

**A DESCRIPTIVE STUDY ON STUDENTS' VOCABULARY MASTERY:
A CASE AT THE SEVENTH GRADE STUDENTS OF SMP NEGERI 14
TANRALILI MAROS IN THE ACADEMIC YEAR 2017/2018**

SKRIPSI



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UNIVERSITAS


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FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY MAKASSAR
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Submitted the Faculty of Teacher Training and Education University of
Bosowa Makassar to get a Sarjana Degree

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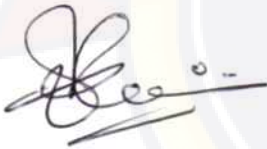
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "*A Descriptive Study On Student's Vocabulary Mastery A Case Study At the Seventh Grade Students of SMP Negeri 14 Tanralili Maros*" beserta seluruh isinya adalah benar- benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko / sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Maros, Maret 2018



Yang membuat pernyataan,

MUHAMMAD SYAHRIL

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The writer realizes that this skripsi is still far from perfection. So that, the writer welcome to criticism and suggestions that are building for the sake of refinement of this skripsi. Hopefully this skripsi can be useful for readers of this skripsi. Amen.



Maros, February 2018


MUHAMMAD SYAHRIL

ABSTRACT

MUHAMMAD SYAHRIL. 2018. *A Descriptive Study On Student's Vocabulary Mastery A Case Study At the Seventh Grade Students of SMP Negeri 14 Tanralili Maros.* (guided by St. Haliah Batau and A. Hamzah Fansury).

This study aims to describe the students' vocabulary mastery of SMP Negeri 14 Tanralili Maros.

This research used descriptive research. The data collection in this research is done by using objective or multiple choice test.

Data analysis is done by quantitative technique. Based on the result of data analysis, the writers can conclude that the student's vocabulary mastery of class VII SMP 14 Tanralili Maros is not adequate yet. This fact can be seen that only 62,5% of students got score 65 more than, while students' ability is considered adequate if the test results get 85%. Because the standard percentage level, is 85% of vocabulary mastery students of class VII SMP Negeri 14 Tanralili Maros.

Keywords : descriptive, vocabulary, case study, quantitative.

ABSTRAK

MUHAMMAD SYAHRIL. 2018. *A Descriptive Study On Student's Vocabulary Mastery A Case Study At the Seventh Grade Students of SMP Negeri 14 Tanralili Maros.* (dibimbing oleh St. Haliah Batau and A. Hamzah Fansury).

Penelitian ini bertujuan untuk mendeskripsikan penguasaan kosakata siswa SMP Negeri 14 Tanralili Maros.

Penelitian ini adalah penelitian deskriptif. Pengumpulan data dalam penelitian ini dilakukan dengan menggunakan tes objektif atau pilihan ganda.

Analisis data dilakukan secara kuantitatif. Berdasarkan hasil analisis data, penulis dapat menyimpulkan bahwa penguasaan kosakata siswa kelas VII SMP 14 Negeri Tanralili Maros belum memadai. Hal ini dapat dibuktikan pada analisis data yang menunjukkan bahwa hanya 62,5% siswa memperoleh nilai 65 ke atas, sedangkan kemampuan siswa dianggap memadai apabila hasil tes mencapai 85%, karena tingkat persentase standar, penguasaan kosakata siswa kelas VII SMP Negeri 14 Tanralili Maros sudah memadai jika mencapai 85%.

Kata kunci : deskriptif, kosa kata, studi kasus, kuantitatif.

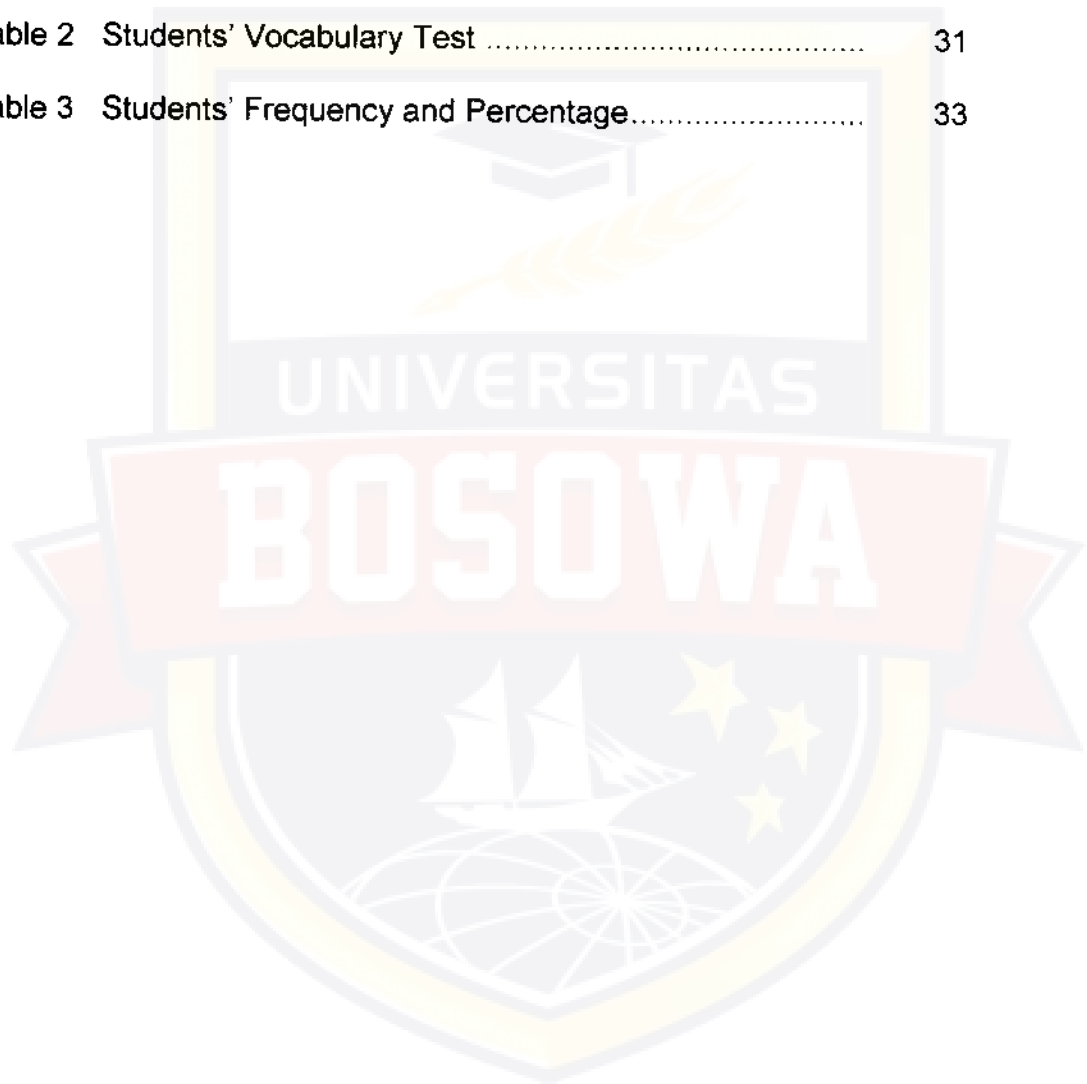
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CHAPTER I

INTRODUCTION

In this chapter, the writer describes the Background, Problem Statement, Objective of the Research, and Scope of the Research.

A. Background

The main function of language is as a communication tool between citizens the wearer community. This means that every citizen is required to skillfully use the language. English teaching and literature is directed to meet these demands. Through English teaching / students are expected to use the language as a means of communication effectively and efficiently.

In fact, in English teaching there is a deviation to the function of English teaching as a means of communication. Often English teaching is given to students only in the form of knowledge, but does not pay attention to the skills of students using the language as a means of communication.

In relation to English learning in schools, then linked to the current curriculum, English teaching is more focused on four aspects of language skills: (1) listening skills, (2) speaking skills, (3) reading skills, and (4)) writing skills.

However, prior to the competency-based curriculum (KBK) and (KTSP), English teaching materials at schools according to the 1994

curriculum, the four aspects of English teaching have begun applied even though not maximally as expected by various circles.

However, with the birth of (KBK) and (KTSP), the four aspects of English teaching are further enhanced and reinforced, especially in terms of achieving their teaching objectives. To achieve this objective, the scope of the eyes of the English language, including spelling pronunciation, structure vocabulary, and discourse.

English learning in school can is not be separated from vocabulary learning. The teaching of vocabulary is presented in the context of discourse, combined with learning activities such as conversation, reading, writing, and literature covering various fields and adapted to the age of student development and experience. Ability expected of students is skilled in English language in everyday life. In addition to skillful use of spoken language should also be skilled in written language, as proposed by Keraf (2001:34).

Mastery vocabulary effect on whether or not a good article. Vocabulary mastery will affect the grammatical goodness of an essay. Stage of student development, they have different vocabulary mastery. With increasing age accompanied by experience and environmental influences will also increase the mastery of vocabulary. To make it easier to communicate with other members of society, everyone needs to expand his vocabulary, need to know as much as possible the vocabulary in his language (Keraf, 2006:65).

Vocabulary is one of the main basic capital to be able to convey ideas or ideas because only with words, Student vocabulary mastery is also a key vocabulary in the development of reading skills. Success in writing can is not be separated from the exercises composing an essay with the vocabulary mastery that many, will be many ideas that appear and able to reveal.

In relation to that matter, to foster class VII students of SMP Negeri 14 Tanralili Maros in order to have good vocabulary mastery, it is necessary to improve the quality of reading teaching especially vocabulary mastery.

Research on vocabulary mastery is the first step. In this study is expected to provide an outcome that can improve the English teaching, especially in terms of vocabulary mastery.

