



**THE STUDENTS' VOCABULARY MASTERY
AT THE FIFTH GRADE SD S 117
ISLAM TERPADU ADNANI
PANYABUNGAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
A Partial Fulfillment of Requirement For Degree of
Islamic Education Scholar (S.Pd.I) in English*

Written by:

JULI ASTUTI HARAHAP
Reg. No. 09 340 6078

ENGLISH EDUCATION DEPARTMENT

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

2014



**THE STUDENTS' VOCABULARY MASTERY
AT THE FIFTH GRADE SD S 117
ISLAM TERPADU ADNANI
PANYABUNGAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
A Partial Fulfillment of Requirement For Degree of
Islamic Education Scholar (S.Pd.I) in English*

Written By:

JULI ASTUTI HARAHAHAP

Reg. No. 09 340 0078

ENGLISH EDUCATION DEPARTMENT

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

2014



**THE STUDENTS' VOCABULARY MASTERY
AT THE FIFTH GRADE SD S 117
ISLAM TERPADU ADNANI
PANYABUNGAN**

A THESIS

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

Written By:

JULI ASTUTI HARAHAP
Reg. No. 10340 0078



ADVISOR I


H. Nurfin Sihotang, M.A., Ph.D.
NIP. 19570719 199303 1 001

ADVISOR II


Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

ENGLISH EDUCATION DEPARTMENT

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

2014

Things : Thesis
a.n. **Juli Astuti Haarahap**
Appendix: 6 (six) Exemplar

Padangsidempuan, 12 May 2014
To :

The Dean of Tarbiyah and Pedagogy Faculty
in _
Padangsidempuan

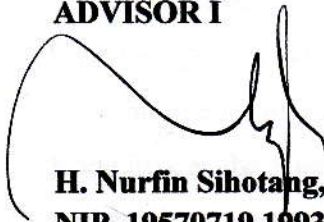
Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to **Juli Astuti Harahap** entitle "**The Students' Vocabulary Mastery at the Fifth Grade SD S 117 Islam Terpadu Adnani Panyabungan**", 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), in English Education Department, Tarbiyah and Pedagogy Faculty in IAIN Padangsidempuan.*

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

Wassalamu'alaikumWr. Wb.

ADVISOR I



H. Nurfin Sihotang, M.A., Ph.D.
NIP. 19570719 199303 1 001

ADVISOR II



Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

SURAT KETERANGAN MENYUSUN SKRIPSI SENDIRI

Saya yang bertanda tangan dibawah ini:

Nama : JULI ASTUTI HARAHAAP
NIM : 09. 340 0078
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI – 3)
Judul Skripsi : **THE STUDENTS' VOCABULARY MASTERY
OF THE FIFTH GRADE SD S 117 ISLAM
TERPADU ADNANI PANYABUNGAN**

Menyatakan menyusun skripsi tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan dari pembimbing dan tidak melakukan plagiasi sesuai dengan kode etik mahasiswa pada pasal 14 ayat 2.

Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, maka saya bersedia menerima sanksi sebagaimana tercantum dalam pasal 19 ayat 2 tentang Kode Etik Mahasiswa yaitu pencabutan gelar akademik dengan tidak hormat dan sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padangsidempuan, 06 Maret 2014

Saya yang menyatakan,




JULI ASTUTI HARAHAAP
NIM. 09 340 0078

DECLARATION LETTER OF WRITING OWN THESIS

Name : JULI ASTUTI HARAHAP
Registration Number : 09. 340 0078
Faculty : Tarbiyah dan Ilmu Keguruan
Study Program : Tadris Bahasa Inggris (TBI – 3)
The title of thesis : **THE STUDENTS' VOCABULARY MASTERY
OF THE FIFTH GRADE SD S 117 ISLAM
TERPADU ADNANI PANYABUNGAN**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in student' ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

Padangsidempuan, March 6th 2014
Declaration Maker,



JULI ASTUTI HARAHAP
Reg.No 09 340 0078

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : JULI ASTUTI HARAHAP
Reg. No : 09 340 0078
Thesis : THE STUDENTS' VOCABULARY MASTERY AT THE GRADE
SD S 117 ISLAM TERPADU ADNANI PANYABUNGAN

Chief,



Anhar, MA.
NIP.19711214 199803 1 002

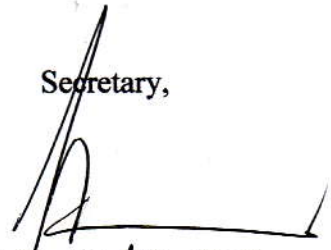


Anhar, MA.
NIP.19711214 199803 1 002



Hamka, M.Hum
NIP. 19840815 200912 1 005

Secretary,



Zainuddin/SS., M. Hum
NIP. 19760610 200801 1 016



Zainuddin, SS., M. Hum
NIP. 19760610 200801 1 016



Drs. Fitriadi Lubis, M.Pd
NIP. 19620917 1992031 002

Members,

Proposed:

Place : Padangsidempuan
Date : June, 6th 2014
Time : 01.30 AM until finish
Result/ Mark : 73.12 / B
IPK : 3.32
Predicate : ~~Enough~~/ Good/ Very Good/ Cum-Laude. *

*Optional



**MINISTRY OF RELIGION
STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN)
PADANGSIDIMPUAN
FACULTY OF TARBIYAH AND PEDAGOGY**

Alamat : Jl. H.T. Rizal Nurdin Km. 4,5 Sihitang Padangsidempuan. Telp. (0634) 22080

LEGALIZATION

The Thesis with Title : THE STUDENTS' VOCABULARY MASTERY AT THE
FIFTH GRADE SD S 117 ISLAM TERPADU ADNANI
PANYABUNGAN

Written by : JULI ASTUTI HARAHAHAP

Reg. No : 09 340 0078

Has been accepted as requirement of obtaining degree

Islamic Educational Scholar (S.Pd.I)

Padangsidempuan
Dean

Hj. Zulhingga, S.Ag., M.Pd.
Nip. 19720702 199703 2 003



ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the beneficent and the merciful

Praise to Allah the Almighty for giving me healthy, opportunity, and ability to complete this thesis. Peace and Salutation to our beloved prophet Muhammad SAW who has guided us to have good life.

This thesis is a descriptive research that to know how are Students' Vocabulary Mastery at SD S 117 Islam Terpadu Adnani Panyabungan. In writing this thesis, I have found various low. Fortunately, there are many people who help me to finish this thesis. May be without their helping and support, this thesis would not be as it is now.

I would like to express my especially thanks to H.Nurfin Sihotang M.A.,Ph.D., as the first advisor and Rayendriani Fahmei Lubis, M.Ag as the second advisor who has given me advice, suggestion, comments and help me in writing this thesis.

My deepest grattitude also goes to those who have helped the writer in finishing this thesis, among others:

1. Dr. H. Ibrahim Siregar, S.Ag., MCL., as the Rector of State Institute for Islamic Studies Padangsidimpuan and Deputy Leader I, II, III.
2. Mrs. Hj. Zulhimma, S.Ag., M.Pd., the dean of Tarbiyah Faculty.

3. Rayendriani Fahmei Lubis, M.Ag., the Leader of English Study Programme.
4. Dr. Ichwansyah Tampubolon, S.S., M.Ag as Academic Advisor and also to all lecturers in English Study Programme.
5. Yusri Fahmi, S.Ag.,M.Hum leader of library, for his cooperative and permission to use their books.
6. Headmaster, English teacher and also students of SD S 117 grade fifth Islam Terpadu Adnani Panyabungan, who helped me to complete my research.
7. My beloved parents, Mahmud Harahap (ALM) and Dermina Hasibuan, my beloved brother, Fahri Adi Harahap, and the last my brother Suryadi Harahap, for their love and support.
8. My beloved friends Abidah Tika Novadila S.Pd.I, Aldila Muhammad Dawiyah siregar, Asnida Sahriati Siregar, Fahrul Marito Rangkuty, Zulfiqli Lubis, Nur Hati Hasibuan, Taufiq Rahman Hasibuan, Wahyu Hasibuan, and all my friends that I can't mention, for their support and suggestion. I realize this thesis is imperfect. Therefore, critics and suggestion are really needed to make this thesis becomes better in the future.

Thanks you so much for all. May Allah, The almighty bless them all, Amin.

