



**AN ANALYSIS ON THE STUDENT'S VOCABULARY
MASTERY AT IV GRADE SD NEGERI 083 PIDOLI
A THESIS**

*Submitted to State Institute for Islamic Studies Padangsidempuan
as a Partial Fulfillment of the Requirement for the Degree of Islamic
Educational Scholar (S.Pd.I) in English*

BY:

SAMSIDAR BATUBARA
Reg. No. 09 340 0020

**FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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Padangsidempuan, 28th May 2014
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Dean of Tarbiyah and Pedagogy Faculty
di _
Padangsidempuan

Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to **Samsidar Batubara**, entitle "**An Analysis on Students' Vocabulary Mastery at IV Grade SD Negeri 083 Pidoli**", we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I). Department of Education in IAIN Padangsidempuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for the attention.

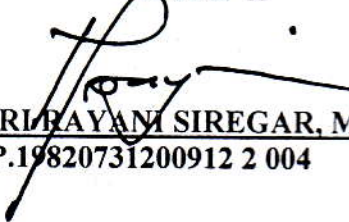
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Telah dapat diterima untuk memenuhi salah satu tugas
dan syarat-syarat dalam memperoleh gelar
Sarjana pendidikan Islam (S. Pd.I)

Dalam Ilmu Tarbiyah



Padangsidempuan, 20-10 2014

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This thesis is still so far from being perfect based on the weakness of the writer. Therefore, the researcher expects the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidempuan, May 2014


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ABSTRACT

Vocabulary was very important to be known and to be studied by human especially to the students' as knowledge; but the students' are still nable to master it. The aims of this research is to knoe the students' dfficultis in learning vocabulary mastery at grade IV SD Negeri 083 Pidili, to know the part that students' got difficultis in learning vpocabulary mastery at grade IV SD Negeri 083 Pidoli, to know the students' vocabulary mastery at grade IV SD Negeri 083 Pidoli.

The research was done in SD Negeri 083 Pidoli. The kind was qualitative research by using descriptive method. The souch of data has been collected from all the respondemts that waas students' of grade fourth SD Negeri 083 Pidoli, English teacher and headmaster. The instrument of data collected was inteerview, observation and tes.

After doing research, the researcheer found that the students' difficulties in learning vocabulaary mastery are about noun, verb, and adjective. The part that students dominantly got difficulties is to mastery at grade IV SD Negeri 083 Pidoli can be categoriezed in to enough category, with mean score 54,42.

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the languages which are spoken by most people as a medium of international communication. In using English to interact, the main purpose was to convey ideas, thoughts opinion and comment in both oral and written forms. It is also used in newspapers, magazine, scientific books, and television all over the world. It was international language and very important to study. It was one of many languages that used for communication with other country.

Basically, English taught in school since 1994 year, it is Local Content Learning, and English subject start from fourth grade¹. According to the curriculum of English in Elementary School, there were many subjects or materials taught in this level such as vocabulary (nouns, adjectives, verbs, prepositions, and conjunctions), but subject or materials in Elementary School Negeri 083 at grade four still introduce about alphabets, numbers, nouns, verbs, adjectives, and prepositions. Eventhought it has not compulsory subject which must be learn by students in elementary school, but in Elementary School Negeri 083 Pidoli have been had by teachers. It means that beside another subjects, English should be studied by each student in their level education. It has been studied for several years in school, number, noun, and about family, things in the

¹Kasihani, K. E. Suyanto, *English for Young Learners*, (PT. Bumi Aksara,2007), p.1-2.

classrooms and house. Because of English was second language for Indonesian people, so Indonesian people must be acquainted towards student in early age start from kindergarten level in order to make them more sociable than they can understand to use the language fluently. This was a reason to find out how we can present language well.

In fact, it is not easy for students to master vocabulary and there were still many students less in vocabulary, it means that they only have a little lists or collection of words. So, it can be concluded that there were many students can not speak or write English well because they can not to mastery vocabulary. The students unable to mastery vocabulary also make the students have difficult to make expression, interpretation, and communication.

However, based on the researcher's observation, while they were teaching and learning English in the class, many students of grade IV SD Negeri 083 cannot be able to use English in their daily life.² They could not write and arrange English well. Disability of the students in writing English caused of their ability in mastering vocabulary was still low. It made them could not use English well. Then, it is also caused of the students' condition. Students did not study English outside school such as course, they only studied English at school. Therefore, because of English subject is started in the grade IV, English is too difficult for them to use in daily life and also their areal ways used mother tongue in daily life.

²Students of SD Negeri 083 Pidoli, *Observation*, at 20th December 2013.

Then in mastering new vocabulary which is known in the memories of the student it has a tendency to be easily forgotten, so that student quickly forget the newly acquired vocabulary. These problems can be overcome if learning vocabulary is done in ways that are interesting and fun for student. One way that can be taken is to learn while playing/edutainment, for example through the game that will make learning easy, fun and not boring. Through learning activities, while playing an exciting and fun challenging, students will be impressed with the teaching materials the learned vocabulary.

Viewing of given explanation above, researcher concludes that language was important means of communications in our live. In order to be able to communicate to others well, one of the elements was mastering of vocabulary. Vocabulary plays important role in learning language. So, every student must have enough vocabulary to produce much word taking communication, and English in an important subject taught in formal education in Indonesia. It is taught for elementary to university. This now, the teaching of English take place every class of elementary school two hours a week and junior high school four hours a week. Ideally, a student who has finished elementary school must very substantial knowledge of English.

Actually, the people or the students who learn much will be good beside of Allah, as stated in the Qur'an Surah Al-Baqoroh verse 31 is:

مَا أَنبِئُونِي فَقَالَ الْمَلَائِكَةُ عَلَى عَرْضِهِمْ ثُمَّ كُلُّهَا الْأَسْمَاءُ آدَمَ وَعَلَّمَ

صَادِقِينَ كُنْتُمْ إِنْ هَتُّوْا لِآءِ بِأَسَد

The meaning: “And He taught Adam the names (of everything), then He showed to Angels and said: “Tell Me the names of these if you truthful”³.

From above verse tells us that first, Allah SWT taught Adam AS the names (of everything). Allah SWT taught Adam AS by Angle. Angle taught Adam AS about names of Angles and family of Adam AS. Then Allah SWT asked Angle about the names studied by Adam. Then Angle said to (Adam)“those things and its names”. After those, Allah SWT said to Adam AS “Told Me the names of these if you truthful“.

So, vocabulary is very important to be known and to be studied by the human especially to the students. The students can do communication or interaction to another people, thought vocabulary. Vocabulary is also important in four skills of English; in listening, speaking, reading and writing. In understanding of four skills needed much vocabularies. The students which only have little vocabulary, they got difficulties in understanding of four skills. Vocabulary as the base of all, without vocabulary the students could not develop of four skills.

³Muhammad Muhsin Khan, *The Noble Qur'an in the English Language*, (Saudi Arabia: Islamic University Al-Madina Al-Munawwara, 1994), p. 8.

From explanation above, it can be concluded that vocabulary items were very important in learning foreign language especially for beginners. Communication will not take place well without using appropriate vocabulary. That is why, before learning language skills, such as listening, speaking, reading, and writing. Beginners should learn vocabulary first. So, the students must comprehend English and master vocabulary as much as possible.

But, many students have less vocabulary as a result they do not know the meaning of sentence and they do not reach idea of what they have read or listened. When the researcher asked some students about some vocabularies, and many students did not know about English vocabularies⁴. It means that they were less in mastering vocabulary. According to interview of the researcher in the grade IV students of SD Negeri 083 Pidoli, most of them say “English is very difficult subject to learn”. Therefore, it makes them lazy to learn English language, store less vocabulary, so they were not able to communicate English well even in simple utterance. It is a problem that must be solved by the English teacher.

One of factor making students were lack in vocabulary is the teacher do not know which method is better on learning vocabulary. If the teacher only uses drill method, the students will be bored. A practice was a way to be good students but they do not practice English because they feel uninterested in studying English. Then, they have less motivation also from environment such as their parents and their friends. The other problem are students’ family,

⁴Students of SD Negeri 083 Pidoli at grade IV, *Interview*, At 30th 2013.

environment, school, and teacher. The technique or method is very important to know for a teacher, but the teacher does not know the English method of teaching and he/ she does not know what the suitable technique for teaching speaking, reading, vocabulary, listening and so on.