B. Problem Statement

Based on the above background, it can be presented the formulation of the problems in this study. The problem of this research is: How is the students' vocabulary mastery of class VII SMP Negeri 14 Tanralili Maros?

C. Objective of the Research

This research was conducted to describe the students' vocabulary mastery of class VII SMP Negeri 14 Tanralili Maros.

D. Scope of the Research

This research has an important meaning because of the relevance between elements of students, students, institutes, teachers, and schools studied. So, this research is useful for:

1. Students to apply and develop theories that have been obtained in college.
2. Students as information materials to enrich the vocabulary in line with the growing interest in writing literature in general.
3. Institute or college as input and consideration materials for the sake of progress and develop knowledge in the teaching process.
4. Teachers (1) as input materials in order to improve, improve and develop the process of teaching and learning activities, especially English subjects and (2) as an evaluation material of a series of learning process activities listed in the objectives of English teaching.
5. School (1) is used as a benchmark of student achievement in the success of English teaching in the school (2) obtaining concrete and accurate data on student achievement in the school (3) improving, upgrading and developing English teaching system and (4)) excite students' interest in reading so they can optimally utilize the library functions.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, writer would like to present some point that have the relationship research (A) Previous Related Studies (B) Understanding Vocabulary Mastery (C) Importance Vocabulary Mastery (D) Kinds Vocabulary Mastery (E) Types Vocabulary Mastery (F) Function Vocabulary Mastery (G) Conceptual Framework.

A. Previous Related Studies

1. Vocabulary

Quirk (1991:1177), state that vocabulary is a list of words, usually in alphabetical order and with explanation of their meaning, less complete than dictionary. According to Crystal (2003:2), the vocabulary of a person is defined either as the set of all words that are understood by that person or the set of all words likely to be used by that person when contracting new sentence. Another linguist states that vocabulary can be defined, roughly, as the words we teach in the foreign language. Ur (1996:60). From the definition of vocabulary above, the researcher will use one stated by Ur because it describes precisely the kind of vocabulary the writer is going deal with in this study. Thus, the vocabulary in this study means words a teacher teaches in the foreign language. It consists of a set words associated with a subject or area of activity, or used by an individual

person. It is important for language learners to understand the vocabulary in order to be able to master the four language skills: listening, speaking, reading, and writing. It can be said that mastering vocabulary mastery is the gate to learning a language. The learners will be easy to learn a language if they have a sufficient vocabulary.

2. Mastery

There are many experts who proposed the definition of mastery. Hornby (1995:721), states that mastery is complete knowledge or great skills. Swan (1992:656), defines mastery as comprehensive knowledge. In line with the two experts. Quirk (1991:644), states that mastery is great skill or knowledge in a particular subject or activity. Based on the three definition above, it can be drawn some key words. They are skill and comprehensive. Skill can be improved through a lot of practice. A language skill is the same as any other skills. It takes a long time and needs a lot of practice mastery any kinds of skills. While comprehensive means complete or holistic. From those definitions above, it comes to the conclusion that mastery means the competency to comprehend and apply something learned. According to the discussion above, it can be contracted that vocabulary mastery is the competency to comprehend numerous words and apply them in students real life meaningfully.

3. Vocabulary Mastery

Vocabulary mastery refers to the number of words someone knows. The term mastery is not restricted to simply recognize the meaning of

certain words. In other words, it is more precisely defined as to know a word because the learners are said to have a good vocabulary mastery if they are able to recognize the meaning but also to know form, grammar, collocation, meaning and word formation. Ur (1991:60). In relation to writing subskills, vocabulary mastery can be defined as a number of vocabulary or words in the memory of users or learners. The vocabulary test which will be utilized to measure the learners vocabulary mastery is dealing with the measurement of productive skills that is the vocabulary knowledge required for writing. Nation (2012:1).

B. Understanding Vocabulary Mastery

In KBBI (2005:604) that the mastery is: (1) process the way of master or work on (2) understanding or ability to use (knowledge, intelligence and so on). One of the two meanings of the word mastery on the Big English Dictionary seems the most appropriate for the language problem is the second point is the understanding or the ability to use because basically the language is a communication tool that requires a skill and intelligence for the user.

The notion of vocabulary refers to the opinion Kridaklaksana (1996:98) listed in the Linguistic Dictionary that the vocabulary is the same as the lexicon. The lexicons are: (1) the language component that contains informatively about the meaning and usage of the word in the language (2) word richness possessed by a speaker, author of a language (3)

vocabulary, vocabulary in KBBI (Depdiknas, 2001:513) the word is a spoken or written language element that embodies the unity of feelings and thoughts that can be used in language. Then the Hocket opinion is reinforced in Parera (1992:3) that the word is each segment of a sentence flanked by successive joints allowing for silence.

According to Soedgito opinion in Tarigan (1991:477) the vocabulary is: (1) all words contained in a language (2) word richness possessed by a speaker or author 3 words used in a field of knowledge corresponding to it, (2006:23) suggests that vocabulary is a vocabulary. Based on the understanding of these three opinions, it can be asserted that vocabulary plays a very important role in language teaching. This happens because the vocabulary mastery of one's is very influential on language skills, both in quantity and quality. The more rich a person's vocabulary, the more likely it is that the person is skilled at speaking.

Vocabulary is a set of words known to a person or entity, or are part of a particular language. Vocabulary in English is called vocabulary person is defined as the set of all words that are understood by the person or all the words which are likely to be used by the person to construct new sentence. Vocabulary is all words that is easy to learn English quickly and effectively control much vocabulary can help a person in making a sentence and then a series of paragraphs.

The addition of one's vocabulary is generally considered to be an important part, both in the process of learning a language or developing

one's ability in a language that has been mastered. School students are taught new words as part of a particular subject and there are many adults who consider the formation of the vocabulary as an exciting and educational activities.

Having a great vocabulary building is not easy for the first young learner. The English teacher has to help them in building their new vocabulary. Vocabulary is one of among many knowledge that can be last easily when we never remember and us it.

C. Importances Vocabulary Mastery

Nation in Schmitt and Mc Carthy (1997:6), states that vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge, and language use and so on.

Gower, Philips, Walter (1995:142), also state that vocabulary is important to students. It is more important than grammar for communication purposes, particularly in the early stages when students are motivated to learn the basic words they need to get by in the language. Wilkins in Thornbury (2003:13), summed up the importance of vocabulary learning. He stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Based on the statements above, it can be concluded that vocabulary is important for the learners to learn a language especially, the

Elementary School students. Hopefully, by being introduced to a number of words, they will be able to express their thoughts or accept others. In addition, they also have vocabulary knowledge when they are developing their four language skills.

Learning a language is not an easy task. It needs a set of requirements. One of them is having adequate vocabulary. Vocabulary plays an important role in learning the four language skills. Nation in Jeff (1997:91), states that within the last few years, vocabulary has become viewed as an important aspect in second language learning, in fact, many believe just as important as the main skills of listening, speaking, reading, and writing. The importance role if vocabulary in learning the four language skills is describe as follows:

1. The important role of vocabulary in listening activities

Sino-US English Teaching (2005:95), states that it is better not to give vocabulary introduction just before listening to the text but sometime before that. The teacher can list some words for students to look up in their spare time and remember their meaning, or they can give the students some sentences consisting of new words to study the meaning of the words in the context to strengthen their memory. This will pave the road of comprehension.

It means that it is impossible for the learners to understand what they listen to without knowing the vocabulary. Vocabulary is involved in listening activities.

2. The important role of vocabulary in speaking activities

The learners can express their ideas because they have vocabulary mastery. What the learners say in speaking activities are words as the component of vocabulary.

3. The important role of vocabulary in reading activities

Ambruster, Karch ELL Research (2008:2), states that vocabulary plays an important part in part in learning to read because the student use the words they have heard to make sense of the words they see in print. Vocabulary is also important to reading comprehension. Readers cannot understand what they are reading without knowing what the majority of the words mean.

It means that students should have enough vocabulary to comprehend reading text to obtain their reading proficiency.

4. The important role of vocabulary in writing activities

The learners can express their ideas in writing if they have enough vocabulary mastery. They will encounter problems in writing if they have inadequate vocabulary. The poor grammar and inadequate vocabulary are the most serious of writing problems of second language students.

D. Kinds Vocabulary Mastery

According to Nation (2001), there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary refers to the words that students recognizes and understand when they read or

listen to something. Productive vocabulary are words which the students understands, can pronounce correctly and use constructively in speaking and writing. Listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary. Therefore it can be concluded that vocabulary can be presented in four units. They are reading, listening, speaking and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

Nation (2001), also states that there are four kinds of vocabulary in the text. They are:

- a. High frequency words. These words are almost 80% of the running words in the text.
- b. Academic words. Typically, these words make up about 9% of the running words in the text.
- c. Technical words. These words make up about 5% of the running words in the text.
- d. Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

Moreover, Kamil and Hiebert also mention other kinds of vocabulary beside productive and receptive vocabulary, i.e. oral and print vocabularies. In this case, the oral vocabulary refers to the words that their meanings are known in speaking or reading orally, whereas the print vocabulary is considered as the words of which their meanings may be known in writing or reading silently.

In contrast, Fromkin, Rodman, and Hyams classify words in a language into two terms, i.e. content and function words. The content word is the word used to express or describe things such as actions, objects, attributes, and ideas. It consists of noun, verb, adjective, and adverb. Meanwhile, the function word is a word that does not have clear concepts or meaning related to the word and it is only used in terms of grammatical function. It consists of preposition (such as in, on), article (such as a/an, the), and pronoun (such as he, she, it).

