

**AN ANALYSIS OF FACTORS FOR STUDENTS' VOCABULARY
MASTERY IN ENGLISH AT SMPN 35 MAKASSAR**

SKRIPSI

**RIANTI
4519101015**

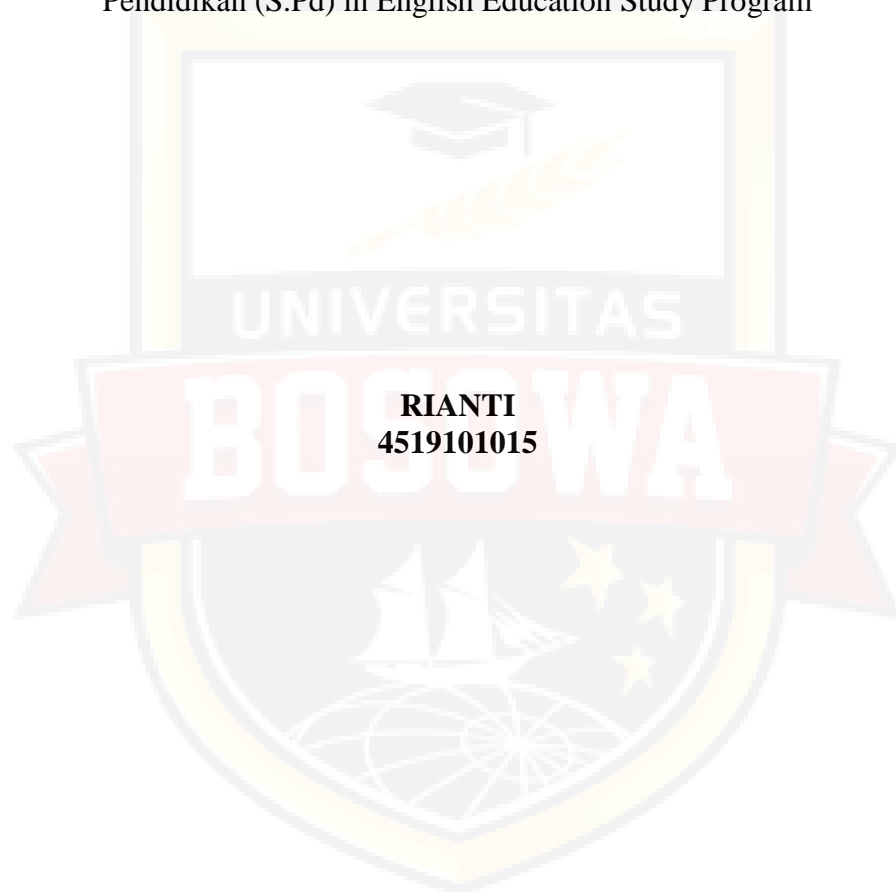


**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND LITERATURE
BOSOWA UNIVERSITY
2023**

**AN ANALYSIS OF FACTORS FOR STUDENTS' VOCABULARY
MASTERY IN ENGLISH AT SMPN 35 MAKASSAR**

SKRIPSI

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana
Pendidikan (S.Pd) in English Education Study Program



**RIANTI
4519101015**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND LITERATURE
BOSOWA UNIVERSITY
MAKASSAR
2023**

SKRIPSI

**AN ANALYSIS OF FACTORS FOR STUDENTS' VOCABULARY MASTERY IN
ENGLISH AT SMPN 35 MAKASSAR**

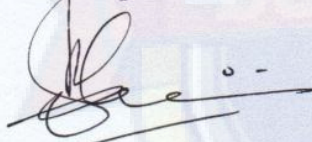
Submitted by

RIANTI
4519101015

Had been defended in front of Skripsi Examination Committee
September 22th, 2023

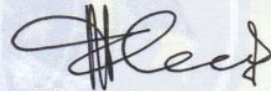
Approved by:

First Supervisor



Hj. St. Haliah Batau, S.S., M. Hum
NIDN. 0907096901

Second Supervisor



Dr. Muliati, S. Pd., M. Hum., M. Ed.
NIDN. 1212057601

Under the Cognizance of:

Dean of the Faculty of Teacher
Training and Education



Dr. Asdar, S.Pd., M.Pd.
NIK.D. 450375

Head of the English Education
Department



Asyrafunnisa, S.S., M.Hum
NIK.D. 450451

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Rianti

NIM : 4519101015

Judul Skripsi : An Analysis of Factors for Students' Vocabulary Mastery
in English at SMPN 35 Makassar

Menyatakan dengan sebenarnya bahwa Skripsi yang saya tulis ini benar-benar merupakan hasil karya sendiri dan bukan merupakan plagiasi, baik sebagian atau seluruhnya. Apabila dikemudian hari terbukti bahwa ini hasil plagiasi, maka saya bersedia menerima sanksi atas perbuatan tersebut sesuai dengan ketentuan yang berlaku.

Makassar, 19 September 2023

Yang membuat pernyataan,



Rianti

ABSTRACT

Rianti. 2023. *An Analysis of Factors for Students' Vocabulary Mastery in English at SMPN 35 Makassar.* Skripsi for English Education Study Program, Faculty of Education and Literature, Bosowa University (supervised by Hj. St. Haliah Batau, S.S., M. Hum and Dr. Muliati, S.Pd., M. Hum., M. Ed).

The objective of the research was to find out the factors that influence the English vocabulary mastery of the second grade of SMPN 35 Makassar. This research method is descriptive quantitative research method. This research was conducted on the second-grade students of SMPN 35 Makassar. The sample in this study were 20 students in class VIII-1 for the 2023/2024 academic year. The researcher analyzed data from questionnaires which distributed to students using quantitative descriptive analysis with the percentage of information frequency divided by the number of samples. The finding reveals that there were two factors that influence to students' vocabulary mastery namely, internal factors and external factors. The Internal factors is the most dominant factors influencing to students' vocabulary mastery. These internal factors consist of two, namely students' motivation to learn vocabulary and students' self-confidence in learning vocabulary. External factors are factors that influence students from outside in mastering vocabulary. These external factors consist of the family environment and the school environment.

Key words: factors, mastery, students' vocabulary

ABSTRAK

Rianti. 2023. *An Analysis of Factors for Students' Vocabulary Mastery in English at SMPN 35 Makassar.* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Pendidikan dan Sastra, Universitas Bosowa (dibimbing oleh Hj. St. Haliah Batau, S.S., M. Hum dan Dr. Muliati, S.Pd., M. Hum., M. Ed).

Tujuan penelitian ini adalah untuk mengetahui faktor-faktor yang mempengaruhi penguasaan kosakata bahasa Inggris siswa kelas VIII di SMPN 35 Makassar. Metode penelitian yang digunakan adalah metode penelitian deskriptif kuantitatif. Penelitian ini dilakukan pada siswa kelas VIII SMPN 35 Makassar. Sampel dalam penelitian ini berjumlah 20 siswa kelas VIII.1 tahun ajaran 2023/2024. Peneliti menganalisis data dari kuesioner yang disebarikan kepada siswa dengan menggunakan analisis deskriptif kuantitatif dengan persentase frekuensi informasi yang dibagikan dengan jumlah sampel. Hasil penelitian menunjukkan bahwa ada dua faktor yang mempengaruhi penguasaan kosakata siswa yaitu faktor internal dan faktor eksternal. Faktor internal merupakan faktor yang paling dominan berpengaruh terhadap penguasaan kosakata siswa. Faktor internal ini terdiri dari dua yaitu motivasi siswa belajar kosakata dan kepercayaan diri siswa dalam belajar kosakata. Faktor eksternal merupakan faktor yang mempengaruhi siswa dari luar untuk menguasai kosakata. Faktor eksternal tersebut terdiri dari lingkungan keluarga dan lingkungan sekolah.

Kata kunci: faktor, penguasaan, kosakata siswa

ACKNOWLEDGEMENTS

Praise and gratitude to God Almighty who has bestowed grace and blessings so that the writer can complete the skripsi with the title "An Analysis of Factors for Students' Vocabulary Mastery in English at SMPN 35 Makassar". Submitted as a final requirement in completing the undergraduate program in the English Language Education study program, Faculty of Education and Literature, Bosowa University.

The writer would like to express her deepest gratitude to her family, Her beloved father Aris and her beloved mother Ka'pan for giving support, spirit, prayers, and all contributions that the writer needs, until she finished her study in the university. Therefore, the writer thank to brother and sister: Fernando, S. Farm and Silfa, Amd. Farm for the support and prayers.

In the preparation of this skripsi, there are many parties who have provided support, motivation and advice to the writer. On this occasion, the writer expresses her sincere appreciation to Dr. Asdar, S.Pd., M.Pd as the dean of the Faculty of Education and Literature at Bosowa University. The writer also would like to thank the first supervisor Hj. St. Haliah Batau, S.S., M.Hum and the second supervisor Dr. Muliati, S.Pd., M.Hum., M.Ed who has patiently helped in the completion of this skripsi and also provided ideas, suggestions, directions and corrections so that this skripsi could be finished. Furthermore, the writer also thank Hj. Restu Januarty Hamid, S.Pd., M.Pd as the first examiner and Dr. Rampeng, S.Pd., M.Pd as the second examiner who has provided suggestions and

criticisms for this skripsi. The writer also would like to thank Asyrafunnisa, S.S., M.Hum as the head of the English Language Education Study Program who has helped and provided support for the completion of this skripsi. The writer also thanks all the FIPS Administrative staff who have assisted in administrative matters.

The writer expresses the deepest gratitude to the principal of the Mr. Parenrengi, S.Pd., M.Pd as the principal of SMPN 35 Makassar who has allowed the writer to conduct research there. Also to the English teacher and all teachers and staff at SMPN 35 Makassar and especially to Mrs. Haerani, S.Pd, Gr. Who has given permission to researcher to conduct research in class VIII-1.

The writer would also like to thank all Kapurung Square friends (Ega, Silvi, Wani, Tere, Ijen, Ewin, Theo and Clara) and also friends from the English Education Study Program who have provided support, prayer, motivation, ideas and suggestions in completing this skripsi.

Finally, the writer would like to thank all parties who played an important role in the completion of this skripsi. And may God bless all parties who have helped writer. This skripsi is far from being perfect, but it is expected that it will be useful not only for the writer but also for the readers. Therefore, positive criticism and suggestions are expected for this skripsi.

Makassar, 27 Agustus 2023

The writer

TABLE OF CONTENT

PAGE OF TITLE	i
PAGE OF APPROVAL.....	iii
ABSTRACT.....	iv
ABSTRAK	v
ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENT	viii
LIST OF TABLE	x
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Identification of the Problem	4
C. Scope of the Research	4
D. Research Question.....	4
E. Objective of the Research.....	5
F. Significant of the Research	5
CHAPTER II REVIEW OF LITERATURE	6
A. Theoretical Review	6
1. Vocabulary Mastery	6
2. Language	22
B. The previous of the Research	27
C. Conceptual Framework	29
CHAPTER III METHOD OF THE RESEARCH	30
A. Research Design	30
B. Time and Location of the Research	30

C. Population and Sample of the Research	30
D. Research Variables and Operational Definition	32
E. Instrument of the Research	32
F. Procedure of Collecting Data.....	34
G. Technique of Data Analysis.....	35
CHAPTER IV FINDING AND DISCUSSION	36
A. Finding	36
B. Discussion	48
CHAPTER V CONCLUSION AND SUGGESTION	56
C. Conclusion	56
D. Sugestion	57
BIBLIOGRAPHY	58
BIOGRAPHY	91
APPENDICES	63

LIST OF TABLES

Table 3.1 The results of the questionnaire validation	32
Table 3.2 results of the questionnaire reliability	33
Table 4.1 The following questionnaire of internal factors	36
Table 4.2 Percentage of student response questionnaires about students feeling that English is their favorite subject.....	37
Table 4.3 The percentage of students' response questionnaire about students' learn English vocabulary to improve language skills	38
Table 4.4 The percentage of students' response questionnaire about students' difficulty learning English vocabulary	38
Table 4.5 The percentage of students' response questionnaire about difficult to complete the vocabulary practice assignments	39
Table 4.6 The percentage of students' response questionnaire about students study their vocabulary because they don't want to get bad grades.	39
Table 4.7 The percentage of students' response questionnaire about students can master the vocabulary	40
Table 4.8 The percentage of students' response questionnaire about students think they have good vocabulary skills	40
Table 4.9 The percentage of students' response questionnaire about students who think that their ability to remember vocabulary is lower	41
Table 4.10 The percentage of students' response questionnaire about students think that their ability to understand vocabulary is below average	41
Table 4.11 Percentage of student response questionnaires about students feeling confident speaking English in front of the class	42

Table 4.12 The following questionnaire of external factors	42
Table 4.13 The percentage of students' response questionnaire about my family lives in poverty	43
Table 4.14 The percentage of students' response questionnaire about the parents don't set up a schedule	44
Table 4.15 The percentage of students' response questionnaire about parents provide learning facilities.....	44
Table 4.16 The percentage of students' response questionnaire about students' s difficult to study vocabulary quietly at home.	45
Table 4.17 The percentage of students' response questionnaire about parents enrolled to attend English courses.....	45
Table 4.18 The percentage of students' response questionnaire teacher uses media in the learning process.....	46
Table 4.19 The percentage of students' response questionnaire about the teacher uses a hard to understand language	46
Table 4.20 The percentage of students' response questionnaire about teachers approach and give motivation to students.....	47
Table 4.21 The percentage of students' response questionnaire about schools have books in English in the library and English teaching tools .	47
Table 4.22 The percentage of students' response questionnaire about there isn't an English lab at the school.	48

LIST OF APPENDICES

Appendix 1. Student activity observation sheet.....	64
Appendix 2. The result of student activity observation sheet.....	65
Appendix 3. Questionnaire of External Factors and Internal Factors.....	67
Appendix 4. Students Answer of the Questionnaire.....	72
Appendix 5. Table of results of student questionnaire answers about internal factors.....	85
Appendix 6. Table of results of student questionnaire answers about external factors.....	86
Appendix 7. Research Permission.....	87
Appendix 8. Administration.....	88
Appendix 9. Documentation.....	89

LIST OF FIGURE

Figure 9.1 Observation of student activities in classroom	89
Figure 9.2 Observation of teacher activities in classroom	89
Figure 9.3 Researcher was distributing questionnaires item to students	90
Figure 9.4 Students were answering the questionnaires item	90



CHAPTER I

INTRODUCTION

This chapter contains background, identification of problems, scope of the research, research question, objective of the research, and significant of the research.

A. Background

The level of technological and scientific advancement in the modern era of globalization is so great that, it is undeniable that knowledge and ability to master foreign languages are needed, especially English as an international language and one of the most widely used languages in the world. Studying English is crucial since it will help us communicate with people from other countries, find employment more easily, and be very beneficial if we decide to continue our studies abroad.