Padangsidempuan, March, 06th 2014
The Researcher



JULI ASTUTI HARAHAHAP
Reg. No. 09 340 0078

Name : **JULI ASTUTI HARAHAHAP**
NIM : 09 340 0078
Jurusan/Fak : Tarbiyah Bahasa Inggris-3
Thesis tittle : The Students' Vocabulary Mastery of Fifth Grade SD S 117 Islam Terpadu Adnani Panyabungan

ABSTRACT

The problems of research were are students' vocabulary mastery at SD S 117 Islam Terpadu Adnani Panyabungan, were the difficulties are students' vocabulary mastery, were the effort of the teacher to overcome the difficulties of students' in learning vocabulary mastery. The aim of research were to know the students' vocabulary mastery at SD S 117 Islam Terpadu Adnani Panyabungan, the difficulties of students' vocabulary mastery at SD S 117 Islam Terpadu Adnani Panyabungan, and the effort of the teacher to overcome the difficulties of students' in mastering vocabulary at SD S 117 Islam Terpadu Adnani Panyabungan.

In this research, the researcher has taken 35 students' as the source of the research. This research was qualitative approach by using descriptive method. As for the instrumen for collacting the data the research used the interview, observation and test.

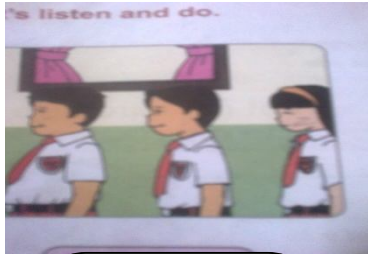
Based on the result of research, researcher found that the students' vocabulary mastery at SD S 117 Islam Terpadu Adnani Panyabungan was enough (69,9%). From the result of the research the researcher found that there were some difficulties that faced by students' less vocabulary, when they practice their language they should not look the book but they have memorize in their mind. They lazy to memorized the vocabulary, the effort done by English teacher to overcome the students' difficulties were the English teacher often repeat the lesson and give more example, which familiar with students' lives and always drill every vocabulary in daily life. So the students' were easy to memorized the vocabulary.the teacher asked the students' to choose the one of the alphabet with its vocabulary and say. The late students' will memorized and write the English words and then they might get into class and join the lesson.

Appendix I

THE TEST OF THE VOCABULARY MASTERY

A. Choose the vocabulary consist wit ficture about My Classmate below, and you may choose a, b, c.

1.



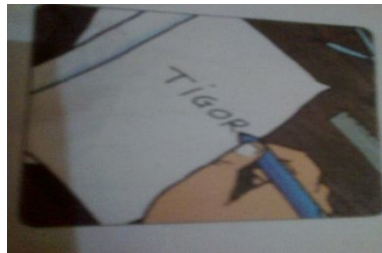
Make a ...

a. stand

b. woman

c. line

2



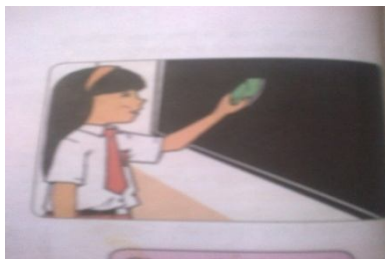
Write your...

a. name

b. food

c. fruit

3



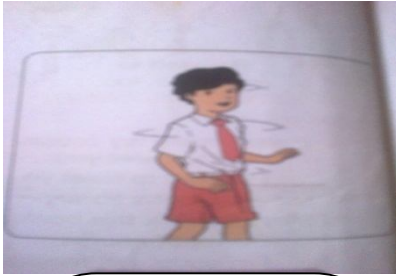
Clean the...

a. chair

b. house

c. board

4



turn.....

- a. run b. around c. walk

5



Open the.....

- a. house b. class c. door

6



Follow ...

- a. me b. you c. them

7



come...

- a. out b. on c. in

8



Sit ...

- a. sit up b. sit in c. sit down

9



Aunt Julia is...

- a. police b. student c. doctor

10.



My sister is...

- a. student b. teacher c. doctor

B. Choose the vocabulary consist with ficture about Food and Drink Below, and You may choose a, b, c

11



Wash the ...

- a. wafer b. mango c. biscuit

12.



....

- a. noodles b. banana c. soup

13.



...

a. tea

b. biacuit

c. pizza

14.



Tigor heat...

a. soup

b. potato

c. papaya

15



Made fry...

a. banana

b. cake

c. chicken

16.



Seta? bake...

a. rice

b. cake

fruit

17



...

a. fried rice

b. salad

c. noodles

18



Slice spring...

a. onion

b. orange

c. Mango

Appendix II

Key answer of multiple choise on Vocabulary Mastery

- | | |
|-------|-------|
| 1. C | 11. A |
| 2. A | 12. B |
| 3. C | 13. A |
| 4. B | 14. C |
| 5. C | 15. A |
| 6. A | 16. B |
| 7. C | 17. B |
| 8. C | 18. A |
| 9. C | 19. B |
| 10. A | 20. C |

Appendix III

Vocabulary Mastery

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

45	80	70	65	60	50	75
70	75	85	75	65	65	75
60	65	50	75	70	70	65
65	60	55	55	75	75	55
75	70	60	50	70	70	50

2. High score = 85
3. Low score = 45
4. Range = high score – low score = 85 – 45 = 40
5. The total of classes (BK) = $1 + 3,3 \log n$
= $1 + 3,3 \log (35)$
= $1 + 3,3 (1,5440)$
= $1 + 5,0952$
= $6,0952$
= 6

6. Interval (i)

$$\text{Interval} = \frac{R}{BK} = \frac{40}{6} = 6,666 = 7$$

$$i = 10$$

7. Mean Score $\bar{X} = \frac{\sum fixi}{fi}$

Interval	Fi	Xi	Fixi
40 - 49	1	44,5	44,5
50- 59	7	54,5	381,5
60- 69	10	64,5	645
70- 79	14	74,5	1043
80- 89	3	84,5	253,5
i = 10	35	322,5	2367,5

$$\bar{X} = \frac{\sum fixi}{fi} = \frac{2367,5}{35}$$

$$= 67,64$$

8. MEDIAN $= \ell + \left(\frac{\frac{1}{2}n - fkb}{fi} \right) i$

$$= 69,5 + 10 \left(\frac{17,5 - 18}{14} \right)$$
$$= 69,5 + 10 (0,05)$$
$$= 69,5 + (0,35)$$
$$= 69,15$$

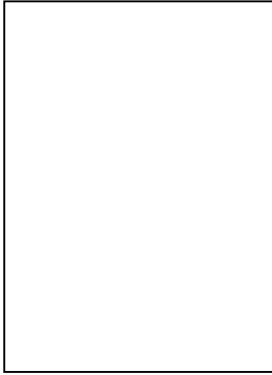
$$\begin{aligned} 9. \text{ Modus} &= \ell + \left(\frac{fa}{fa + fb} \right) i \\ &= 79,5 + \left(\frac{4}{4 + 11} \right) 10 \\ &= 79,5 - 40/15 \\ &= 79,5 + 2,66 \\ &= 76,84 \end{aligned}$$

Appendix IV

Observation Guidance

1. The location of SD S 117 Islam Terpadu Adnani
(Lokasi SD S 117 Islam Terpadu Adnani).
2. The process of teaching English in SD S 117 Islam Terpadu Adnani
(Proses pembelajaran bahasa inggris di SD S 117 Islam Terpadu Adnani)
3. Media or tools that used to help or make the teaching activity affectively.
(Sarana dan prasarana yang digunakan sebagai penunjang proses kegiatan belajar mengajar).
4. The method that used by teacher when teaching vocabulary
(metode yang digunakan ketika guru mengajar kosa kata).
5. The teacher strategy in teaching material of vocavulary
(cara guru dalam penyampaian materi kosa kata).
6. The ability of students in receiving the subject from their teacher
(kemampuan siswa dalam menerima pelajaran dari guru yang bersangkutan).
7. Difficultes faced by students in learning vocabulary .
(kesulita-kesulitan yang dihadapi siswa dalam belajar kosa kata).
8. Result of learning process students in vocavulary.
(hasil belajar siswa dalam pembelajaran kosa kata).

CURRICULUM VITAE



A. Identity

Name : JULI ASTUTI HARAHAP
NIM : 09 340 0078
Place and Birthday : Siborna, 22 Juli 1991
Sex : Female
Religion : Moslem
Address : Desa Siborna bunut Kec.Sosa
Kabupaten Padang Lawas
Utara

B. My Parents

1. Father's name : Mahmud Harahap (ALM)
2. Mother's name : Dermina Hasibuan

C. Education Background

1. Graduated from Elementary School in SD Negeri Pioner Siborna Padangsidimpuan from 1997-2003.
2. Graduated from Junior High School in Tsanawiyah Boarding School of Roudhotul Jannah Paran Batu, Kec.Batang Onang from 2003-2006.
3. Graduated from Senior High School in Aliyah Boarding School School of Roudhotul Jannah Paran Batu, Kec.Batang Onang from 2006-2009
4. Be University Student in IAIN Padangsidimpuan

CHAPTER I INTRODUCTION

A. The Background of the Problem

Language is a tool shape our thoughts, feelings, desires and deeds as well as tools to influence the form of symbols generated by the human sensory organs with a compact system in the brain. Languages help us to fulfill our potential, to shape our inner selves with others, or to act the world powerfully.¹

English should be studied because of the extent of use as the language of international communication. To be able to communicate with people of different cultural backgrounds and nationalities, English is the main option that is often used in communication.

