

# CHAPTER I

## INTRODUCTION

### A. Background of Research

Vocabulary is one of the important aspects that should be obtained by the students to learn English as a foreign language in Indonesia. It also plays significant role in learning a language. It is known that if a limited vocabulary mastery, it would restrict students to use skills and language component. Thus, students must have more vocabulary.

According to Wilkins (1972), someone can convey a little if they do not understand grammar, but they cannot convey anything without vocabulary. Another supporting statement is that fluent speakers and writers put together part of language system quickly and efficiently (Pinter, 2006). In order to gain this skill, people need to master vocabulary and grammatical structure. It is the reason why vocabulary becomes central of language and vocabulary and it is a basic in learning a new language.

On the other hand, vocabulary is to support the mastery of four basic skill languages. By mastery vocabulary, people can easily communicate with each other and they can also improve their ability in listening, speaking, reading, and writing (Nurhasanah, 2007). When practicing listening, speaking, reading, and writing, people will produce vocabularies. Specifically, learning vocabularies still exist in many school. Teacher usually uses vocabulary list, definitions, written and oral drills, and cards in teaching vocabulary, but these techniques do not make students' enjoy practicing (Brown, 2001; 375).

However, when the researcher implemented teaching practices (PPL-*Praktek Pengalaman Lapangan*), in reality based on Students' Worksheet, students' mastery of vocabulary was still very low. This was evidenced by the number of students which is still as much as 84% - which could not achieve mastery criteria Minimal (KKM) at 73.00 on reading comprehension skills (reading comprehension). As it is known that reading comprehension is related to mastery of vocabulary; the more students master the vocabulary, the easier they understand a text reading comprehension.

Studying vocabulary requires much effort. There are several possible ways to introduce the vocabulary of a foreign language to students. One way is to use a worksheet (Student Worksheet) that which is often used by learners to learn and in it also as a tool of measuring students' abilities in understanding vocabulary in English.

According to Core Work Training Teachers (LKGI) HO/n/04/ssi/1990, LKS (Student Worksheet) is a sheet that contains tasks that must be done by learners. LKS usually a guide, the steps to complete a task, a task that must be ordered in clear activity sheets, basic competencies to be achieved. According to Trianto (2008:148), the Student Worksheet is used to guide students conduct investigations and problem solving activities.

Hamdani (2010:74) says that the Student Worksheet is one kind of learning tool. In general, LKS is a learning device as a complement or a means of supporting the implementation of the Learning Plan (RP). Worksheet students form a sheet of paper in the form of information and the questions (questions that

must be answered by the student). LKS is very good to be used to improve students' engagement in learning, whether it is used in a heuristic strategy or expository strategies. In heuristic strategies, worksheets used in the application of the guided method, whereas expository strategies, worksheets used to provide training development.

The application of learning by using Student Worksheet is expected to raise up the interest and excitement of learning activities of students, assist the effectiveness of the learning process, draw and direct the attention of students to concentrate on the content, facilitate the achievement of learning objectives, understand and remember the information provided, bring freshness and new variations for students' learning experiences so that students do not get bored and do not be a passive result of their achievements will be increased, especially in increasing vocabulary in English language learning.

Widowati (2011) said that "Students' worksheet (LKS) book can be students' motivate to learn because the existing worksheets in the book and about the image variation are not monotonous. LKS has been compiled using content standards in 2006, and students' can learn vocabulary from LKS and can practices the questions in LKS."

Based on that statement above, it can be concluded that teaching and learning vocabulary by using students' worksheet is effective and interesting ways that can be applied in any classroom. The students' can learn as well as enjoy themselves.

Based on the explanation above, this study focuses on examining the issue into a research title is: **“THE CORRELATION BETWEEN STUDENTS’ ENGLISH VOCABULARY MASTERY AND STUDENTS’ WORKSHEET”** (A Case Study to Students of Seventh Grade at SMP Negeri 1 Losarang, Indramayu).

