

**A STUDY ON VOCABULARY MASTERY OF THE SECOND YEAR
STUDENTS AT SMPN 4 BANGUN SARI KAMPAR KIRI HILIR**

A THESIS



SITI HAJAR
NPM. 126311647

Perpustakaan Universitas Islam Riau

Dokumen ini adalah Arsip Miik :

**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
2019**

**A STUDY ON VOCABULARY MASTERY OF THE SECOND YEAR
STUDENTS AT SMPN 4 BANGUN SARI KAMPAR KIRI HILIR**

A THESIS

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

SITI HAJAR
NPM. 126311647

**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
2019**

THESIS

A STUDY ON VOCABULARY MASTERY OF THE SECOND YEAR
STUDENTS AT SMPN 4 BANGUN SARI KAMPAR KIRI HILIR

Name : Siti Hajar
Index Number : 126311647
Study Program : English Education
Faculty : Teacher Training and Education

THE CANDIDATE HAS BEEN EXAMINED
Thursday, 07th February 2019
THE EXAMINERS COMMITTEE

Head Advisor



Johari Airizal, S.Pd., M.Ed
NIDN. 1013106701

Examiners

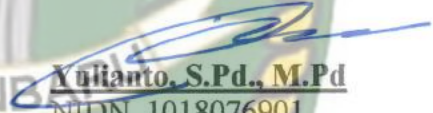


Dr. Sri Yuliani, M.Pd
NIDN. 1020077102

Vice Advisor



Estika Satriani, S.Pd., M.Pd
NIDN. 1010117003



Yulianto, S.Pd., M.Pd
NIDN. 1018076901

Witness



Fauzul Etfita, S.Pd., M.Pd
NIDN.



Sitti Hadijah, S.Pd., M.Pd
NIDN. 1020048803

This thesis is submitted in partial fulfillment of the requirements for the Degree of Sarjana of Education at Islamic University of Riau.

Pekanbaru, 20th February 2019

The Vice Dean of Academic



Dr. Sri Annah, M.Si

NIP. 197010071998032002

NIDN. 0007107005

THESIS APPROVAL

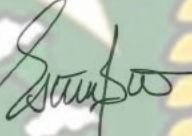
A STUDY ON VOCABULARY MASTERY OF THE SECOND YEAR
STUDENTS AT SMPN 4 BANGUN SARI KAMPAR KIRI HILIR

Name : Siti Hajar
Index Number : 126311647
Study Program : English Education
Faculty : Teacher Training and Education

Head Advisor

Vice Advisor


Johari Afrizal, S.Pd., M.Ed
NIDN. 1013106701


Estika Satriani, S.Pd., M.Pd
NIDN. 1010117003

Head of English Language Education


Miranti Eka Putri, S.Pd., M.Ed
NIDN. 1005068201

The thesis is submitted in partial fulfillment of the requirements for the Degree of Sarjana of Education at Islamic University of Riau.

Pekanbaru, 20th February 2019

The Vice Dean of Academic


Dr. Sri Amnah, M.Si

NIDN. 197010071998032002

NIDN. 0007107005



THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to:

Name : SITI HAJAR
Index Number : 126311647
Study Program : English Language Education
Faculty : Teacher Training and Education
Vice Advisor : Johari Afrizal, S.Pd., M.Ed
Title : A Study on Vocabulary Mastery of the Second Year Students at SMPN 4 Bangun Sari Kampar Kiri Hilir

No.	Date	Guidance Agenda	Signature
1	February 23 th 2018	Revised background of chapter II	
2	March 15 th 2018	Revised theories of chapter II	
3	March 27 th 2018	Revised design of research chapter III	
4	April 03 th 2018	Revised blue print test chapter III	
5	July 02 nd 2018	Accepted to join seminar	
6	September 17 th 2018	Approved to join seminar	
7	October 03 rd 2018	Accepted to collect data	
8	December 20 th 2018	Collected data	
9	January 05 th 2019	Revised data presentation chapter IV	
10	January 11 th 2019	Approved to join comprehensive thesis	
11	February 07 th 2019	Did thesis examination	

Pekanbaru, 20th February 2019

The Vice Dean of Academic



Dr. Sri Annah, M.Si









NIP. 197010071998032002

NIDN. 0007107005

THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to:

Name : SITI HAJAR
Index Number : 126311647
Study Program : English Language Education
Faculty : Teacher Training and Education
Vice Advisor : Estika Satriani, S.Pd., M.Pd
Title : A Study on Vocabulary Mastery at the Second Year Students of SMPN 4 Bangun Sari Kampar Kiri Hilir

No.	Date	Guidance Agenda	Signature
1	July 06 th 2018	Revised literature of chapter II	
2	July 27 th 2018	Revised tenses of chapter III	
3	August 06 th 2018	Revised numbering of thesis	
4	August 20 th 2018	Revised instrument of the research	
5	September 02 nd 2018	Accepted to join seminar	
6	September 17 th 2018	Approved to join seminar	
7	October 03 rd 2018	Accepted to collect data	
8	December 20 th 2018	Collected data	
9	January 22 th 2019	Revised appendices	
10	January 25 th 2019	Approved to join comprehensive thesis	
11	February 07 th 2019	Did thesis examination	

Pekanbaru, 20th February 2019

The Vice Dean of Academic



Dr. Sri Amnah, M.Si

NIP. 197010071998032002

NIDN. 0007107005

LETTER OF NOTICE

The head advisor and vice advisor here by notice that:

Name : SITI HAJAR
Index Number : 126311647
Study Program : English Language Education
Faculty : Teacher Training and Education
Head Advisor : Johari Afrizal, S.Pd., M.Ed
Vice Advisor : Estika Satriani, S.Pd., M.Pd

Has completely written a thesis which entitled:

**A Study on Vocabulary Mastery of the Second Year Students at SMPN 4 Bangun Sari
Kampar Kiri Hilir**

It has been examined. This letter is made to be used, as it is needed.

Pekanbaru, February 20th 2019

Head Advisor



Johari Afrizal, S.Pd., M.Ed
NIDN. 1013106701

Vice Advisor



Estika Satriani, S.Pd., M.Pd
NIDN. 1010117003



DECLARATION

Name : SITI HAJAR
Student Number : 126311647
Place/ Date of Birth : Singawek, 22 mei 1994
Study Program : English Education
Faculty : Teacher Training and Education

I admit that this thesis writing purely derived from my own ideas, except some theories which have adopted or taken from various sources included in "References". Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, 7 February 2019

The Writer,

SITI HAJAR

NPM : 126311647



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat: Jln. Kaharuddin Nasution No. 113 Perhentian Marpoyan Pekanbaru – Provinsi Riau, Kode Pos 28284

Nomor : **Registrasi Pendaftaran Proposal/Skripsi di Prodi**
1910 / 631 / 2016

Perihal : Penunjukan Dosen Pembimbing Utama/Pembimbing Pendamping Proposal/Skripsi Mahasiswa

Kepada Yth.
Wakil Dekan Bidang Akademik
FKIP Universitas Islam Riau
Di Pekanbaru

Assallammualaikum ww. wb.

Dengan Hormat, bersama ini kami usulkan permohonan penunjukan Dosen Pembimbing Utama dan Dosen Pembimbing Pendamping atas nama:

Nama Mahasiswa	: SITI HAJAR
NPM	: 126311647
Judul Proposal Penelitian (Tentatif)	: IMPROVING STUDENTS VOCABULARY MASTERY BY USING WORD SEARCH HANGAROO GAME OF JUNIOR HIGH SCHOOL AT MTS DARULWASIAH SIMALINGANG

Kami mengusulkan calon Dosen Pembimbing Utama dan Dosen Pembimbing Pendamping atas nama Mahasiswa tersebut adalah:

Alternatif Pilihan 1	Dosen Pembimbing Utama	Johari Afrizal, S.Pd, M.Ed
	Dosen Pembimbing Pendamping	Esther Sabrani, S.Pd, M.Pd
Alternatif Pilihan 2	Dosen Pembimbing Utama	Uluranti Eka Putri, S.Pd, M.Ed
	Dosen Pembimbing Pendamping	Armiyuni Ahmad, S.Pd, M.Pd
Alternatif Revisi (hanya diisi oleh Wadek Akademik)	Dosen Pembimbing Utama	
	Dosen Pembimbing Pendamping	

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenanan diucapkan terima kasih.

Pekanbaru, 14 / 11 / 2016

Wassalam,

Ketua Program Studi



Johari Afrizal, S.Pd., M.Ed.
NPK. 091102363

Perpustakaan Universitas Islam Riau

Dokumen ini adalah Arsip Mhik

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini :

Nama : SITI HAJAR
NPM/NIM : 120311647
Lembaga Pendidikan : FKIP Bahasa Inggris
Lembaga Penelitian : SMPN 4 Bangun Sari
Alamat : Jl. April Marpohan Damai
No. Handphone : 0823 8434 2203

Dengan ini saya menyatakan bahwa akan mematuhi dan tidak melanggar ketentuan peraturan perundang-undangan yang berlaku dan berkaitan dengan penertiban rekomendasi Riset/Penelitian dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu (PTSP) Provinsi Riau.

Demikian surat pernyataan ini saya buat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 23 Oktober 2018

Yang membuat pernyataan,



(SITI HAJAR)



UNIVERSITAS ISLAM RIAU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الجامعة الإسلامية الريفية

Alamat: Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 28284
Telp. +62 761 674674 Fax. +62761 674834 Email:edufac.fkip@uir.ac.id Website: www.uir.ac.id

Pekanbaru, 20 Oktober 2018

Nomor : 1723 /E-UIR/27-FKIP/2018

Hal : *Izin Research*

Kepada Yth. Bapak Kepala Dinas Penanaman Modal
Dan Pelayanan Terpadu Satu Pintu (PTSP) Provinsi Riau

Di –

Pekanbaru

Assalamu' alaikum Wr, Wbr.

Bersama ini datang menghadap Bapak/Ibu Mahasiswa Fakultas Keguruan dan Ilmu
Pendidikan Universitas Islam Riau:

Nama : **SITI HAJAR**
Nomor Pokok Mhs : 12 631 1647
Fakultas : Keguruan Dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Satu (S.I)

Untuk meminta izin melakukan penelitian dengan judul **"A Study On Vocabulary Mastery
At The Second Year Students Of SMPN 4 Bangun Sari Kampar Kiri Hilir."**

Untuk kepentingan itu, kami berharap agar Bapak/Ibu berkenan memberikan Rekomendasi
izin kepada mahasiswa yang bersangkutan.

Atas perhatian Bapak/Ibu kami mengucapkan terima kasih.