Meanwhile, Radford et al. divide words into two categories, i.e. lexical categories and functional categories. In terms of lexical categories, word is divided into five word classes comprising noun, verb, adjective, adverb, and preposition. A noun is the word referring to object that may be in the forms of concrete objects (for example: toy, boy) and abstract objects (for example: love, happiness). Meanwhile, verb is the word commonly refers to activities (for example: eat, drink). Next, adjective is the word that typically refers to the properties which belongs to people or things and its function is to modify a noun (for example: good toy, naughty

boy). Then, adverb is a word commonly used to modify a verb, adjective or another adverb. It indicates the way (how), the time (when), or the reason (why) something happened (for example: the naughty boy plays the good toy happily). Finally, the word commonly used to connect objects, people or events in space or time is called preposition (for example: before, on). Meanwhile, the functional categories consist of the same division as Fromkin, Rodman, and Hyams', covering function words.

To sum up, vocabulary may be categorized based on the division of the language skills. In this case, the productive vocabulary is associated with the productive language skills comprising speaking and writing skills, whereas the receptive vocabulary is associated with the receptive skills which consist of listening and reading. Besides, other categories of vocabularies, oral and print vocabularies, refers to the forms of vocabulary of which meaning may be obtained in speaking or reading loudly or orally (in the case of the oral vocabulary) as well as may be obtained in reading writing or reading silently (in the case of the print vocabulary).

According to Thornbury (2005:3), there are many kind of vocabulary.

There are:

a. Word Classes

(1) Noun

Noun is a part of speech that identifies a person, place, thing or idea, and parts of speech simply refer to types of words.

Example: Tommy has run the company since 1993.

(2) Pronoun

Pronoun is a word that takes the place of or refers to a noun.

Example: Janet has study in order for her to get the job that she wants.

(3) Verb

Verb is one of the main parts of a sentence or question in English. The verb signals an action, an occurrence, or state to being.

Example: I am drinking a tea.

(4) Adjective

Adjective is a word used to quality noun or pronoun.

Example: He is a clever student.

(5) Adverb

Adverb is a word used for qualifying the meaning of verb, adjective, or another adverb.

Example: Mrs. Dewi is teaching in the classroom.

(6) preposition

A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence.

Example: The frog sat in the flower.

(7) Conjunction

Conjunction is a word to relate one word to another one, or one sentence to another one.

Example: My father like apple and banana.

(8) Interjection

Interjection it is a word put into a sentence to express a sudden feeling of mind or emotion.

Example: Oh my God, i can't believe it's real.

b. Word Families

(1) Affixes

Affixes are a feature of grammar of most language.

Example: look; looking; looked.

(2) Inflexions

Inflexions are the different grammatical forms of a word.

Example: plays; playing; and played are inflexions of play.

(3) Derivative

Derivative is a word that result from the addition of an affix to a root, and which has a different meaning from the root.

Example: player; replay; and playful are derivatives of play.

a. Word Formation

In English language this was called composite form of word, such as:

(1) Compounding, the combining of two or more independent words.

Example: second-hand; word processor; typewriter.

(2) Blending, two words can be blended to form one new one.

Example: breakfast + lunch = brunch.

(3) Conversion, the process a word can be co-opted from one part of speech and used as another.

E. Types Vocabulary Mastery

In the English language, there are various types of vocabulary, including:

1. **Basic vocabulary**, which in Tarigan opinion (1991:479) that basic vocabulary are words that are not easily changed or are very likely to be levied from other languages. Development of the statement can be described the type of vocabulary that includes the basic vocabulary contained in it:
 - The term kinship, for example: father, son, grandmother.
 - Names of body parts, for example: head, hair, ears, nose, and mouth.
 - The pronoun itself and the pointer, for example: me, you, him, us, this, that.
 - The word basic number, for example: one two, ninety, one hundred.
 - Basic verbs, for example: eating, drinking, sleeping, listening, and remembering.
 - Said basic circumstances, for example: likes, grief, anger, dirty, and strong.
 - Universal objects, for example: earth, water, air, sky.
2. **Active vocabulary**, according to Tarigan (1991:485) that active vocabulary is a vocabulary that is often used in speaking or writing. Based on that opinion, the vocabulary is active in practice demanding the liveliness of the language users. Through its development. Active

vocabulary always puts new concepts in a better language setting in language usage. The examples of active vocabulary are as follows:

- flower eat sick
- the sun sit sat
- wind said the story
- like angry after
- heart face say
- soul sleep perhaps

3. **Passive vocabulary**, is a rarely or never used vocabulary (Tarigan, 1991:485). Starting from that opinion, passive vocabulary is a vocabulary that has been step or not commonly used by the language user community. This happens, among others, due to the rapid development of science and technology resulting in social changes that result in the use of language was changed. As a result, many new words are considered more harmonious with the demands of the wearer community. In fact, language should not be choosing new words or famous words only but the most important precisely.

Examples of passive vocabulary:

- flower eat together
- sun reside masculinity
- wind said anxious
- exercise evil archaic
- talking best supposedly

4. **The words of the new form**, can be formed from existing words with the process: (1) buoyancy or (2) multiplication. Statement above; can be described through several examples of comparable material between the basic and the new form. Examples of new builds through the process of retrieval on basic forms. So it becomes a new form of words as follows:

(1) Form the basic word ending in the process so that it becomes a new form of words.

Basic word form	=	Form new words
superior	=	considered
knowledge	=	study
utterance	=	statement
assemble	=	rafts
finding	=	finding

(2) The form of the base word that is undergoing the process of adding the prefix and the suffix to become a new form of words.

Basic word form	=	Form new words
management	=	leadership
equivalent	=	equality
being	=	existence
limited	=	limitation
alignment	=	alignment

Basic form of the phrase		Form new words
unfair	=	injustice
to the middle	=	to notice
unsuccessful	=	income
to the side	=	aside

New form through multiplication process:

take over	=	power
meet the	=	press talk
hand delivery	=	talk
compulsory	=	training required

In addition to those described above, the vocabulary is closely related to the development of words and terms. This happens because words and terms are also elements of the vocabulary. The types of words can be based on function, position, and meaning. Its expression only relies on the use of words based on meaning and terms that are part of the choice of words or diction. In this regard, Tarigan (1991:505) argues that the term diction is a selection of words that are meaningful and harmonious to express the idea, subject, event and imaginary of the speaker, or audience.

5. **Common words and special words**, the word General is a word whose usage and meaning covers a wide field. The word Special is a word whose usage and meaning are limited to a particular field.

Common words		Special words
angry	=	slapping, cursing, swearing
fruits	=	watermelon, manggo, banana
flowers	=	rose, jasmine, dahlia
sound	=	ring
being	=	human, animal, plants
plant	=	fruit plants, local fruit plants
look	=	at, watching, looking

6. **Synonym**, a synonym is a form of language whose meaning is similar to or similar to another.

little	=	a bit, a piece, a pinch, a drop, a speck, a flick
dead	=	died, died, died, died
happy	=	cheerful, fun, happy, happy, cheerful
smart	=	smart, capable, smart, intelligent, resourceful
beautiful	=	nice, nice, nice, beautiful, beautiful
stupid	=	stupid, dumb, stupid, brain shrimp
handsome	=	strong, strapping, mighty, brave, majestic, random

7. **Antonym**, the word antonym consists of anti or ant which means "opponent" plus the root of onuma word meaning "name" is a word that contains the opposite or opposite meaning of another word.

big	x	small	top	x	down
easy	x	hard	long	x	short
go home	x	go	live	x	die

hot	x	cold	afternoon	x	night
left	x	right	expensive	x	cheap
internal	x	external	moral	x	amoral
intensive	x	extensive	men	x	women

8. Meaning of denotation, the usual meaning of denotation is also called the true meaning, the straightforward meaning and the conceptual meaning.

1. Pigs are long braided, long-skinned mammals with thick skin and hairy.
2. Chairs are objects made of wood, plastic, or iron used as seats.

9. Meaning of connotation, the meaning of connotation is the meaning of denotation that gets the added value of taste.

Positive connotation	Negative connotation
Husband wife	Male wife
Employee / employee	Laborer / worker
The body	Bodies / carrion
Please	Ask for
Village	People a hickey
Guy	Male

10. Proverb, is a dramatic unit (phrases, clauses, sentences) that have a fixed form of meaningful simile, both linked with courtesy (ethics) as well as moral teachings. Proverb is a sentence or group of words that

remain in their order and usually decorate something purposeful (Poerwadarminta, 1976:738).

1. Cheap in the mouth expensive in weigh
2. There is no sugar ants
3. Like the water in the pool
4. Come look face, go look back
5. Like a barrel
6. Like parasite
7. Like the waves with the beach
8. Wind shelter
9. Research requires precision

F. Functions Vocabulary Mastery

Function is to support the activity of one's language in communicating, both oral and written. Vocabulary is also an appropriate foundation in the acquisition, accuracy, and language capacity. If a person has understood the concept of a word, he will not be deceived in interpreting the meaning of a word. For example:

1. It could kill people.
2. The mine mining quarries broke up.
3. Dated two teeth I live two.

In the above sentence, it is felt that a context is very confusing. Especially if one reads without vigilance. These examples are somewhat

confusing because they are ambivalent. The broader context may also help solve ambiguous, many words are often encountered, but never properly captured. Sometimes it happens that the allegations are completely wrong. That's what happens in the example of the three sentences above, which can be interpreted as follows:

1. a. Can snake means poison is snake.
b. Killing can mean killing.
2. a. Mine means rope.
b. Date two means the number that states the day of the month.
3. a. Mine ships mean ship type.

From the above example, vocabulary mastery is needed in every aspect of language because in one's vocabulary is reflected mental ability and mind. The level of vocabulary mastery shows a good index for mental or mental ability.

