

CHAPTER I INTRODUCTION

1.1 Background of the Study

Vocabulary has a very important role in pleasing students' ability to understand ideas conveyed by the speakers, or develop their interest in word learning. Nurhadi (1995) acknowledges that students who have high curiosity of course will be easy to enrich vocabulary and become more easily discriminate and think logically.

The curiosity can be seen from the aspects of language development. In fact, the development to language skills tends to be influenced by the mastery of quantitative vocabulary, which includes the ability regarding the quality of language. Of course, it wants to underline that the quality of a person's language depends on the quality and quantity of is vocabulary.

However, the fact showed that many students did not have a lot of vocabulary when the researcher asked them to speak. They were very difficult to speak not only because they were shy but also they did not have ideas to speak English. When she offered them a passage and asked to read and answer the questions, they could answer. This is a very disappointing situation. Therefore, she wants to conduct a research entitled ANALYSIS OF THE VOCABULARY MASTERY USING PICTURES OF THE FIRST YEAR STUDENTS OF SMPN I MALAKA TIMUR IN THE 2020/2021 TEACHING YEAR.

1.2 Statement of the Problem

The problems of this study are stated as follows:

- 1.2.1 Have the students mastered vocabulary?
- 1.2.2 To what level is the students' mastery in learning vocabulary categorized?
- 1.2.3 What problem do they face in learning vocabulary?

1.3 Objective of the Study

The objectives of this study are stated as follows:

- 1.3.1 To point out whether or not the students have mastered vocabulary.
- 1.3.2 To identify the problem they face in learning vocabulary.
- 1.3.3 To categorize the students' level of mastery in learning vocabulary?

1.4 Significances of the Study

The results of this study are expected to be beneficial for the following parties:

- 1.4.1 As an input data for the English teachers about teaching and learning process of vocabulary in the classroom.
- 1.4.2 To motivate students to increase their vocabulary mastery.
- 1.4.3 As a reference for the next researchers to conduct researches on vocabulary.

1.5 Scope and Limitation

English language has four skills (listening, speaking, reading, and writing) and three sub-skills (pronunciation, vocabulary and grammar). But this study just focuses on vocabulary. To know whether or not it has been mastered, the researcher will involve the First Year Students of SMPN I Malaka Timur. They number 35 students.

1.6 Definition of the Terms

To avoid misunderstanding on the readers to master this study, the researcher will define the main terms used in its title. The terms are defined as follows:

1.6.1 Analysis

The definition of analysis according to Komaruddin (2001) is the activity of thinking to decompose a whole into components so that it can be recognize the signs of components, their relationships with each other and their respective functions in an integrated whole.

1.6.2 Vocabulary

According to Huyen and Nga (2003):” in order to communicate well in a foreign language, students should acquire an adequate numbers of words and should know how to use them accurately”.

1.6.3 Mastery

Mastery is the process, method, act of controlling or empowering, understanding or the ability to use knowledge, intelligence. The words mastery can also be interpreted as a person’s ability in something (Nurgiyantoro 2001:162)states that mastery is a person’s ability that can be realized both from theory and practice. Someone can be said to have mastered something when that person understand and understand the material or concept so that it can apply it to a new situation or concept. From these two definitions it can be concluded that mastery is a person’s ability in understand material or concepts that can be realized both in theory and practice.

1.6.4 The first year students are the students of SMPN I Malaka Timur who are learning English in the 2020/2021 teaching year.

1.7 Organization of the Study

This thesis proposal is systematically arranged into five chapters: Chapter One, Introduction, consists of background of the study, statement of the problems, objective of the study, significance of the study, scope and limitation, definition of terms, and organization of the vocabulary. Chapter Two, Review of Related Literature, presents previous study, definition of using conversion, benefits of using conversion, the process of vocabulary, strategies of vocabulary, models of vocabulary, types of vocabulary. Chapter Three, Research Method, deals with research design, subject design, instrument, procedure of data collection, technique of data analysis. Chapter Four consist of Finding And Discussion And Chapter Five Consist of Conclusion And Suggestion.