It's important to teach basic vocabulary lessons at a young age. Vocabulary teaching is directed at developing students' skills or abilities in language. The development of students' vocabulary greatly influences their speaking ability and ability to understand English texts. Learning vocabulary is an important part of learning a language. Having an excellent vocabulary will facilitate talking and expressing thoughts.

In English, vocabulary is the key to success. Without vocabulary, it is difficult to communicate, write, listen, or read. Learning vocabulary is an important part of learning English. If students want to achieve the goal of learning

English, the first step they must take is to master vocabulary. The most important thing to learn in a language is vocabulary, which is an important aspect of language.

Vocabulary mastery is crucial for students when they study English in junior high school because students cannot read English texts properly if they do not have adequate vocabulary. In addition, they also will not be able to translate text and they will find it difficult to know the meaning or meaning of a word and sentence. Vocabulary learning in junior high schools must be adjusted to the learning capacity of students. Vocabulary that must be taught is vocabulary related to everyday life and vocabulary that is often used in learning.

At both the junior and senior high school levels, the teaching of vocabulary is crucial because, by acquiring and mastering vocabulary, students can develop their English and improve their communication skills. Additionally, it is hoped that students will know more vocabulary, making it easier for them to learn new words and improve in their acquisition of English at the following academic level (senior high school) or at university.

It's important for students to develop their vocabulary early on, especially in junior high school. Even so, there are still many students who have not mastered vocabulary well. Sitorus (2021: 143) said that students' knowledge and vocabulary mastery in junior high schools is still low. This is proven through the vocabulary tests given to students, where the results show that the scores obtained by students are still below the average, namely 49.6. While the minimum

completeness criterion is 60.0. The result show that the knowledge of English vocabulary was very low due to the students' lack of knowledge about vocabulary.

Another issue that students frequently run into when learning English vocabulary is the difficulty of identifying different grammatical word forms, such as nouns, verbs, adjectives, and adverbs. In addition, students tend to feel bored when learning English. Low vocabulary mastery can be difficult for students when they are going to move on to the next level because it is well known that mastery of English vocabulary itself is closely related to students' ability to acquire these vocabulary. According to Bai (2018: 854), vocabulary is a fundamental part of language and the most fundamental aspect of language. Low of vocabulary knowledge is a significant barrier to language learning, and it will result in problems if someone lacks a lot of vocabulary knowledge. Cummings et al. (2018: 39) state that students can't understand the meaning of any text if they are unable to understand new terms words. This means that it will be challenging for students to understand a word's meaning if they lack vocabulary knowledge.

The ability to master vocabulary is the most crucial aspect of language proficiency; without the correct use of speech, the goal of language learning will not be achieved since the more vocabulary a person has, the more fluently he speaks. In junior high school, vocabulary mastery is crucial for kids because it makes it simpler for them to understand the meaning of an English word or sentence. This is consistent with what Ramdhan (2017: 242) said. The most crucial aspect of language proficiency is vocabulary mastery; without the use of suitable speech, the goal of language learning will not be achieved because a

person's speaking ability increases with vocabulary. In line with the above background and the explanations from several previous researchers about the importance of vocabulary and the problems students experience in mastering vocabulary, the researcher is interested in conducting research entitled '**An Analysis of Factors for Students' Vocabulary Mastery in English at SMPN 35 Makassar**'.

B. Identification of Problems

Based on the background of the problem, it can be identified several problems as follows :

1. Low mastery of students' English vocabulary
2. Difficulties that cause students to not be able to master vocabulary well
3. The efforts of teachers and students in overcoming students' vocabulary learning problems.

C. Scope of the Research

After finding out the problems mention above, it is clear that there are many problems in this research, it is necessary for researcher to limit the problems. This research focused on: Examining the factors causing the vocabulary mastery and the research will be conduct in second-grade students of SMPN 35 Makassar.

D. Research of Question

The formulation in this research are: What are the factors that influence mastery of students' English vocabulary in the second grade of junior high school students?



E. Objectives of the Research

The purpose of this research is to find out the factors that influence mastery of students' English vocabulary in the second grade of junior high school students.

F. Significant of the Research

From this research is expected to provide benefits for interested parties as follows:

1. For school or teacher

It is hope that this research can help teachers to identify what factors can influence students' English vocabulary mastery so that in the future the teacher can make the process of learning English vocabulary more effective.

2. For students

It is hope that this research can obtain information about the factors that influence of mastery of English vocabulary in class VIII students of junior high school. To find alternative solutions on how to learn English vocabulary.

3. For researcher

This research is expected to add insight and knowledge to researcher about the factors vocabulary mastery of junior high school students and what solutions can be given so that junior high school students can master vocabulary well.

CHAPTER II

REVIEW OF LITERATURE

In the review of literature discuss about the theoretical review, the previous of research, conceptual framework, and hypothesis.

A. Theoretical Review

1. The Concept of Vocabulary Mastery

a. Definition of Vocabulary

Vocabulary is a collection of words that a person has in a particular language, has meaning, and is used to communicate with other people. According to Hasan (2018: 80) vocabulary is the number of words and phrases of a language which have meanings, definitions, which are usually arranged alphabetically. Vocabulary can also be interpreted as the number of words and lists of collections of words and phrases that make up the language that people learn and are used by certain people or groups to communicate.

According to Elmahdi, et al. (2020: 559) vocabulary is the total number of words required to convey ideas and the speaker's meaning. The foundation of language is vocabulary, which is why studying vocabulary is crucial. The vocabulary we need to communicate effectively is divided into two categories: expressive words for speaking and receptive words for listening. Rusdi, et al (2022: 154) stated vocabulary is the basis for learning English. It will be easier for students who have a broad vocabulary to explain the meaning of sentences and communicate. Vocabulary can also be defined as a group of words that have meaning that we can arrange into a clear statement and use when speaking a

particular language. According to Hariyanto (2019: 252) vocabulary is the core of a language and knowledge of meaning. Vocabulary study comes first in the process of learning and mastering two languages, and without adequate vocabulary knowledge, students will have difficulty learning the language they want to learn. The learner must master the vocabulary of the target language in order to communicate effectively in speaking, listening, writing, and reading.

In order to Safura, et al (2022: 76) stated that vocabulary is a collection of words or a sequence of phrases used to convey ideas or other meanings used for general communication. The students will not be able to understand English if they do not master vocabulary. Vocabulary mastery has a fundamental role in learning a language. This is one of the components that support language skills. Without having sufficient and appropriate vocabulary, it will be difficult for our ideas to be conveyed to others and to understand what other people are talking about.

According to Syafrizal, et al (2021: 785) vocabulary is a key component of language ability and forms a significant part of how well someone speaks, listens, reads, and writes a foreign language. Vocabulary knowledge, a core component of language proficiency, strongly influences a person's capacity to communicate in a foreign language. Understanding the meaning of a word (vocabulary) means understanding its usage, formation, and grammar.

Furthermore, Sari (2019:411) stated that vocabulary is someone is a word that is used person that is employed for communication. The more familiar

vocabulary that is often heard, the faster the vocabulary is remembered. Increasing vocabulary is one of the most important components of learning a foreign language, like English. The increase of one's vocabulary is crucial for language learning. Lack of vocabulary knowledge will make it difficult for someone to communicate in English.

Setiawan, et al (2022: 85) stated that vocabulary is a language term that includes words, phrases and separate clauses that have definitions. Vocabulary can also be interpreted as many words are used to communicate with other people. Every word also has meaning as many words are used to communicate. Apart from that, vocabulary is one of the basic components of English, which helps students to be able to speak, read, listen and write.

Vocabulary is described as a list of words or groups of terms that are usually in the form of phrases. Vocabulary is also the total number of words used by organizations, people, jobs, or experiences to communicate an idea or emotion. Vocabulary includes all the words that individuals use in spoken and written communication in everyday life. Basic needs for human-to-human communication, as well as the total number of words a person uses in a particular language (Munawir, 2022: 356).

According to Hariati (2020: 742) vocabulary is part of the language that contains information about the meaning and use of words in the language, for example used by speakers, writers or listeners. Vocabulary is the knowledge to know the meaning of words. It is said that a person can use good and correct

language if he can use language actively in speaking and writing. Vocabulary can also be defined as the number of words contained in certain concepts that a person has or can find in that language and needs to know the meaning of the word itself and be able to use it in a sentence.

According to Dewi (2020: 80) vocabulary is an important component of a language that is important for listening and understanding. With adequate knowledge of vocabulary, someone is able to communicate and write well. to be able to master vocabulary well one spends a lot of time memorizing words in the early stages of learning. The meanings, ranging from the more basic to the more complex, must be understood. Dilago (2022: 641) stated that vocabulary is all the words that people are familiar with and use to interact with each other. Vocabulary is very important in learning English. A person will have difficulty communicating their thoughts and understanding the thoughts of others when they lack vocabulary. Vocabulary is very important in aspects of reading, writing, listening and speaking.

Hamer and Rohimajaya (2018: 169) stated that vocabulary is the first thing that people should be learned, besides, knowing the whole meaning of words also make them easier to read, listen, write, and speak. From vocabulary they will organize and arrange by gramatical order, then it will be created a good sentence. Vocabulary is smallest language uinit with a free nature, can be spoken, and contains an understandin, and is a wealth of words that someone has to understand the reading. In communication, vocabulary is essential. To find out the vocabulary

that someone has, we can use various vocabulary tests. The vocabulary test must assess the ability of students vocabulary (Wiliana and Djajanegara, 2019: 274).

Based on the explanation above, it can be concluded that vocabulary is a word contained in a language. These words can be used to communicate and convey ideas and are easy to understand. Vocabulary can also be interpreted as the core of language and knowledge of meaning. It's mean that when know a word, we will also know the meaning of that word so that we can use the word properly.

Four kinds of vocabulary exist according Suardi and Sakti (2019:50), which are follows:

- a. Oral vocabulary is the words used by someone uses when talking or communicating with other people. The more you talk, the more vocabulary you will pronounce.
- b. Vocabulary writing is vocabulary that expresses expressions in writing. Usually describes a person himself verbally. Either employing tone of voice and facial expressions to convey thoughts or by using the appropriate words to express the same concepts in writing.
- c. Listening vocabulary is vocabulary refers to the words we hear and understand and we can respond to them.
- d. Vocabulary is a words identified when reading any text . We read and understand many words, but we do not use them in speaking vocabulary.

According to Sabata and Lagontang (2020: 39) there are two kind of vocabulary, namely:

a. Receptive vocabulary

Receptive vocabulary is composed out of words that learners are able to identify and understand when they are used in context but are unable to create appropriately. Although they don't use it in speaking and writing, learners recognize this language when they encounter it in a reading context. Because the student simply hears other people's ideas, receptive vocabulary learning is sometimes referred to as a passive process. The receptive vocabulary is regarded as the fundamental vocabulary in language application. It is much larger than its useful vocabulary because there are many terms that students hear or read but do not use when speaking or writing to convey their ideas to others.

b. Productive vocabulary

Productive vocabulary is words that learners can grasp, pronounce correctly, and use effectively in speaking and writing. It includes the requirements for receptive vocabulary as well as the capacity to speak or write at the appropriate moment. Therefore, developing productive vocabulary can be considered as a way for students to actively use language to communicate with others.

In line with the above description, it can be seen there are many types of vocabulary, including oral vocabulary, writing vocabulary, listening vocabulary, reading vocabulary, receptive vocabulary, and productive vocabulary.

b. Definition of vocabulary mastery

Vocabulary mastery is quantity of words that a person knows, understands and is able to use these words with their meanings. According to Setiyaningsih,

et al (2019: 319) vocabulary mastery is a comprehensive understanding and ability in processing a list or set of words from a specific language that is taught in a foreign language by a person, class, or profession. The indicators of vocabulary mastery are Word meaning, word creation, and word classification are signs of vocabulary expertise. Mawar, et al (2017: 238) stated that vocabulary mastery is having a strong command of all words. The capacity to memorize lists of words is known as vocabulary mastery. Because it's necessary to understand the meaning of the words and be able to use them in communication. According to Efrizal (2018: 48) says that vocabulary learning is inextricably linked to language acquisition, since when people think of it, they typically think of vocabulary learning and vocabulary mastery.

According to Listyani (2021:3) vocabulary mastery is a crucial component of learning a foreign language. Vocabulary building is a crucial component of learning a foreign language. Vocabulary has a big impact on your ability to read, speak, write, and listen. If readers master vocabulary well, they can absorb the main ideas and content of the text more quickly when they read English texts. In writing, good vocabulary mastery allows students to construct more logical sentences with correct grammar. If students have adequate vocabulary mastery in the listening and speaking aspects, they will be able to compose clear sentences to convey thoughts or ideas when communicating and can understand other people's thoughts.

Haryadi, et al (2021: 47) says that vocabulary gives an important part for language learning in foreign language. It means that vocabulary mastery will affect

to our knowledge in foreign language. Have a good vocabulary mastery will help us to communicate in a foreign language well. Amalia, et al (2020: 22) stated that vocabulary is one factor that is key to making speaking simple. The students' ability to communicate verbally can be supported by their vocabulary mastery. Vocabulary is a collection of terms that speakers of a particular language use. It is important to expand one's vocabulary because doing so will make communicating with others much simpler.

Vocabulary mastery is one's proficiency in using words and meanings correctly in language. Mastery of vocabulary is very good for helping students express their ideas appropriately. By having a lot of vocabulary, students will be able to understand reading material, be able to communicate fluently with other people, be able to provide responses, and write several types of topics. Vocabulary must be mastered by students in order to develop the four language skills, namely reading, writing, listening and speaking because without vocabulary there is nothing to convey. Therefore, learning English requires a lot of vocabulary (Sari and Pandingan, 2021: 28).

According to Vikasari (2019: 77) vocabulary mastery to mean an in-depth knowledge of a word's meaning and how to apply it when writing in a particular language. The capacity to use words and their meanings correctly in language is known as vocabulary mastery. In order to understand English language that was learned through the messages presented, vocabulary mastery is required. Learning effective language will help students in clearly expressing their thoughts. With a large vocabulary, students will be better able to understand reading materials,

listen to others speak, respond, speak clearly, and write about a variety of themes (Yuliawati, 2018: 2).

According to Muslih (2021: 9) the knowledge of vocabulary is essential to learning a language. If students do not master vocabulary, they will not be able to speak, read, and write any language. Gushendra (2017: 54) there are four indicators of vocabulary mastery, namely:

1. Pronunciation

Pronunciation is one factor that greatly affects vocabulary. Multiple languages are used to help them detect the world's pressure patterns and starting and ending sounds. When learning to pronounce words, it's important to not only make them sound right but also to use them correctly.

2. Spelling

Children must also understand the syllables and letters that make up the word known as spelling.

3. Grammar

Words and grammatical information are connected, learning words can help children learn grammar.

4. Meaning

The level of concentration put forth by the learner in actually understanding a new foreign language word determines how effectively a new word is retained in memory; therefore, students must consider both the word and its meaning.

