

**THE VOCABULARY MASTERY AT THE SEVENTH  
GRADE STUDENTS OF SMP NEGERI 1  
LEMBAH SORIK MARAPI**



**Thesis**

*Submitted to the State University For Islamic Studies (UIN) Syekh Ali Hasan Ahmad Addary Padangsidempuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in English*

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STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2024**

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*Assalamu'alaikum Warahmatullahi Wabarakatuh*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Ulfah Oktora Rangkuti**, entitled “**The Vocabulary Mastery at The Seventh Grade Students of SMP Negeri 1 Lembah Sorik Marapi**”. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.


Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

*Wassalam'alaikum Warahmatullahi Wabarakatuh*

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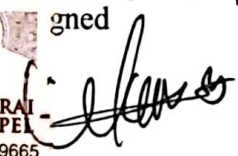
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## LEGALIZATION

**Thesis** : The Vocabulary Mastery at The Seventh Grade  
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## ABSTRACT

**Name** : Ulfah Oktora Rangkuti  
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**The Title of Thesis** : “The Vocabulary Mastery at The Seventh Grade Students of SMP Negeri 1 Lembah Sorik Marapi”

The purpose of this research was to know the students vocabulary mastery at the seventh grade students of SMP Negeri 1 Lembah Sorik Marapi. The research was applied quantitative research. The sample was 23 students from class VII-1 of SMP Negeri 1 Lembah Sorik Marapi. The instrument of the research was test, that consisted of 30 questions. The technique of collecting data in this research were: the researcher distributed the paper of the test to students, the researcher explained what the students to do, the researcher gave time to answer the test in 30 minutes, the students answered the question, the researcher collected the students' paper test, the researcher checked the answer of the students and researcher calculated the students research result test, then checked the students answer based on the indicators of writing test about descriptive text and calculated the result based on the criterion of the data such mean score, median score and mode score, at the last of analysis interpreted the result in form of tables. The result of the research showed the lowest score was 30 and the highest score was 93.3, the total score from 23 students was 1616, mean score was 70.26, median score was 76.25 and mode score was 88.875. The interpretation of students writing score were 10 students classified into very good category, 6 students were classified into good category, 2 students was classified into enough category, 1 students was classified into less category and 4 students was classified into failed category. The students result of writing descriptive text was categorized into good category, it showed from the students mean score from 23 students was 70.26.

**Key words** : *Vocabulary, Mastery*

## ABSTRAK

**Nama** : Ulfah Oktora Rangkuti  
**NIM** : 17 203 00103  
**Judul Skripsi** : **Penguasaan Kosakata Siswa Kelas VII SMP Negeri 1  
Lembah Sorik Marapi**

Penelitian ini bertujuan untuk mengetahui penguasaan kosakata siswa pada siswa kelas VII SMP Negeri 1 Lembah Sorik Marapi. Penelitian ini merupakan penelitian kuantitatif terapan. Sampel penelitian ini adalah 23 siswa dari kelas VII-1 SMP Negeri 1 Lembah Sorik Marapi. Instrumen penelitian berupa tes yang terdiri dari 30 soal. Teknik pengumpulan data dalam penelitian ini adalah: peneliti membagikan kertas tes kepada siswa, peneliti menjelaskan apa yang harus dilakukan siswa, peneliti memberikan waktu untuk menjawab tes selama 30 menit, siswa menjawab pertanyaan, peneliti mengumpulkan kertas tes siswa, peneliti memeriksa jawaban siswa dan peneliti menghitung tes hasil belajar siswa, kemudian memeriksa jawaban siswa berdasarkan indikator tes menulis teks deskriptif dan menghitung hasilnya berdasarkan kriteria data seperti skor rata-rata (mean), skor rata-rata (median), dan skor modus (modus), pada tahap akhir peneliti menginterpretasikan hasilnya dalam bentuk tabel. Hasil penelitian menunjukkan skor terendah adalah 30 dan skor tertinggi adalah 93,3, total skor dari 23 siswa adalah 1616, skor rata-rata 70,26, skor rata-rata 76,25 dan skor modus 88,875. Interpretasi skor menulis siswa adalah 10 siswa diklasifikasikan ke dalam kategori sangat baik, 6 siswa diklasifikasikan ke dalam kategori baik, 2 siswa diklasifikasikan ke dalam kategori cukup, 1 siswa diklasifikasikan ke dalam kategori kurang dan 4 siswa diklasifikasikan ke dalam kategori gagal. Hasil menulis teks deskriptif siswa dikategorikan ke dalam kategori baik, hal ini terlihat dari nilai rata-rata siswa dari 23 siswa adalah 70.26.

**Kata kunci:** *Penguasaan, Kosakata*

## ملخص البحث

الاسم	:أولفه أوكتورا رانجكوتي
رقم التسجيل	: ١٧٢٠٣٠٠١٠٣
عنوان البحث	: إتقان المفردات اللغوية لطلاب الصف السابع من الصف السابع في وادي سوريك ماراي ١ سوريك ماراي

ونتيجة لذلك، يشعر الطلاب بالملل ولا يمكنهم الاستمتاع بعملية التعلم في الفصل. تهدف هذه الدراسة إلى تحديد مدى إتقان الطلاب للمفردات لدى طلاب الصف السابع في وادي سوريك ماراي. هذا البحث هو بحث كمي تطبيقي. وكانت عينة هذه الدراسة ٢٣ طالباً من طلاب الصف السابع الابتدائي الأول من الصف السابع الابتدائي الأول في وادي سوريك ماراي. وكانت أداة البحث عبارة عن اختبار يتكون من ٣٠ سؤالاً. تقنيات جمع البيانات في هذه الدراسة هي: قام الباحث بتوزيع أوراق الاختبار على الطلاب، ثم قام الباحث بشرح ما يجب على الطلاب القيام به، ثم قام الباحث بإعطاء وقت للإجابة على الاختبار لمدة ٣٠ دقيقة، ثم قام الطلاب بالإجابة على الأسئلة، ثم قام الباحث بجمع أوراق اختبار الطلاب، ثم قام الباحث بالتحقق من إجابات الطلاب، ثم قام الباحث بحساب اختبار نواتج تعلم الطلاب، ثم قام الباحث بالتحقق من إجابات الطلاب بناءً على مؤشرات اختبار كتابة النص الوصفي وحساب النتائج بناءً على معايير البيانات مثل متوسط الدرجات (المتوسط)، ومتوسط الدرجات (الوسيط)، ودرجة الوضع (النمط)، وفي المرحلة الأخيرة قام الباحث بتفسير النتائج في شكل جدول. وقد أظهرت النتائج أن أقل درجة كانت ٣٠ درجة وأعلى درجة كانت ٩٣,٣ درجة، وكان مجموع درجات الطلاب الـ ٢٣ ١٦١٦ درجة، وكان متوسط الدرجات ٧٠,٢٦ درجة، والدرجة المتوسطة ٧٦,٢٥ درجة، والدرجة الوسطية ٧٦,٢٥ درجة، والدرجة النمطية ٨٨,٨٧٥ درجة. وتفسير درجات الطلاب في الكتابة هو أن ١٠ طلاب صُنّفوا في فئة ممتاز، و ٦ طلاب صُنّفوا في فئة جيد، وطالبين صُنّفوا في فئة كافٍ، وطالب واحد صُنّف في فئة ناقص، و ٤ طلاب صُنّفوا في فئة راسب. صُنّفت نتائج الطلاب في الكتابة الوصفية النصية في فئة الجيد، ويمكن ملاحظة ذلك من متوسط درجات الطلاب البالغ عددهم ٢٣ طالباً وهو ٧٠,٢٦.

الكلمات المفتاحية: إتقان المفردات.

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I realize this thesis can not be finished without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidimpuan,            June 2024  
Researcher

**Ulfah Oktora Rangkuti**  
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# CHAPTER I

## INTRODUCTION

### A. The Background of Problem

English in general is a trade language, a diplomatic language, and a knowledge language. In 2013 curriculum, English is one of an important subject in all levels of school in Indonesia. English is one of the foreign language that is learned by Indonesia students, it is important to learn English in this global era since competitions among countries are hard. English is one of the foreign language that is learned by Indonesia students, it is important to learn English in this global era since competitions among countries are hard. In learning English there are four skills that must be mastered. They are listening, speaking, reading, writing.<sup>1</sup> If students able to mastered the four skills that will make them easier to understand in learning english.

English is one of the foreign language that is learned by Indonesia students, it is important to learn English in this global era since competitions among countries are hard. English is one of the foreign language that is learned by Indonesia students, it is important to learn English in this global era since competitions among countries are hard. In learning English there are four skills that must be mastered. They are listening, speaking, reading, writing.<sup>2</sup> If students able to mastered the four skills that will make them easier to

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<sup>1</sup> Chengyu Nan, "Implications of Interrelationship among Four Language Skills for High School English Teaching," *Journal of Language Teaching and Research* 9, no. 2 (2018): 418, <https://doi.org/10.17507/jltr.0902.26>.

<sup>2</sup> Chengyu Nan, "Implications of Interrelationship among Four Language Skills for High School English Teaching," *Journal of Language Teaching and Research* 9, no. 2 (2018): 418, <https://doi.org/10.17507/jltr.0902.26>.

understand in learning english.

Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. It means that vocabulary must be remembered and uttered well, It is not only learned but also mastered, vocabulary plays important role in speaking. The more vocabulary people have, the bigger possibility to have a skill to use the language. “the word (vocabulary) which make up a language constitutes vocabulary”, it is the basic competence that should be mastered by the students. Through vocabulary, the students are able to master the four skill; they are, listening, speaking, writing, reading.

Vocabulary is an essential component in foreign language learning because it is needed for expressing meaning and conveying thoughts through both receptive and productive skill. Many believe that vocabulary is the central of language in learning of language, vocabulary is core component of language proficiency and provide much of the basic for how well learner speaker. Mastery of vocabulary is very necessary because the more vocabulary a person, the easier it is to convey and received information, and even vocabulary can be used as a measure of one's intelligence.

Vocabulary is one of the most important components of English. Vocabulary sometimes was difficult to understand because vocabulary was used in everyday life. Therefore the people must learned more about this vocabulary so that it is not difficult to apply it in everyday life. Vocabulary is commonly defined as knowledge about the word, words meaning, and word uses to express their idea thought oral or written communication.

Vocabulary is an important component of language in learning a language, especially in English as a foreign language. According to Burbidge, vocabulary is all the words in language, list of word in a lesson or books, all the words that one person knows.<sup>3</sup> Learner need to master vocabulary, the better is their performance an all aspects in learning of English and therefore students who enrich in vocabularies will be successful in learning the language.

Vocabulary can not be separated from the language, its important part of a language. Learning vocabulary is very important in everyday life, by studying the vocabulary students can master the names of things. Vocabulary can be defined as sound that expresses a meaning and forms an independent unit in a language.<sup>4</sup> It can be say that vocabulary is the smallest unit of speech that process individual meaning to speak and it can be used to interact one another and vocabulary can be says as a group of words on certain language as a part in teaching learning in a foreign language.