Last, to be success in learning, the teacher must be able to use English in the class or outside. Without them the English learning is not perfect. For learning vocabulary we can use games, picture and using card and the writer will focus only on using card teaching vocabulary for elementary School. Based on the situation, researcher interesting having a research in school. So researcher decided to have the title for the research is **An Analysis on the Students' Vocabulary Mastery at Grade IV SD Negeri 083 Pidoli.**

B. Focus of the Research

As has been mentioned before, researcher is dealing with an analysis on the students' vocabulary mastery at grade IV SD Negeri 083 Pidoli, Panyabungan sub-district in academic year 2013/2014. The topic that the researcher's focused is on nouns, verbs, and adjectives.

C. Defenition of the Terminologies

To avoid vagueness and misunderstanding between the researcher and readers, the researcher states the terminologies were:

1. Analysis

Analysis is defined as the detailed study or examination of something in order to understand more about it, or a carefull examination of a substance in

order to find out what it consist of⁵. Analysis is collect information that can be used to develop a profile of the language needs of a group of learners in order to be able to make decision about the goals and content of a language course⁶. From explanation above, analysis is collecting information that can be used to develop a profile of students in understanding vocabulary.

2. Students

According to Ramayulis, the student (s) is the member of society that tries to develop his or self through education level process and kinds of certain education⁷. Next A. S. Hornby stated that the student (s) is a person/people who are studying at a university or collage⁸. In addition, student can be defined as a raw material in transformation process in education⁹. So based on those definitions above, the researcher concludes that the students are the people who learn on the grade of elementary, junior and senior high school not only on the formal education institution but also on the informal education.

3. Vocabulary

⁵A. S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000) p. 41.

⁶J, ack C. Ricahard, *Curriculum & Development in Language Teaching* (America: Cambridge University Press, 2011), p. 90.

⁷Ramayulis, *Ilmu Pendidikan islam* (Jakarta : kalam mulia, 2010),p.169.

⁸Hornby, *Op. cit.* 1344

⁹Rama Yulis dan Samsul Nizar, *Filsafat Pendidikan Islam*, (Jakarta: Kellam Mulia, 2010) p. 822.

According to David L. Shepherd, "Vocabulary is one of the most significant aspects of language development"¹⁰. Vocabulary is more than a list of target language words¹¹. Based on those explanations, the researcher concludes that vocabulary is one of the language aspects which should be learnt, and it is a basic communication.

4. Mastery

Mastery is a great knowledge about or understanding of a particular thing¹². It is stated in the Oxford Advanced Learner Dictionary by Hornby that mastery is complete knowledge or great skill¹³. While in the Indonesian dictionary it is stated that mastery is comprehension or capability to use knowledge or skill¹⁴. Based on those explanations, the researcher concludes that mastery is knowledge or comprehension that must have for every human.

D. Formulations of the Problem

The formulations of the problem were:

1. What are the students' difficulties in learning vocabulary mastery at grade IV SD Negeri No. 083 Pidoli?
2. Which part that students get difficulties in vocabulary mastery at grade IV SD Negeri No. 083 Pidoli Lembang?

¹⁰David L. Shepherd, *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods* (USA: Bell and Howell Company, Co, 1973), p.39.

¹¹David Nunan, *Practical English Language Teaching* (New York: Mc. Graw-Hill Companies Inc, 2003), p. 258.

¹²A. S. Hornby, *Op. Cit.*, p. 822.

¹³A. S. Hornby, *Op. Cit.*, p. 721

¹⁴Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, (Jakarta: Balai Pustaka, 2001), p. 721.

3. How is the students' vocabulary mastery at grade IV SD Negeri No. 083 Pidoli?

E. The Objective of the Research

The Objective of the research were:

1. To know the students' difficulties in learning vocabulary mastery at grade IV SD Negeri No. 083 Pidoli.
2. To know which part that students get difficulties in vocabulary mastery at grade IV SD Negeri 083 Pidoli.
3. To know the students' vocabulary mastery at grade IV SD Negeri No. 083 Pidoli.

F. The Significances of the Research

Hopefully is research gives a good influence for :

1. Headmaster of SD Negeri 083 Pidoli Lombang; to make a better concept by giving facilities in teaching English in the school.
2. The English teacher of SD Negeri 083 Pidoli Lombang; as a reference in teaching vocabulary mastery to the students in the future.
3. Next researcher who likes to develop the research related to this topic.
4. Public society, this study will enrich their reading materials in education field, especially related to vocabulary mastery

G. Outline of the Thesis

The outline of the script include in to five chapter, they are: the first chapter consist of background of the problem, formulation of the problem, aim of the research, significance of the research, definition of terminologies and outline of the script. The contents of this chapter was about the problem that faced by students in learning vocabulary mastery, the students could not write and arrange English well, it made them could not English well because the students English study just in school, and in this chapter found how to solving the problems.

The second chapter consist of: theoretical description involve: definition of analysis, students, vocabulary and mastery. In this chapter explained clearly what the meaning of analysis, students, mastery, and vocabulary.

The third chapter consist of: kind of research, place and time of the research, sources of the data, instrument of collecting the data, and analysis of the data. The kind of research was qualitative approach, the research done in SD Negeri 083 Pidoli, the instrument of collecting data that used by researcher were observation, interview, and test.

The fourth chapter consist of analysis of discussion and result of the research consist description of students' vocabulary mastery, the difficulties of the student in learning vocabulary mastery and the part that students' in vocabulary mastery. In this chapter about result of the research, the difficulties that faced by students in learning vocabulary mastery , and the part that students' get difficulties in vocabulary mastery.

The fifth chapter consists of conclusion and suggestion. The conclusion include the result of the research, the difficulties that faced by students to mastery vocabulary students, and the students' difficulties learning vocabulary mastery by students the suggestion include the suggestion researcher to headmaster, English teacher, and the reader.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Definition of Vocabulary

The principle of learning English language is to enable the students to be able students to communicate with other people. How do they communicate English well if they do not have any adequate number of vocabulary. What is a vocabulary? Many linguists have given definitions of vocabulary. Vocabulary is a basic to communication. It is true that mastery of vocabulary will affect the student's ability in four language skills like listening, speaking, reading and writing.

Furthermore, the knowledge of vocabulary, along with the basic comprehension strategy is one important factor to understand both spoken and written English. Purwanto said that three main principles appear to underline effective vocabulary teaching, namely:¹

- a. To recognize the vocabulary items in written form.
- b. To relate them to appropriate object or concept.
- c. To be aware of their connotation and association.

From previous definition, it was known that vocabulary is important for writing, reading and speaking successfully where participant needs to negotiate

¹ Ngalim Purwanto, *Prinsip – prinsip dan Teknik Evaluasi Pengajaran*, (Bandung: Rosda Karya, 1990), p.37.

meaning expressed in idea, feeling and information and are able to manage into a good order the component of speaking, pronunciation, grammar, vocabulary, fluency and comprehension.

Then, vocabulary is one of the language elements.² Shirley Butridge says also that vocabulary is all the words in language list of word in lesson or books, all the word that one person knows.³Next according to Thomas Nelson, Vocabulary is a list of word expands in alphabetical order”.⁴ And then, Hornby considers “Vocabulary is all the words that a person knows or use, the words that people use when they are telling about particular subject”.⁵

From above statements, the researcher concluded that vocabulary was a list of word that is known or used by people usually in alphabetical order and with explanation of their meanings less complete than a dictionary.

Based on the defenitions above the researcher concluded that vocabulary is a language competent component which gave information or expalanation in a language terms. In learning vocabulary there were some materials that related with noun, verb, adjective, adverb, conjunction, and preposition. These could help students in mastering vocabulary deeper. There were:

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

²A. S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000)p.959.

³Shirley Burnidge, *Oxford Basic English Dictionary* (New York : Oxford University Press, 1981), p. 477.

⁴Thomas Nelson, *The Award Compact English Dictionary*, (London: Award Publication, 1985), p. 612.

⁵A. S. Hornby, *Op. Cit.*, p.1506.