English is used for communicating in society. Language is system of signs and constructs used by people as a primary form of communication. People use language to convey message to the other.

In Indonesia, besides we used our native language that is Indonesian language, there is also foreign language that is English language. English is important language in Indonesia. English is an international language used by the largest number of people in the world; English is intensively used in international communication.

¹Lynne T. Diaz-Rico. *Strategies for Teaching English Learners, Second Edition* (USA: Person Education, Inc, 2008) p. 1

Islam has explained all about language differences in the world includes the word. English as an international language is important to be taught in Indonesia. It is taught in junior high school, senior high school, and in the university. Nowadays, English is also taught in elementary school and even in kindergarten.

In the studying English children must be able to master the vocabulary before they learn the English language. To acquire English vocabulary, children can take some ways, such as, they can imitate some vocabularies from people in their environment, and they also learn the vocabulary in the formal institution, like elementary school students.

Elementary school students is a place where the children age 6-12 years old learn some basic materials, and English language is one of these materials. One of the most important components in the learning English language is the learning English vocabulary.

Vocabulary mastery can influence the students' English skill (reading, speaking, listening, and writing) it is very important to teach it in elementary school, because the students' are children, fresh and they will be easy to remember vocabularies. If the students' master vocabulary, they will be easy for learn English.

During researcher go to SD S 117 Islam Terpadu Adnani Panyabungan, when they are learning English process, just little can respond what the teacher

ask for them, they do not know how to answer. So' the researcher interest to look their exercise, apparently their score very low for the English lesson

However, based on researcher's pre observation, many students asked the vocabulary it's just a few can answer, especially in noun, adjective, verb have less vocabulary, as a result they do not know the meaning of sentence and they cannot reach the idea of what they have read or listened. Finally, most of them say "English subject is difficult", and it also makes them lazy to learn.

Considering, English is an important subject taught in formal education in Indonesia, it is taught for elementary to university, now days, the teaching of English take place every class of elementary school two hours a week and junior high school four hours a week.

A student who has finished elementary school must very substantial knowledge of English. The purpose of teaching English is to develop students' ability to communicate in English both orally and written (listening, speaking, writing, and reading). But in fact, many student do not capability to communicate in English, the English potency is very limited, we can see fact that student has not been able to make a sentence in English because they don't have vocabulary. From this slow us that how difficult to mastering English although we have learn it from elementary until university.

The description about explains that they have many problems in studying English. One of the problemsare the vocabulary, vocabulary is an important of language which should be studied by the student a mentioned in the curriculum,

therefore. They have to master a lot of vocabulary in order they can speak or produce that they have in mind.

A practice is a way to be good students but they do not practice English, and they have less innovation from environment or parents and so on. The other problems are students' family, environment school, and teacher and so on.

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.

To be success in learning, the teacher must be able to use English in the class or outside, without the English learning is not perfect after we have teach the English language we can practice what they have studied.

Looking at the above phenomenon or problem, the researcher wants to see **“The Students’ Vocabulary Mastery of Fifth Grade SD S 117 Islam Terpadu Adnani Panyabungan”**.

B. Focus of the Research

The focus of this research is the English vocabulary mastery by fifth grade students at SD S 117 Islam Terpadu Adnani Panyabungan, in terms of the English teaching learning practice, the students level of mastery the English vocabulary and the kinds of English vocabulary that mostly or less acquired by fifth grade students in the classroom. It is not at all of class that will be observed,

but only one class, which is a fifth grade students' SD S 117 Islam Terpadu Adnani Panyabungan.

C. The Formulation of Problem

To make the problems clearer in this research, the writer formulates it the problems as follows:

1. How are students' vocabulary mastery at SD S 117 Islam Terpadu Adnani Panyabungan?
2. What are the students' difficulties in mastering vocabularies at SD S 117 Islam Terpadu Adnani Panyabungan?
3. What are the teacher efforts to overcome the students' difficulties in mastering vocabulary at SD S 117 Islam Terpadu Adnani Panyabungan?

D. The Objectives of Research

The objectives of the research are:

1. To identify the students' vocabulary mastery at SD S 117 Islam Terpadu Adnani Panyabungan.
2. To find what the students' difficulties vocabulary mastery at SD S 117 Islam Terpadu Adnani Panyabungan.
3. To find what the teacher efforts to overcome students' difficulties in learning vocabulary at SD S 117 Islam Terpadu Adnani Panyabungan.

E. The Significances of The Research

1. As input for the Headmaster in guiding his English teacher
2. As an input for the teacher, teaching learning process, especially in learning in teaching of the vocabulary mastery
3. As input for students in the classroom, which at least, it can examine the instructional practice at SD S 117 Islam Terpadu Adnani Panyabungan.

F. Outline of The Thesis

The systematics of this research was divided into five chapter. Each chapter consists of many sub chapter with detail as follow:

The first chapter consist of background of problems: the students' low ability in mastering English, mastering vocabulary, is one important skills to determine their skill, but most of the student lack of the vocabulary, they do not know how words correctly and meaning. So' it makes them difficulties to mastering English. The focus of the problem: in this analysis was focused on learning vocabulary treated by grade fifth students' at the school. This research also limits to the learning vocabulary mastery at SD S 117 Islam Terpadu Adnani Panyabungan. The formulated of the problem: How are students' vocabulary mastery? What the students' difficulties in mastering vocabulary? What the teacher efforts to overcome the students' difficulties in mastering vocabulary at

SD S 117 Islam Terpadu Adnani Panyabungan? The aim of the problem: To know the students' vocabulary mastery, to know what the students'

difficulties vocabulary mastery, to know what the teacher efforts to overcome students' difficulties in learning vocabulary at SD S 117 Islam Terpadu Adnani Panyabungan. The significances of the research: As input for the Headmaster in guiding his English teacher, as an input for the teacher, teaching learning process, especially in learning vocabulary mastery, as input for students in the classroom, which at least, it can examine the instructional practice at SD S 117 Islam Terpadu Adnani Panyabungan.

In the second chapter, it was consisted of the theoretical description consisted of explanation about vocabulary mastery. Then review related findings where from Eka Sustri Harida, Nur Misbah, Janna Haryati, and Sri Dingin. The frame of thinking, and the last hypothesis that there is the difficulties of vocabulary mastery.

In the third chapter, it was consisted or research methodology consisted of schedule and location of the research; schedule of the research was june until finish, and location of this research was SD S Islam Terpadu Adnani Panyabungan. Kinds of this research was descriptive method. Population of this research was all the fifth grade of SD S Islam Terpadu Adnani Panyabungan, and samples took 35 students' from population are choosen by andom sampling the instrument of collection data was test multiple choice, the last the technique of data analysis.

The fourth chapter, it was consisted of the result of the research, the result of the research consisted of the description of data was variabel vocabulary mastery. Discussion and the finally, the threats of research.

In the fifth chapter, consisted of conclusion, implication, suggestion from the research and appendices

CHAPTER II

LITERATUREREVIEW

A. The Theoretical Description

1. Vocabulary Mastery

Vocabulary is one of language element.¹ Then Shirley Burbidge says “vocabulary is all the words in language list of word in lesson or books, all the words that one person knows”.² Thomas Nelson says “Vocabulary is a list of word expanded in alphabetical order”.³ Then, Hornby says “Vocabularies is all the words that a person knows or use, the words that people use when they are telling about particular subject”.⁴

In other words, it must be right to say that vocabulary is the total number of words used by individual in his language activities, while in this research vocabulary mastery means the students’ ability to recognize and understand the total number vocabulary presented.

Mastery come from the word master. Master is a person very skilled and able in some work, profession, science, etc. While mastery is the expert

¹Lynne T. Diaz-Rico. *Strategies for Teaching English Learners, Second Edition* (USA: Person Education, Inc, 2008), p. 959.

²Shirley Burbidge. *Oxford Basic English Dictionary*, (New York: Oxford University Press 1981), p. 477.

³Thomas Nelson, *The A Ward Compact English Dictionary*, (London: A Ward Publication, 1985), P. 612.

