

CHAPTER I

INTRODUCTION

1.1 Background

Language is an expression that contains the purposeful to communicate something to other individuals. Something planning by the speaker can be caught on and caught on by the audience through the language communicated. Concurring to Knott & Sanders (1998) the definition of language is the foremost total communication to communicate conclusions, intentions, thoughts, sentiments and messages to others. Language is an imperative tool for communicating with other individuals. (Chaer and Agustina, 1995:14) the main function of language is as a communication device. People can communicate with each other and express the feelings and concepts. Language is verbal behavior where people more often than not utilize with other people around them additionally as a instrument for reacting and collaboration with somebody.

English is an international language used almost all over the world. Currently, English is the language of communication used in various sectors of life such as technology, education, science, politics and international business. English has become a language used by many people around in the world to connect with others people. Therefore, people should understand and master English so they can obtain broader information, knowledge and technology.

English as a foreign language in Indonesia. In learning a foreign language, vocabulary is an important aspect. Vocabulary learning roles an important part in foreign language learning, both in the first and second language. According to Kamil and Heibert in Ahmadi et al (2005:187) vocabulary is as information of words or words meaning. Additionally, Ling et al (2012:55) moreover recommend that the vocabulary too ought to present from the basic to the complex one. They moreover propose that to the author to create the meaning of the vocabulary can be speculated by the students without see word reference. So, students get unused vocabularies during the learning. The text ought to permit students to create induction, apply what they studied in their genuine life, recognize meaning of unknown words from the context, replace troublesome words with the easier

words and new words are rehashed for reinforcement. Vocabulary is one of the English language sub-skills that must be instructed to students since vocabulary has an critical part in all language abilities. David Wilkins in Thornbury (2002:13) states that without grammar little can be passed on, without vocabulary nothing can be passed on. In other words, the first thing that language learners must master in learning a language is vocabulary.

In the learning process, researcher found that students at SMPN Satap Pongsamelung were very enthusiastic about learning English, but vocabulary was often considered the most difficult and a burden for students. Where students sometimes only remember words without remembering the meaning of the words, they do not know how to write the words and cannot pronounce the vocabulary correctly. Students also sometimes feel bored because ineffective methods make it difficult for students to understand the vocabulary.

Considering the importance of vocabulary as a part of language skills, the researcher is interested in conducting research entitled “Students’ Vocabulary Competence at The Seventh Grade of SMPN Satap Pongsamelung”.

1.2 Problem Statement

Based on the research background described above, the statement of the problem is “how is the students’ vocabulary competence at the seventh grade of SMPN Satap Pongsamelung?”.

1.3 Objective of The Research

The objective of the study is to find out students’ vocabulary competence at the seventh grade of SMPN Satap Pongsamelung.

1.4 Significance of The Research

This research is expected to provide benefits, as follows:

1. For students
Students can find out the English vocabulary competencies they have. Then, students can improve the vocabulary mastery.
2. For English teachers

In this research, teachers are able to improve the quality of the teaching and learning process, especially regarding students' English vocabulary competence.

3. Other researchers

This research can be a reference for further research in improving English language skills, especially vocabulary mastery.

1.5 Scope of the Research

The researcher focused on students' vocabulary competence at SMPN Satap Pongsamelung where this research focused on noun.

1.6 Operational Definition

To get general understanding about the title below is the operational definition of the research:

1. Vocabulary refers to a group of words in a language or a collection of words known to a person that we must understand to communicate effectively.
2. Competence refers to the ability to know something successfully. In this research, it refers to the ability to know English vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent of Ideas

1. Vocabulary

a. Definition of Vocabulary

As explained in the background of the study, vocabulary takes such a fundamental role in mastering English as foreign language well. There are some definitions of vocabulary proposed by some experts. Hornby (1995:1331) mentions his definition of vocabulary as the number of words in a language and vocabulary as a part of words with their meanings. Richard and Schmidt (2002: 580) explain that a set of lexemes, including single words, compound words and idioms. Shared reading, defined by Hatch and Brown (1995) as the term vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use.

Vocabulary is an obvious area for language variation (Celce and Olshtain, 2000: 78). It means that the vocabulary is a key of language, because without vocabulary the language cannot convey. Skills language is like speaking, writing, reading and listening will not convey with other people. In speaking and listening, we cannot speak and listen if we do not know the words or the meaning of the words to we speak or listen. In reading and writing, we cannot read write then if we do not know the words or the meaning of the words to we read or write. Well, the vocabulary so important part of the language.