- 2) Pronoun is a words used instead of a noun
- 3) Verb is a words used to say something about some person, place or thing
- 4) Adjective is a word used to end to the meaning of noun
- 5) 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.
- 6) Conjunction is a word used to join word or sentence
- 7) Adverb is a word used to end some thing to the meaning of a verb, and adjectives, or another adverb.
- 8) Interjection is a word which express some sudden felling.⁶

Based on the above classification, so the researchers focused on noun, vern, and adjective.

1) Noun

Noun is the important parts of speech. Noun is a word used to name person, place, thing, an idea or a quality of mind⁷. A noun is a word used as the name of a person, place or thing⁸.

Looked the table below, those example of noun and sentence in noun

Table 2.1: The Example of Noun and Sentence

No	Word	Setence
1	<i>Girls</i>	They are beatiful girls!
2	<i>Jakarta</i>	Jakarta is the city big!

⁶Martin, *High School English Grammar*, (Jakarta: Prasada Rao, 1990), p. 3-4.

⁷Jayanti Daksima Murthy, *Contemporary English Grammar*,(Delhi: Book Palace, 2003), p. 5.

⁸*Ibid.*, p. 5.

3	<i>Class</i>	Walk to class!
4	<i>Freedom</i>	Freedom is our birt-right!
5	Door	Close the door!
6	Rice	Cook rice!
7	Table	Book on the table!
8	Gold	Golds give us many comfort!
9	Book	Open your book!
10	Apple	Rina eat apple!

2) Verb

The verb follows subject in a declarative sentence, it generally shows the action of the sentence must have a verb. The verb may be a single word and the verb may be a verb phrase⁹. Verb is the most complex part of speech. Its varying argument with nouns deternime the different kinds of sentences, statements, questions, commonds exclamation¹⁰.

Looked the table below about of verb and example of sentence.

⁹Jayanti Daksima Murthy, *Op. Cit.*, p. 86.

¹⁰ Marcella Frank, *Op. Cit.*, p. 47.

Table 2.2: The Example of Verb and Sentence

No	Word	Class	Sentence
1	<i>Open</i>	Verb	<i>Open your mouth !</i>
2	<i>Close</i>	Verb	<i>Close your mouth !</i>
3	<i>Sing</i>	Verb	<i>Sing a song !</i>
4	<i>Play</i>	Verb	<i>Play the guitar !</i>
5	<i>Dance</i>	Verb	<i>Dance with me !</i>
6	<i>Catch</i>	Verb	<i>Catch the mouse !</i>
7	<i>Walk</i>	Verb	<i>Walk to the door !</i>
8	<i>Run</i>	Verb	<i>Run slowly !</i>
9	<i>Eat</i>	Verb	<i>Eat rice !</i>
10	<i>Go</i>	Verb	<i>Go to market!</i>

3) Adjective

Adjective is a word well express the quality, number, an point out the person or thing is regarded as an adjective¹¹. Adjective which are used in a noun group are said to be used attributively.

Looked the table below about of verb and example of sentence.

¹¹ Collin Cobuild, *English Grammar* (London : Haper Collins Publisher, 1990), p. 63.

Table 2.3 : The Example of Adjective and Sentence

No	Word	Class	Sentence
1	Red	Adjective	The car red colour!
2	Smile	Adjective	You are smile!
3	Happy	Adjective	I'm happy!
4	Bad	Adjective	He is bad boy!
5	Beautiful	Adjective	She is beautiful girls!
6	Sad	Adjective	Sad situation!
7	Expensive	Adjective	Shoes expensive!
8	Tall	Adjective	How tall is he?
9	Idiotic	Adjective	He does such idiotic things
10	Chesty	Adjective	Chesty girls

2. Types of Vocabulary

Related to some experts, Syah and Enong say that, vocabulary can be divided into two, they are : general vocabulary and special vocabulary. General vocabulary was a words that generally used or words that can be used by

everyone, for example: book, food, car, tree, cat etc. Whereas as, special vocabulary is words that have special use such as in job profession, or science. We learn vocabulary in chemistry, physic, engineering, economics, political science. We learn vocabulary in chemistry, physic, engineering, economics, political science, sociology, psychology and so on.¹²Next, in term of types of vocabulary, Haycraftstates that vocabulary can be divided into activeand passive vocabulary.¹³ He explains that active vocabulary occurs in speech production. It refers to word which the students can understand, pronounce correctly, and use correctly in speaking and writing. While, passive vocabulary is vocabulary recognized and understood by the students when it is in context, but the students cannot produce it correctly. It can find passive vocabulary in the reading text.

More over, there are two types of vocabulary that have stated by Bonomo.¹⁴They are function word and contents word. Function words arethe word which cannot be added with preposition, auxiliary, modals, or any form of structure, example: air plane, water fall, elementary school, and, etc. While, the contents word are worda which canbe added with any preposition, example: take off, take over, etc. Furthermore, According to wikipedia, there are four kinds of vocabulary, they were:

¹² Syah Djalinus and Azimar Enong, *TataBahasa Inggris Modern*,(Jakarta: CV Miswar, 1980), p. 1-2.

¹³ Haycraft J,*An Introduction To English Language Teaching*, (London:Group Ltd, 1986), p.44.

¹⁴BonomoMichael, *The Foreign Language Learner: A Guide for Teachers*, (New York: Regent publishing company Inc, 1973), p. 8384.

a. Reading vocabulary

A person's reading vocabulary was all words he or she can recognize when reading.

b. Listening Vocabulary

A person's listening vocabulary is the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types. The writing vocabulary is stimulated by it's user.

d. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, word are often miscued. This miscued-though slight and unintentional-may be compensated by facial expression, tone of voice or hand gesture. Vocabulary varies in the four skills of language. Generally student will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. In real situation, the process may change, especially in foreign language teaching.

Then, according to every Marcusen vocabulary can be divided in two kinds, there were high frequency vocabulary and low frequency vocabulary¹⁵.

- (1) High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken texts.
- (2) The low frequency vocabulary on the other hand, covers only a small proportion of the running words of continuous text. It means that low frequency vocabulary is rarely used in the common activities of the English language. This group includes over 100,000 word families.

It can be concluded that high frequency vocabulary is used by the native speakers because it contains all four language skills; reading, writing, speaking and listening. While, the low frequency is rarely used by a person in a common activity of the English language.

Next, according to Scott Thornbury vocabulary can be divided into two kinds too, they were:¹⁶

- (1) Active vocabulary refers to an 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.
- (2) Passive vocabulary refers to a language item that can be recognized and understood in this context of reading or listening also called as receptive vocabulary.

So, active vocabulary is in speaking and writing skills and also called by productive vocabulary. Then, passive vocabulary is in reading and listening vocabulary and is also called by the receptive vocabulary.

¹⁵Even Marcusin, *Vocabulary, Semantic and Language Education*, (Ambridge: Cambridge University Press, 1997), p. 45.

¹⁶Scott Thornbury, *How to Teach Vocabulary*, (New Zealand: Longman, 2002), p. 114.

3. The Importance of Learning Vocabulary

Vocabulary was important in learning English, because it is related to other English skills, without having vocabularies someone cannot speak well. Before stepping toward to other language skills such as listening, reading, speaking, and writing, one should learn vocabulary first. People can not use a language without having knowledge about vocabulary of the language. In speaking the word, someone chooses the word that effect how well she/he understands. In listening, vocabulary influence how much someone can express her/his idea.

Robinnet said that without lexion the major element of meaning carried in language will be missing.¹⁷ In other word, vocabulary is an important thing to make learningofsecond language successful. According to Nunan has argued that acquisition of a adequate vocabulary is essential for successful second language use because without an extensive vocabulary, people will be unable to use the structures and function people may have learned for comprehensible communication.¹⁸

So, it means that without vocabulary, learning English language will be not successfully, because it is the most important aspect to use the structures and function for making people/ students more comprehensive.

¹⁷ Robinnet Betty Wallace, *Teaching English of Other Languages: substance and Teachnique* (Minneapolis: uneversity of Minnesota press, 1983), P. 133.

¹⁸ Nunan D, *Language Teaching Methodology* (London: Prentice Hall Press, 1991), page. 17.

4. Teaching Vocabulary toward Elementary Students

It seems teaching vocabulary was easier task than other component of the language. Yet, in fact, most of the students have difficulty in inquiring vocabulary. Teacher often explain new vocabulary to learners. To illustrate meaning, our common way was often explain to give a definition. With definition, drawbacks include a lack of context, a need to use equally complex term, and the temptation to provide other meanings of few words. The students may have learnt which is necessary to achieve fluency. It is not only for short term memory, during the learning, but also, if it is possible, for a long term memory.