G. Conceptual Framework

In the English teaching of in SMP, there are aspects of listening, speaking, reading, writing skills. In relation to this research is the vocabulary mastery, the aspects directly involved in it is the aspect of reading skills. The reading aspect is very influential on student vocabulary mastery. When the vocabulary of many students, he automatically directs his ideas, feelings, and thoughts. The higher the frequency of reading a person, the more likely to be skilled at writing.

Vocabulary mastery can facilitate reading various literature as a means to further enrich the mastery of some vocabulary and make it easier to skillfully write. Research of vocabulary mastery is done based on the frame of mind as sequence of research steps.

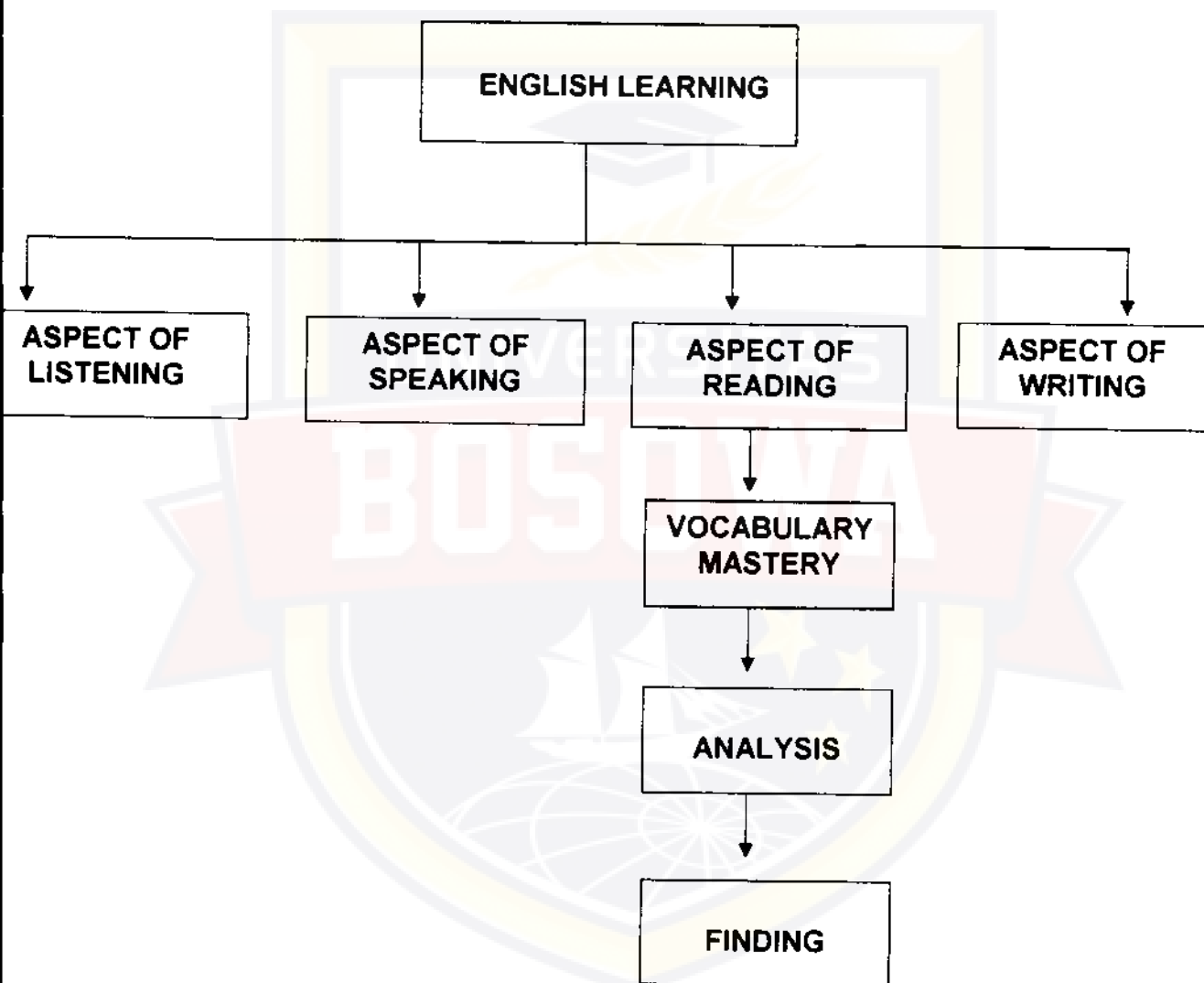


Figure 2.1 conceptual Framework

CHAPTER III

RESEARCH METHOD

This chapter present the method of the research. As action research this part is concerned with: Type of the Research, Location of the Research, Population and Sample, Variable and Design of the Research, Technique of the Data Collection and Technique of the Data Analysis.

A. Type of the Research

This research used descriptive study. It means the writer only intends to expose students' vocabulary mastery. In this study the research taken by the writer is a quantitative research where the value is the quantity of students' vocabulary mastery.

B. Location of the Research

The location chosen by writer is SMP Negeri 14 Tanralili which is located in Abbekae Hamlet, Damai Village, Tanralili Subdistrict, Maros Regency.

C. Population and Sample

1. Population

Population is the whole object of research, Arikunto (1992:102), in this study made the population is all students of class VII SMP Negeri 14

Tanralili Maros. For more details the state of the student population class VII SMP Negeri 14 Tanralili Maros can be seen in the following table.

Table 3.1: State of Population Research

No	Class	Population
1	VII. A	40
2	VII. B	40
3	VII. C	40
4	VII. D	40
5	VII. E	40
	Total	200

2. Sample

The sample is a partial or representative of the population under study. Arikunto (1992:104), said if the population is large enough, sampling is done. Technique done by taking samples from each class with random technique. This is done on the basis that the number of samples represents the population.

Arikunto (1992:107), states that if the number of objects less than 100 better taken all so that his research is a population study. Furthermore, if the number of large objects can be taken 10-15% or 20-25% or more, depending on the ability of the writer in terms of time, energy, funds, and narrow area of observation of each object of research and the size of the risk borne by the writer. In this study the writers, determine 20% of the

total population. For more details the state of the sample of students of class VII SMP Negeri 14 Tanralili Maros can be seen as follows.

The population of 200 drawn 20% of the total population:

$$\frac{40}{100} \times 100 = 40 \text{ sample}$$

Samples in this study as many as 40 students are considered able to represent the population in this study (Arikunto, 1992:107).

D. Variable and Design of the Research

1. Research variable

This research belongs to single variable research type which is: students' vocabulary mastery.

2. Research design

Broadly speaking the implementation of research is divided into two stages:

1. **Data retrieval:** in this study the variables were measured in using objective tests. Types of tests used are teacher-made tests in the form of objective tests. The test is done by the subject under study. The result of measurement of variable in the form of final value is included in the table as research data for subsequent processing.
2. **Data management:** data management techniques of vocabulary test results is to pay attention to the correct items and wrong. For the correct item gets a score of 4 while the wrong item is scored zero, so that will get the final score of 100 maximum.

E. Technique of the Data Collection

This research used data collection techniques that are considered appropriate and appropriate is the test method. The tests used are writer-made tests in the form of objective tests. The objective test is a test consisting of items that can be answered by choosing one of the correct alternatives of available alternatives (Kusadi Hidayat 1994:63).

F. Technique of the Data Analysis

As a follow-up method or technique of data collection is a data analysis technique used to analyze the data obtained. This is caused by the data obtained is still in the form of raw data or crude data. Implementation of the collection of statistical data in general will produce meaningful and accurate information to be followed up processing. Based on the type of data collected, in analyzing the data of vocabulary mastery is done using descriptive approach.

The formula used is:

$$\text{score} = \frac{\text{coorect answer}}{\text{number question}} \times 100$$

If it has obtained the value achieved by each student, then the writer can know the level of student vocabulary mastery. The criteria used if the number of students reach 85% to get 65 and above then the vocabulary mastery is considered adequate conversely, if the number of students less than 85% received a value of 65 under the vocabulary mastery is considered inadequate.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings of the research and discussion. The finding consist of the result data collected through test and discussion consist of explanation about the finding.

A. Finding

The implementation of research has obtained a number of data to answer the formulation of the problem of vocabulary mastery of class VII SMP Negeri 14 Tanralili Maros. Therefore, the instruments used in this study were objective tests consisting of 20 numbers with assessment elements including:

1. Basic Vocabulary
2. Active Vocabulary
3. Passive Vocabulary
4. The Words of the New Form
5. Common Words and Special Words
6. Synonym
7. Antonym
8. Meaning of Denotation
9. Meaning of Connotation
10. Proverb

In this empirical report will be presented the results of research conducted at SMP Negeri 14 Tanralili Maros, are presented in the table below.

Table. 4.1: Students' Vocabulary Test

No	Initial Respondent	Correct Answer	Score
1	AR	13	65
2	CL	12	60
3	IG	11	55
4	MM	16	80
5	PS	14	70
6	RY	14	70
7	WR	12	60
8	AA	15	75
9	DF	15	75
10	IA	14	70
11	MA	14	70
12	NR	13	65
13	PA	13	65
14	RS	11	55
15	SA	11	55
16	AA	11	55
17	DS	16	80
18	MA	15	75
19	RA	15	75
20	SR	15	75

To be continued

Continuation

21	AA	17	85
22	MN	16	80
23	NT	15	75
24	SH	15	75
25	WS	15	75
26	AS	13	65
27	MA	15	75
28	NF	11	55
29	SR	14	70
30	AA	16	80
31	MU	13	65
32	RW	11	55
33	AY	12	60
34	MA	17	85
35	SD	16	80
36	LA	16	80
37	AN	16	80
38	MF	17	85
39	SU	13	65
40	ZK	15	75

The data in table 4.1 above show that no student got 100 score.

