

**AN ANALYSIS ON STUDENTS' VOCABULARY MASTERY
AT TENTH GRADE OF SMAN 10 PEKANBARU**

A THESIS

*Intended to fulfill one of the requirements for the degree of Sarjana in English
Language Teaching and Education*



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1	November 2 nd 2020	Discussed the title	Search 10 theories about the title	
2	December 5 th 2020	Approved the title	Continue to chapter I, II, III	
3	January 11 th 2021	Thesis consultation chapter I,II,III	Revise the writing format, focus of the problem, indicators, blue print	
4	February 8 th 2021	Revise chapter I,II,III	Make sure the instrument is valid and reliable	
5	February 25 th 2021	Revise chapter I,II,III	Approved to join proposal seminar	
6	July 24 th 2021	Revision after proposal seminar	Focus on the indicators of vocabulary	
7	February 22 nd 2022	Thesis consultation chapter IV & V	Explain the table in chapter IV	
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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly). Which were taken from various sources and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

Pekanbaru, February 25th 2022

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ABSTRACT

Shafa Devta Alamanda. 2021. An Analysis on Students' Vocabulary Mastery at Tenth Grade of SMAN 10 Pekanbaru. Thesis.

Keywords: Analysis, Vocabulary Mastery, Tenth Grade Students.

A person's vocabulary is a collection of words that they can use to communicate with others in a variety of situations. This research only focuses on the meaning of a word because the ability to comprehend the meaning of words is one of the criteria for determining whether or not a person has mastered a language; this is one of the factors to consider.

This study aims to identify the difficulties that students in the tenth grade of SMAN 10 Pekanbaru face when learning vocabulary during the academic year 2021/2022. The writer decided that 32 students would participate in this study using a random sampling process, which was carried out by qualitative research method. Following that, the researcher used the data obtained from the test to analyze this study.

The results revealed that almost all of the students performed exceptionally well on the vocabulary test, with the majority, 84.49 percent of students mastering the adjective, followed by 83.33 percent mastering the noun, and verb as the students' difficulty in mastering vocabulary with 74.47 percent of students.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language serves a variety of purposes, one of which is to facilitate communication with other people. Humanity's capacity for self-sufficiency is non-existent. Everyone is dependent on the cooperation of others in order to accomplish their goals and fulfill their desires. Humans are required to meet a wide variety of needs. To do so, they must be able to communicate effectively in a variety of situations, including those between family members - referred to as family communication -, between members ; the same community - referred to as social contact -, and between work organizations - referred to as business communication -, and so on.

English has become increasingly difficult to understand and comprehend as a result of educational advancements, technological advancements, and globalization. Effective English communication has become a requirement for those who wish to interact and share with people from all over the world. Effective communication and interaction with people from diverse cultural and linguistic backgrounds require fluency in a foreign language (primarily English). As a result, we must be proficient in at least one foreign language (such as English) and at least one Asian-native language (such as Mandarin) in order to survive and compete in the age of globalization (Mandarin or Japanese).

The English language, as an international language, is critical for the advancement of knowledge, particularly in developing countries such as Indonesia, where English is widely spoken. English language is one of the mandatory subjects that all high school students must take, according to Permendiknas No. 69 of 2013, which governs the high school curriculum. According to the TES, numerous schools have begun providing English language instruction to students as young as elementary school.

It is critical to communicate in English as quickly as possible if one wishes to work in a school setting. Students are expected to have a command of the English language. To achieve the best results in English learning, it is necessary to

go through the entire learning process, from introduction to comprehension to application in daily life. As part of the process of learning a new language, vocabulary mastery is taught. It is impossible to begin learning a new language without first becoming acquainted with the vocabulary words covered in subsequent lessons. Language knowledge (also known as vocabulary) must be acquired prior to learning a new language in order to communicate effectively. The role of learners in developing their vocabulary acquisition is a critical issue that should be investigated and explored further in light of the importance of vocabulary acquisition.

The vocabulary of an individual is a collection of words that they can use to communicate with others while engaging in language activities. To communicate effectively, whether verbally or in writing, we must first master the English communication fundamentals. The term "foundation" refers to an individual's capacity for recognizing and employing common vocabularies. Effective information sharing is critical in everyday life. To reap the benefits of vocabulary's importance in a person's language practices, particularly in written and spoken language, it is necessary to constantly develop and expand one's vocabulary. To pass the course, students must grasp the term's definition and incorporate it into their writing or oral presentations. Possessing command of one's vocabulary, which is developed over time and is applicable to a variety of situations in one's life, such as language activities, is critical to one's ability to express oneself.

To advance to the next level of English vocabulary proficiency, it is necessary to acquire conversational skills, grammar, and English language tenses. To comprehend English, one must have a firm grasp on the language's grammar and vocabulary. We cannot comprehend readings in which the language is dense and the grammar is inadequate; on the other hand, we can comprehend lessons in which the reverse is true. Students must be fluent in multiple languages and have superior grammar skills in order to read and write flawlessly. The ability of an individual to construct sentences in English and comprehend what they hear is contingent on their command of the English language's vocabulary and their ability to communicate effectively.

It is impossible to distinguish between language ability and vocabulary mastery, as the words is the very essence of any language. Each word contains an inherent concept that can be found in every sentence. Acquiring a firm grasp of the concepts associated with terms enables language learners to gain a better understanding of their meaning. It is not possible to improve one's comprehension of the vocabulary of the English language. This necessitates a higher level of English language proficiency, which is a requirement in and of itself. Language abilities include listening skills, speaking skills, reading skills, and writing skills, to name a few. Learning receptive language skills such as listening and reading is classified as language acquisition; conversely, learning productive language skills such as speaking and writing is classified as language acquisition. The four abilities are inextricably linked to one another and to the surrounding environment. Reading and listening tasks require comprehension and listening skills, while writing and speaking tasks require a diverse vocabulary.