In junior high school, one of the purposes of learning English itself was in ordering to have a lot of vocabulary to master in all of the skill in English. Teaching English to students Junior High School is not easy because the students are generally aggressive. Djuwairiah mentioned that teachers lead students to be active in classroom during learning held in 2013 curriculum

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<sup>3</sup> Shirley Burrige, *Oxford Basic English Dictionary*, (New York: Oxford University Press, 1981), p.477

<sup>4</sup> Jack C. Richard, *Curriculum Development in Language Teaching* (Cambridge: Cambridge, University Press, 2000), p.4. <http://z-lib.org>.

process.<sup>5</sup> Poor vocabulary knowledge is the primary cause of the academic failure of disadvantaged students. <sup>6</sup>Thus, vocabulary is one of the significant parts of English. There many subjects or materials taught in this level such as vocabulary (nouns, adjectives, verbs, and so on).

Vocabulary mastery is defend as the power to control, command, decide, and rule the vocabulary as an useful and fundamental tool for communication and acquiring knowledge. Vocabulary mastery is the competence or knowledge of a collection of words that form a language that can be used by everyone to communicate. So, vocabulary mastery Vocabulary mastery refers to the great skill in processing words of a language.<sup>7</sup> Vocabulary mastery is one of linguistic features, which influences the communicative competence and also vocabulary is all of word used in English, we must be mastery the English vocabulary for easy use in English, whether it is making sentences or conversations.

Vocabulary mastery was one component for mastering English as a foreign language from elementary to secondary and advanced. In learning four language skills, vocabulary is one of basic component to be mastered. It makes sense, given that four language skills require knowledge of words because they would not be able to do all four skills without vocabulary. By having a limited

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<sup>5</sup> Djuwairiah, *Understanding the 2013 Curriculum of English Teaching through the Teachers and Policymakers*, Perspectives, 2(4), 6-15.

<sup>6</sup> Jeremy Harmer, *The Practice of English Language Teaching*. London: Longman. 2001. p 13.

<sup>7</sup> Mofareh Al Qahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, <https://doi.org/10.20472/te.2015.3.3.002>.

vocabulary, the students would find difficulties in mastering English skills.<sup>8</sup> Male and female is caused by the students' learning style, interest, and attitude, besides that caused by the influence of the school environmental factors and facility factor. All those can affect the student's performance in learning English. Males have a vastly superior ability to visualize three-dimensional objects than do females. Mastering vocabulary is the ability to get or to receive a lot of words, by having and mastering vocabulary students will be able to express their idea.

However, vocabulary was problematic at seventh grade of SMP Negeri 1 Lembah Sorik Marapi Kabupaten Mandailing Natal. The researcher has interviewed the English teacher at seventh grade of SMP Negeri 1 Lembah Sorik Marapi Kabupaten Mandailing Natal, the result of interview was:

*First*, students less in vocabulary mastery. The students felt difficult to read and pronounce the vocabulary, it made the students lazy to learn English vocabulary. Students mastery of English vocabulary is still poor. *Second*, the students have lack motivation in learning vocabulary. *Third*, the students are difficult in remembering new vocabulary. The students are difficult in remembering new words that given by the teacher. The last problem, the teacher can not make an interesting learning process in the classroom. As a result the students become bored and cannot enjoy the learning process in the classroom.<sup>9</sup>

From the result of interview about students vocabulary mastery above, the researcher interested to apply a research under the title **“The Vocabulary Mastery of The Seventh Grade Students of SMP Negeri 1 Lembah Sorik Marapi”**.

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<sup>8</sup> Fitri Rayani Siregar. Male and Female Students' Vocabulary Mastery. English Educational Journal. Vol.10. No.01. Desember 2022. 237-249

<sup>9</sup> Interview with the English teacher at seventh grade of SMP Negeri 1 Lembah Sorik Marapi Kabupaten Mandailing Natal "Ms Linda, on Thursday 22 Desember 2022

## **B. The Identification of Problem**

There were several factors that make students hard to master vocabulary in the class, the researcher concluded the identification of problem, such:

1. The students were less in vocabulary mastery, the students felt difficult to read and pronounce the vocabulary.
2. The students were less motivation in learning vocabulary.
3. The students were difficult in remembering new vocabulary, because English was not their mother language.
4. The teacher need some technique in teaching vocabulary mastery, it made the students become bored and cannot enjoy the learning process in the classroom.

## **C. The Limitation of problem**

Based on the identification of the problem above, there are four language skills in English like speaking, reading, listening, reading, but in this research, the researcher limited the problem and focused to discuss about the students vocabulary mastery only. That was to know the vocabulary mastery of the Seventh Grade Students of SMP Negeri 1 Lembah Sorik Marapi in academic year 2023-2024.

## **D. The Definitions of Operational Variable**

To avoid misunderstanding in conducting the research, the researcher formulated the key term of this research, as follows:

## 1. Vocabulary

Vocabulary is one of the language aspects that must be learnt in learning English. Students will be able to communicate well as long as they understand and learn about vocabulary. Vocabulary is the subject that will be learned and improved by students especially nouns, verbs, adverbs and adjectives. Vocabulary cannot be separated from the language, it is an important part of a language. Learning vocabulary is very important in everyday life, by studying the vocabulary students can master the names of things.

## 2. Mastery

Mastery is the ability to build on something that has already been learnt and it also the ability to reason about a concept and make connections in conceptual and procedural fluency. Vocabulary mastery is one of the linguistic features, which influences the communicative competence and also vocabulary is all of the words used in English, we must master the English vocabulary for easy use in English, whether it is making sentences or conversations. Vocabulary mastery is the knowledge in understanding the words.

### **E. The Formulations of problem**

Based on the identification above, the researcher formulated the formulations of problem were:

1. How is the vocabulary mastery at the seventh grade students of SMP Negeri 1 Lembah Sorik Marapi?

2. What are the students' difficulties in learning vocabulary at the seventh grade of SMP Negeri 1 Lembah Sorik Marapi?
3. What are the teacher's efforts to solve the students' difficulties in learning vocabulary at the seventh grade of SMP Negeri 1 Lembah Sorik Marapi?

#### **F. The Purposes of research**

Based on the formulations of problem above, the researcher conclude the purpose of this research were:

1. To know the vocabulary mastery at the seventh grade students of SMP Negeri 1 Lembah Sorik Marapi.
2. To know what are the students' difficulties in learning vocabulary at the seventh grade of SMP Negeri 1 Lembah Sorik Marapi.
3. To know what are the teacher's efforts to solve the students' difficulties in learning vocabulary at the seventh grade of SMP Negeri 1 Lembah Sorik Marapi.

#### **G. The Significances of The Research**

The result of this study is expected to give useful contribution for the following section, they are:

1. For Headmaster

Hopefully this research as the information to convince the English teacher in teaching especially for teaching vocabulary to be more active learning that focused on students center.

2. For teacher

Hopefully this study can be as reference and input to the English teacher in teaching English in the classroom, especially in teaching vocabulary.

3. For students

They can be helped to know about the explanation about vocabulary and the example of vocabulary, they can easier in memorizing the new vocabulary.

4. For the next researchers

Hopefully the result of this research can be used as a reference for another researcher who will discuss about the students' vocabulary mastery.

## **H. The Outline of Thesis**

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one consists of the background of problem, the identification of problem, the limitation of problem, the formulation of problem, the purpose of research, the significances of research, and the outline of the thesis.

Chapter two consists of the theoretical description, which consists of sub chapters such as theoretical description of vocabulary mastery and review of related findings.

Chapter three is consists of the research methodology, where consists of types of research, place and time of the research, research method, population

and samples, definition of operational variables, instrument of research, technique of collecting data and techniques of analysis data.

Chapter four is data findings of the research, it consists of the result of the research, like the discussion of the result and the discussion about the research and another research. Chapter five is closing, where consists of the conclusion, implementation and suggestion.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Description

In conducting a research, theories were needed to explain the concepts and terms applied in research concerned as the reference of the researcher that have connecting with the topic of the research. Therefore, the clarification of the concepts minimized possible misunderstanding between the readers and the writer. In another words, they were very important to be explained, so the readers would get the point clearly.

##### 1. Vocabulary

###### a. The Definition of Vocabulary

Talking about language, it is inseparable from vocabulary, because in learning it is component, including vocabulary. The importance of vocabulary knowledge has long been recognized in language development. Vocabulary is all the words contained in a language. The total number of words available, both active vocabulary used by readers and writers and passive vocabulary used by readers and listener. The core component in English is vocabulary.<sup>10</sup> The learners should master it first for mastering the four skills in English; speaking, listening, reading, and writing.

Vocabulary is a basic to communication to students' ability in

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<sup>10</sup> Jack C. Richard and Williy A. Renandya, *Methodology in Language Teaching and Anthology of Current Practice*, (USA: Cambridge University Press, 2000), p. 255.

four language skills like listening, speaking, reading and writing. Vocabulary should be mastered if they want to master English well. It is impossible to be successful in study language without mastering the vocabulary.<sup>11</sup> So vocabulary is important element to study first and one important factor to understand both spoken and written English.

Here are the definition of vocabulary based on some experts: According to Burbidge, vocabulary is all the words in language, list of word in a lesson or books, all the words that one person knows.<sup>12</sup> According to Richard and Renandya, “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write”.<sup>13</sup> And then, Hornby says “Vocabulary is all the words that a person knows or use, the words that people use when they are talking about particular subject”.<sup>14</sup> Another expert is Nelson, he says “Vocabulary is a list of word explained in alphabetical order”.<sup>15</sup> According to oxford English dictionary, vocabulary defined as total number of words in language, words known to a person, list of words andtheir meaning especially at the back of a book used for teaching a foreign language.<sup>16</sup>

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<sup>11</sup> Fitri Rayani Siregar and Eka Sustris Harida, *Building a Better Vocabulary by Word Formation Process*, ed. Eko Widiyanto, 1st ed. (Jakarta: Kencana, 2021), <http://repo.uinsyahada.ac.id/980/>.

<sup>12</sup> Shirley Burridge, *Oxford Basic English Dictionary*, p.477

<sup>13</sup> Jack C. Richard and Williy A. Renandya *Methodology in Language Teaching and Anthology of Current Practice*, p. 255.

<sup>14</sup> Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2003), p.506

<sup>15</sup> Thomas Nelson, *The Award Compact English Dictionary*, (London: Award Publication), p.612

<sup>16</sup> *Oxford learners pocket dictionary* (oxford : oxford university press, 2001), p.461

According to Nunan Vocabulary is more than list of target language words. As a part of the language system, vocabulary intimately interrelated with grammar.<sup>17</sup> Vocabulary is a communication particularly in the early stages when students are motivated to learn basic words they need to get by in the language.<sup>18</sup> Richards states that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to.<sup>19</sup> It is related to the concept of vocabulary by Hornby that mentions vocabulary as one of the language elements. It is all the words that a person knows or use or telling about particular subject.<sup>20</sup>

Based on the definition above, the researcher conclude vocabulary is one aspect of language in which is important in learning language because vocabularies carry meaning which is used in communication.