One way to capture their attention was to keep them arranged in activities to supplement the activities with a lot of brightly colored visual, toys puppets, or object that match one the used in the story. These also can be help make the language input comprehensible and can used for follow up activities, such as retelling stories and guessing games. Although it takes a lot of preparation time to make or provide media, it was worth the effort it teacher can use them in the future classes.

There were many ways to make the students to mastery vocabulary and to improve vocabulary students .so when working to improve your vocabulary it's important to know your goals in order to do the best choice of the way in which you want to learn. As a teacher, we can add other ways of teaching words. For

students, the method we choose to illustrate was often the key to making the item meaningful and useable.

Other experts, Gairns and Redman suggest the following types of vocabulary presentation techniques:¹⁹

1. *Visual technique*: this pertains to visual memory, which is considered especially helpful with vocabulary retention. Learners better the material that has been presented by means of visual aids. Visual techniques lend themselves well to presenting concrete items of vocabulary nouns; many are also helpful in conveying of verb and adjectives. They help students associate presented material in a meaningful way and incorporate it into their system of language values.
2. *Verbal explanation*: this pertains to use of illustrate situations, synonym, opposite, scales, definition, and categories.
3. *Use dictionary*: using a dictionary is another technique of finding out of meaning of unfamiliar words and expression. Students can make use of a variety of dictionaries: bilingual, monolingual, pictorial, thesauri, and the like.

It can be concluded that there are 3 significant techniques in presenting vocabulary. They are visual technique which contains concrete items and more understandable by the students because it presents real objects. Then, verbal explanation is like a synonym, opposite, scales and definition of word. Here, the English teacher explains the vocabulary by part it into synonym, opposite or explain it.

5. Review of Related Findings

There were some related findings related to this research. They were as follows:

¹⁹ Gairns Ruth and Redman Stuart, *Working With Words: A Guide to teaching and Learning vocabulary* (USA Cambridge University Press, 1986), Page. 74.

It is Sari Susanti research²⁰, her title's thesis "The Influence of Reading Interest to Vocabulary Mastery: A Study at SMK Negeri 1 Padangsidempuan". In the objective of study, she wanted to find out the influence of reading interest to vocabulary mastery. She used descriptive method, she use it because she would present all the fact in her thesis. Test was used to get the data of students in vocabulary mastery. She choosed test vocabulary in the form of multiple choice. The vocabulary test consisted of 30 items and the indicator is to find the synonym, meaning and antonym. She found that there was the significant influence of reading interest to students' vocabulary mastery.

It is Bosman Tambunan entitled "The Comparative of Using Pictures and the Students' Ability Mastering Vocabulary of the Grade VIII Students SMP Negeri 2 Aek Bilah".²¹ Heaimshis study to find the comparative of using picture and the students in vocabulary mastery. He used quantitative method. He devided into two groups, they are exprimental group and control group. In exprimental group the treatment is given by using pictures and in control group the treatment is given without using pictures. Before conducting the treatment, he administered the pre-test to both groups. After he has done treatment, he gave the post-test to see of the treatment whether using pictures has good significant result or not.

²⁰Sari Susanti, "The Influence of Reading Interest to Vocabulary Mastery: A Study at SMK Negeri 1 Padangsidempuan in 2003/2004 Academic Year (Published Script) (Padangsidempuan : UMTS, 2003)

²¹Bosman Tambunan, "The Comparative of Using Pictures and the Students' Ability Mastering Vocabulary of the Grade VIII Students SMP Negeri 2 Aek Bilah in 2012/2013 Academic Year (Published Script), (Padangsidempuan : UMTS, 2012).

The Effect of Using Media Video Dora the Explorer to Students' Vocabulary Mastery at SD Negeri 200201/4 Padangsidimpuan, it is AhmadinAzar's thesis.²² He wanted to know to what extent the students' vocabulary mastery before and after using media video Dora the Explorer. And the result is mean of experimental class is better than mean of control class, that 93.26 is better than 83.04. While, result of t-test was gotten $t_{\text{count}} = 12.77$ and $t_{\text{table}} = 1.68$, cause $t_{\text{count}} > t_{\text{table}}$ ($12.77 > 1.68$) with each the sample are 23 and $dk = (n_1 + n_2 - 2) = 44$ with significant level $\alpha = 5\%$. So, it means the alternative hypothesis (H_a) is accepted.

If the researcher mentioned above research about using picture and students' ability in identifying English references, using media video Dora the explorer to students' vocabulary mastery, here the writer combined the students' vocabulary mastery at grade IV SD Negeri 083 Pidoli.

²²AhmadinAzar, "The Effect of Using Media Video Dora the Explorer to Students' Vocabulary Mastery at SD Negeri 2002014 in 2012/2013 Academic Year (*Published Script*), (Padangsidimpuan: STAIN 2012).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The research has been done at grade IV SD Negeri083Pidoli, Panyabungan. The research has been done from July 2013 until May 2014.

B. Kinds of the Research

This research used the qualitative research. Gay and Airasian stated that qualitative approach was based on the collection data and analysis of non numerical data such as observations, interviews, and other more discursive sources of information¹. Based on the method, this research used descriptive method. Gay and Airasian said that descriptive method is useful for investigating a variety of educational problem and issues and it is used to determine and describe the way thing². Then, Saifuddin Azwar stated “Penelitian deskriptif yaitu menganalisis dan menyajikan fakta secara sistematis sehingga dapat lebih mudah untuk dipahami dan disimpulkan”³. It means descriptive research means to analyze and give the fact systematically. Therefore, it is easier to be known and concluded.

¹L.R. Gay & Peter Airasian, *Educational Research: Competencies for Analysis and Application*, (USA: Prentice Hall, Incorporated. 2000), p. 9.

²*Ibid.*, p. 275.

³Syaifuddin Azwar, *Metode Penelitian*, (Yogyakarta: Pustaka Pelajar, 2004), p. 6.

So that it can be concluded that descriptive research means to analyze or make a sense perception (descriptive) about situation or events. Here, the researcher described to what extent the vocabulary mastery at grade IV in SD Negeri 083 Pidoli. The research had been done at SD Negeri 083 Pidoli Lombang, Panyabuangan town. The research had been done from July 2013 until March 2014.

Based on the technique analyzing data, this research used qualitative approach that was the research by doing observed to the object and analyzing of them logically. According to Gay and Airasian, qualitative approach is based on the collection data and analysis of non numerical data such as observation, interviews, and other more discursive source of information⁴.

Based on the method, this research uses descriptive method which describes and interprets the object of the research⁵. It means that the researcher should describe the students' vocabulary mastery in SD Negeri 083 Pidoli.

C. Sources of the Data

There were some sources that needed in this research, they were:

1. Primary data, the data has been collected from all the respondents that was students of grade IV at SD Negeri 083 Pidoli. There was only one class in the grade IV students, they were 26 students.
2. Secondary data, the data has been done collected from the English teacher.

⁴L. R. Gay & Peter Airasian, *Loc. Cit.*

⁵Lexy J. Moleong, *Methodology Penelitian kualitatif*, (Bandung: Rosdakarya, 2000), p. 5.

D. Tecnique of Collecting Data Instrument

For collecting the data, the researcher as a key instrument. It used interview, observation and test. They were:

a. Interview

Interview was a purposeful interaction usually between two people⁶. It was the form of communications, art of questions and hears⁷. Then, according to S. Nasution, interview is a verbal communication, similiarly as conversation to take information. It means that interview was a purposeful of form of interaction which usually between two people and aims to take the information⁸.

In this research, the researcher asked to the teacher of grade IV about students' vocabulary mastery student at grade IV SD Negeri 083 Pidoli, the students' difficulties in vocabulary mastery at grade IV SD Negeri 083 Pidoli and the teacher's know the part that students get difficulties in vocabulary mastery at grade IV SD Negeri 083 Pidoli.

1) Interview for the Students

In this research, the researcher asked to the students' opinion about the English teacher's strategies in teaching vocabulary mastery. Then, the interview has been gotten from the students

⁶L. R Gay & Peter, *Op. Cit.*, p.219.

