

CHAPTER I

INTRODUCTION

A. Background study

One of the international languages today is English. Since English has become an international language of communication, many have used it to support their goals in life. English is a universal language that is used by everyone to communicate around the world and English has become the most studied foreign language in the world. Being able to use English is a necessity in the current era of globalization and communication. Vocabulary is the sum of words that make up language or unit of language speech, used and understood by certain daily activities such as in trade, technology, literature, politics, profession, and so forth.¹ Vocabulary should be mastered well by the students in order to support their ability in doing communication, whether orally or writing.² Therefore mastery of English is highly emphasized with the hope that students can become capable and prepared individuals face global competition in the future.

¹ Desi Sri Astuti, “ *Teaching Vocabulary by Using Pictures*” English Education Department of IKIP-PGRI, (Pontianak: 2014).p. 191-192

² Syarifuddin Achmad, “ *Developing English Vocabulary Mastery through Meaningful Learning Approach*”, International Journal of Linguistic, (University of Gorontalo: 2013), Vol. 5, No. 5, 81

When learning English, students need to master two main aspects: language skills and language components. Language skills consist of listening, speaking, reading and writing, and language components consist of vocabulary, structure and pronunciation. As part of competent language, vocabulary has an important role in learning English. Language cannot be separated from vocabulary. If students want to speak English well, they need to learn as much vocabulary as possible.

Generally, vocabulary is taught by remembering the new words by looking at the meaning of them in a bilingual dictionary. Teachers usually ask their students to translate the new words into their native language and memorize them. This traditional way is applied in most schools.

Vocabulary is one of linguistic components in learning English. Vocabulary mastery is one of the components to master English as a foreign language. The students have ability in understanding and using the words and meanings. Students cannot write sentence or phrase in speaking even write and read due to lack of vocabulary. According to Bracey, when students struggle with basic skills, then they cannot master more difficult subject content material. Struggles with vocabulary skills can affect comprehension of materials, and decreasing academic achievement. Most students are lazy to memorize and add to their

vocabulary, it makes it difficult for them to speak and convey something in English.³

Zhihong Bai stated that vocabulary is the basic component of language and a fundamentally important aspect of language development. Limited knowledge of vocabulary was the main problem in learning language. It means that it was cause a big problem if someone didn't have rich vocabulary. The large vocabulary students master, the better they perform their language.⁴

Mastering vocabulary will increase (Intelligence Quotient) IQ and improve speaking skills in English of course this is the main benefit of mastering vocabulary, with the many words that we can master and understand will make it easier for us to speak in English. Vocabulary is able to improve the ability to read English texts. Vocabulary will indeed be very helpful in honing English skills, good reading, speaking even writing.

Mastering English skills is not easy, because each student has different abilities in understanding and accepting learning material, which causes various difficulties faced by students in the learning process. The difficulty that is often encountered in junior high schools is regarding

³ Jonas, *The Effects of English Vocabulary Mastery on Geometry Achievement*, (Florida: 2013), 5

⁴ Zhihong Bai, *An analysis of English vocabulary learning strategies*, (Linfen, China: Shanxi Normal University, 2018). p.854

vocabulary mastery. The lack of students' ability to master vocabulary is a problem that must be solved properly, considering that vocabulary mastery is very necessary in learning English. There are some difficulties of students in mastering vocabulary such as: Pronunciation, Length and complexity, Grammar, Meaning, Range, connotation and idiomaticity.⁵

Based on interviews conducted by researcher with one of the English teachers, namely Miss. R on January at MTS Nurul Muhtadin Tigamaya, Serang Regency, it can be seen that most students find it difficult to learn vocabulary which causes students to lack vocabulary mastery. This happens because the students' vocabulary is still small and they do not understand the meaning of the vocabulary and admit that it is difficult in learning English. In addition, students are lazy to memorize words heard or read in books. Another factor is that students find it difficult to use words in different contexts. The students find it difficult in pronunciation and also pay less attention to the lesson. Teachers say that they need good techniques to make their students understand the meaning of the vocabulary and remember it for a long time. Students must carry out learning activities that can make them interested and competitive in every learning process. Vocabulary introduced in the lower secondary English curriculum includes common words in spoken and written

⁵ Scott Thornbury, *How to Teach Vocabulary*, (Essex: Longman, Pearson Education, 2002), 27-28

English related to the themes and topics in the curriculum. There is a target vocabulary of around 800-1000 vocabulary items at level 2 (excluding the vocabulary introduced in the primary English curriculum). However, in reality many students still have low vocabulary and make it difficult for them to learn English. Therefore, teachers need to change the classroom atmosphere to be fun by using well-designed learning techniques so that learning activities can improve student achievement optimally.

Therefore, with these problems, the researcher is interested in analyzing what factors cause the lack of students' vocabulary mastery in learning English, with the title "Analysis of factors causing the lack of Mastery of students' Vocabulary at MTS Nurul Muhtadin Tigamaya, Serang Regency".

B. Research questions

Based on the background above, the researcher formulates the research questions as follow:

1. What are the difficulties faced by MTs Nurul Muhtadin's eighth grade students in mastering vocabulary?
2. What are the factors causing the students' lack of vocabulary mastery in the eighth grade of MTs Nurul Muhtadin?

C. Objectives of study

Concerning with the research questions, the objectives of research has described as follow:

1. To find out the difficulties faced by MTs Nurul Muhtadin's eighth grade students in mastering vocabulary
2. To find out the factors causing the lack of vocabulary mastery of students in grade eight Mts Nurul Muhtadin

D. Significant Study

It is hoped that this research will be especially useful for writers in improving perceptions and in general it can be useful in the process of learning English, especially in learning vocabulary, especially for English students and teachers.