Mastery is a complete or the state of having control over something superiority in competition, victory eminent skills or through knowledge.<sup>21</sup> Mastery is the power or authority at a master, power to understand or skills to manage.<sup>22</sup> It means that students must master English vocabulary and its grammatical rules to good

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<sup>17</sup> David Nunan, *Language Teaching Methodology A Textbook for Teachers*, Two Edition (New York, 2000), <https://id.z/book/058959/032b9a>

<sup>18</sup> Roger Gower, Diane Philips, and Steve Walters, *Teaching Practice a Handbook* (Macmillan, 2005), <https://id.z-library.se/book/847208/e84e6b>.

<sup>19</sup> Jack C. Richard, *Curriculum Development in Language Teaching*. p.4. <http://z-lib.org>.

<sup>20</sup> A. S. Hornby. *Oxford Advanced Learner's Dictionary*. (New York: Oxford University Press. 2000.) p 477

<sup>21</sup> Hornby, *Oxford Advanced Learner's Dictionary*, p. 20.

<sup>22</sup> Thomas Nelson, *The Award Compact English Dictionary.*, p. 421.

communication to the other people.

Mastery is defined as a comprehensive knowledge or skill in a particular subject or activity and mastery is a complete control or the state of having control over something superiority in competition, victory eminent skill or through knowledge.<sup>23</sup> Mastering a word means mastering the aspects of word knowledge, Mastery is a complete control or the state of having control over something superiority in competition, victory eminent skill or through knowledge.

Vocabulary mastery becomes one of the requirements for people to speak a language, it cannot be denied that without vocabulary, people cannot say anything. That is, language student need to learn vocabulary of language. Even though vocabulary is not the only one component that students must have, it is undeniable that vocabulary becomes one of important components in developing language.

Based on the explanation above, the researcher concluded that vocabulary mastery is the ability to understand the list of words. It means that the students have ability in understanding and using the words and meaning. The students do not only know the words, but also their meaning. It also plays the important part in English skills;

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<sup>23</sup> Hornby, A S, *Oxford Advance Learner's Dictionary*. (Oxford: Oxford University Pres, 2001), p. 153

listening, speaking, reading and writing, the large vocabulary, the students will find difficulties in mastering English skills.

#### **b. The Purpose of Vocabulary**

To learn something people have to know the purpose of the things they learn, in this case the purpose of learning is to help the learners easier in expressing the idea because the vocabulary is all of the words contained in language, words used in a field science, compiled a list of words like the dictionary is accompanied brief explanation through game, this problem is not only enriching vocabulary through lesson language but also through other study.

Vocabulary is important for students. There are several purposes of vocabulary:

- 1) to express their opinion thinking
- 2) to express idea in their society
- 3) particularly in early stages when students are motivated
- 4) to learn the basic words they need to get by in language.
- 5) to understand nuances of meaning
- 6) to become more proficient in their own choice of words and expressions.<sup>24</sup>

According to Wallace, the purpose of mastering vocabulary is divided into three purposes of vocabulary, they are :

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<sup>24</sup> Roger Gower, et al. *Teaching Practice Handbook*, (Thailand: Macmillan, 2005), p. 124

- 1) Quantity means number of words to counting a lesson. In the minimal number of words for junior high school is around 1500 words, while senior high school is about 4000 words.
- 2) Need to determine the students' vocabulary for bussiness.
- 3) Presentation to specific understanding in the meaning of the words being learn since meaning involves many things, this requires the teaching in which the words are presented.<sup>25</sup>

Based on the explanation above, there are some purposes of vocabulary. They are: to express their opinion thinking, to express idea in their society, particularly in early stages when students are motivated, to learn the basic words they need to get by in language, to understand nuances of meaning, to become more proficient in their own choice of words and expressions, counting the lesson, need for business, and presentation. It means that, someone can say very little with grammar, but without vocabulary or words someone can not say anything.

**c. The Types of Vocabulary**

There are four kinds of vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies.

There are four kinds of vocabulary based on Montgomery, they

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<sup>25</sup> Michael J. Wallace, *Teaching Vocabulary*, p.235

were:

1) Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice. The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. By the time we reach adulthood, most of us will recognize and understand close to 50.000 words. Children who are completely deaf do not exposed to a listening vocabulary.

2) Speaking vocabulary

A persons speaking vocabulary is all he words he or she can use speech. Due to the spontaneous nature of the speaking vocabulary, words often misused. The words we use when we speak. Our speaking vocabulary is relatively limited. Most adults use a more 5.000 to 10.000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

3) Reading vocabulary

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. A person's reading vocabulary is all the word he or she can recognize when reading. This is type of vocabulary simply because it includes the other three.

#### 4) Writing vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.<sup>26</sup>

According to Thorbury, vocabulary can be divided into two kinds, they are:

##### 1) Active vocabulary

Active vocabulary refers to put item which the learner can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice. Active vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with.<sup>27</sup>

##### 2) Passive vocabulary

Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening

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<sup>26</sup> Judy K. Montgomery, "The Bridge of Vocabulary: Evidence-Based Activities for Academic Success," 2007, [www.srsdeaf.org/Downloads/Bridge\\_of\\_Vocabulary.pdf](http://www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf).

<sup>27</sup> Rayani and Harida, *Building a Better Vocabulary by Word Formation Process*, ed. Eko Widiyanto, 1st ed. (Jakarta: Kencana, 2021), <http://repo.uinsyahada.ac.id/980/>

and also called as receptive vocabulary.<sup>28</sup> Receptive vocabulary can be understood only through listening and reading. All the vocabulary does not need to be understood by someone, but must be known about the context of the text.

According to Harmer, there are two kinds of vocabulary, they are:

1) Receptive Vocabulary or Passive Vocabulary

Receptive vocabulary can be understood only through listening and reading. Someone does not need to know much about the receptive vocabulary because it is impossible for someone rarely uses the receptive vocabulary and it is impossible for someone to memorize all the vocabularies of a certain language but someone can understand the ideas of the utterance contextually not word by word.

The receptive vocabulary is the words that are less familiar to students as well as are considered being less to be used. These are often used by an individual, particularly in writing. Another word, the students may not use these spontaneously for they may recognize the words' meaning as they are reading and listening.

2) Productive Vocabulary or Active Vocabulary

Productive vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to use it in

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<sup>28</sup> Scott Thornbury, *How To Teach Vocabulary*, (New Zealand: Longman, 2002), p.114

correct grammatical patterns along with the words that usually collocate with. It means, the productive vocabulary is the words that are familiar or easy to recognize. These are often used by an individual, particularly in writing and speaking.<sup>29</sup> Vocabulary varies in the four skills of language. Generally, students will absorb listening and speaking vocabulary before coming to reading and writing vocabulary.

Jobrack divides vocabulary into two categories, they are:

- 1) Academic Vocabulary, words which are critical to understanding concepts taught in schools.
- 2) High frequency words which are words commonly used in daily conversation.<sup>30</sup>

Based on the above explanation, the researcher concluded that active vocabulary refers to the words we understand through reading and listening. Passive vocabulary refers to the words we use to communicate through writing and speaking.

#### **d. The Aspects of Vocabulary**

Vocabularies are classified into function and contents of words. Vocabulary is also classified into function of words and contents. Vocabulary is undeniably the fundamental component for language

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<sup>29</sup> Jeremy Harmer, *The Practical of English Language Teaching*, (New York: Longman, 2000), p. 158-159.

<sup>30</sup> Jobrack Boverlee. *Developing Academic Vocabulary*, STEM White paper. 2011. p 2

mastery and communication.<sup>31</sup> Kinds of vocabulary are knowledge to know the level of someone, but classified of vocabulary is types of vocabulary itself. The classification of vocabulary intended of such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjection that called word classes. It is known as part of speech.<sup>32</sup>

#### 1) Noun

Noun is a word used as the name of a person, place or thing.

Noun is a word used as the name a person, place, and thing.<sup>33</sup> It is arrangement with the verb help to farm the sentences. In addition it may function as the or head word in many structure. Noun is one of the major form, or parts of speech, it comprises words as shows similargrammatical behaviors.

#### a) Kinds of Nouns

Noun is a word used as the name a person, place, and thing. It is arrangement with the verb help to farm the sentences. Kinds of noun divided into four, those are:

#### i. Proper Noun

Proper noun is words which begin capital letters and are not at the beginning of sentences are often the names

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<sup>31</sup> Sojuangon Rambe. Teaching and Learning Vocabulary. English Educational Journal. Vol. 3 No.1 Januari 2015. p 28

<sup>32</sup> Goodman, *Understanding English Nouns and Pronouns*, 2021st edn (London: jack kail, 2018).

<sup>33</sup> Martin, p. 3-4

of people, place, or institution.<sup>11</sup> Proper nouns also called proper names are nouns representing unique entities.

Example:

- (1) London
- (2) Indonesia
- (3) Medan
- (4) Padangsidempuan
- (5) Zahra and Akbar

ii. Common Noun

Common noun is noun which states in general cognition.<sup>34</sup> A common noun is defined as ‘a noun that is the name of a group of similar things, such as “table” or “book”, and not of a single person, place, or thing’.

Example:

- (1) Car
- (2) Book
- (3) Radio
- (4) Mountain
- (5) Sea

iii. Collective Nouns

Collective noun is the name of collection of things or persons.<sup>35</sup> Collective nouns are words for single things

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<sup>34</sup> Windy Novia, *Basic English Grammar*, Complete E (Gama Press, 2010), p.17.

<sup>35</sup> Murthy, *Contemporary English Grammar*, p.10.

that are made up of more than one person, animal, place, thing, or idea. You can't have a team without individual members; even so, we discuss a team as a single entity.

Example:

- (1) Class
- (2) Crew
- (3) Faculty
- (4) Government
- (5) Majority
- (6) Nation

iv. Material Noun.

Material noun is noun which states matter or essence whatever something made. The noun that gives the sense of a liquid/substance, that which is measured or weighed but not counted, from which various things are made, is called a material noun. Example:

- (1) This table is made of *wood*
- (2) That temple was built of *marble*

b) Types of Nouns

Types of noun divided into two kinds.<sup>36</sup>

i. Countable Noun.

Countable nouns are things we can count. Countable

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<sup>36</sup> Murthy, p.10-11.

noun have a singular and a plural form. The singular form can use the determiner "a" or "an". If you want to ask about the quantity of a countable noun, you ask "How many?" combined with the plural countable noun.

Example:

(1) Umbrella

(2) Apple

(3) Radio

(4) Bus

(5) piano

ii. Uncountable Noun.

