

AN ANALYZE STUDENTS' VOCABULARY MASTERY AT THE SECOND GRADE OF MTS-TI BATU BELAH IN ACADEMIC YEAR 2016/2017

Widya Hasanah

Universitas Pahlawan Tuanku Tambusai

widyahasanah4@gmail.com

ABSTRACT

The objective of the research is to describe how the students' vocabulary mastery at MTS-TI Batu Belah. The subject of this research consist of 26 students of the second grade. The method of this research is descriptive research. The researcher used two instruments, those were test and questionnaire. Based on the data analysis, it showed that the average of the students' achievement in vocabulary was 77. It was categorize in good level. Furthermore, the students' responses showed that 65% students like to learn English. Meanwhile, 35% students didn't like English. 38% students tried to guess new vocabulary before used dictionary. Meanwhile, 62% students felt difficult to get meaning without used dictionary. 50% students felt easy to understand the meaning of vocabulary. Meanwhile, 50% students didn't understand about meaning of the vocabulary in English. 31% students felt easy to use appropriate word. Meanwhile, 69% students didn't understand to use appropriate word.

Keywords : *vocabulary, vocabulary mastery*

ABSTRAK

Penelitian ini bertujuan untuk menggambarkan bagaimana penguasaan siswa terhadap kosakata di MTS-TI Batu Belah. Subjek dari penelitian ini berjumlah 26 siswa pada kelas VIII. Metode yang digunakan dalam penelitian ini adalah penelitian deskriptif. Peneliti menggunakan 2 instrumen yaitu: test dan questionnaire. Berdasarkan analisa data dalam penelitian ini menunjukkan rata-rata dari prestasi siswa kosakata adalah 77. Itu dikategorikan level bagus. Selain itu, tanggapan-tanggapan siswa menunjukkan bahwa 65% siswa suka belajar bahasa inggris. Sementara itu 35% siswa tidak suka belajar bahasa inggris. 38% siswa mencoba menebak kosakata baru sebelum menggunakan kamus. Sementara itu, 62% siswa merasa sulit untuk menemukan arti kosakata tanpa menggunakan kamus. 50% siswa merasa mudah untuk memahami arti kosakata. Sementara itu, 50% siswa tidak mengerti tentang arti kosakata dalam bahasa inggris. 31% siswa merasa mudah untuk menggunakan kosakata berdasarkan konteks. Sementara itu, 69% siswa tidak mengerti untuk menggunakan kata yang cocok berdasarkan konteks..

Kata kunci : *kosakata, penguasaan kosakata*

INTRODUCTION

English is one of the languages in the world used by many people in a lot of countries. It is also recognized as the main language for communication with other people from different countries and cultures. Due to the importance of English as an international language, many people try to learn and master it as soon as possible so that they will not find any difficulties in communicating with others especially coming from abroad.

In Indonesia, the government has made some efforts to obtain human resources who are able to understand and master English well. Nowadays, English is not only taught for junior and senior high school students but also to the elementary school students. It is done in order to get the young learners of elementary level to be familiar with English as soon as possible. English mastery is a goal that wants to be achieved as the target besides two other languages namely Indonesian and vernacular language. In English, there are four components of language skills covering listening, speaking, reading and writing that should be learned by the learners deeply and appropriately. Those four skills cannot be separated since they are integrated. As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect to be the community of international world.

In order to support the mastery of English skills as mentioned above, it is essential to learn vocabulary. It becomes a central part in English learning.

In reality, many people who learn English especially for the beginners level are often faced with the problem of vocabulary mastery. They can not just comprehend and master it well. It is proved from the pre-research observation done by the observer the students of grade VIII MTS-TI Batu Belah. Based on the pre-research observation, the researcher found some problems when learning English especially in vocabulary.

The students have limited number of vocabulary. It seems when they speak and answer the teacher questions orally. Most of them still use Indonesian language in learning. It caused their vocabulary are low.

After that, problem of memorized the words. Their teacher gives them a way to increased their vocabulary. The teacher asked them to collect new vocabulary everyday and memorized the

words. But in reality, they did not like this way. It seems from their participation are very low. They told that they did not enjoy memorizing the words.

The next problems is about pronunciation. Problem pronunciation often occurred when the students learn vocabulary. The researcher found that the students' pronunciation still a lot of wrong. Sometimes they pronouncing the word based on the written. Because feel confuse when pronouncing the words, the students' motivation to learn English be low.

The next problems is students still needed dictionary to get meaning of the words. it seems from their habit to bring or borrow it every learn English. The problems caused that their knowledge about meaning of the words are low.

The others problem is using word in context. The students understand the meaning of the word, but they feel confused to use appropriate words to answer the questions based on the context. From their test in learning process (especially in vocabulary test) researcher found that their score are enough.