There are two types of vocabulary mastery, namely: active mastery and passive mastery. Active or passive mastery is measured based on the active or passive words that a person has. What is meant by active words are words that are often used in speaking or writing. The words seem to be thrown out without a second thought to enhance the ideas the speaker is thinking. On the other hand, passive words are words that cannot be said and can hardly be used by someone, but will cause a reaction when heard or read by others.

Due to the earlier explanation, vocabulary mastery can be defined as a person's level of proficiency in learning a term and comprehending its meaning thoroughly so that it is beneficial for communicating, writing, reading, and listening. Vocabulary mastery will make it easier to convey an idea or opinion properly. The more vocabulary mastered, the more someone's speaking ability will increase. Vocabulary mastery can also be interpreted as one of the elements to master English as a foreign language is word skills. This shows that students are able to understand and apply the language and its meanings. Students must not only acquire a lot of new words, but also keep them in their memory. The ability to use words effectively in speaking, listening, reading, and writing is also important.

c. The Importance of Vocabulary in Learning English

Vocabulary has a crucial part in English proficiency. Vocabulary is the key for someone if they want to understand a reading or understand what is heard and can communicate well using the vocabulary they know. According to Ifitah, et al (2020: 22) vocabulary is more important for students. Students will practice

their structure more readily if they have mastered their vocabulary. It is for students to communicate in everyday life and will reinforce their conviction that they can convey the same thoughts or emotions in English as they do in their native tongue. According to Amalia (2020: 2) Mastering vocabulary is important for every language learner because vocabulary is the basis for someone to master a language. Vocabulary development in children is a crucial component of language acquisition. The more languages we want to master, the more vocabulary we need to have. Fitria (2019: 16) indicates that vocabulary is significant for several of reasons:

1. Vocabulary as the basis of communication

Without vocabulary, nothing can be accomplished. It is fundamental to communication, because the main form of communication a tool is frequently acknowledged to be words. The vocabulary is an expression of the human intellect that language learners make use of to convey their thoughts, feelings, and opinions.

2. Vocabulary as a reflection of social reality

The reality of humans is as well created by vocabulary. It creates the reality of the world and even has the power to change human mind, which influences how language listeners behave.

3. Vocabulary as a predictor of academic ability

That vocabulary has a direct connection to the communication of scientific discoveries. It's because these words, which play important roles in academic discourse, are what make up research publications. Linguists believe that the

terms employed in academic discourses are always academic and specific in order to understand their properties and categories. Additionally, word size and comprehension are more likely to accurately indicate academic progress. Even though the various effects and research approaches vary, it is true that the overall trend still favors the use of vocabulary.

According to Wero, et al. (2021: 24), vocabulary is crucial to learning a foreign language. When learning English as a foreign language, vocabulary development is crucial. In order to have strong language competency in language use, vocabulary is really important. Therefore, it's crucial to measure their vocabulary improvement in order to understand their vocabulary development.

According to Bhakti and Marwanto (2018: 81) vocabulary is the foundation of language learning. Vocabulary should not be overlooked when learning a language. If someone wishes to master the four language skills of speaking, reading, writing, and listening, this can even be used as a standard. Inadequate vocabulary hinders students in learning English development. Vocabulary emphasizes that it affects reading activity the ability of children to participate fully in social and academic settings is also impacted by their vocabulary knowledge.

Vocabulary is the key to mastering a foreign language because vocabulary is one part of English that needs to be taught and studied. Compared to individuals who have more vocabulary knowledge, it will be more difficult for someone with limited vocabulary knowledge to master a particular language. Mastering vocabulary is the first thing that needs to be done before other learning language

components. Students' reading comprehension increases when they have a strong vocabulary. Vocabulary is also one of the tools in helping writers develop their ideas on paper. Because of their wide vocabulary, they can understand what others are saying even if they are just listening. Vocabulary helps them when speaking so they can clarify their ideas orally (Wilar, et al, 2021: 689).

According to Apriliani (2020: 344) vocabulary is crucial to language learning since it is impossible to acquire a language without learning vocabulary. Speaking, reading, writing, and listening are four language skills that require knowledge of vocabulary to be mastered. Someone will not be able to understand a language if the vocabulary is not sufficient. one must know the meaning of many words to master vocabulary because one aspect of language skills that needs to be possessed and considered in teaching English is vocabulary. Therefore, learning vocabulary is crucial because it is difficult to communicate effectively and fluently without adequate vocabulary. Marpaung (2020: 2) stated that vocabulary is one of the main components in learning English. Vocabulary is necessary to communicate in English, so it is very important to expand your vocabulary and have a variety of words at your disposal. Without sufficient vocabulary, it may be difficult for a person to listen to instructions, convey ideas or opinions, interpret simple texts, or communicate with others. Without vocabulary, language would not exist.

From this opinion it can be inferred that vocabulary helps us in studying English, without vocabulary we will not be able to convey what we think and by learning vocabulary one will be able to improve foreign skills quickly. The more

vocabulary one has, the greater the ability to be able to understand what is read and written and the higher the ability to be able to convey what one wants to convey. Vocabulary is more than a list of words collection.

Knowing the used of vocabulary is very important. Vocabulary isn't just about memorizing lists of words, it's also about the overall meaning and how to use it. there are three main reasons why increasing vocabulary is necessary to learn vocabulary is an important component of communication; secondly, a strong vocabulary allows developing other skills; and thirdthe more words you know, the more you can learn.. And if they want to express thoughts or to ask for information, they must be able to produce lexical items to convey their importance. When we learn a language, we learn the words of that language. without vocabulary nothing can be conveyed. In other words, it is impossible to understand what someone is saying, and it will be difficult for us to communicate with others if we do not have a good vocabulary. So, Vocabulary is an important part, component, and skill in mastering a language, especially English.

d. Factors Affecting Vocabulary Mastery

The level of vocabulary mastery varies from person to person. With each stage of development, a person's vocabulary becomes increasingly complex. Nurhalimah, et. al (2020: 74) says there two factors affecting of vocabulary namely:

- a. Internal factors
 1. Age level

Age level has an important role in vocabulary learning process. Vocabulary teaching will succeed if the level of personal growth has been allowed, the physical or mental potential has matured to learn. Vocabulary teaching is best done from the age because the age of the child has a strong memory capacity. Vocabulary knowledge will increase as the child grows. Vocabulary teaching should be tailored to the child's age so that the child can receive material according to the ability he has.

2. The child's ability and self-confidence

In addition, the level of success or failure of a person learning vocabulary is determined or influenced by the child's ability. Children must have good mental readiness for the learning process. The child's ability to master vocabulary is also influenced by self-confidence, because when a child has confidence, the child will try to learn something new, use it according to the purpose, and the child will not have anxiety when he wants to express his opinions or ask questions when there is learning material that is less understood, so that from this process the child can acquire new vocabulary and clearer explanations.

3. Motivation

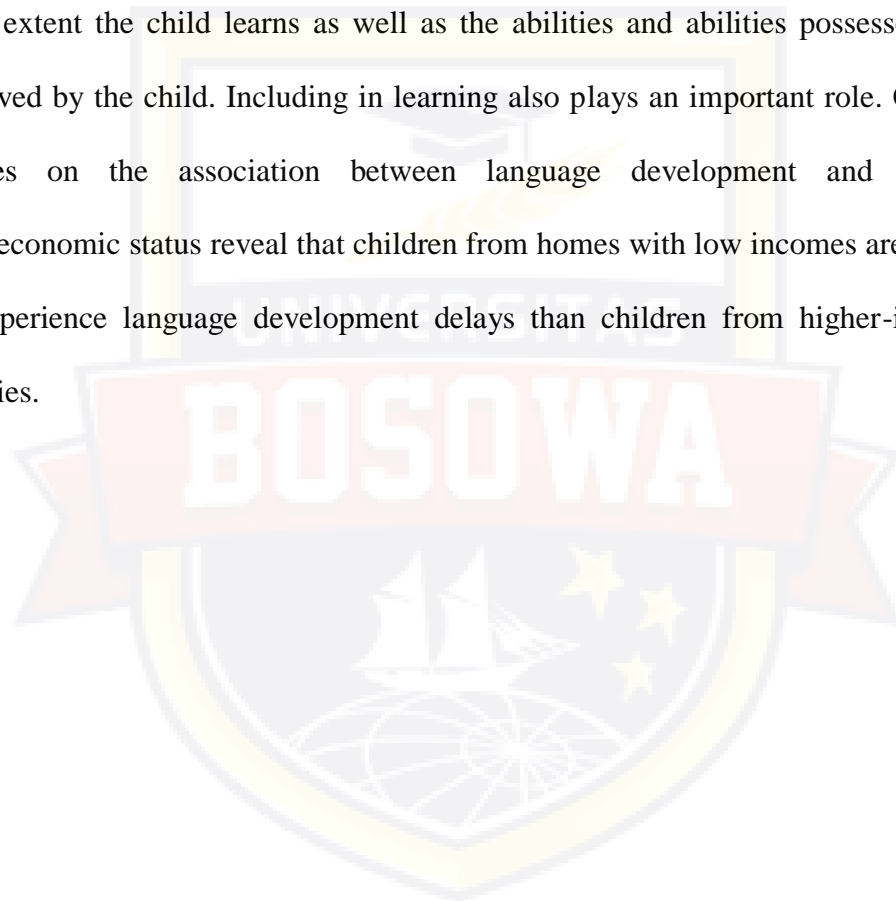
In learning activities, motivation has a strong influence on the process of learning vocabulary. Motivation has an aspect in giving an impulse to students when they want to do something. The greater the motivation they have to learn vocabulary, the more vocabulary can be understood. Motivation is the impulse for someone to do anything. Intrinsic motivation can drive a person so that in the end

the person becomes a specialist in a particular field. Learning will be more successful if there is a specific motivation in the students.

b. External factors

1. Family environment

Various atmospheres and family conditions must determine how and to what extent the child learns as well as the abilities and abilities possessed and achieved by the child. Including in learning also plays an important role. Certain studies on the association between language development and family socioeconomic status reveal that children from homes with low incomes are likely to experience language development delays than children from higher-income families.



2. School environment

The attitude and personality of teachers, the level of English language skills that teachers have and the way teachers teach science to their students, also determine the learning outcomes that will be achieved. In addition, a school that has adequate learning facilities and facilities as well as the teachers' skills in using security tools will facilitate and speed up the learning process. A pleasant learning atmosphere will help students learning goals.

Similarly, on the contrary, a stressful environment will cause students to experience many barriers in learning. Learning activities as a system, considering that media is an integral part of well-designed and integrated learning activities and systems can not only help students in learning, but more importantly help in completing the intended learning goals. As one of the educational world's demands, to enhance the level of English learning, the use of the laboratory. The extent of a person's language knowledge will always be affected by their level of schooling. The depth of a person's language mastery increases with their level of schooling. The subjects taught at each level differ, and many new terms are introduced at the higher level, thus this must is accepted. A person's mastery is also influenced by how many references they have read.

The ultimate aim of a teaching-learning process is the mastery of the subject matter. Students are deemed to have successfully learned a subject when they can master it to its full potential. Based on the opinion above, it can be simplified that that the development of student vocabulary is influenced by several internal factors: age level, child abilities, motivation and external factors:

family environment, school environment. The learning of vocabulary in children is taught systematically and develops as they age. Children experience the same stage of development but what distinguishes them is: social, family, intelligence, health, impulses, relationships, with friends who also influence them, this means the environment also affects the growth of children's vocabulary, a good environment, so the child's development will be good, but otherwise the child will also participate in his environment. This is the measure or basis why a child at a certain age can speak, or at a particular age cannot speak.

2. Language

a. Definition of Language

According to Erlita (2020: 203) language is employed to express emotions, either through the use of specific words or without them, but understanding how language functions in a particular culture is also important. Language is the system of communication in the form of oral and written to interest and to connect one and others by expressing the ideas, opinions, feelings, and experiences based on the situation that makes the speaker and hearer understand one and other and able to give respond. According to Ilyosovna (2020:22) language is the main means of interaction between people. Language is also a tool we use to communicate our thoughts and ideas to others. Language can take the form of individual words, groups of words, phrases, or sentences. Speaking, writing, and gestures are all ways to express language.

Furthermore, Kurniati (2017: 227) language is a form of communication that people have utilized to impart knowledge, opinions, and ideas to one another.

Language is another form of communication that depends on words and the way they are combined to produce sentences . By employing language, people can increase their knowledge and discover new things. Language is a set of symbols that humans use to express ideas and thoughts to one another. The implementation of language affected or had an impact on culture, and vice versa (Rabiah, 2018: 2).

Mailani, et al (2022: 3) say that Language has an essential function in communication. Language is an instrument for communication and has an inseparable relationship because language is a means of expressing one's thoughts and feelings to others. When we communicate with other people, it will be easier for them to understand what we say if we use clear language. Communication is facilitated by language. Language can be used to communicate points of view and arguments to other parties. Therefore, language plays an important social role in communicating with larger groups. Almost all information and communication is constructed through language. Human life cannot exist without language.

From the opinions of the experts above, it can be interpreted that language is a tool used by humans for communication that is structured. Language is also used by humans to communicate or interact both orally and in writing and can be a means for someone to convey all their ideas or thoughts and can be understood by others.

b. Function of Language

Therefore, people are easy to understand what other say. The people should use the term utterance for a unit use to some people in context to

communicate and reserve sentence for grammatically complete units regarded purely formally, isolation from their context and their function.

According to Arista and Murni (2017: 85) there are six types of language:

1. Expressive Function

A person performs an expressive function when they express their feelings. The speaker is addressing the message because this emphasizes the addresser. The purpose of the expressive function is to convey the speaker's feelings or expression. A direct expression serves the objective of communicating the speaker's attitude toward the subject at hand. Whether an emotion is artificial or real, it tends to give the impression that it is. It implies that the addresser's attitude regarding the message's content is stressed.

2. Directive Function

The directive function entails attempting to persuade others. It refers to language that is employed to elicit (or suppress) overt action. This function is most frequently used in requests and commands. The directive function focuses the speaker's attention on the addressee because the speaker wants the listener's reaction or to persuade someone to do a particular action. Delivering the speaker's instructions is the goal of the directive function.

3. Referential Function

The referential role is to provide information. The fundamental component of referential function is the dissemination of knowledge. This function confirms or refutes statements in the context of science or the declaration of fact. Given that we may not be aware of the truth value of these statements, they have a truth

value and therefore may either be true or false. As a result, they are essential for reasoning. The referential function highlights the context, which includes both the conversation's referent and its subject. The referential function's goal is to transmit information.

4. Metalinguistic Function

An aspect of metalinguistic function is commentary on the language itself. In this capacity, language is employed to talk about or describe itself. In order to negotiate or clarify the code, it focuses attention on the code itself. This is the goal of language about language. The objective of metalinguistic function is the spreading of the code analysis.

5. Poetic Function

Poetic function refers to the accentuation of linguistic aesthetics. The message's substance is conveyed through the particular form that has been chosen. The purpose of poetic function is to express enjoyment.

