

CHAPTER I INTRODUCTION

1.1 Background

English as one of subject in school involves four language skills, namely listening, speaking, writing and reading. To master four language skills, we must master the structure, vocabulary, spelling, and pronunciation because these components are the basic key in mastering for language skills.

Nowadays, English becomes an important language in all over the world. So every country which does not use yet as its daily language in conversation, try to make English as a subject that should be mastered by the students. There are four skills in teaching English, there are listening, reading, writing, and speaking. The students are expected to comprehend all the skills, so they can understand both written or spoken English.

Vocabulary is one of the important aspects in learning English. Mastery will be very helpful when one is learning a foreign language has a great mastery over it, it also will facilitate him to understand a subject of study in which it was in English. The vocabulary used in any situation; to form of spoken or written language. We must have a sufficient vocabulary to improve the four language skills. reading, writing, speaking, listening. When students start their lessons and stag because of vocabulary, then the students become lazy to learn and lazy to open dictionary. This is not an easy task for teachers to teach vocabulary, due to the limited ability of students. So teachers need to apply the right techniques or method in the classroom.

In this proposal, the researchers will focus on students at SMA 6 Palopo. Typically young students think that English is difficult. To cope with this picture, the teacher should be creative and keep students away from boredom. Teachers should be able to organize the students in the learning process. If the teacher cannot teach students correctly, the student will not enjoy their learning. Consequently, the learning will fail.

Based on the observation of the researcher, the student's in SMA Negeri 6 have some problems in the learning process. For example, students are bored,

less of vocabulary, afraid to learn, they also easy to forget vocabulary and still passive in English. It makes achievement of students in learning vocabulary low. Their difficulty in learning the vocabulary makes the achievement of their fall below standard.

There are many interesting media that can be applied to serve the vocabulary of student. One of them that the research offered is vocabulary ability, with the reason that vocabulary are not only a means of just words, but also a means of strengthen English to the student. Delivered may include artistic aspect, economic aspect, culture aspect and human aspect, which are word wide long with modern life. It is expected as an alternative to give variation to the student in teaching and learning process. This material can be from of technique that can create a comfortable atmosphere to interest the in the classroom. This the main reason toward the existence of this research conducted under the title Students' Ability in Learning Vocabulary at SMA Negeri 6 Palopo

1.2 Problem Statement

Based on the background above, the problem statement is formulated as follow: How is the students' vocabulary ability at the seventh grade of SMA Negeri 6 Palopo?

1.3 Objective of The research

Based on the problem statement above, the objective of the research is to find out the students' vocabulary ability at seventh grade of SMA Negeri 6 Palopo.

1.4 The Significant of the Research

1. Teacher

The findings of this research is expected can be information for English teacher at SMAN 6 Palopo

2. Students

This research is expected to information for the students in order to know their ability.

3. The Next Researcher

This research is also expect to become reference for the next researchers who are going to conduct research about vocabulary.

1.5 Scope of the Research

The researcher focused on the use of vocabulary in understanding english. It emphasized on the use word of noun, verb and adjective.

1.6 Operational Definition.

1. Vocabulary

Vocabulary is a all the word that has name vocabulary is being the thing to learn English, the students will not to communicate without have large vocabulary so that they will be difficult to apply in spoken English or in the writing text. That is being very important vocabulary must for to know good of the form of vocabulary or the function word of vocabulary.

2. Vocabulary Ability

Vocabulary ability refer to the ability to understand and use words effectively, including knowledge of word meanings, word relationships, and word usage in context.

CHAPTER II

REVIEW OF RELETED LITERATURE

2.1 Some Partient Idea

1. Vocabulary

a. Defenition of Vocabulary

Vocabulary is one of language aspects which occurs the grammar, morphology and phonology. It is a list of words which are used to build the language, which make a language meaningful. As Cameron (2001:72) states, "Building up a useful vocabulary is central to the learning of a foreign language at primary level". It becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. Therefore, the students should have to obtain vocabulary mastery.

Vocabulary is the total number of words that are needed for communicating ideas and expressing the speakers' meaning (Alqahtani, 2015). Vocabulary is a central of language to support the speaker's interaction in communication. According to Barnhart (2008: 697) vocabulary is a stock of words used by person, class of people, profession, etc. which has connected with language function as media of communication. In line with that, Hanson and Padua (2011) say vocabulary refers to words we use to communicate in oral and print language. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both oral and written form.

Moreover, the language learners have to concern in acquiring more vocabulary in target language as many as possible to master language skills. In addition, learning a language cannot be separated from learning its vocabulary. Stahl (2005) defines that vocabulary is the knowledge of words and words meanings puts vocabulary knowledge as the knowledge of a word not only implies a definition, but also implies how that word fits into the context".