⁷norman K. Denzin & Younna S. Lincoln, *Hand Book of Qualitative Research*, (yogyakarta: pustaka Pelajar, 2009), p. 495.

⁸S. Nasution, *Metode Research*, (Jakarta: Bumi Aksara, 2000), p. 45.

about the students' strategies in mastering their vocabularies, the students' problems faced while learning vocabulary mastery, and how they solve the problems were.

2) Interview for the English Teacher

In this research, the researcher asked to the English teacher about how is students vocabulary mastery, difficulties in learning vocabulary mastery students, and the part that students get difficulties in vocabulary mastery.

b. Observation

Observation in which the researcher took field notes on the behaviour and activities of individuals at the research site. The researcher observed directly the process of the teaching vocabulary mastery students at SD Negeri 083 Pidoli. The indicators in observation as follows:

- 1) Condition of SD Negeri 083 Pidoli.
- 2) Learning process in the school.
- 3) Situation in learning Process.
- 4) Teacher's strategies in learning process.
- 5) Facilities in learning process.

c. Test

Test was some questions to get information that pointed understanding vocabulary. Appropriate with the instrument of this research, the researcher

wants to analyze of the students' vocabulary mastery at grade IV SD Negeri 083 Pidoli. In this research, the researcher gave test about nouns, verb, and adjectives. In analyzing students' vocabulary mastery, the researcher gave some questions to the students in form of multiple choice, it has been 20 questions. Every questions had 5scores, so the total score is 100 (5 X 20). The criteria of score can be seen on the table below:

Table 3.1: Criteria Score Interpretation

Percentage	Criteria
0 % – 20%	Very low
21% – 40%	Low
41% – 60%	Enough
61% – 80%	High
81% – 100%	Very high ⁹

Below was the table of indicator of vocabulary test:

Table 3.2: Indicators of the test

No	Indicators	Items	Number Items	Scores
1.	Nouns	10	1, 2, 5, 6, 9, 10, 13,14,17,18	5
2.	Verbs	6	3, 7, 8, 11, 15,19	5
3.	Adjectives	4	4, 12, 16,20	5
	Total	20	20 items X 5 scores	100

⁹Riduan, *BelajarMudahPenelitianUntuk Guru–KaryawanandanPenelitiPemula* (Bandung: Alfabeta, 2005) p. 89.

The techniques for collecting data used the test as follows:

- 1) Preparing vocabulary test.
- 2) Giving written test (multiple choice) to all of students.
- 3) Determining the time of doing the test.
- 4) Giving chance or time for students to something left or not clear in doing the test.
- 5) The researcher asked the students to do test and the researcher has been looked after the students during the test time.
- 6) After students finished answering the test, the researcher has been collected their answer to be analyzed.

E. The Technique of Data Analysis

The technique of data analysis of this research used some steps suggested by Iskandar as below:

1. After collecting their answer, the researcher analyzes the result of the test with mean score, and the average scores of students are interpreted in descriptive.
2. Reduction of the data when the researcher interviews teacher and students.
3. Display of the data, the researcher arranged the data with systematically, so the data can explain and answering the formulation of the problem in this research.
4. Taking the verification or concluding of the research with descriptive¹⁰.

So, from the explain above, the researcher analyzed the result of the test with meant score, the researcher interviews teacher and students, the researcher arranged the data systematically and concluded the research descriptively.

¹⁰Iskandar, *Penelitian Kualitatif*, (Jambi: GP Press, 2009), p. 139-142.

F. Technique of Checking Trustworthiness Data

Trustworthiness in qualitative research was very important because checking to the trustworthiness of the data used to contradicted the assumption of qualitative research is scientific. To reduce the bias of the data, and to improve the validity of the data collected, Gay suggested several strategies as follows:

- a. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or to compare participant's consistency of responses.
- b. Include additional participants to broaden the representativeness of the study and thus the database.
- c. Make a concerted fort to obtain participant trust and comport, thus providing more detailed, honest information from participants.
- d. Try to recognize one's own biases and preferences and be honest with oneself in seeking them out.
- e. Work with another researcher and independently gather and compare data collected from subgroups of the participants.
- f. Allow participants to review and critique field notes or tape recordings for accuracy and meaning, but only at the end of the entire data collection period.
- g. Use verbatim accounts of observation or interviews by collecting and recording data with tape recordings or detailed filed notes.
- h. Record in a journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
- i. Examine unusual result for explanation.
- j. Triangulate by using different data sources to confirm one another, as when interview, and recollections of other participants produce the same description of an event, or when a participant responds similarly to a personal question asked on three different occasions¹¹.

Here, the researcher works with another researcher and independently gather and compare data collected from subgroups of the participants. The result

¹¹L. R. Gay & Peter Airasian, *Op. Cit.*, p. 225.

of researcher's worked with another researcher will be described in the next chapter.

CHAPTER IV THE RESULT OF RESEARCH

A. Findings

1. General Finding

This research was conducted in SD Negeri 083 Pidoli. The location of the school at Pidoli Lombang village, in Panyabungan sub district, North Sumatra. Based on the observation, the location of this SD is very strategic because the school stood in the center of society, so other society gets easy to reach it. It school was built on 1957. There are 3 English teachers. The level education of teacher in SD N 083 Pidoli average strata I (S1), SD Negeri 083 Pidoli has 300 students, 120 students were boys and 180 students were girls.

SD Negeri083Pidoli has 6 classrooms. The grade I has two rooms and the grade II was three rooms, the grade III has one room, the grade IV has two rooms, the grade V has two rooms, and the grade VI has two rooms . The facilities were the factor which establish in the implementation education effort to got purpose maximally, such as classroom and library got support in learning process in school¹.

Learning process in school, the English Teacher not used strategy for mastery vocabulary students’,

2. Specific Findings

¹Rahmat. Teacher of SD Negeri No. 083 Pidoli, *Private Interview*, at 17th April 2014.

**a. The Students' Difficulties Learning Vocabulary Mastery at Grade IV
SD Negeri 083 Pidoli**

Based on the result of the interview to students, there were some difficulties that usually faced by students when mastering vocabulary. according to students, there are five students gave arguments about difficulties learning vocabulary. According to Sondang Septiani, She said that studied is vocabulary difficult, like noun, verb and adjective, because she did not have much vocabularies and she did not know said of word in adjective, so, she did not much vocabularies. Noun and verb enough gave word in sentence.² Syahrudin said that he didn't master noun, verb and adjective because he did not how to different noun, verb and adjective, and he never application in activity daily.³

Next, Nur Mia said that mastering noun, verb, and adjective are difficult. She gave reasons about it that she added the beginning of words difficulty. She did not know meaning of word and she did not know the word have mean similarly or word have mean opposite. She did not write of word because low in mastering vocabulary. She did not pronunciation word well.⁴ Then Hapipah Hannum Nasution said that she master verb, noun and adjective difficulty, because she had little vocabulary and she had knowledge in meaning of word low and she was pronunciation word

²Sondang Septiani, Students of SDN 083 Pidoli, *Interview*, At 17th April 2014.

³Syahrudin, Students of SDN 083 Pidoli, *Interview*, At 17th April 2014.

⁴Nur mia, Students of SDN 083 Pidoli, *Interview*, At 17th April 2014.

missing.⁵Further, Muhammad Rizal said that he studied adjective difficulty. He had reason about it that adjective is a word havemuch have meaning, even do her ability in mastering vocabulary very little.⁶

After knowing the students' difficulties directly from them, the researcher needed to find the related information for the English teacher. According to Miss Deni Arizandi, that there were some students got difficult in mastering noun, verb and adective in sentences. Students did not have enough vocabulary about noun, verb and adjectives, because they only studied on school. Even, noun, verb and adjectives around them, they,did not know.⁷

Based on the descriptions above the researcher could concluded that the students' mastery at IV grade SD negeri 083 Pidoli were have different in mastery every students. There were the students had mastery in noun, verb and adjective . They were not have much vocabularies and they were not know said of word in adjective, never aplication in activity daily, pronunciation word well. so, in mastery vocabulary very little.

So, student's difficulties in mastering noun, verb and adjectives in sentences are as follows: *First*, the students were poor vocabulary. When asked for mention example about noun, verb and adjectives, they did not know, what were they said true or false. Example: when teacher asked noun, they said "read" although read were a verb.*Second*, students were

⁵Hapipah Hannum Nasution, Student of SDN 083 Pidoli, *Interview*, At 17thApril 2014.