⁴AS. Hornby. *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press, 2000), p. 1506.

skill or knowledge.⁵ On Oxford Advanced Learner Dictionary by Hornby state that mastery is complete knowledge or great skill.⁶ From those definition above, it can be taken conclusion that mastery is complete knowledge or great skill in comprehending and using the knowledge or skill.

So vocabulary mastery is the complete knowledge and understands the total number of word present.

In fact, very little attentions is paid to vocabulary in teaching English, some teachers regard that vocabulary mastery can automatically be improved the students' themselves. Some regards that improving vocabulary can done by simply learning the other skills such as reading.

On the other hand, no matter the people say about how they treatment vocabulary, still in fact, it is important to component of language since language consist of words Mary sprat as quoted by Gustinawati: "Our aims must be able out students' to function accurately and fluently in the situation they will find themselves but one of the tools that enables them to do just this is the ability to recognize and produce a wide range vocabulary items."⁷ So the aims can help the students' to find them selves recognize and produce vocabulary items.

⁵*Ibid*, p. 833

⁶*Ibid*, p.721

⁷Gustinawati, *The Correlation Between Students' of Vocabulary and Reading* (Padang: Unpublished S1 Thesis IKIP, 1990), p.14

a. Purpose of Vocabulary

The purposes of mastering vocabulary in SD S Islam Terpadu Adnani Panyabungan is to enable the students' to use certain number of words.

1) Aims

Generally aims of the 1994 curriculum is to built up the communication competence and the communicative function of the language. In the case of vocabulary, words and idioms are taught from several language domains which have relation to the language level of the students'

According to the curriculum of SLTP2004, the aim of teaching vocabulary for the fifth years students' is: "dengan kemampuan lebih kurang 500 kosa kata, tingkatan kosa kata lebih kurang 750, dan tata bahasa yang sesuai dengan tema yang ditentukan siswa dapat menilai keterampilan berbahasa."⁸

2) Quantity

Quantity means number of words to counting a lesson. In connection with the quantity of words, subyakto (1998) says that the minimal number of words for junior high school is around 1500 words, while senior high school is about 4000 words.

⁸Dirjen Pendidikan Nasional, *Bahasa Inggris Untuk Sekolah Dasar* (Jakarta: Erlangga, 2004) p. 6.

3) Need

To determine the students' need vocabulary, the writer based it on the stated aims in which in which they should be able to use and communicate that words. These word cover special vocabulary for bussiness. The special vocabulary still consist of general words in that domain.

4) Presentation

In teaching vocabulary, the students' must have a clear and specific understanding in the meaning involves many things, this requires the teaching in which the words are presented in such away that it's denotation or reference is perfectly clear and unambiguous.⁹

Based on the above explanation, it seem that the study vocabulary is one of important things in learning something, especially in learning foreign language, to increase our knowledge, because vocabulary is one of the knowledge to speak well, because without knowing vovabulary it is impossible for use to speak well.

The depelovment of vocabulary grows from childhood to adulthood. Although that motivation is a strong factor in all aspect of language learning and each desire on the part of the students' should not be shunted off simply because the requested vocabulary items do not form part of the lesson. Some linguist suggest tha language improve the vocabulary through reading

⁹Michael J. Wallace, *Teaching Vocabulary* (ELBS, 1989), p. 235.

materilas, structure, ect. However , the importance of lexical item are noo means neglected. Mary Sprat as quoted by Gustinawati states that: “There are many lesson in which no new vocabulary occur, bit when working or reading or listening text during a discussion lesson, it is quite common for ten or so, new wors to occur and when teaching a new structure of functional exponent four or five words many will be needed to built up the situation.”¹⁰

b. Form of vocabulary

A new item of vocabulary may be more than a single word: for example: hand phone and mother-in-law, which are made up two or three words but express a single idea. Three are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convection is to over all such cases by talking about vocabulary items rather than words.

According to Wikipedia, there are four kinds of vocabulary, they are:

1) Reading vocabulary

A person’s reading vocabulary is all words he or she can recognize when reading. This is largest of vocabulary simple because it includes the other three.

2) Listening vocabulary

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

¹⁰*Ibid*, p. 12.

3) Writing vocabulary

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

4) Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. the spontaneous nature of the speaking vocabulary, words are often misused. This misused-though slight and unintentional may be compensated by facial expression, tone of voice or hand gesture.¹¹

Vocabulary varies in the four skills of language. Generally student will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. But in real situation, the process of changes especially in foreign language teaching.

c. Kinds of vocabulary

Then, according to the Thornbury, there are two kinds of vocabulary, as follows.

1) Receptive Vocabulary or passive Vocabulary

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

¹¹www, Wikipedia.com, Monday, 21 September 2012.

2) Productive Vocabulary or Active Vocabulary

Productive vocabulary involves of knowing how to pronounce the word, how to write and spelt it, how to use it in correct grammatical pattern with the words that usually collocate with.¹²

Vocabulary, actually is asset of absolute way to which the language must be learned realized how important the vocabulary mastery. There is way that has to be understood in understanding vocabulary. This is: meaning, synonym, antonym, and idiom.

1) Meaning

The meaning of the word is defined to get the information from the context. It means to get the meaning from a word or sentence, the speaker should write or pronounce it well, so that the listener get the information and the speaker's feeling of course in a certain language.

2) Synonym

The term 'synonym' come from a Greek word (sunonumon) means 'having the some name'.¹³ Synonym also a word or phrase with the same or nearly the same meaning as another in the some language.¹⁴ Synonym is the word or phrase having the same meaning. It means a word that has the same meaning with another

¹²Jeremy Harmer, *The Practical of English language Teaching* (London Longman, 2001), p. 158

¹³Howard Jackson, *Op.,cit.* p. 92.

¹⁴A.S Hornby, *Op.,cit.* p. 1212.

word can be used in the same context to make another reader understand easily. Below are the example of word that synonymous:

- a) Beautiful – pretty
- b) Near – close
- c) Lazy – indolent
- d) Accept – receive
- e) Allow – permit

3) Antonym

Antonym is the apposite or contrastive meaning. Antonym is a words that is opposite in meaning to another words.¹⁵ So antonym is the oppositeness of word or pharase, for example:

- a) Leave \simeq arrive
- b) Big \simeq small
- c) Wide \simeq narrow
- d) Expensive \simeq cheap
- e) Begin \simeq end.

4) Idiom

Idiom is the word that have not clearly meaning or rather strange for the other person but must be learn and understand.¹⁶

Every language has its own idioms and they are an integral part of

¹⁵*Ibid.* p. 44.

¹⁶Idi Supono, *BBC English Grammar*, (Jakarta: Wahyu Media. 2007), p. 425.

the language. They add beauty and charm. English is rich in idioms.

For example:

- a) Fifty – fifty
- b) Up and down
- c) Take it easy
- d) Far and near
- e) So far, so good

2. Material of The Vocabulary in SD S Islam Terpadu Adnani

Panyabungan

a. My classmates

- 1) Please meet my cousin
Nice to meet you
Pleased to meet you
- 2) Let's go to the library.
- 3) May i borrow this book, please?
Sure / of course.
I'm sorry. I'm reading it.
- 4) Where is the teacher room?
It's over there
- 5) Can you help me fill this form, please?
Sure.¹⁷

b. Food and Drink

- 1) Can I have some candies, please?
Sure. Here you are
Sorry. No mor candies

¹⁷Mukarto, *Grow With English*, (Jakarta: Erlangga, 2006), p. 1

- 2) Do you mind if I have the pizza now?
Not at all
- 3) Shall we have lunch now?
All right / please do
- 4) Can you help me?
Sure / Ofcourse
- 5) How do you peel the potatoes?
It is like this.¹⁸

Based on the description above, the researcher decided the indicators of vocabulary mastery as: my classmate, food and drink. It clearly stated that in vocabulary mastery is as recommended by Idi Supono “Vocabulary is one of language element.”¹⁹ Then Shirley Butridge says “vocabulary is all the words in language list of word in lesson or books, all the words that one person knows”.²⁰ Thomas Nelson says “Vocabulary is a list of word expanded in alphabetical order”.²¹ Then, Hornby says “vocabularies is all the words that a person knows or use, the words that people use when they are telling about particular subject”.²²

They stated that vocabulary mastery is all the words in language list of word in lesson or books, it is also stated that all the words that one person knows vocabulary, all the words in language list of word in lesson or book shall the words that a person knows or use, the words that people use when they are telling about particular subject.

¹⁸ *Ibid.* p. 44.

¹⁹ Idi Supono, *Op.,cit*, p. 974.

²⁰ Shirley Burbidge. *Op.,cit*, p. 477.

²¹ Thomas Nelson, *Op.,cit*, p. 612.

²² Hornby, *Op.,cit*, p. 1506.

