurs in both singular and plural forms. Such as: a lion, books, an orange, etc.

f. Uncountable noun

Uncountable noun is the thing that we cannot count with number. Such as:water, music, sugar, etc.

2. **Verb**

Verb is the lexical class which includes words expressing action, events, states, and processes, Floriana Popescu (2001:14). Verb is word which mainly functions as the predicate of a sentence, Placed verb into four classes: activities, accomplishments, achievements, and states.

12

a. Activities: run, walk, write, drive, seek, listen to, and look for.

b. Accomplishments: paint a picture, draw a triangle, run a mile, build, etc.

c. Achievements: recognize, find, lose, understand, hear, and see.

d. States: know, love, have, and desire.

Action or activities and accomplishments seem more verbs like than achievement and state verbs. So again although seem we think of a verb as a classification, some verbs fit or exemplify the class better than other.

3. Adjective

Sawsan Qasim (2012:4), adjective is a word whose main syntactic role is to modify noun or pronoun, giving more information about the noun and pronoun's referent. Certain adjectives are typically used to describe particular noun. Adjectives are a describing word. It tells more about a noun. An adjective usually appears before the noun. Adjective is a word whose main function is to describe the quality of a noun or as the complement of a noun.

Example: He is clever in the class. Clever is adjective.

4. Adverb

Adverb is a specific word class or lexical category and therefore contrasts with other word classes, such as nouns, adjectives, verbs, or prepositions. Martin

Schafer (2011:1392). A good way to understand adverb is to think about them as the words that provide context. Normally, we can spot an adverb by the fact that it often ends in - ly, but there are lots of adverbs that do not end in this way. Moreover, adverbs can be used in many combinations with each other. For example: tom speaks English fluently. Fluently is adverb.

5. Pronoun

Andrew Carter (2010:20), pronoun are words that we often use to replace noun. Pronouns are short words and can do everything that nouns can do and are one of the building blocks of sentence. Common pronouns are I, she, he, it, you, we, they. A pronoun can act as subject, direct object, indirect object, object of the proposition, and more and takes place of any person, place, animal, or thing.

6. Conjunction

Conjunction is the word used to connect word, phrase by phrase, or sentence by sentence, etc. Syamsul Bahri Panggabean (2016:2). A conjunction used to connect words, phrases, clauses, or sentences. For example: (conjunction word: silver and golden), (conjunction phrase: over the river and through the woods), (conjunction clauses: Marianne planted a flower, and she watched it grow and is conjunction.

7. Preposition

Preposition is all those words that help locate items and actions in time and space. It is used to show relationship between the noun and pronoun in a sentence. A proposition always is followed by a noun or pronoun in a sentence. It can never be followed by a verb. For example: he sits on the chair. On is as preposition. Based on the theories, the researcher conclude classification of vocabulary is one way to improve English language skills, because that is a system needed to form a sentence, regardless of what the respective duties or functions are.

2.1.3 The Importance of Vocabulary

Vocabulary is the first basic important aspect for learning English by learners. By mastering vocabulary, they are able to communicate both orally and written well. Also, by having a lot of vocabularies, the learners are hoped to master four skills in English such as reading, speaking, writing, and listening.

According to Iman Alizadeh (2016:23) vocabulary can be concluded that all of those which are concerned somehow with language teaching or learning should develop method a full command of vocabulary on the part of learners. Vocabulary is essential for successful second language use because, without an extensive vocabulary, the learners will be unable to use the structures and functions we may have learned for comprehensible communication.

From the statement it can be concluded vocabulary is the first element in English. It must be mastered well by young learners to support the English mastery. Vocabulary has often been viewed as a basic element in language teaching, it is considered to be the most important aspect because it can widen the student intellectual development. In learning a foreign language the students have to know what words mean. To get the meaning of words, the students should learn vocabulary.

In conclusion, vocabulary has an important role in life, vocabulary has main function are to support the four major skills namely listening, speaking, reading, and writing. Besides that, this will be difficult to understand listening, speaking, reading, and writing if the students don't have some vocabularies.

2.1.4 Teaching English Vocabulary

There are four stages in teaching vocabulary namely: presentation, practice, production, and review.

1. Presentation

Presentation is one of the most important stages in teaching vocabulary. It indicates that it is introducing new lexical items to learners. Learners need to learn both the meaning and the form of a new word and used in presenting of new vocabulary items are visual techniques, verbal techniques and translation.

2. Practice

Practice is an original investigation undertaken in order to gain new knowledge, partly by means of practice and the outcomes of that practice. Ernes Ermonds (2018:63). If the teacher just presents the meaning of the new words, the students may easily forget them. The teacher should provide vocabulary exercises in order to give students an opportunity to practice the new words.

3. Production

The students should produce something as a product of their own. In this way, the students will turn words from receptive to productive and put them into long-term memory.

4. Review

Review is new work on old language a challenge, requiring ingenuity and creativity. It produces better results for teaching and learning vocabulary. In the reviewing stage, students have more opportunities to use language and receive feedback. Methodologists agree that communicative activities are the best ways to help students to review vocabulary.

Besides, visual aids can make vocabulary revision more interesting and effective. Revision can be done in both individuals and collaboration, Vocabulary is essential in dealing communication both of spoken and written, (Pushpanathan Thiruvengadam,

2018:53). Vocabulary is mainly reviewed through the warm-up step. That means teachers review vocabulary learnt in an earlier lesson. It aims at refreshing student memories or as a preparation for a new presentation.

Based on those explanations of teaching vocabulary, there searchers conclude that teaching vocabulary is a process of giving knowledge and guide the students to learning words. Teacher takes an important role of teaching English vocabulary. The teacher have to know the purpose of learners, teacher will be able to teach vocabulary in accordance with the needs of the learner.

2.1.5 Learning English Vocabulary

Learning is something we cannot help do because it is deeply rooted in our human genes, (Ane vortrup, 2016:22). Learning is the process by which information is obtained, stored, retrieved, and used. There are some ways which may be used to help the students to learn and master vocabulary as follows:

a. By using dictionary

Obviously, students' has to have at least good vocabulary. Meanwhile when the students have troubles catching the meaning of word, dictionaries can be used effectively if the students are aware of words limitation and consult them only to find a quick definition.

b. By using note book

One of the most effective ways to control the learning of new words is to keep a small one in our pocket so that somebody can write down word whenever see them.