⁶Muhammad Rizal, Students of SDN 083 Pidoli, *Interview*, At 17thApril 2014.

⁷Deni Arizandi Nasution, S.Pd, English Teacher of SDN 083 Pidoli, *Interview*, At 17thApril 2014.

lack of mastering vocabulary. It makes the students difficult to mastery noun, verb and adjectives in sentences.

b. The Part that Students Get Difficulties in Vocabulary Mastery at Grade IV SD Negeri 083 Pidoli Lombang.

Based on the result of the interview to students', the part that difficulties in vocabulary mastery in sentence about adjective, and the result of interview toward English teacher, she said the part that difficulties of the students in vocabulary mastery in sentence was about adjective. To know the part that students' difficulties in lack of the knowledge to mastering adjective in sentence, based on the answer of test students, they were difficult to found of adjectif, and the English teacher asked the students to mastery to vocabularies by memorizing. Before learning English, the teacher gives ten vocabularies to students by memorizing, and the students mostly different in adjective it is known from the answer that they gave; most of them are task in mastering adjective.

After students memorize it, students present it in front of class. The part that students difficulties of adjective, the English teacher explained about adjective and gave of adjective to them, the teacher asked and gave exercises about adjective. Then, the teacher gave the explanation many

times about them so the students understood truly. The English teacher often motivates the students to improve their spirit in learning.⁸

c. The Description of Students' Vocabulary Mastery at Grade IV SD Negeri 083 Pidoli.

Based on the result of the test given to respondents, it can be know that score of respondents between 25 up to 80. It means that the highest score gotten from respondent is 80 and the lowest score is 25. The description can be seen in these following tables:

Table 4.1
Question Number 1
Ibu means mother



No	The Alternative Answer	F	%
1	Mother	16	61.53
2	Grandmother	6	23.06
3	Aunt	4	15.41
Total		26	100%

From the data above, it can be known that the students mastery about noun (mother) in sentence were 16 students (61.53%), and then 6 students (23.06%) chose “grandmother”, 4 students (15.41%).The answer is mother; it is noun.

⁸Deni Arizandi Nasution, S. pd., *Loc, cit.*

Table 4.2
Question Number 2
What is this?



No	The Alternative Answer	F	%
1	Hat	9	34.61
2	Bag	6	23.08
3	Chair	11	42.31
Total		26	100%

From the data above, it can be known that the students understand about noun (chair) in sentence were 11 students (42.31%), and then 6 students (23.08%) chose “bag”, and 9 students (34.61%) chose “hat”.The answer is chair; it is noun.

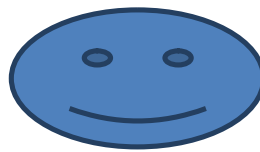
Table 4.3
Question Number 3
What does Miss. Bertha do?



No	The Alternative Answer	F	%
1	Sit	10	38.46
2	Stand	7	26.92
3	Walk	9	34.62
Total		26	100%

From the data above, it can be known that the students understand about verb (walk) in sentence were 9 students (34.62%), and then 7 students (26.92%) chose “sit”, and 10 students (38.46%) chose “stand”. The answer is walk; it is verb.

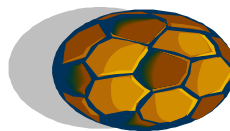
Table 4.4
Question Number 4
This face is .



No	The Alternative Answer	F	%
1	Happy	13	50
2	Sad	10	38.46
3	Glum	3	11.54
Total		26	100%

From the data above, it can be known that the students mastery about adjective (happy) in sentence were 13 students (50%), and then 10 students (38.46%) chose “sad”, 3 students (11.54%) chose “glum”. The answer is smile; it is adjective.

Table 4.5
Question Number 5
What is this?



No	The Alternative Answer	F	%
1	Hat	2	7.70
2	Tie	1	3.84
3	Ball	23	88.46

Total	26	100%
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From the data above, it can be known that the students mastery about noun (ball) in sentence were 23 students (88.46%), and then 1 students (3.84%) chose “tie”, and 2 students (7.70%) chose “hat”.The answer is ball; it is noun.

Table 4.6
Question Number 6
We put milk on the.....



No	The Alternative Answer	F	%
1	Plate	2	7.70
2	Cup	2	7.70
3	Glass	22	84.60
Total		26	100%

From the data above, it can be known that the students mastery about noun (glass) in sentence were 22 students (84.60%), 2 students (7.70%) chose “plate”, and 2 students (7.70%) chose “cup”.The answer is glass; it is noun.

Table 4.7
Question Number 7
What is “belajar” in English?



No	The Alternative Answer	F	%
1	Study	14	53.84
2	Stand	10	38.46
3	Sit	2	7.70
Total		26	100%

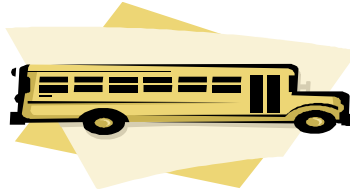
From the data above, it can be known that the students mastery about verb (study) in sentence were 14 students (53.84%), 10 students (38.46%) chose “stand”, and 2 student (7.70%) chose “sit”.The answer is study; it is verb.

Table 4.8
Question Number 8
Mom (mencuci) the plate.

No	The Alternative Answer	F	%
1	Dry	6	23.07
2	Put	4	15.40
3	Washes	16	61.53
Total		26	100%

From the data above, it can be known that the students mastery about verb (washes) in sentence were 16 (61.53%), 6 students (23.07%) chose “dry”, and 4 students (15.40%) chose “this”.The answer is wash; it is verb.

Table 4.9
Question Number 9
We go to school by.....



No	The Alternative Answer	F	%
1	Car	3	11.54
2	Bus	23	88.46
3	Bicycle	-	-
Total		26	100%

From the data above, it can be known that the students mastery about noun (bus) in sentence were 23 students (88.46%), 3 students (11.54%), and 0 student (0%) chose “bicycle”. So, based on noun, noun in sentence is bus.

Table 4.10
Question Number 10
Students write material on the



No	The Alternative Answer	F	%
1	Book	21	80.76
2	Board	2	7.70
3	Pencil	3	11.54
Total		26	100%

From the data above, it can be known that the students mastery about noun (book) in sentence were 21 students (80.76%), 2 students (7.70%) chose “board”, and 3 students (11.54%) chose “pencil”. The answer is book; it is noun.

Table 4.11
Question Number 11
People..... (berdiri) in the yard of class.



No	The Alternative Answer	F	%
1	Sit	5	19.24
2	Stand	11	42.30
3	Run	10	38.46
Total		26	100%

From the data above, it can be known that the students mastery about verb (stand) in sentence were 11 students (42.30%), 5 students (19.24%) chose “sit”, and 10 students (38.46%) chose “run”. The answer is stand; it is verb.

Table 4.12
Question Number 12
This face can be said



No	The Alternative Answer	F	%
1	Smile	20	76.92
2	Angry	3	11.54
3	Laugh	3	11.54
Total		26	100%

From the data above, it can be known that the students mastery about adjective (smile) in sentence were 20 students (76.92), 3 students (11.54) chose “angry”, and 3 students (11.54) chose “laugh”. So, based on adjective, adjective in sentence is smile.

Table 4.13
Question Number 13
Murid in English is.....



No	The Alternative Answer	F	%
1	Teacher	10	38.46%
2	Sister	12	46.15%
3	Student	4	15.39%
Total		36	100%

From the data above, it can be known that the students mastery about noun (student) in sentence were is 4 students (15.39%), 10 students (38.46%) chose “teacher”, and 12 students (46.15%) chose “sister”.The answer is student; it is noun.

Table 4.14
Question Number 14
What fruit is it?



No	The Alternative Answer	F	%
1	Apple	23	88.46
2	Manggo	1	3.85
3	Orange	2	7.69
Total		26	100%

From the data above, it can be known that the students that mastery about noun (apple) in sentence were 23 students (88.46%), 1 students (3.85%)

chose “mango”, and 2 students (7.69%) chose “orange”. The answer is apple; it is noun.

Table 4.15
Question Number 15
Tunjuk tangan mu!



In English is “..... your hand!”