The term "mastered vocabulary" refers to a speaker of a specific language who has demonstrated exceptional language abilities. While English is taught in Indonesia from high school to college, students' command of the English language demonstrates limited language knowledge on exams and other assignments. Many students believe that their vocabulary mastery is still insufficient and difficult to attain as a result of their prior educational experiences. While English writing and pronunciation differ in terms of the vocabulary words used, the use of original words, sentence structures, and functions, learning English did not result in a specific understanding of vocabulary.

To teach vocabulary activities, which were necessary for mastering the four English language skills, a variety of methods were used, including lectures and discussions; however, despite the teacher's best efforts, the learning objectives remained unachievable. As a result, teachers must be innovative in their instructional methods, incorporating appropriate teaching methods and lecture and discussion techniques to assist students in acquiring a greater mastery of the vocabulary being taught. Students continue to struggle with new material, and their ability to master language in particular remains a significant issue. Students'

lack of interest in the subject contributes to their inability to master language skills.

According to Bailey and Faliyanti (2017), individuals can recognize the meaning of a word when they see it, which is why the researcher chose this subject to investigate. As a result, if someone has a strong command of the English language's vocabulary, they will understand what is being said in an English language conversation. While language skills are necessary for language development, speech is critical for the development of all four language skills, which vocabulary can master quite well.

This becomes the background of the problem; the researcher chose a title “**An Analysis on Students’ Vocabulary Mastery at Tenth Grade of SMAN 10 Pekanbaru**”.

1.2 Identification of the Problem

Based on the background of the problem above, the researcher is very interested in conducting research on tenth-grade students' vocabulary mastery at SMAN 10 Pekanbaru. Before students can improve their English as a second language, they must first master their vocabulary. Students who score below average on English proficiency tests account for a sizable proportion of the student population. As a result, teachers should broaden their vocabulary rather than simply substituting material written in other languages. If the teacher gives the students a vocabulary test, it is beneficial to ascertain their level of vocabulary proficiency.

Additionally, having the appropriate vocabulary at the appropriate time is necessary for communication. Regardless of how hard we try, we will never memorize everything. Nonetheless, we can acquire sufficient vocabulary to communicate effectively and make educated guesses about the meanings of additional vocabulary words based on their context in a sentence. Someone with a master vocabulary demonstrates the ability to produce or understand a language.

Students' ability to master vocabulary will facilitate their learning of English, mainly when stringing words together to form a sentence. Two factors contribute to learning difficulties: internal and external factors. Internal factors

include attitudes toward learning, motivation for learning, concentration, and study habits. In contrast, external factors include the learning process itself, fueled by students' intrinsic motivation. Internal factors also include the following: student characteristics, attitudes toward learning, concentration on learning, capacity for processing educational materials, capacity for exploring learning outcomes, self-confidence, and study habits. On the other hand, external factors include the teacher, the social environment, the school curriculum, and the infrastructure.

1.3 Focus of the Problem

From the identification of the problem above, the researcher focus in the students' vocabulary mastery. Nation (2000) divided the most general level of knowing a word are form, meaning and use. The researcher only focus on the meaning of a word since it is dependent on the vocabulary's importance and its relationship to other vocabulary concepts. One of the criteria for determining whether or not a person has mastered language is their ability to comprehend the meaning of words.

The researcher were limited to vocabulary based on the word part from Thornbury (2002 p.3) content words, which carry a high information load are nouns, verbs, and adjective.

1.4 Research Question

Based on the focus of the problem stated in the previous section, the researcher could gather the main problem of this research is written in the following form: "What is the students' problem in mastering vocabulary?"

1.5 Objective of the Research

Based on the research questions, the general objective of this research is to know the students' problem in mastering vocabulary.

1.6 Significant of the Research

1. For the students: The study's findings will assist students in developing their language skills, increasing their vocabulary mastery, and increasing their motivation to continue their English studies.

2. For other researchers: The findings of this study may be beneficial to other researchers who wish to improve their students' vocabulary and language skills.

1.7 Definition of Key Terms

1. Vocabulary

Wilkins in Thornbury (2002: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

2. Mastery

Henry and Pongrantz (2006, p.246) in Syarifudin (2013) mastering a language means being able to comprehend the vocabulary both in speaking and writing.

3. Vocabulary Mastery

Ur (1991: 60) vocabulary mastery refers to the ability of learners not only to recognize meaning but also to understand the form, grammar, collocation, meaning, and word formation.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

This chapter discussed the literature and theories that support this research.

2.1.1 Definition of Vocabulary

The development of one's vocabulary is an essential part of learning a foreign language. While some experts have used different styles of interpretation to interpret the definition of vocabulary, the meaning has remained consistent. According to Linse (2005: 121) in Hendrawaty and Nurhayati 2019, the collection of words that a person knows is referred to as their vocabulary. According to Brown (2001), vocabulary can be defined as a list of words for a specific language or a set of words that individual speakers of a language might use. However, according to Hiebert and Kamil (2005:3), vocabulary is defined as "the ability to recognize and understand the meanings of words." Furthermore, they define vocabulary as a collection of words for which an individual can assign meanings when listening to or reading a piece of writing.