C .By guessing meaning

Often, especially in reading, the students will find words whose exact meaning is not absolutely necessary for them to know in order to understand the sentence. Therefore, the students do not run to the dictionary every time they meet a strange word. They have to wait and see if something else in the context becomes a clue to its meaning.

Finally, vocabulary is the most required skill when learning a foreign language. It is on vocabulary that all the other skills, reading, writing, speaking, and listening are based and develop because learners can express themselves better. Knowing more words allows a learner to choose their words more precisely and so become more effective and accurate when communicating with others.

2.2 The Nature of Vocabulary Mastery

Vocabulary mastery refers to the great skill in processing words of language. According to Syarifudin (2017:2) Vocabulary mastery is one of factors to master English as foreign language. Mastering a language means being able to comprehend the vocabulary both in speaking and in writing. Mastery is an individualized and

Perpustakaan Universitas Islam Riau

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diagnostic approach to leaching in which students proceed with studying and testing at their rate in order to achieve a determined level of success.

Vocabulary mastery is the most important one to make easy in learning those language skills. Vocabulary is one of language elements which need to be mastered. If the students master vocabulary, they can easily improve the language skills such as listening, speaking, reading and writing.

Mastering in language teaching is defined as a learner's proficiency in a second language and foreign language as the result of what has been taught or learned after period of instruction. Its mean vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English.

Meanwhile, Vocabulary mastery is emphasized for communication purposes to be applied through an appropriate technique, (Ahmad Zulfahri, 2016:48). It is an individual achievement and passion. Vocabulary mastery is not a spontaneous process which is easy to be done. Vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still baby.

Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listen the words which are uttered

by someone else. It is known that English vocabulary learning cannot run successfully without English ability or English skills, because both of them are very important in English teaching and learning process. To summarize those statements, vocabulary mastery is not merely remember the words. A learner who has known words would be able to use the words appropriately both for spoken or Written needs. Vocabulary mastery is defined as students' complete knowledge of meaning and form of words in context appropriately. Students' vocabulary mastery refers to students' ability to recognize, understand and use vocabulary in English.

From explanation above, the researcher can conclude that vocabulary mastery it can be inferred that learners when should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

2.3 Vocabulary Mastery in Advanced Level

Common European Framework of Reference for Language (CEFR) is an internationally recognized standard for describing language proficiency. CEFR is widely recognized throughout Europe and is increasingly common throughout the world. The CEFR was drawn up by the Council of Europe in 1990 as part of a broader effort to promote cooperation between language teachers in all European countries. The Council of Europe also wants to increase clarity for employers and

educational institutions that need to evaluate the language skills of prospective employees or students.

In Europe, the CEFR is increasingly becoming the standard way of describing foreign language proficiency levels, especially in an academic setting. If learning more than one language, like most Europeans, the CEFR is a simple, standard way to list two or more language Curriculum Viet (CV). CEFR is used extensively in language teaching in Europe, both in the public education sector and in private language schools. In many countries, the CEFR has replaced the leveling system previously used in foreign language teaching. There are six levels in CEFR:

1. English level Al (Beginner)

In this level, students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type, and also the students can interact a simple way provided the other person talks slowly and clearly and is prepared to help.

2. English level A2 (Elementary English)

In this level, students can understand sentences and frequently used expressions related to areas of most immediate relevance, and also the students can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

3. English vocabulary B1 (Intermediate English)

In this level, students can understand the main points of clear standard input on familiar matters regularly encountered in work in work, school, leisure, etc. And also the students can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

4. English vocabulary B2 (Upper-Intermediate)

In this level, students can understand the main ides of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization and also can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

5. English vocabulary C1 (Advanced English)

In this level, students can understand a wide range of demanding, longer texts, and recognize implicit meaning and also the students can produce clear, well. structured, detailed text on complex subjects, showing a controlled use of organizational patterns, connectors and cohesive devices.

6. English vocabulary C2 (Proficiency) In this level, students can understand with ease virtually everything heard or read and also the students can express him/her

spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

In conclusion, it can be concluded that Indonesian students should start learning English from elementary school because of that they can follow the standards of the CEFR which senior high school can already be at BI level. English language education students must have an advanced level.

2.4 Relevant Studies

Relevant studies are intended to avoid plagiarism toward the design and finding of the previous researchers. The researcher needs to review previous research of similar topics in order to find out the similarities and differences between the previous research and this research. According to Syaff'I (2017:109), relevant research is required to observe some previous researchers. These are relevant research which have relevancy to this research.

1. A research done by Handayani, Rasyidah, Kasyulita, 2015 entitled "Improving students' vocabulary Mastery Through Cartoon Movie at the grade Fifth Students of SDN 016 RambahSamo. This research used Classroom Action Research (CAR) which conducted to solve the students' problem in Vocabulary Mastery. This research conducted in two cycles; in every cycle consist of plan, action, observation and reflection. The data are

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gathered through qualitative and quantitative data. The finding of this research indicated that the implementation of cartoon movie was successful since there improvement of students vocabulary mastery.

2. A research done byArif Rahman Hakim. 2011 entitled "A Descriptive Study on the Students' Mastery of English Vocabulary at the Eighth Grade of SMP Negeri 4 Martapura in Academic Year 2010/2011". This research used a descriptive quantitative-qualitative method. The results show that the students got problem in doing the test because the test was difficult.Based on the data analysis, it can be concluded that the English vocabulary mastery of the eighth grade students of SMP Negeri 4 martapura is in the "enough" category which mean that vocabulary mastery of the eight 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.