### **B. Research Questions**

In this research, the researcher wants to state the problems of the study as follows:

1. How good is the students’ English vocabulary mastery at SMPN 1 Losarang?
2. How good is the students’ English worksheet score at SMPN 1 Losarang?
3. How significant is the correlation between the students’ vocabulary mastery and the students’ worksheet?

### **C. Research purposes**

Based on the problems above, the purpose of this study is as follows:

1. To know the students’ mastery on English vocabulary
2. To know the students’ worksheet score
3. To know the correlation of students’ worksheet in improving students’ vocabulary mastery.

#### **D. Significances**

This study has some significances for English teachers, students, and school.

1. For students

Students are facilitated to improve their vocabulary, by using the worksheet, students are more aware the meaning from the text, more active, creative and innovative. Besides that, situation more alive and meaningful highly motivated. As a result student will be improving their awareness.

2. For teachers

Teachers know the students' level of proficiency in the mastery of vocabulary, and teachers can use a variety of vocabulary learning techniques, so that the problems encountered during the learning process can be overcome.

3. For school

Generally, this research becomes an input in the formulation of the concept or format to understand the reality of education, socio-culture in the school.

#### **E. Theoretical Framework**

In language activity, students can produce meaningful and authentic utterance without the control of a teacher. Language activity is also used to help the learning process. It is essential to maintain a careful balance intensive

practice and more related works if the learners use their classroom time as efficiently as possible.

Vocabulary mastery is very important in language learning. According to Cameron (2001), the foundation to learning foreign language is by building up useful vocabulary. Many people realize that their vocabulary is limited so that they have difficulties in expressing their idea. Therefore, vocabulary mastery of a language is important in order to convey idea.

In order to improve children's fluency in language, especially in English, they need to learn from basic. Vocabulary is the vital aspect in language. According to Tarigan (2011), "The quality of someone's language depends on his vocabulary." Vocabulary is absolutely needed in English fluency. Reading, writing, speaking and listening are activities that have to enrich in understanding vocabulary.

There are many factors to achieve the success of learning vocabulary. One of them is the teaching strategies selected teachers. The teachers have to exploit multifarious of using technique of word development in course of teaching learning vocabulary. Many techniques can be applied including the use of student's worksheet. Students' worksheet (LKS) is one of the tools learning (Hidayah and Sugiarto, 2006:97). Generally LKS is a learning tool as a complement/ backup facilitates implementation of the Learning Plan (RP).

According to Indawati (1999), the advantages of worksheet are making students become more active because they have to teach the worksheet based on exciting regulation, for guiding students to achieve specific instructional

goal outlined in GBPP (*Garis-garis Besar Program Pembelajaran*) appropriate, train and develop students' to learn how to learn independently, and the teacher can determine the extent to which the achievement of students' in a subject, through worksheets that have been done by the students'.

According to Thornbuary (2002: 129) to know how effective teaching vocabulary must using test. Testing provides a form of feedback, both for learners and teachers. Moreover, testing has a useful backwash effect. Test motives learners to review vocabulary in preparation for a test. It also provides an excuse for further, post-test, review-when. That concludes knowing a word means knowing:

- The word's form-both spoken and written
- The word's meaning (or meaning)
- Any connotations the word might have
- Whether the word is specific to a certain register or style
- The word's grammatical characteristic-e.g. part of speech
- The word's common collocations
- The word's derivations
- The word's relative frequency.

More important, perhaps, is that the learners accept it as being a valid test-that is what called **face validity**. Beyond that, it doesn't really matter-what the test is like, so long as it encourages review.