6. Phatic Function

Phatic function is the capacity to express empathy and support for others. The phatic function is connected to the communication path and facilitates contact. It opens the channel for social reasons or to make sure it is functioning. This function is used for sociability.

In addition to the function of language that has been described above, language also has the most important use is as a way of human communication. Language helps humans to be able to interact with their neighbors. Language becomes one of the most important elements that affect human life. Language has

a very important role that language can indicate patterns of relationships and social ratification in society and also language can show cultural symbols in a tribe. Language also has other functions: as a means of self-expression, it means that through our language we can show our point of view, our capacity, our education, express our feelings, our ideas and our nature.

Language also has a function of integration meaning that in living life, humans always need existence to be accepted and recognized by their society. In the formation of that existence, human beings will perform integration and adaptation by using language as a component. In this process, with the language a member of the society will know and learn all the customs, behaviors and patterns of its society. Therefore, socially collectively, language plays an important role as a medium to shape the harmony of society's life in the process of social integration or adaptation. The next function of language as a tool for social control is that language will be mobilized by one as an effort to influence people's thoughts and actions. Nearly every day social control activities will take place in society.

Based on the opinion above, it can be concluded that the most basic function is as a communication tool for humans to fulfill their needs as social creatures. With language, it will be easier for humans to interact with other humans. Apart from being a communication tool, language also functions to express feelings, convey experiences, in order to adapt to the norms that apply in a particular domain.

B. The Previous of Research

After reading some research, I find some research relevant to my research, namely:

The research entitled "Analysis of Student Vocabulary in Learning English", is a study conducted by Salawazo et al (2020) which was conducted on class IX junior high school students at the Prince Antasari Foundation Private Middle School, Medan for the 2018/2019 academic year. From this study it can be seen that students' difficulties in learning English vocabulary are: 1) difficulty in interpreting words, 2) Grammatical form because the written form is different from the spoken form in English, 3) Lack of time to learn more about vocabulary, 4) Easily forget about vocabulary.

The research entitled "Analysis of Students' Vocabulary Mastery" was conducted by Desi Andriani and Sriwahyuningsih (2019). This research was conducted on English education students at Putra Indonesia University YPTK Padang for the 2018/2019 academic year. Data collection was carried out using tests and questionnaires. From the results of the tests carried out, the result was that students were able to find new vocabulary from letters that were not arranged. From the questionnaire given, it can be proven that students have good skills in vocabulary mastery but they also have difficulties related to several aspects, namely grammar and spelling.

The research entitled "Analysis of Vocabulary Mastery of Class VIII Students of SMP Amalyatul Huda Medan". This research was conducted by Sitorus et al (2021). This study aims to analyze students' vocabulary mastery. The

results of the research conducted showed that the students' vocabulary in class VIII was very low so the researchers suggested that English teachers should change their learning techniques and skills to broaden mastery of students and make students not feel bored or difficult when learning English.

Research entitled "An Analysis on Students Vocabulary Mastery at The Second Grade Of MTS-TI Batu Belah Academic Year 2016/2017 (Hasanah). This study aims to describe how students master vocabulary. The results of the research showed that the average student achievement on vocabulary was 77. 50% of students found it easy to learn vocabulary in English and 50% of students did not understand the meaning of vocabulary in English.

From the several studies described above, the similarity of the research that I will do with previous research is that my research and previous research both examine vocabulary mastery. This difference can be seen in the research variables where the previous research variable is vocabulary mastery while my research variable is the factors that influence vocabulary mastery. The research above explains that students' vocabulary mastery is still very low and there are some difficulties students experience in vocabulary mastery, which are related to pronunciation, grammar and vocabulary meaning. For this reason, the researcher wants to examine the factors that influence students' vocabulary mastery.

C. Conceptual Framework

The conceptual framework underlying this research is give in the following diagram.

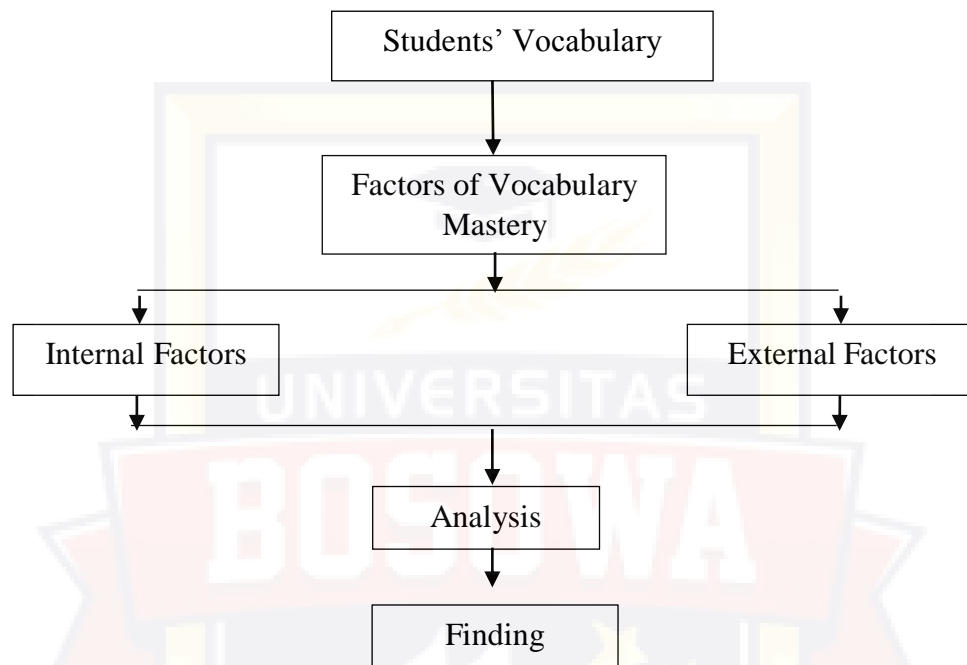


Figure 2.3 Conceptual Framework

The framework of this research is that researcher observe students' activities in the process of learning English in class. After making observations, the researcher will provide a questionnaire to measure aspects from within (internal), namely students' motivation to learn English vocabulary and students' self-confidence in learning English vocabulary and from outside (external), namely the family environment and school environment. Then the researcher will begin to analyze the factors that cause students' low knowledge of English vocabulary.

CHAPTER III

RESEARCH METHODS

This chapter consist of research design, time and location of research, population and sample (research subject), research variables and operational definition , procedure of collecting data, and technique of analysis data.

A. Research Design

This research used decriptive quantitive research method, which aims to identify problem and obtain information about factors that influence mastery of students' English vocabulary.

B. Time and Location of Research

This research was conducted at SMPN 35 Makassar, Jl. Telegrap Utama No. 1, Paccerrakkang, Biringkanaya, Makassar, South Sulawesi. With research time from 17 July to 3 August 2023.

C. Population and Sample

1. Population

The subjects of this research were students of class VIII students at SMPN 35 Makassar in the academic year 2023/2024.

2. Sample

The sample for this research was students' class VIII-1, totaling 20 students.

D. Research Variables and Operational Definition

The focus of this study was to describe the factors that influence the English vocabulary mastery of Grade VIII students of SMPN 35 Makassar. The variables in this study are the factors that influence students' English vocabulary mastery

E. Instrument of The Research

In this research, researcher used observation and questionnaires as research instruments.

a. Observation

Observations were made to obtain data regarding to students' activities in the process of learning English in class.

b. Questionnaire

The questionnaire consists of two parts, namely internal factors and external factors. Internal factors consist of students' motivation for learning vocabulary and students' self-confidence in learning vocabulary while the external factors consist of family environment and school environment. This questionnaire consists of 20 items. Each questionnaire item has five alternative answers namely, SS= strongly Agree (5), S= Agree (4), N= Neutral (3), TS= Disagree (2), STS= Strongly disagree (1).

1. Questionnaire Validation

To find out whether the questionnaire data is valid or not, the researcher is conducted a data validation test. Sugiyono (2019: 1176) says that the validity test

is a tool which is used to measure the validity of a questionnaire used by researcher in collecting data. To test the validity of the questionnaire, the researcher conducted a trial by distributing a questionnaire totaling 20 items to 20 students.

To analyze the validation of the questionnaire data the researcher used the SPSS 24.0 program. To calculate the r table the researcher used a significance of 5% ($d=N-2=18$) where N is the total sample so that the R Value is 0.468. If r count is greater than r table then the questionnaire is declared valid. But if the r count is smaller than the r table, the questionnaire is declared invalid.

Table 3.1 The Results of the Questionnaire Validation

Questionnaire (Q)	R Value	R tabel	Status
a. External factors			
1. Family enviroment			
Q1	0,557	0,468	Valid
Q2	0,664	0,468	Valid
Q3	0,602	0,468	Valid
Q4	0,763	0,468	Valid
Q5	0,530	0,468	Valid
2. School Enviroment			
Q6	0,576	0,468	Valid
Q7	0,792	0,468	Valid
Q8	0,713	0,468	Valid
Q9	0,634	0,468	Valid
Q10	0,604	0,468	Valid
a. Internal factors			
1. Students' motivation for learning English vocabulary			
Q11	0,580	0,468	Valid
Q12	0,668	0,468	Valid

Q13	0,662	0,468	Valid
Q14	0,695	0,468	Valid
Q15	0,750	0,468	Valid
2. Students' self-confidence in learning English vocabulary			
Q16	0,694	0,468	Valid
Q17	0,632	0,468	Valid
Q18	0,704	0,468	Valid
Q19	0,737	0,468	Valid
Q20	0,742	0,468	Valid

2. Reability

According to Arikunto (2016: 221), reliability refers to the quality of an instrument so that it is reliable enough to be used as a data collection tool. Reliable data is data generated by reliable instruments. After testing the validity, to test the truth of the statement or question, a reliability test is carried out. high dependency coefficient, which ranges from 0.50 to 0.60. The dependency coefficient for this study was chosen by the researchers at 0.6. The reliability testing criteria are:

- a. If the reliability coefficient value is > 0.6 then the instrument has reliability good or in other words the instrument is reliable or trusted.
- b. If the reliability coefficient value is < 0.6 then the instrument being tested is can not be relied on.

Table 3.2 The Results of the Questionnaire Reliability

Clasification	Readibility coefficient	R alpha	S tatus
---------------	-------------------------	---------	---------

a. Internal factors			
1. Students' motivation for learning English vocabulary	0,6	0,788	Reliable
2. Students' self confidence in learning English vocabulary	0,6	0,797	Reliable
b. External factors			
1. Family Environment	0,6	0,776	Reliable
2. School environment	0,6	0,808	Reliable

Table
3.2
shows
that r

alpha is greater than 0.6, indicating that the research instrument is reliable.

F. Procedure of Collecting Data

In data collection, researcher collected data using the following procedures:

1. Observation

Observation is a complex process, a process that is assembled from various biological and psychological processes, two of which are the most important processes of memory and observation. In this case, the researcher observed the student's activity in the process of learning English in class.

2. Questionnaire

The data collection method by questionnaire is a technique that uses a list of questions to be answered by a number of respondents. This course aims to obtain data from students about aspects from outside (external factors) subjects, namely family environment and school environment and from within (internal factors), namely students' motivation to learn English vocabulary and students' confidence in learning English vocabulary.

3. Documentation

In this step, the researcher collects data in the form of images or documentation which is used to provide evidence or reports related to the research conducted as well as information that can support the research.

G. Technique of Analysis Data

In this research, the researcher used quantitative descriptive analysis with percentage of the information frequency and divided by the number of students or samples. It could be seen in the following formula:

$$P = \frac{f}{n} \times 100\%$$

Where :

P = Percentage

f = frequency of respondent

n = number of sample

100% = constants value

The formula above is used to calculate the percentage of students' motivation to learn English vocabulary and students' confidence in learning English vocabulary and family environment and school environment by thematic analysis of the questionnaires.

CHAPTER IV

FINDING AND DISCUSSION

This chapter explains the result of findings and discussions of the factors that influenced to students' vocabulary mastery. The findings that writer analyzed in this research are based to the data collected through questionnaires.

A. FINDINGS

This section presents the results of the questionnaire and data analysis. This questionnaire is used to determine the factors that influence vocabulary mastery at SMPN 35 Makassar. This questionnaire consists of two parts, namely external factors and internal factors. The participants in this study consisted of 20 students of class VIII.1. The following presentation explains the percentage of completing the questionnaire.

a. Internal factors

Internal is a factor that influences a person from within in mastering vocabulary. The internal factors consist of students' motivation for learning vocabulary and students' self-confidence in learning vocabulary. The results of the internal factor questionnaire can be seen in the table below.

Table 4.1 The following questionnaire of internal factors

Number questionnaire	Questionnaire items	SA	A	N	D	SD
Q1	English is my favorite subject and I always take the time to learn vocabulary every day.					
Q2	I learn English vocabulary to improve my language skills					

Q3	I can't understand every English vocabulary learning material					
Q4	English vocabulary training tasks given to teachers are difficult to do					
Q5	I study English vocabulary diligently because I didn't want to get bad values and i want to get a better score than my classmate.					
Q6	I am sure I can master the vocabulary and apply it in everyday life.					
Q7	I think I have good English vocabulary skills.					
Q8	I always thought that other students had the ability to remember vocabulary better than me					
Q9	I think my ability to understand vocabulary is below average.					
Q10	I felt confident when the teacher told me to speak English in front of the class					

Table 4.2. Percentage of student response questionnaires about students feeling that English is their favorite subject

No item	Response	Frequency	Percentage
Q1	Strogly Agree	1	5%
	Agree	7	35%
	Neutral	2	10%
	Disagree	10	50%
	Strogly disagree	0	0%
Total		20	100%

Table 4.2 shows that 50% of the twenty students felt that English was not their favorite subject, which demotivated them from learning English daily

vocabulary. and 35 % of the twenty students agreed consistently set aside time each day to study vocabulary in English, nevertheless.

Table 4.3. The percentage of students' response questionnaire about students' learn English vocabulary to improve language skills

No item	Response	Frequency	Percentage
Q2	Strogly Agree	0	0%
	Agree	16	80%
	Neutral	1	5%
	Disagree	3	15%
	Strogly disagree	0	0%
Total		20	100%

Table 4.3 reveals that 80% of the twenty students study English vocabulary to advance their language skills. 15% of the twenty students select disagreed.

Table 4.4. The percentage of students' response questionnaire about students' difficulty learning English vocabulary

No item	Response	Frequency	Percentage
Q3	Strogly Agree	0	0%
	Agree	13	65%
	Neutral	3	15%
	Disagree	4	20%
	Strogly disagree	0	0%
Total		20	100%

Table 4.4 shows that 65% of the twenty students stated that they had difficulty learning English vocabulary. While 20% of the twenty students disagreed.

Table 4.5. The percentage of students' response questionnaire about difficult to complete the vocabulary practice assignments

No item	Response	Frequency	Percentage
Q4	Strogly Agree	2	10%
	Agree	14	70%
	Neutral	2	10%
	Disagree	2	10%
	Strogly disagree	0	0%
Total		20	100%

Table 4.5 demonstrate that 70% of the twenty students find it difficult to complete the vocabulary practice assignments supplied by the teacher. and 10% students select disagreed.