When learning a language, some components help to support the learning of the language. Pronunciation, grammar, and vocabulary are the specifics of language learning. Vocabulary is one of the most critical components of language proficiency because it determines how well learners can speak, listen, read, and write in a foreign language (Richards and Renandya, 2002: 255). In communication, both oral and written, vocabulary is essential to helping someone deliver an idea, feeling, or opinion. According to Cameron (2001), in Alqahtani (2015), vocabulary is one of the knowledge areas in language that play an essential role in acquiring an understanding of communication. In both oral and written communication, vocabulary is crucial to helping someone deliver an idea, feeling, or opinion. When it comes to communication, vocabulary is essential in helping someone give thoughts, feelings, and beliefs because it helps them build the words.

Based on the definitions provided above, it can be concluded that vocabulary is essential in communication because it allows people to express ideas or thoughts.

2.1.2 Types of Vocabulary

Hiebert and Kamil (2005:3) classified vocabulary into two categories based on its verbal and print representations: oral vocabulary and print vocabulary. Oral vocabulary is a collection of words that help us understand what we are saying or reading aloud. When we write or read silently, our print vocabulary consists of definitions the reader already knows. Additionally, classifications of vocabulary were included, including receptive and productive vocabulary.

1. Receptive Vocabulary

Receptive vocabulary, also known as recognition vocabulary, is a collection of words to which a listener or reader can assign meaning. This implies that both the listener and the writer generate the words. These are unfamiliar terms to students. Individuals are less likely to use receptive vocabulary, which includes words that they do not generate independently.

2. Productive Vocabulary

A productive vocabulary is a collection of words that they can use in writing or speaking. This implies that both the writer and the speaker create the words. These are commonly used and well-understood terms. Utilizing productive vocabulary is a common occurrence.

Thornbury (2002 p.3) classified vocabulary into eight word classes: nouns (bits, pieces, record, player), pronouns (I, them), verbs (like, looking, doing, to look), adjectives (old, second-hand, new), adverb (up), preposition (for, like), conjunction (and), determiner (a, the, some, this, last). Grammatical words (or function words) which the grammatical structure of the sentence are prepositions, conjunctions, determiners and pronouns. Content words, which carry a high information load are nouns, verbs, adjective, and adverbs.

According to (Minister of Education and Culture, 2016) vocabulary has indicators as follows:

1. Noun

A noun is a word that defines or names something, such as a person, a place, a thing, or an abstract concept.

a. Singular and Plural

Singular means only one and is formed by adding -s or -es. Plural means more than one.

e.g. (singular) I have a **pen** in my pencil case.

(plural) These **two dogs** are both black.

b. Countable nouns vs. uncountable nouns

Countable nouns are nouns which can be counted, even if the number might be extraordinarily high. While, uncountable nouns are nouns that come in a state or quantity which is impossible to count; unspecified, unquantifiable amount of.

e.g. (countable) She has **three cats**.

(uncountable) I don't have **much sugar** left.

c. Possessive nouns

Possessive nouns are nouns which possess something. It can identify a possessive noun with an apostrophe and an s.

e.g. I have been invited to the **Sanji's** house for dinner.

d. Compound nouns

Compound nouns are words for people, animals, places, things, or concepts, made up of two or more words.

e.g. (noun)+(noun) Zoro sleeps in his **bedroom**.

2. Verb

Verb is words that describe the action, event, or state of being described.

a. Verb Tense

There are three tenses of verbs: past, present, and future. The past is used to refer to events that have occurred previously (e.g., yesterday, last month, five years ago). The present tense is used to describe events that are currently occurring or that are ongoing. The future tense describes events that have not yet occurred—for instance, tomorrow, next week, and two years from now.

e.g. (past) Luffy **ate** meats last night.

(present) Luffy **eats** meats today.

(future) Luffy **will eat** meats tomorrow.

b. Transitive And Intransitive Verb

Transitive verb is a verb that need an object as a compliment. While, intransitive verb is a verb that don't need an object as a compliment and can be followed by an adjective, adverb, or prepositional phrase.

e.g. (transitive) Cristiano Ronaldo **scored** a goal again last night.

(intransitive) Her painting skill is **improving**.

c. Linking Verb

Linking verb is verbs that serve as a link between a subject and additional information about that subject. It does not show any action; rather, they serve to "connect" the subject to the entire rest of the sentence. The most frequently used linking verb is *to be* (am, is, are, was, were, has been, are being, might be, etc.)

e.g. Luffy **is** a protagonist of the One Piece series.

3. Adjective

Adjective is words used to describe the characteristics or states of being of nouns.

a. Formation Of Adjective (Suffixes)

A suffix is a word affix usually attached to the end of rooted words. This leads to a new meaning for the word that has been suffixed. The word's word-class will change—suffixes in the form of nouns, adjectives, verbs, and adverbs.

e.g. Life is full of **endless** possibilities.

b. Comparative And Superlative Of Adjective

Comparative adjective is used to show how things have changed or compare things. Superlative adjectives are used to describe things at the top or bottom of a quality. It is used when a subject is compared to a group of things in a sentence.

e.g. (comparative –er) I'm feeling **happier** now.

(superlative –est) my sister is the **youngest** daughter.

2.1.3 Vocabulary Mastery

It is an activity to mastery the ability to understand and use words in a language, whether orally or verbally, and it is called mastery vocabulary. The student's ability to master vocabulary is critical during their English language education. According to Laufer (1997) 140-145 in Malekian (2016), vocabulary acquisition is at the heart of both when it comes to language learning and language use. When learning a foreign language, vocabulary is an essential component that can be referred to as "the key." The ability to master vocabulary can aid in determining the overall level of a person's language abilities.