Uncountable nouns are things we cannot count. Uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases, etc.). Uncountable nouns are used with a singular verb. They usually do not have a plural form. Example:

(1) Sand

(2) Sugar

(3) Rice

(4) Tea

(5) Coffee

## (6) Sugar

## c) Form of Nouns

## i. Concrete Noun

A concrete noun is a word for a physical object that can be perceived by the senses- we can see, touch, smell the object (*flower, girl*).

## ii. Abstract Noun

An abstract noun is a word for a concept- it is an idea that exists in our minds only (*beauty, justice, mankind*).

## d) Numbers of Nouns

## i. Singular Noun.

Singular noun is a single word. A noun that denotes one person or thing, is said to be in the Singular Number; as, boy, girl, cow, bird, tree, book, etc.<sup>37</sup>

## ii. Plural Noun.

Plural noun is a word which points objects more than one person or thing, for example, boys, girls, cows, birds, trees, books, etc.<sup>38</sup>

From the four kinds of noun above, the researcher only focuses on two kinds of noun, countable and uncountable noun.

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<sup>37</sup> Wren & Martin, *High School English Grammar & Composition*, p.10.

<sup>38</sup> Moh. Kusnadi, *Exellen English Grammar* (Surabaya: Bintang Usaha Jaya, 2011), p.19.

## 2) Verb

Verb is a words used to say something about some person, place, or thing. The verb follows subject in a declarative sentence, it generally shows the action of the sentence and the sentence must have a verb".<sup>39</sup> From the statements above, the writer concluded that verb is theverb is most complete part of speech is used to help making statement, asking question or delivering commands. There should be a verb to make a sentence. Consequently to write a good paragraph need verb understanding.

Examples.

- i. Read
- ii. Walk
- iii. Sleep
- iv. Watch
- v. Take
- vi. Sing

From the examples above, there are some underlining words inthe sentences; they are as verbs of the action or activity.

## 3) Adjective

Adjective is a word used to add to the meaning of noun. Adjectives is a word well express the quality, quantity, number

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<sup>39</sup> Jayanti Daksina Murthy, *Contemporary English Grammar*, (New Delhi: Book Place, 2003), p.86

and point out the person or thing is regarded as an adjective. Adjective is a word used to add to the meaning of noun and to express the quality, quantity the person or thing. For examples:

- i. Sad
- ii. Tired
- iii. Happy
- iv. Fat
- v. Sweet
- vi. Smile

From the examples above, there are some underlining words in the sentences; they are as the adjectives used to add to the meaning of noun and to express the quality, quantity the person or thing.

#### 4) Adverb

Adverb is a word used to add something to the meaning of a verb, and adjectives, or another adverb. Adverb is a word used to add something to the meaning of a verb, and adjectives, or another adverb.<sup>40</sup> Adverb is have function to give information about the meaning of a verb, and adjectives, or another adverb. For examples:

- i. Slowly

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<sup>40</sup> Hotbin D. Linga, *Advance English Grammar for TOEFL*, (Jakarta: Puspa swara.2006), p. 84.

ii. Quickly

iii. Fast

iv. Behind

From the examples above, there are some underling word in the sentences, they are as adverbs used to add something to the meaning of a verb, and adjective.

#### 5) Preposition

Preposition is a word used with a noun or pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else. A preposition is a word or group of words before a noun, pronoun or noun phrase to show direction, time, place, location, spatial relationship or to introduce an object. For example : in, on, at, of, to, into, since, for, by, during.

#### 6) Pronoun

Pronoun is a words used in place of nouns. According to merriam webster pronoun is any of a small set of words (such as I, she, he, you, it, we or they) in a language that are used as substitutes for nouns or noun phrases and whose referents are name or understood in the context.

#### 7) Conjunction

Conjunction is a word used to join words or sentence. Conjunction is a part of speech that used to connect words, phrases, clauses, or sentences. According to Frank, conjunction

are consider to be invariable grammar practice and they may or may not stand between items they conjoin.<sup>41</sup> Example :

And	Because	For	As	But	Or
Neither	Not Only	Whether	Nor	So	Yet

#### 8) Interjection

Interjection is a word which expresses some sudden feeling. According to Merriam Webster an interjection is a word or phrase that is grammatically independent from the word arround it and mainly expressed feeling rather than meaning from the word. For example : Hello; see!; Bye!; Bravo; Marvelous.

Based on the above explanation, the researcher will be focused on noun especially in the name of thing in the school and the name of public places.

#### e. **The Principles for Teaching Vocabulary**

Vocabulary is the proponent in language skills and grammar. In learning a foreign language, vocabulary plays an important role.<sup>42</sup> It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the

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<sup>41</sup> Marcella Frank. *Modern English*, p.43

<sup>42</sup> Yusni Sinaga. Anagram Game to Enchange Students Vocabulary Mastery. *English Educational Journal*. Vol. 08 No. 01 June 2020. p 101-112

vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course. These can then be applied in courses where there are parts of the course deliberately set aside for vocabulary development in teaching, or in courses where vocabulary is dealt with as it occurs in skill-focused or content-focused lessons.

1) Focus on the most useful vocabulary first.

Some words can be used in a wide variety of circumstances. Others have much more limited use. For example, the word *help* can be used to ask for help, to describe how people work with others, to describe how knowledge, tools, and materials can make people's work easier and so on. Teaching useful vocabulary before less useful vocabulary gives learners the best return for their learning effort. The most useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading, or writing.

2) Focus on the vocabulary in the most appropriate way

The first principle looked at what words to teach and learn. This principle looks at how they should be taught and learned. Here we will look at the four most important vocabulary learning strategies of using word parts, guessing from context, using word cards, and using dictionaries.

- 3) Give attention to the high frequency words across the four of a course High frequency vocabulary needs to occur in all four strands of a course.

It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading and writing. High frequency vocabulary should also be fluently accessible for receptive and productive use.

- 4) Encourage learners to reflect on and take responsibility for learning.

There is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their own learning. Taking this responsibility requires

- a) Knowledge of what to learn and the range of options for learning vocabulary,
- b) Skill in choosing the best options, and
- c) The ability to monitor and evaluate progress with those options.

#### **f. Teaching Vocabulary**

Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and

reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language.

In teaching vocabulary, the teacher should use the best way or technique to teach the students to make students easier in understanding the vocabulary. This technique also aims to create the more effective and efficient in teaching and learning process. Some techniques that can be used in teaching vocabulary as follows:<sup>43</sup>

1) Using objects.

It refers to bringing objects, use visual aids, demonstration into the classroom or using the things existing in the classroom in teaching vocabulary. This technique also is known as realia. In other words students are shown a book if teacher wants to teach them the word “book”. Moreover he can ask students: What is this? The answer would be: This is a book!

2) Mime, expressions, and gestures

Refer to actions that are better explained by gesture. Teaching using this technique is relevant for students' memorization. The students will receive word easily by this technique. For example, adjectives, “sad”, “happy”.

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<sup>43</sup> Thornbury, S, *How to Teach Vocabulary* (UK: Blucstone Press, Charlbury, 2004)

### 3) Contrast

Contrast shows that some words can be taught in relation with their opposite meaning. For example the word good has the opposite bad, big has the opposite small.

### 4) Enumeration

Enumeration is used when referring to general or specific words. An enumeration is a collection of items complete, ordered listing of all the items in that collection. For example the general term “fruit” has a sense relation with its specific terms such as: apple, pear, cherry, etc.

### 5) Translation

Not all words can be translated and furthermore students are not encouraged to interact with the new words. In some situation, it will help the teacher.

### 6) Drawing

Drawing can be done in the black or whiteboard also drawn on flashcard. It can help the students understand easily.

### 7) Eliciting

This technique is motivating and memorable by simply giving pupils a list of words to learn.

In addition, the other techniques in teaching vocabulary are:<sup>44</sup>

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<sup>44</sup> Alqahtani, Mofareh, The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, III.3 (2017), 21–34. <https://doi.org/10.20472/te.2015.3.3.002>.

1) The dictionary

Dictionary is one of the students' learning AIDS in learning English. Teacher can ask the students to look up the dictionary to find out the word that needed. This way makes students practice in dictionary using.

2) Word Games

There are some varieties of word games. The word games are useful for practicing and build the vocabulary. For example, crossword puzzle, anagram, and scrabble.

3) Description or Definition

In building or improving students' vocabulary, teacher can describe and define the objects. From those various techniques above, there are some techniques or ways in teaching vocabulary. There are, realia, mime, contrast, explanation, enumeration, translation, the dictionary, word games and definition. Those techniques can be used in teaching vocabulary

From the above explanation, the researcher concludes that the teacher must know the different kinds of vocabulary and all of the factors in teaching vocabulary to the learners.

## **B. Review Related Findings**

This part contains the previous study from some researchers who have conducted teaching or research. This research is not the first research that had been done, there are some research related to this research.

The first is done by Lubis<sup>45</sup> Based on the research result, showed the improvement mean score of the students. The first test in the first cycle was 70.19 (46%), and second test in the second cycle was 87.88 (92%). It can be concluded that the mean score in the second cycle was higher than the first cycle. Based on the problems in noun, verb, adjective and adverb. It was solved by giving explanation again using media word wall, by motivating, advice and ask them to learn more vocabulary. Based on observation notes stated that the students got improvement and the students to be motivated toward English especially, in learning vocabulary. Related to the interview result, it could be known that students' vocabulary mastery had improved. It asserted that by using word wall media improve students' vocabulary mastery in teaching reading.

The second is done by Kasim. She used word wall to teach the vocabulary. The observation result of the students' activeness in teaching and learning process was 67.83% at cycle I and increased significantly to be 82% at cycle II. It means that the implementation of word wall media in teaching vocabulary could make the students' active in learning process so the implementation of this method was suitable and affective especially for increasing the students vocabulary mastery. Therefore, the following researcher can develop similar study that is detail by other media in vocabulary mastery.<sup>46</sup>

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<sup>45</sup> Nur Azizah Lubis, *Using Word Wall Media to Improve Students' Vocabulary Mastery In Teaching Reading at Fifth Grade SD IT Nurul Ilmi Padangsidempuan*. Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies Padangsidempuan. 2015

<sup>46</sup> Nur Aeni Kasim, *Increasing students' vocabulary mastery by using word wall, skripsi*, (Makassar : Universitas Negeri Makassar (UNM) 2011), p. 12

The third is conducted by Muttahidah.<sup>47</sup> Based on the result of her research showed that there was a development on the student's vocabulary mastery, it can be seen from the mean score of pre-test were 49.6, the mean score of post-test cycle 1 was 58.0. And the mean score of post-test cycle II was 66.3. In addition, there were 5 students (16.6 %) who passed Minimum Mastery Criterion in the pre test. Meanwhile, in the cycle I, there were 18 students (60 %) who passed Minimum Mastery Criterion and it gained which was in the post test cycle II there were 26 students (86%) who passed Minimum Mastery Criterion, so the criteria of success was achieved. Then, from the result of questionnaire, it showed that there was improvement of positive responses in the teaching learning process of vocabulary through vocabulary card . the mean of pre questionnaire was 72.9 %.