Table 4.6. The percentage of students' response questionnaire about students study their vocabulary because they don't want to get bad grades

No item	Response	Frequency	Percentage
Q5	Strogly Agree	0	0 %
	Agree	16	80 %
	Neutral	2	10 %
	Disagree	2	10 %
	Strogly disagree	0	0 %
Total		20	100%

Table 4.6 shows that 80% of the twenty students study their vocabulary because they don't want to get bad grades and 10% students select disagreed.

Table 4.7. The percentage of students' response questionnaire about students can master the vocabulary

No item	Response	Frequency	Percentage
Q6	Strogly Agree	0	0%
	Agree	4	20%
	Neutral	3	15%
	Disagree	13	65%
	Strogly disagree	0	0%
Total		20	100%

Table 4.7 show that 65% of the twenty students doubt their ability to master language and used it in everyday life. Students who lack confidence will find it difficult to acquire new things and develop their vocabulary. Despite the fact that a majority of students say they are unable to grasp language, 20% of the twenty students still think they can do it and use it in their daily lives.

Table 4.8. The percentage of students' response questionnaire about students think they have good vocabulary skills

No item	Response	Frequency	Percentage
Q7	Strogly Agree	0	0%
	Agree	4	20%
	Neutral	0	0 %
	Disagree	16	80%
	Strogly disagree	0	0%

Total	20	100%
-------	----	------

Table 4.8 argues that only 20% of the twenty students think they have good vocabulary skills, while 80% of the twenty students think they don't know their vocabulary well.

Table 4.9. The percentage of students' response questionnaire about students who think that their ability to remember vocabulary is lower

No item	Response	Frequency	Percentage
Q8	Strogly Agree	0	0%
	Agree	12	60 %
	Neutral	4	20 %
	Disagree	4	20 %
	Strogly disagree	0	0%
Total		20	100%

Table 4.9 shows that 60% of th twenty students think that their ability to remember vocabulary is lower than that of their friends. While 20% students disagreed.

Table 4.10. The percentage of students' response questionnaire about students think that their ability to understand vocabulary is below average

No item	Response	Frequency	Percentage
Q9	Strogly Agree	0	0 %
	Agree	10	50 %
	Neutral	3	15 %
	Disagree	7	35 %
	Strogly disagree	0	0%

Total	20	100%
-------	----	------

Table 4.10 indicates that 50% of the twenty students think that their ability to understand vocabulary is below average. 35% of students feel that they have good vocabulary mastery.

Table 4.11 Percentage of student response questionnaires about students feeling confident speaking English in front of the class

No item	Response	Frequency	Percentage
Q10	Strogly Agree	0	0%
	Agree	4	20%
	Neutral	3	15%
	Disagree	13	55%
	Strogly disagree	0	0%
Total		20	100%

Table 4.11 reveals that 55% of the twenty students feel anxious when asked to speak in front of the class, only 20% of students feel competent doing so.

b. External factors

External factors are factors that influenced to students' vocabulary mastery from outside themselves. These external factors consist of two parts: family environment and school environment. The results of the external factor questionnaire can be seen in the table below.

Table 4.12. The following questionnaire of external factors

Number questionnaire	Questionnaire items	SA	A	N	D	SD
Q11	My family lives in poverty so they can't afford textbooks, including English					

	vocabulary learning books.					
Q12	Parents make a schedule to learn English vocabulary at home					
Q13	My parents gave me facilities to learn such as laptops and phones					
Q14	Parents give motivation to learn, such as giving gifts or compliments when getting a good score					
Q15	My parents enrolled me to attend English courses					
Q16	Teachers used in learning media to learn vocabulary such as image and video					
Q17	The teachers used easy-to-understand language to explain material about vocabulary					
Q18	Teachers approach and give motivation to students, when students feel bored while learning English					
Q19	The school has books in English in the library and learning media such as Lcds and blackboards are still functioning properly					
Q20	There isn't an English lab at the school					

Table 4.13. The percentage of students' response questionnaire about my family lives in poverty

No item	Response	Frequency	Percentage
Q11	Strogly Agree	1	5%
	Agree	3	15%
	Neutral	1	5%
	Disagree	14	70%
	Strogly disagree	1	5%
Total		20	100%

Table 4.13 demonstrate that 70% of the twenty students disagreed with the statement my family lives in poverty. It shows that the majority of students lead decent lives and are able to buy vocabulary books. Some students were still unable to purchase books, though. It can be seen that 15% of respondents said they agreed.

Table 4.14. The percentage of students' response questionnaire about the Parents make a schedule

No item	Response	Frequency	Percentage
Q12	Strogly Agree	0	0%
	Agree	4	20%
	Neutral	3	15%
	Disagree	13	65%
	Strogly disagree	0	0%
Total		20	100%

Table 4.14 reveals that 65% of the twenty students disagreed with the statement stating that their parents made an English vocabulary study schedule at home. Due this it may difficult for children to learn a new vocabulary and they may become slower about mastering their school-taught vocabulary. 15% students' select neutral. And 20% of students said that their parents made them study schedules at home.

Table 4.15. The percentage of students' response questionnaire about parents provide learning facilities

No item	Response	Frequency	Percentage
Q13	Strogly Agree	3	15%
	Agree	15	75%

	Neutral	1	5%
	Disagree	1	5%
	Strogly disagree	0	0%
Total		20	100%

Table 4.15 shows that 75% of the twenty students agree that parents provide learning facilities. 5% select disagreed.

Table 4.16. The percentage of students' response questionnaire about Parents give motivation to learn

No item	Response	Frequency	Percentage
Q14	Strogly Agree	0	0%
	Agree	7	35%
	Neutral	1	5%
	Disagree	12	60%
	Strogly disagree	0	0%
Total		20	100%

Table 4.16 shows that 60% of twenty students said that they were not given motivation in the form of compliments or gifts by their parents when they got good grades and 35% of twenty students each agreed that they got motivation to study from their parents.

Table 4.17. The percentage of students' response questionnaire about parents enrolled to attend English courses.

No item	Response	Frequency	Percentage
Q15	Strogly Agree	1	5%
	Agree	6	30%
	Neutral	2	10%
	Disagree	11	55%

	Strogly disagree	0	0%
Total		20	100%

Table 4.17 indicates that there are 55% of twenty students who are not registered by their parents to attend English lessons outside of school hours. There are only 30% of the twenty students taking the course.

Table 4.18. The percentage of students' response questionnaire teacher uses media in the learning process

No item	Response	Frequency	Percentage
Q16	Strogly Agree	4	20%
	Agree	13	65%
	Neutral	1	5%
	Disagree	2	10%
	Strogly disagree	0	0%
Total		20	100%

Table 4.18 shows that 65% of the twenty students answered that they agreed that the teacher uses media in the learning process. 5% select neutral

Table 4.19. The percentage of students' response questionnaire about the teachers used easy-to-understand language to explain material

No item	Response	Frequency	Percentage
Q17	Strogly Agree	0	0%
	Agree	12	60%
	Neutral	0	0%
	Disagree	8	40%
	Strogly disagree	0	0%
Total		20	100%

Table 4.19 demonstrates that 60% of twenty students agree with the statement that the teacher's explanation of vocabulary learning materials in class uses language that is easy to understand. while 40% of students do not agree that the teacher explains the material in language that is easy to understand.

Table 4.20. The percentage of students' response questionnaire about teachers approach and give motivation to students

No item	Response	Frequency	Percentage
Q18	Strogly Agree	0	0%
	Agree	10	50%
	Neutral	0	0%
	Disagree	10	50%
	Strogly disagree	0	0%
Total		20	100%

Table 4.20 argues that 50% of twenty students agree that their teacher provides an approach and motivation so that they are excited to learn a language again when they are bored. However, 50% of the twenty students disagreed with the statement that the teacher provided an approach and motivation when students were bored learning English in class.

Table 4.21. The percentage of students' response questionnaire about schools have books in English in the library and English teaching tools

Nso item	Response	Frequency	Percentage
Q19	Strogly Agree	5	25%
	Agree	13	65%
	Neutral	2	10%

	Disagree	0	0%
	Strogly disagree	0	0%
Total		20	100%

Table 4.21 shows that 65% of the twenty students agreed that schools have books in English in the library and English teaching tools such as LCDs and blackboards that are still functional. 5% students' select neutral.

Table 4.22. The percentage of students' response questionnaire about there isn't an English lab at the school.

No item	Response	Frequency	Percentage
Q20	Strogly Agree	2	10%
	Agree	16	80%
	Neutral	2	10%
	Disagree	0	0%
	Strogly disagree	0	0%
Total		20	100%

Table 4.22 reveals that 80% of students agreed with the statement that the school does not have an English lab, while 10% of students selected neutral

B. Discusssion

The discussion presents the findings of the research about the eksternal factors and internal factors that influence students' mastery of English vocabulary in the second grade of SMPN 35 Makassar.

a. Internal Factors

Internal factors are factors that influenced a person to master English vocabulary from within. This internal factor consists of two parts, namely

students' motivation to learn English vocabulary and students' confidence in learning English vocabulary.

1. Motivation

Motivation is one of the driving forces for someone to learn vocabulary. According to Baharudin, et al. (2019: 51), motivation is one of the things that encourages someone to do something. Motivation is very important in determining how much students will learn and absorb information. Having high motivation will encourage students to learn more things and encourage them to be excited about learning new vocabulary and being able to master it. This motivation must be possessed by students if they want to master vocabulary.

The results of the motivational questionnaire showed that half of twenty students said that English was not their favorite subject. This will make students lazy to learn English vocabulary so that students' knowledge of vocabulary will not increase. To be able to learn English vocabulary students must first like the lesson. If students do not like learning English vocabulary, students will not be interested in learning more new vocabulary. Students who are interested in learning English vocabulary will spend time learning vocabulary every day.

As many as sixteen out of twenty students learn vocabulary because they want to improve their language skills. Students who are motivated will try to learn more new vocabulary so they can master it. Students who master vocabulary well will be able to use the vocabulary to talk to other people. With

the vocabulary that students have, the ability to understand and understand English is getting better. In addition to improving language skills, students also learn vocabulary because they don't want to get bad grades, and students learn vocabulary because students want to get better grades than their classmates. The motivation that students have will be a driving force for them to be more active in learning.

However, there some students have less motivated to learn English vocabulary so that it hinders students from mastering more vocabulary. As many as thirteen out of twenty students stated that they did not understand the English learning material so they did not take the time to learn vocabulary. Students find it difficult to learn vocabulary because they do not understand the meaning of each word, thereby reducing students' motivation to learn vocabulary. Students also tend to think that learning English vocabulary is very difficult to understand. In addition, as many as fourteen students from one class also said they had difficulty completing the vocabulary practice assignments given by the teacher. It becomes one of the obstacles for students in mastering vocabulary. Students who cannot complete the assignments given by the teacher should try to be able to do the assignments given by the teacher by asking for help from friends or the teacher.

2. Self-confidence

Self-confidence is one of the factors that supports students in mastering vocabulary. According to Habibah (2019: 197), self-confidence is the psychological condition of a person who has strong belief in himself to do

something. Self-confidence can also be interpreted as the abilities that a person has and can utilize. Good self-confidence will make someone continue to learn vocabulary well. A person's self-confidence will enable them to master vocabulary. However, there are still many students who feel less confident in their abilities.

The results of the self-confidence questionnaire showed that thirteen out of twenty students in the class felt unable to master vocabulary and were unable to apply it in everyday life. This causes students' vocabulary mastery to not develop. To be able to master vocabulary, students must first have self-confidence so that with the self-confidence students have, they will be able to learn more new vocabulary by studying with their friends and practicing speaking using the vocabulary they already know. Students must instill in themselves that they are able to master vocabulary so that this will make students more confident in learning and mastering vocabulary and even speaking using the vocabulary they know.

A total of sixteen students out of twenty students in the class said that the students felt that they did not have good English vocabulary mastery skills. With this mindset, students will have difficulty developing their vocabulary mastery skills. Students must grow self-confidence first so that students will be confident in the skills they have. To develop vocabulary mastery skills, students must learn a lot of new vocabulary and try to understand the meaning of the vocabulary so that it will help students continue to remember the vocabulary and can improve students' vocabulary mastery skills.

Another thing that becomes an obstacle for students in mastering vocabulary is that students always feel that their ability to master vocabulary is below average and students even feel that their friends have the ability to master vocabulary better than them. This will greatly influence students' self-confidence. Students will feel less confident in developing their vocabulary. As many as thirteen out of twenty students in the class also feel not confident when speaking in front of the class. So the lack of self-confidence will hinder them in conveying their ideas because students feel anxious when asked to speak in front of the class by the teacher and that will make students not dare to ask questions. when there is learning material that is not understood and causes students not to know and understand the material.

b. External factors

External factors are factors that influence someone from outside to be able to master vocabulary. External factors consist of two parts, namely the family environment and the school environment.

1. Family environment

The results of research on the family environment show that students have a decent life so that students can afford to buy books to support vocabulary learning such as printed books and dictionaries. Fourteen out of twenty students have learning facilities provided by their parents in the form of laptops or cellphones. With the learning facilities that students have, it should be able to help students improve their vocabulary mastery if these facilities can be used well. Parents must provide comfort to students when students study at home.

One way to encourage students to learn vocabulary at home is to provide motivation in the form of praise or prizes when students get high grades. However, as many as twelve out of twenty students felt that their parents did not provide enough motivation. This will be an obstacle for students to be able to learn more vocabulary at home. Parents should be able to provide motivation for students to study harder at home and provide a comfortable home atmosphere for students because a comfortable home atmosphere will really help students when studying vocabulary so that they can focus on studying vocabulary in peace.

Parents also play an important role in helping students learn vocabulary at home, however, as many as thirteen out of twenty students do not have a vocabulary learning schedule at home by their parents, so this will make children lazy to re-study the material taught by their teacher at school. To improve vocabulary mastery, students must study and practice more at home. And students should also take English courses outside of school hours so that students can further improve their ability to master vocabulary and also be able to compose English words well. However, not all students attended the course as only eleven out of twenty students were not enrolled in the course by their parents. Taking courses outside of school hours will help students learn more vocabulary, help students understand English words and can also help students communicate using English well.

2. School environment

The school environment is also one of the factors that influence students' vocabulary mastery. With good teaching methods provided by the teacher, will be able to help students master vocabulary. Thirteen out of twenty students said that the teacher used media in the vocabulary learning process at school, such as videos and pictures. Apart from videos and pictures, there are still many learning media that teachers can use in the process of learning vocabulary in class, such as songs, games and card media. According to Kurniadi (2018:59) learning media has an important influence on the learning process in the classroom because teaching media can stimulate students in learning English. Without teaching media and the learning process in class would be very boring. The selection and use of interesting and varied learning media will make students interested in learning vocabulary.