It is common to associate learning a language with learning how to construct a good sentence. Flohr (2010, p. 2) and Limbong (2012) both stressed the importance of students learning vocabulary because they will not be able to express and articulate themselves in a way that other students or native speakers of English will be able to understand them unless they do so.

Cameron (2001: 73) claims that vocabulary development is about learning words and about a whole lot more besides. In addition to comprehending the meaning of words, students who are improving their vocabulary must recognize the significance of a word when it is already included in a phrase or a larger context. When we listen to something in English while using a language set that we are familiar with, we can quickly grasp the meaning of what we are listening to. Similar to writing, when communicating an idea or a concept, we require a vocabulary we can draw upon for the task at hand. Reading will be enjoyable because we will have mastered an extensive collection of language and will be able to comprehend every word that is used. When we write, we can use this vocabulary collection to make up for the lack of ideas in our heads. We will be able to use the structure and functions of grammar more effectively if we have a strong command of the vocabulary.

According to Frank (2000) and Faliyanti (2017), the knowledge of words' meanings is referred to as vocabulary knowledge. As a result, the purpose of vocabulary test information is to determine whether or not the learners can match each word with a synonym, a definition from a dictionary, or an equivalent phrase in their native tongue. A comment does not have a single meaning, so we must

master vocabulary—the ability to acquire language, which is defined as using extensive vocabulary and comprehending complex sentences. As a result, mastery of speech is essential in the process of learning English. The greater the amount of vocabulary that students master, the easier it is to learn a foreign language.

According to the Competence-Based Curriculum (Pusat Curriculum, 2001), the competence that students are expected to gain from learning English at school is as follows: in elementary school, students should be able to master vocabulary at the level of 900 words and grammar, in junior high school, students should be able to master the vocabulary at the level of 1500 words and grammar, and in senior high school or vocational high school, students should be able to master the vocabulary at the level of 900 words and grammar (Setiyadi, 2007:124)

2.1.4 Aspects of Vocabulary Mastery

Form, meaning, and usage are three aspects of vocabulary mastery, according to Nation (2000: 40), and they are all critical.

1. Form

Learners must be familiar with the way words are spoken and written, as well as the parts of words themselves. When it comes to how words are spoken, this means that the learners must understand how the word is pronounced, recognize the word when it is heard, and say it with proper pronunciation, including stress.

The learners must understand how the word is written and spelled to use it in written form. They must be familiar with it for them to recognize it in their reading comprehension and write it correctly in their writing assignments.

And, in terms of word parts, the learner must recognize what it is made up of and construct it using the correct word parts in their appropriate forms, among other things—for example, the terms root, prefix, and suffix.

When you start with a root, you can add affixes to make it more complex. A prefix is a group of letters placed before the root of a word to form an entirely new word. To illustrate this point, the term "disable" has the prefix "dis," meaning "not," and when combined with the root "able," it denotes something notable. A suffix is a group of letters added after the source of a word to form a new one. For

example, the term "stronger" with the suffix "er" as a comparative meaning "more strong" when combined with the root "strong" means "stronger than before."

2. Meaning

A word may have more than one meaning or multiple meanings depending on the context when it comes to vocabulary. In this section, students must be aware that a word has a specific meaning and then produce the word to express that meaning. Also required is an understanding of the concept behind the word in various contexts and the relationships between terms. Nation (2001:18) breaks down the word's meaning into the following categories:

- a. Polysemy refers to the same collection of sounds and letters that have different meanings. As an illustration, water (air) – water (menyiram)
- b. Antonyms are words whose relationship to other words frequently defines the meaning of the word. Alternatively, it is referred to as the polar opposite of a comment. For example, cold-hot, long-short, big-small are all possible combinations.
- c. Synonyms are words that mean exactly or nearly the same thing as one another. Both of these words mean the same thing. For example, beautiful-pretty, end-finish, select-choose are all examples of adverbs.
- d. Hyponym refers to a relationship between two or more words. For example, the words rose, jasmine, orchid, and other flowers are all hyponyms for the word flower.

3. Use

Students must be familiar with the grammatical function, collocations, and restrictions on their use in this section. The ability to recognize and use a word correctly in a sentence is referred to as the word's grammatical function. They can identify and produce the words in typical collocations such as "territories" and "areas" that are commonly used in conjunction with it is referred to as collocation competence. Constraints on usage are simply choosing whether or not to use a word depending on the situation.

2.2 Relevance Studies

A lot of studies related to analysis and vocabulary mastery had been done by various researchers.

First, (Sari 2017) entitled "An Investigation Into Students' Vocabulary Knowledge in Third Grade at SMK Kansai 1 Pekanbaru During the 2017/2018 Academic Year", the study investigates students' vocabulary knowledge of antonyms and synonyms based on indicator of verb and adjective. This research conducted a case study in descriptive quantitative. The subject of the research was students of Third Grade at SMK Kansai 1 Pekanbaru, the researcher took 38 students using random cluster sampling. The data was collected by using a multiple-choice test. The finding of this study showed that most of the third grade students vocabulary knowledge in synonym and antonym in very good level.

Second, (Hasanah 2018), with the title "An Analyze Students' Vocabulary Mastery At the Second Grade of Mts-Ti Batu Belah in the Academic Year 2016/2017". The purpose of the study is to describe how students' vocabulary mastery at MTS-TI Batu Belah differs from other students. The researcher used descriptive research method in this investigation. The subject of this study is 26 second-grade students. She used two instruments: a test and a questionnaire to collect the data.