No	The Alternative Answer	F	%
1	Raise	11	42.31
2	Clap	5	19.23
3	Put	10	38.46
Total		26	100%

From the data above, it can be known that the students that mastery about verb (raise) in sentence were 11 students (42.31%), 5 students (19.23%) chose “clap”, and 10 students (38.46%) chose “put”.The answer is raise; it is verb.

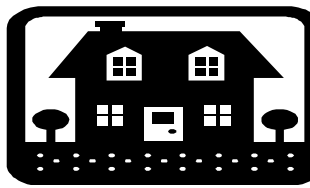
Table 4.16
Question Number 16
What is her skin colour?



No	The Alternative Answer	F	%
1	White	8	30.77
2	Red	-	-
3	Black	18	69.23
Total		26	100%

From the data above, it can be known that the students that mastery about adjective (black) in sentence were 18 students (69.23%) 0 students (0%) chose “red”, and 8 students (30.77%) chose “white”.The answe is black; it is adjective.

Table 4.17
Question Number 17
What is “rumah” in English?



No	The Alternative Answer	F	%
1	House	11	42.31
2	Hospital	8	30.77
3	School	7	26.92
Total		37	100%

From the data above, it can be known that the students that mastery about noun (house) in sentence were 11 students (42.31%), 8 students (30.77%) chose “hospital”, and 7 student (26.92%) chose “school”.The answer is house; it is noun.

Table 4.18
Question Number 18
Chicken produces

No	The Alternative Answer	F	%
1	Egg	3	11.54
2	Chicken	13	50
3	Duck	10	38.46
Total		26	100%

From the data above, it can be known that the students that mastery about noun (egg) in sentence were 11 students (11.54%), 13 students (50%) chose “must”, and 10 students (38.46%) chose “duck”.The answer is egg; it is noun.

Table 21
Question Number 19
Mr. Budi (mengajari) the students.



No	The Alternative Answer	F	%
1	Teach	1	3.85
2	Help	19	73.07
3	Shake hand	6	23.08
Total		26	100%

From the data above, it can be known that the students that mastery about verb (teach) in sentence were 1 students (3.85%), 19 students (73.07%) chose “help”, and 6 students (23.08%) chose “shake hand”.The answer is teach; it is verb.

Table 4.20
Question Number 20
What is the color of this chair?



No	The Alternative Answer	F	%
1	Yellow	6	23.08
2	Brown	11	42.31

3	Green	9	34.61
Total		26	100%

From the data above, it can be known that the students that mastery about adjective (green) in sentence were 9 students (34.61%), 6 students (23.08%) chose “yellow”, and 11 students (42.31%) chose “green”. The answer is green; it is adjective.

The test result that given to the students, to determine the vocabulary mastery in identifying noun, verb and adjectives at the grade IV SD Negeri 083 Pidoli are enough, means score 54.42%. It can be seen on the table below like Riduan said:

Table4.21 : Criteria Score Interpretation

Percentage	Criteria
0 % – 20%	Very low
21% – 40%	Low
41% – 60%	Enough
61% – 80%	High
81% – 100%	Very high ⁹

Based on the calculating score (see appendix VIII) the students’ mastery vocabulary mastery at grade IV SD negeri 083 Pidoli was 54.42%. Based on criteria above, it can be categorized in to enough category.

⁹Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

B. Discussion

After analyzing the collecting data, it was gotten that the students' vocabulary mastery at grade IV SD Negeri 083 Pidoli can be categorized in to enough categories. It can be known from the calculating score (Appendix IV) that the students' vocabulary mastery at grade IV was 54.42% can be categorized into enough category. While according to research done by Sari Susanti research about The Influence of Reading Interest to Vocabulary Mastery:A Study at SMK Negeri 1 Padangsidimpuan in 2008/2009 Academic Year that the result of her research 44,75 can be categorized in to capable category.

While, according to research done by Bosman Tambunan about The Comparative of Using Pictures and the Students' Ability Mastering Vocabulary of the Grade VIII Students SMP Negeri 2 Aek Bilah in 2010/2011 Academic Year that the result of her research can be categorized in to able. The last according, to Ahmadin Azhar about Effect of Using Media Video Dora the Explorer to Students' Vocabulary Mastery at SD Negeri 2002/2003 Padangsidimpuan 2009/2010. That the result of her research can be categorized in to very good.

There were some mastery that faced in vocabulary, there were mastery in vocabulary, students were lack of mastering vocabulary namely noun, verb, and Adjective. It could see from the students' score. Almost all of student got low score. In addition, based on interview with English teacher, the researcher found the same answer. The students vocabulary were mastering poor in noun, verb and adjective.

From on the explanations above that the students' vocabulary mastery if connected with result of the research formerly could categorize in to enough categories. Because, the result found 54.42% nearly with result formerly.

C. The Threats of the Research

The researcher as the former in doing research has many weaknesses. It caused by many aspects. Based on the result of interview by English teacher about the mastery vocabulary students', and doing the question, there were the threats of times, because the students had activities. Beside the time which was given to the students was not enough. The students did not do the question seriously, so that is way the result is not good enough, as the experts done or far from the perfect, and based on the result of interview by English teacher, the researcher

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After getting the result of the research the writer came to the conclusions as follows:

1. There were some students difficulties learning vocabulary mastery that faced by students when mastering noun, verb, and adjective in sentences, they are; the students do not know how to differentiate nouns, verb; and adjective; they do not apply their vocabularies in their daily communication; they can't pronounce the vocabulary well; and they have little vocabulary.
2. The students are dominantly difficult in mastering adjective, it is known from the answer they gave; most of them are less in mastering adjective, and it is also known from interviewing the teacher.
3. The students' vocabulary mastery can be categorized in to enough categories, because mean score is 54.42.

B. Suggestions

Based on the conclusion and the implication of the research that have mentioned previously, the writer would like to give some suggestions to people who gets benefits from this research.

1. To the students of SD Negeri 083 should do practice in mention noun, verb and adjectives, and identifying noun, verb and adjectives in sentences.

2. To the teacher, especially English teacher of SD Negeri 083 Pidoli are hoped to develop the students' vocabulary mastery.
3. To the headmaster of SD Negeri 083 Pidoli should active to look his student's mastery and always to motivate the English teacher to increase her mastery in teaching English.

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Sentences at Grade IV SD Negeri 083

CURRICULU VITAE

Nname : SAMSIDAR BATUBARA
Registration Student Number : 09 340 0020
Place/ Date opf Birthday : Pidoli / 12 December 1989
Sex : Female
Religion : Islam
Address : Pidoli Lombang. Kec.Panyabuangan Kab. Madina

Father's name : Hamdan Batubara
Mother's Name : Aslamiah Lubis

Educational Background

Pimary School : SD Negeri 083 Pidoli Lombang (2003)
Junior High School :SMP Negeri 2 Panyabuangan (2006)
Senior High School : SMA Negeri I Panyabungan (2009)
Institut :IAIN Padangsidimpuan(2014)

APPENDIX I

A. Interview of Principal of SD Negeri083 Pidoli Lombang

1. Apa yang melatar belakangi berdirinya SD Negeri 083 Pidoli Lombang
What does the background for the establishment of SD Negeri083 Pidoli Lombang?
2. Bagaimanaletakgeografis SD Negeri083 Pidoli Lombang?
How does geographical location of SD Negeri 083 Pidoli Lombang?
3. BagaimanakondisiInfrastukturSDNegeri083 Pidoli Lombang?
How does condition of Infrastructure SD Negeri083 Pidoli Lombang?
4. Bagaimanakondisi guru danmurid SD Negeri 083 Pidoli Lombang?
How Conditions of Teachers and Students SD Negeri 083 Pidoli Lombang?

B. Interview to the English Teacher

1. How do you think about students' vocabulary mastery at grade IV in SD Negeri 083 Pidoli Lombang?
Bagaimana menurut Ibu penguasaan vocabulary siswa kelas IV di SDNegeri 083 pidoli lombang?
2. Do the students able to write some vocabulary?
Apakah siswa mampu menulis beberapa vovabulary?
3. How far the students' ability in mastering vocabulary?

Berapa jauh kemampuan siswa dalam menguasai vocabulary?

4. What are the students' difficulties in mastering vocabulary?

Apa saja kesulitan yang dihadapi siswa dalam menguasai vocabulary?