3. A research done by Nugroho, Nurkamto, Sulistyowati, 2012) entitled" Improving Students' Vocabulary Mastery Using Flashcards". In collecting the data, the researcher used qualitative and quantitative methods. The technique of qualitative data was interview, observation, document analysis, and test. For the quantitative data, the data are analyzed by finding and comparing the mean scores in pre-test and post-test (descriptive statistics). Based on interview, observation, analyzing the document, and

test result, the students made improvement in vocabulary mastery. The students can learn vocabulary more easy than before. When flashcards are used, in the first and the second cycle, students are active and enthusiastic in joining learning activity. The tests score results shows an improvement of the students' achievement. The students' mean score in the pre-test is 45.70, in post-test 1 is 70.52, and in post-test 2 is 80.13. It can be concluded that teaching English vocabulary by using flashcards as media does improve the students' vocabulary mastery. The result of the research implies that English teachers need to choose the appropriate media in teaching vocabulary; one of them is flashcards.

4. A research done by Firman Rahman, 2016 entitled "An Analysis of Students' Difficulties in Vocabulary Mastery: A Survey Study at Second Grade Students of SMPN 19 Mataram in Academic Year 2015/2016" aims to find out the kinds and factors of students" difficulties in vocabulary mastery. The data are analyzed by descriptive qualitative method. The finding showed that the students still faced the problems or difficulties in vocabulary mastery. The kinds of difficulties faced by students in vocabulary mastery are (a) most of students have difficulties in grammar, (b) how to understand the meaning of words, (c) how to spell and (d) other difficulties such as identifying noun-adjective vocabulary and making translation. There are some factors that caused students difficulties in

vocabulary mastery (a) the students" interest in learning vocabulary, (b) students" ability in remembering new words, (c) difficult in identifying past tense form, and (d) difficult in pronunciation.

2.5 Conceptual Framework

Nowadays, as an International language, English is an important language. English helps someone to be able communicate and interact with other people from various countries, to convey wishes, suggestions and ideas. Everyone cannot learn a language without learning vocabulary. Vocabulary more than just grammar, because vocabulary is the key to understanding what students hear and read, especially at school, with the aim that students are able to communicate with others. For this reason it is very important for them to master a lot of vocabulary.

Vocabulary is very useful for anyone who studies a foreign language. However, teachers must be creative in teaching vocabulary to make their students easy in master vocabulary. We realize that the importance of vocabulary learning, but it does not mean that other components such as phonology, grammar, translation, can be ignored. Even though the students have mastered English vocabulary well, it does not guarantee for them to use English language perfectly, because their vocabulary is just the basic for learning English.

From the previous theoretical review, the researcher had discussed a term of an analysis of students' levels in vocabulary mastery at English Language Education FKIP Universitas Islam Riau.

Figure 2.1 Conceptual Framework

An Analysis of Vocabulary Mastery in Intensive Vocabulary Subject of The First Year Students at English Language Education Study Program FKIP UIR

Students' Problem:

1. Lack of Vocabulary
2. Cannot Express their Ideas
3. Difficult to understand

Purposive Sampling

Class B of English Language Education FKIP Universitas Islam Riau
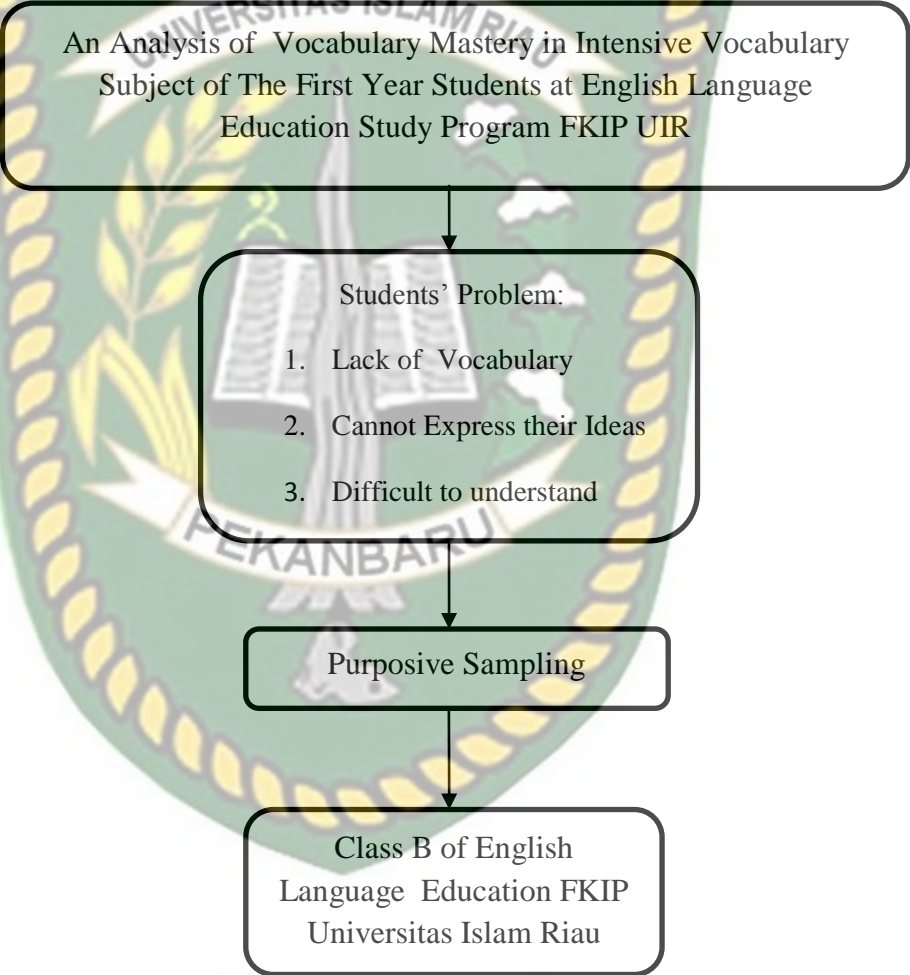
CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research used a descriptive quantitative approach in order to answer the proposed question. According to Hossein Nassaji (2015:129) Descriptive research is to describe a phenomenon and its characteristics. Descriptive study is describes current events and that the research questions or problems raised are based on the appreciation of present phenomena, events, or state of affairs. Quantitative research employs strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data.