Subekti (2011) said that Students Worksheet (LKS) includes instructions, guidance and understanding questions that students could widen and

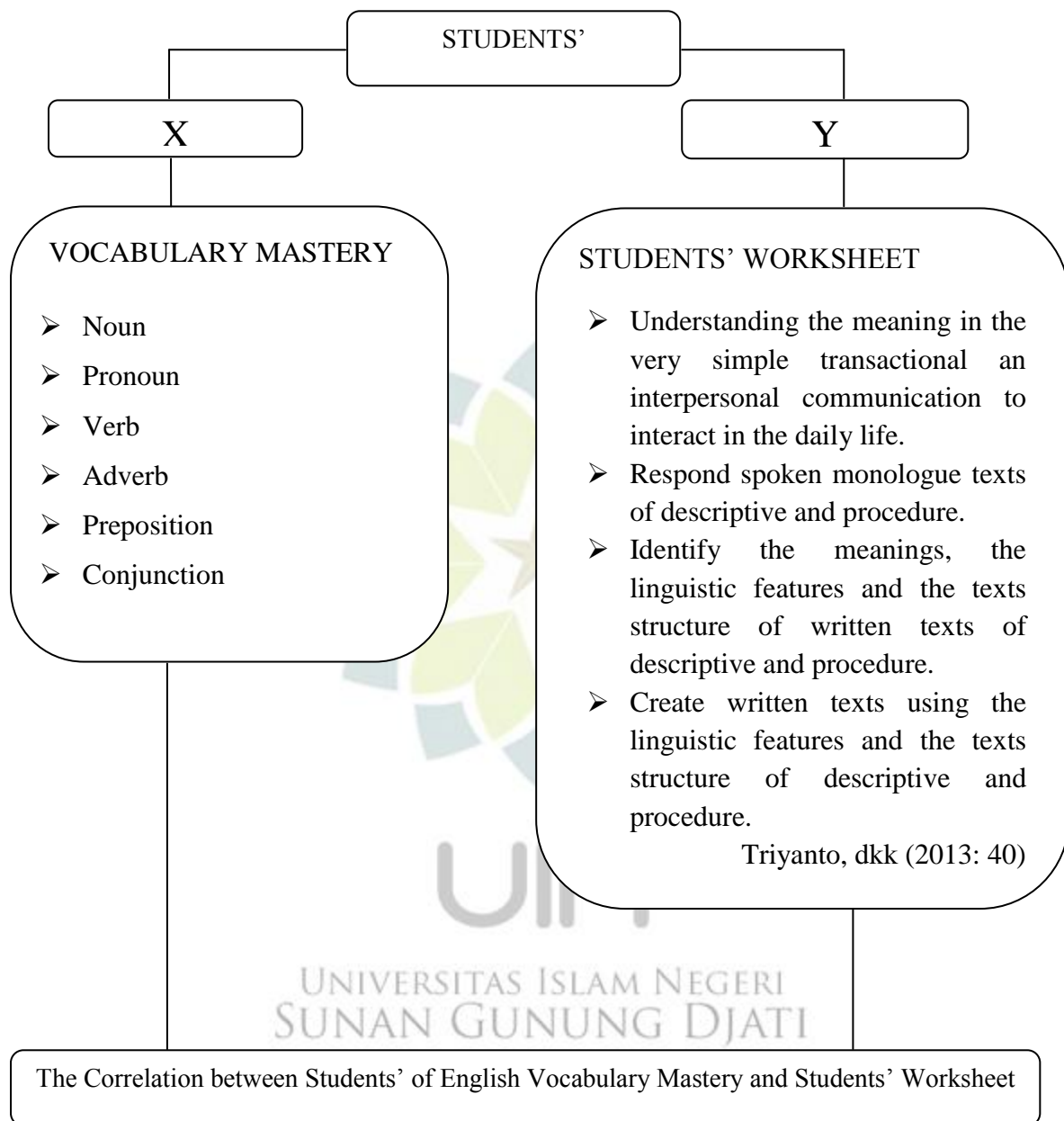
deepen their understanding of the material being studied. So it can be said that the BLM is one of learning resources in the form of sheet material containing a brief, learning objectives, work instructions and the number of the questions that should be answered students' questions. In the principally student worksheet use by the teacher has to define the purpose of competency standards, basic competencies, indicator, learning objectives, plan the implementation of the learning in the form of lesson plane.