In addition to learning media, the way the teacher explains the material will also affect students' vocabulary mastery. As many as twelve students stated that the teacher explained in language that was easy to understand, while eight out of twenty students also stated that the teacher explained in language that was difficult to understand, making it difficult for students to understand the material explained by the teacher. To make students understand the learning material, the material must be explained using simple words that are easy for students to understand. Students must also be actively involved in the learning process in class. The teacher's approach and motivation will help increase students' enthusiasm in learning vocabulary. As many as ten out of twenty students stated that the teacher gave them an approach and motivation.

However, ten students out of twenty students stated that they were not given any approach or motivation when they felt bored while learning English. Students who feel bored will find it very difficult to understand the material taught by the teacher. Adequate learning facilities at school will also help students learn vocabulary. A total of thirteen students out of twenty students stated that the school had learning facilities available at the school in the form of English learning books in the library and teaching tools in the form of blackboards and LCDs that were still functioning well. affects students' vocabulary mastery. And, Eighteen out of twenty students said that the school did not yet have an English laboratory. So, with incomplete English learning facilities at school, students will also find it difficult to improve their vocabulary mastery.

From the discussion above, it can be seen that students' motivation and self-confidence are very influential in students' vocabulary mastery because these two internal factors are the main drivers for students if they want to learn and master vocabulary. Besides that, a comfortable family environment and support from parents can help students be able to study quietly and comfortably at home so that they can master vocabulary well. Schools also have an important role in increasing students' vocabulary mastery. Good and interesting teacher teaching methods can help attract students' attention and even provide enthusiasm for students to learn vocabulary.

BAB V

CONCLUSION AND SUGGESTION

In this chapter consisted of two parts. The first deals with the conclusion of the findings and then second deals with the sugesstion.

A. Conclusion

There are two factors influencing students' vocabulary mastery, they are internal factors and external factors. The first is internal factors. Internal factors consist of two parts namely, students' self-confidence and motivation. Confidence in their ability to learn English vocabulary is the main factor determining their vocabulary mastery. students must possess self-confidence in order to practice using their existing vocabulary with ease. Only through consistent practice will students be able to learn new vocabulary. In addition, students must also have high motivation so that they can encourage students to continue learning new vocabulary. With the motivation they have, it will make students try to increase their knowledge of learning English vocabulary.

The second factors is external factors. External factors consist of two parts namely, family and school environment. The family environment have an impact on the development of students' vocabulary mastery. When children want to learn vocabulary at home, they need the support of their parents and a comfortable family atmosphere so they can study in peace. Students' vocabulary mastery is also influenced by the school environment. Students will learn more vocabulary with the availability of learning facilities, interesting and creative teaching methods used by teachers in class.

B. Sugestion

Based on the conclusions above, the researcher has several suggestions for teachers and students

1. For teachers

To improve students' vocabulary mastery, it is hoped that teachers can use more interesting media so that students can be enthusiastic in learning and mastering vocabulary.

2. For students

- a. It is hoped that students can increase their self-confidence so that they can be more active in the learning process in class and it is also hoped that students can have high motivation in learning English vocabulary so that students can improve their ability to master English vocabulary.
- b. It is hoped that students can use their learning facilities to find more new vocabulary so that they can increase their vocabulary knowledge.

BIBLIOGRAPHY

- Al, I. S. 2020. Analysis of Sudents' Vocabulary in Learning English. *Lingustic, English Education and Art (LEEA) Journal* , 469-475.
- Andriani, D. et al. 2019. An Analysis of Students' Mastery of Vocabulary. *ELT-Lectura*, 169-176.
- Amalia, A. R. 2020. Improving Students Vocabulary Mastery through Guess My Move Game. *Journal of English Language Pedagogy, Literature and Culture*, 1-10 (2).
- Apriliani, D.N. 2021. Students' Perception in Learning English Vocabulary Through Quizlet. *Journal of English Teaching*, 7(3), 343-353. DOI: <https://doi.org/10.33541/jet.v7i3.3064>
- Ariesta S. D & Murni, S. M. 2017. Language Fuctions Used by The Main CHaracter in Sherlock Holmes II: A Game of Shadows Movie. *Journal of Lingustics of FBS Unimed* , 82-94.
- Arikunto, S. 2016. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Bai, Z. 2018. An Analysis of English Vocabulary Learning Strategies. *Journal of Language Teaching and Research*, 854.
- Bahri, D. S. 2018. The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension At The Seventh Grade Students' Of Mts Daarul Ihsan. *Profesional Journal Of English Education*, 77-84.
- Bhakti, S. O. 2018. Vocabulary Mastery by Using Storytelling. *Journal of Lingustic and English Teaching*, 80-91.
- Baharudin, S. S. 2021. The Correlation Between Motivation and Vocabulary Mastery at Eight GRade of SMPN 2 Kapontori. *OSF Preprints* , 49-56(51).
- Cummings, A. et al. 2018. The Importance of Teaching Vocabulary. *College of Education and Human Development*, 31-41.
- Dewi, N. and Jimmi 2018. The Correlation Between Vocabulary Mastery And Self Esteem On. *Jurnal Bahasa dan Sastra*, 78-83 (80).
- Dilago, et al. 2022. Students' Perceptions Of Using Song Lyrics As A Media To Improve Vocabulary Mastery. *JoTELL Journal of Teaching English, Linguistics, and Literature*, 639-652 (641).
- Efrizal, D. 2018. Improving Sudents' Vocabulary Mastery through English Movie for Second Year Students at Man 1 Kota Bengkulu. *Language Journal*, 48.

- Elmahdi, O. E. H., & Hezam, A. M. M. 2020. Challenges for Methods of Teaching English Vocabulary to Non-native Students. *Advances in Social Sciences Research Journal*, 7(5) 556-575.
- Erlita, Yeni. 2020. Language Fuction in Social Life and its Influences. *Jounal Bahasa Unimed* , 204.
- Fajriyah, I. 2013. Peningkatan Pengusaan Kosakata Bahasa Inggris Melalui Penggunaan Media Kartu Gambar. *Thesis: Univeritas Negeri Yogyakarta*.
- Fitria, T. N. 2019. The Principles and Teaching of English Vocabulary: a Review. *Journal of English Teaching*, 15-25.
- Gushendra, R. 2017. An Experimental Study: Improving Students'. *Indonesian Journal of Integrated English Language Teaching*, 53-64.
- Habibah, S. 2020. Pengaruh Pengusaan Kosakata dan Rasa Percaya Diri Terhadap Prestasi Belajar Bahasa Inggris. *Journal of English Language Teaching* , 195-202 (197).54
- Hariati, P. 2020. Improving Students' Vocabulary Mastery Through Teaching Real Objects. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* , 740-748.
- Harmer Welliam and Rohimajaya Nur Azmi. 2018. Using Flash cards as Instructional Media to Enrich The Students' Vocabulary Mastery in learning English. *Journal of English Language Studies*, 167-177.
- Haryadi, R. N., Endah, J., & Dalimunthe, L. 2021. The Effects of Vocabulary and Grammar Mastery on Students Writing Skill in Descriptive Text (Surveys at Private Junior High Schools in Serang Banten). *JLE: Journal of Literate of English Education Study Program*, 2(2), 46–54.
- Hariyanto & Wulandari, F. 2019. An Analysis of Students' English Vocabulary Mastery and Translation Ability in Senior High School. *Edukasi: Jurnal Pendidikan* , 250-263.
- Hasan. 2018. Improving Students English Vocabulary by Using Tic Tact Toe Game at The second Year of SMP Negeri 7 SATAP Maiwa Kabupaten Enrekang. *Edumaspul - Jurnal Pendidikan*, 2(2), 77-86.
- Hasanah, W. 2018. An Analize Students' Vocabulary Mastery At The Second Grade. *Journal of English Language and Education*, 1-25.
- Iftitah, A. N. 2020. Developing Vocabulary Mastery Through Guessing Words Game for The Seventh Grade Students of SMPN 10 Palu. *Datokarma English Education Journal*, 20-37 .
- Ilyosovna, N. A. 2020. The Importance of English Language. *International Journal On Orange Technologies (Ijot)* , 22-24 (22).

- Irsanti. 2017. Students' English Learning Motivation Through Extra English Course. *Thesis*: Univeritas Islam Darusalam Banda Aceh.
- Komalasari, D. A. 2022. An Analysis Of Student Difficulties In Mastering Vocabulary In Eight Grade At SMPN 06 Kotabumi In The Academic Year Of 2021/2022. *Jurnal Griya Cendikia*, 267-276.
- Kurniadi, Y. 2018. Thee Effect of Teaching Media and Vocabulary Mastery on Students' Speaking Skill. *Journal of English Language Teaching* , 58-69 (59).
- Kurniati, E. 2017. The Correlation of Students' Listening Habit in English Conversation with Vocabulary Mastery of the Second Semester Students' English Education at Teacher Training and education Faculty at Batanghari University. *Journal Ilmiah Universitas Batanghari Jambi* , 227-237 (227).
- Latif, S. et al 2020. Students' Vocabulary Mastery Through English Songs At Madrasah Aliyah Negeri 1 Halmahera Utara. *Jurnal Bilingual* , 49-55.
- Laurensia, F. et al 2021. An Analysis Of Students' Vocabulary Mastery At SMK Grafika BIna Media. *Journal Ilmiah Mandala Education*, 313-318.
- Listyani, et al. 2021. Vocabulary Mastery Strategies Used By Indonesian Extensive Reading Learners. *Journal of English Studies*, 1-18 (3).
- Mailani, O., Nuraeni, I., Syakila, S. A., & Lazuardi, J. 2022. Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia. *Kampret Journal*, 1–10 (3). <https://doi.org/10.35335/kampret.v1i1.8>
- Mawar, S. 2017. Improving Students' Vocabulary Mastery Through word Square Modeling at Grade VII SMPN 5 Padangsimpuan. *Journal Penelitian Ilmu-ilmu Sosial dan Keislaman*, 238.
- Marpaung, M. S. 2020. Enhancing Students' Vocabulary through Authentic Materials and Multimedia. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 1-16 (2)
- Munawir, A. et al 2022. Students' Vocabulary Mastery By Using Animation. *Indonesian Journal of Research and Educational Review e-ISSN 2809-3682*, 354-362.
- Muslih, M. 2021. The Influence of Students' Mastery of Vocabulary on Paraphrasing Ability. *Indonesia Journal of Instructional Media and Model* , 9-16.
- Nurhalimah et al. 2020. Upaya Meningkatkan Pengusaan Kosakata Bahasa Inggris Melalui Penggunaan Media Kartu Gambar. *prosiding Seminar Nasional Pendidikan STIKIP Kusuma Negara II*, 72-78.

- R, A. 2020. The Use of The Role Play Method to Improve Students' Vocabulary at Junior High School. *Jurnal Keguruan dan Ilmu Pendidikan (JKIP) FKIP Unismuh Makassar* , 20-35.
- Rabiah, S. 2018. Language as a Tool for Communication and Cultural Reality Discloser [Preprint]. *INA-Rxiv. HYPERLINK <https://doi.org/10.31227/osf.io/nw94m>*
- Rachmawati, N. S. 2022. Analysis of Students' Vocabulary Mastery at Junior High School. *Jurnal Pendidikan Setia Budi*, 43-64.
- Ramdhan, V. 2017. Pengaruh Penguasaan Kosakata dan Tata Bahasa Terhadap Pemahaman Membaca Teks Narasi Bahasa Inggris . *Jurnal Deiksis* , 240-246.
- Rusdi, J. et al 2020. Developing English Vocabulary Mastery Through English Fairy Tale Videos of the Eleventh Grade Students of SMAN 1 Mamuju. *Journal Technology in Language Pedagogy* , 154.
- Sabata, Y. N. and Lagontang, V.D 2020. The Difficulties in Teaching Vocabulary Faced by the English Teacher at SMP Negeri 1 Luwuk. *BABASAL English Education Journal*, 37-43 (39).
- Safura, S. 2022. Using Game in Improving students' Vocabulary Mastery. *Jurnal Dedikasi Pendidikan*, 75-84.
- Salawazo, I. S. et al 2020. Analysis of Students' Vocabulary. *Linguistic, English Education and Art (LEEA) Journal* , 469-475.
- Sari, I. P. Et al. 2019. Improving Students' Vocabulary Mastery Using English Song. *Profesional Journal of English Education* , 410-415 (411).
- Sari, A. S. P., & Pandiangan, S. R. 2021. The Application of Guessing Strategy to Improve Students' Vocabulary Mastery on English Phrasal Verbs. *Jurnal Suluh Pendidikan (JSP)*, 9(1), 24–38
- Setiawan, M. R., & Wiedarti, P. 2020. The effectiveness of Quizlet application towards students' motivation in learning vocabulary. *Journal Studies in English Language and Education*, 83-95 (85)
- Syafrizal, S., Muhajir, M., Pahamzah, J., Furqon, F. (2021). The effects of using whiteboard animation toward Indonesian students' vocabulary and grammar mastery. *Journal of Language and Linguistic Studies*, 783-793 (785)
- Setyaningsih, W. 2019. A Correlatinal Study Between Reading Habit, Vocabulary Mastery, and Translation Ability . *English Education Journal* , 319.
- Sitorus, C. Y. et al 2021. An Analysis Of Vocabulary Mastery Of Eight Grade . *PROJECT (Proessional Journal of English Education)*, 139-147.

- Suardi and Sakti Juwita. 2019. Teacher Difficulties in Teaching Vocabulary. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 92-104.
- Sugiyono. 2019. *Metodelogi Penelitian Kuantitatif dan Kualitatif Dan R&D*. Bandung: ALFABETA.
- Tarwiyah, U. 2020. Students' Junior High School Affective Factor in Speaking Performance . *Undergraduate Thesis: Univeritas Muhammadiyah Gresik*.
- Vikasari, R. M. 2019. The Effectiveness of Applying Esa Method Towards Students' English Vocabulary Mastery. *Journal of English Language Teaching* , 76-83.
- Wiliana, Ana and Djajanegara, Soenardjati. 2019. The Effect of Vocabulary Mastery and Grammar on Students' Writing Skills in Narrative Text. *Journal of English Language Teaching*, 273-278.
- Welliam, Harmer and Nur Azmi Rohimajaya. 2018. Using Flash cards as Instructional Media to Enrich The Students' Vocabulary Mastery in learning English. *Journal of English Language Studies*, 167-177.
- Wero, Y. T. 2021. The Study on Students' Vocabulary Size. *Jambura Journal of English Teaching and Literature*, 22-34.
- Wilar, B. M. 2021. Improving Students' Vocabulary Mastery Through English Songs At The Eighth Grade Of Smpn 7 Manado. *Kompetensi: Jurnal Bahasa Dan Seni*, 687-698 (689).
- Yuliawati, L. 2018. The Effects Grammar and Vocabulary Mastery on Students' Reading Comprehension. *Journal Wanastra*, 1-8.

APPENDICES



Appendix 1 Student activity observation sheet

Class :

Date and time :

Give the assessment by giving a mark (√) on the corresponding column!