In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. There were some factors that caused students' difficulties in learning vocabulary, such as the written form is different from the spoken form in English, the number of words that students need to learn is exceedingly large, the limitation of sources of information about words, the complexity of word knowledge.

3.2 Time and Location of the Research

This research was conducted from November – December 2021 at English Language Education Faculty of Teacher Training and Education, Islamic University

of Riau which is located at Jl. Kaharudin Nasution, Simpang Tiga, Bukit Raya, Kota Pekanbaru Riau.

3.3 Population and Sample of the Research

3.3.1 Population of the Research

A population is a group of individuals that have same characteristic, (Creswell, 2012:143). The population in this research is all the first year students' at English Language Education FKIP Universitas Islam Riau 2021/2022 Academic. There were 2 classes of the first semester at English Language Education FKIP Universitas Islam Riau. The total populations ware 66 students.

Table 3.1 Population of the research

Classes	Total of the students
A	33
B	33
Total	66

3.3.2 Sample of the Research

Sample is a set of elements taken from a larger population. To conduct this study, the researcher used simple purposive sampling. Purposive sampling is technique sampling used by researchers if researchers have certain considerations in

taking the sample. The reason for using the purposive sampling technique is because researcher only can use one class from both classes at the English Language Education FKIP Universitas Islam Riau. The students consist has 66 students it was big population and made the researcher choose use sampling technique. The participants of the research are the students' of a class English Language Education FKIP Universitas Islam Riau.

3.4 Instrument of the Research

In this researcher, the researcher was used vocabulary test in multiple choice forms. The vocabulary test is taken from vocabulary test, which is take form website. The numbers of items are 35 items of a multiple choice type test with four options: A, B, C, and D.

In this research, the test was used to determine the students' levels in vocabulary mastery. The researcher used multiple choice tests that consist of 35 items. The point that had been examined can measure and evaluate the indicator of test in operational concept. The category of students' levels in vocabulary mastery English are Noun, Verb, Adjective, Adverb, Pronoun, Conjunction, Preposition. The time allocation was 45 minutes for all the students, the researcher give 2 minutes for 1 question. And the researcher was analysis the students' answer by using SPSS 25 version.

Table 3.2 Blue Prints of Vocabulary Tests

No	Category/ Indicator	Number of Question
1	Noun	1,2,3,4,5
2	Verb	6,7,8,9,10
3	Adjective	11,12,13,14,15
4	Adverb	16,17,18,19,20
5	Preposition	21,22,23,24,25
6	Conjunction	26,27,28,29,30
7	Preposition	31,32,33,34,35
	Total	35 items

The researcher was use vocabulary online test appropriate with advanced level then the researcher using Google form to make it easy to share and the researcher was used the test and researcher was try out the validity and reliability.

https://docs.google.com/forms/d/e/IFAIpQLSeRAIR2v3191Jb34BaAsV38fgdQjKdI DNTDQNIeGs4F1oe2AA/viewform?usp=sflink it was the link for take the data.

3.4.1 Validity of the Instrument

Validity is one important thing in developing and evaluating measuring instrument. A test is declared valid if the test can measure what is actually being measured, (Zaim; 2016:41). To find out whether the test is valid or not must be done through a review of the test grid to ensure that the test questions are representative of

the entire content or material that should be controlled proportionally. It means that validity is the level to which inferences made from assessment results are appropriate, meaningful and useful in terms of the purpose of the assessment. To analyze the validity of the vocabulary mastery test, the researcher conducted a try out to 35 items by handing them to 35 students who are not included in the research sample.

The researcher used SPSS 25 version program to analyze the data. The researcher compared r value to It at significant level of 5% is 0.344 (df-N-2=33). The r value of each item should be higher than the rt to be considered as a valid question. If the value of r on the analysis of less than r table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected. The result of the analysis showed that there were 32 questions accepted or valid and the others were rejected or invalid The invalid items were question number 25, 32, 35. These items were dropped because the scores are under 0,344.

Table 3.3 Result of Validity Test for Try Out 1

No	Indicators	Correlation	r Table (N-2= 33, >=5%)	Explanations	Conclusion
1	N1	0,443	0,344	r hitung > r Tabel	Valid
2	N2	0,498	0,344	r hitung > r Tabel	Valid

3	N3	0,533	0,344	r hitung > r Tabel	Valid
4	N4	0,353	0,344	r hitung > r Tabel	Valid
5	N5	0,370	0,344	r hitung > r Tabel	Valid
6	V1	0,346	0,344	r hitung > r Tabel	Valid
7	V2	0,393	0,344	r hitung > r Tabel	Valid
8	V3	0,503	0,344	r hitung > r Tabel	Valid
9	V4	0,429	0,344	r hitung > r Tabel	Valid
10	V5	0,523	0,344	r hitung > r Tabel	Valid
11	ADJ1	0,487	0,344	r hitung > r Tabel	Valid
12	ADJ2	0,368	0,344	r hitung > r Tabel	Valid
13	ADJ3	0,351	0,344	r hitung > r Tabel	Valid
14	ADJ4	0,709	0,344	r hitung > r Tabel	Valid
15	ADJ5	0,443	0,344	r hitung > r Tabel	Valid
16	ADV1	0,515	0,344	r hitung > r Tabel	Valid
17	ADV2	0,431	0,344	r hitung > r Tabel	Valid

18	ADV3	0,495	0,344	r hitung > r Tabel	Valid
19	ADV4	0,463	0,344	r hitung > r Tabel	Valid
20	ADV5	0,365	0,344	r hitung > r Tabel	Valid
21	PRN1	0,0550	0,344	r hitung > r Tabel	Valid
22	PRN2	0,379	0,344	r hitung > r Tabel	Valid
23	PRN3	0,617	0,344	r hitung > r Tabel	Valid
24	PRN4	0.387	0,344	r hitung > r Tabel	Valid
25	**PRN5**	**0,212**	**0,344**	**r hitung > r Tabel**	**Invalid**
26	C1	0,352	0,344	r hitung > r Tabel	Valid
27	C2	0,358	0,344	r hitung > r Tabel	Valid
28	C3	0,621	0,344	r hitung > r Tabel	Valid
29	C4	0,531	0,344	r hitung > r Tabel	Valid
30	C5	0,536	0,344	r hitung > r Tabel	Valid
31	PS1	0,466	0,344	r hitung > r Tabel	Valid
32	**PS2**	**0,261**	**0,344**	**r hitung > r Tabel**	**Invalid**