Wassalam
An. Dekan

Dr. Sri Amnah, S.Pd., M.Si

NPK 1970 10071 998 0320

NIDN. 0007 107 005

Sertifikasi Pendidik : 13110100601134

Penata. Ilc / Lektor

Perpustakaan
Universitas Islam Riau

Dokumen ini adalah Arsip Miitik :



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISET/14850
TENTANG



182010

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau, Nomor : 1723/E-UIR/27-Fkip/2018 Tanggal 20 Oktober 2018**, dengan ini memberikan rekomendasi kepada:

1. Nama : **SITI HAJAR**
2. NIM / KTP : 126311647
3. Program Studi : **PENDIDIKAN BAHASA INGGRIS**
4. Jenjang : **S1**
5. Alamat : **JL.APRIL MARPOYAN DAMAI**
6. Judul Penelitian : **A Study on Vocabulary mastery at the second year students of SMPN 4 BANGUN SARI KAMPAR KIRI HILIR**
7. Lokasi Penelitian : **SMPN 4 BANGUN SARI KAMPAR KIRI HILIR**

Dengan Ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru
Pada Tanggal : 23 Oktober 2018



Ditandatangani Secara Elektronik Oleh:
**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**

EVAREFITA, SE, M.Si
Pembina Utama Muda
NIP. 19720628 199703 2 004

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kampar
Up. Kepala Kantor Kesatuan Bangsa dan Politik di Bangkinang
3. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau di Pekanbaru
4. Yang Bersangkutan



PEMERINTAH KABUPATEN KAMPAR
 DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA
 SMP NEGERI 4 KAMPAR KIRI HILIR
 KECAMATAN KAMPAR KIRI HILIR

Alamat : Desa Bangun sari

Kode Pos : 28471



SURAT KETERANGAN RISET
 Nomor : 41123.2 /SMPN4KKH/ 2018

Yang bertanda tangan dibawah ini kepala Sekolah Menengah Pertama (SMP) Negeri 4 Bangun Sari
 Kampar Kiri Hilir dengan ini menerangkan bahwa:

Nama : SITI HAJAR
 NPM : 126311647
 Mahasiswa : FKIP UIR
 Jurusan : Pendidikan Bahasa Inggris
 Judul Penelitian : "A Study On Vocabulary Mastery At The Second Year Students Of
 SMPN 4 Bangun Sari Kampar Kiri Hilir"

Telah melaksanakan penelitian di SMP Negeri 4 Bangun Sari Kampar Kiri Hilir. Demikian surat
 keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Bangun Sari, 5 Desember 2018
 Kepala Sekolah

 Dis. ASP. JUNAIDI
 NIP. 19650601 199203 1 005

Perpustakaan Universitas Islam Riau
 Dokumen ini adalah Arsip Milik

SURAT KEPUTUSAN
DEKAN FKIP UNIVERSITAS ISLAM RIAU

NOMOR: 1727 /FKIP-UIR/Kpts/2018

TENTANG: PENUNJUKAN PEMBIMBING UTAMA DAN PEMBIMBING PENDAMPING
PENULISAN SKRIPSI MAHASISWA FKIP UNIVERSITAS ISLAM RIAU

Menimbang :

1. Bahwa untuk membantu mahasiswa dalam menyusun skripsi, maka perlu ditunjuk Pembimbing Utama dan Pembimbing Pendamping yang akan memberikan bimbingan sepenuhnya terhadap mahasiswa tersebut
2. Bahwa Saudara-saudara yang tersebut namanya tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk membimbing skripsi mahasiswa, maka untuk itu perlu ditetapkan dengan Surat Keputusan Dekan.

Mengingat :

1. Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional
2. Undang-Undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi
3. Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan
4. Surat Keputusan Menteri Pendidikan Nasional;
 - a. Nomor 339/U/1994 Tentang Ketentuan Pokok Penyelenggaraan Perguruan Tinggi
 - b. Nomor 224/U/1995 Tentang Badan Akreditasi Nasional Perguruan Tinggi
 - c. Nomor 232/U/2000 Tentang Pedoman Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa
 - d. Nomor 124/U/2001 Tentang Pedoman Pengawasan, Pengendalian dan Pembinaan Program Studi di Perguruan Tinggi
 - e. Nomor 045/U/2002 Tentang Kurikulum Inti Pendidikan Tinggi
1. Surat Keputusan Pimpinan YLPI Daerah Riau Nomor 66/Kep/YLPI-II/1976 Tentang Peraturan Dasar Universitas Islam Riau
2. Surat Keputusan Rektor Universitas Islam Riau Nomor Tentang Pengangkatan Dekan FKIP Universitas Islam Riau

MEMUTUSKAN

Menetapkan :

1. Menunjuk nama-nama tersebut di bawah ini sebagai Pembimbing skripsi

No	Nama	Pangkat dan Golongan	Pembimbing
1	Johari Afrizal, S.Pd., M.Ed	Lektor/Penata/ III/c	Pembimbing Utama
2	Estika Satriani, S.Pd., M.Pd	Asisten Ahli/Penata Muda Tk I/ III/b	Pembimbing Pendamping

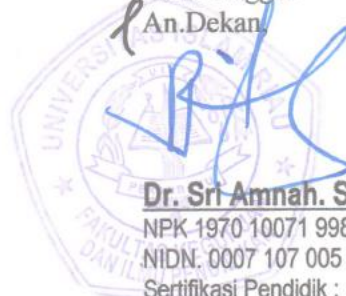
Nama Mahasiswa	: SITI HAJAR
N I M	: 12 631 1647
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: "A Study On Vocabulary Mastery At The Second Year Students Of SMPN 4 Bangun Sari Kampar Kiri Hilir."

2. Tugas-tugas Pembimbing berpedoman pada ketentuan yang berlaku
3. Dalam melaksanakan bimbingan, pembimbing supaya memperhatikan usul dan saran seminar proposal
4. Kepada Saudara yang namanya tercantum dalam lampiran Surat Keputusan ini diberi honorarium sesuai dengan ketentuan yang berlaku di Universitas Islam Riau.
5. Surat Keputusan ini mulai berlaku sejak surat keputusan ini diterbitkan, dengan ketentuan apabila terdapat kekeliruan akan diadakan perbaikan kembali.

Kutipan: Disampaikan pada yang bersangkutan untuk dapat dilaksanakan sebaik-baiknya.

Ditetapkan : di Pekanbaru
Pada Tanggal : 20 Oktober 2018

An. Dekan



Dr. Sri Amnah, S.Pd., M.Si

NPK 1970 10071 998 0320

NIDN. 0007 107 005

Sertifikasi Pendidik : 13110100601134

Penata. IIIc / Lektor

Tembusan : Disampaikan Kepada Yth:

1. Rektor Universitas Islam Riau di Pekanbaru
2. Kepala Biro Keuangan Universitas Islam Riau di Pekanbaru



UNIVERSITAS ISLAM RIAU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الجامعة الإسلامية الريفية

Alamat: Jalan Kahrudin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 28284
Telp. +62 761 674674 Fax. +62761 674834 Email: edufac.fkip@uir.ac.id Website: www.uir.ac.id

BERITA ACARA MEJA HIJAU / SKRIPSI DAN YUDICIUM

Berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau Tanggal 7 bulan Februari Tahun 2019 Nomor : 346 /Kpts/2019, maka pada hari Kamis Tanggal 7 bulan Februari tahun 2019 telah diselenggarakan Ujian Skripsi dan Yudicium atas nama mahasiswa berikut ini:

- | | |
|---------------------|---|
| 1. Nama | : Siti Hajar |
| 2. Nomor Pokok Mhs | : 12 631 1647 |
| 3. Program Study | : Pendidikan Bahasa Inggris |
| 4. Judul Skripsi | : A Study on Vocabulary Mastery of the Second Year Students at SMPN 4 Bangun Sari Kampar Kiri Hilir |
| Tanggal Ujian | : 7 Februari 2019 |
| Tempat Ujian | : Ruang Sidang FKIP – UIR |
| Nilai Ujian Skripsi | : 83,25 (A-) |
| Prediket Kelulusan | : _____ |
| Keterangan Lain | : Ujian berjalan aman dan tertib |

Ketua

(Johari Afrizal, S.Pd., M.Ed.)

Sekretaris

(Estika Satriani, S.Pd., M.Pd.)

Dosen Penguji :

1. Johari Afrizal, S.Pd., M.Ed.
2. Estika Satriani, S.Pd., M.Pd.
3. Dr. Sri Yuliani, M.Pd.
4. Yulianto, S.Pd., M.Pd.
5. Fauzul Etfita, S.Pd., M.Pd.
6. Sitti Hadijah, S.Pd., M.Pd.

Pekanbaru, 7 Februari 2019

Dekan

Drs. Alzaber, M.Si

NIP. 19591204.1989101001

NIDN : 0004125903




UNIVERSITAS ISLAM RIAU

Jl. kaharuddin Nasution No. 113 Perhentian Marpoyan Telp (0761) 72126 - 674884, Fax (0761) 674834 Pekanbaru - Riau, 28284

DAFTAR PRESTASI AKADEMIK MAHASISWA

Nama : SITI HAJAR
 Tempat/Tgl.Lahir : SENGAWEK / 22 Mei 1994
 NPM : 126311647
 Fakultas : Fakultas Keguruan Dan Ilmu Pendidikan
 Program Studi : Pendidikan Bahasa Inggris
 Jenjang Pendidikan : Strata Satu (S.1)

KODE MK	MATA KULIAH	NILAI	AM	K	KM
BS12005	BAHASA INDONESIA <i>INDONESIAN LANGUAGE</i>	B	3	2	6
IG13002	GRAMMAR/ STRUCTURE I (ELEMENTARY) <i>GRAMMAR/ STRUCTURE I (ELEMENTARY)</i>	B	3	3	9
IG 13005	LISTENING COMPREHENSION <i>LISTENING COMPREHENSION</i>	C	2	3	6
BS12001	PENDIDIKAN AGAMA ISLAM <i>ISLAMIC EDUCATION</i>	B	3	2	6
BS12007	PENDIDIKAN PANCASILA <i>PANCASILA EDUCATION</i>	B	3	2	6
FK 12001	PENGANTAR PENDIDIKAN <i>INTRODUCTION TO EDUCATION</i>	A	4	3	12
IG 53042	PERENCANAAN PENGAJARAN BAHASA INGGRIS <i>PLANNING OF TEACHING ENGLISH</i>	B	3	2	6
IG 13001	PRONUNCIATION PRACTICE <i>PRONUNCIATION PRACTICE</i>	B	3	3	9
IG 13004	READING I (READING SKILLS) <i>READING I (READING SKILLS)</i>	A-	3.67	3	11.01
IG 13003	SPEAKING I (GENERAL COMMUNICATION) <i>SPEAKING I (GENERAL COMMUNICATION)</i>	A	4	3	12
IG 53042	TELAAH KURIKULUM B. INGGRES SMTA <i>STUDY ON ENGLISH CURRICULUM FOR SMTA</i>	B	3	3	9
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BS22002	AL ISLAM <i>AL ISLAM</i>	C	2	2	4
IG22009	EXTENSIVE READING <i>EXTENSIVE READING</i>	A	4	3	12
IG 23007	GRAMMAR II (INTERMEDIATE) <i>GRAMMAR II (INTERMEDIATE)</i>	B	3	3	9
FK42008	PERKEMBANGAN PESERTA DIDIK <i>DEVELOPMENT OF LEARNERS</i>	B	3	2	6
IG 22056	SCIENTIFIC DISCUSSION <i>SCIENTIFIC DISCUSSION</i>	A	4	2	8
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IG 23010	ACADEMIC LISTENING <i>ACADEMIC LISTENING</i>	B	3	3	9
IG 52053	DICTATION <i>DICTATTON</i>	B	3	2	6
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IG32017	ENGLISH PHONOLOGY <i>ENGLISH PHONOLOGY</i>	C	2	3	6
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ESSAY WRITING					
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INGN23121	SCIENTIFIC DEBATE SCIENTIFIC DEBATE	B	3	2	6
IG 43023	SCIENTIFIC WRITING SCIENTIFIC WRITING	B	3	3	9
IG 52041	TEKNOLOGI INFORMASI DAN KOMUNIKASI INFORMATION COMMUNICATION TECHNOLOGY	B	3	2	6
BS42010	PROFESI KEPENDIDIKAN EDUCATIONAL PROFESSION	A	4	4	16
IG23012	BELAJAR DAN PEMBELAJARAN TEACHING AND LEARNING ENGLISH	A	4	4	16
INGN23128	BUSSINESS LETTER BUSSINESS LETTER	B	3	2	6
IG 52033	ENGLISH FOR YOUNG LEARNERS ENGLISH FOR YOUNG LEARNERS	B	3	2	6
IG 63047	ENGLISH INDONESIAN TRASLATION ENGLISH INDONESIAN TRANSLATION	B	3	2	6
IG 42026	ENGLISH SYNTAX ENGLISH SYNTAX	B	3	2	6
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BS52011	FILSAFAT PENDIDIKAN ISLAM PHILOSOPHY OF ISLAMIC EDUCATION	C	2	2	4
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PBMN54108	PROGRAM PENGALAMAN LAPANGAN EDUCATIONAL FIELD AND PRACTICE	A	4	4	16
IG 72051	SEMINAR ON LANGUAGE TEACH SEMINAR ON LANGUAGE TEACH	B+	3.33	3	9.99
BS86016	THESIS THESIS	A-	3.67	6	22.02
		Jumlah		152	480.36
		IPK		3.16	



Pekanbaru, 06 Maret 2019
Kepala BAAK,

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Dokumen ini adalah Arsip Miik :
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ABSTRAK

Siti Hajar, (2019): Studi Pemahaman Kosakata Siswa Kelas II SMPN 4 Bangun Sari Kampar Kiri Hilir.

