

# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is an international language and it is used all over the world. In Indonesia, English is a foreign language. It has been taught at school as one of the main subjects. The most important thing in learning English is learning vocabulary. Without vocabulary we can not speak, write and understand what we are reading and listening. Vocabulary is the most important matter in learning language.

According to English curriculum, English teaching covers four skills, namely reading, listening, speaking and writing. The four skills above are supported by the learning of language elements, that is grammar. Vocabulary is also essential for succesful second language use because without an extensive vocabulary, one will not be able touse the structures and function he or she may learned for comprehensive communication. According to Wilkins in Tornbury (2002: 13), without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary is central to language and the ability to write a foreign language pre-supposes knowledge of lexical unit of language.

Vocabulary is central to language and of critical importance to typical language learn. Without, vocabulary one cannot communicate effectively or expresses his ideas in both oral and written (Fauziati, 2005: 155). It means that students in Junior High School are enhanced to master English vocabulary and its grammatical rules to make good communication to the other people. Finally, teaching vocabulay in Junior High School has the purpose of providing the students with language skill.

Vocabulary mastery is one of the components to master English as a foreign language. It means that the students have ability in understanding and using the words and their meaning. Therefore, the students not only know the words, but also their meaning. So, students can learn English language more

easily and understand its intention from the meaning of those words. It also plays an important part in English skills such as listening, speaking, reading, and writing skill. The larger the vocabulary students master, the less they have problem in their language. By having limited vocabulary, the students will find difficulties in mastering English skill.

Vocabulary mastery is a component to master English as a foreign language in elementary, intermediate, and advanced level in learning the four language skills such as listening, speaking, reading, and writing. Then, vocabulary is a basic component to be mastered. So, if the students did not master vocabulary, the student will find difficulties in mastering reading and other skills. Vocabulary mastery means the students have the ability to understand and use vocabulary. The student are not only expected to select the words but they are knowing the meaning of certain vocabulary items.

According to Graves (1986) vocabulary ideals for the students of Junior High School are expected to have 2.500 until 5.000 words to support their reading, listening, writing and speaking. But to master vocabulary is not easy. The students in Junior High School should have many vocabulary. In a class, most of the students are passive because they have lack of vocabulary. Then, the teacher gives explanation, the teacher asks the students to answer the question or feedback.

Based on the observation and interview in the teaching learning English lesson at the seventh year of SMP Muhammadiyah 2 Masaran, Sragen, the writer found some of problems. The teacher in class can be mentioned in teaching vocabulary. For example, the teacher usually teach based on the text in the book. Teacher seldom give new vocabulary items because they are have a some vocabulary. So, the students are easily bored and lazy to learn. Finally, the teacher has difficulties in handing the student when teaching learning process is taking place. Then, in the class they are can understanding materials. The students gives a minimal 2.500 until 5.000 words in understanding vocabulary because limited teacher explain in several words. Finally, vocabulary can used for general sentence. So, the students difficul to exercise.

Based on the previous reasons, the observer will observe the way of improving vocabulary for Junior High School students entitled **AN ANALYSIS OF STUDENTS' CAPABILITY IN MASTERING VOCABULARY AT THE SEVENTH GRADE OF SMP MUHAMMADIYAH 2 MASARAN, SRAGEN IN 2015/2016 ACADEMIC YEAR.**

## **B. Problem Statement**

The problem of this research paper is related to the Analysis of Students' Capability in Mastering Vocabulary at the Seventh Grade of SMP Muhammadiyah 2 Masaran, Sragen. In general, the research problem are as follows:

How is the students' capability in mastering vocabulary at the seventh grade in SMP Muhammadiyah 2 Masaran, Sragen in 2015/2016 academic year?

Specifically, it is to answer the following questions:

1. How many words are mastered by the seventh grade in SMP Muhammadiyah 2 Masaran, Sragen in 2015/2016 academic year?
2. How is the students capability in pronouncing of words by the seventh grade in SMP Muhammadiyah 2 Masaran, Sragen in 2015/2016 academic year?
3. How is the students capability in using words by the seventh grade in SMP Muhammadiyah 2 Masaran, Sragen in 2015/2016 academic year?

## **C. Objective of the Study**

Based on the problem statement, the objectives of study in this research are as follows:

Generally, the study is conducted to describe the students' capability in mastering vocabulary at the seventh grade of SMP Muhammadiyah 2 Masaran, Sragen. Specifically, it is to describe:

1. the number of words mastered by the students.
2. the students' capability in pronouncing of words
3. the students' capability in using words.

#### **D. Scope of the Study**

The research paper focuses on analysis of students' capability in mastering vocabulary at the seventh grade of SMP Muhammadiyah 2 Masaran, Sragen in 2015/2016 academic year. The subject of the research is student of SMP Muhammadiyah 2 Masaran, Sragen. The researcher takes one class (33 students) as the subject of research. The data are based on the analysis of students' capability in mastering vocabulary to the seventh grade.

#### **E. Significance of the Study**

The researcher hopes that this research will have some significance in the English teaching-learning process, especially in teaching-learning vocabulary. There are two kinds of significance in this research; theoretical and practical.

##### **1. Theoretical Significance**

- a. The result of the study can be used as an input in improving English vocabulary ability.
- b. The result of the research can be used as the reference for those who want to conduct a research in improving English vocabulary ability.

##### **2. Practical Significance**

- a. The Teacher

The result of the research can be useful for additional information to find out the appropriate methods used in the vocabulary.

- b. Student

It will give an experience and clear understanding about the method of learning vocabulary.

- c. The other researcher

It will give some information and knowledge to the readers about the process of learning vocabulary.