33	PS3	0,466	0,344	r hitung > r Tabel	Valid
34	PS4	0,582	0,344	r hitung > r Tabel	Valid
35	**PS5**	**0,290**	**0,344**	**r hitung > r Tabel**	**Invalid**

Because in table 3.3 there are 3 questions invalid then the researcher take the data again in the same clause (class B). The researcher compared r value to It at significant level of 5% is 0.344 (df-N-2=33). The result of the analysis showed that there were all questions accepted or valid. From the table below can be seen:

Table 3.4 Result of Validity Test for Try Out 2

No	Indicators	Correlation	r Table (N-2= 33, >=5%)	Explanations	Conclusion
1	N1	0,443	0,344	r hitung > r Tabel	Valid
2	N2	0,498	0,344	r hitung > r Tabel	Valid
3	N3	0,533	0,344	r hitung > r Tabel	Valid
4	N4	0,353	0,344	r hitung > r Tabel	Valid
5	N5	0,370	0,344	r hitung > r Tabel	Valid
6	V1	0,346	0,344	r hitung > r Tabel	Valid

7	V2	0,393	0,344	r hitung > r Tabel	Valid
8	V3	0,503	0,344	r hitung > r Tabel	Valid
9	V4	0,429	0,344	r hitung > r Tabel	Valid
10	V5	0,523	0,344	r hitung > r Tabel	Valid
11	ADJ1	0,487	0,344	r hitung > r Tabel	Valid
12	ADJ2	0,368	0,344	r hitung > r Tabel	Valid
13	ADJ3	0,351	0,344	r hitung > r Tabel	Valid
14	ADJ4	0,709	0,344	r hitung > r Tabel	Valid
15	ADJ5	0,443	0,344	r hitung > r Tabel	Valid
16	ADV1	0,515	0,344	r hitung > r Tabel	Valid
17	ADV2	0,431	0,344	r hitung > r Tabel	Valid
18	ADV3	0,495	0,344	r hitung > r Tabel	Valid
19	ADV4	0,463	0,344	r hitung > r Tabel	Valid
20	ADV5	0,365	0,344	r hitung > r Tabel	Valid
21	PRN1	0,0550	0,344	r hitung > r Tabel	Valid

37

22	PRN2	0,379	0,344	r hitung > r Tabel	Valid
23	PRN3	0,617	0,344	r hitung > r Tabel	Valid
24	PRN4	0.387	0,344	r hitung > r Tabel	Valid
25	**PRN5**	**0,362**	**0,344**	**r hitung > r Tabel**	**Valid**
26	C1	0,352	0,344	r hitung > r Tabel	Valid
27	C2	0,358	0,344	r hitung > r Tabel	Valid
28	C3	0,621	0,344	r hitung > r Tabel	Valid
29	C4	0,531	0,344	r hitung > r Tabel	Valid
30	C5	0,536	0,344	r hitung > r Tabel	Valid
31	PS1	0,466	0,344	r hitung > r Tabel	Valid
32	**PS2**	**3,261**	**0,344**	**r hitung > r Tabel**	**Valid**
33	PS3	0,466	0,344	r hitung > r Tabel	Valid
34	PS4	0,582	0,344	r hitung > r Tabel	Valid
35	**PS5**	**0,390**	**0,344**	**r hitung > r Tabel**	**Valid**

3.4.2 Reliability of the Instrument

A test is declared reliable or can be trusted if gives consistent result if tested multiple times, (Malawi & Maruti: 2016:23). A data is declaring reliable when examined by different researchers the same data is obtained, also when done in the same time obtained the same data,

To know whether are valid or not, the researcher measured its validity. Creswell (201:159), validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use. It means that validity is the level to which inferences made from assessment results are appropriate, meaningful and useful in terms of the purpose of the assessment. The table below is the categories of reliability test used in determining the level of reliability of the test from split half and Kuder Richardson.

Table 3.5 Level of Acceptable Reliability

No	Reliability	Validity
1	>0.90	Very High
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginal/Minimally
5	<0.60	Unacceptable low

(Cohen,Manion,& Morison,2007, p.506)

To obtain the reliability of the vocabulary test, the researcher used SPSS 25 version Program to find out whether the test was reliable or not.

Reliability Statistics

Cronbach's Alpha	N of Items
0,857	35

From the table above, it can be seen that the value of Crobach's Alpha is 0.857. It means that the vocabulary mastery was high.

3.5 Data Collection Technique

To collect the data of this research, the researcher use a vocabulary test as an instrument. According to Cohenet al (2000:404). test is subject to items analysis, differences by item difficulty interactions in multiple choice mathematics items. In the first time after all letter permission was done the researcher call the chairman of class A to make a group with them. After that researcher introduce to the students and tell want to take the data in their class. After the students respond the researcher and students discuss when the best time to do the vocabulary test. 22 November is the first time the researcher share the link of Google form and the students have 45 minute to collect the test and after one hour all the students submit their test and then the researcher analysis data.

3.6 Data Analysis Technique

To facilitate the measurement of students' vocabulary mastery, the raw scores are converted in the standard scores using the percentage correction to see the mean score of vocabulary mastery, the writer tried to calculate the mean score of the vocabulary test by using the following formula:

$$M = \frac{\sum X}{N}$$

Where:

M = the mean.

$\sum X$ = the sum of all scores.