Tujuan penelitian ini adalah untuk mengetahui pemahaman kosakata siswa kelas II SMPN 4 Bangun Sari Kampar Kiri Hilir.

Desain penelitian ini adalah penelitian deskriptif kuantitatif. Jenis penelitian ini didasarkan pada pengumpulan data yang didasarkan pada fakta maupun fenomena yang menjadi objek untuk diteliti dengan mengkombinasikan hubungan antara faktor yang terdapat didalamnya, dan diinterpretasikan berdasarkan teori dan literatur yang berhubungan. Instrumen penelitian ini terdiri dari 20 pertanyaan yang telah diisi oleh 32 siswa.

Hasil penelitian menyimpulkan pemahaman kosakata siswa secara keseluruhan mendapatkan skor 59,69 dikategorikan “cukup”. Siswa mendapatkan skor 86,88 dikategorikan “sangat baik” pada komponen kata benda. Siswa mendapatkan skor 58,13 dikategorikan “buruk” pada komponen kata sifat. Siswa mendapatkan skor 46,25 dikategorikan “buruk” pada komponen kata keterangan. Siswa mendapatkan skor 47,50 dikategorikan “buruk” pada komponen kata kerja. Hal ini berarti siswa masih belum memahami kata sifat dan kata kerja karena rendahnya jumlah jawaban siswa yang benar yang mempengaruhi pemahaman kosakatanya secara keseluruhan.

Kata Kunci : Pemahaman Vocabulary, Kata Benda, Kata Sifat, Kata Keterangan, Kata Kerja

ABSTRACT

Siti Hajar, (2019): A Study on Vocabulary Mastery at the Second Year Students of SMPN 4 Bangun Sari Kampar Kiri Hilir.

The objective in this research is to find out vocabulary mastery of the second year students at SMPN 4 Bangun Sari Kampar Kiri Hilir.

The design of this research was descriptive quantitative research. This is a kind of research a form of research based on data collected during the study systematically the facts and the properties of the object studied by combining the relationship between variables involved in it, then interpreted based on the theories and related literature. Research instrument consisted of 20 question has been filled by 32 students.

The research concluded students' vocabulary mastery score was 59,69 categorized "fair". Students got score 86,88 categorized "very good" level in noun component. Students got score 58,13 categorized "poor" level in adjective component. Students got score 46,25 categorized "poor" level in adverb component. Students got score 47,50 categorized "poor" level in verb component. It is mean students still do not understand adverb and verb because of the lack of correct answers that can be influenced their vocabulary mastery.

Key word: Vocabulary Mastery, Noun, Adjective, Adverb, Verb

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The Researcher

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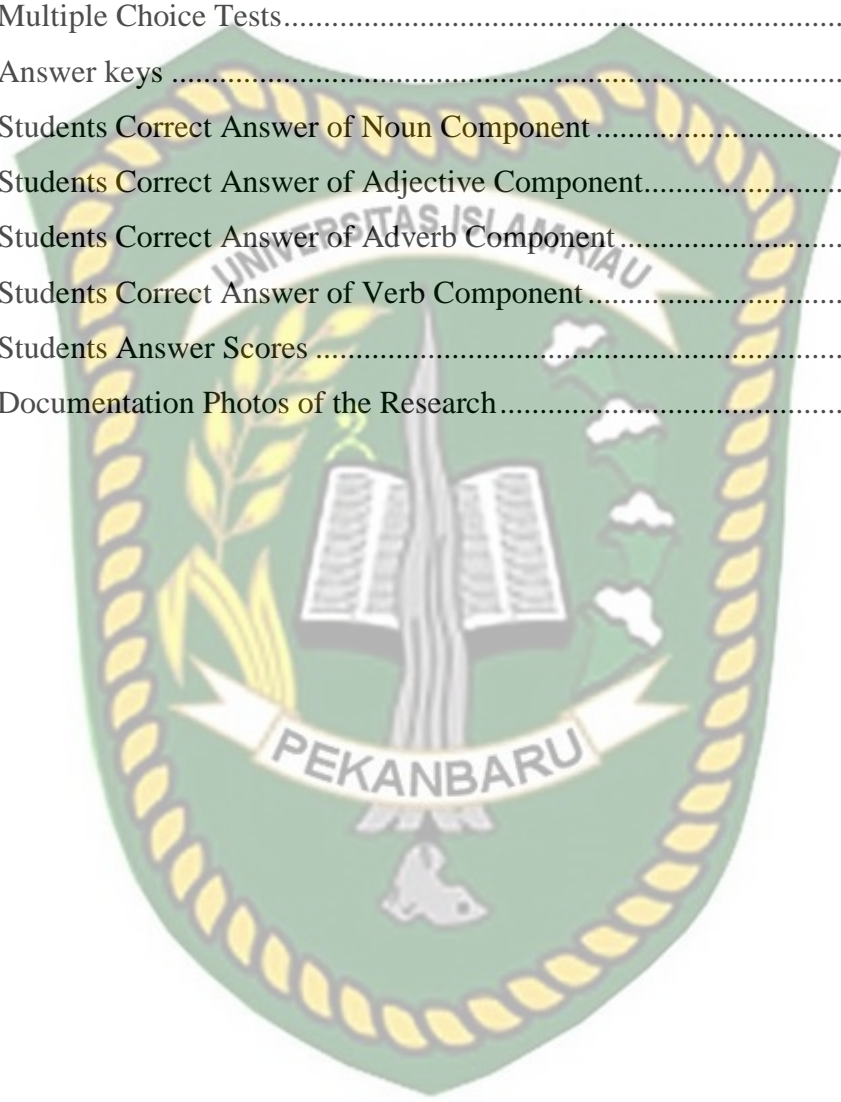
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language based on the system of structure, pronunciation and vocabulary. English teaching involves of four language skills, they are Listening, Speaking, Reading and Writing. Moreover, there are language component pronunciation, grammar and vocabulary. Vocabulary is one of the components of language.

Vocabulary is the important element in learning English; it is the first step for the students if they want to achieve their goal in learning English skill. Vocabulary is an essential part of language and always be first thing to learn a language. It considered basic, either written or spoken. In schools, the students are introduced and taught English like other important subject as one of compulsory subjects. However, English is still regarded as a difficult subject and a difficult language to be mastered by the students.

Vocabulary mastery is one of the most important things to make our communication be fluent. Brown (1994:87) states that “the larger the vocabulary size one has, the better one’s performance in all aspect of English language work will be”. The exact choice of word and appropriate word are helpful to have a good communication in language. One of component that links the listening,

speaking, reading is vocabulary. If the students have limited vocabulary, it means that they will find difficulties in understanding English.

Based on the researcher experience when she though the studies on the second year students at SMPN 4 Bangun Sari Kampar Kiri Hilir. The researcher found some problem in the class, it was caused by: Firstly, the students' was difficult to find out the vocabulary meaning. It happened because student did not understand how to find out the word meaning in the dictionary, and they will difficult to found alphabet. Secondly, students' cannot use the meaning of word. It can be seen from the students score at the last semester, there are still many student scores under 75 point (KKM). Third, the students felt bored when learning about vocabulary.

Some students at SMPN 4 Bangun Sari Kampar Kiri Hilir still need to learn more vocabulary. They still make wrong to write some vocabulary, they did not know about the spelling and they also make wrong pronounce the word. They felt it was difficult to memorize English word because word in English quite different with Indonesian words. In teaching learning process most of the students are passives. They do not participate in learning activities. When the teacher explain and ask something, they are not interest in following the learning process. They also talk to each other and do not listen to the teachers' explanation.

Based on the phenomenon above, the writer is interested in concluding a research entitle "A Study on Vocabulary Mastery of the Second Year Students at SMPN 4 Bangun Sari Kampar Kiri Hilir".

1.2 Identification of the problem

Many problem appear when teaching and learning process in the classroom. As mentioned above, there are some factors that cause the students have problems in mastery of vocabulary.

The first factor is students' was difficult to find out the vocabulary meaning. It happened because student did not understand how to find out the word meaning in the dictionary, and they will difficult to found alphabet. It made them lazy to bring dictionary.

The second factor is students' cannot use the word of usage text. It can be seen from the students score at the last semester, there are still many student scores under 75 point (KKM). This means the ability of students in using functional word still need to be improved.

The third factor is the students feel bored when learning about vocabulary and less motivated. The student did not pay attention to teacher explanations.

1.3 Focus of the Problem

In this research, the research want to know students' vocabulary mastery with focus on usage text by noun, adjective, adverb, and verb of the second year students at SMPN 4 Bangun Sari Kampar Kiri Hilir.

1.4 Research Questions

Based on the focus of the problem above, the research question is what students vocabulary mastery categories of the second year at SMPN 4 Bangun Sari Kampar Kiri Hilir?

1.5 Objective of the Research

In the relation of research questions mentioned above, the objective of the research is to find out vocabulary mastery of the second year students at SMPN 4 Bangun Sari Kampar Kiri Hilir.

1.6 Significance of the Research

The results of this study are expected to provide benefits to various parties, are as follows:

1) For the teacher

To help teacher in giving information about students' vocabulary mastery of the second year at SMPN 4 Bangun Sari Kampar Kiri Hilir so it will motivate the teacher for applying a various strategy in teaching vocabulary mastery.

2) For the students:

To give students new situation, so that the learning process can run more freshly and help students more motivated to learn vocabulary and have fun in learning vocabulary.

3) Other research

The benefits obtained by other researches as one of references material for other researchers who interested doing research in analysing students vocabulary mastery.

1.7 Definitions of the Key Term

In order to get clear understanding and to avoid miss interpretation of the terms used in the topic, the researcher defines them as in the following:

1. **Vocabulary mastery:** Students understanding of words and then they can use it in sentence context. In this research, vocabulary mastery means the ability of students to memorizing some vocabulary and how the students know the meaning of a word and use it in a sentence (Stahl, 2005).

2. **Usage text**

For some people, learning vocabulary new words is easy. It seems like all they have to do is see the word and its definition, and then that information immediately gets stored in their brains to use later. Many others, though, struggle with learning and memorizing words, their definitions and how to use them in sentences (<https://www.fluentu.com/blog/english/best-way-to-learn-english-vocabulary/>)

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Definition of Vocabulary

Vocabulary is one of the language components, which are spelling, grammar, phonology and vocabulary. It is an important element that cannot be separated from each other in language learning process. Krashen and Terrel (1981) they said the status vocabulary has been considerably enhance. This is come about partly as a result of the development of communicative approach in language teaching. On the other word vocabulary have become one of the object of the research in the methodology of teaching till become as a result of the development of communicative approach.