According to the data analysis findings, it was found out that the average level of students' achievement in vocabulary test was 77. It was classified as being of high quality. Furthermore, based on the questionnaire the responses of the students about English revealed that (1)enthusiastic, 65% of them meanwhile, another 35% of the students in the class dislike the subject. (2)a dictionary, it showed that 38% of students attempted to guess new vocabulary, meanwhile, 62% of students reported difficulty understanding what they were reading without using a dictionary. (3) vocabulary mastery in meaning, 50% of the students could not comprehend the importance of that (4) vocabulary mastery in usage, students thought it was simple to choose the appropriate word in 31% of cases. Meanwhile, 69% of students were unable to use the proper word in the situation correctly.

Third, (Andiani and Sriwahyuningsih 2019) titled "An Analysis of Students' Vocabulary Mastery" using descriptive research as the case study. The

population consists of students enrolled in the 2018/2019 academic year at UPI YPTK Padang. The research sample consists of thirty-four students from the English education faculty.

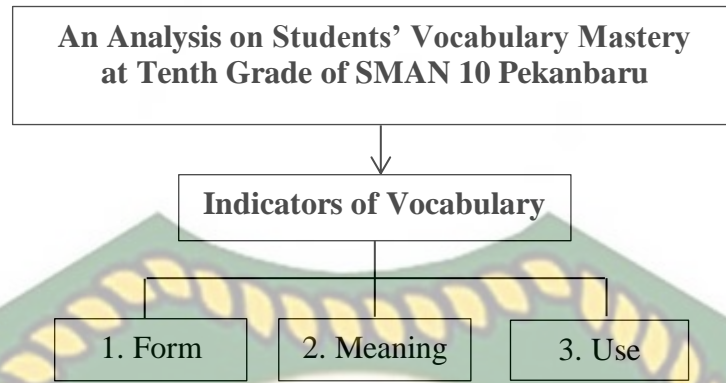
The researcher gathered the data through the use of tests and questionnaires. A test is administered to determine students' ability to master vocabulary. It consists of thirty matching questions to define a word, fill in blank spaces, and create new vocabularies from randomly arranged letters. Students can develop new vocabularies as a result of the disorganized letters. For them, this was an intriguing activity. Then, the students could match the vocabularies to the definitions or synonyms. The questionnaire revealed that while students have a strong ability to master vocabulary, they face difficulties with certain aspects such as grammar problems when categorizing words and spelling; thus, English vocabularies differ in their pronunciation from their written form.

Based on the relevant research mentioned above, this research can see some similarities. Still, it also has some differences, starting with the title, research design, the level of the correspondent, the total sample, the next focus, and the technique used for collecting and analyzing data, among other things. The indicators of vocabulary used in this study were adapted from Thornbury (2002, p.3), and the content words were nouns, verbs, and adjectives.

2.3 Conceptual Framework

A conceptual framework is an analytical technique used to gain a comprehensive understanding of phenomena. It can be applied in a variety of fields. Still, it is most commonly used to graphically illustrate important ideas or variables and the relationships that exist between them that need to be considered. Grammatical words (or function words) which the grammatical structure of the sentence are prepositions, conjunctions, determiners and pronouns. Content words, which carry a high information load are nouns, verbs, adjective, and adverbs.

Figure 2.1 Conceptual Framework



Adopted from (Nation, 2000)

From the indicators of perception above which were adopted from (Nation, 2000), the researchers only focus on the meaning. In this indicators, the purpose of the meaning is to know form and meaning, concept and referents, and associations of the vocabulary. Since vocabulary has several word parts, the research only focus on content words, which carry a high information load are nouns, verbs, and adjective.

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design

In this research, the researcher used a quantitative. According to Creswell (2013), quantitative analysis is a practical inquiry approach for exploring and understanding a central phenomenon. This research focuses on students' vocabulary mastery.

3.2 Location and Time of the Research

This research was conducted on 22 July 2021 at Senior High School 10 Pekanbaru, located on Bukit Barisan Street No. 7 Pekanbaru, Riau.

3.3 The Population and Sample of the Research

3.3.1 The Population

A population is a group of individuals who comprise the same characteristics. (Creswell, 2013). The target population of this research at SMA 10 Pekanbaru Academic 2020/2021. The target population of this research was the Tenth Grade at Senior High School 10 Pekanbaru. Nine classes consisted of two majors. There were six science classes and three social classes. The total population is 323 students.

Table III.1
The Total Population of the Tenth Grade Students at State Senior High School 10 Pekanbaru

No	Classes	Total Of The Students
1	X MIPA 1	35
2	X MIPA 2	35
3	X MIPA 3	35
4	X MIPA 4	36
5	X MIPA 5	36
6	X MIPA 6	37
7	X IPS 1	38
8	X IPS 2	34
9	X IPS 3	37
Total		323

3.3.2 The Sample

A sample is a subgroup of the target population that the researcher plans to study to generalize the target population. (Creswell, 2013). To conduct this study, the researcher used simple random sampling. Arikunto (2006, p.134) suggested that simple random sampling is if the population is more than 100 persons, the researcher can take the sample between 10-15% and 20-25%. In this research, there were 323 students, and the researcher took 10% of the population as the sample. So the total samples were 32 students.