N = the total number of subjects

To judge the students' grade and the level of the vocabulary mastery, the researcher used the criteria from standard of evaluation and for analysis the data each indicator the researcher accordance with the categorization, the students' achievement is classified as shown in the table below. There are 5 groups of students' score as seen in the following table:

Table 3.6 Students' Score of Vocabulary Mastery

SCORE	GRADE	CLASSIFICATION
85 -100	A	Excellent
66 - 85	B	Good
46 - 65	C	Fair
26 - 45	D	Poor
Under 25	E	Failed

(Dewi Ratnawati;2006)
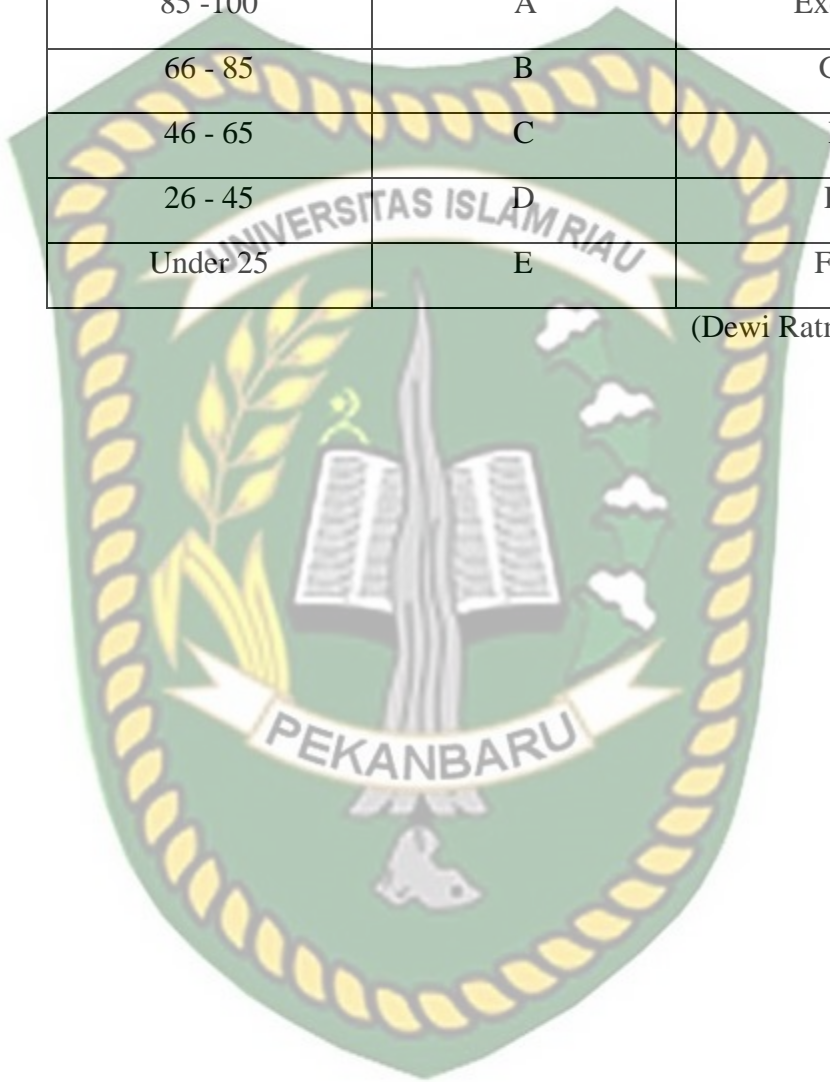
CHAPTER IV

RESEARCH FINDING

4,1 Data Presentation

    The data was obtained from score was test used Google form. The first semester students of FKIP Universitas Islam Riau were to answer 35 questions of multiple choices. The answer would determine their knowledge about vocabulary. There are score of students' test get after the researcher share the link and checking the students correct each indicator.

Table 4.1 Score of Students Test

NO	NAME	N	V	ADJ	ADV	PN	C	PR	SCORE	CATEGORIZE
1	Student 1	4	3	5	3	0	2	2	55	Fair
2	Student 2	4	5	5	4	2	5	4	80	Good
3	Student 3	4	4	4	4	3	1	3	63	Fair
4	Student 4	5	5	5	4	4	4	4	86	Excellent
5	Student 5	4	5	5	3	2	2	4	68	Good
6	Student 6	4	4	4	4	3	4	3	78	Good
7	Student 7	4	2	5	4	2	2	4	65	Fair
8	Student 8	5	5	5	5	2	2	4	77	Good
9	Student 9	5	5	5	4	4	3	4	83	Good
10	Student 10	4	2	4	4	2	2	3	60	Fair
11	Student 11	4	4	4	4	1	2	5	58	Fair

43

12	Student 12	5	5	5	3	3	4	4	80	Good
13	Student 13	3	4	5	2	3	2	4	68	Good
14	Student 14	2	4	5	3	3	2	3	66	Good
15	Student 15	3	4	5	2	3	2	4	68	Good
16	Student 16	4	4	5	4	4	3	3	75	Good
17	Student 17	3	4	5	2	3	2	4	68	Good
18	Student 18	5	4	4	3	5	4	4	80	Good
19	Student 19	5	4	4	4	5	4	5	88	Excellent
20	Student 20	2	4	2	1	2	0	1	32	Poor
21	Student 21	4	5	2	0	2	1	1	43	Poor
22	Student 22	3	4	5	3	2	2	2	64	Fair
23	Student 23	4	5	2	2	4	3	5	67	Good
24	Student 24	4	4	5	4	3	4	4	77	Good
25	Student 25	4	4	4	4	5	3	4	77	Good
26	Student 26	5	4	4	4	5	4	4	83	Good
27	Student 27	4	1	2	3	2	1	1	38	Poor
28	Student 28	3	4	3	5	5	4	5	79	Good
29	Student 29	2	3	3	4	3	3	3	63	Fair
30	Student 30	5	5	5	4	5	3	1	80	Good
31	Student 31	5	5	5	5	5	5	5	97	Excellent
32	Student 32	5	4	5	2	3	1	2	58	Fair
33	Student 33	4	2	5	2	3	1	1	53	Fair
	Totally	131	131	141	109	103	87	110	2277	

		Mean Score	3,96	3,96	4,27	3,30	3,12	2,63	3,33	69	Good

Note:

N = Noun   ADV = Adverb   PR = Preposition

V = Verb   PN = Pronoun

ADJ = Adjective   C = Conjunction

Based on the table above, it can be presented that 3 students got score 86-100 and categorized "excellent", 16 students score got score 66 until 85 and categorized "Good". At categorized "fair" there are 11 students got score 46 until 65, and 3 students got score 26 until 45 and categorized "Poor". As a final point, it can be concluded that most of the students categorized "good" in vocabulary test. The following is a diagram showing the result students difficulties in vocabulary test.