It can be concluded that vocabulary is all the words in language list of word in lesson or books, all the words that one person knows. The indicator of vocabulary mastery as: my classmate, and food and drink.

3. Curriculum Vocabulary at SD S 117 Islam Terpadu Adnani

Based on the curriculum of elementary 2006 Language teachers' are better than others at providing appropriate and effective learning experiences for the students in their classroom. The students will make faster progress.

Instruction is also very important factors for the students' mastery of English vocabulary, especially for young learners. It is because, the children more needs the instruction when they are learning the language in the classroom. They will do anything easily, if the teacher gives the instruction clearly, i.e., when the teacher gives some exercises, the teacher must give more explanation and instruction about the exercises, it is in order to the students can answer or practice and understand about what the students must do for the exercises.

For the statements above, I conclude that in the English learning process, the students more needs the instruction of the teachers, because, the students can understand, memorize, and master the language easily, if the teacher always gives the instruction clearly and it is very influence factors for the student mastery of English vocabulary.

Syllabus of curriculum at SD S 117 Islam Terpadu Adnani in Grow English by Mukarto:

a. My classmate

Classmate is a group students' in one class, the students' should be acquires some vocabularies such as consist of: ruler, comics, student, line, board, name, around, teacher's room, parking lot, toilet, pencil, basketball court, laboratory, canteen, book, dictionary, crayons, erasers, stapler, teacher room, sister, book, make, clean, write, turn, borrow, wash, takes, introduce, across, buy, see, play go, nice, good

b. Food and drink.

Students' should memorize consist of: candies, mango, pizza, tea, soup, cake, papaya, water, chocolate, biscuits, orange juice, fried rice, noodles, apple, potato, cucumber, rice, milk, onion. Verb consists of: wash, cut, peel, eat, help, heat, cook, fry, make, slice, drinks, boil, adjective consist of: hungry, thirsty.²³

B. Conceptual Framework

Vocabulary is one of the most important things in language acquisition, whatever the language is needed. The theory and medium in learning vocabulary, it will influence the others system of basic skills, such as: listening, reading, speaking, and writing skills. They can understand the meaning of the words

²³Mukarto, *Op.,cit*, p. 1-61

direct, practice the vocabulary help students' mastering the vocabulary. It also used stimulate the students' motivation and more interest in learning vocabulary as a treatment. Teaching evaluates the students' how far they use and discuss together to get the feedback. The teachers and students' should make interaction. The most important purpose of visual aids is to make the students' are interested in learning vocabulary.

The researcher assumed that with much knowledge about vocabulary. Example: boy, town, country, laughs, learn, feel, lazy, afraid, well.²⁴

Based on the explanation above, the researcher comes to conceptual framework that students' mastering the vocabulary in learning process.

²⁴*Ibid*, p. 19.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Schedule of the Research

This research will be done at SD S 117 Islam Terpadu Adnani Panyabungan. This subject of research is the grade V students' of S 117 Islam Terpadu Adnani Panyabungan 2013 academic years. This research will be done from June 2014 until finish. So, that research will be done for about three months.

B. The Method of the Research

This research is quantitative method is do it research method by systematic, controlled empiric, critics with have nature relation.¹ Quantitative descriptive method is a “method witch describe condition of the present time naturally, descriptive is carried out to obtain information about the references, attitudes, practices, or interest some group of people”.²

Descriptive method will not just asking some people with some questions and reporting answer, but descriptive method studies should questions and reporting answer, but descriptive method studies should have a set of basic steps, they are identify a topic of problem, select an appropriate sample of participants, collect valid and reliable data, and analyze and report conditions. “On the other

¹Asmadi Alsa. *Pendekatan Kuantitatif dan Kualitatif serta Kombinasinya dalam Penelitian Psikolog* (Yogyakarta: Pustaka Pelajar, 2003), p.12.

²L.R. Gay, *Educational Research Competencies for Analysis and Application*, (USA, New Jeney, 2000), p.276

words descriptive studies involve a number of unique problems”³. One descriptive method is a method which is carried out in order to make the description about situation and condition.

Based on the explanation above, this research tried to describe the students’ vocabulary mastery at SD S 117 Islam Terpadu Adnani Panyabungan. So, the researcher will use both field and library approach.

C. Population and Sample

a. Population

The population of this discussion, it has been clear that the population of this research all the fifth grade students’ in accounting department of SD S 117 Islam Terpadu Adnani Panyabungan. It is relevant to Suharsimi’s opinion that state: “population adalah keseluruhan subject penelitian.”⁴ (The population is total number of researched subject). The fifth grade are two classes and they are 21 students’ in V^a and 15 students’ in V^b. The total populations of them are 35 students’.

Table I
The Population to the Fifth Grade at SD S 117 Islam Terpadu
Adnani Panyabungan in 2013-2014

No	Class	Total of Students
1	V ^a	20 Students
2	V ^b	15 Students
Total		35 Students

³*Ibid.*

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 1989), p. 102

b. Sample

According to Gay and Airasian, “Sample is a number of individuals for a study in such a way that they represent the larger group from they were selected.”⁵

Sample is preventative whole of population. According to Suharsimi:

Maka apabila subjeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. Selanjutnya jika subjeknya besar dapat diambil antara 10-15 % atau 20-25 % atau lebih tergantung kemampuan peneliti dari berbagai macam segi.⁶

It means when subject less than 100, it is better to take allof the subject, and if the subject is more than 100, the sample can be for about 10% - 15% or 20% - 25% or more appropriate with the researchers ability.⁷ Because population of fifth grade students’ at SD S 117 Islam Terpadu Adnani Panyabungan35 students. So, the reseacher take all of students for make sample.

D. Instrument of Collecting of the Research

In order to answer the research problem and to examine the hypothesis that has been formulated, researcher need the data and in order to get the data need the instrument in this case the writer applied test vocabulary mastery.

The instument in this research was test, it was to test the students’ vocabulary mastery. The researcher choose test vocabulary mastery to take data,

⁵*Ibid.*, p. 121.

⁶Suharsimi Arikunto, *Op.,cit*, p. 72.

⁷*Ibid.*,p. 134.

it was 20 items, it was 10 for my classmate test, 10 for food and drink test. The test was given to the fifth grade students' of SD S 117 Islam Terpadu Adnani Panyabungan. The first and the second part consist of 20 choose and mark word question, 10 for my classmate and 10 for food and drink, for each correct answer was given 5 value, while the incorrect answers was not given a value. The second part consist of 10 multiple choice question about food and drink, every question correctly was given 5 value, and did not got the value for wrong answer. For each questions to make the total score to 100.

Table II
Students' Specification of
Mastery in Understanding Vocabulary Test

NO	Indicator	Item	Number
1	My classmate	10	1 - 10
2	Food and drink	10	11 -20
	Total	20	Total

Test also used to get data of students' vocabulary mastery. The kind of the test was multiple choise, it was 20 items. in which, it was scored 5 for each question to make the total score to be 100.

E. Technique of Data Analysis

To analyze the data provide, there is a way which can be done in analyzing it, namely the statistic analysis means to get the comparison or difference,

whether it is accepted or rejected. Test is one of statistic examine which be used in descriptive research which done one variables.⁸

After, the researcher got the data; it was entered in frequency table with the formula as follows:

$$Range = highest\ value - lowest\ value$$

$$BK = 1 + 3,3 \log n$$

$$BK = \frac{R}{BK}$$

The formula of test “t” is as follows:

$$Tt = \frac{M_1 - M_2}{SE_{M_1} - SE_{M_2}}$$

$$Tt = \frac{M_1 - M_2}{SE_{M_1} - SE_{M_2}}$$

$$Tt = \frac{M_1 - M_2}{SE_{M_1} - SE_{M_2}}$$

Tt : The value which the statistic significance

M1 : Mean of students' vocabulary mastery⁹

Table III
The Classification Quality of The Students' Score

No	Interval	Predicate
1.	0% - 20%	Very weak
2.	21% - 40%	Weak
3.	41% - 60 %	Enough
4.	61% - 80 %	Good
5.	81% - 100%	Very good ¹⁰

⁸Anas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 1987), p. 283.

⁹*Ibid.*, p. 56.

After the researcher finding the mean scores of all students', it was consulted to the criteria as follows:

1. If the value of mean score 81%-100% It can be categorized in to very good
2. If the value of mean score 61%-80% It can be categorized into good.
3. If the value of mean score 41%-60% It can be categorized enough.
4. If the value of mean score 21%-40%It can be categorized weak.
5. If the value of mean score 0%-20% It can be categorized very weak.

The instrument was taken from the students' vocabulary test and the researcherchooses the themes of materials that were taught in the first semester by their teachers. A score of one is given to each item that was answered correctly and zero to wrongly answer the items.