The students assume that English is a difficult subject. Based on the researcher interviewed from some students at MTS-TI Batu Belah, why they feel that English is a difficult subject? Most of them said that English make us confused with many formulas when they speak or make sentences.

And next problem is their score of English test. Their score are little bit enough, but can be said in low categorize. Most of the students could not reach the minimum criteria of completeness. The minimum criteria of completeness of English subject for this class is ≥ 70 . Almost 35% of the students got score below the minimum.

Besides, the teacher's way of teaching the material is conventional. Students are just asked to read, repeat and write all the times. It can also be said that teacher's technique is less varied because of limited media.

Based on the problems of students' vocabulary mastery above, the researcher need to analyze students' vocabulary mastery at the second grade of MTS-TI BATU BELAH in academic year 2016/2017.

There are many definitions of vocabulary proposed by some experts. It is very important for one to know what vocabulary is before discussing vocabulary mastery. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. According to Hatch and Brown (1995: 1), the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Since vocabulary is a list, the only system involved is that alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. It needs the process of learning in context to get the meaning of words as stated by Allen French (1983: 4) "Vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language". Hornby (1995: 985) states that "vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language".

Burns and Broman (1975: 295) define that "vocabulary is the stock of words used by a person, class or professional, all having much in common, yet each distinctly different. The primary thing in learning a language is the acquisition of a vocabulary". Therefore, success in learning English requires vocabulary acquisition. A large vocabulary can not guarantee the learner's competence in learning English but in adequacy of vocabulary will obstruct their chances to make success in learning English.

Norbert (1992:177) state that "vocabulary is a basis of a language, it is essential to master the vocabulary first". Rivers (in Nunan, 2000:117) has also the same argument with them. He argued that "for successful foreign language use, it is essential to have extensive vocabulary because it will enable us to use the structures and functions we may have learned for comprehensible communication".

Hindmarsh R (1980) stated that "vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, read and write. Vocabulary refers to the words we must understand to communicate effectively".

Then, Krisdalaksana (2008) stated that “vocabulary is a component of a language that maintains all of information about meaning and using word in language”. In addition, vocabulary defines as a total number of words with meanings and definitions used by someone or students to express the idea in language.

According to Ur (1995: 60) “vocabulary is the words we teach in the foreign language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language for the learners”. Hatch and Brown (1995: 1) state that “vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use. It means that vocabulary as the words of certain language which are used by language speaker in using language.

According to Haycraft in Hatch and Brown (1995: 370) “vocabulary is defined into two kinds: receptive and productive vocabulary. Receptive vocabulary is words that the students recognize and understand when they occur in a context, but which he cannot produce correctly. Productive vocabulary is word which the students understand, can pronounce correctly and use constructively in speaking and writing”.

Another expert, Paul Procter (1978:1229), states that "vocabulary is (a) all the words known to particular person, (b) the special set of words used in a particular kind of work, business, etc., (c) a list of words, usually in alphabetical order and with explanations of their meanings, less complete than a dictionary. Vocabulary deals with words and meaning.

Mastery itself means the comprehensive knowledge. Vocabulary mastery is comprehensive knowledge to recognize, understand, and produce stock of words and their meaning.

Swannel (1994: p 656) defines mastery as comprehensive knowledge or use of a subject or instrument. Meanwhile Porter (2001: p. 953) states that “mastery is learning or understanding something completely and having no difficulty in using it. Mastery is defined as the complete control of knowledge (Oxford Advanced Dictionary)”. This definition is supported by Hornby (1984: 777) who defines mastery as skill or thorough knowledge. From these definitions, researcher conclude that mastery means the competency to understand and apply something learnt. Vocabulary mastery is always being an essential part of English. Lewis and Hill (1990: 12)

say that “vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it)”.

Method

This research is descriptive research. Descriptive research is unique in the number of variables employed. Like other types of research, descriptive research can include multiple variables for analysis, yet unlike other methods, it requires only one variable (Borg & Gall, 1989). According Moh. Nazir (2005;54) descriptive method is a method in researching the status human groups, an object, a set of conditions, a system of thought, or a class of events in the present.

Descriptive research refers to research studies that have as their main objective the accurate portrayal of the characteristics of persons, situations or groups (Polit & Hungler 2002;716 in Brown). This approach is used to describe variables rather than to test a predicted relationship between variables. In this study, “descriptive” refers to the descriptive aspect of phenomenology described in section.

Descriptive research aimed to explore and clarify a phenomenon or social reality by describing such variable which refers to problem and unit researched. Problems discussed in this research are: Background of Research Problem, Problem, Objectives, Scope and limitation, Definition of Operational and Significance. Arikunto (2010: 234) defines descriptive research as a scientific research which the purpose is to picture out the phenomenon. It does not need any administration or control of certain action.