While the highest score is 85 and the lowest score is 55.

Table 4.2: Students' Frequency and Percentage

No	Correct Answer	Score	Frequency	Percentage
1	17	85	3	7,5%
2	16	80	7	17,5%
3	15	75	10	25%
4	14	70	5	12,5%
5	13	65	6	15%
7	12	60	3	7,5%
8	11	55	6	15%
Total	98	490	40	100%

Based on the frequency and percentage table mentioned above, it can be seen that the number of students who got score 85 are 3 students (7,5 %), score 80 are 7 students (17,5 %), score 75 are 10 students (25 %), score 70 are 5 students (12,5 %), score 65 are 6 students (15 %), score 60 are 3 students (7,5 %), and score 55 are 6 students (15 %).

Table 4.3: Frequency and Percentage of Students' Gaining Values More Than 65 and Students Gaining Values Less than 65

No	Score	Frequency	Percentage
1	More than 65	25	62,5 %
2	Less than 65	15	37,5 %
	Total	40	100 %

From table 4.3 above, it is described that the value of 65 more than are 25 students (62,5 %), while the value less than 65 are 15 students (37,5 %).

B. Discussion

This section described the results of research findings obtained in SMP Negeri 14 Tanralili Maros.

After the data is processed and analyzed based on the description of the frequency and the percentage of student scores in table 4.3, it can be seen that students who scored 65 and above are 25 students or 62,5 % of 40 students, and students who got score less than 65 are 15 students or 37,5 % of 40 students.

For more details can be seen on the sample of students' work of vocabulary mastery of SMP Negeri 14 Tanralili Maros. The sum of all the question are 20 numbers, all of which are objective test involving the vocabulary.

1. His father when he was five months old.

- a. die b. fall c. died (*) d. death

This research conducted on 40 students as data source. There are 35 students who chose the option (a), 2 students who chose the option (b), no student chose the option (c), and 3 students who chose the option (d). The correct answer from the above problem is part (c) **died**.

students chose the option (d). The correct answer from the above problem is part **(c) carrying**.

6. Mom is with her old friend. The exact special word to complete the above sentence is

a. talk b. conversing (*) c. interview d. talking

This research conducted on 40 students as data source. No student chose the option (a), 5 students chose the option (b), 5 students chose the option (c) and 30 students chose the option (d). The correct answer from the above problem is part **(b) conversing**.

7. Parents always love their children. Antonym said underlined is

a. sing b. loving c. hate (*) d. respect

This research conducted on 40 students as data source. There are 7 students chose the option (a), 5 students chose the option (b), 25 students chose the option (c) and 3 students chose the option (d).

The correct answer from the above problem is part **(c) hate**.

8. Ajinomoto production spice some time ago expressed forbidden. The synonyms of the underlined word are

a. result (*) b. output c. income d. income

This research conducted on 40 students as data source. There are 7 students chose the option (a), 5 students chose the option (b), 25 students chose the option (c) and 3 students chose the option (d).

The correct answer from the above problem is part **(a) result**.

9. Iwan foot swollen feet can get snake. The meaning of the underlined word is

- a. poison (*) b. weapons c. bite d. could

This research conducted on 40 students as data source. There are 27 students chose the option (a), no student chose the option (b), 13 students chose the option (c) and no student chose the option (d). The correct answer from the above problem is part **(a) poison**.

10. City bus may raise and lower passengers in

- a. post b. station c. stopping (*) d. base

This research conducted on 40 students as data source. There are 3 students who chose the option (a), 9 students chose the option (b), 26 students chose the option (c) and 2 students chose the option (d).

The correct answer from the above problem is the part **(c) stopping**.

11. Children walk with upon entering each class.

- a. discipline b. orderly (*) c. children d. neat

This research conducted on 40 sample students as data source. There are 29 students chose the option (a), 29 students chose the option (b), no student chose the option (c) and 4 students chose the option (d). The correct answer from the above problem is part **(b) orderly**.

12. General Sudirman is famous for guerrilla war in capturing the city of Yogyakarta.

- a. reason b. orderly c. action d. tactic (*)

This research conducted on 40 students as data source. There are 14 students who chose the option (a), 4 students who chose the option (b), 11 students chose the option (c) and 11 students chose the option (d). The correct answer from the above problem is part **(d) tactic**.

13. We must always be steadfast when stricken in this life.

- a. distress b. woe c. disaster (*) d. plague

This research conducted on 40 students as data source. There are 1 student chose the option (a), 4 students chose option (b), 35 students chose the option (c) and no student chose the option (d).

The correct answer from the above problem is part **(c) disaster**.

14. The order of arrest (out) by the attorney general. The word inside the brackets should be

- a. issued (*) b. issuing c. remove d. use

This research conducted on 40 students as data source. There are 21 students who chose the option (a), 6 students who chose the option (b), 6 students who chose the choice (c) and 7 students who chose the option (d). The correct answer from the above problem is the part **(a) issued**.

15. Irma makes ships from paper. The meaning of the above reply is

- a. like (*) b. many c. more than one d. lies

This research conducted on 40 students as data source. There are 5 students chose the option (a), 5 students chose the option (b), 7

students chose the option (c) and 23 students chose the option (d).

The correct answer from the above problem is part **(a) like**.

16. Kids run to and fro. Underlined word can be replaced with

- a. many b. children c. many children (*) d. more children

This research conducted on 40 students as data source. There are 5 students chose the option (a), 4 students chose the option (b), 30 students chose the option (c) and 1 student chose the option (d).

The correct answer from the above problem is the part **(c) many children**.

17. When blackened received a lot of envelopes from guests. The meaning of the word envelope in the above sentence is

- a. letter b. money c. paper d. news

This research conducted on 40 students as data source. There are 20 students chose the option (a), 15 students who chose the option (b), 4 students chose the option (c) and 1 student chose the option (d). The correct answer from the above problem is part **(b) money**.

18. Uncle patiently digging the ground lucky hole bins. Underlined words include word types

- a. verb (*) b. objective c. adjective d. complement

This research conducted on 40 students as data source. There are 36 students chose the option (a), no student chose the option (b), 4 students chose the option (c) and no student chose option (d). The correct answer from the above problem is part **(a) verb**.

19. Well, good your new clothes, Tina! Underlined words include word types

- a. preposition b. clothing c. adjective (*) d. connected

This research conducted on 40 students as data source. There are 5 students chose the option (a), 5 students chose the option (b), 21 students chose the option (c) and 9 students chose the option (d).

The correct answer of the above problem is part **(c) adjective**.

20. Ani is playing in the field. Underlined words include word types

- a. objective b. verb (*) c. adjective d. complement

This research conducted on 40 sample students as data source. No student chose the option (a), 30 students chose the option (b), 10 students chose the option (c) and no students chose the option (d).

The correct answer from the above problem is part **(b) verb**.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two sections. The first section is conclusion, which is based on the research findings. The second section is suggestion based on the conclusion.

A. Conclusion

Based on the description and analysis of the data in the previous chapter, it can be conclude. That the sample who got score 65 and above reached 62,5 % and 37,5 % who got score less than 65. This fact indicated that not the students of class VII SMP Negeri 14 Tanrallili Maros does have an adequate of English vocabulary mastery yet.

B. Suggestion

Based on the above conclusions, there are some things that need to be suggested, namely:

1. Teaching vocabulary needs to be improved so that results are achieved as expected.
2. Students should be more motivated to grow their reading interest plus medium and infrastructure in the school library. So that vocabulary mastery can reach the target as expected.

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Appendix 1. Research Instrument

JUDUL : A Descriptive Study On students' Vocabulary Mastery: A Case At The Seventh Grade Students Of SMP Negeri 14 Tanralili Maros In The Academic Year 2017/2018

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama :

NIS :

Kelas :

Petunjuk Pengisian :

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang benar.

Chose the correct answer by crossing a, b, c, or d based on the questions below !

1. His father when he was five months old.
 - a. die
 - b. fall
 - c. died
 - d. death
2. The catstarved for not being fed.
 - a. away
 - b. killed
 - c. died
 - d. die
3. Police are criminals who perform their actions in empty homes.
 - a. bring
 - b. watch
 - c. glance
 - d. lurking
4. All soccer audiences are prohibited sharp weapons.
 - a. carries
 - b. calling
 - c. carrying
 - d. narrowed
5. When leaving, dad a suitcase containing clothes. The exact special word to complete the above sentence is
 - a. candidate
 - b. evacuate
 - c. carrying
 - d. bring
6. Mom is with her old friend. The exact special word to complete the above sentence is
 - a. talking
 - b. conversing
 - c. interview
 - d. talking

13. We must always be steadfast when stricken in this life.
- a. distress
b. woe
c. disaster
d. plague
14. The order of arrest (out) by the attorney general. The word inside the brackets should be
- a. issued
b. issuing
c. remove
d. use
15. Irma makes ships from paper. The meaning of the above reply is
- a. like
b. many
c. more than one
d. lies
16. Kids run to and fro. Underlined word can be replaced with
- a. many
b. children
c. many children
d. more children
17. When blackened received a lot of *envelope* from guests. The meaning of the word *envelope* in the above sentence is
- a. letter
b. money
c. paper
d. news
18. Uncle patiently digging the ground lucky hole bins. Underlined words include word types
- a. verb
b. objective
c. adjective
d. complement

19. Well, good your new clothes, Tina! Underlined words include word types of

- a. front preposition
- b. clothing
- c. adjective
- d. connected

20. Ani is playing in the field. Underlined words include word types

- a. Objective
- b. verb
- c. adjective
- d. complement

Answer Key

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

Appendix 2. Students' Works

JUDUL : A Descriptive Study On students' Vocabulary Mastery: A Case At The Seventh Grade Students Of SMP Negeri 14 Tanralili Maros In The Academic Year 2017/2018

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
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3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Petunjuk Pengisian :

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang benar.