¹⁰Riduan, *Belajar Mudah Penelitian* (Bandung: Alfabeta, 2005), p. 89.

CHAPTER IV
ANALYSIS OF THE DATA

A. Data Description

To understand this research easily, it was described based only one variable. There was vocabulary mastery, and also was continued to the testing hypothesis. It would be describe futher as follow:

1. Result of Vocabulary Mastery

In the discription of result vocabulary mastery the reseracher had given vocabulary test. The researcher used the instrument to collect the data. It is the test, and consists of 20 items and every items is given.

The tes score become the data that were needed of testing hypothesis; the data are tabulated as follow:

Table IV
The Resume of Variable Score of Vocabulary Mastery

No	Statistic	Variable
1	High score	85
2	Low score	45
3	Mean score	65,9
4	Median	70
5	Modus	75

From the table above, it was known that the high score of variable of vocabulary mastery had been searched by 35 students' based on the total of sample research were high score 85 and low score 45, mean score 65,9, median 70 modus 75.

Based on the calculation means score above 65,9. So application of vocabulary mastery is enough, it's can be known from the table interpretation mean score in chafter III. To know revelation of data was done to grouped the variable score of vocabuary mastery which interval 10.

Table V
Frequency Distribution of Vocabulary Mastery

Interval Class	Frequency Absolute	Frequency Relative
40 - 48	1	2,85 %
50 - 59	7	19,95 %
60 - 69	10	28,5 %
70 - 79	14	39,9 %
80 - 89	3	8,55 %
$i = 10$	35	100 %

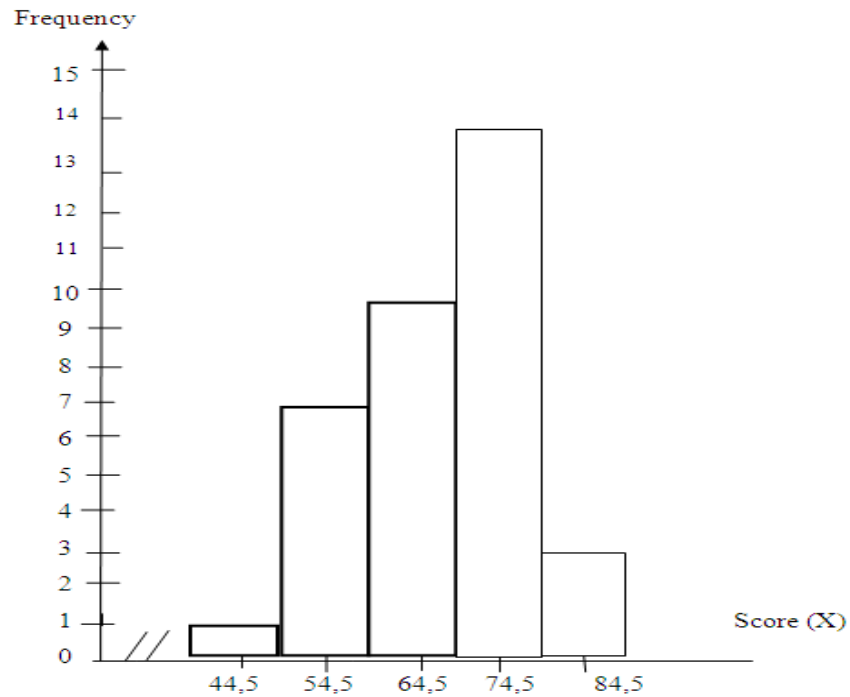


Figure 1 The Histogram of Vocabulary Mastery at the Fifth Grade Students' Islam Terpadu Adnani Panyabungant

Based on the table above, it was known that the variable revelation of vocabulary mastery shown that that the respondent at 40 -49 were 1 student (2,85%), interval 50 – 59 were 7 students' (19,95%), interval 60 – 69 were 10 students' (28,5%), interval 70 – 79 were 14 students' (39,9%), interval 80 – 89 were 3 students' (8,55%).

a. The Description of Students' Difficulties in Mastering Vocabulary at SD S 117 Islam Terpadu Adnani Panyabungan

Researcher has given to the fifth grade students' vocabulary test are 20 items. about my classmate are 10 items, and food and drink are 10 items, Based on the result of the test, it was known that respondents, score 20 to 80. It means that the highest score was 80 and the lowest score was 20. There the discription score of five years students' at SD S 117 Ialam Terpadu Adnani Panyabungan using vocabulary seen in these following tables:

Table. VI
Question Number 1: Make a ...

No	The Alternative Answer	F	%
1	stand	12	34,28%
2	woman	7	20%
3	line	16	45.71%
Total		35	100%

Based on the data above , it could be known that students who chose (stand) in the word were 12 students (34,28%) where as the 7 students' (20%) chose "woman", and 16 students' (45,71%) choose "line". Actually, they should chose is line, but most of them chose "stand". So' the types of students mistakes in this word is about my classmate in vocabulary.

Table VII
Question Number 2:
Write your ...

No	The Alternative Answer	F	%
1	name	17	48,57%
2	food	8	22,86%
3	fruit	10	28,57%
Total		35	100%

Based on the data above , it could be known that students who chose (name) in the word were 17 students' (48,57%) where as the 8 students' (22,86%) chose "food", and 10 students' (28,57%) chose "fruit". Actually, they should chose is name, but most of them chose "fruit". So' the types of students mistakes in this word is about my classmate in vocabulary.

Table. VIII
Question Number 3:
Clean the...

No	The Alternative Answer	F	%
1	chair	5	14,28%
2	house	6	22,86%
3	board	21	68,57%
Total		35	100%

Based on the data above , it could be known that students' who chose (chair) in the word were 5 students' (14,28%) where as the 6 students' (22,86%) chose "house", and 21 students' (68,57%) chose "board". Actually, they should chose is board, but most of them chose "house". So' the types of students' mistakes in this word is about my classmate in vocabulary.

Table IX
Question Number 4:
turn...

No	The Alternative Answer	F	%
1	run	21	60%
2	around	8	22,85%
3	walk	6	17,14%
Total		35	100%

Based on the data above , it could be known that students' who chose (run) in the word were 21 students' (60%) where as the 8 students'

(22,85%) chose “around”, and 6 students’ (17,14%) chose “walk”. Actually, they should chose is around, but most of them chose “run”. So’ the types of students’ mistakes in this word is about my classmate in vocabulary.

Table X
Question Number 5:
Open the...

No	The Alternative Answer	F	%
1	house	3	8,57%
2	class	12	34,28%
3	door	20	57,14%
Total		35	100%

Based on the data above , it could be known that students’ who chose (house) in the word were 3 students’ (8,57%) where as the 12 students’ (34,28%) chose “class”, and 20 students’ (57,14%) chose “door”. Actually, they should chose is door, but most of them chose “run”. So’ the types of students’ mistakes in this word is about my classmate in vocabulary.

Table. XI
Question Number 6:
follow...

No	The Alternative Answer	F	%
1	me	15	42,85%
2	you	9	25,71%
3	them	11	31,42%
Total		35	100%

Based on the data above , it could be known that students' who chose (me) in the word were 15 students' (42,85%) where as the 9 students' (25,71%) chose "you", and 11 students' (31,42%) chose "them". Actually, they should chose is me, but most of them chose "them". So' the types of students' mistakes in this word is about my classmate in vocabulary.

Table XII
Question Number 7:
come ...

No	The Alternative Answer	F	%
1	out	5	14,28%
2	on	11	31,43%
3	in	19	54,28%
Total		35	100%

Based on the data above , it could be known that students' who chose (out) in the word were 5 students' (14,28%) where as the 11

students' (31,43%) chose "on", and 19 students' (54,28%) chose "in". Actually, they should chose is in, but most of them chose "on". So' the types of students' mistakes in this word is about my classmate in vocabulary.

Table XIII
Question Number 8:
sit...

No	The Alternative Answer	F	%
1	up	15	42,85%
2	in	12	34,28%
3	down	8	22,86%
Total		35	100%

Based on the data above , it could be known that students' who chose (up) in the word were 15 students' (42,85%) where as the 12 students' (34,28%) chose "in", and 8 students' (22,86%) chose "down". Actually, they should chose is down, but most of them chose "in". So' the types of students' mistakes in this word is about my classmate in vocabulary.

Table XIV
Question Number 9:
Aunt Julia is ...

No	The Alternative Answer	F	%
1	police	4	11,42%
2	students	15	42,86%
3	doctor	16	45,71%
Total		35	100%

Based on the data above , it could be known that students' who chose (up) in the word were 15 students' (42,85%) where as the 12 students' (34,28%) chose "in", and 8 students' (22,86%) chose "down". Actually, they should chose is down, but most of them chose "in". So' the types of students' mistakes in this word is about my classmate in vocabulary

Table. 15
Question Number 10:
My sister is ...