Table III.2
The Total Sample of the Tenth Grade Students at State Senior High School 10 Pekanbaru

No	Classes	Population	Sample 10%
1	X MIPA 1	35	32
2	X MIPA 2	35	
3	X MIPA 3	35	
4	X MIPA 4	36	
5	X MIPA 5	36	
6	X MIPA 6	37	
7	X IPS 1	38	
8	X IPS 2	34	
9	X IPS 3	37	
Total		323	

3.4 Instrument of the Research

To collect the data, the researcher used a vocabulary test to measure students' vocabulary mastery. According to Arikunto (2013) test is a data collection instrument. The vocabulary test is used to find out student mastery in vocabulary. To manage the data from the sample, the writer used a multiple-choice test with 20 questions. The length time of the test was 30 minutes. The online quiz is distributed to students via Google Form, and they are tasked with answering the questions under the researcher's instructions. Following that, the researchers verify and quantify their responses.

Table III.3
The Indicators of the Students Vocabulary Mastery

No	Indicators	Numbers	Total
1	Noun	1,5,6,13,17,18	6
2	Verb	3,4,7,9,12,15	6
3	Adjective	2,8,10,11,14,16	6

3.5 Data Collection Technique

(Sugiyono, 2012) states that the most crucial step in a research is data collection technique, because its main purpose is to collect data. Without paying attention upon the data collection technique, the researcher will not receive data that meets the established data standards.

Data collection technique that the researcher implies takes the steps as the following:

1. The researcher by the approval of Class's English teacher joined their class' google classroom.
2. The researcher informed members of the chat group about the purpose of this study.
3. The researcher shares a link google form to a student class through google classroom.
4. The researcher asks the students to fill out the test consisting of 18 questions in Google Form through the shared link.
5. After implementing the test, the researcher will analyze all the data.

3.6 Data Analysis Technique

In this research, the researcher used analysis with percentage from the frequency of information and divided with number of cases. The first identify students' vocabulary mastery by analyzing students' answer sheets. There were three categories of students' in vocabulary mastery, such as: noun, verb, and adjective. These are the qualification categories of the students' score in vocabulary mastery.

Table III.4
The Categories of Students' Score in Mastering Vocabulary

No	Range	Category
1	90-100	Very good
2	80-89	Good
3	75-79	Enough
4	55-74	Poor
5	0-54	Very poor

Source : Students' KKM on English in Senior High School 10 Pekanbaru

And then the writer checked students' answer sheets and counted their correct answers.

The formula to know the individual scores:

where: $M = \frac{x}{n} \times 100\%$

M= individual score

X= the number of correct answers

N = the number of item (Wayan and Sumartana, 1986)

3.7 Validity and Reliability of the Test

3.7.1. The Validity

The researcher assessed the validity of the research to ascertain its validity. According to Creswell (2014), validity refers to an individual's logical and meaningful instrument score. The degree to which inferences drawn from assessment results are appropriate, meaningful, and useful concerning the assessment's purpose is the validity of the results.

There are three types of validity, according to Sugiyono (2014): content validity, construct validity, and external validity. The author refers to the concept of content validity. The researcher administered the examination using the students' materials.

To determine the validity of the vocabulary mastery test, the researchers distributed 18 items to 32 students who did not include in the research sample. The data were analyzed by the writer using the SPSS 26.0 program. The writer calculated the r-value by comparing it to the r table at a significant level of 5 percent. The result is 0.349 (df=N-2=30). The r-value of each item must be higher than the r table for the question to be considered valid. Items are declared invalid if the r value is less than the r table, and the researcher must remove them from the database.

The analysis showed one invalid question and the rest that were valid. The first of these statements is "invalid items." the researcher removed this item from the list because the score was less than 0.349. As a result, there are a total of 18 items of questions that are used to assess students' vocabulary proficiency.

Table III.4
Validity of Vocabulary Mastery

Item No	R Value	R Table	Status
Question1	0.365	0.349	Valid
Question2	0.759	0.349	Valid
Question3	0.823	0.349	Valid
Question4	0.559	0.349	Valid
Question5	0.844	0.349	Valid
Question6	0.661	0.349	Valid
Question7	0.637	0.349	Valid
Question8	0.675	0.349	Valid
Question9	0.632	0.349	Valid
Question10	0.206	0.349	Invalid
Question11	0.674	0.349	Valid
Question12	0.643	0.349	Valid
Question13	0.659	0.349	Valid
Question14	0.753	0.349	Valid
Question15	0.547	0.349	Valid
Question16	0.844	0.349	Valid
Question17	0.873	0.349	Valid
Question18	0.728	0.349	Valid

3.7.2. Reliability

A test must be reliable as a measuring instrument. Reliability is necessary characteristic of any good test. Creswell (2014), reliability means that scores from an instrument are stable and consistent. The table below is the categories of reliability test used in determining the level of reliability of the test from Cronbachs Alpha by using SPSS 26.

Table III.5
The Level of Reliability

No	Cronbach Alpha	Internal Consistency
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliable

Table III.6
Reliability of Vocabulary Mastery

Cronbach's Alpha	N of Items
0.916	18

From the table III.6, it shows that the reliability of test is 0.916. The value is higher than the standard Cronbach's alpha which is 0.60. Therefore, it means the test is reliable level, and the level of reliability is highly reliable. It means that the reliability level is accepted.



CHAPTER IV
RESEARCH FINDING AND DISCUSSIONS

4.1 Data Description

This chapter described the data of students' difficulties in vocabulary mastery at the tenth grade students of State Senior High School 10 Pekanbaru. The students' mastery in vocabulary was measured by using a test. It used multiple choices to find out the difficulties in vocabulary mastery. The indicators of students' difficulties in vocabulary mastery English were Noun, Verb, and Adjective. There were 18 items which are indicated mastery based on the vocabulary items from students' answer of the tenth grade students of State Senior High School 10 Pekanbaru.