Nama :

NIS :

Kelas :

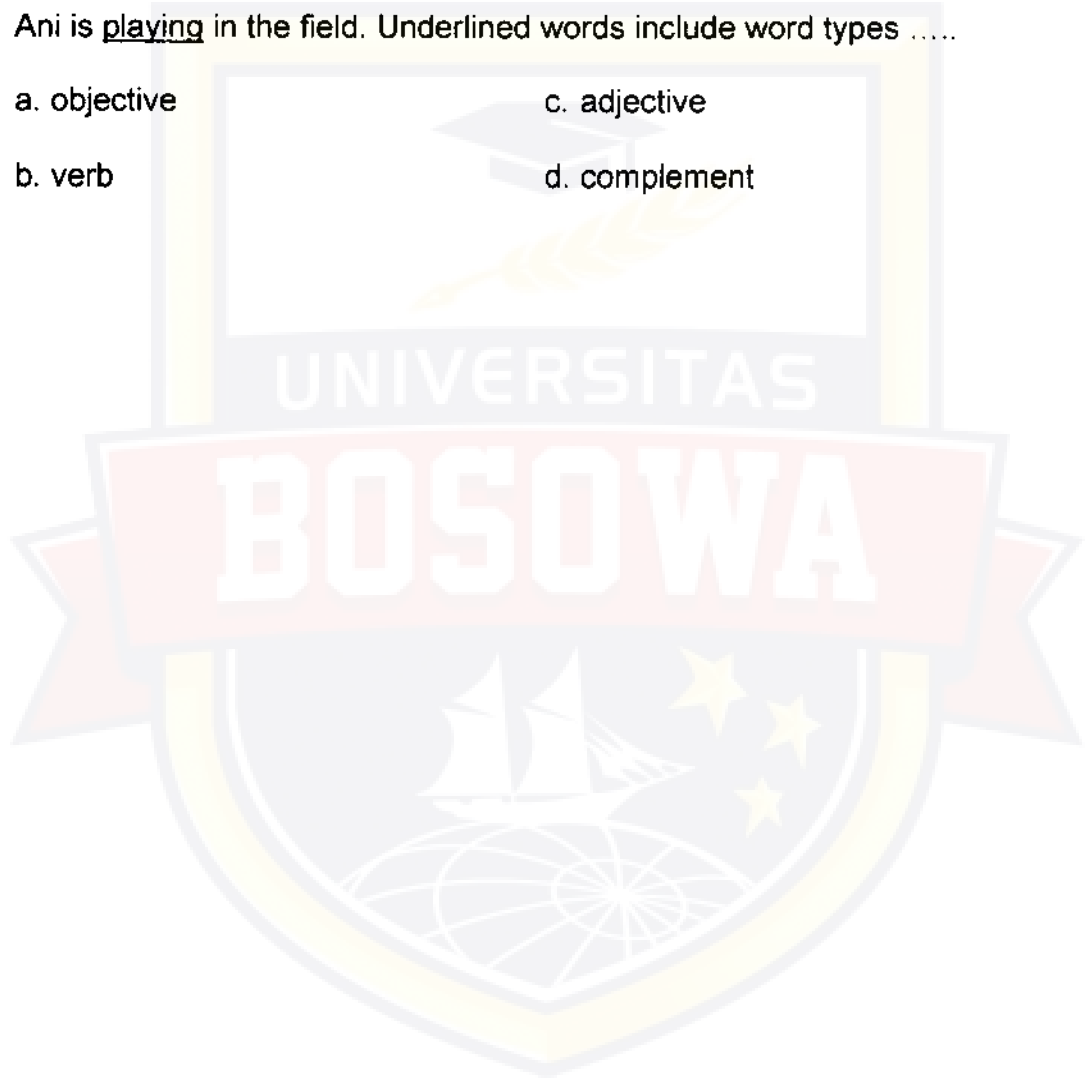
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a. front preposition

c. adjective

b. clothing

d. connected

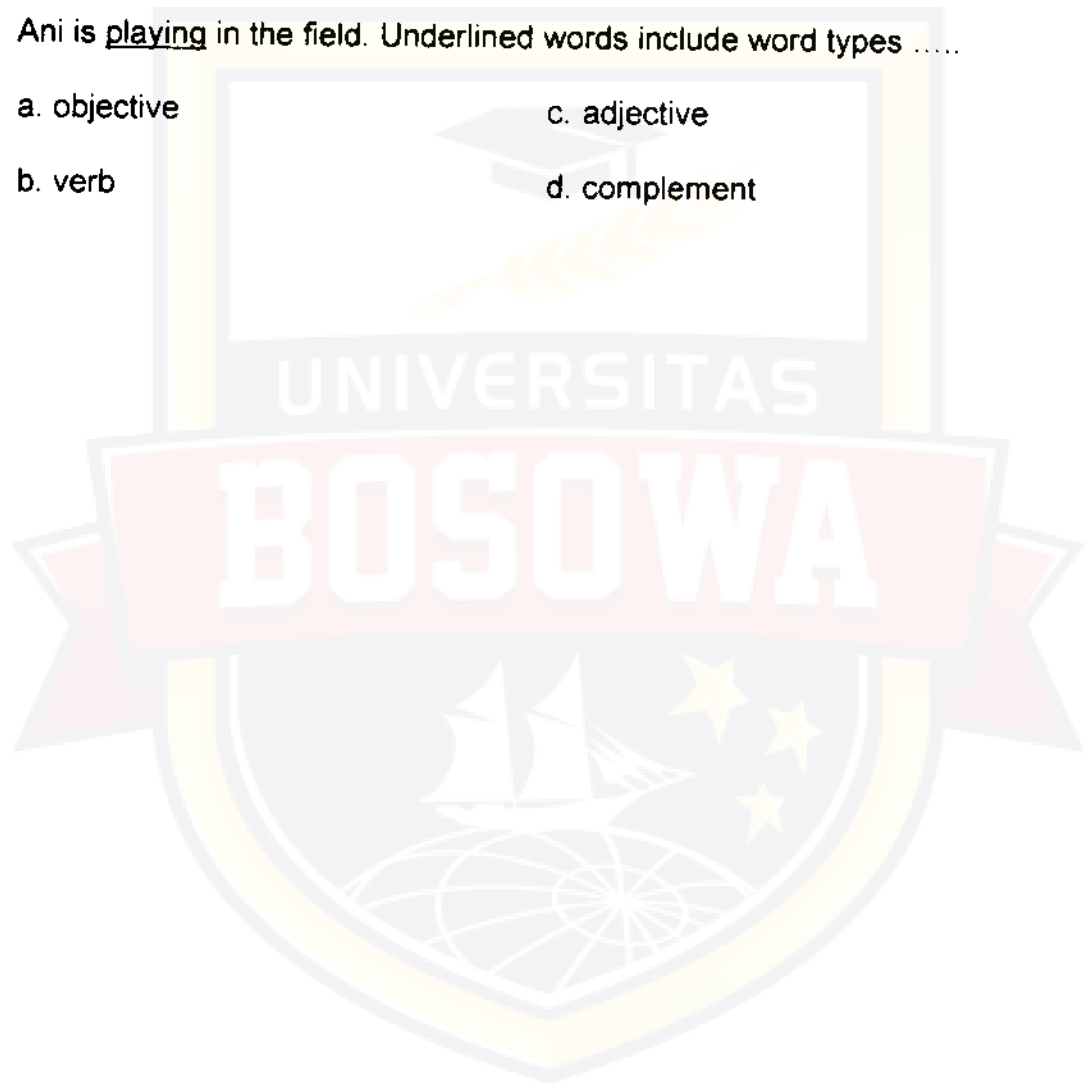
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a. objective

c. adjective

b. verb

d. complement



Appendix 2. Students' Works

JUDUL : A Descriptive Study On students' Vocabulary Mastery: A Case At
The Seventh Grade Students Of SMP Negeri 14 Tanralili Maros
In The Academic Year 2017/2018

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Petunjuk Pengisian :

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang benar.

Nama :

NIS :

Kelas :

