

## **1. INTRODUCTION**

This chapter discusses introduction of the research used in this study, includes, background, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

### **1.1. Background**

Vocabulary is one of the aspects of language. Vocabulary is important to learn because it is a basic part to understand meaning of what people say and write. It is also a primary language aspect which should be mastered by learners before they acquire language skills such as listening, speaking, reading, and writing. It means that vocabulary plays a crucial role to communicate both in spoken and written. McCarthy (1990: 1) states that the biggest component of any language course is vocabulary no matter how well the student learns grammar, no matter how well student successfully mastered the second language. Without word to express a wide range of meaning communication in second language cannot happen in any meaningful way. As the basic component of any language, vocabulary must be learnt by the student as early as possible.

To succeed in learning English, learners must have plenty of vocabularies in their mind. By having a lot of vocabularies, learner will learn English easily.

However, students who lack of vocabulary knowledge might face various problems in learning English language. According to Stæhr (2008), vocabulary knowledge is generally assumed to be a good indicator of language proficiency in a second or a foreign language. Clearly, one of factors that might hinder students' language performance is the inadequacy of their vocabulary knowledge. For instance, the lack of vocabulary frequently interfere communication, and consequently the communication will be breakdown.

The problem in learning process may also come from how teachers really use basic competence and standard competence as criteria to permit the students continue their study to pass the lesson. The criteria can be a hope and purposes or requirement and provision. It can be stated that this problem is an external problem that comes from the interaction of the students to the teacher's action in learning process but it can be an internal problem that comes from the vocabulary size of them. In the classroom, vocabulary size of students to make them interested in learning vocabulary in the class and also can support and motivate the student to learn vocabulary. So, the teachers should have other ways to know their vocabulary size and make them more interested to study vocabulary. It is interested in measuring instrument which can be found out vocabulary size and motivate them to enjoy studying vocabulary and passing the lesson.

In relation to the statement above the students who sit on first grade of Senior High School are supposed to master vocabulary in order to be able to communicate whether in spoken or written form. Learning English particularly

vocabulary is very important for supporting the ability of speaking, listening, writing and reading. Without mastering vocabulary they will face difficulties in improving the ability of communication with others.

Thornbury (2002:13) points out that if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with words. But the fact shows that there are many students in Senior High School who still have difficulties in understanding and using vocabulary in learning English e.g. when the students answer question about synonym of the word or have conversation with someone who speaks English; however vocabulary is very important to help student use English as language of communication. Some students claim that their primary problem acquiring English is lack of vocabulary; this is the one of students' problem in learning English language. Based on the writer's experience as an English student in Senior High School, it was found that most of the students failed to have conversation with their friends in English language. The learning process shows that some of students were still passive in the class and shy to speak English because they had lack of vocabulary. This condition can affect students' interaction in the class.

Normally, in curriculum guide line (1996), senior high school student is expected to learn 2800 words. The main problem was the students do not know whether they have mastered it or not how. They do not know how is their

vocabulary size itself. So, the researcher try to the measuring instrument in order to know the vocabulary size of tenth grade of senior high school students.

Vocabulary size of students in the class may affect learning processes. A Learning process which is followed by a great interaction and good motivation may create students' good understanding. So, vocabulary size is one of the important things to make learning process more effective.

Due to the points described previously, the researcher assumes knowing vocabulary size, the teacher will find strategies to increase students' vocabulary mastery. Based on the background of the problem above, so the researcher will measure the vocabulary size of tenth grade student of SMA Negeri 15 Bandar Lampung.

## **1.2. Research Question**

Dealing with the issues presented in the background, the research question in this research is:

1. How is students' vocabulary size of level 1 and level 2 in tenth grade of SMA Negeri 15 Bandar Lampung?
2. Is there any significant difference between vocabulary size test level 1 and level 2?

### **1.3.Objectives of the Research**

The objectives of this study are:

1. To find out the student vocabulary size in tenth grade of SMA Negeri 15  
Bandar Lampung
2. To find out whether there is significant difference between vocabulary size  
test level 1 and level 2

### **1.4.Uses of the Research**

The uses of the research were as follows:

1. Theoretically

The result of this research may be used as a reference for the next researches' and the conclusion of this research may strengthen the previous theory. The result of this research is also can give contribution to the next researches and can verify the previous theory.

2. Practically

- a. As information for all teachers and students on how school influences to students' vocabulary size in learning English.
- b. As information for other researcher who interested in investigating motivation and its influence on vocabulary size in learning English.

### 1.5.Scope of the Research

This research investigates and elaborates in detail about measuring student 2000 wordlist in vocabulary size of SMA negeri 15 Bandar Lampung in the academic year of 2015/2016. In this case, the total of population was 268 students and the researcher took 67 students from all the classes in the tenth grade as the sample. This present study was only measure learner's receptive vocabulary using *Word-Definition Matching Format* (WDMF) by Sutarsyah(2006)

### 1.6.Definition of Terms

There are some terms used by the researcher and to make them clear and to avoid misunderstanding and ambiguity, they are clarified as follows:

1. **Vocabulary** is one of basic term to understand every language skills in English. It is a set of lexeme include a single word, compound word, and idiom that can be arranged for making up the language.
2. **Vocabulary size** is a number of words that a person knows.
3. **2000 wordlist** is a group of words that cover 80 % of word which occurs in normal use and text in English language.
4. **Word Definiton Matching Format (WDMF)** is a kind of testformatinvolvesmatchingwords and definitions.