Similarly with Brown (1994) says that vocabulary is seen in its central role in contextualized meaningful language and vocabulary was also focus on drill, exercise, and memorization effort. From the statement above, vocabulary is one the factor to know the ability of students in English learning process. If the students have many vocabularies, they easier to reach their four English skill. They are speaking, listening, writing, and reading. This statement is supported and provides much of the basic for how well learners speaking, listen, read and write. In the vocabulary concept, we study about the words. Words have difficulties with the various grammatical and morphological permutations of vocabulary.

Nagy (2007) explain that teaching vocabulary “is more than teaching words. It is teaching about words: how they are put together, how they are learned, and how they are used”. Learning vocabulary is not easy process in context of language. It will take a hard working and long process. Many thing we have understand when we learn it. Beside practicing and training, we need strong result in teaching English: the learners should have many vocabularies to develop their ability in learning English everyday. Similarly, Walkins in Thornbury (2002: 13) summed up that without vocabulary nothing can be conveyed.

Vocabulary will be taught especially for foreign language teaching learning activity, because event the student have master grammatical form they cannot the communication in the foreign language without mastering vocabulary.

2.1.2 Types of Vocabulary

Vocabulary classsified into two parts that are use in the two aspects of learning English in vocabulary; they are word form and word meaning. Word form is named as noun, adjective, pronoun, and verb. Adverb, preposition, conjunction and interjection. Page and thomas (1973:67) in siti zulyani (2014:16), divide vocabulary into four kinds, they are as follows: (a) oral vocabulary, it is consists of words actively use in speech; they are the words that come nearly to the compersation. The more often the person have uttered word the more readily it will come to his or her tongue; (b) writing vocabulary is word that come readily to one’s finger vocabulary, it may even happens that student who is more editorialy that visual dispose have a speaking vocabulary; stock of word to which one responds with meaning and understanding in the other writing; (c) listening

vocabulary is the stock of word to which one responds with the meaning and understood in the speaking of others; and (d) reading vocabulary is the words one responds in writing of others.

Harmer (1993:159) distinguishes two kinds of vocabulary, namely active vocabulary and passive vocabulary. (a) active vocabulary, refers to all words the students have learnt and which can be used in communication. (b) passive vocabulary refers to all words which students will recognize when they see them in communication.

Based on the people's capability in implementing vocabulary, Nation mentions two types of vocabulary, those are; (a) receptive vocabulary: knowing a word involves being able to recognize it when it is heard (what it sounds like) or when it is seen (what it looks like) and having an expectation of that grammatical pattern will occur. This includes being able to distinguish it from words with a similar form and being able to judge if the word form sounds right or looks right; (b) productive vocabulary: knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical patterns along with the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there are any.

There are two types of vocabulary that have been stated by Bloom (1973: 384). There are function words and content words. (a) function words are the words which cannot be added with prepositions, auxiliaries, modals or any form of structure,

example; air plene, water fall, elementary school, and etc. While (b)content words are the words which can be add with any preposition, example take off, take over, etc.

2.1.3 The Basic of Vocabulary

Pikulski and Templeton (2004:1) point out there are some differences in the number of word that are used by and understood by students’.

1) Receptive Vocabulary

It is the word that the students’ understand when they listen to speech and when they read. The term receptive vocabulary is used to refer to listening and reading vocabularies.

2) Expressive Vocabulary

It is the word that the students’ use when they speak and write. The term expressive vocabulary is used to refer to both since there are vocabulary they use to express theme solve.

3) Oral Vocabulary

It is the word that the students’ understand when they hear them and they use in their speech. The term oral vocabulary refers to the combination of listening and speaking vocabularies.

4) Written Vocabulary

It is the word that the students’ understand when they read and they can use in their writing. The term written vocabulary refers to the combination of reading and writing vocabularies.

According to Chall (1987) to development their vocabulary, the students' need to learn two aspects about words, namely: recognition and meaning vocabularies.

1) Vocabulary Recognition

The students' vocabulary recognition consist of that body of words they are able pronounce or read orally.

2) Vocabulary Meaning

The students' vocabulary meaning consist of that body word whose meanings they understand and can use. There are two aspects, however, are not separate from each other. Beginning literacy learners focus much of their attention in recognizing words, even though their primary focus is on meaning.

2.1.4 Vocabulary Mastery

Vocabulary mastery means the students having ability in understanding and using the vocabulary. A person said to "know" a word if they can recognize its meaning when they see it (Cameron, 2001). It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context.

In general, teacher will find attempt answer (although not necessarily based on research) to the question of how much know vocabulary should be introduced per lesson or unit in the text books adopt, and explicitly in the language teaching objectives stimulate by national educational authorizes.

There several criteria that learner can master the vocabulary:

- 1) The learner is able to recognize it in its spoken and written form
- 2) The learner is able to relate it to appropriate objects or concepts
- 3) The learner can use it in the grammatical form
- 4) The learner can spell it correctly
- 5) The learner is able to pronounce it in a recognizable ways
- 6) The learner knows in what ways it can combine with others words
- 7) The learner can use it on appropriate level of formally and in appropriate situations.

Furthermore, Hatch and Brown (2001:218) classify the vocabularies (words) in two based on their functional categories, they are: major classes and closed. They are explained as follows with examples

- 1) Major classes
 - a) Noun: it refer to a person, place or thing, i.e. Maria, teacher, book, etc.
 - b) Adjective: it refer to the word that give more information about a noun or pronoun, i.e. kind, bad, smart, beautiful, ugly, etc.
 - c) Verb: it refer to the word that denote action, i.e. walk, read, eat, run smiles, etc.
 - d) Adverb: it refer to the word that describe or add to the meaning of a verb, adjective, another adverb or a whole sentence, i.e. carefully, diligently, honestly etc.
- 2) Closed Classes
 - a) Pronoun: it refer to noun that have already been mentioned, i.e. she, they, her, etc.

- b) Preposition: it refers to the word that help locate items and actions in time and space, i.e. at, on, beside, under, between, etc.
- c) Conjunction: it refer to the word that connect sentence, phrases or clause, i.e. and, so, but, etc.
- d) Determiner, it refer to the word that use before a noun to show which particular example of the noun you are referring to, i.e. the, a, an, my, your, that, this, those, etc.

2.1.5 Teaching Vocabulary

According to Nagy (2007) explained that teaching vocabulary “is more than teaching words, it is about words: how they are put together, how they are learned, and how they are used”. To teach the goal of teaching vocabulary, the students must be learn in many things about words and their meaning as well as the words themselves. As stated by Widaningsih (2011:1) “Teaching vocabulary must be easy and enjoyable for the students. It is intended so the students easy to keep the new words on their mind. English teachers have to use good method and good ways in teaching vocabulary to students”. Similarity with Widaningsih, Corcoran (2011:10) state that the teacher is responsible for teaching students to recognize and identify words, to pronounce words, to analyse, and categorize words, to read and finally to put words together into phrase, sentence, paragraph in written language. This indicates that teaching vocabulary is not only teaching students to memorize the words but also bring them to analyse and implicate the words in writing sentences.

Wallace (1987:207) states that there are several principles for teachers as consideration in teaching-learning vocabulary, as follow:

- 1) Aims, the aims have to be clear for the teacher before they teach the vocabulary to the students.
- 2) Quantity, the teachers have to decide how many new words in a lesson students should be learn.
- 3) Need, the choices of words have to be related to the aims of teaching. Wallace says that:” it is also possible for the teacher to put the responsibility of choosing the vocabulary to be taught for the students”.
- 4) Frequent exposure and repetition, the teacher could not only teach new words one. They have to repeat them to make sure the students already remember them.
- 5) Meaningful Presentation, this requires that the words be presented in such a way that its denotation or reference is perfectly clear and unambiguous.
- 6) Situation presentation, the students should learn words in the situation in which they are appropriate.

From the principle above, in teaching learning process the teacher should be able to identify who are students, what are their needs, and how should the teacher teach in simple and interesting way. Different age of students indicate that they also have different needs and interest. There are many ways concern with vocabulary presentation. However, a few things have to be member irrespective of the way new lexical item in present.

If teacher wants students to remember new vocabulary, it needs to be learn in practice, and revise to prevent students from forgetting, teachers must make sure students have understand the new words, which would remember if introduce in a memorable way teacher have to remember to employ a variety of techniques or ways for new vocabulary presentation and revision.

In order to improve students' vocabulary, teacher should appropriate ways, teaching method, and teaching aid. By using them, it would be easy for the students into the real active and motivated learning process, which can have as the way to explore their interest and progress in addition it can use to overcome the monotonous teaching and learning process.

In teaching vocabulary, the teacher needs several aspect that improve students' interest in learning vocabulary, as Nasution (1977) says that, they are:

- 1) It interest for the learner
- 2) It makes the learner give attention to the from, meaning, or use of a word and it gives a change of repetition

Doff (1989) suggest some ways of presenting vocabulary or techniques for teaching new words, they are as follows:

- 1) Introduce the words by using media or real objects
- 2) Say that word clearly and write in on the board
- 3) Get the class to repeat the word in chorus
- 4) Give an example to show how the word is use
- 5) Ask questions using the new word

Actually, in teaching vocabulary a teacher should consider about the material of vocabularies that would give to the students that have to be suitable to students' need in learning. Furthermore, a teacher should prepare the material of teaching vocabularies including teacher's technique in teaching learning process in order to make the students understand about the material was given, especially about vocabulary mastery.

2.1.6 Assessing Vocabulary

According to John Read (2000:1) it is necessary in the sense that words are the basic building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed. For native speakers, although the most rapid growth occurs in childhood, vocabulary knowledge continues to develop naturally in adult life in response to new experiences, inventions, concepts, social trends and opportunities for learning. For learners, on the other hand, acquisition of vocabulary is typically a more conscious and demanding process. Even at an advanced level, learners are aware of limitations in their knowledge of second language (or L2) words. Vocabulary assessment seems straightforward in the sense that word lists are readily available to provide a basis for selecting a set of words to be tested. In addition, there is a range of well-known item types that are convenient to use for vocabulary testing. Here are some examples:

Table 2.1. Example of Assessing Vocabulary

Kinds	Example																					
Multiple choice (<i>chose the correct answer</i>)	The principal was <u>irate</u> when she heard what the students had done. a. Surprised b. Interested c. Proud d. Angry																					
Completion (<i>write in the missing word</i>)	At last the climbers reached the s_____ of the mountain																					
Translation (<i>give the L1 equivalent of the underlined word</i>)	They worked at the <u>mill</u> .																					
Matching (<i>match each word with its meaning</i>)	<table border="0"> <tr> <td>1. Accurate</td> <td>___</td> <td>a. Not changing</td> </tr> <tr> <td>2. Transparent</td> <td>___</td> <td>b. Not friendly</td> </tr> <tr> <td>3. Constant</td> <td>___</td> <td>c. Related to seeing things</td> </tr> <tr> <td>4. Visual</td> <td>___</td> <td>d. Greater in size</td> </tr> <tr> <td>5. Hostile</td> <td>___</td> <td>e. Careful and exact</td> </tr> <tr> <td></td> <td></td> <td>f. Allowing light to go through</td> </tr> <tr> <td></td> <td></td> <td>g. In the city</td> </tr> </table>	1. Accurate	___	a. Not changing	2. Transparent	___	b. Not friendly	3. Constant	___	c. Related to seeing things	4. Visual	___	d. Greater in size	5. Hostile	___	e. Careful and exact			f. Allowing light to go through			g. In the city
1. Accurate	___	a. Not changing																				
2. Transparent	___	b. Not friendly																				
3. Constant	___	c. Related to seeing things																				
4. Visual	___	d. Greater in size																				
5. Hostile	___	e. Careful and exact																				
		f. Allowing light to go through																				
		g. In the city																				

Source: John Read (2000:2)

These test items are easy to write and to score, and they make efficient use of testing time. Multiple-choice items in particular have been commonly used in standardized tests. A professionally produced multiple-choice vocabulary test is highly reliable and distinguishes learners effectively according to their level of vocabulary knowledge.