5. How many students have maximally ability in mastering vocabulary?

Ada berapa banyak siswa yang memiliki kemampuan maksimal dalam menguasai vocabulary?

6. How many students have enough ability in mastering simple sentence?

Ada berapa banyak siswa yang memiliki kemampuan cukup dalam menguasai vocabulary?

7. How many students have low ability in mastering simple sentence?

Ada berapa banyak siswa yang memiliki kemampuan rendah dalam menguasai vocabulary?

8. Which part that students' get difficult to mastery vocabulary?

Pada bagian manakah siswa merasa kesulitan dalam menguasai vocabulary?

9. What are teachers' efforts to solve the students' difficulties in mastery vocabulary?

Apasaja yang Ibu lakukan dalam menghadapi masalah siswa dalam mengatasi kesulitan siswa dalam menguasai vocabulary?

C. Interview to the Students

1. How do you think about your vocabulary?

Bagaimanamenurutandakemampuan vocabulary?

2. Do you can write some vocabulary with easy when your teacher give you ask?

Apakah anda dapat menulis beberapa vocabulary dengan mudah ketika guru andamenyuruh anda memberikantanyaan?

3. What your difficults- tolerated by teacher?

Apakahkesulitanandadimaklumioleh guru?

4. How do you think about the activities of teaching and learning vocabulary in your class?

Bagaimanamenurutandaaktifitasbelajarmengajar simple sentence di kelas?

5. Which part you feel difficult to write when you learning vocabulary?

Padabagianmana yang kamu rasa sulituntukditulisketikabelajarvocabulary?

6. Does your teacher help you when have problem in learning vocabulary?

Apakah guru andamembantuketikaanda mendapat masalah dalam belajarvocabulary?

10. What are you do to solve your problems in learning vocabulary?

Bagaimanacara yang andalakukanuntuk mengatasi kesulitanan dadalam belajarvocabulary?

APPENDIX II

A. Guidance of Observation

1. Location of SD Negeri083 Pidoli Lombang.
2. Student's ability in mastering vocabulary (nouns, verbs, adjectives, and prepositions) in SD Negeri083 Pidoli Lombang.
3. Teaching learning process at grade IV in SD Negeri 083Pidoli Lombang.

APPENDIX III

RESEARCH INSTRUMENT

Nama : _____
Kelas/Sem : IV SD Negeri083PidoliLombang/ II

Petunjuk Tes:

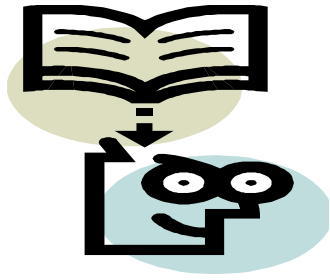
1. Bacalah soal dengan baik, kemudian jawablah soal terlebih dahulu yang Anda anggap paling mudah.
2. Berilah tanda silang (X) pada jawaban yang Anda anggap benar.
3. Jawablah soal sesuai dengan kemampuan Anda dan jangan mencontoh jawaban orang lain.

Cross the best answer! (Silang jawaban yang benar)

1. Ibu means



- A. Mother
 - B. Grandmother
 - C. Aunt
2. What is this?
 - A. Hat
 - B. Bag
 - C. Chair



11. People..... (**berdiri**) in the yard of class.

(Orang-orang berdiridihalamankelas) A. Sit

B. Stand

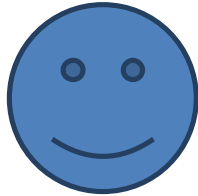
C. Run



12. This face can be said by..... A. Smile

B. Angry

C. Laugh



13. Murid in English is..... A. Teacher

B. Sister

C. Student



14. What fruit is it?



A. Apple

B. Mango

C. Orange

15. Tunjuktangan mu!



In English is “..... your hand!”

- A. Raise
- B. Clap
- C. Put

16. What is her skincolour? (Apawarnakulitnya?)



- A. White
- B. red
- C. Black

17. What is “**rumah**” in English? A. house
School

B. Hospital

C.



18. Chicken produces
(Ayammemproduksi.....)

- A. Egg
- B. Chicken
- C. Duck

19. Mr. Budi (**mengajari**) the students.

- A. Teach
- B. Help
- C. Shake hand



20. What is the color of this chair?
(Apawarnakursitersebut?)

- A. yellow
- B. Brown
- C. Green



APPENDIX

KEY ANSWER OF TEST

1. A

2. C

3. C

4. A

5. C

6. C

7. A

8. C

9. B

10. A

11. B

12. A

13. C

14. A

15. A

16. C

17. A

18. A

19. A

20. B

APPENDIX V

RESULT OF TEST

1. Question Number 1

Ibu means mother



No	The Alternative Answer	F	%
1	Mother	16	61.53
2	Grandmother	6	23.06
3	Aunt	4	15.41
Total		26	100%

2. Question Number 2

What is this?



No	The Alternative Answer	F	%
1	Hat	9	34.61

2	Bag	6	23.08
3	Chair	11	42.31
Total		26	100%

3. Question Number 3

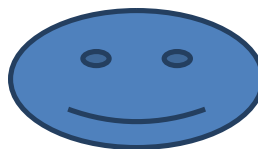
What does Miss. Bertha do?



No	The Alternative Answer	F	%
1	Sit	10	38.46
2	Stand	7	26.92
3	Walk	9	34.62
Total		26	100%

2. Question Number 4

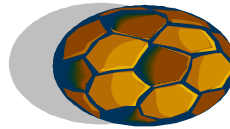
This face is .



No	The Alternative Answer	F	%
1	Happy	13	50
2	Sad	10	38.46
3	Glum	3	11.54
Total		26	100%

3. Question Number 5

What is this?



No	The Alternative Answer	F	%
1	Hat	2	7.70
2	Tie	1	3.84
3	Ball	23	88.46
Total		26	100%

4. Question Number 6

We put milk on the.....



No	The Alternative Answer	F	%
1	Plate	2	7.70
2	Cup	2	7.70
3	Glass	22	84.60
Total		26	100%

5. Question Number 7

What is “belajar” in English?



No	The Alternative Answer	F	%
1	Study	14	53.84
2	Stand	10	38.46
3	Sit	2	7.70
Total		26	100%

6. Question Number 8

Mom (mencuci) the plate.

No	The Alternative Answer	F	%
1	Dry	6	23.07

2	Put	4	15.40
3	Washes	16	61.53
Total		26	100%

7. Question Number 9

We go to school by.....



No	The Alternative Answer	F	%
1	Car	3	11.54
2	Bus	23	88.46
3	Bicycle	-	-
Total		26	100%

8. Question Number 10

Students write material on the



No	The Alternative Answer	F	%
1	Book	21	80.76
2	Board	2	7.70
3	Pencil	3	11.54

Total	26	100%
--------------	-----------	-------------

9. Question Number 11

People..... (berdiri) in the yard of class.



No	The Alternative Answer	F	%
1	Sit	5	19.24
2	Stand	11	42.30
3	Run	10	38.46
Total		26	100%

10. Question Number 14

What fruit is it?



No	The Alternative Answer	F	%
1	Apple	23	88.46
2	Manggo	1	3.85
3	Orange	2	7.69
Total		26	100%

15. Question Number

Tunjuk tangan mu!



In English is “..... your hand!”

No	The Alternative Answer	F	%
1	Raise	11	42.31
2	Clap	5	19.23
3	Put	10	38.46
Total		26	100%

16. Question Number

What is her skin colour?



No	The Alternative Answer	F	%
1	White	8	30.77
2	Red	-	-
3	Black	18	69.23
Total		26	100%

17. Question Number

What is “rumah” in English?



No	The Alternative Answer	F	%
1	House	11	42.31
2	Hospital	8	30.77
3	School	7	26.92
Total		37	100%

18. Question Number 18

Chicken produces

No	The Alternative Answer	F	%
1	Egg	3	11.54
2	Chicken	13	50
3	Duck	10	38.46
Total		26	100%

\

19. Question Number 19

Mr. Budi (mengajari) the students.



No	The Alternative Answer	F	%
1	Teach	1	3.85
2	Help	19	73.07
3	Shake hand	6	23.08
Total		26	100%

21. Question Number 20

What is the color of this chair?



No	The Alternative Answer	F	%
1	Yellow	6	23.08
2	Brown	11	42.31
3	Green	9	34.61
Total		26	100%