The Fourth was conducted by Nasution.<sup>48</sup> This research aims to know the suitable and effective technique in teaching vocabulary. The research was an experimental research. The data were collected from students' vocabulary test in the experimental class and control class. The result of this research have found from the t-test, which is tcount was higher than ttable ( $3.92 > 1.666$ ). It was concluded that there was a significant effect of anagram game on the students' vocabulary mastery. It means that the alternative hypothesis was accepted which indicates that anagram technique was significantly effective in

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<sup>47</sup> Neaty Muttahidah, *Improving Students Vocabulary Trough Vocabulary Card In First Of Garde Mts Nurul Falah School At Pondok Ranji Ciputat Tangerang* (unpublished thesis), (UIN Jakarta, 2011).

<sup>48</sup> Wardah Mutiah Nasution. Anagram Game to Enchange Students Vocabulary Mastery. Undergraduated Thesis. 2020. Institut Agama Islam Negeri Padangsidimpuan. <https://jurnal.iainpadangsidimpuan.ac.id>

teaching vocabulary. Additionally, anagram is a good vocabulary learning technique. It is an interesting game for learners. Thus, it is strongly suggested that teachers apply this technique to help enrich students' vocabulary.

The fifth was by Saniyah.<sup>49</sup> This study was aimed to find out the used of strategies used by English teacher to teach vocabulary. for those who are learning English, it is essential to learn about vocabulary mastery in order they can use it to communicate and to express their ideas, opinions, thoughts by using words, sentences, paragraphs through written form without having face to face with other people directly. The design of this research is qualitative descriptive. This research was conducted in Genta English course. The students were 10 students. It consists of 9 female and 1 male. To know the result of the student activity, the researcher used observation checklist, field note and interview. Teacher strategies in teaching vocabulary are the ways or steps that help learners to learn vocabulary by acting one of the strategies as steps formula, so that strategy becomes a facility which increases learners' understanding in learning vocabulary. It means using the *strategies* is good in teaching vocabulary.

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<sup>49</sup> Dewi Saniyah and Imam Baehaki. The Strategies used by English Teacher to Teach Vocabulary at Genta English Course, Pare-Kediri

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and Time of the Research

The location of this research was in SMP Negeri 1 Lembah Sorik Marapi. SMP Negeri 1 Lembah Sorik Marapi was located in Medan-Padang Street, no 1, Mandailing Natal District, North Sumatera, Indonesia. SMP Negeri 1 Lembah Sorik Marapi was about 60 KM from the central Padangsidimpuan. This research applied on 22 of June 2024 in SMP Negeri 1 Lembah Sorik Marapi.

#### B. The Kind of Research

The kind of this research was quantitative research with descriptive method. Quantitative research is the research on collection and analysis of numerical data. The researcher was applied quantitative research as a kind of descriptive. Quantitative descriptive method is a method which describes condition of the present time naturally, descriptive is carried out to obtain information about the references, attitudes, practices or interest some groups of people.<sup>50</sup>

Descriptive research is a research to analyze or make a sense perception (descriptive) about the situation and phenomenon of students' ability in mastering vocabulary at seventh grade students of SMP Negeri 1 Lembah Sorik Marapi. It means that researcher looked for the students' vocabulary mastery

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<sup>50</sup> Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application*. USA: New Jersey. 2000

at seventh grade students of SMP Negeri 1 Lembah Sorik Marapi to get the students score about the vocabulary test.

### C. The Population and Sample

#### a. The Population

Population is large number of the students which can used as the participant of research in the research. Population means the group of people in a place. Population is the generalization area consist of object who have quality and characteristics who be specified by the researcher to be learned and then be made summarizing.<sup>51</sup> Population of this research was all of the seventh grade students of SMP Negeri 1 Lembah Sorik Marapi, where it consisted of 4 classes, that consisted of VII-1, VII-2, VII-3 and VII-4 class with total of students were 84 students. The description could be seen in the following table:

**Tabel III. 1**  
**The Population of Research<sup>52</sup>**

No	Class	Students
1	VII 1	23
2	VII 2	20
3	VII 3	21
4	VII 4	20
<b>Total of students</b>		<b>84</b>

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<sup>51</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif R & D*, (Bandung: Alfabeta, 2010). p. 80-81

<sup>52</sup> *School Administration Data of SMP Negeri 1 Lembah Sorik Marapi*

b. The Sample

Sample is defined as a small proportion of data that is voted from a larger population by using a the rules of selection. According to Gay and Airasian state that sample was a number of individuals for a study in such a way that they present the large of group from they were selected.<sup>53</sup> Creating a sample is an efficient method of conducting research as in most cases, it is impossible or very expensive and time consuming to research the whole population and hence researching the sample provides insights that can be applied to the whole population.

In this research, the researcher used random sampling to take the sample. This research used random sampling because of all the sample has same time, age, teacher, lesson, place to choose and it is the best way to obtain representative sample. The researcher choose VII-1 class as the sample of this research, where it is consists of 23 students.

**D. Instrument of Research**

The instrument that had been used in this research was the vocabulary test and interview as the instrument because it is suitable with this technique. Test is a method of measuring a persons` ability, knowledge or performance in a given domain. The test was consisted of 30 question, with multiple choice model, where 15 question about things at school and 15 more about public places. In conducting the vocabulary test, the research use the rubric score

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<sup>53</sup> L.R. Gay & Peter Airaisan, *Educational Research for Analysis and Application*, (America:Prentice Hall, 2000), p.121.

below as the given to the students at seventh grade students of SMP Negeri 1 Lembah Sorik Marapi.

**Table III. 2**  
**Indicators of Test**

No	Indicators	Items	Number of Item	Score	Total Score
1	The students are able to identify the name of things in the school	15	4, 5, 6, 7, 10, 11, 12, 14, 19, 20, 21, 23, 25, 26, 28	1	15
2	The students are able to identify the name of public places	15	1, 2, 3, 8, 9, 13, 15, 16, 17, 18, 22, 24, 27, 29, 30	1	15
<b>TOTAL</b>					<b>30</b>

From the table above, the researcher count the total score of students result test about vocabulary was used this formula:

$$\text{Assessment: } \frac{\text{student's score}}{\text{score maximum}} \times 100$$

#### **E. Validity and Reliability Test**

A good test must be valid. To decrease the misunderstanding of the test it need to validate. There were some technique in validating the data, but in this research the researcher used construct validity. Construct validity was aspect of instrument which based on the experts. The expert validated the test, after getting the agreement from validators, the researcher used the test to collect the

data. The expert in this research was English lecturer of English Education Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, the validator of data was Mrs. Fitri Rayani Siregar, M.Hum.

#### **F. Technique of Data Collection**

In collecting the data, the researcher used some steps, they were:

- a. The researcher distributed the paper of the test to students.
- b. The researcher explained what the students to do.
- c. The researcher gave time to answer the test in 30 minutes.
- d. The students answered the question.
- e. The researcher collected the students' paper test.
- f. The researcher checked the answer of the students.
- g. The researcher calculated about the students research result test.

#### **G. Technique of Data Analysis**

After collected the data at the seven grade students of SMP Negeri 1 Lembah Sorik Marapi, the researcher would analyze the result of the data by using following steps:

- a. Identified and checked the students' vocabulary test.
- b. Identified mean, median and modus by using descriptive statistic to arrange and categorize the score. It was the second way of presenting the data analysis. The formulas were:

- 1) Mean (average)

In calculating the mean score of students result score, the researcher used this formula:

$$M = \frac{\sum x}{N}$$

Explanation:

M : Mean Score (Average)

$\sum x$  : Total of the Result

n : Sum of Respondent.<sup>54</sup>

2) Median

In calculating the median score of students result score, the researcher used this formula:

$$Me = b + p \left( \frac{\frac{1}{2} n - F}{f} \right)$$

3) Modus

In calculating the modus score of students result score, the researcher used this formula:

$$Mo = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

Then, the result appropriated with the interpretation to the index of means score. The interpretation of the result could be seen in the following table:

**Table III. 3**  
**Interpretation of Students Score<sup>55</sup>**

No	Number of Score	Predicate
1	80- above	Very good
2	66-79	Good
3	56-65	Enough
4	41-55	Less
5	40-down	Failed

<sup>54</sup> Ahmad Nizar Rangkuti, *Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2008), p. 85-106.

<sup>55</sup> Adapted by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud

- c. Description of the data, it described data that have been collected by the researcher and explained by the researcher.
- d. Taking conclusion, it was concluded the result of the research analysis.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

This chapter focused on the result of research and analyzing the data that have been collected. This chapter explained the detail data of the finding . This result of research discussed based on the consideration of description the data, calculated the mean score to get the results from all students and categorized the result based on the criterion. The quantitative data took from the mean score of the students' score in vocabulary test about things and public places that given to the seventh grade students of SMP Negeri 1 Lembah Sorik Marapi. The details of the description data as follows:

#### **A. The Description of Data**

The result of students vocabulary test about things and public places of the seventh grade of SMP Negeri 1 Lembah Sorik Marapi described in this chapter, the researcher used vocabulary test as the instrument in collecting the data. The test was gave to the seventh grade student of SMP Negeri 1 Lembah Sorik Marapi.

##### **1. Students Vocabulary Mastery at the Seventh grade of SMP Negeri 1 Lembah Sorik Marapi**

In this reseach, the researcher was applied by the researcher in form of vocabulary test to know the students' vocabulary mastery at the seventh grade of SMP Negeri 1 Lembah Sorik Marapi. This research was applied to 23 students of VII-1 class as the sample in this research. The result of students vocabulary test would explained in the table below:

**Table IV.1**  
**Students' Result in Vocabulary Test**

<b>No</b>	<b>Initial</b>	<b>Class</b>	<b>True</b>	<b>False</b>	<b>Score</b>
1	Ro	VII-1	17	13	56.6
2	APN	VII-1	9	21	30
3	LA	VII-1	28	2	93.3
4	JH	VII-1	28	2	93.3
5	IZN	VII-1	27	3	90
6	NRN	VII-1	27	3	90
7	FH	VII-1	19	11	63.3
8	AH	VII-1	21	9	70
9	N	VII-1	22	8	73.3
10	R	VII-1	23	7	76.6
11	LHL	VII-1	27	3	90
12	IHN	VII-1	27	3	90
13	NA	VII-1	10	20	33.3
14	NS	VII-1	23	7	76.6
15	AA	VII-1	24	6	80
16	SA	VII-1	24	6	80
17	AR	VII-1	24	6	80
18	IF	VII-1	23	7	76.6
19	Ra	VII-1	11	19	36.6
20	AGN	VII-1	9	21	30
21	NSkl	VII-1	22	8	73.3
22	FHP	VII-1	13	17	43.3
23	NH	VII-1	27	3	90
<b>Total Score</b>					<b>1616</b>
<b>Mean Score</b>					<b>70.26</b>

From table IV.1 above, it can be seen that there were 2 students got score 30 with intian APN and AGN. There was 1 students got score 33.3 with intian NA. There was 1 student got score 36.6 with initial Ra. There was 1 students got score 43.3 with initial FHP. There was 1 student got score 56.6 with initial Ro. There was 1 students got score 63.3 with initial FH. There was 1 student got score 70 with initial AH. There were 2 students got score 73.3 with initial N and NSkl. There were 3 students got score 76.6 with initial NS, IF and R. There were 3 students got score 80 with initial AA, SA and AR. There were 5 students got score 90 with initial LHL, IHN, IZN, NRN and NH and there were 2 students got score 93.3 with initial LA and JH.