Based on above, researcher can conclude that vocabulary is important part of language especially in all foreign language and language itself consist of words and vocabulary consist of words as well. Vocabulary is the collection of words that an individual knows (Linse, 2005: 129). Without vocabulary we can't say anything or we feel difficult to do it. So that ways, vocabulary is basic over all. Vocabulary is needed for expressing meaning used in the receptive language skills (listening and reading) and the productive language skill (Speaking and writing). Vocabulary is very important to encourage students' competence in English. It can be called as a key of English learning.

b. Kinds of vocabulary

According to Jeremy Hammer (New ed: longman 1991) stated that, “In the language test, there are two kinds of Vocabularies, active vocabulary and passive vocabulary”. To make more clearly about Hammer, Jeremy the researcher explains both of them as follows:

1) Active Vocabulary

Active Vocabulary implies the stock of words that an individual really utilizing in claim discourse or composing. It is utilized in verbal or writer expression by the student.

2) Passive Vocabulary

Passive Vocabulary implies the words that the students recognize and get it them when they happen in a setting or students require somebody to say something that offer assistance them review the word implications. The students more often than not discover passive vocabulary in listening or reading materials. They will discover the meaning of the word when they studied the words in a content and will know the meaning of the obscure word, on the content.

c. The type of vocabulary

Vocabulary can be classified into oral and print form (Hibert and Kamil, (2005:3). The form of vocabulary when someone speaks orally or reads orally belongs to oral form. Conversely, when someone reads silently or writes something, vocabulary will be seen in print form. Furthermore, Hibert and Kamil (2005:3) also stated that vocabulary can be classified into two types; productive and receptive vocabulary. Those types will be explained bellow:

1) Productive Vocabulary

Productive vocabulary is as a rule used when someone offers his/her thoughts when he/she talks or writes. When someone talks or writes something, he/she as a rule employments the words which are recognizable to him/her. This kind of words has a place to productive vocabulary. According to Hiebert and Kamil (2005:3) productive vocabulary is the set of words that an person can utilize when writing or talking. They are words that are commonplace, well-known and used regularly. While Haycraft in Hacth and Brown (1995:370) expressed that

productive vocabulary is words which the student gets it, articulate accurately and use valuably in talking and writing.

2) Receptive Vocabulary

Receptive vocabulary is that set of words for which an person can relegate meanings when listening or reading. These are words that are regularly less well known to students and less visit in utilize (Hiebert and Kamil, 2005:3). Receptive vocabulary is words that the students recognize and get it when they happen in setting, but which he cannot create accurately. (Haycraft in Hacth and Brown, 1995:370).

d. The importance of vocabulary

Vocabulary has important part in English learning. It is one component that joins the four abilities of speaking, listening, reading and writing all together (Huyen and Nga, 2003). In arrange to master all those abilities, the students got to have great vocabulary mastery. Satisfactory numbers of words which is obtained by the students will empower them to master English abilities effectively. It will be simple for students to communicate their thoughts both in written or talked frame and comprehend what individuals say on the off chance that they have great vocabulary mastery.

Morover, Dellar H and Hocking D (in Thornbury, 2002:13) too expressed that when somebody spends most of his/her time to memorize grammar, there is no noteworthy enhancement in his/her English. In any case, the critical advancement can be seen in the event that somebody learns more words and expression. Somebody can say exceptionally small with grammar, but without words somebody cannot say anything at all. Those articulations appear that vocabulary is an vital component in language learning. In this case, the part of vocabulary is not less vital than grammar. The need of vocabulary will bring numerous inconveniences to the students in learning English since without great vocabulary mastery they will get challenges to communicate their thoughts. Therefore, the part of vocabulary is truly fundamental in English learning because vocabulary will bolster the students in mastering English abilities.

e. The aspect of vocabulary

According to Lado (1995) there are five aspects of vocabulary which are needed to be learned by the students. They are (1) Meaning; (2) Spelling; (3) Pronunciation; (4) Word Classes and (5) Word Use. Those aspects will be explained bellow:

1) Meaning

Meaning gets to be one of fundamental viewpoints that ought to be learned by the students since meaning alludes to how the word provide its meaning to the dialect clients. As often as possible, a word may have more than one meaning when it is utilized in several setting. For illustration, the word “present” as a noun has meaning a period of time that is happening presently. The word “present” as a thing too can be characterized as something simply allow to somebody, more often than not for a specific occasion. Therefore, it is truly imperative for the understudies to know the meaning of the word, because it will offer assistance them to utilize and get it the message from that word when it happens totally different setting.

2) Spelling

When the students experience a word for the primary time, they ought to know how to spell that word. Spelling alludes to what a word see like (its spelling). By knowing the spelling of a word, the students will know how to type in a word accurately in written shape. Hence, it is truly critical for the students to know the spelling of the word.

3) Pronunciation

When the students learn vocabulary, they moreover got to know what a word sound like (its articulation). It'll offer assistance the students to get it what the other means to say. In the event that a word sound inaccurately, it will be troublesome for somebody to get it it. In this manner, it is truly basic for the students to know how to articulate a word accurately since it will maintain a strategic distance from miss understanding in talked communication.