No	Statement	Answer		Description
		Yes	No	
1.	Students pay attention when the teacher is explaining (<i>Siswa memperhatikan ketika guru sedang menjelaskan</i>).			
2.	Students use media to help in learning vocabulary (<i>Siswa menggunakan media untuk membantu dalam mempelajari kosakata</i>).			
3.	Students interpret vocabulary with the help of the teacher (<i>Siswa mengartikan kosakata dengan bantuan guru</i>).			
4.	Students read the vocabulary according to what was taught by the teacher (<i>Siswa membaca kosakata sesuai dengan yang diajarkan oleh guru</i>).			
5.	Students pronounce vocabulary according to the examples given (<i>Siswa melafalkan kosakata sesuai dengan contoh yang diberikan</i>).			
6.	Students write vocabulary in their notebooks (<i>Siswa menulis kosakata di buku tulis masing-masing</i>).			
7.	Students use vocabulary in learning in class (<i>Siswa menggunakan kosakata dalam pembelajaran di kelas</i>).			

Fajriyah (2013:162)

Appendix 2 the result Student activity observation sheet

Class : VIII.1

Date and time : 24 July 2023

Give the assessment by giving a mark (√) on the corresponding column

No	Statement	Answer		Description
		Yes	No	
1.	Students pay attention when the teacher is explaining (<i>Siswa memperhatikan ketika guru sedang menjelaskan</i>).	√		During the learning process in class students sit quietly and listen to every material explained by the teacher in front of the class. In order to determine the students' concentration levels during the learning process, the teacher will occasionally ask questions that are directly linked to the topic being covered in class. Students happily rush to answer questions from the teacher when they are asked. Judging from the students' responses, it indicated that they were paying attention when the teacher was explaining the learning material in the eight classes.
2.	Students use media to help in learning vocabulary (<i>Siswa menggunakan media untuk membantu dalam mempelajari kosakata</i>).	√		Print books and digital dictionaries are two examples of media that students used in the learning process. The teacher typically instructs the class to use the cellphone's electronic dictionary to look up a word's definition.
3.	Students interpret vocabulary with the help of the teacher (<i>Siswa mengartikan kosakata dengan bantuan guru</i>).	√		When a new word is taught that the students do not yet know, the teacher assists them in deciphering the vocabulary. Students can learn the meaning of new words with the help of the teacher. When a student's response is incorrect, the teacher will help justify it.

4.	Students read the vocabulary according to what was taught by the teacher (<i>Siswa membaca kosakata sesuai dengan yang diajarkan oleh guru</i>).	√		The teacher reads the vocabulary that has been written by the teacher on the whiteboard or in a printed book to the pupils as part of the classroom learning process. Students are told by the teacher to repeat every word they read. After the teacher reads the vocabulary, the students also read it again.
5.	Students pronounce vocabulary according to the examples given (<i>Siswa melafalkan kosakata sesuai dengan contoh yang diberikan</i>).	√		Students recite vocabulary according to what is taught by the teacher. Before students recite the vocabulary, the teacher first pronounces it so that students can recite the vocabulary according to the example given by the teacher. Repetition of vocabulary pronunciation is done so that students understand more about how to read vocabulary.
6.	Students write vocabulary in their notebooks (<i>Siswa menulis kosakata di buku tulis masing-masing</i>).	√		Students write down the vocabulary learned. The teacher provides opportunities for students to write down the vocabulary that has been taught. Students then write down all the vocabulary that has been explained and conveyed by the teacher so that they can remember it well.
7.	Students use vocabulary in learning in class (<i>Siswa menggunakan kosakata dalam pembelajaran di kelas</i>).		√	Students have not used vocabulary in the learning process in class. However, there are several vocabulary words that students can already use, namely the greeting vocabulary. Even though it is not optimal, students are trying to apply the vocabulary they know.

Appendix 3 Kuesioner Faktor Eksternal dan Faktor Internal

Faktor internal adalah faktor yang mempengaruhi seseorang dari dalam diri dalam menguasai kosakata sedangkan faktor eksternal adalah faktor yang mempengaruhi seseorang dari luar diri dalam menguasai kosakata.

Petunjuk umum:

1. Jawaban tidak mempengaruhi nilai.
2. Kuesioner ini bertujuan untuk mendapatkan informasi.
3. Masukkan identitas responden dengan menulis nama dan kelas di bagian atas lembar pernyataan.
4. Angket ini berisi 20 pernyataan dengan dua bagian yakni: faktor internal (motivasi siswa belajar kosakata bahasa Inggris dan Kepercayaan diri siswa dalam belajar kosakata bahasa Inggris) dan faktor eksternal (lingkungan keluarga dan lingkungan sekolah). Bacalah dengan cermat setiap pernyataan tersebut.
5. Kemudian, berikanlah jawaban anda dengan cara memberi tanda cek (√) pada salah satu jawaban yang paling sesuai dengan tingkat persetujuan Anda, dengan pilihan jawaban berikut:

Pilihan jawaban	Kode
Sangat setuju	SS
Setuju	S
Netral	N
Tidak setuju	TS
Sangat tidak setuju	STS

6. Atas bantuan dan kerjasama anda, kami ucapkan terima kasih yang sebesar-besarnya.

Nama :

Kelas :

a. Faktor internal

No	Pernyataan	Pilihan				
		SS	S	N	TS	STS
a. Motivasi siswa belajar kosakata Bahasa Inggris						
1.	Bahasa Inggris adalah mata pelajaran favorit saya dan saya selalu meluangkan waktu untuk belajar kosa kata setiap hari. <i>(English is my favorite subject and I always take the time to learn vocabulary every day).</i>					
2.	Saya belajar kosakata bahasa Inggris untuk meningkatkan kemampuan berbahasa. <i>(I learn English vocabulary to improve my language skills).</i>					
3.	Saya tidak dapat memahami setiap materi pembelajaran kosakata bahasa Inggris. <i>(I can't understand every English vocabulary learning material).</i>					
4.	Tugas pelatihan kosa kata bahasa Inggris yang diberikan kepada guru sulit dikerjakan. <i>(English vocabulary training tasks given to teachers are difficult to do).</i>					
5.	Saya rajin belajar kosakata bahasa Inggris karena tidak ingin mendapatkan nilai jelek dan saya ingin mendapatkan nilai yang lebih baik daripada teman saya di kelas. <i>(I study English vocabulary diligently because I didn't want to get bad values and I want to get a better score than my classmate).</i>					

b. Kepercayaan diri siswa dalam belajar kosakata Bahasa Inggris						
6.	Saya yakin bisa menguasai kosakata dan mengaplikasikannya dalam kehidupan sehari-hari. <i>(I am sure I can master the vocabulary and apply it in everyday life).</i>					
7.	Saya pikir saya memiliki keterampilan penguasaan kosakata bahasa Inggris yang baik. <i>(I think I have good English vocabulary skills).</i>					
8.	Saya selalu berpikir bahwa siswa lain memiliki kemampuan mengingat kosakata yang lebih baik daripada saya. <i>(I always thought that other students had the ability to remember vocabulary better than me).</i>					
9.	Saya berpikir kemampuan saya memahami kosakata di bawah rata-rata. <i>(I think my ability to understand vocabulary is below average).</i>					
10.	Saya merasa percaya diri ketika guru menyuruh saya untuk berbicara Bahasa Inggris di depan kelas. <i>(I felt confident when the teacher told me to speak English in front of the class).</i>					

b. Faktor Eksternal

No	Pernyataan	Pilihan				
		SS	S	N	TS	STS
a. Lingkungan keluarga						
1.	Keluarga saya hidup serba kekurangan sehingga tidak mampu membeli buku pelajaran termasuk buku pembelajaran kosakata bahasa Inggris. <i>(My family lives in poverty so they can't afford textbooks, including English vocabulary learning books)</i>					
2.	Orang tua membuatkan jadwal untuk belajar kosakata bahasa Inggris di rumah. <i>(Parents make a schedule to learn English vocabulary at home).</i>					
3.	Orang tua saya memberikan saya fasilitas untuk belajar seperti laptop dan handphone. <i>(My parents gave me facilities to learn such as laptops and phones).</i>					
4.	Orang tua memberikan motivasi agar giat belajar, misalnya memberikan hadiah atau pujian ketika mendapatkan nilai bagus. <i>(Parents give motivation to learn, such as giving gifts or compliments when getting a good score).</i>					
5.	Orang tua mendaftarkan saya untuk mengikuti kursus Bahasa Inggris. <i>(My parents enrolled me to attend English courses).</i>					
b. Lingkungan sekolah						
6.	Guru menggunakan media pembelajaran untuk belajar kosakata seperti media gambar dan video. <i>(Teachers used learning media to learn vocabulary such as image media and video).</i>					
7.	Guru menggunakan bahasa yang mudah dipahami untuk menjelaskan materi tentang kosa kata. <i>(The teachers used easy-to-understand language to explain material about vocabulary).</i>					

8.	Guru melakukan pendekatan dan memberikan motivasi kepada siswa, ketika siswa merasa jenuh saat pembelajaran Bahasa Inggris. <i>(Teachers approach and give motivation to students, when students feel bored while learning English).</i>					
9.	Sekolah memiliki buku-buku berbahasa Inggris di perpustakaan dan media pembelajaran seperti LCD dan papan tulis yang masih berfungsi dengan baik. <i>(The school has books in English in the library and learning media such as LCDs and blackboards which are still functioning properly).</i>					
10.	Sekolah tidak memiliki lab bahasa Inggris. <i>(There isn't an English lab at the school).</i>					

Tarwiyah (2020: 40)

Appendix 4: Students Answer of the Questionnaire

Kuesioner Faktor Eksternal dan Faktor Internal

Faktor internal adalah faktor yang mempengaruhi seseorang dari dalam diri dalam menguasai kosakata sedangkan faktor eksternal adalah faktor yang mempengaruhi seseorang dari luar diri dalam menguasai kosakata.

Petunjuk umum:

1. Jawaban tidak mempengaruhi nilai.
2. Kuesioner ini bertujuan untuk mendapatkan informasi.
3. Masukkan identitas responden dengan menulis nama dan kelas di bagian atas lembar pernyataan.
4. Angket ini berisi 20 pernyataan dengan dua bagian yakni: faktor internal (motivasi siswa belajar kosakata bahasa Inggris dan Kepercayaan diri siswa dalam belajar kosakata bahasa Inggris) dan faktor eksternal (lingkungan keluarga dan lingkungan sekolah). Bacalah dengan cermat setiap pernyataan tersebut.
5. Kemudian, berikanlah jawaban anda dengan cara memberi tanda cek (√) pada salah satu jawaban yang paling sesuai dengan tingkat persetujuan Anda, dengan pilihan jawaban berikut:

Pilihan jawaban	Kode
Sangat setuju	SS
Setuju	S
Netral	N
Tidak setuju	TS
Sangat tidak setuju	STS

6. Atas bantuan dan kerjasama anda, kami ucapkan terima kasih yang sebesar-besarnya.

Nama : A. Titania Putri Liarka

Kelas : 8.1

a. Faktor internal

No	Pernyataan	Pilihan				
		SS	S	N	TS	STS
a. Motivasi siswa belajar kosakata Bahasa Inggris						
1.	Bahasa Inggris adalah mata pelajaran favorit saya dan saya selalu meluangkan waktu untuk belajar kosa kata setiap hari. <i>(English is my favorite subject and I always take the time to learn vocabulary every day).</i>				✓	
2.	Saya belajar kosakata bahasa Inggris untuk meningkatkan kemampuan berbahasa. <i>(I learn English vocabulary to improve my language skills).</i>		✓			
3.	Saya tidak dapat memahami setiap materi pembelajaran kosakata bahasa Inggris. <i>(I can't understand every English vocabulary learning material).</i>		✓			
4.	Tugas pelatihan kosa kata bahasa Inggris yang diberikan kepada guru sulit dikerjakan. <i>(English vocabulary training tasks given to teachers are difficult to do).</i>		✓			
5.	Saya rajin belajar kosakata bahasa Inggris karena tidak ingin mendapatkan nilai jelek dan saya ingin mendapatkan nilai yang lebih baik daripada teman saya di kelas. <i>(I study English vocabulary diligently because I didn't want to get bad values and I want to get a better score than my classmate).</i>		✓			

b. Kepercayaan diri siswa dalam belajar kosakata Bahasa Inggris						
6.	Saya yakin bisa menguasai kosakata dan mengaplikasikannya dalam kehidupan sehari-hari. <i>(I am sure I can master the vocabulary and apply it in everyday life).</i>				✓	
7.	Saya pikir saya memiliki keterampilan penguasaan kosakata bahasa Inggris yang baik. <i>(I think I have good English vocabulary skills).</i>				✓	
8.	Saya selalu berpikir bahwa siswa lain memiliki kemampuan mengingat kosakata yang lebih baik daripada saya. <i>(I always thought that other students had the ability to remember vocabulary better than me).</i>	✓				
9.	Saya berpikir kemampuan saya memahami kosakata di bawah rata-rata. <i>(I think my ability to understand vocabulary is below average).</i>			✓		
10.	Saya merasa percaya diri ketika guru menyuruh saya untuk berbicara Bahasa Inggris di depan kelas. <i>(I felt confident when the teacher told me to speak English in front of the class).</i>				✓	

b. Faktor Eksternal

No	Pernyataan	Pilihan				
		SS	S	N	TS	STS
a. Lingkungan keluarga						
1.	Keluarga saya hidup serba kekurangan sehingga tidak mampu membeli buku pelajaran termasuk buku pembelajaran kosakata bahasa Inggris. <i>(My family lives in poverty so they can't afford textbooks, including English vocabulary learning books)</i>				✓	
2.	Orang tua membuatka jadwal untuk belajar kosakata bahasa Inggris di rumah. <i>(Parents make a schedule to learn English vocabulary at home).</i>				✓	
3.	Orang tua saya memberikan saya fasilitas untuk belajar seperti laptop dan handphone. <i>(My parents gave me facilities to learn such as laptops and phones).</i>			✓		
4.	Orang tua meberikan motivasi agar giat belajar, misalnya memberikan hadiah atau pujian ketika mendapatkan nilai bagus. <i>(Parents give motivation to learn, such as giving gifts or co pliments when getting a good score).</i>				✓	
5.	Orang tua mendaftarkan saya untuk mengikuti khursus Bahasa Inggris. <i>(My parents enrolled me to attend English courses).</i>			✓		
b. Lingkungan sekolah						
6.	Guru menggunakan media pembelajaran untuk belajar kosakata seperti media gambar dan video. <i>(Teachers used learning media to learn vocabulary such as image media and video).</i>		✓			
7.	Guru menggunakan bahasa yang mudah dipahami untuk menjelaskan materi tentang kosa kata. <i>(The teachers used easy-to-understand language to explain material about vocabulary).</i>				✓	