No	The Alternative Answer	F	%
1	student	23	65,71%
2	teacher	7	20%
3	doctor	5	14,28%
Total		35	100%

Based on the data above , it could be known that students' who chose (student) in the word were 23 students' (65,71%) where as the 7

students' (20%) chose "teacher", and 5 students' (14,28%) chose "doctor". Actually, they should choose is student, but most of them chose "teacher". So' the types of students' mistakes in this word is about my classmate in vocabulary

Table XVI
Question Number 11:
Wash the ...

No	The Alternative Answer	F	%
1	wafer	11	31,42%
2	mango	14	40%
3	biscuit	9	25,71%
Total		35	100%

Based on the data above , it could be known that students' who chose (wafer) in the word were 11 students' (31,42%) where as the 14 students' (40%) choose "mango", and 9 students' (21,71%) choose "biscuit". Actually, they should choose is mango, but most of them chose "wafer". So' the types of students' mistakes in this word is about food and drink in vocabulary.

Table XVII
Question Number 12:

...

No	The Alternative Answer	F	%
1	noodles	18	51,42%
2	banana	6	17,14%

3	soup	11	31,42%
Total		35	100%

Based on the data above , it could be known that students' who chose (noodles) in the word were 18 students' (51,42%) where as the 6 students' (17,14%) choose "banana", and 11 students' (31,42%) choose "soup". Actually, they should choose is noodles, but most of them choose "soup". So' the types of students' mistakes in this word is about food and drink in vocabulary.

Table XVIII
Question Number 13:

...

No	The Alternative Answer	F	%
1	tea	7	20%
2	biscuit	18	51,42%
3	pizza	10	28,57%
Total		35	100%

Based on the data above , it could be known that students' who chose (tea) in the word were 7 students' (20%) where as the 18 students' (51,42%) choose "biscuit", and 10 students' (28,57%) choose "pizza". Actually, they should choose is biscuit, but most of them choose "pizza". So' the types of students' mistakes in this word is about food and drink in vocabulary.

Table XIX
Question Number 14:
Tigor head ...

No	The Alternative Answer	F	%
1	soup	15	42,86%
2	potato	14	40%
3	pepaya	6	17,14%
Total		35	100%

Based on the data above , it could be known that students' who chose (soup) in the word were 15 students' (42,86%) where as the 14 students' (40%) choose "potato", and 6 students' (17,14%) choose "pepaya". Actually, they should choose is soup, but most of them choose "pepaya". So' the types of students' mistakes in this word is about food and drink in vocabulary.

Table XX
Question Number 15:
Made fry ...

No	The Alternative Answer	F	%
1	banana	11	31,45%
2	cake	5	14,28%
3	chicken	19	54,28%
Total		35	100%

Based on the data above , it could be known that students' who chose (banana) in the word were 11 students' (31,45%) where as the 5

students' (14,28%) choose "cake", and 19 students' (54,28%) choose "chicken". Actually, they should choose is chicken, but most of them choose "banana". So' the types of students' mistakes in this word is about food and drink in vocabulary.

Table XXI
Question Number 16:
Seta? bake ...

No	The Alternative Answer	F	%
1	rice	5	14,28%
2	cake	16	45,71%
3	fruit	14	40%
Total		35	100%

Based on the data above , it could be known that students' who chose (rice) in the word were 5 students' (14,28%) where as the 16 students' (45,71%) choose "cake", and 14 students' (40%) choose "fruit". Actually, they should choose is cake, but most of them choose "fruit". So' the types of students' mistakes in this word is about food and drink in vocabulary.

Table XXII
Question Number 17:

...

No	The Alternative Answer	F	%
1	Fried rice	18	51,42%
2	salad	16	45,71%
3	noodles	5	14,28%
Total		35	100%

Based on the data above , it could be known that students' who chose (fried rice) in the word were 18 students' (51,42%) where as the 16 students' (45,71%) choose "salad", and 5 students' (14,28%) choose "noodles". Actually, they should choose is fried rice, but most of them choose "salad". So' the types of students' mistakes in this word is about food and drink in vocabulary.

Table XXIII
Question Number 18:
Slice spring ...

No	The Alternative Answer	F	%
1	onion	14	40%
2	orange	13	37,14%
3	mango	8	22,85%
Total		35	100%

Based on the data above , it could be known that students' who chose (onion) in the word were 14 students' (40%) where as the 13

students' (37,14%) choose "orange", and 8 students' (22,85%) choose "mango". Actually, they should choose is onion, but most of them choose "orange". So' the types of students' mistakes in this word is about food and drink in vocabulary.

Table XXIV
Question Number 19:

...

No	The Alternative Answer	F	%
1	salad	18	51,42%
2	noodles	12	34,28%
3	soup	5	14,28%
Total		35	100%

Based on the data above , it could be known that students' who chose (salad) in the word were 18 students' (51,42%) where as the 12 students' (34,28%) choose "noodles", and 5 students' (14,28%) choose "soup". Actually, they should choose is salad, but most of them choose "noodles". So' the types of students' mistakes in this word is about food and drink in vocabulary.

Table XXV
Question Number 20:
Drink ...

No	The Alternative Answer	F	%
1	rice	8	22,85%
2	fruit	10	28,57%
3	tea	17	48,57%
Total		35	100%

Based on the data above , it could be known that students' who chose (rice) in the word were 8 students' (22,85%) where as the 1 students' (28,57%) choose "fruit", and 17 students' (48,57%) choose "tea". Actually, they should choose is tea, but most of them choose "fruit". So' the types of students' mistakes in this word is about food and drink in vocabulary.

b. The Difficulties of Students' in Mastering Vocabulary at SD S 117 Islam Terpadu Adnani Panyabungan

One of the aim in this research was known the difficulties in mastering vocabulary grade five students' vocabulary mastery SD S 117 Islam Terpadu Adnani Panyabungan. The instrument that use to find those difficulties is test. Researcher made and test for 35 students' at SD S 117 Islam Terpadu Adnani Panyabungan based on the result of the students' test in matering vocabulary were:

1. The difficulties of students' in mastering vocabulary about my classmate.

Based on the result of test, The difficulties of students' in mastering vocabulary about my classmate are: From 35 informants, 17 students' (48,57%) chose the word of "line", 11 students' (31,45%) chose the word of "around", 20 students' (57,14%) chose the word of "me" , and 19 students' (54,28%) chose the word of "in".

2. The difficulties of students' in mastering vocabulary about Food and Drink.

Based on the result of test, The difficulties of students' in mastering vocabulary about food and drink are: From 35 informants, 13 students' (37.14%) chose the word of "onion", 15 students' (42,85%) chose the word of "salad", 16 students' (45,71%) chose the word of "fried rice".

c. The Effort of the English Teacher in Overcoming Problems of Students' Vocabulary Mastery at SD S 117 Islam Terpadu Adnani Panyabungan.

Based on the result of interview with Lina Khariyani, as one of English teacher at SD S117 Islam Terpadu Adnani Panyabungan, she said that the effort of difficulties that the students' mastering the vocabulary were:

1. The English teacher effort to make condition in learning process are make class peaceful an ceremony.¹
2. The English teacher effort to overcoming the students' difficulties were the English teacher often repeat the lesson and give more example, which example familiar with students' live and sometimes the teacher made the example with Indonesian language.²
3. The English teacher mush be drill, game, ficture and cards, and the teacher make condition learning process the make class to memorize vocabulary.³

From above explanation, researcher concluded that all of students' would be given by the English teacher in overcoming the students' difficulties in mastering vocabulary were good solution. By these solutions, the students' would be easier in mastering the vocabulary. The researcher thought one way to make students' weren't difficult in mastering vocabulary was the teachers must be invited the students' to practice the English language in area.

B. The Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It starter from the titled until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

¹ The Result Observation, at 15 January 2014

²The Result Observation, at, 20 January 2014

³The Result Observation, at, 22 January 2014

On doing the test, there were the threats of time, because the students' had activities. Beside, the time with was given to be students' not enough. And also the students' did not do the test seriously. So' the researcher look the answer directly without care about it

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult become there were threats the writer, the researcher the helping from the entire advicers, headmaster and English teachers.

C. Discussion

Based on theoretical that the vocabulary mastery was very important in communicating, the vocabulary is very important for students' and it must be mastered by the students' with memorize the vocabulary, the students' were understand about the vocabulary. Especially for students' at fifth grade SD S 117 Islam Terpadu Adnani Panyabungan.