4) Word Classes

Word classes can be characterized as categories of words. It is an imperative include in semantic highlight investigation. The categories of words can be

classified in a few categories such as noun, verb, adverb, adjective and preposition.

➤ Noun

According to Biles (2000:8) a noun is word that names something, such as a person, place, thing, or idea. In a sentence, nouns can play the role of subject, direct object, indirect object, subject complement, object complement, appositive or modifier. Some noun examples include : cat, bicycle, Ariana Grande, Indonesia.

There are two types of nouns, namely:

- a) Tangible or visible nouns, for example: body, girl, food, school, etc.
- b) Intangible nouns or noun that cannot be seen in real, for example: love, sadness, happiness, care, etc.

5) Word Use

Word use alludes to how a word is used in a language. Word use may too include grammar and thus be the subject of significant examination (Mardianawati, 2012:11).

f. Vocabulary mastery

Vocabulary is one of the dialect viewpoints which ought to be learnt. Learning it is critical since in arrange to be able to talk, write, and listen learners got to know vocabulary to begin with. A individual said to “know” a word in case they can recognize its meaning when they see it (Cameron, 2001: 75). It implies that in learning vocabulary learners ought to know the meaning of it additionally understand and can utilize it in sentence setting. Agreeing to John (2000:16), vocabulary is information of knowing the implications of words and thus the reason of a vocabulary test is to discover out whether the learners can coordinate each word with a equivalent word, a word reference – tape definition, or an synonym in their possess language. In learning vocabulary naturally they ought to know the meaning of words themselves and can utilize it in sentences. In brief, vocabulary mastery can be characterized as a number of vocabulary (words) in a dialect which contains data almost its shape, meaning and utilization in setting of communication. It is the fundamental information that students ought to master to begin with some time recently mastering English. Vocabulary learning

could be a central issue for English learning since it comprises the essential building pieces of English sentences. The vocabulary dominance is not a spontaneous process which is easy to be done. The method of vocabulary mastery starts when somebody is still an newborn child. Essentially, the baby's to begin with dialect comes from the mother language. They will ace the vocabulary through the basic words by listening to the words which are articulated by somebody else. It is known that English vocabulary learning cannot run effectively without English capacity (English abilities) because both of them are exceptionally critical in English educating and learning prepare. The students cannot do well in comprehension without huge vocabulary, for the sections and questions include a range of words much more extensive than that of every day discussion.

2.1 Previous Studies

There are several relevant previous studies of other researcher:

1. Arisman Lase (2021) research entitled "Improving Students' Ability in English Vocabulary Mastery by Using Picture and Picture Strategy at The Seventh Grade of SMP Swasta Hoya Sejahtera in 2018/2019 Academic Year". According to the research, the result shows that students' ability in mastery vocabulary was significantly can improved by implementation of Picture and Picture Strategy. There were two cycles done. The result in the cycle I shows the mean score was 61.53 and the cycles II shows the mean score was 82. Total improvement from before conducting research to cycles II was 61.44. It can be concluded that this research was significantly improved by implementation of using Picture and Picture Strategy students' ability in mastery vocabulary.
2. Asis Warni, Allen Christy Jufri (2023) research entitled "A Study of Students' Ability in Understanding Medical Vocabulary at Nursing English Class of Universitas Sumatra Barat". This research used descriptive method and total sampling technique. The result shows that about 9 students 45% were at very good level, they got scores 82-92 and 7 students 53% were at good level, their scores were 72-78 and 4 students 20% were at a fair level, their scores are 56-66. In conclusion, students' understanding of the medical

vocabulary are 16 students 80% were at a good to very good level based on their scores in the range of 72-92 and 4 students 20% are at a fair level because their scores are in the range of 56-66.

3. Dina Nurhidayati Ningtiyas (2023) research entitled “The Effect of Hidden Word Puzzle Game on Students’ Vocabulary Mastery.” This research was conducted the sample by purposive sampling technique which took 48 students divided into two class are experimental class and controlled class. The experimental class was using hidden word puzzle game while the controlled class was using listening with the teacher’s explanation on the textbook’s material and doing exercise. The result shows that the difference between two classes in the mean score of post-test where an experimental class got higher score than controlled class. It can be concluded that using hidden word puzzle game effectively for students’ vocabulary mastery at the seventh grade of permata madani islamic school.

Based on the explanation of the previous study above, the researcher concluded that the three of them have similarities with this research, which in this case discusses students' vocabulary abilities. The difference between previous research and this research is that the first research focused on the implementation of Picture and Picture Strategy, the second research focused on medical vocabulary, and the third research focused on the effects of the hidden word puzzle game, while this research focused more on evaluating students' vocabulary competence.