CHAPTER I
INTRODUCTION

1.1. BACKGROUND OF STUDY

In order to learn foreign languages, one of the most important aspects is vocabulary mastery. To converse well in a foreign language, one should have the appropriate amount of vocabulary and able to use them correctly. The four language skills, which are speaking, reading, listening and writing. And vocabulary is one of the elements that can't be distinguished from learning language.

For both teachers and students, vocabulary is an important matter in learning foreign language. In both written and spoken text, one will highly depend on his/her vocabulary proficiency. To understand easily what the writer points out in a text or passage or even to know what messages are delivered in a story, he/she should have abundant numbers of vocabulary. Or else, he/she won't make anything out.

As stated by Allen (1999:1), we know what we want to convey but we often struggle to find just the correct words. Thus, the indicator to measure one's knowledge is the mastery of vocabulary. Harmer (1992:153) also stated the same thing that "*if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.*" From that statement, we can conclude that for the importance of conversing, vocabulary is way more important than grammar.

Harmer (2001:6) stated that there are many types of vocabulary which are:

a. Synonym

   Word with the same meaning but different in writing.

b. Antonym

   Opposite in meaning with other word.

c. Polysemy

   According to Tyler and Evans (2001:8), polysemy is a word with more than one related meaning.

d. Homonym

   According to Thornburry (2002:8), homonym is words with the same form but has unrelated meaning.

e. Definition

According to Oxford Learner's Pocket Dictionary (1995:109), definition is a sentence that describes a word.

Vocabulary is divided into two kinds by Finocchiaro in Hiebert and Kamil (2005: 167-169):

1. Active vocabulary

Words which are understood and pronounced well by students and used meaningfully in both writing and speaking.

2. Passive vocabulary

Words that are recognized by students and understood in a context and never be used in communication. It is understood by them when they read or hear them, but it is not used by them in speaking or writing.

Normally, the way to teach vocabulary is to introduce new words which is found in a text to students by providing the meaning in their original or native language. Then students are given time to memorize the words. Next, they will be asked by the teachers to perform the vocabulary they have just learnt.

Yet, the teaching of vocabulary is not included in the curriculum. According to Thornburrry (2002:13), vocabulary teaching has not always been very responsive and teachers have not fully known the great advantage derived in developing an extensive vocabulary. Vocabulary teaching is usually concluded in the teaching of reading, speaking, writing or listening. Students are usually introduced to new words found in text then the meaning of the words are given by the teachers. As a result, students consider studying vocabulary as studying tons of new words complete with their meaning in the native language. They don't know how to use the words in the real context.

The truth is, many students realized the essential of vocabulary to learn a foreign language. Lots of strategies are used to improve the number of vocabulary they have, for example by carrying bilingual dictionary so they can look up the words as soon as they don't get what the meaning of the word is. But, it is soon realized that bringing bilingual dictionary is not an effective way to improve vocabulary mastery because they often forget the words as soon as they write them.

For Indonesian students, it won't be the same to master English than for the students from another country because Bahasa Indonesia doesn't belong to any family with English. English

is different from Bahasa Indonesia, thus, this will certainly affect the level of difficulty faced by Indonesian students in learning English.

Therefore, according to Lado (1979: 121-126) in Mardika (2008: 9-10), there are some steps to apply in learning vocabulary which are:

1. Listen attentively to the words
2. Converse the words
3. Understand the meaning
4. Create illustration in the form of sentences
5. Practice to express the meaning
6. Converse the words loudly
7. Write the words

Additionally, Langan (1002:422) stated 3 ways of developing vocabulary:

1. Regular Reading

By reading, the students will often find words and will automatically learn them in various sentences.

2. Sheets of word
3. Vocabulary study books

Based on the explanation stated above, the researchers manage to figure out the answers of this question: "How good is the students' vocabulary mastery of the tenth grade students of SMK Grafika Bina Media."

1.2. Problems of Study

According to the background of study which was stated above, the purpose of this study is to answer the questions stated below:

1. How is the vocabulary skill of the students in SMK Grafika Bina Media?
2. What are the difficulties faced by the students in vocabulary?

1.3. Objectives of Study

Generally, this study is intended:

1. To figure out students' vocabulary skill at SMK Grafika Bina Media.
2. To figure out problems faced by students in order to learn vocabulary.

1.4. Scope of the study

This study is done at SMK Grafika Bina Media in class X Graphic Design which consist of 19 students. And this study takes 1 class only. This research is limited (focused) only on vocabulary.

1.5. Significances of the study

There are some important advantages gained from carrying out this experiment for the following individuals or institutions:

1. For students: it can help student to enhance their vocabulary skill
2. For teachers: methods in teaching vocabulary are found
3. For further researchers: as reference material for researchers indulging in the same field of topic