Table IV.1
Students' Recapitulation Score in Vocabulary Mastery

Range	Number of Students	Level
90-100	12	Excellent (Student is able to define all of the words to their definitions)
80-89	8	Good (Student is able to define most of the words to their definitions)
75-79	2	Fair (Student is able to define some of the words to their definitions)
0-74	10	Poor (Student is able to define only a few words to their definitions)
Total	32	

Source: Vocabulary Assesment (match words to definition) by Leigh Ille

According to the data in the table above, 12 students fulfilled the very good score criterion, 8 students complied the good score criterion, 2 students achieved enough score criterion, 7 students reached the poor score criterion, and 3 students fulfilled the very poor score criterion out of the 32 students who participated.

Table IV.2
Students' Mastery in Vocabulary

No	Student	Aspects of Mastery Vocabulary			Total Mastery
		Noun	Verb	Adjective	
1	MA	6	5	5	16
2	BDP	4	4	4	12
3	PAD	4	2	4	10
4	FZB	6	6	6	18
5	MS	3	2	3	8
6	EM	4	5	5	14
7	VEY	4	4	5	13
8	SF	3	4	6	13
9	BSA	6	5	6	17
10	RK	1	2	4	7
11	DPS	6	6	5	17
12	WO	5	6	5	16
13	SW	5	4	6	15
14	TWS	6	5	6	17
15	NAR	5	6	5	16
16	NNI	6	6	6	18
17	DA	5	6	5	16
18	AMA	6	3	5	14
19	DN	6	5	6	17
20	FI	4	3	4	11
21	ESR	3	1	3	7
22	MY	5	4	6	15
23	RNP	6	6	5	17
24	R	6	6	6	18
25	MAM	6	5	6	17
26	ADF	5	2	5	12
27	CT	6	6	6	18
28	MFT	6	6	6	18
29	LR	5	5	6	16
30	SDS	5	3	5	13
31	M	6	6	3	15
32	ZAH	6	4	5	15
Total		160	143	163	466

The table above, it was found that the students who were right in answering the questions about noun was 160, verb was 143, and adjective was 163. It can be concluded that the highest mastery was adjective, and the lowest mastery was verb.

1. The Students' Mastery Vocabulary in Noun

Table IV.3
The Students' Mastery Vocabulary in Noun

No	Number of Question	Frequency	Number of Students
1	1	25	32
2	5	31	32
3	6	26	32
4	13	19	32
5	17	30	32
6	18	29	32
Total		160	

The table above, it was found there were 25 students who were right in answering item no 1, 31 students who were right in answering item no 5, 26 students who were right in answering item no 6, 19 students who were right in answering item no 13, 30 students who were right in answering item no 17, and 29 students who were right in answering item no 20. So, the total of mastery made by the students in vocabulary to noun was 160.

2. The Students' Mastery Vocabulary in Verb

Table IV.4
The Students' Mastery Vocabulary in Verb

No	Number of Question	Frequency	Number of Students
1	3	32	32
2	4	24	32
3	7	24	32
4	9	23	32
5	12	23	32
6	15	17	32
Total		143	

The table above, it was found there were 32 students who were right in answering item no 3, 24 students who were in answering item no 4, 24 students who were in answering item no 7, 23 students who were in answering item no 9, 23 students who were in answering item no 12, and 17 students who were wrong in answering item no 15. So, the total of difficulties made by the students in vocabulary to verb was 143.

3. The Students' Mastery Vocabulary in Adjective

Table IV.5
The Students' Mastery Vocabulary in Adjective

No	Number of Question	Frequency	Number of Students
1	2	31	32
2	8	29	32
3	10	16	32
4	11	29	32
5	14	27	32
6	16	31	32
Total		163	

The table above, it was found there were 31 students who were in answering item no 2, 29 students who were in answering item no 8, 16 students who were in answering item no 10, 29 students who were in answering item no 11, 27 students who were in answering item no 14, and 14 students who were in answering item no 16. So, the total of mastery made by the students in vocabulary to adjective was 163.

4.2 Data Analysis

The following information presents about data interpretation. To know the result of the test, the researcher made table of students score (see Appendix 1). The data were collected by giving tests to the students. During the test, the students got 20 minutes to complete 18 vocabulary mastery test.

1. The Students' Mastery Vocabulary in Noun

Table IV.6
Data Analysis for Students' Mastery Vocabulary in Noun

No	Number of Question	Questions	F	N
1	1	(time): They have a lot of time.	25	32
2	5	(shoe): Where is your other shoe?	31	32
3	6	(test): We have a test in the morning.	26	32
4	13	(result): They were waiting for the results.	19	32
5	17	(soldier): He is a soldier.	30	32
6	18	(rope): He found a rope.	29	32
			160	

Based on the table above, it was obtained the highest right in answering question about “(shoe): Where is your other shoe?”, most of the students answered option D “the thing you wear on your foot” with 31 students. And for the lowest right in answering question about “(result): They were waiting for the results.” with 19 students. The percentage of this result is 83.33%

2. The Students’ Mastery Vocabulary in Verb

Table IV.4
The Students’ Mastery Vocabulary in Verb

No	Number of Question	Questions	F	N
1	3	(drive): She drives fast.	32	32
2	4	(jump): She tried to jump.	24	32
3	7	(cross): Don't cross.	24	32
4	9	(cause): He caused the problem.	23	32
5	12	(handle): I can't handle it.	23	32
6	15	(maintain): Can they maintain it?	17	32
			143	