Vocabulary knowledge plays an important role in language learning. By mastering a great number of the vocabulary, the students are expected to be able to understand the meaning of the words, the uses of the words in sentence, and to use the words flexibly in the social interaction. Hence, vocabulary knowledge is

often viewed as a critical tool for second language learners because a limited impedes successful communication.

Based on the statement above the researcher can be conclude that vocabulary is a tools which is used to communicate good in the text and moreover in the oral spoken because without sufficient vocabulary the students cannot communicate effectively. So one also cannot be able to be mastery in English without understand or have many vocabularies, because vocabulary is the same a key to be mastery in English and also as the basic in English

b. Types of Vocabulary

There are some types of vocabulary. Hatch and Brown (2001) classify vocabulary into two types, namely, content words and functional words.

1) Content Words

Content words represent the name of subject or things that is nouns; action down by with those things, which is verbs; qualities of things, which is adjectives; and the indication such meanings as frequency, degree, manner and place, which is adverbs.

2) Functional Words

Functional words are those words which are used as a means of expressing relation of grammar or structure, such as conjunction, article, and auxiliaries.

According to the theory above, it can be concluded that vocabulary is a basic element of language that enables people to convey meaning and communicate with each other in a particular language. It plays an important role in mastering four language skills in English such as reading, speaking, listening and writing. If we cannot master a sufficient amount of vocabulary, there will be difficult in comprehending the text and in expressing ideas in speaking and writing. In this research, the material of teaching English vocabulary will be taken from the content words namely, noun, adjective, adverb, and verb because content word is often use in a daily conversation.

c. Vocabulary Ability

According to Thornbury (2002:1) all languages have words, language emerges first as word. Vocabulary ability is considered as a matter of memorizing long lists of English words as the target language. However, when we look more

closely at vocabulary, it is not only a matter of knowing the meaning of words but also learners need to know more about the words that are acquired when they use the words in their speech or writing. The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

Meanwhile vocabulary skill has always been an essential part of English. It constitutes an essential thing that students have in order to be able to listen, read, write and speak. Richards (2002:255) emphasizes, vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. The definition is supported by Procter (2001: p. 953) mastery is learning or understanding something completely and having no difficulty in using it. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It implies that vocabulary mastery is the competence or complete knowledge of a list or set of words that make up a language which might be used by students. If we learn more vocabulary, our language skill will improve.

To make the discussion clearer, vocabulary skill is considered as the ability which consists of knowledge and language performance in learning English. It is the ability to comprehend words; comprehension includes the ability to know the meaning of words, to memorize words better, to pronounce the words correctly, and to use the words in context. Therefore, it is more than just knowing the words but also must be able to perform the words to know the learners' communication needs. The detail of vocabulary can be concluded as "knowing words".

Nation (2001:27) states 'knowing a word' involves a number of aspects that have to be discussed in vocabulary mastery as follows:

1) Meaning

Nation (2001) states that meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. Knowing the meaning of some words does not merely know its translation in different language. For example: *good morning*. The students not

only know that *good morning* is *selamat pagi* but they can greet someone in the morning using *good morning*.

To understand a word fully, learners must know not only what it refers to, but also when the boundaries are that separate it from words of related meaning. There are various such relationship (Gairns & Redman, 2004:13):

a) Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean “same and name”. Synonymy deals with sameness of meaning or nearly the same, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. For example, bright may regard as synonym of clever; and smart may serve as synonym of intelligent.

b) Antonym

The term antonym derives from Greek, “ant- and -nymy”. the two parts mean “opposite + name”. Antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register. For example: sharp/blunt, rude/polite, flexible/rigid, generous/stingy and etc. A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

c) Denotation

Denotation is conceptual meaning and dictionary meaning. The meaning of a word is primarily what it refers to in the real world. This is often the sort of definition that is given in a dictionary. Denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge. For example, dog denotes a kind of animal; more specifically, common, domestic carnivorous mammal; and both dank and moist mean slightly wet.

d) Connotation

Connotation is more complicated than denotation. Connotation is the feeling and emotion associated with a meaning including the association, or positive or negative feeling which may or may not be indicated in a dictionary

definition. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is feeling and emotion that occurs within a word. The word dog, for example, as understood by most British people, has positive connotation of friendship and loyalty.

d. Use of word

The use words is an ability to use or to apply the words either in spoken or written. According to Nation (2001:1), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc), and giving a well known opposite or a well known word describing the group or lexical set it fits into. For example: a student says, “*jump to the left*” when the teacher says “*jump*”. In another occasion, the student says: “*jump to the chair*”. In this case, of course the student has already understood how to use the word *jump* in different contexts.