This research concluded the data by using the classification quality of the students' score in vocabulary mastery test that applied at the seventh grade students' of SMP Negeri 1 Lembah Sorik Marapi, the result showed in this following table:

**Table IV.2**  
**Quality Score of Students Vocabulary test**

No	Initial	Score	Quality Score
1	Ro	56.6	<b>Enough</b>
2	APN	30	<b>Failed</b>
3	LA	93.3	<b>Very good</b>
4	JH	93.3	<b>Very good</b>
5	IZN	90	<b>Very good</b>
6	NRN	90	<b>Very good</b>
7	FH	63.3	<b>Enough</b>
8	AH	70	<b>Good</b>

<b>No</b>	<b>Initial</b>	<b>Score</b>	<b>Quality Score</b>
9	N	73.3	<b>Good</b>
10	R	76.6	<b>Good</b>
11	LHL	90	<b>Very good</b>
12	IHN	90	<b>Very good</b>
13	NA	33.3	<b>Failed</b>
14	NS	76.6	<b>Good</b>
15	AA	80	<b>Very good</b>
16	SA	80	<b>Very good</b>
17	AR	80	<b>Very good</b>
18	IF	76.6	<b>Good</b>
19	Ra	36.6	<b>Failed</b>
20	AGN	30	<b>Failed</b>
21	NSkl	73.3	<b>Good</b>
22	FHP	43.3	<b>Less</b>
23	NH	90	<b>Very good</b>

From table IV.2, the researcher conclude the students' quality score of vocabulary test were 4 students classified into failed category with range score 40-down, there was 1 students classified into less category with range score 41-55, there were 2 students were classifies into enough category with range score 56-65. There were 6 students was classified into good category with range score 66-79 and there were 10 students classified into very good category with range score 80-above.

After classified the students result of vocabulary test based on the criteria of quality score test from the seventh grade students' of SMP Negeri 1 Lembah Sorik Marapi, the researcher concluded the data by using

statistic count to make data more clear and understandable, so the resume of the data by using statistic count as follows:

**Table IV.3**  
**Statistic Count of Students Result Score**

No	Statistics	Variable
1	The lowest Score	30
2	The Highest Score	93.3
3	Range	63.3
4	Sum	1616
5	Interval	11
6	Class Interval	6
7	Mean	70.26
8	Median	76.25
9	Mode	88.875
10	Standard Deviation	21.465
11	Varians	460.746

From table IV.3 above, the statistic count of students' result in vocabulary test were, the lowest score was 30, the highest score was 93.3, the range score from the highest score and the lowest score was 63.3, the total score from 23 students was 1616, the interval was 11, the class interval was 6, the mean score was 70.26, the median score was 76.25, the mode score was 88.875, the standard deviation of the result score was 21.465 and the varians score was 460.746.

After getting the data of vocabulary mastery test from 23 students. Then, the researcher classified each result of student by using the criterion of data. After that, the researcher made a distribution table to see the frequency absolute and frequency relative and the data would described

using chart from every interval of the data by percentage the students vocabulary mastery at the seventh grade students' of SMP Negeri 1 Lembah Sorik Marapi.

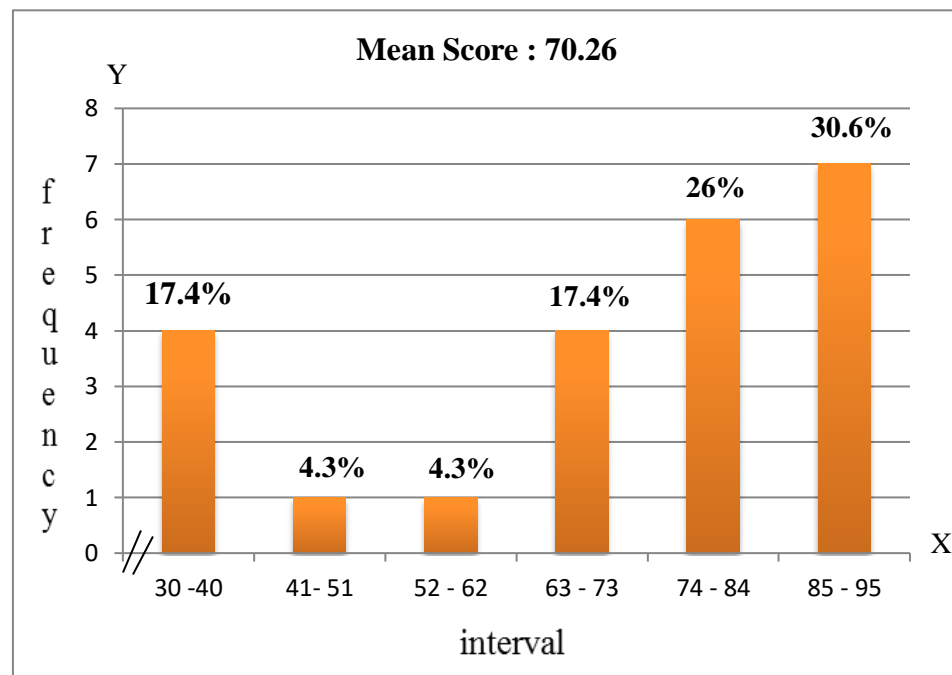
The frequency score of students result in mastering vocabulary would show in the table below:

**Table IV.4**  
**The Distribution Table of Students Score**

<b>Class</b>	<b>Mid</b>	<b>Frequency</b>	<b>Percentage</b>
30 - 40	35	4	17.4%
41 - 51	46	1	4.3%
52 - 62	57	1	4.3%
63 - 73	68	4	17.4%
74 - 84	79	6	26%
85- 95	90	7	30.6%
<b>Total</b>		<b>23</b>	<b>100%</b>

Based on table IV.4, The conclusion of the table distribution of the students score in mastering vocabulary at the seventh grade students' of SMP Negeri 1 Lembah Sorik Marapi from 23 students of VII-1 class was there were 4 students classified in interval score 30-40 with percentage 17.4%. There was 1 student classified in interval 41-51 with percentage 4.3%. There was 1 student was classified in interval 52-62 with percentage 4.3%. There were 4 students was classified in interval 63-73 with percentage 17.4%. There were 6 students was classified in interval 74-84 with percentage 26% and there were 7 students was classified in interval 85-95 with percentage 30.6%.

Based on the table IV.4, the researcher display the students result of vocabulary mastery in a histogram, such as:



**Figure IV.1**  
**Histogram of The students vocabulary mastery**

Based on the histogram above, the researcher concluded the students score in mastering vocabulary at the seventh grade students' of SMP Negeri 1 Lembah Sorik Marapi from 23 students of VII-1 class was there were 4 students classified in interval score 30-40 with percentage 17.4%. There was 1 student classified in interval 41-51 with percentage 4.3%. There was 1 student was classified in interval 52-62 with percentage 4.3%. There were 4 students was classified in interval 63-73 with percentage 17.4%. There were 6 students was classified in interval 74-84

with percentage 26% and there were 7 students was classified in interval 85-95 with percentage 30.6%.

From the data above, it could be found the calculating of mean score of the data above, as follows:

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{1616}{23}$$

$$M = 70.26$$

The researcher applied distribution frequency to describe the data of vocabulary mastery at the seventh grade students' of SMP Negeri 1 Lembah Sorik Marapi on academic year 2023/2024. To know the students' vocabulary mastery at the seventh grade students' of SMP Negeri 1 Lembah Sorik Marapi on academic year 2023/2024 can be used the criteria of mean score. The description of classification or criteria of mean score about students vocabulary mastery at the seventh grade of SMP Negeri 1 Lembah Sorik Marapi on academic year 2023/2024 can be seen in the following table:

**Table IV. 5**  
**The Interpretation of Students Score**

No	Number of Score	Predicate	Total Students
1	80- above	Very good	10
2	66-79	Good	6
3	56-65	Enough	2
4	41-55	Less	1
5	40-down	Failed	4
<b>Total of Students</b>			<b>23</b>

From the calculating above, the students' vocabulary mastery at the seventh grade students' of SMP Negeri 1 Lembah Sorik Marapi on academic year 2023/2024 could be categories into good category with mean score 70.26.

## **B. Discussion**

This part contains the previous study from some researchers who have conducted teaching or research. This research is not the first research that had been done, there were some research related to this research.

The first is done by Lubis, Based on the research result, showed the improvement mean score of the students. The first test in the first cycle was 70.19 (46%), and second test in the second cycle was 87.88 (92%). It can be concluded that the mean score in the second cycle was higher than the first cycle. Base on the problems in noun, verb, adjective and adverb. It was solved by giving explanation again using media word wall, by motivating, advice and ask them to learn more vocabulary. Based on observation notes stated that the students got improvement and the students to be motivated toward English especially, in learning vocabulary. Related to the interview result, it could be known that students' vocabulary mastery had improved. It asserted that by using word wall media improve students' vocabulary mastery in teaching reading.<sup>56</sup>

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<sup>56</sup> Nur Azizah Lubis, Using Word Wall Media to Improve Students' Vocabulary Mastery In Teaching Reading at Fifth Grade SD IT Nurul Ilmi Padangsidempuan. Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies Padangsidempuan. 2015

The similarity between her study with this study is the subject about vocabulary, while the differences are the technique, her study is discuss about teaching vocabulary in teaching reading while this study is to know the students' vocabulary mastery. Another difference is she used classroom action research while this study is quantitative research.

The second is done by Kasim. She used word wall to teach the vocabulary. The observation result of the students' activeness in teaching and learning process was 67.83% at cycle I and increased significantly to be 82% at cycle II. It means that the implementation of word wall media in teaching vocabulary could make the students' active in learning process so the implementation of this method was suitable and affective especially for increasing the students vocabulary mastery. Therefore, the following researcher can develop similar study that is detail by other media in vocabulary mastery.<sup>57</sup>

The similarity between her study with this study is the subject about vocabulary, while the difference is the technique, her study is discuss about increasing students vocabulary mastery while this study is to know the students' vocabulary mastery.