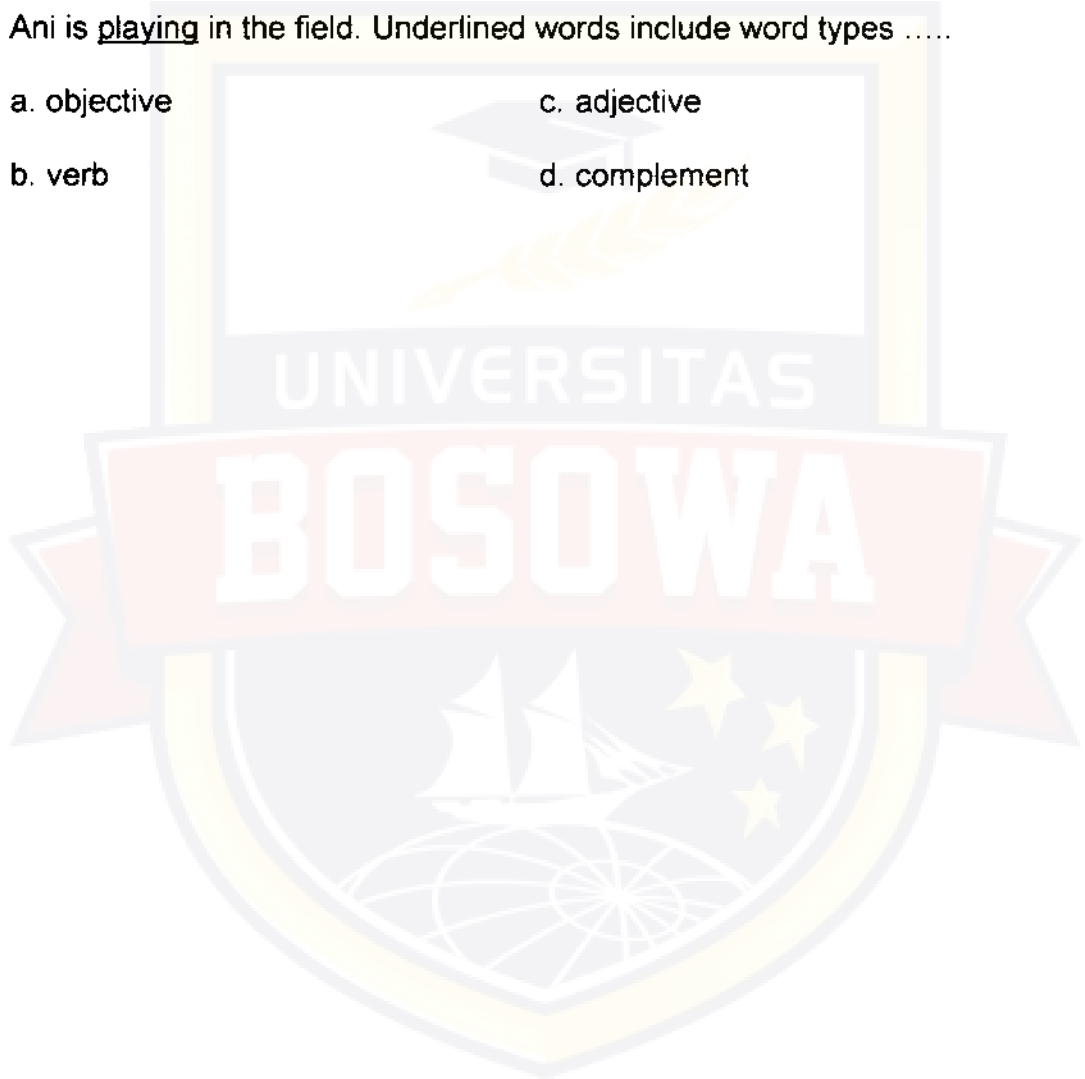
13. We must always be steadfast when stricken in this life.
- a. distress
b. woe
c. disaster
d. plague
14. The order of arrest (out) by the attorney general. The word inside the brackets should be
- a. issued
b. issuing
c. remove
d. use
15. Irma makes ships from paper. The meaning of the above reply is
- a. like
b. many
c. more than one
d. lies
16. Kids run to and fro. Underlined word can be replaced with
- a. many
b. children
c. many children
d. more children
17. When blackened received a lot of *envelope* from guests. The meaning of the word *envelope* in the above sentence is
- a. letter
b. money
c. paper
d. news
18. Uncle patiently digging the ground lucky hole bins. Underlined words include word types
- a. verb
b. objective
c. adjective
d. complement

19. Well, good your new clothes, Tina! Underlined words include word types of

- a. front preposition
- b. clothing
- c. adjective
- d. connected

20. Ani is playing in the field. Underlined words include word types

- a. objective
- b. verb
- c. adjective
- d. complement



Appendix 2. Students' Works

**JUDUL : A Descriptive Study On students' Vocabulary Mastery: A Case At
The Seventh Grade Students Of SMP Negeri 14 Tanralili Maros
In The Academic Year 2017/2018**

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
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19. Well, good your new clothes, Tina! Underlined words include word types of

- a. front preposition
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Appendix 2. Students' Works

JUDUL : A Descriptive Study On students' Vocabulary Mastery: A Case At The Seventh Grade Students Of SMP Negeri 14 Tanralili Maros In The Academic Year 2017/2018

Keterangan :

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2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Petunjuk Pengisian :

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang benar.

Nama :

NIS :

Kelas :

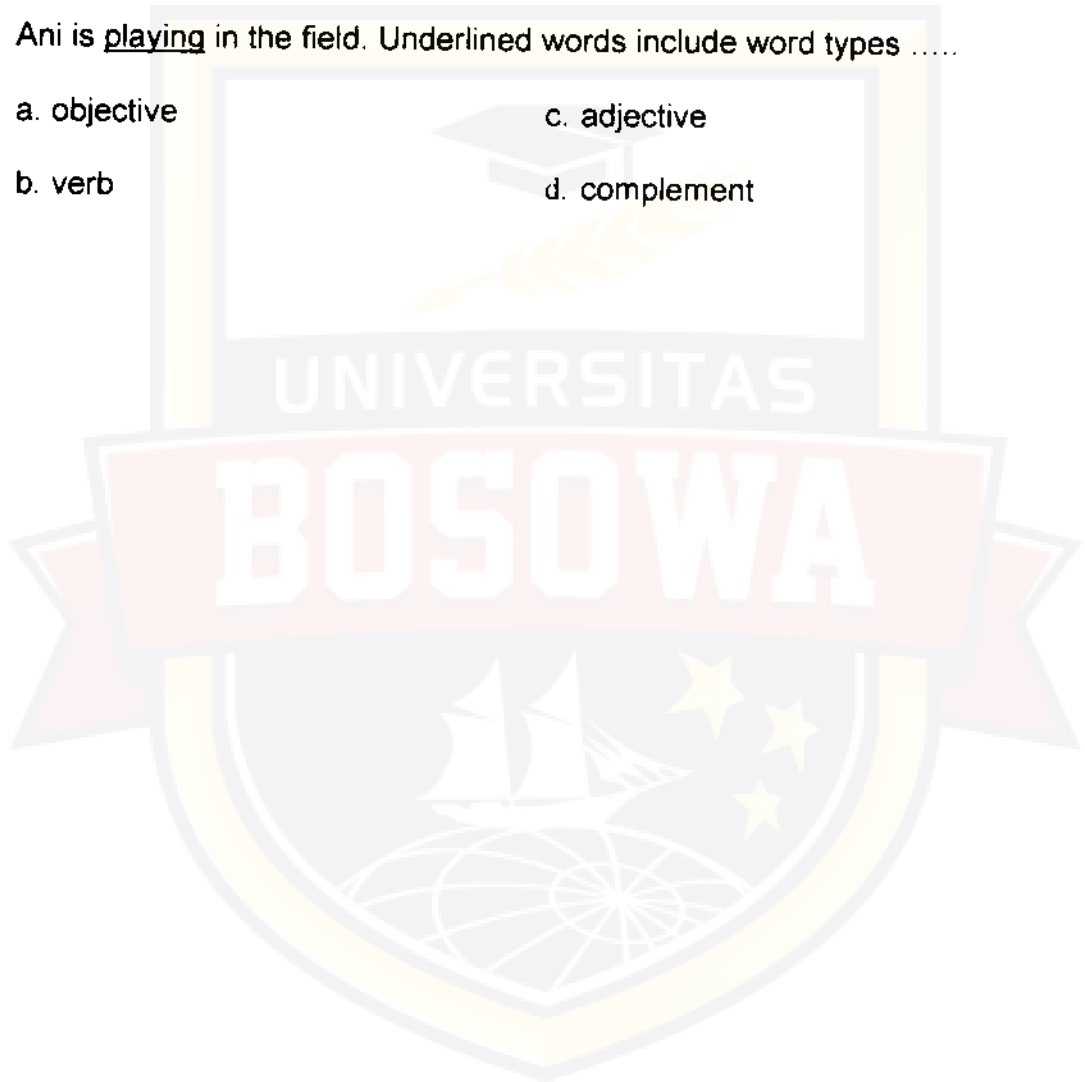
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- b. verb
- c. adjective
- d. complement



Appendix 3. Students' Vocabulary Test

No	Students Name	Correct Answer	Score
1	Ahmad Riadi	13	65
2	Cinta Laura	12	60
3	Indah Gadis	11	55
4	Muhammad Muammar	16	80
5	Putri Syahrani	14	70
6	Rahmi Yulianti	14	70
7	Wulan Ramadhani	12	60
8	Aliah Afrianti	15	75
9	Diki Farwansyah	15	75
10	Indi Amelia	14	70
11	Maulana Ahmad	14	70
12	Nurhadi Ramadhan	13	65
13	Putri Aulia	13	65
14	Rini Sania	11	55
15	Sarbia Arbani	11	55
16	Adriani Alexander	11	55
17	Dimas Setiawan	16	80
18	Munandar Anwar	15	75
19	Rangga Anugrah	15	75
20	Sahril Ramadhan	15	75
21	Alya Anugrah	17	85
22	Muhammad Nursam	16	80

To be continued

continuation

23	Nita Taliya	15	75
24	Suci Hifkiah	15	75
25	Wahyu Saputra	15	75
26	Alika Salsabila	13	65
27	Muhammad Arya	15	75
28	Nurul Fadillah	11	55
29	Sutra Rahmadhani	14	70
30	Alya Aulia	16	80
31	Mutmainnah Usriana	13	65
32	Rifka Wahyudin	11	55
33	Angga Yudistira	12	60
34	Muhammad Ahlam	17	85
35	Sartika Dewi	16	80
36	Lili Alam	16	80
37	Ayu Nurani	16	80
38	Muhammad Fadil	17	85
39	Surdi Usman	13	65
40	Zilmi Kaffa	15	75

Appendix 4. Students' Frequency and Percentage

No	Correct Answer	Score	Frequency	Percentage
1	17	85	3	7,5%
2	16	80	7	17,5%
3	15	75	10	25%
4	14	70	5	12,5%
5	13	65	6	15%
7	12	60	3	7,5%
8	11	55	6	15%
Total	98	490	40	100%

Appendix 5. Lesson Plan**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

- Nama Sekolah : SMP Negeri 14 Tanralili Maros
- Mata Pelajaran : Bahasa Inggris
- Kelas / Semester : VII / 2
- Standar Kompetensi : Mengungkapkan makna dalam percakapan Transaksional dan Intransaksional sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
- Kompetensi Dasar : Merespon makna gagasan yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan.
- Indikator : Mengidentifikasi makna gagasan dalam teks berupa penguasaan kosakata dengan belajar kasus.
- Alokasi Waktu : 2 x 40 menit
- A. Tujuan Pembelajaran
- Siswa dapat memahami penguasaan kosakata.
- B. Materi Pembelajaran
- Vocabulary (basic, active, passive, and the works of the new form).