1) Form

Here, the mastery of vocabulary involves knowing how to say a word and spell the word. It is very important for students to know what a word sound is like (pronunciation) and what the word looks like (spelling). In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned. Therefore, the teacher should teach how pronounce the words and spell the words clearly. Whereas the students should say the word correctly and students should write the words when they said them.

2) Pronunciation

Pronunciation is study about the sound of word or how to pronounce the word. It is very crucial to master the vocabulary because there are some vocabularies that have almost similar pronunciation but different meanings. As Hewings (2004:3) defines pronunciation of a language is the main components of speech which combine together. In addition, Wehmeier (2003:1057) summarizes that pronunciation is the way in which a particular person pronounces the word of a language. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey

meaning). Student need to hear a new word early in order they can notice the sound at the beginning and at the end, the stress pattern of the word. Thus students should be able to distinguish the slightly different words such as, *tree* and *three*. They have to know how to pronounce can be understood from pronouncing the words correctly.

3) Spelling

Spelling means that the students need to know the letters and syllables that make up the word. Based on Wehmeier (2003:1293) argues “Spelling is the act of forming words correctly from individual letter or the way that a word is spelt.” Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation. Meanwhile, Reed (2012) says the primary means of spelling is actually memorizing words. These are fairly obvious characteristics and the words will be perceived by the learners when encountering

The items for the first time. The students must be able to spell the words. It will be difficult thing when the words are similar to the others. For example: *sea* and *see*. Usually, it is tightly connected with knowing of words. When students understand the word, they will be able to indicate whether to spell *sea* or *see*.

From the definitions above, it deals with how to receive and produce the language. Vocabulary knowledge and fundamental process means that learners are able to memorize the words and pronounce them appropriately. Students’ vocabulary mastery are influenced by knowing what a particular word means, use of the words itself, knowing how the word is sounded and how the word is spelled.

2. Teaching Vocabulary

Teaching vocabulary is a process or a unit of ways to make students learn or acquire vocabulary that is presented by the teacher. Brown (2000:7) says that teaching is defined as showing or helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. In language learning, vocabulary takes place in building the language proficiency. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using

language. From the explanation above, it can be concluded that learning vocabulary is important as the basic need to encounter a new language. Teaching vocabulary is an important way to make the students increasing vocabulary knowledge.

Another statement come from Nation (2005) states that deliberately, teaching vocabulary is one of the least efficient ways of developing learners' vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary program. However, vocabulary is one of language competence, which enhances the skill in language. Thornbury (2002:12) argues words or vocabulary is the element that has much close relationship with the other elements and skills. In addition, Schaefer (2002) states that good vocabulary teaching is the creation of context in which students constantly use relevant vocabulary in their reading, listening, writing, and speaking. It aims for developing students' knowledge in order to be able to communicate.

Teaching vocabulary not only deals with presenting new words; it requires the students' ability to understand the words and to use the words correctly. The teachers sometime think that the teaching vocabulary is simple. They just gives some new words, exercises, asks the students to remember the words and then gives them a test. On the other side, Wallace (1982: 144) says that "learning vocabulary is a complex process which requires the ability to recognize the words, remember them, and to pronounce, spell and use them correctly". He emphasizes that learning vocabulary is not an activity to know lists of words and to memorize the words without understanding it.

Based on the statement above the researcher conclude that In teaching vocabulary, the teachers should provide vocabulary that the students can grasp the meaning of the words in both written and spoken forms. When the teacher teaches vocabulary he or she should make the students understand not only the meaning of vocabulary itself, but also how to use it in appropriate sentences.

Thus the students take for granted in the meaning of the words must be taught in the context. Diamond and Gutlohn (2006) state that if we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a

lifetime interest. There are various ways of teaching vocabulary, but there is no single “best” way for teaching vocabulary. It is because every way or technique used in teaching vocabulary has its own specific strong points. On the other hand, it also has a weakness. Therefore, it is teachers’ task to find or choose a better technique that is suitable to students’ condition. Slaterry and Wilis (2003: 4) suggest some ways of teaching vocabulary to help the learners in learning new vocabulary as explained below.