According to Howard "deter mine what types of contex can recognize as relevant for the description of vocabulary. The ways in which language varies according to context and how this leads to the development of specialist vocabularies". Add Dick Dickinson "vocabulary is important."

To get better results, researcher conducted with a test. The research who conducted the test to determine the level of students' in mastering the vocabulary. Test that have been conducted by researcher. Results obtained from the

After doing this reserach based on test, researcher was enough result. It is aligned with the analyze that has been conducted by researchers. This proves instrumental above the results. So' the method of analysis is carried out in accordance with the basis of the method is to incorporate some of the data so that the validity of the data is successfully done.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing and describing the data on “Students’ Vocabulary Mastery of Fifth Grade SD S 117 Islam Terpadu Adnani Panyabungan” the reseracher gave conclusion as follows:

1. The vocabulary mastery of students’ score on “grade fifth students’ vocabulary mastery at SD S 117 Islam Terpadu Adnani Panyabungan are 69.9%, it could be categorized in to enough categorized
2. The problems of their mastering are still enough in vocabulary
 - a. The difficulties of students’ in mastering vocabulary. When the students’ invited speaking with English language, they did not answer the question, some of them got confused of answer it in English language
 - b. They never practice the English language in their daily life
 - c. They never drill the English lesson after they have studied
3. The solution were given by English teacher as follows
 - a. The English teacher effort to make condition in learning process are make class peaceful an ceremony.
 - b. The English teacher often repeat the lesson and give more example which familiar with students’ live and sometimes the teacher made the example with Indonesian language.

- c. The English teacher must be drill, game, picture and cards, and the teacher make condition learning process the make class to memorize vocabulary

B. Suggestions

After formulating the conclusion, the researcher wanted to give the suggestion concern with the result of this research. It could be seen as below:

1. To the English teacher of SD S 117 Islam Terpadu Adnani Panyabungan, to motivate the students' to improve their abilities in learning vocabulary.
2. To the Headmaster must add an English teacher for teaching in SD S 117 Islam Terpadu Adnani Panyabungan because with many teacher that school can be support of students' more practice the English language everyday and always to motivate the English teacher to increase her ability in teaching English
3. To the reader especially learner more improve their knowledge in vocabulary.

REFERENCES

- A.S. Hornby. *Oxford Advanced Learners Dictionary*, New York: Oxford University press, 2000.
- Collons, *Cobuild English Grammar*, Cheltenham Promerade Graphics, 2003
- Howard Jackson and Etienne Ze Amvela, *Words, Meaning and Vocabulary an Introduction to Modern Lexicology*, New York: Lexington Avenue, 2000
- Howard Jackson, *Word, Meaning, and Vocabulary in Introduction to Modern Lexicology*, London: Jackson. Howard. 1945.
- Istarani, *58 Model Pembelajaran Inovatif*, Medan: media persada, 2011
- Jayanthi Dakshina, *Contemporary English Grammar*, New Delhi: Ramesh Nagar, 2003.
- Jeremy Harmer, *The Practical of English language Teaching*, London Longman, 2001
- L.R. Gay, *Educational Research Competencies for Analysis and Application USA*. New Jeney, 2000.
- Lynne T. Diaz-rico. *Strategies for Teaching English Learners*, second edition USA: person education, Ine, 2008.
- M. Iqbal Hasan, *Pokok-Pokok Metode Penelitiandan Aplikasinya*, Jakarta: Ghalia Indonesia, 2002.
- Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis*, Amisterdam/ Philadepia; John Benjamins Publishing Company, 2000
- Martin Hewings, *Advanced Grammar in Use*, Jakarta: Erlangga, 2001.
- Meacella Frank, *Modren English*, New York: Prentice Hall, 1972
- Meacella Frank, *Modren English* New York: Prentice Hall, 1972.
- Michael McCarthy Falicity O'Dell, *English vocabulary in use elementary*, Jakarta: Erlangga, 1999

- Michael McCarthy Felicity O'Dell, *English vocabulary in use elementary in use, upper-intermediate & advanced*, Jakarta: Erlangga, 1999
- Mukarto, *Grow with English*, Jakarta: Erlangga 2006.
- Nugroho, Sastrio, *Practiced Complete English Grammar*, Surabaya: kartika, 2006
- Ramayulis, *Ilmu Pendidikan Islam*, Jakarta: Kalam Mulia, 2010
- Riduan, *Belajar mudah Penelitian*, Bandung: Alfabeta, 2005
- Sastrio Nugroho, *Practiced Complete English Grammar*, Surabaya: kartika, 2006
- Scoll Tharbury, *How to Teach Vocabulary*, New Zealand Long man, 2002
- Shirley Butridge, *Oxford Basic English Dictionary*, New York: Oxford University Press 1981
- Stannard Allen, *living English Structure*, Hongkong longman, 1987.
- Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Jakarta: PT Bumi Aksara, 2002.
- Sumadi Suryabrata, *Metode Penelitian*, Jakarta Rajawali, 1983.
- Thomas Nalson, *The A Ward Compact English Dictionary*, London: A ward Publication, 1985.
- Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, Jakarta: Balai Pustaka, 2001
- Wren & Martin, *High School English Grammar*, NDV: Prasada Rao, 1990.

TABLE OF CONTENTS

	Page
TITTLE PAGE	
LEGALIZATION ADVISOR SHEET	
DECLARATION OF SELF THESIS COMPLETION	
LEGALIZATION EXAMINATION SHEET	
AGREEMENT CHIEF SHEET	
ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF FIGURES	vii
LIST OF APPENDICES	viii
CHAPTER I: INTRODUCTION	
A. Background of the Problem	1
B. Focus of the Research.....	4
C. Formulation of the Problem.....	5
D. Objectives of the Research	5
E. Significances of the Research	6
F. Outline of Thesis	8
CHAPTER II: LITERATURE REVIEW	
A. Theoretical Description	9
1. Vocabulary Mastery	9
a. Purpose of Vocabulary.....	11
b. Form of the Vocabulary	13
c. Kinds of Vocabulary	14
2. Material of the Vocabulary in SD S Islam Terpadu Adnani Panyabungan.....	17

3. Curriculum Vocabulary at SD S Islam Terpadu Adnani.....	19
B. Conceptual Framework	20

CHAPTER III: RESEARCH METHODOLOGY

A. Time and Place of Research	22
B. The Method of the Research.....	22
C. Population and Sample	23
a. Population	23
b. Sample	24
D. Instrument of Collecting of the Research	24
E. Technique of Data Analysis	25

CHAPTER IV: ANALYSIS OF THE DATA

A. Data Description.....	28
1. Result of vocabulary Mastry	29
a. The Description of Students' Difficulties in Mastering Vacabulary at SD S 117 Islam Terpadu Adnani Panyabungan.....	30
b. The Difficulties of Students' in Mastering Vocabulary at SD S 117 Islam Terpadu Adnani Panyabungan	43
c. The Effort of the English Teacher in Overcoming Problems of Students' Vocabulary Mastery at SD S 117 Islam Terpadu Adnani Panyabungan.....	44
B. Threats of the Research.....	45
C. Discussion	46

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	48
B. Suggestion.....	49

REFERENCES

CURRICULUM VITAE

APPENDICES

LIST OF TABLES

Table I	The Population of Fifth Grade at SD S 117 Islam Terpadu Adnani Panyabungan in 2013-2014	23
Table II	Students' Specification of Mastery in Understanding Vocabulary Test	25
Table III	The Clasification Quality of the Students' Score	26
Table IV	The Resume of Variable Scores of Vocabulary Mastery	28
Table V	Frequency Distribution of Vocabulary Mastery	29
Table VI	Question Number 1	30
Table VII	Question Number 2	31
Table VIII	Question Number 3	35
Table IX	Question Number 4	32
Table X	Question Number 5	33
Table XI	Question Number 6	34
Table XII	Question Number 7	34
Table XIII	Question Number 8	35
Table XIV	Question Number 9	36
Table XV	Question Number 10	36
Table XVI	Question Number 11	37
Table XVII	Question Number 12	37
Table XVIII	Question Number 13	38
Table XIX	Question Number 14	39
Table XX	Question Number 15	39
Table XXI	Question Number 16	40
Table XXII	Question Number 17	41
Table XXIII	Question Number 18	41
Table XXIV	Question Number 19	42
Table XXV	Question Number 20	42

LIST OF FIGURES

Figure 1	The Histogram of Vocabulary Mastery at the fifth Grade Students’ Islam Terpadu Adnani Panyabungan	29
----------	--	----

LIST OF APPENDICES

- Appendix I Instrument (Test)
- Appendix II Key Answer of Test
- Appendix III Vocabulary Mastery
- Appendix IV Observation Guidance