Nama : Syarik Batara Kurniawan

Kelas : B1

a. Faktor internal

No	Pernyataan	Pilihan				
		SS	S	N	TS	STS
a. Motivasi siswa belajar kosakata Bahasa Inggris						
1.	Bahasa Inggris adalah mata pelajaran favorit saya dan saya selalu meluangkan waktu untuk belajar kosa kata setiap hari. <i>(English is my favorite subject and I always take the time to learn vocabulary every day).</i>				✓	
2.	Saya belajar kosakata bahasa Inggris untuk meningkatkan kemampuan berbahasa. <i>(I learn English vocabulary to improve my language skills).</i>		✓			
3.	Saya tidak dapat memahami setiap materi pembelajaran kosakata bahasa Inggris. <i>(I can't understand every English vocabulary learning material).</i>		✓			
4.	Tugas pelatihan kosa kata bahasa Inggris yang diberikan kepada guru sulit dikerjakan. <i>(English vocabulary training tasks given to teachers are difficult to do).</i>		✓			
5.	Saya rajin belajar kosakata bahasa Inggris karena tidak ingin mendapatkan nilai jelek dan saya ingin mendapatkan nilai yang lebih baik daripada teman saya di kelas. <i>(I study English vocabulary diligently because I didn't want to get bad values and I want to get a better score than my classmate).</i>		✓			

b. Kepercayaan diri siswa dalam belajar kosakata Bahasa Inggris						
6.	Saya yakin bisa menguasai kosakata dan mengaplikasikannya dalam kehidupan sehari-hari. <i>(I am sure I can master the vocabulary and apply it in everyday life).</i>				✓	
7.	Saya pikir saya memiliki keterampilan penguasaan kosakata bahasa Inggris yang baik. <i>(I think I have good English vocabulary skills).</i>				✓	
8.	Saya selalu berpikir bahwa siswa lain memiliki kemampuan mengingat kosakata yang lebih baik daripada saya. <i>(I always thought that other students had the ability to remember vocabulary better than me).</i>	✓				
9.	Saya berpikir kemampuan saya memahami kosakata di bawah rata-rata. <i>(I think my ability to understand vocabulary is below average).</i>				✓	
10.	Saya merasa percaya diri ketika guru menyuruh saya untuk berbicara Bahasa Inggris di depan kelas. <i>(I felt confident when the teacher told me to speak English in front of the class).</i>				✓	

b. Faktor Eksternal

No	Pernyataan	Pilihan				
		SS	S	N	TS	STS
a. Lingkungan keluarga						
1.	Keluarga saya hidup serba kekurangan sehingga tidak mampu membeli buku pelajaran termasuk buku pembelajaran kosakata bahasa Inggris. <i>(My family lives in poverty so they can't afford textbooks, including English vocabulary learning books)</i>				✓	
2.	Orang tua membuat jadwal untuk belajar kosakata bahasa Inggris di rumah. <i>(Parents make a schedule to learn English vocabulary at home).</i>			✓		
3.	Orang tua saya memberikan saya fasilitas untuk belajar seperti laptop dan handphone. <i>(My parents gave me facilities to learn such as laptops and phones).</i>		✓			
4.	Orang tua memberikan motivasi agar giat belajar, misalnya memberikan hadiah atau pujian ketika mendapatkan nilai bagus. <i>(Parents give motivation to learn, such as giving gifts or compliments when getting a good score).</i>		✓			
5.	Orang tua mendaftarkan saya untuk mengikuti kursus Bahasa Inggris. <i>(My parents enrolled me to attend English courses).</i>		✓			
b. Lingkungan sekolah						
6.	Guru menggunakan media pembelajaran untuk belajar kosakata seperti media gambar dan video. <i>(Teachers used learning media to learn vocabulary such as image media and video).</i>		✓			
7.	Guru menggunakan bahasa yang mudah dipahami untuk menjelaskan materi tentang kosa kata. <i>(The teachers used easy-to-understand language to explain material about vocabulary).</i>		✓			

8.	Guru melakukan pendekatan dan memberikan motivasi kepada siswa, ketika siswa merasa jenuh saat pembelajaran Bahasa Inggris. <i>(Teachers approach and give motivation to students, when students feel bored while learning English).</i>	✓					
9.	Sekolah memiliki buku-buku berbahasa Inggris di perpustakaan dan media pembelajaran seperti LCD dan papan tulis yang masih berfungsi dengan baik. <i>(The school has books in English in the library and learning media such as LCDs and blackboards which are still functioning properly).</i>	✓					
10.	Sekolah tidak memiliki lab bahasa Inggris. <i>(There isn't an English lab at the school).</i>	✓					

Tarwiyah (2020: 40)

Nama : Fauza Aya Azizah Satrio

Kelas : 8-1 (VIII.1)

a. Faktor internal

No	Pernyataan	Pilihan				
		SS	S	N	TS	STS
a. Motivasi siswa belajar kosakata Bahasa Inggris						
1.	Bahasa Inggris adalah mata pelajaran favorit saya dan saya selalu meluangkan waktu untuk belajar kosa kata setiap hari. <i>(English is my favorite subject and I always take the time to learn vocabulary every day).</i>				✓	
2.	Saya belajar kosakata bahasa Inggris untuk meningkatkan kemampuan berbahasa. <i>(I learn English vocabulary to improve my language skills).</i>		✓			
3.	Saya tidak dapat memahami setiap materi pembelajaran kosakata bahasa Inggris. <i>(I can't understand every English vocabulary learning material).</i>		✓			
4.	Tugas pelatihan kosa kata bahasa Inggris yang diberikan kepada guru sulit dikerjakan. <i>(English vocabulary training tasks given to teachers are difficult to do).</i>		✓			
5.	Saya rajin belajar kosakata bahasa Inggris karena tidak ingin mendapatkan nilai jelek dan saya ingin mendapatkan nilai yang lebih baik daripada teman saya di kelas. <i>(I study English vocabulary diligently because I didn't want to get bad values and I want to get a better score than my classmate).</i>		✓			

b. Kepercayaan diri siswa dalam belajar kosakata Bahasa Inggris						
6.	Saya yakin bisa menguasai kosakata dan mengaplikasikannya dalam kehidupan sehari-hari. <i>(I am sure I can master the vocabulary and apply it in everyday life).</i>					✓
7.	Saya pikir saya memiliki keterampilan penguasaan kosakata bahasa Inggris yang baik. <i>(I think I have good English vocabulary skills).</i>					✓
8.	Saya selalu berpikir bahwa siswa lain memiliki kemampuan mengingat kosakata yang lebih baik daripada saya. <i>(I always thought that other students had the ability to remember vocabulary better than me).</i>		✓			
9.	Saya berpikir kemampuan saya memahami kosakata di bawah rata-rata. <i>(I think my ability to understand vocabulary is below average).</i>		✓			
10.	Saya merasa percaya diri ketika guru menyuruh saya untuk berbicara Bahasa Inggris di depan kelas. <i>(I felt confident when the teacher told me to speak English in front of the class).</i>					✓

b. Faktor Eksternal

No	Pernyataan	Pilihan				
		SS	S	N	TS	STS
a. Lingkungan keluarga						
1.	Keluarga saya hidup serba kekurangan sehingga tidak mampu membeli buku pelajaran termasuk buku pembelajaran kosakata bahasa Inggris. <i>(My family lives in poverty so they can't afford textbooks, including English vocabulary learning books)</i>				✓	
2.	Orang tua membuatka jadwal untuk belajar kosakata bahasa Inggris di rumah. <i>(Parents make a schedule to learn English vocabulary at home).</i>				✓	
3.	Orang tua saya memberikan saya fasilitas untuk belajar seperti laptop dan handphone. <i>(My parents gave me facilities to learn such as laptops and phones).</i>			✓		
4.	Orang tua meberikan motivasi agar giat belajar, misalnya memberikan hadiah atau pujian ketika mendapatkan nilai bagus. <i>(Parents give motivation to learn, such as giving gifts or co pliments when getting a good score).</i>				✓	
5.	Orang tua mendaftarkan saya untuk mengikuti khursus Bahasa Inggris. <i>(My parents enrolled me to attend English courses).</i>				✓	
b. Lingkungan sekolah						
6.	Guru menggunakan media pembelajaran untuk belajar kosakata seperti media gambar dan video. <i>(Teachers used learning media to learn vocabulary such as image media and video).</i>		✓			
7.	Guru menggunakan bahasa yang mudah dipahami untuk menjelaskan materi tentang kosa kata. <i>(The teachers used easy-to-understand language to explain material about vocabulary).</i>				✓	

8.	Guru melakukan pendekatan dan memberikan motivasi kepada siswa, ketika siswa merasa jenuh saat pembelajaran Bahasa Inggris. <i>(Teachers approach and give motivation to students, when students feel bored while learning English).</i>						✓
9.	Sekolah memiliki buku-buku berbahasa Inggris di perpustakaan dan media pembelajaran seperti LCD dan papan tulis yang masih berfungsi dengan baik. <i>(The school has books in English in the library and learning media such as LCDs and blackboards which are still functioning properly).</i>						✓
10.	Sekolah tidak memiliki lab bahasa Inggris. <i>(There isn't an English lab at the school).</i>						✓


Appendix 5. Table of results of student questionnaire answers about internal factors

Initial Students	Item Questionnaire Internal Factors									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
ASN	2	3	2	4	4	4	2	4	4	3
AC	4	4	4	4	4	2	2	2	2	2
MIR	4	4	4	4	4	2	4	4	4	4
MAF	2	4	2	5	4	3	4	4	3	4
NAP	4	4	4	5	4	2	2	3	2	2
TP	2	4	4	4	4	2	2	4	3	2
HA	2	4	4	4	4	3	2	4	3	2
FA	2	4	4	4	4	2	2	4	4	2
AMR	4	4	4	4	4	2	2	4	4	3
MA	2	2	3	4	4	2	2	2	2	2
MN	3	4	2	3	3	4	4	4	4	4
SB	2	4	4	4	4	2	2	4	2	2
MS	4	4	4	4	4	2	2	2	2	2
AFA	2	2	3	2	2	2	2	4	4	2
CDM	4	4	4	4	4	2	2	2	2	2
NAF	2	4	3	2	2	2	2	3	2	2
GA	2	4	4	4	4	4	2	4	4	4
HH	2	2	2	3	3	3	2	3	4	3
RA	4	4	4	4	4	4	4	4	4	2
SS	2	4	4	4	4	2	2	3	4	2

Appendix 6. Table of results of student questionnaire answers about external factors

Initial Students	Item Questionnaire External Factors									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
ASN	4	2	5	3	2	4	2	2	4	4
AC	3	2	2	2	2	3	2	2	3	3
MIR	2	2	3	2	2	5	4	2	4	4
MAF	4	2	5	4	4	2	2	2	3	3
NAP	4	2	4	2	3	4	2	2	4	4
TP	2	2	4	2	3	4	2	2	4	4
HA	4	2	4	2	2	4	4	4	4	4
FA	2	2	4	2	2	4	2	2	4	4
AMR	4	4	4	4	4	4	4	2	5	4
MA	4	4	4	4	2	4	4	4	4	4
MN	4	3	4	2	2	4	2	2	4	4
SB	2	3	4	4	4	4	4	4	5	4
MS	4	2	4	2	5	4	4	4	5	4
AFA	4	4	4	4	4	4	4	4	4	4
CDM	4	4	4	4	2	5	2	2	4	4
NAF	4	3	4	4	4	4	4	4	4	4
GA	4	2	4	2	2	5	4	4	4	4
HH	1	2	4	2	2	5	4	4	4	5
RA	4	2	5	2	4	4	4	4	5	4
SS	3	2	4	2	2	2	4	4	5	5

Appendix 7. Research Permission


UNIVERSITAS BOSOWA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231
 Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568
<http://www.universitasbosowa.ac.id>

Nomor : A.452/FKIP/Unibos/VII/2023
 Lampiran : -
 Perihal : **Permohonan Izin Penelitian**

Kepada Yth,
 Kepala Sekolah SMPN 35 Makassar
 di -
 Makassar

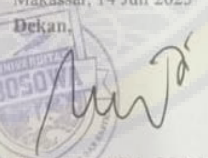
Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama : Rianti
 NIM : 4519101015
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
 Universitas Bosowa

Judul Penelitian :
An Analysis of Factors for Students' Vocabulary Mastery in English at SMPN 35 Makassar

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 14 Juli 2023

Dr. Asdar, S.Pd., M.Pd.
 NIDN : 0922097001

Tembusan:
 1. Rektor Universitas Bosowa
 2. Arsip.

Appendix 8. Administration

NSS: 201196011212 NPSN: 40311920

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
UNIT PELAKSANA TEKNIS SATUAN PENDIDIKAN FORMAL
SMP NEGERI 35 MAKASSAR

Alamat : Jalan Telegraf Utama No. 1 Kompleks perumahan Telkomas . Telp: 0411-8959567 Makassar- 90241

KETERANGAN TELAH MELAKUKAN PENELITIAN
 Nomor : 800/160/UPT SPF SMPN 35/VIII/2023

Yang bertanda tangan di bawah ini, Kepala UPT SPF SMP Negeri 35 Makassar bahwa :

Nama : **RIANTI**
 NIM : 4519101015
 Fakultas : Ilmu Pendidikan dan Sastra
 Jurusan : Pendidikan Bahasa Inggris
 Pekerjaan : Mahasiswa
 Alamat : Jl. Tambasa 2 Makassar

Benar yang bersangkutan tersebut di atas telah selesai melakukan penelitian di UPT SPF SMP Negeri 35 Makassar tanggal 17 Juli s.d. 03 Agustus 2023 dengan judul :

**"AN ANALYSIS OF FACTORS FOR STUDENTS' VOCABULARY MASTERY IN ENGLISH AT
 DI UPT SPF SMP NEGERI 35 MAKASSAR"**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Makassar, 04 Agustus 2023
 Kepala UPT SPF SMPN 35 Makassar

Parenrengi, S.Pd., M.Pd
 Pangkat: Pembina Utama Muda
 NIP: 19650915 198812 1 002

Appendix 9. Documentation



Picture 1. The researcher was observing students' activities in classroom



Picture 2. The researcher was observing teacher activities in classroom



Picture 3. The researcher was distributing questionnaires item to students



Picture 4. The students were answering the questionnaires item

BIOGRAPHY



Rianti was born in Perindingan on June 26th 2000, from the marriage of her parents, Aris and Ka'pan. She has one brother named Fernando and one sister named Silfa. She started her education at Elementary School in 2005 at SDN 150 Perindingan and graduated in 2011. Then, she continued her study at SMPN 6 Mengkendek and graduated in 2014. In the same year, she continued her study at SMAN 3 Tana Toraja and graduated 2017. After that, in 2019 she continued her study at University of Bosowa in English Education Study Program, Faculty of Education and Literature. In campus, she is one member of BEM and member of the English Association. In 2022 she become a coordinator of the regeneration field at the English Language Education Study Program Association. She has been steering committee in English Association namely, English Camp 2022. She has also been a participant in a hybrid international conference organized by the University of Bosowa. She finished her study in 2023.