- a. Make learning English enjoyable and fun,
- b. Be encouraging; make sure the students feel comfortable and not afraid to take part in the classroom,
- c. Use a lot of gestures, action, pictures to demonstrate what you mean,
- d. Talk a lot to them use English, especially about things they can see,
- e. Play game, sing a song, and say rhymes and chants together,
- f. Tell simple stories in English, using pictures and acting with different voices,
- g. Do not worry when they use their mother tongue. You can answer a mother tongue question in English and sometimes recast in English what they say in their mother tongue,
- h. Plan lesson with varied activities, some quite, some noisy, some sitting, some standing and moving. However, teacher should also select the vocabulary considerately in preparing the vocabulary that will be used as the learning materials during teaching learning process. According to Nation (2005), there are four considerations that can be used to know about what kinds of vocabulary need to be taught to the students:
 - 1) The word is very frequent and very important for the learners.
 - 2) The word causes particular difficulty.
 - 3) The word is needed for another activity, such as a game, a reading or listening exercise, a talk.
 - 4) The word contains features of regular patterns. Knowledge of these patterns will help learners master other words easily.

Based on the explanation above, the researcher concludes that some theories that not only the teaching vocabulary as one of the ways to developing the learner knowledge to reduce a word by giving the meaning of the parts and the whole

word about the target language. In teaching vocabulary, the teacher gives the students knowledge about vocabulary and how to use it in daily life. It is important since vocabulary as the basic foundation of the students' learning. Therefore, the teacher should make the students have high curiosity in learning new vocabulary by using enjoyable technique teaching.

3. The Important of Vocabulary

Vocabulary learning is very important for people who learn English both as foreign language and second language. Pertaining to Heubener (1965), learning of vocabulary is based on the formation of specific habits. Since this involves the association of symbols and their meaning, it is clear that an enrichment of the meaning of the word is as important as it is frequent repetition. In addition, according to Grauberg (1997), the process of learning vocabulary involves four stages:

a. Discrimination

This is the basic step. It involves the ability to distinguish sounds, letters from those next to them, and from the sounds and letters of similar words when listening and reading to keep them distinct when speaking and writing. As will be seen later, failure to discriminate is a frequent source of error.

b. Understand Meaning

This means understanding the concept of the foreign word or phrase. Often this is straightforward because the word can be related to its referent by direct association or because there is equivalent word in English.

c. Remembering

The next step after introducing and explaining new material is to ensure retention. Once learners have found out the meaning of a word, they have no reason to attend to it any more, and it will be forgotten.

d. Consolidation and extension of meaning

According to Meara (1997), learning new words is not an instantaneous process and if presentation were the only critical variable involved, then words would not be forgotten and need to be learned. However, it seems that words are absorbed slowly overtime, and that only gradually do they become fully integrated into the learner's personal stock of words, when he can use

them with the same sort of fluency that characterizes the words he uses in his native language. If one tries to analyze this process by relating it to linguistic description of vocabulary learning, pronunciation and spelling are probably acquired first, after the understanding of meaning, control over morphological forms and syntac links comes next and full semantic knowledge is last.

4. Vocabulary Learning

According to Lehr (2004), vocabulary is more complex that this definition suggests. First, words come not only in oral forms including those words that can be recognized and use in listening and speaking but also in print forms to be recognized and used in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary is words that can be recognized in reading and listening. Productive vocabulary refers to words that can be used in speaking and writing. Therefore, vocabulary is understood as knowledge of word spelling, pronunciation, collocations and appropriateness. Pertaining to Pyles (1970), vocabulary is the focus of language with its sounds and meaning, which interlock to allow us to communicate with one another.

2.2 Previous Study

1. Ratnia Wati (2014) entitled “Developing Vocabulary Materials for Fifth Grade at MI Tarbiyatul Hidayah Menganti-Gresik”. The background of this study is faced difficulties to understand the written language and oral language because they lack of the word and have little knowledge of vocabulary. Purpose of this study is to develop vocabulary material to increase and to improve student motivation in vocabulary during the classroom teaching and learning. The design of this study is research and development (R&D) study. The developing model used in this research was the ADDIE model which has procedures, need analysis, design, development, implementation, evaluation.
2. Ayu Kusuma Dewi (2013) entitled “Developing Vocabulary Material Using CALL for the Fifth Grade Student at SDN Randu Agung 2 Gresik”. The background of this study is boredom of fifth grade student with LKS as the only English teaching media. The purpose of this study was to develop the material in vocabulary using CALL which was applied for the fifth grade of

elementary school to be more interesting. The product or the media which was created consist of vocabulary, collocation word, reading text, and exercise. Ayu Kusuma Dewi used Asmara model in his research design. Asmara model consists of need analysis, design, development, expert validation, feed back from student, revision, limited try out, and final product.