According to Pearson (2011:235) one of the purposes of vocabulary assessments is to find out where your students are on the word learning continuum of development with respect to (1) their knowledge of specific content area words-word specific vocabulary assessment, and (2) their knowledge of the meaning system-generative vocabulary assessment.

- 1) For word-specific vocabulary knowledge, developmental assessments will help you determine how familiar your students are with respect to the key words, terms, and concepts in your content area (e.g., using the vocabulary knowledge rating scale above to find out how familiar your students are with the Westward Expansion in Social Studies, personification in English, or radioactive decay in science).
- 2) For generative vocabulary knowledge, developmental assessments will help you determine approximately where your students' morphological knowledge lies on the strand 1—strand 2 continuum (i.e., determining whether they would benefit best from strand 1 instruction in basic prefixes, suffixes, and base words or strand instructions).

2.2. Relevance Studies

In 2017, Linda Amalia conducted a research entitled “An analysis of student mastery vocabulary in English Daily Conversation (A case study at first grade of Ma Al-Rahmah Islamic Boarding School Serang-Banten)”. The result of this research shows that student's memorizing vocabulary in English daily conversation at first grade of MA Al-Rahmah is good, it has seemed the score of student's conversation, there are five students get extremely good score, 24 students get good score, while the others are under 41 – 60 score. It means that most students learning strategy using memorizing vocabulary in English daily conversation is good. In reference to the result of the study, for further research, the writer recommends that the student's learning strategy using vocabulary

mastery can contribute in speaking daily conversation and their motivation in studying English.

In 2010, Aswal Syarifudin, Rismaya Marbun and Dewi Novita conducted a research entitled “An Analysis on the Students’ Vocabulary Mastery a Descriptive Study on the MTS”. The result of data analysis showed that multiple-choice test 1 is 55.91 and test 2 is 58.02, so the compared of score in average is 2.11. while the matching test 1 is 56.31 and in test 2 is 57.82, so the compared of score in average is 1.51. The conclusion to the classification of category is poor to average which mean that vocabulary of the seventh grade students of MTs Pontianak in low average level for achievement in English lesson in mastering vocabulary that should mastered by students.

In 2017, Dhanu Rahmat conducted a research entitled “a descriptive study of vocabulary mastery at the eighth grade of mental retardation students of SMPLB Boyolali in the academic year 2015/2016. The result showed that (1) the strategy used by the teacher in teaching vocabulary the mild mental retardation students are context and memorization. The teacher used text and picture as media in context strategy, while in memorization, the teacher gave some noun vocabularies that have to be memorized by the students. (2) There were two problems which appear in teaching vocabulary mastery, namely; no upgrading for general teacher (non Pendidikan Luar Biasa teacher) in the SMPLB YKAB Boyolali. It made him difficult to handle students. Students’ participation during teaching learning process was less. They often did not ready attending English class.

In 2015, Aminah Caniago, Pipit Rahayu and Evi Kasyulita conducted a research entitled “An Analysis of Students Vocabulary in Using Antonyms of the Second Years Students at SMP Negeri 05 Tambusai”. Based on the analyzed the data which by researcher, that skill of second years students of SMP Negeri 5 Tambusai was Very Poor category and frequency were 10% of the students very poor category, poor category 7%, fair level with the percentage 12%. So, it can be concluded that the students of second years was fair level of vocabulary in antonyms.

In 2009, Carmen Olmos conducted a research entitled “An Assessment of the Vocabulary Knowledge of Students in the Final Year of Secondary Education. Is Their vocabulary extensive enough?”. The result showed that most of the students are placed between 7 and 12 points below the expected score. This means that most of them will come across problems for understanding texts because the most frequent 1000 words represent 72% of most texts and the most frequent 2000 words represent 79.7% of texts of a non-academic nature.

2.3. Conceptual Framework

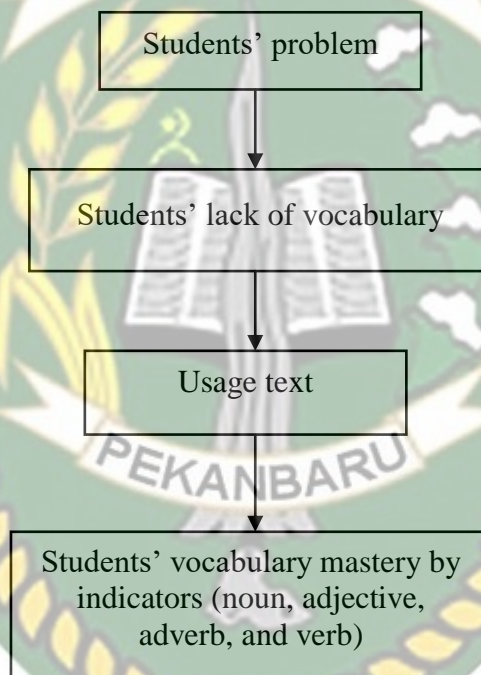
It is responsible for teaching students to recognize and identify words, to pronounce words, to analyse, and categorize words, to read and finally to put words together into phrase, sentence, paragraph in written language. This indicates that teaching vocabulary is not only teaching students to memorize the words but also bring them to analyse and implicate the words in writing sentences.

For some people, learning new words is easy. It seems like all they have to do is see the word and its definition, and then that information immediately gets

stored in their brains to use later. Many others, though, struggle with learning and memorizing words, their definitions and how to use them in sentences.

Students struggle to use certain words when writing as they are not sure of their meaning or usage. The conceptual framework can be seen as follows:

Figure 2.1: The Diagram Show the Conceptual Framework of Discourse



CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The design of this research was descriptive quantitative research. According to Sugiyono (2012) the descriptive quantitative research is a kind of research a form of research based on data collected during the study systematically the facts and the properties of the object studied by combining the relationship between variables involved in it, then interpreted based on the theories and related literature. This method aimed to provide a fairly clear picture of the problem under study.

3.2. Location and Participant of the Research

3.2.1. Location of the Research

This research was carried out in second grade students at SMPN 4 Bangun Sari Kampar Kiri Hilir located on Jl. Bangun Sari Kampar Kiri Hilir Regency. It was done from November to December 2018.

3.2.2. Participant of the Research

Participants of this research are the second grade students' of SMPN 4 Bangun Sari Kampar Kiri Hilir. The amount participants 32 students consist of 21 female and 11 males. The reason for choosing this class is based on the interview of an English teacher the second grade class has lowest vocabulary value compared to other classes:

Table 3.1 Participant of the Research

No	Students Gender	Number of Students
1	Female	21
2	Male	11
Total		32

Source: English teacher of SMPN 4 Bangun Sari Kampar Kiri Hilir

3.3. Research Instrument

The Instrument of this research to collect the data used the test in multiple choice paper sheet and the blue print of the test can be seen in the following table:

Table 3.2 Blue Print of Vocabulary Test

Variabel	Sub Indicators	Item Numbers	Items
Vocabulary mastery	1. Noun (N) 2. Adjective (Adj) 3. Adverb (Adv) 4. Verb (V)	1,2,3,4,5 6,7,8,9,10 11,12,13,14,15 16,17,18,19,20	20 items

3.4. Research Procedures

Selecting appropriate research procedure is an important account to collect the data. To collect data of this research, the researcher applied the following procedure follows:

1. Vocabulary Assessment

The researcher used multiple choice assessment regarding with students' vocabulary mastery.

2. Observation

Observation was an activity in collecting data, was done by perceiving the object. The purpose of observation was to describe the general situation. In this case, the researcher wrote all the activities that happened in the teaching and learning process, like lecture and students' activities.

- 1) The first meeting, the researcher joined in vocabulary class of the second year students at SMPN 4 Bangun Sari Kampar Kiri Hilir
- 2) The next step, the researcher saw the activities of the teacher and students in the classroom.
- 3) The last step, researcher distributed paper sheets to all students, then asked them to answer all questions and the results would be statistically scaled.

3. Documentation

Documentation used to know the teacher and students teaching and learning process. The researcher used the digital camera to get some photos documentation used to get information of the data as natural, concretes and honestly.

3.5. Data Analysis Technique

In scoring the students vocabulary mastery, all the aspect of vocabulary mastery were divided by four indicators noun, adjective, adverb, and verb of the second year students at SMPN 4 Bangun Sari Kampar Kiri Hilir could be seen as follows:

$$\bar{X} = \frac{\sum X}{N} \times 100$$

Where:

- \bar{X} = Individual of score
 $\sum X$ = The number of individual score
 N = The number of sample

The average score (X) was used to test the assumption of the research. It can be calculated by the formula as follow:

$$X = \frac{S}{S_{max}} \times 100$$

Where:

- X = Total average of score
 S = Score
 S_{max} = Maximal score

Table 3.3 Matrix Interval of Students' Vocabulary Mastery

No	Categories	Scale
1	Very Good	85 – 100
2	Good	75 – 84
3	Fair	60 – 74
4	Poor	40 – 59
5	Very Poor	0 – 39

Source: Bailey (1984)

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

4.1. Data Presentation

This chapter discussed about the result of data analysis. The title of this research was a study on vocabulary mastery of the second year students at SMPN 4 Bangun Sari Kampar Kiri Hilir. In this chapter, the research want to know students' vocabulary mastery with focus on usage text by noun (N), adjective (Adj), adverb (Adv), and verb (V) at the second year students at SMPN 4 Bangun Sari Kampar Kiri Hilir.

Based on the result of the analysis test, there was difference of students' vocabulary mastery in noun, adjective, adverb and verb component. The higher score found at noun component of vocabulary. The explanation about the findings can be seen in the following information:

4.1.1. Data Presentation of Students' Vocabulary Mastery of Noun (N) Component

The data of this research were obtained from score of students' vocabulary test. The test consisted of 20 multiple choice items about vocabulary which 5 items was noun questions (1,2,3,4, and 5).

The first is researcher provided the data of students' ability in vocabulary mastery based on vocabulary mastery test and the result divided into five categories; very good, good, fair, poor, and very poor. The data calculation statistically can be seen in appendix 3.