4.2 Data Analysis of Students'

The researcher was taken the data by Google form since November - December 2021. In the test, researcher used 35 questions. Which consist of indicators namely: Noun, Verb, Adjective, Adverb, Pronoun, Conjunction and Preposition. In each indicator have 5 questions.

4.2.1 Students' difficulty in Answering Noun Questions

The researcher created and shared five questions are number 1 until number 5 to find the noun with total sample are 33 students. For the noun indicator researcher has given multiple choice test in order to make students easy to answer. Here is the table of students' scores as follow:

Figure 4.1 Students' Answers of Noun Questions

From the diagram above shows that from 5 questions about determining Noun only 2 students who cannot answer questions number 1 correctly, its mean that questions number 1 is categorize easy question. There are 5 students who answer number 2 and number 3 questions incorrect, its mean that questions number 2 and 3 categorize also easy questions. It also shows from 33 students there are 24 students who answer questions number 4 correctly, it can categorize easy questions. And there

are 11 students cannot answer questions number 5, Its mean that questions number 5 is categories medium questions.

4.2.2 Students' difficulty in Answering Verb Questions

The researcher created and shared five questions are number 6 until number 10 to find the verb indicators with total sample are 33 students. For the verb indicator researcher given multiple choice test in order to make students easy to answer. Here is the table of students' scores as follow:
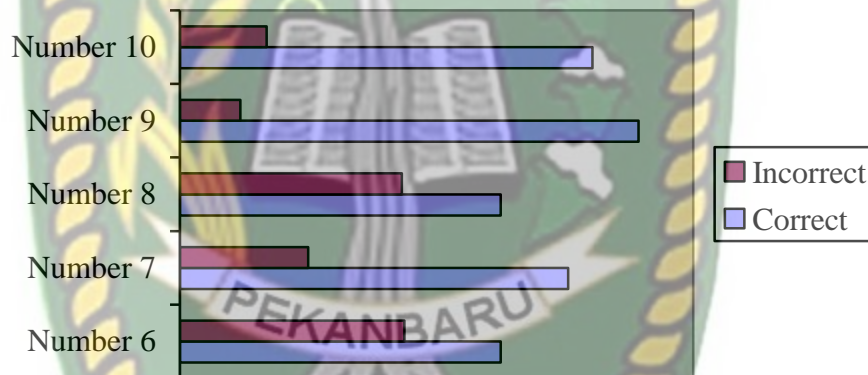

Figure 4.2 Students' Answers of Verb Questions

From the diagram above shows that from 5 questions about determining verb only 20 student who can answer questions number 6 and 8 correctly, its mean that categorize medium question. There are 7 students who answer number 7 correctly, its mean that categorize easy questions. It also shows from 33 students there are 31 students who answer questions number 9 correctly, it is categorize easy questions.

And there are 5 students cannot answer questions number 10. Its mean that categorize easy questions.

4.2.3 Students' difficulty in Answering Adjective Questions

The researcher created and shared five questions are number 11 until number 15 to find the verb indicators with total sample are 33 students. For the adjective indicator researcher given multiple choice test in order to make students easy to answer. Here is the table of students' scores as follow:

Figure 4.3 Students' Answers of Adjective Questions

From the diagram 4.3 above shows that from 5 questions about determining adjective all the questions students get under 10 answer questions incorrectly. And the researcher categorize questions number 15 until 20 easy questions.

4.2.4 Students' difficulty in Answering Adverb Questions

The researcher created and shared five questions are number 16 until number 20 to find the verb indicators with total sample are 33 students. For the adverb indicator researcher given multiple choice test in order to make students easy to answer. Here is the table of students' scores as follow:

Figure 4.4 Students' Answers of Adverb Questions

From the diagram above shows that from 5 questions about determining adverb 15 students who cannot answer questions number 16 correctly. There are 19 students who answer number 17 incorrectly, it and number 18 questions has 17 student who answer incorrect, and the researcher conclude is categorize medium questions. And then there are 29 students who answer questions number 19 correctly. And there are 9 students cannot answer questions number 20. It is mean that questions number 19 and 20 is categorize questions.

4.2.5 Students' difficulty in Answering Pronoun Questions

The researcher created and shared five questions are number 21 until number 25 to find the Pronoun indicators with total sample are 33 students. For the pronoun indicator researcher given multiple choice test in order to make students easy to answer. Here is the table of students' scores as follow:
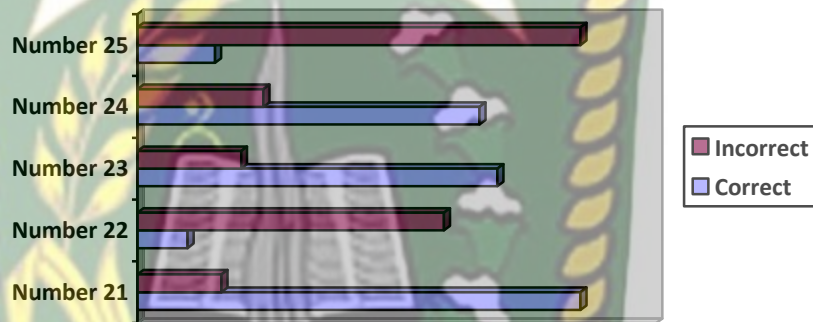

Figure 4.5 Students' Answers of pronoun Questions

From the diagram above shows that from 5 questions about determining pronoun 8 students who cannot answer questions number 21 correctly, it conclude categorize easy questions. There are 18 students who answer number 22 incorrectly and at number 23 questions has 25 student who answer correct. And there are 11 students who answer questions number 24 incorrectly, the researcher categorize that questions number 22 until 24 medium questions And there are 8 students can answer questions number 25. It is mean that questions number 25 is difficult questions.