Based on the table above, it was obtained the highest right in answering question about (drive): She drives fast.”, all of the students answered option D “uses a car” with 32 students. And for the lowest right in answering question about (maintain): Can they maintain it?.” With 17 students. The percentage of this result is 74.47%

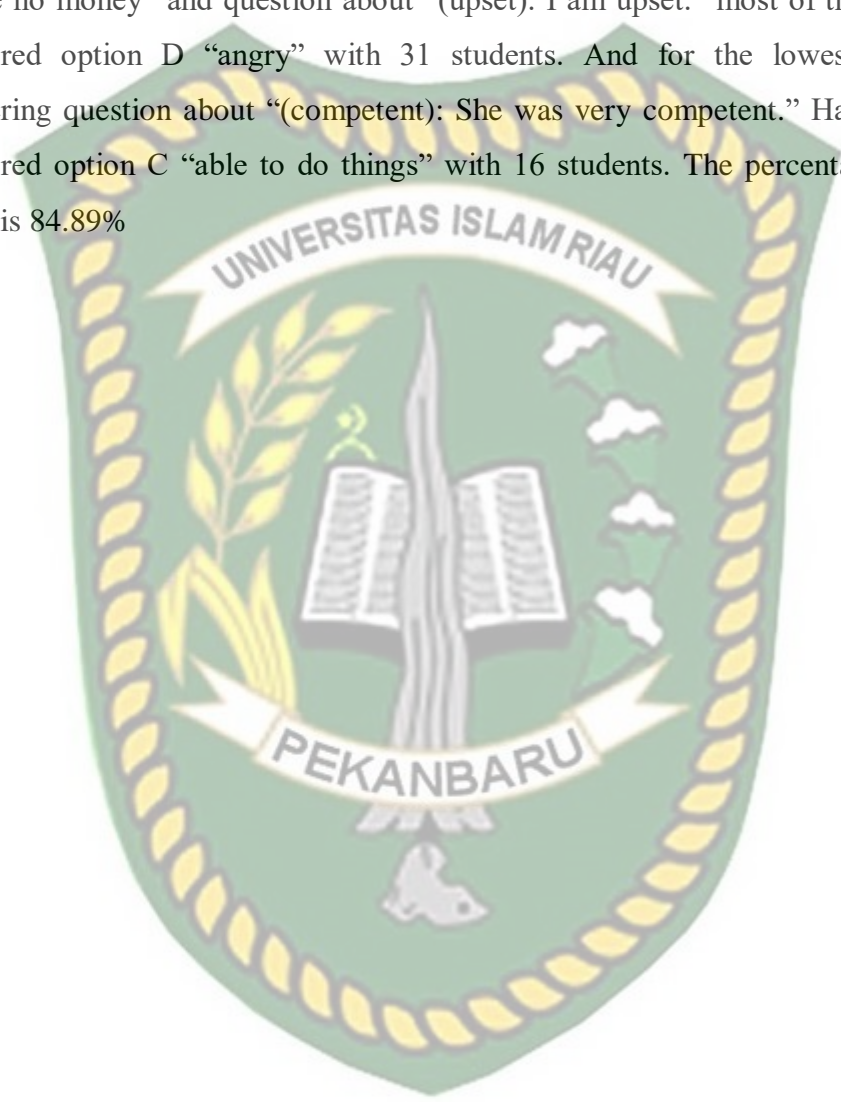
3. The Students’ Mastery Vocabulary in Adjective

Table IV.3
The Students’ Mastery Vocabulary in Adjective

No	Number of Questions	Questions	F	N
1	2	(poor): We are poor.	31	32
2	8	(actual): The actual one is larger.	29	32
3	10	(competent): She was very competent.	16	32
4	11	(pro): He's a pro.	29	32

5	14	(round): It is round.	27	32
6	16	(upset): I am upset.	31	32
			163	

Based on the table above, it was obtained the highest right in answering question about “(poor): We are poor.” most of the students answered option A “have no money” and question about “(upset): I am upset.” most of the students answered option D “angry” with 31 students. And for the lowest right in answering question about “(competent): She was very competent.” Half of them answered option C “able to do things” with 16 students. The percentage of this result is 84.89%



CHAPTER V

CONCLUSION AND SUGGESTION

The researcher presents the findings and recommendations from the study in this chapter. The researcher reached the study's conclusion based on the findings and discussion of the information gained to answer the research questions. A list of recommendations is provided to students, English teachers, and potential future researchers.

5.1 Conclusion

Based on the data obtained explanation in the previous chapter, the conclusions from this study were taken based on the result of related research to answer the research question in this study. For the final result of the vocabulary test, 12 students are at a very good level, 8 students are at a good level, two students are in enough level, 7 students are in a poor level, and 3 students are at a very poor level. Furthermore, from the results of this study, it was found that the the students' problem in mastering vocabulary is in verb with 143 (74.47%), followed by noun with 160 (83.33%), and adjective is the students' mastering vocabulary the most with 163 (84.49%).

5.2 Suggestion

The researcher makes several suggestions based on the findings in this section. The researchers would like to give suggestions as follows:

5.2.1 For the Student

The researchers suggested that students review the lessons and build on their previous vocabulary knowledge. The more important day for the cable area that students acquire, the more prophecy they are in their native tongue.

5.2.2 For English Teacher

It is suggested that teachers must be prepared and ineffective in their approach to learning vocabulary with the pain. Build an interactive interaction between the teachers and students in the teaching and learning process.

5.2.3 For Future Researcher

The researcher hopes that future researcher can use this research as one of the references when attempting to obtain information about student vocabulary mastery analysis.



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