Table 4.1
Students' Vocabulary Mastery of Noun Component

No.	Student's	Noun (N) Component					Total Correct Answer	Score	Category
		Items							
		1	2	3	4	5			
1	Yukimu Warowo	1	1	1	0	1	4	80	Good
2	Zihan Nabila	1	1	1	0	1	4	80	Good
3	Nur Vita Suwarti	1	1	1	0	1	4	80	Good
4	Jerni	1	1	1	0	1	4	80	Good
5	Napsiruah	1	1	1	0	1	4	80	Good
6	Sadiani Zega	1	1	1	0	1	4	80	Good
7	Lelly Kusuma	1	1	1	1	1	5	100	Very good
8	Mutia Zaini Putri	1	1	1	1	1	5	100	Very good
9	Kiki Ambar Sari	1	1	1	0	1	4	80	Good
10	Putri Wulan Dari	1	1	1	1	1	5	100	Very good
11	Nur Aini	1	1	1	0	1	4	80	Good
12	Fadila Mayuni	1	1	1	1	1	5	100	Very good
13	Chindy Glaureza Sinaga	1	1	1	1	1	5	100	Very good
14	Nur Asari Romadona	1	1	1	1	1	5	100	Very good
15	Arisman	1	1	1	1	1	5	100	Very good
16	Yogi	1	1	0	1	1	4	80	Good
17	Windri	1	1	0	1	1	4	80	Good
18	Nita Lestari	1	1	1	1	1	5	100	Very good
19	Alvi Sahri	1	0	1	1	1	4	80	Good
20	Wiki Cahyani	1	1	1	1	0	4	80	Good
21	Alfido	1	1	1	1	1	5	100	Very good
22	Bayu Pradana	1	1	0	1	1	4	80	Good
23	Lia Anggraini	1	1	0	1	1	4	80	Good
24	Reza Alfian	1	1	0	1	1	4	80	Good
25	Widia Sundari	1	1	0	1	1	4	80	Good
26	Anifa Iswatun Qasanah	1	1	0	1	1	4	80	Good
27	Airlangga	1	1	0	1	1	4	80	Good
28	Riski Setia Nanda	1	1	0	1	1	4	80	Good
29	Novita Meriani	1	1	1	1	1	5	100	Very good
30	Ayu Citra Lestari	1	1	1	0	1	4	80	Good
31	Hendri Saputra	1	1	1	1	1	5	100	Very good
32	Siska Anjarwati	1	1	1	0	1	4	80	Good
Total		32	31	23	22	31	139	86,88	Very Good
Percentage		100%	96,88%	71,88%	68,75%	96,88%			

Based on table 4.1 above it is known that 32 students (100%) were able to answer question number 1, 31 students (96,88%) were able to answer question number 2, only 23 students (71,88%) were able to answer question number 3, only

22 students (68,75%) were able to answer question number 4, and 31 students (71,88%) were able to answer question number 5.

This figure below to the result of score from vocabulary test, especially in noun component.

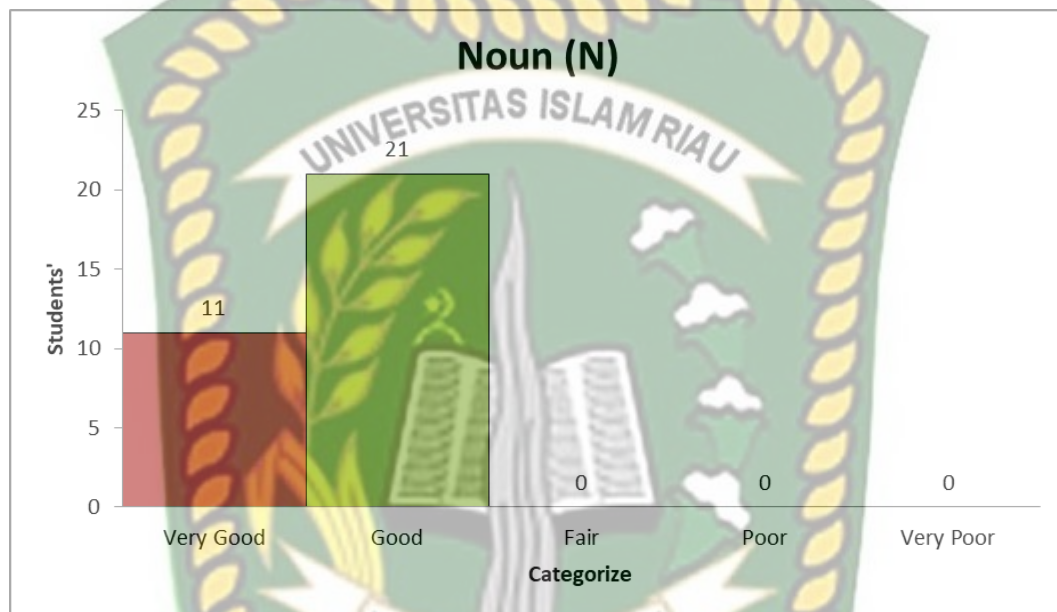


Figure 4.1 : Students' Score Histogram (Noun)

From the figure 4.1 shown there are eleven students categorized “very good”. There are eleven students categorized “very good”. Most of the students were able answering the test. None of students got fair, poor and very poor categories, it is mean students still understand about vocabulary, especially in noun part.

It can be concluded that most students able to answer easily the questions number (1. Call the... to help patient to go to the hospital) with correct answers (c. Ambulance). That also means students understand the material about occupation. Most students felt difficult answer questions number (4. My aunt and my uncle's children, are my...) with correct answers (a. Cousin) but most of them

answers (c. Nephew). That also means most of the students still don't understand the material about family trees.

Total of correct answer of Second Year Students at SMPN 4 Bangun Sari Kampar Kiri Hilir in noun component was 139 point and students average was **86,88** categorized **“very good”**.

4.1.2. Data Presentation of Students' Vocabulary Mastery of Adjective (Adj) Component

The data of this research were obtained from score of students' vocabulary test. The test consisted of 20 multiple choice items about vocabulary which 5 items was adjective questions (6,7,8,9, and 10).

The second is researcher provided the data of students' ability in vocabulary mastery based on vocabulary mastery test and the result divided into five categories; very good, good, fair, poor, and very poor. The data calculation statistically can be seen in appendix 4.

Table 4.2

Students' Vocabulary Mastery of Adjective Component

No.	Student's	Adjective (Adj) Component					Total Correct Answer	Score	Category
		Items							
		6	7	8	9	10			
1	Yukimu Warowo	1	1	0	0	0	2	40	Poor
2	Zihan Nabila	1	0	0	0	0	1	20	Very poor
3	Nur Vita Suwarti	1	1	1	0	0	3	60	Fair
4	Jerni	1	1	0	0	0	2	40	Poor
5	Napsiruah	1	1	0	0	0	2	40	Poor
6	Sadiani Zega	1	1	0	0	0	2	40	Poor
7	Lelly Kusuma	1	1	0	0	0	2	40	Poor
8	Mutia Zaini Putri	1	1	0	0	0	2	40	Poor
9	Kiki Ambar Sari	1	1	0	1	0	3	60	Fair
10	Putri Wulan Dari	1	1	0	0	0	2	40	Poor
11	Nur Aini	1	1	0	0	0	2	40	Poor
12	Fadila Mayuni	1	1	0	0	0	2	40	Poor
13	Chindy Glaureza Sinaga	0	0	1	1	1	3	60	Fair
14	Nur Asari Romadona	1	1	1	1	1	5	100	Very good
15	Arisman	1	1	1	1	1	5	100	Very good
16	Yogi	1	1	0	0	0	2	40	Poor
17	Windri	0	1	1	0	0	2	40	Poor
18	Nita Lestari	1	1	1	1	1	5	100	Very good
19	Alvi Sahri	0	1	0	1	0	2	40	Poor
20	Wiki Cahyani	1	0	1	0	1	3	60	Fair
21	Alfido	1	1	1	1	1	5	100	Very good
22	Bayu Pradana	1	1	1	1	1	5	100	Very good
23	Lia Anggraini	1	1	0	1	1	4	80	Good
24	Reza Alfian	1	1	1	1	1	5	100	Very good
25	Widia Sundari	0	1	1	1	1	4	80	Good
26	Anifa Iswatun Qasanah	0	1	0	0	1	2	40	Poor
27	Airlangga	0	1	1	1	0	3	60	Fair
28	Riski Setia Nanda	1	1	1	1	1	5	100	Very good
29	Novita Meriani	1	1	0	0	0	2	40	Poor
30	Ayu Citra Lestari	1	1	0	0	0	2	40	Poor
31	Hendri Saputra	1	1	0	0	0	2	40	Poor
32	Siska Anjarwati	1	1	0	0	0	2	40	Poor
Total		26	29	13	13	12	93	58,13	Poor
Percentage		81,25%	90,63%	40,63%	40,63%	37,50%			

Based on table 4.2 above it is known that 26 students (81,25%) were able to answer question number 6, 29 students (90,63%) were able to answer question number 7, only 13 students (40,63%) were able to answer question number 8, only

13 students (40,63%) were able to answer question number 9, and 12 students (37,50%) were able to answer question number 10.

This figure below to the result of score from vocabulary test, especially in adjective component.

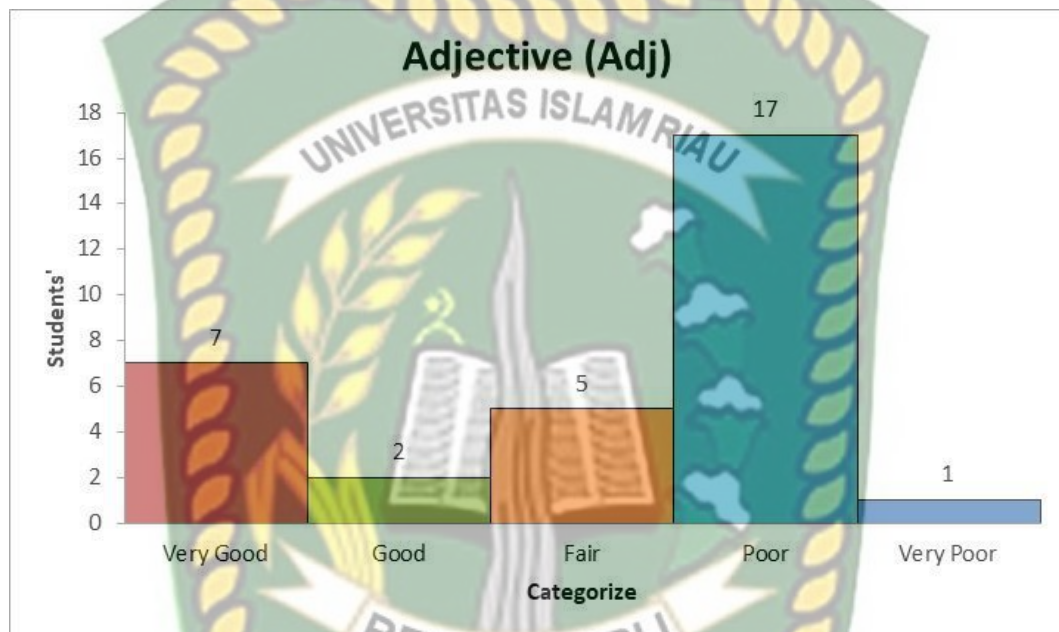


Figure 4.2 : Students' Score Histogram (Adjective)

From the figure 4.2 shown there are seven students categorized “very good”. There are two students categorized “good”. There are five students categorized “fair”. There are seventeen students categorized “poor”. There are only one students categorized “very poor”. Most of the students were not able answering the test, and got poor categories, it is mean students still do not understand about vocabulary, especially in adjective part.

It can be concluded that most students able to answer easily the questions number (7. In many countries, a ... light shows cars or bike when they should stop) with correct answers (a. Red). That also means students understand the

material about traffic signs. Most students felt difficult answer questions number (10. “The teacher is very humble”. The antonym of the underlined word is...) with correct answers (a. Arrogant) but most of them answers (d. Cleaver). That also means most of the students still don’t understand the material about antonym on text which entitled “my classroom”.

The average score of students’ vocabulary mastery of the second year students at SMPN 4 Bangun Sari Kampar Kiri Hilir in adjective component was **58,13** categorized as “poor”.

4.1.3. Data Presentation of Students’ Vocabulary Mastery of Adverb (Adv) Component

The data of this research were obtained from score of students’ vocabulary test. The test consisted of 20 multiple choice items about vocabulary which 5 items was adverb questions (11,12,13,14,15, and 15).

The third is researcher provided the data of students’ ability in vocabulary mastery based on vocabulary mastery test and the result divided into five categories; very good, good, fair, poor, and very poor. The data calculation statistically can be seen in appendix 5.