1. For students

This research can be used to help students in the vocabulary learning process, especially to find out the factors causing their lack of vocabulary mastery in learning English, if they already know the causes they will easily overcome them.

2. For teachers

It is hoped that this research can help teachers in the teaching process in their special class in learning vocabulary by using

strategies or methods that are more interesting in teaching English and its application in mastering vocabulary.

E. Limitations of study

In order for this research to be more effective, efficient, directed and can be studied in more depth, it is necessary to limit the problem.

The boundaries of the problems studied in this study are: the problems studied are limited to the analysis of the factors causing the lack of students' vocabulary mastery at MTs Nurul Muhtadin Tigamaya Serang. To find out what difficulties students face in mastering vocabulary the researcher use observation in class VIII C. And to find out what are the factors that cause students' lack of vocabulary mastery, researcher conduct interviews with the teacher and students at Mts Nurul Muhtadin.

F. Previous Studies

Previous research was written by Hersalina with the title “An Analysis Of Students’ Difficulties In Vocabulary Mastery At First Year Of English Language Education Fkip Universitas Islam Riau”. The purpose of this research to find out what are the difficulties of first year at English Language Education FKIP Universitas Islam Riau. The researcher used quantitative research, the subject for collecting data were the first semester class A the sample of the research an B to try out the

test, there were 33 students 13 males and 20 females. The location of this research is at English Language Education Universitas Islam Riau. The researcher used vocabulary test in multiple choice forms and researcher used simple purposive sampling. The researcher shares the link via chairman of class and the researcher used SPSS 25 version to analysis the data and the researcher was analysis which one the students' difficulties in vocabulary mastery by vocabulary test. In addition, based on the result, the researcher have found that the students' difficulties in vocabulary mastery in term of preposition, verb, pronoun, adverb and adjective. While, the noun and conjunction is have easy criteria. The difficult question for students is preposition question. The level of preposition question is difficult.

The second study was previously written by Jesi Firman Rahman entitled "An Analysis Of Students' Difficulties In Vocabulary Mastery: A Survey Study At Second Grade Students' Of Smpn 19 Mataram In Academic Year 2015/ 2016 " aims to find out the kinds and factors of students' difficulties in vocabulary mastery. The participants of this study were the second grade students of SMPN 19 Mataram. There were 35 students selected by using purposive random sampling. The data were analyzed by descriptive qualitative method. In collecting the data, two kinds of instruments were used: test and questionnaire. The finding

showed that the students still faced the problems or difficulties in vocabulary mastery. The kinds of difficulties faced by students in vocabulary mastery were (a) most of students have difficulties in grammar, (b) how to understand the meaning of words, (c) how to spell and (d) other difficulties such as identifying noun-adjective vocabulary and making translation. There were some factors that caused students difficulties in vocabulary mastery (a) the students' interest in learning vocabulary, (b) students' ability in remembering new words, (c) difficult in identifying past tense form, and (d) difficult in pronunciation.

Then the third study was previously written by Rezkianti entitled "The Students' Difficulties In Memorizing Vocabulary At The Third Semester Of English Education Departmentuin Alauddin Makassar". This research aims to find out the students' difficulties in memorizing vocabulary due to some factors especially in the aspect of pronunciation and meaning. In this research, the researcher investigated the students' difficulties in memorizing vocabulary in Islamic State of University Alauddin Makassar. The participant of this study was the third semester students of English Education Department. There were six students as the subject in this research. This research applied a descriptive method which used qualitative analysis to the data of the research. It was conducted in English Education Department of Tarbiyah and Teaching Faculty of UIN

Alauddin Makassar. The researcher collected data by conducting interviews and documenting several important data that support this research. Data was collected from interview scripts, notes on the low score students had. The subjects of this research were students majoring in English at UIN Alauddin Makassar.

Based on the data collection, the researcher concludes that the difficulties faced by English students in memorizing vocabulary are; 1) difficulty in utterance 2) difficulty in differentiating the meaning of the words 3) pronunciation problem of the different meaning words but have similar sounds 4) learning words that are not suitable to their needs.

This study is different from previous research because in this study the researchers analyzed the factors causing the lack of vocabulary mastery of class VIII students at MTs Nurul Muhtadin Tigamaya Serang. Furthermore, this study focused on the factors causing the students' lack of vocabulary mastery. The object of this research is class VIII students of Mts Nurul Muhtadin Tigamaya Serang. The method in this study uses descriptive qualitative. Here the researcher analyzes what difficulties students face in mastering vocabulary and what factors cause students' lack of mastery of vocabulary. Because each student has different causal factors that make their vocabulary mastery less. The researcher was inspired to conduct this research based on the results of interviews

conducted by the researcher with an eighth grade English teacher at Mts Nurul Muhtadin Tigamaya Serang.

G. The Organization of study

This paper divides into fifth chapters.

The first chapter the researcher discusses about, the introduction which include background of the study, research question, objective of study, significant study, limitations of study, previous studies, and the organization of study.

The second chapter is theory of study, definition of vocabulary, types vocabulary, the classifications of vocabulary, the importance of vocabulary, vocabulary mastery, students' difficulties in vocabulary mastery, several factors causing the lack of mastery of students' vocabulary and the last teaching vocabulary.

The third chapter is methodology of research that consist of research location, research design, source data, research instruments, data analysis techniques adn research procedures.

The fourth chapter explain about the research finding and discussion that are the description of data, analysis of data and the interpretation of data.

The fifth chapter is conclusion and suggestion.