Inside of students worksheet there are many aspects that can be seen from aspects of reading, writing, speaking, and listening. Base on Triyanto (2013:40) the students must:

- Understand the meaning of the very simple transactional and interpersonal communication to interact in the daily life.
- Respond spoken monologue texts of descriptive and procedure.
- Identify the meanings, the linguistic features and the texts structure of written texts of descriptive and procedure.
- Create written texts using the linguistic features and the texts structure of descriptive and procedure.

This research, focuses students' vocabulary mastery as variable X, and students' worksheet as variable Y. The description schema of variable X and Y is as follows:





### 1.1 Schema of Variable X and Y

For variable X, the researcher gives question to the students' about vocabulary in the multiple choice form. For variable Y, the researcher assessed the students' worksheet done by students. The indicator for variable X is based on vocabulary assessment, meanwhile the indicator for variable Y is taken from worksheet's assessment.

## **F. Hypothesis**

“Hypothesis means a tentative assumption of a research problem until it is proven by the data gained (Arikunto, 2002). This investigation analyzes two variables: the students’ vocabulary mastery (Y) and through students’ worksheet(X).

So, hypotesis can be explained as follows:

Ha : there is significant correlation of using students’ worksheet in improving students’ vocabulary mastery.

Ho : there is no significant correlation of using students’ worksheet in improving students’ vocabulary mastery.

## **G. Research Methodology**

### **1. Type of Research**

The data obtained is organized and analyzed in order to be meaningful in the quantitative form. According to Sugiono (2008:105). It would determine partial analysis and correlation analysis.

### **2. Method of Research**

The method used in this research is a case study research. Yin (1984:23) defines the case study research method “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.” Zonabend (1992) stated that case study is done by giving special attention to

completeness in observation, reconstruction, and analysis of the cases under study. Case study is done in a way that incorporates the views of the "actors" in the case under study.

Yin (1994:64) presented the protocol as a major component in asserting the reliability of the case study research. A typical protocol should have the following sections:

- An overview of the case study project (objectives, issues, topics being investigated).
- Field procedures (credentials and access to sites, sources of information).
- Case study questions (specific questions that the investigator must keep in mind during data collection)
- A guide for case study report (outline, format for the narrative).

This research tries to find the correlation between two variables. The purpose of correlation research is to know the relation from one variable to others. (Arikunto, 2005:247). In other resource, Kariadinata (2010:101) correlation the meaning is connection, interrelated, interrelationship. In the statistical science, correlation is the relation between two variables or more.

### **3. Research Procedures**

Procedure adopted in this study is:

- a. Planning/preparation phases

1. Literature study, here conducted to obtain the data or innovative theories about the nature of learning to be applied
  2. Conduct preliminary studies, including observation location, and students' situation to be investigated, interview with the teacher.
  3. Determine the sample or class which is to be investigated.
  4. Make questions about vocabulary
  5. Test the instrument
  6. Analyses the instrument, about validities, reliabilities.
- b. Implementation phases
1. Provide instruments to students about vocabulary
  2. Conduct tests using student worksheets that consist to the material that has been presented by the teacher.
- c. The last phases
- The last phase from this observation is:
1. Process the data research
  2. Discuss and analysis the data research
  3. Making conclusions.

#### **4. Population and Sample**

##### **a. Population**

According Sugiyono (2008:115), population is a region consisting of generalization: the object / subject of qualities and

characteristics that have applied certain enumerated by researchers to learn and then drawn conclusions. And Sugiyono (2008:116) said that sample is any part of characteristic from that population. As for sampling the research used the random sample or random sample or mix.

On the number of first grade population SMPN 1 Losarang was 9 classes, this research simply took a sample of one class only.