C. Metode Pembelajaran

Case study

D. Langkah-Langkah Kegiatan

1. Kegiatan Awal

- Menyapa siswa
- Mengabsen siswa
- Menjelaskan tujuan pembelajaran
- Memotivasi siswa

2. Kegiatan Inti

a. Observing

- Menjelaskan kosakata yang berhubungan dengan materi dan metode yang digunakan.

b. Questioning

- Siswa menanyakan tentang hal-hal yang belum di mengerti dalam proses pembelajaran.

c. Exploration

- Mempraktekkan metode yang telah diajarkan untuk memahami beberapa kosakata.

d. Associating

- Guru kembali mengulang tentang kosakata dan metode yang digunakan untuk membuat siswa cepat memahami kosakata.

e. Communicating

- Guru meminta siswa menyebutkan kosakata yang telah mereka kuasai.
- Guru meminta siswa untuk mengungkapkan pendapat tentang metode yang digunakan.

3. Kegiatan Akhir

- Menanyakan kesulitan yang dihadapi siswa.
- Menyimpulkan materi.
- Menugaskan siswa menggunakan untuk memahami macam-macam kosakata sesuai dengan materi yang telah diajarkan.

E. Penilaian

1. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

2. Rubrik Penilaian

Rubrik penilaian kosakata dengan soal pilihan ganda

Maros, 26 Februari 2018

Mengetahui :

Kepala Sekolah

Peneliti

Paharuddin, S.Pd

Muhammad Syahril

Appendix 6. Permission Letter From Universitas Bosowa Makassar



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. 058/FKJF/UNT/BOS/11/2018

Makassar, 21 Februari 2018

Lampiran : -

Perihal : Permohonan Izin Penelitian

Kepada

Yth. : Kepala Sekolah SMP Negeri 14 Tanralili Maros
 di -

Tempat

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

Nama : Muhammad Syahril

NIM : 4510101065

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKJF)
 Universitas Bosowa

Judul Penelitian :

**A DESCRIPTIVE STUDY ON STUDENTS' VOCABULARY MASTERY CASE
 OF THE SEVENTH GRADE STUDENTS OF SMP NEGERI 14TANRALILI
 MAROS IN THE ACADEMIC YEAR 2017/2018**

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.



Dr. Mas'ud Muhammadiati, M.Si.
 NIDN. 0910106304

Tembusan:

1. Rektor Universitas Bosowa
2. Arsip.

Appendix 7. Permission Letter From SMP Negeri 14 Tanralili Maros



**PEMERINTAH KABUPATEN MAROS
DINAS PENDIDIKAN
SMP NEGERI 14 TANRALILI**

Alamat . Jl. Poros Ama'rang – Carangki Kec. Tanralili Kab. Maros 90553

SURAT KETERANGAN PENELITIAN

Nomor : 035 /106.I/SMP.14 TL/II/2018

Yang bertanda tangan di bawah ini , Kepala Sekolah SMP Negeri 14 Tanralili menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : Muhammad Syahril
NIM : 4510101065
Program Sudy : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
Universitas Bosowa.

Benar telah melaksanakan Penelitian pada SMP Negeri 14 Tanralili Pada Tanggal **21 s.d 22 Februari 2018** dengan Judul Penelitian :

**A DESCRIPTIVE STUDY ON STUDENTS' VOCABULARY MASTERY CASE
OF THE SEVENTH GRADE STUDENTS OF SMP NEGERI 14 TANRALILI
MAROS IN THE ACADEMIC YEAR 2017/2018.**

Demikian surat kerangan ini kami buat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Tanralili , 27 Februari 2018

Kepala Sekolah SMP Negeri 14 Tanralili

RAHARUDDIN, S.Pd

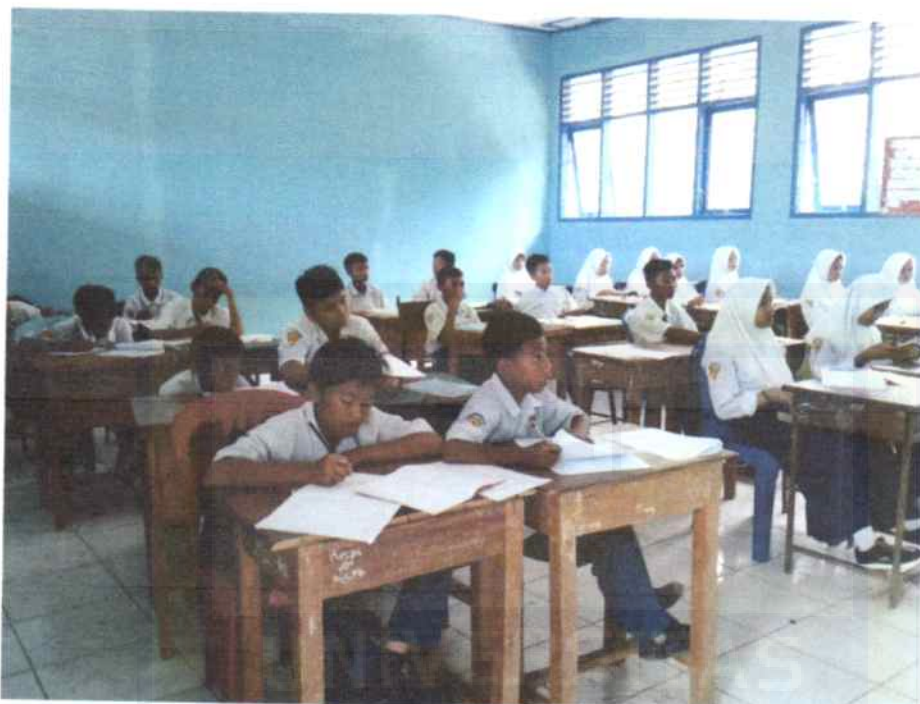
NIP : 19630720 198703 1016

Appendix 8. Pictures

Picture 1. Writer is attending students



Picture 2. Writer is writing the material



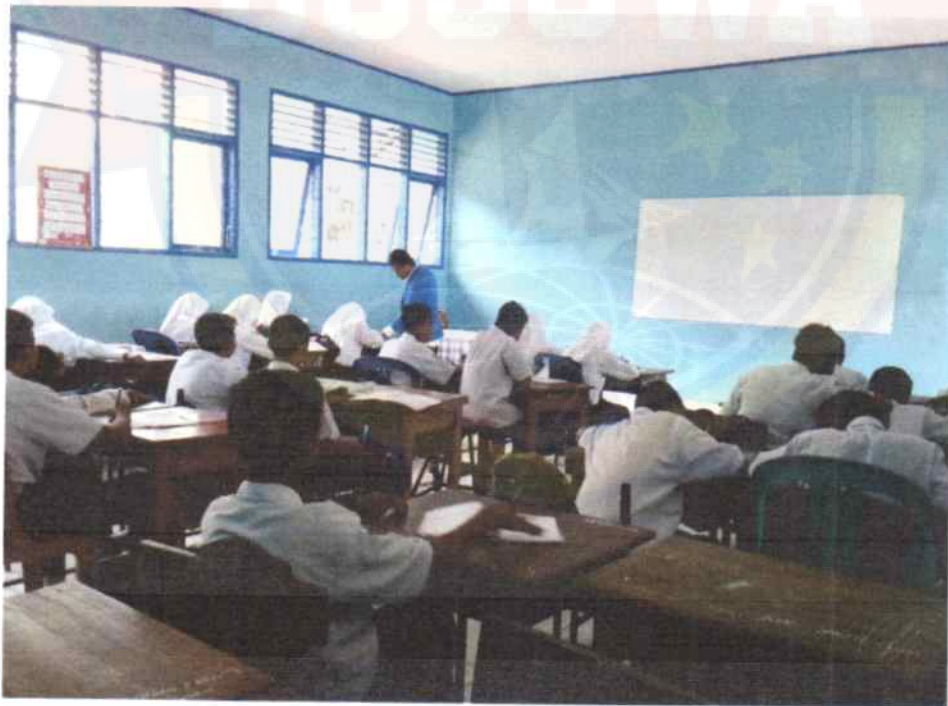
Picture 3. Students are writing the material provided by the writer



Picture 4. Writer give explanations to students who have not understood the material



Picture 5. Students are working on the test given by writer



Picture 6. Writer gives an explanation to students who have not understood with the test

BIOGRAPHY



Muhammad Syahril, he was born in Maros, South Sulawesi on May 13, 1991. His father's name is Agus and his mother's name is Salma. He was the first of four children. He has two brothers and one sister.

In 1998 he started elementary school at SDN 17 Malewang and graduated in 2004. Then he went to SMPN 3 Bantimurung completed in 2005. After that he went to SMKN 1 Maros and graduated in 2010.

In 2011 he decided to continue his studies at the English Department of Education Faculty of Teacher Training and Education Universitas Bosowa Makassar, undergraduate program and completed in 2018. The final project is a thesis entitled "*A Descriptive Study On Student's Vocabulary Mastery A Case Study At the Seventh Grade Students of SMP Negeri 14 Tanralili Maros*".