Table 4.3

Students' Vocabulary Mastery of Adverb Component

No.	Student's	Adverb (Adv) Component					Total Correct Answer	Score	Category
		Items							
		11	12	13	14	15			
1	Yukimu Warowo	0	0	1	0	0	1	20	Very poor
2	Zihan Nabila	0	1	1	0	0	2	40	Poor
3	Nur Vita Suwarti	0	1	1	0	0	2	40	Poor
4	Jerni	0	0	1	0	0	1	20	Very poor
5	Napsiruah	0	0	1	0	0	1	20	Very poor
6	Sadiani Zega	0	0	1	0	0	1	20	Very poor
7	Lelly Kusuma	1	1	1	0	0	3	60	Fair
8	Mutia Zaini Putri	1	1	1	0	0	3	60	Fair
9	Kiki Ambar Sari	1	1	1	0	0	3	60	Fair
10	Putri Wulan Dari	1	1	1	0	0	3	60	Fair
11	Nur Aini	0	0	1	0	0	1	20	Very poor
12	Fadila Mayuni	0	0	1	0	0	1	20	Very poor
13	Chindy Glaureza Sinaga	0	1	1	0	0	2	40	Poor
14	Nur Asari Romadona	0	1	1	0	0	2	40	Poor
15	Arisman	0	0	1	0	0	1	20	Very poor
16	Yogi	0	0	1	0	0	1	20	Very poor
17	Windri	0	0	1	1	1	3	60	Fair
18	Nita Lestari	1	1	1	0	0	3	60	Fair
19	Alvi Sahri	0	1	1	0	0	2	40	Poor
20	Wiki Cahyani	1	1	1	0	0	3	60	Fair
21	Alfido	0	0	1	0	0	1	20	Very poor
22	Bayu Pradana	1	1	1	1	0	4	80	Good
23	Lia Anggraini	1	1	1	1	0	4	80	Good
24	Reza Alfian	1	1	1	1	0	4	80	Good
25	Widia Sundari	1	0	1	1	1	4	80	Good
26	Anifa Iswatun Qasanah	1	0	1	1	1	4	80	Good
27	Airlangga	0	1	1	1	1	4	80	Good
28	Riski Setia Nanda	1	1	0	0	0	2	40	Poor
29	Novita Meriani	1	1	1	0	0	3	60	Fair
30	Ayu Citra Lestari	0	0	1	0	0	1	20	Very poor
31	Hendri Saputra	1	1	1	0	0	3	60	Fair
32	Siska Anjarwati	0	0	1	0	0	1	20	Very poor
Total		14	18	31	7	4	74	46,25	Poor
Percentage		43,75%	56,25%	96,88%	21,88%	12,50%			

Based on table 4.3 above it is known that only 14 students (43,75%) were able to answer question number 11, only 18 students (56,25%) were able to answer question number 12, 31 students (96,88%) were able to answer question

number 13, only 7 students (21,88%) were able to answer question number 14, and only 4 students (12,50%) were able to answer question number 15.

This figure below to the result of score from vocabulary test, especially in adverb component.

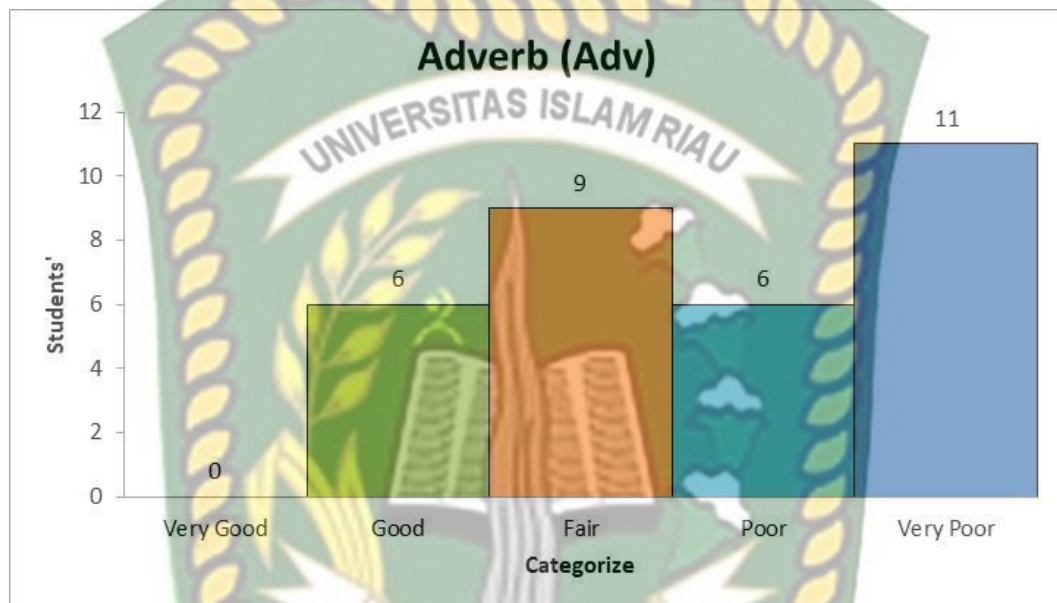


Figure 4.3 : Students' Score Histogram (Adverb)

From the figure 4.3 shown none of the students categorized “very good”. There are six students categorized “good”. There are nine students categorized “fair”. There are six students categorized “poor”. There are eleven students categorized “very poor”. Most of the students were not able answering the test, and got very poor categories, it is mean students still do not understand about vocabulary, especially in adverb part.

It can be concluded that most students able to answer easily the questions number (13. I hope to see you...!) with correct answers (a. Soon). That also means students understand the material about adverb. Most students felt difficult answer questions number (15. “Thanks, I’m happy you like it”. The antonym of

the underlined word is ...) with correct answers (c. Sad) but most of them answers (b. Cry). That also means most of the students still don't understand the material about antonym on conversations.

The average score of students' vocabulary mastery of the second year students at SMPN 4 Bangun Sari Kampar Kiri Hilir in adverb component was **46,25** categorized as "**poor**".

4.1.4. Data Presentation of Students' Vocabulary Mastery of Verb (V) Component

The data of this research were obtained from score of students' vocabulary test. The test consisted of 20 multiple choice items about vocabulary which 5 items was verb questions (16,17,18,19, and 20).

The fourth is researcher provided the data of students' ability in vocabulary mastery based on vocabulary mastery test and the result divided into five categories; very good, good, fair, poor, and very poor. The data calculation statistically can be seen in appendix 6.

Table 4.4

Students' Vocabulary Mastery of Verb Component

No.	Student's	Verb (V) Component					Total Correct Answer	Score	Category
		Items							
		16	17	18	19	20			
1	Yukimu Warowo	0	1	1	0	0	2	40	Poor
2	Zihan Nabila	0	1	1	0	0	2	40	Poor
3	Nur Vita Suwarti	0	1	1	0	0	2	40	Poor
4	Jerni	0	1	1	0	0	2	40	Poor
5	Napsiruah	0	1	1	0	0	2	40	Poor
6	Sadiani Zega	0	1	1	0	0	2	40	Poor
7	Lelly Kusuma	0	1	1	0	0	2	40	Poor
8	Mutia Zaini Putri	0	1	1	0	0	2	40	Poor
9	Kiki Ambar Sari	0	1	1	0	0	2	40	Poor
10	Putri Wulan Dari	0	1	1	0	0	2	40	Poor
11	Nur Aini	0	1	1	0	0	2	40	Poor
12	Fadila Mayuni	0	1	1	0	0	2	40	Poor
13	Chindy Glaureza Sinaga	0	1	1	0	1	3	60	Fair
14	Nur Asari Romadona	0	1	1	0	1	3	60	Fair
15	Arisman	1	1	1	0	0	3	60	Fair
16	Yogi	0	1	1	0	1	3	60	Fair
17	Windri	1	1	1	0	0	3	60	Fair
18	Nita Lestari	0	1	1	0	1	3	60	Fair
19	Alvi Sahri	0	1	1	0	1	3	60	Fair
20	Wiki Cahyani	0	1	1	0	0	2	40	Poor
21	Alfido	1	1	1	0	0	3	60	Fair
22	Bayu Pradana	0	1	1	1	0	3	60	Fair
23	Lia Anggraini	0	1	1	0	1	3	60	Fair
24	Reza Alfian	0	1	1	0	1	3	60	Fair
25	Widia Sundari	0	1	1	0	0	2	40	Poor
26	Anifa Iswatun Qasanah	0	1	1	0	0	2	40	Poor
27	Airlangga	1	1	1	0	0	3	60	Fair
28	Riski Setia Nanda	0	1	1	1	0	3	60	Fair
29	Novita Meriani	0	1	1	0	0	2	40	Poor
30	Ayu Citra Lestari	0	1	1	0	0	2	40	Poor
31	Hendri Saputra	0	0	1	0	0	1	20	Very poor
32	Siska Anjarwati	0	1	1	0	0	2	40	Poor
Verb		4	31	32	2	7	76	47,50	Poor
		12,50%	96,88%	100,00%	6,25%	21,88%			

Based on table 4.3 above it is known that only 4 students (12,50%) were able to answer question number 16, 31 students (96,88%) were able to answer question number 17, 32 students (100%) were able to answer question number 18,

only 2 students (6,25%) were able to answer question number 19, and only 7 students (21,88%) were able to answer question number 20.

This figure below to the result of score from vocabulary test, especially in verb component.

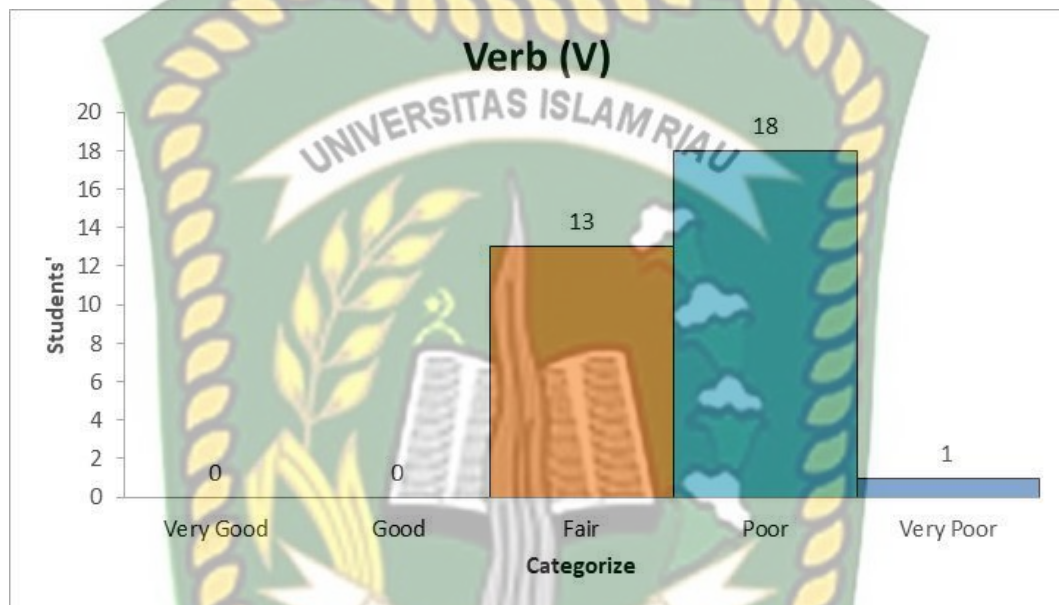


Figure 4.4 : Students' Score Histogram (Verb)

From the figure 4.4 shown none of the students categorized “very good”. None of the students categorized “good”. There are thirteen students categorized “fair”. There are eighteen students categorized “poor”. There are one students categorized “very poor”. Most of the students were not able answering the test, and got poor categories, it is mean students still do not understand about vocabulary, especially in verb part.