4.2.6 Students' difficulty in Answering Conjunction Questions

The researcher created and shared five questions are number 26 until number 30 to find the conjunction indicators with total sample are 33 students. For the conjunction indicator researcher given multiple choice test in order to make students easy to answer. Here is the table of students' scores as follow:

Figure 4.6 Students' Answers of Conjuction Questions

From the diagram above shows that from 5 questions about determining conjunction 13 students who can answer questions number 26 correctly. There are 8 students who answer number 27 correctly and at number 28 questions has 10 student who answer incorrect. And there are 20 students who answer questions number 29 incorrectly. And there are 15 students cannot answer questions number 30. It is mean that questions number 26, 28, 29, 30 can categorize medium questions and questions number 29 is difficult questions.

4.2.7 Students' difficulty in Answering Preposition Questions

The researcher created and shared five questions are number 31 until number 35 to find the Preposition indicators with total sample are 33 students. For the preposition indicator researcher given multiple choice test in order to make students easy to answer. Here is the table of students' scores as follow:

**Figure 4.7 Students' Answers of Preposition Questions**

From the diagram above shows that from 5 questions about determining preposition 8 students who can answer questions number 31 incorrectly. There are 5 students who answer number 32 correctly and at number 33 questions has 8 students who answer incorrect. And there are 10 students who answer questions number 34 incorrectly. And there are 10 students cannot answer questions number 35. It is mean that questions number 31 and 33 categorize easy questions. And question number 34 and 35 is medium questions and questions number 32 is categorize difficult questions.

4.3 Data Interpretation

Table 4.2 Categorize of Students' Scores

SCORE	GRADE	CATEGORIZED	FREQUENCY	PERCENTAGE
86-100	A	Excellent	3 Students	09,09%
66-85	B	Good	16 Students	48,48%
46-65	C	Fair	11 Students	33,33%
26-45	D	Poor	3 Students	09,09%
Under 25	E	Fail	0 Students	0,00%
			33 Students	100,00%

Based on the table above, it can be presented that 3 students got score 86.100 and categorized "excellent", 16 students score got score 66-85 and categorized "Good". At categorized "fair" there are 11 students got score 46-65, and 3 students got score 26-45 and categorized "Poor". As a final point, it can be concluded that most of the students categorized "good" in vocabulary test. The following is a diagram showing the result students difficulties in vocabulary test.

Noun   Verb   Adjective   Adverb   Pronoun   Conjunction   Preposition
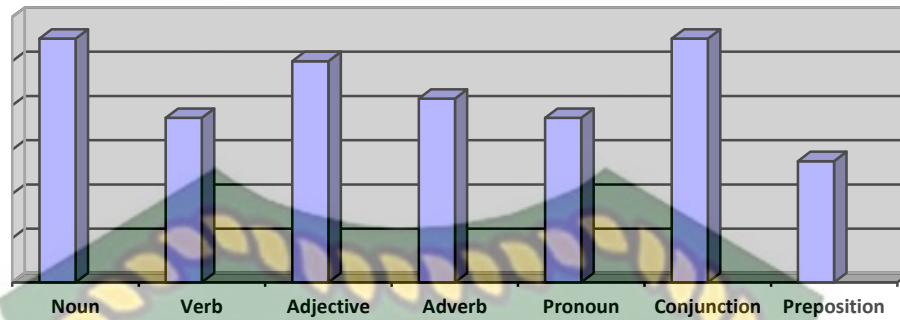
4.8 Figure of Question Level

Based on the diagram, the researcher presents the description for each indicators as follow: Noun question has 5 questions and most of students can get answer the question number 1 until 4 but in question number 5, 11 students cannot answer question, from 33 students who answer number 1 until 5 about 80% of students can answer noun's question correctly.

At the verb's questions 13 students got confused in answer question number 6 and 8. 56% of students can answer verb's question correctly from 33 students who answer question number 6 until 10.

Then in 5 questions of adjective the students can be answer and only 6 until 10 students' answer adjective's question incorrectly. From 33 students who answer question number 11 until 15 about is 75% of students can answer adjective's questions correctly.

At adverb's questions almost 20 peoples cannot answer question number 15 until 18 correctly. From 33 students who answer question number 15 until 20 about is 61% of students can answer adverb's questions correctly.

Almost the students cannot answer correctly question number 25 at pronouns categorized. From 33 students who answer question number 20 until 25 about is 56% of students can answer pronoun's questions correctly.

In the conjunction's questions the student cannot answer correctly question number 26. From 33 students who answer question number 26 until 30 about is 80% of students can answer conjunction's questions correctly.

Lastly, at Preposition's questions there are 13 students who can answer questions number 31 correctly. There are 8 students who answer number 32 correctly and at number 33 questions has 10 students who answer incorrect, there are 20 students who answer question number 34 incorrectly, and there are 15 students cannot answer question number 35. I concludes that from 33 students who answer question number 31 until 35 about is 42% of students can answer preposition's questions correctly.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

After the researcher got all the data and analysis the data, the researcher can be concluded that:

The students of first year of English Language Education of FKIP-UIR were in good level of vocabulary mastery. It was found based on some indicators of vocabulary including nouns, verbs, adjectives, adverb, pronoun, conjunction and preposition. On the other hand, it can be seen from the result of the research. Instead, the result showed that there were 3 students got score 86-100 and categorized "excellent", 16 students score got score 66 until 85 and categorized "Good". At categorized "fair" there are 11 students got score 46 until 65, and 3 students got score 26 until 45 and categorized "Poor" categorized. Based on the explanation above, it could be concluded that majority level of the students' vocabulary mastery was in good level.

5.2 Suggestion

From this research the researcher was give some suggestion for some people who be read this research:

56

1. for the lecturer should give chalks for students make students easier and happy to understand and give more effective time when they are improve their vocabulary.

2. for the students, try to read a lot of books and analyze the words in every text it is will increase the vocabulary and also help their ability in reading, speaking, writing and listen comprehension.

3. for the further researchers are expected to conduct research about other skill in different grade with different kind of text or can add the factor of difficulty that students faced and can make another level for know the level of student in elementary, middle and high school and especially in English language education they must be able understand using the indicators when they are joined English language education.

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