**Table 1.2**  
**Distribution of Population**

population			
Class	Population	Sample	explanation
VII-A	36	-	
VII-B	36	-	
VII-C	47	-	
VII-D	48	-	
VII-E	48	-	
VII-F	47	-	
VII-G	47	-	
VII-H	48	-	
VII-I	48	-	

**b. Sample**

Sugiyono (2008:116) said that sample is any part of characteristic from that population. As for sampling the research used the random sample or random sample or mix.

In this research, it chose a first grade junior high school. The student of first grade of this school consist one class; they were VII-B consist of 36 students’.

**c. Techniques of Collecting data**

The resources of data are the subjects by which data can be analyzed (Arikunto, 1989; 102). The resources of data in this research consist of two parts: the first is the primary data, and the second is secondary data. Result of the test at the seventh grade students' of SMPN 1 Losarang as primary data, and the students' worksheet book as secondary data. The importance of students' worksheet is to know the variation of the vocabulary score and worksheet score.

**1. Test**

Test is a procedure used to collect data on subject's ability or knowledge of certain discipline. Tests are generally used to collect data about the subjects' ability in and knowledge of the second language area such as vocabulary, grammar, reading, metalinguistic awareness, and general proficiency. (Seliger and Shoamy, 1989; 176).

**2. Students' Worksheet**

Operationally, it would make a test in the form of multiple choice tests about vocabulary and for worksheet they work on their worksheet book. The respondents should choose the only correct answer. It is used to know about the students' vocabulary mastery and the students' ability in answering students' worksheet.

**d. Partial Analysis**

The analysis is aimed to test and count variable X and variable Y separately, the steps as follows:

1) Testing normality of two variables

a) Making the list of frequency distribution

1) Determining range (R), by using the formula:

$$R = H - L + 1$$

(The high score – the lowest score)

(Sudjana, 2005:91)

2) Determining interval class (K), by using the formula:

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

(Sudjana, 2005: 130)

3) Determining the length of class (P), by using formula:

$$P = \frac{R}{K}$$

(Sudjana, 2005: 47)

a. Determining the central tendency central, by following formula:

1). Determining Modus (Mo), by formula:

$$Mo = b + p \left[ \frac{b_1}{b_1 + b_2} \right]$$

(Sudjana, 2002: 79)

2). Determining Median (Me), by formula:

$$Me = b + p \left[ \frac{\frac{1}{2}n - F}{f} \right]$$

(Sudjana, 2002: 79)

3). Determining Mean, by using the formula

$$X = \frac{\sum F_i X_i}{\sum F_i}$$

(Sudjana, 2002: 67)

b. Determining the standard deviation (SD), by using formula:

$$S = \sqrt{\frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)}}$$

(Sudjana, 2002:95)

Counting Variants by using the formula:

$$KV = \frac{S}{\bar{X}}$$

(Sudjana, 2005:95)

c. Examining the distribution normality, by steps:

1) Making the table of observation frequency

2) Testing the distribution normality, by using the formula:

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

(Sudjana, 2002:73)

3) Finding out dk (derajat kebebasan), by formula:

$$Dk = K - 3$$

4) Determining table list with significance 5%

5) Examining normally, by criterion:

If  $\chi^2$  count  $<$   $\chi^2$  table, distribution normal

If  $\chi^2$  count  $>$   $\chi^2$  table, distribution abnormal



b) Correlation Analysis

a. Counting coefficient of correlation

- 1) Simply, we can use this formula to count coefficient of correlation if the data distribution normal:

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 \cdot \sum y^2}}$$

If both of them data or one data is different or abnormal, it can use formula:

$$r_{xy} = \frac{1 - 6\sum b^2}{n(n^2 - 1)}$$

(Sudjana: 2005)

- 2) Identification the degree of coefficient, by criterion as follow:

0.0 – 0.20 : very low correlation

0.21 – 0.40 : low correlation

0.41 – 0.60 : average correlation

0.61 – 0.80 : high correlation

0.80 – 1.00 : very high correlation

(Arikunto, 2002:276)