It can be concluded that most students able to answer easily the questions number (18. A cheetah... to catch a deer) with correct answers (a. Run). That also means students understand the material about animals. Most students felt difficult answer questions number (19. Anto... junior high school student) with correct

answers (d. is) but most of them answers (b. are). That also means most of the students still don't understand the material about verb to be (am/is/are).

The average score of students' vocabulary mastery of the second year students at SMPN 4 Bangun Sari Kampar Kiri Hilir in verb component was **47,50** categorized as **“poor”**.

4.2. Overall Data Presentation From Each Component

After analyzing the data of 32 students' vocabulary mastery of the second year students at SMPN 4 Bangun Sari Kampar Kiri Hilir, the researcher concluded students' vocabulary mastery based on the each component and it could be seen from the table bellow:

Table 4.5

Recapitulation of Students' Score in Vocabulary Mastery

No. Students'	Vocabulary Mastery				Total	Students' Score	Category
	Correct Answer						
	N	Adj	Adv	V			
1	4	2	1	2	9	45	Poor
2	4	1	2	2	9	45	Poor
3	4	3	2	2	11	55	Poor
4	4	2	1	2	9	45	Poor
5	4	2	1	2	9	45	Poor
6	4	2	1	2	9	45	Poor
7	5	2	3	2	12	60	Fair
8	5	2	3	2	12	60	Fair
9	4	3	3	2	12	60	Fair
10	5	2	3	2	12	60	Fair
11	4	2	1	2	9	45	Poor
12	5	2	1	2	10	50	Poor
13	5	3	2	3	13	65	Fair
14	5	5	2	3	15	75	Good

Table 4.5. (Continue)

15	5	5	1	3	14	70	Fair
16	4	2	1	3	10	50	Poor
17	4	2	3	3	12	60	Fair
18	5	5	3	3	16	80	Good
19	4	2	2	3	11	55	Poor
20	4	3	3	2	12	60	Fair
21	5	5	1	3	14	70	Fair
22	4	5	4	3	16	80	Good
23	4	4	4	3	15	75	Good
24	4	5	4	3	16	80	Good
25	4	4	4	2	14	70	Fair
26	4	2	4	2	12	60	Fair
27	4	3	4	3	14	70	Fair
28	4	5	2	3	14	70	Fair
29	5	2	3	2	12	60	Fair
30	4	2	1	2	9	45	Poor
31	5	2	3	1	11	55	Poor
32	4	2	1	2	9	45	Poor
Correct answer	139	93	74	76	382	59,69	Fair

$$\begin{aligned} \text{Maximal score} &= 32 \times 20 \\ &= 640 \end{aligned}$$

In scoring the students vocabulary mastery, all the aspect of vocabulary mastery were divided by four indicators noun, adjective, adverb, and verb of the second year students at SMPN 4 Bangun Sari Kampar Kiri Hilir could be seen as follows:

$$X = \frac{S}{S_{max}} \times 100$$

Where:

X = Total average of score

S = Score

S_{max} = Maximal score

$$X = \frac{382}{640} \times 100$$

$$X = 0,5969 \times 100$$

$$X = 59,69$$

The average score of students' vocabulary mastery of the second year students at SMPN 4 Bangun Sari Kampar Kiri Hilir was **59,69** categorized "fair" since this score has range from 60 – 74 (Bailey, 1984).

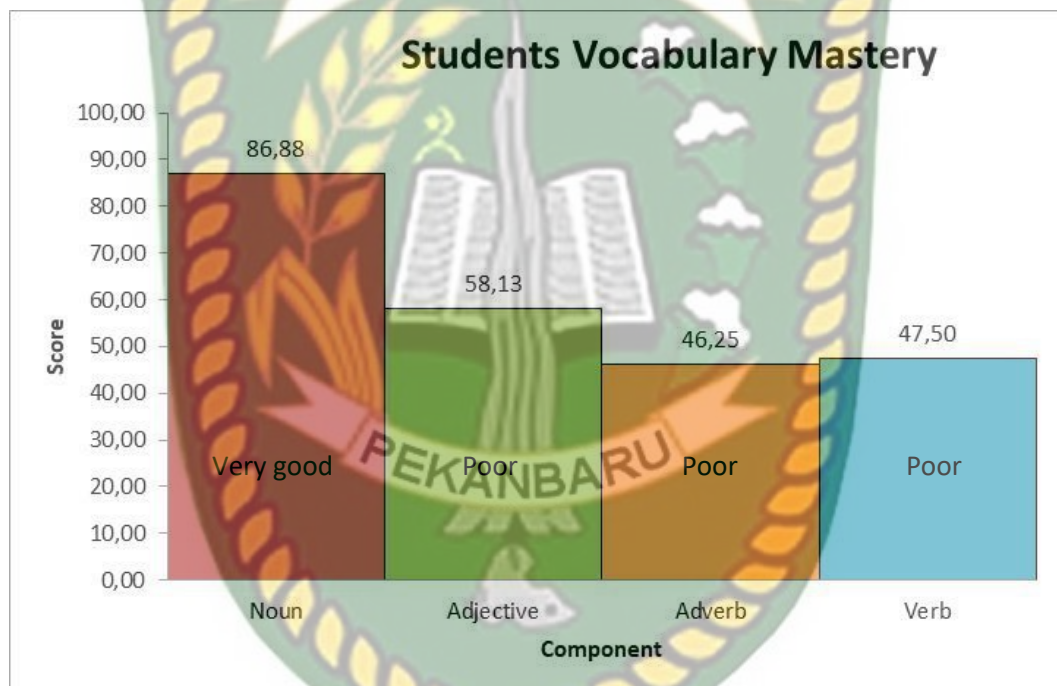


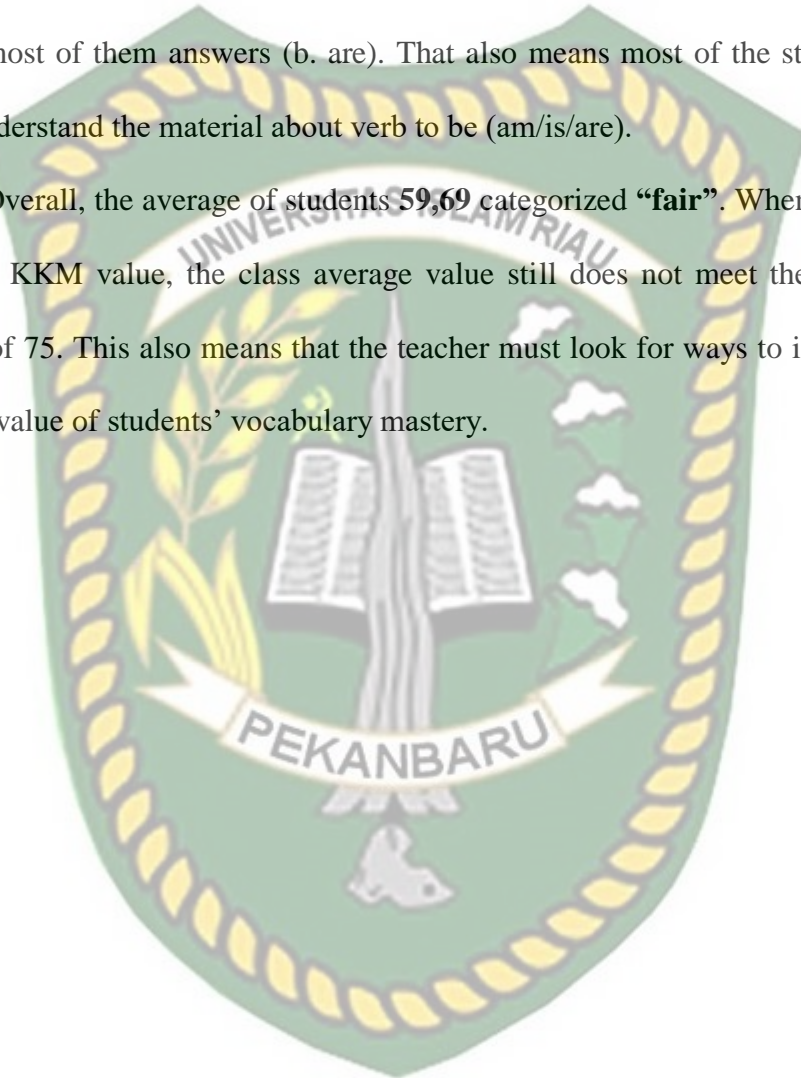
Figure 4.5 : Students' Score Histogram (Vocabulary Mastery)

From the figure 4.5 shown students got score 86,88 categorized "very good" in noun component. Students got score 58,13 categorized "poor" in adjective component. Students got score 46,25 categorized "poor" in adverb component. Students got score 47,50 categorized "poor" in verb component.

It can be concluded that most students able to answer easily the questions number (1. Call the... to help the patient to go to the hospital) with correct

answers (c. Ambulance) and questions number (18. A cheetah... to catch a deer) with correct answers (a. Run). The lowest number of correct answers is in question number (19. Anto... junior high school student) with correct answers (d. is) but most of them answers (b. are). That also means most of the students still don't understand the material about verb to be (am/is/are).

Overall, the average of students **59,69** categorized **“fair”**. When compared with the KKM value, the class average value still does not meet the minimum criteria of 75. This also means that the teacher must look for ways to increase the average value of students' vocabulary mastery.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

The research focused to know students' vocabulary mastery with focus on usage text by noun, adjective, adverb, and verb of the second year students at SMPN 4 Bangun Sari Kampar Kiri Hilir. The Instrument of this research was multiple choice paper sheets consisted of 20 questions. Analyzing the data is presented in the previous chapter. There are several points that can be forward for the conclusions of this research relate to second year students at SMPN 4 Bangun Sari Kampar Kiri Hilir in describing their vocabulary mastery.

5.1.1. Theoretical Conclusion

Vocabulary mastery consisted 4 major component noun (N), adjective (Adj), adverb (Adv), and verb (V). Vocabulary is seen in its central role in contextualized meaningful language and vocabulary was also focus on drill, exercise, and memorization effort.

5.1.2. Practical Conclusion

Based on the result of data analyzing, it is found that students' vocabulary mastery score was 59,69 categorized "fair". This research also found that in the noun component, the student average is able to answer correctly 4 out of the 5 questions. In the adjective component, only able to answer correctly 3 out of 5 question. In the adverb component, only able to answer correctly 2 out of 5 question. In the verb component, only able to

answer correctly 2 out of 5 question. It is mean students still do not understand adverb and verb because of the lack of correct answers that can be influenced their vocabulary mastery.

5.2. Suggestion

Based on the result of analysis and conclusion above, the researcher would like to give suggestion as follow:

5.2.1. Suggestion for English Teachers

The teacher should put more attention on the adverb and verb learning process, because students tend to difficult understanding the use of adverb and verb. The teacher should teach more often about vocabulary, because vocabularies have become one of the objects of the research in the methodology of teaching as a result of the development of communicative approach. The teacher should give an interesting topic to build students curious and attention. In addition to material about usage text, students can be taught through analyzing an interesting object and hopefully it could be increased students attention.

5.2.2. Suggestion for Students'

Students tend to difficult understanding the use of adverb and verb. Students are advised to know more about words including adverb and verb words, students can also learn how to use these words into a sentence that can be understood. Thus, students will be easier to improve their vocabulary mastery.

5.2.3. Suggestion for the Next Researcher

Other researchers are advised to increase the number of research samples by involving all students at one grade so that the results of the research obtained can be maximally generalized.



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