The third is conducted by Muttahidah. Based on the result of her research showed that there was a development on the student's vocabulary mastery, it can be seen from the mean score of pre-test were 49.6, the mean score of post-test cycle 1 was 58.0. And the mean score of post-test cycle II was 66.3. In

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<sup>57</sup> Nur Aeni Kasim, *Increasing students' vocabulary mastery by using word wall, skripsi*, (Makassar : Universitas Negeri Makassar (UNM) 2011), p. 12

addition, there were 5 students (16.6 %) who passed Minimum Mastery Criterion in the pre test. Meanwhile, in the cycle I, there were 18 students (60 %) who passed Minimum Mastery Criterion and it gained which was in the post test cycle II there were 26 students (86%) who passed Minimum Mastery Criterion, so the criteria of success was achieved. Then, from the result of questionnaire, it showed that there was improvement of positive responses in the teaching learning process of vocabulary through vocabulary card, the mean of pre questionnaire was 72.9 %.<sup>58</sup>.

The similarity between her study with this study is the subject about vocabulary, while the differences is the technique, her study is discuss about improving students vocabulary through vocabulary card while this study is to know the students' vocabulary mastery.

The Fourth was conducted by Nasution, this research is focused on the effect of Anagram Game on the Students' Vocabulary Mastery at VII Grade MTs N 2 Padangsidempuan. This research aims to know the suitable and effective technique in teaching vocabulary. The research was an experimental research. The data were collected from students' vocabulary test in the experimental class and control class. The result of this research have found from the t-test, which is tcount was higher than ttable ( $3.92 > 1.666$ ). It was concluded that there was a significant effect of anagram game on the students' vocabulary mastery. It means that the alternative hypothesis was accepted

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<sup>58</sup> Neaty Muttahidah, *Improving Students Vocabulary Trough Vocabulary Card In First Of Garde Mts Nurul Falah School At Pondok Ranji Ciputat Tangerang* (unpublished thesis), (UIN Jakarta, 2011).

which indicates that anagram technique was significantly effective in teaching vocabulary. Additionally, anagram is a good vocabulary learning technique. It is an interesting game for learners. Thus, it is strongly suggested that teachers apply this technique to help enrich students' vocabulary.<sup>59</sup>

The similarities of this research with her research was the matter was about vocabulary and the sample applied in the seventh grade students of junior high school, while the difference were the different kinds of research this research was used quantitative research while her research was used experimental research, different of the result score, different amount of the participants.

The fifth was by Saniyah. This study was aimed to find out the used of strategies used by English teacher to teach vocabulary. for those who are learning English, it is essential to learn about vocabulary mastery in order they can use it to communicate and to express their ideas, opinions, thoughts by using words, sentences, paragraphs through written form without having face to face with other people directly. The design of this research in qualitative descriptive. This research was conducted in Genta English course. The students were 10 students. It consist of 9 female and 1 male. To know the result of the student activity, the researcher used observation checklist, field note and interview. Teacher strategies in teaching vocabulary is the ways or steps that help learners to learning vocabulary by acting one of the

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<sup>59</sup> Wardah Mutiah Nasution. Anagram Game to Exchange Students Vocabulary Mastery. Undergraduated Thesis. 2020. Institut Agama Islam Negeri Padangsidempuan. <https://jurnal.iainpadangsidempuan.ac.id>

strategies as steps formula, so that strategy become a facility which increasing learners understanding in learning vocabulary. It means use the *strategies* is good in teaching vocabulary.<sup>60</sup>

The similarities of this research with her research was the matery was about vocabulary. The difference was this research applied quantitative research, while her thesis was qualitative research.

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<sup>60</sup> Dewi Saniyah and Imam Baehaki. The Strategies used by English Teacher to Teach Vocabulary at Genta English Course, Pare-Kediri

## **CHAPTER V**

### **CLOSING**

#### **A. CONCLUSION**

Based on the result of the research and calculating the data, the object of this research were to analyze the students' vocabulary mastery at the seventh grade students' of SMP Negeri 1 Lembah Sorik Marapi on academic year 2023/2024. After treating the collecting the data, the conclusion of the result was the students' ability at the seventh grade students' of SMP Negeri 1 Lembah Sorik Marapi on academic year 2023/2024 It can be seen from mean score of the students' vocabulary mastery, it was 70.26. so, students vocabulary mastery at the fourth semester students of English department in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan categorized into good category.

#### **B. IMPLICATION**

Implication is a consequence or direct result of the findings in a scientific study. The result of this study were about students ability in mastering simple past tense at the fourth semester students of English department in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Based on the result of study, it is known that students vocabulary mastery at the fourth semester students of English department in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan categorized into good category with mean score 70.26. A study that has been carried out in an educational environment, the conclusion drawn certainly have implications

in the fields of education and also subsequent research. In connection with this, the implications was:

1. Based on the result of research that the strategy used by teacher is very useful to improve the enthusiasm of students in learning process in the classroom. Therefore, teachers try to provide more interesting learning methods in every meeting to make students more interested in learning English.
2. Based on the theory that has been explained by researcher, it can be seen that the selection of teaching method is good, it seen from the students result score of the vocabulary mastery.

### **C. SUGGESTION**

After finishing the research, the researcher took the conclusion, this research has some suggestion. Therefore, the writer has suggestion to:

5. For Headmaster

Hopefully this research as the information to convince the English teacher in teaching especially for teaching vocabulary to be more active learning that focused on students center.

6. For teacher

Hopefully this study can be as reference and input to the English teacher in teaching English in the classroom, especially in teaching vocabulary.

7. For students

They can be helped to know about the explanation about vocabulary and the example of vocabulary, they can easier in memorizing the new vocabulary.

8. For the next researchers

Hopefully the result of this research can be used as a reference for another researcher who will discuss about the students' vocabulary mastery.

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## CURRICULUM VITAE



### I. Personal Details

1. Name : Ulfah Oktora Rangkuti
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### II. Parents

1. Father
  - a. Name : Haris Paulida Rangkuti
  - b. Address : Pasar Maga
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2. Mother

- a. Name : Warnida Hsb
- b. Adress : Pasar Maga
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**III. Educational Background**

1. SD Negeri 156 Maga Lombang, Kec.Lembah Sorik Marapi, Kab. Mandailing Natal (2005-2011)
2. SMP Negeri 1 Lembah Sorik Marapi, Kab. Mandailing Natal (2011-2014)
3. MAN Siabu, Kab. Mandailing Natal (2014-2017)
4. Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan (2017-2024)

## APPENDIXES

### Appendix 1

#### TEST

Answer the Question below by giving circle the correct answer!

1. Mr. Alwi is a Doctor. He works in the....
  - a. Hotel
  - b. School
  - c. Hospital
  - d. Mall
2. My family will eat at the new ....
  - a. School
  - b. House
  - c. Zoo
  - d. Restaurant
3. We can see many animals in the ....
  - a. Swimming pool
  - b. Zoo
  - c. Market
  - d. House
4. The students sit on the ....
  - a. Table
  - b. Cupboard
  - c. Chair
  - d. Wall
5. The teacher writes on the ....
  - a. Board
  - b. Floor
  - c. Window
  - d. Door
6. I am reading a ....
  - a. Book
  - b. Eraser
  - c. Ruler
  - d. Chair
7. This is a thing in the classroom, **except** ....
  - a. Chair
  - b. Table
  - c. Pencil
  - d. Knife
8. My father goes to .... to work.
  - a. Shop
  - b. Office
  - c. House
  - d. Swimming pool
9. I will go to .... with my friends to meet my teacher.
  - a. School
  - c. Hospital

- b. Market                      d. Bank
10. Chair, whiteboard, and table are things in the ....
- a. Bathroom                      c. Classroom  
b. Kitchen                      d. Bedroom
11. There is a .... in the classroom.
- a. Whiteboard                      c. Blanket  
b. Stove                      d. Knife
12. Something that you use to delete your written is ....
- a. Eraser                      c. Cupboard  
b. Pen                      d. Map
13. Moslems pray in the ....
- a. Mosque                      c. Church  
b. Palace                      d. Prison
14. A place in the school where all of the teachers collected there, is ....
- a. Library                      c. Toilet  
b. Teacher's room                      d. School yard
15. The passenger, ticket, and visa are the words that often we find at the ....
- a. Office                      c. Airport  
b. School                      d. Bank
16. Where do people go to send the letter ?
- a. Beach                      c. Zoo  
b. Post office                      d. Station
17. My mom always buys vegetables in the ....
- a. Bank                      c. Market  
b. School                      d. Office
18. Intan is sick and her mother takes her to the ....
- a. Bank                      c. Museum  
b. Hospital                      d. Hotel
19. There are different categories of books in ....
- a. The schoolyard                      c. The canteen  
b. The library                      d. The kitchen

20. Students are not allowed to use ..... in this exam.
- a. Pen
  - b. Pencil
  - c. Ballpoint
  - d. Calculator
21. We use this tool to cut the paper or card.
- a. Scissors
  - b. Pen
  - c. Book
  - d. Ruler
22. A large, often enclosed shopping complex containing various stores, business, and restaurants.
- a. Mall
  - b. Library
  - c. Motel
  - d. Park
23. Don't drink or eat in ....
- a. The schoolyard
  - b. The park
  - c. The computer room
  - d. The canteen
24. A place where objects of historical, artistic, or scientific interest in rooms usually having direct access to an open parking area.
- a. Hospital
  - b. Bank
  - c. Museum
  - d. Jail
25. This is a writing utensil used, made of wood, graphite, and a rubber eraser.
- a. Pencil
  - b. Bag
  - c. Computer
  - d. Ruler
26. Most classes use published books containing curriculum material that are known as....
- a. Paper
  - b. Pencil case
  - c. Textbook
  - d. Notebook
27. A place where you can do exercises to keep fit.
- a. Gym
  - b. Hospital
  - c. Cinema
  - d. Movie
28. Room or building used for scientific experiments
- a. Student Health Units
  - b. Laboratory
  - c. Computer Lab
  - d. Field

29. Building used in the worship of a god or gods, especially in the Hindu and Buddhist religions.

- a. Mosque
- b. Church
- c. Temple
- d. Market

30. Public garden or area of ground for public use.

- a. Prison
- b. Market
- c. Park
- d. Swimming Pool

## Appendix 2

### KEY ANSWER

#### The Key Answer of Test

1. C	11. A	21.A
2. D	12. A	22.A
3. B	13. A	23.C
4. C	14. B	24.C
5. A	15. C	25.A
6. A	16. B	26.C
7. D	17. C	27.A
8. B	18. B	28.B
9. A	19. B	29.C
10. C	20. D	30.C

### Appendix 3

#### Students' Name in VII-1 Class

No	Name	Class
1	Rofikah	VII-1
2	Ahmad Pais Nasution	VII-1
3	Laila Adwa	VII-1
4	Juairia Husna	VII-1
5	Ika Zakiyah Nasution	VII-1
6	Nayla Ramadan Nasution	VII-1
7	Fahri Husein	VII-1
8	Ahmad Hakiki	VII-1
9	Nurdin	VII-1
10	Ramadan	VII-1
11	Listi Husaini Lubis	VII-1
12	Ismaon Hamzah Nasution	VII-1
13	Naswatul Afifah	VII-1
14	Nur Sakinah	VII-1
15	Ananda Aulia	VII-1
16	Sari Ani	VII-1
17	Ade Rizki	VII-1
18	Iproh Fadillah	VII-1
19	Rahmad	VII-1
20	Aufal Gifari Nasution	VII-1
21	Nur Sakilah	VII-1
22	Fauzan Habib Purba	VII-1
23	Nur Hasanah	VII-1

