

## **I. 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**

Theoretically, Vocabulary is one of language components that is very important to help students learn English language. Rivers (1970:462) states that it would be impossible to learn a language without vocabulary, when students start to study and also before students learn further about the four skills i.e. listening, speaking, reading, and writing; the first aspect that they have learn is vocabulary. It is also important to understand for students when they learn those skills. On the other hand, many students still lack of vocabulary. But they have studied English for a long time and also passed the lesson which has basic competence and standard competence in their school.

Not only that kind of problem, the problem in learning process may 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 makes 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 above statement the students who sit on second 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 one will face difficulties in improving the ability of communication with others, like the expert states that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." This is how the linguist David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent course book (Dellar H and Hocking D, Innovation).

"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!” (Thornbury: 2002,13). 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 felt shy to speak English because they had lack of vocabulary. This condition can affect students’ interaction in the class.

Normally, in curriculum, there is a core and basic competence and goal that defines that in second grade of senior high school students, the students must achieve 3000 words of vocabulary. The main problem was how to measure the vocabulary size of the students because there was no the measuring instrument. In general view the vocabulary size of second grade of senior high school students were low. So, the researcher made the measuring instrument in order to know the vocabulary size of second grade of senior high school students.

For the seek of brevity, there is something wrong in learning process, or the teachers’ personality in teaching in front of the class. To overcome this situation, some researchers have investigated many techniques, and media to help teachers

teach vocabulary in the class. There are some researchers who focus on increasing students' achievement in learning vocabulary. But, there is a little research about the way of measuring students' vocabulary size based on word frequency count.

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.

During to the points described previously, this study focuses on how kind of students in different school appears when they are learning vocabulary after knowing their vocabulary size. The researcher assumes that learning vocabulary by knowing vocabulary size will be shows some kinds of students' motivation and attitude in learning process. It is expected that knowing vocabulary size in learning vocabulary can create some kinds of students' motivation and attitude in the class that can be observed by the researcher to know the use of measuring instrument itself on students' motivation and attitude that will be appeared from student in the class.

## **1.2. Identification of the Problems**

In reference to the background discussed above, the researcher would like to identify the following problems ; namely :

1. Many students still lack of vocabulary in English.
2. Students are not interested in learning vocabulary.

3. Students timid to be active and speak up in the class.
4. There are many kinds of students' interactions that can increase or decrease students' interest in learning vocabulary.
5. The students have low motivation in learning English because of their limited knowledge of English vocabulary.

### **1.3. Limitation of the Problems**

In line with the identification of the problems, the current research is focused on the following issues:

1. Measuring vocabulary size of students based on GSL (General Service List of English words)
2. Comparing students vocabulary size between public school and private school based on GSL (General Service List of English words)

### **1.4. Formulation of the Research Questions**

Dealing with the issues presented in the background, the research questions in this research are:

1. How big students' average vocabulary size in senior high school?
2. Is there any difference in vocabulary size between public school and private school?
3. Is there any difference in vocabulary size between science students (MIA) and social science students (IIS)

### **1.5. Objectives of the Research**

The objectives of this study are:

1. To determine whether student has passes the last lesson from last standard competence and basic competence purposes.
2. To find out the difference in vocabulary size between public school and private school.
3. To find out the difference in vocabulary size between science students (MIA) and social science students (IIS)

### **1.6. 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 different 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.

### 1.7. Scope of the Research

This research focused on how is the result of different students in different school in vocabulary size. The researcher chooses general service list and University word list as the vocabulary level test to measure student vocabulary size.

### 1.8. 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. **Survey** is detail study of something, but it also means a short summary with a broad view.
4. **Private School** also known as independent schools or non state schools, are not administered by local, state or national governments; thus, they retain the right to select their students and are funded in whole or in part by charging their students tuition, rather than relying on mandatory taxation through public (government).

5. **Public School** is a school funded with tax revenue and administered by a government or governmental agency.
6. **Science students (MIA)** is a group of students majoring on natural science, like biology, math, physics, chemistry.
7. **Social students (IIS)** is a group of students majoring on social science, like economics, geography, history, law, etc.