**Appendix 4****Students' Result Score**

<b>No</b>	<b>Initial</b>	<b>Class</b>	<b>True</b>	<b>False</b>	<b>Score</b>
1	Ro	VII-1	17	13	56.6
2	APN	VII-1	9	21	30
3	LA	VII-1	28	2	93.3
4	JH	VII-1	28	2	93.3
5	IZN	VII-1	27	3	90
6	NRN	VII-1	27	3	90
7	FH	VII-1	19	11	63.3
8	AH	VII-1	21	9	70
9	N	VII-1	22	8	73.3
10	R	VII-1	23	7	76.6
11	LHL	VII-1	27	3	90
12	IHN	VII-1	27	3	90
13	NA	VII-1	10	20	33.3
14	NS	VII-1	23	7	76.6
15	AA	VII-1	24	6	80
16	SA	VII-1	24	6	80
17	AR	VII-1	24	6	80
18	IF	VII-1	23	7	76.6
19	Ra	VII-1	11	19	36.6
20	AGN	VII-1	9	21	30
21	NSkl	VII-1	22	8	73.3
22	FHP	VII-1	13	17	43.3
23	NH	VII-1	27	3	90
<b>Total Score</b>					<b>1616</b>
<b>Mean Score</b>					<b>70.26</b>

## Appendix 5

<b>No</b>	<b>Initial</b>	<b>Score</b>	<b>Quality Score</b>
1	Ro	56.6	<b>Enough</b>
2	APN	30	<b>Failed</b>
3	LA	93.3	<b>Very good</b>
4	JH	93.3	<b>Very good</b>
5	IZN	90	<b>Very good</b>
6	NRN	90	<b>Very good</b>
7	FH	63.3	<b>Enough</b>
8	AH	70	<b>Good</b>
9	N	73.3	<b>Good</b>
10	R	76.6	<b>Good</b>
11	LHL	90	<b>Very good</b>
12	IHN	90	<b>Very good</b>
13	NA	33.3	<b>Failed</b>
14	NS	76.6	<b>Good</b>
15	AA	80	<b>Very good</b>
16	SA	80	<b>Very good</b>
17	AR	80	<b>Very good</b>
18	IF	76.6	<b>Good</b>
19	Ra	36.6	<b>Failed</b>
20	AGN	30	<b>Failed</b>
21	NSkl	73.3	<b>Good</b>
22	FHP	43.3	<b>Less</b>
23	NH	90	<b>Very good</b>

## Appendix 6

### Statistic Count From Students Score

The students' score from low score to high score

30	30	33.3	36.6	43.3
56.6	63.3	70	73.3	73.3
76.6	76.6	76.6	80	80
80	90	90	90	90
90	93.3	93.3		

1. The highest score = 93.3
2. The lowest score = 30
3. Range = (Highest score – Lowest score = 93.3 – 30= 63.3)
4. Total of Class =  $1 + 3,3 \log (n)$   
 $= 1 + 3,3 \log (23)$   
 $= 1 + 3,3 (1.36)$   
 $= 1 + 4.488$   
 $= 5.488$   
 $= 6$

**Table frequency The students' Score**

<b>Class</b>	<b>Frequency</b>	<b>Percentage</b>
30 - 40	4	17.4%
41 - 51	1	4.3%
52 - 62	1	4.3%
63 - 73	4	17.4%
74 - 84	6	26%
85- 95	7	30.6%
<b>Total</b>	<b>23</b>	<b>100%</b>

5. Mean Score

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{1616}{23}$$

$$M = 70.26$$

## 6. Median

$$(i) = 74 - 0.5 = 73.5$$

$$(b)n = 23$$

$$F = 10$$

$$f = 6$$

$$p = 11$$

$$Me = b + \left(\frac{\frac{1}{2}n - F}{f}\right)p$$

$$Me = 73.5 + \left(\frac{\frac{1}{2}23 - 10}{6}\right)11$$

$$Me = 73.5 + \left(\frac{11.5 - 10}{6}\right)11$$

$$Me = 73.5 + 2.75$$

$$Me = 76.25$$

## 7. Modus

$$Tb = 85 - 0.5 = 84.5$$

$$P = 11$$

$$Mo = Tb + p\left(\frac{b}{b + b_1}\right)$$

$$Mo = 84.5 + 11\left(\frac{1}{1 + 7}\right)$$

$$Mo = 87.5 + 1.375$$

$$Mo = 88.875$$

## Appendix 7

### The Documentation of The Research



**The Researcher Distributed The Test**





**The Researcher Explained how to do the test**





**The Students do the test**



**The Researcher Collected the test**

NAMA = IPPON Fadliyah  
Kelas = VII-1

B = 22:

### Appendix I

### TEST

Answer the Question below by giving circle the correct answer!

1. Mr. Alwi is a Doctor. He works in the ....
  - a. Hotel
  - c. Hospital
  - b. School
  - d. Mall
2. My family will eat at the new ....
  - a. School
  - c. Zoo
  - b. House
  - d. Restaurant
3. We can see many animals in the ....
  - a. Swimming pool
  - c. Market
  - b. Zoo
  - d. House
4. The students sit on the ....
  - a. Table
  - c. Chair
  - b. Cupboard
  - d. Wall
5. The teacher writes on the ....
  - a. Board
  - c. Window
  - b. Floor
  - d. Door
6. I am reading a ....
  - a. Book
  - c. Ruler
  - b. Eraser
  - d. Chair
7. This is a thing in the classroom, except ....
  - a. Chair
  - c. Pencil
  - b. Table
  - d. Knife
8. My father goes to .... to work.
  - a. Shop
  - c. House
  - b. Office
  - d. Swimming pool
9. I will go to .... with my friends to meet my teacher.
  - a. School
  - c. Hospital
  - b. Market
  - d. Bank

76,6

10. Chair, whiteboard, and table are things in the ....  
a. Bathroom       c. Classroom  
b. Kitchen      d. Bedroom
11. There is a .... in the classroom.  
 a. Whiteboard      c. Blanket  
b. Stove      d. Knife
12. Something that you use to delete your written is ....  
a. Eraser      c. Cupboard  
b. Pen       d. Map
13. Moslems pray in the ....  
 a. Mosque      c. Church  
b. Palace      d. Prison
14. A place in the school where all of the teachers collected there, is ....  
 a. Library      c. Toilet  
b. Teacher's room      d. School yard
15. The passenger, ticket, and visa are the words that often we find at the ....  
a. Office       c. Airport  
b. School      d. Bank
16. Where do people go to send the letter?  
a. Beach      c. Zoo  
 b. Post office      d. Station
17. My mom always buys vegetables in the ....  
a. Bank       c. Market  
b. School      d. Office
18. Intan is sick and her mother takes her to the ....  
a. Bank      c. Museum  
 b. Hospital      d. Hotel
19. There are different categories of books in ....  
a. The schoolyard      c. The canteen  
 b. The library      d. The kitchen

20. Students are not allowed to use ..... in this exam.
- a. Pen
  - b. Pencil
  - c. Ballpoint
  - d. Calculator
21. We use this tool to cut the paper or card.
- a. Scissors
  - b. Pen
  - c. Book
  - d. Ruler
22. A large, often enclosed shopping complex containing various stores, business, and restaurants.
- a. Mall
  - b. Library
  - c. Motel
  - d. Park
23. Don't drink or eat in ....
- a. The schoolyard
  - b. The park
  - c. The computer room
  - d. The canteen
24. A place where objects of historical, artistic, or scientific interest in rooms usually having direct access to an open parking area.
- a. Hospital
  - b. Bank
  - c. Museum
  - d. Jail
25. This is a writing utensil used, made of wood, graphite, and a rubber eraser.
- a. Pencil
  - b. Bag
  - c. Computer
  - d. Ruler
26. Most classes use published books containing curriculum material that are known as....
- a. Paper
  - b. Pencil case
  - c. Textbook
  - d. Notebook
27. A place where you can do exercises to keep fit.
- a. Gym
  - b. Hospital
  - c. Cinema
  - d. Movie
28. Room or building used for scientific experiments
- a. Student Health Units
  - b. Laboratory
  - c. Computer Lab
  - d. Field

29. Building used in the worship of a god or gods, especially in the Hindu and Buddhist religions.

a. Mosque

c. Temple

b. Church

d. Market

30. Public garden or area of ground for public use.

a. Prison

c. Park

b. Market

d. Swimming Pool

**Validator**

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Fitri Rayani Siregar, M.Hum.

Sokhira Linda Vinde Rambe, M.Pd.

(Pembimbing I)

(Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Ulfah Oktora Rangkuti  
NIM : 1720300103  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : The Vocabulary Mastery at The Seventh Grade Students of SMP Negeri 1 Lembah Sorik Marapi

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui

Dekan

Wakil Dekan Bidang Akademik

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Nomor : B-3834/Un.28/E.4a/TL.00.9/06/2024

20 Juni 2024

Lampiran : -

Hal : Izin Penelitian

Penyelesaian Skripsi

Yth. Kepala **SMP Negeri 1 Lembah Sorik Marapi**

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Ulfah Oktora Rangkuti

NIM : 1720300103

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Panyabungan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Vocabulary Mastery at The Seventh Grade Students of SMP Negeri 1 Lembah Sorik Marapi".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberika izin penelitian dengan judul diatas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.



Nasrul Halim Hasibuan, S.Ag., M.A.P

NIP.19720829 200003 1 001

PEMERINTAH KABUPATEN MANDAILING NATAL  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**

**UPTD SMP NEGERI 1 LEMBAH SORIK MARAPI**

KORWIL VII KECAMATAN LEMBAH SORIK MARAPI  
JALAN MEDAN – PADANG NOMOR 1 MAGA TELP.....KODE POS 22994

NSS : 201071008035

**SURAT KETERANGAN**

No. 421/36 /SMPN 1\_LSM/2024

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Lembah Sorik Marapi,dengan ini  
perangkan bahwa :

Nama : ULFAH OKTORA RANGKUTI  
NIM : 1720300103  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Alamat : Panyabungan

Benar telah melakukan Penelitian di SMP Negeri 1 Lembah Sorik Marapi, dengan judul " The  
Academy Mastery at The Seventh Grade Students of SMP Negeri 1 Lembah Sorik Marapi "

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan  
perangnya.

Maga 25 April 2024

Kepala SMP Negeri 1 Lembah Sorik Marapi



**Drs. SAIPUL BAHRI**

NIP. 19680614 199903 1 004