Finding and Discussion

The main concern of this research was focused on describing of the students' vocabulary mastery at the second grade of MTS-TI Batu Belah.

In order to get the data of this researcher used the test and questionnaire. The test was used to measure the students' vocabulary mastery at the second grade of MTS-TI Batu Belah. The researcher gave test to the students regard to the indicators of vocabulary mastery was divide into four indicators. But the writer focused on two indicators. They were vocabulary mastery in meaning and using word in appropriate context. The questionnaire was used to get specific informations by the students' responses dealing with the students' vocabulary mastery at the second grade of MTS-TI Batu Belah. The researcher gave questionnaire to the students which revealed in the students' opinion in their vocabulary mastery.

1. The Students' Vocabulary Mastery

The researcher carried out the research to the second year students of MTS-TI Batu Belah, the result was analyzed to make sure how the students' vocabulary mastery.

In analyzing the students' vocabulary mastery, the researcher used the test. The test is test 1 and test 2. In this test, the students were asked to answer the questions related to the indicators of vocabulary mastery. The indicators are meaning and using word in appropriate context.

In calculating the mean score of the students' vocabulary mastery of test 1 and test 2, the researcher calculated the mean score in each the indicators, the data as follows:

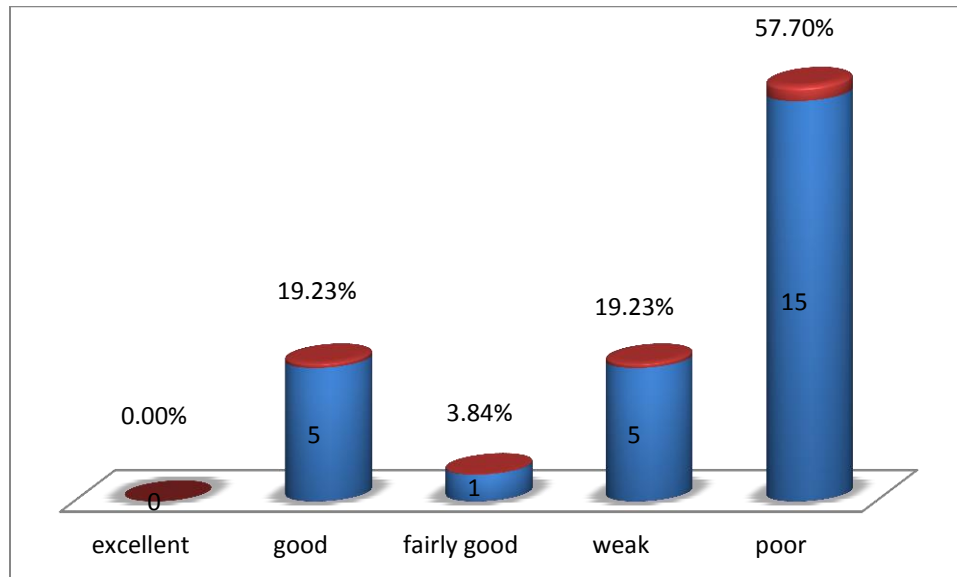
Table 4.1
The Percentage of The Students' Vocabulary Mastery in Finding Meaning of Test 1

No	Classification		Frequency	Percentage
	Range	Ability Level		
1	80 – 100	Excellent	1	3.84 %
2	70 – 79	Good	2	7.69 %
3	60 – 69	Fairly Good	5	19.23 %
4	50 – 59	Weak	3	11.54 %
5	00 – 49	Poor	15	57.70 %
			26	100 %

Based on the table above, it could be seen that there were 1 or 3.84% students obtained excellent level, 2 or 7.69% students obtained good level, 5 or 19.23% students obtained fairly good level, 3 or 11.54% students obtained weak level, and 15 or 57.70% students obtained poor level. In calculating of the data, the mean score of the students' vocabulary mastery in finding meaning of test 1 is 46.15. It prove that the students' vocabulary mastery in finding meaning of test 1 is categorized in poor level.

Picture 4.1

The Percentage of The Students' Vocabulary Mastery In Finding Meaning of Test 2



Related to the graphic above there were 5 or 19.23 % students fall in good level, 1 or 3.84% students fall in fairly good level, 5 or 19.23% students fall in weak level, and 15 or 57.70% students fall in poor level. From the data is known that the mean score of the students' vocabulary mastery in finding meaning of test 2 is 46.15. It shows that the students' vocabulary mastery in finding meaning of test 2 is classified in poor level.

Based on the data of test 1 and test 2 above proved that the mean score of the students' vocabulary mastery in finding meaning of test 1 is 46.15 and the students' vocabulary mastery in finding meaning of test 2 is 46.15. It can be conclude that the students' vocabulary mastery in finding meaning is categorized in poor level.

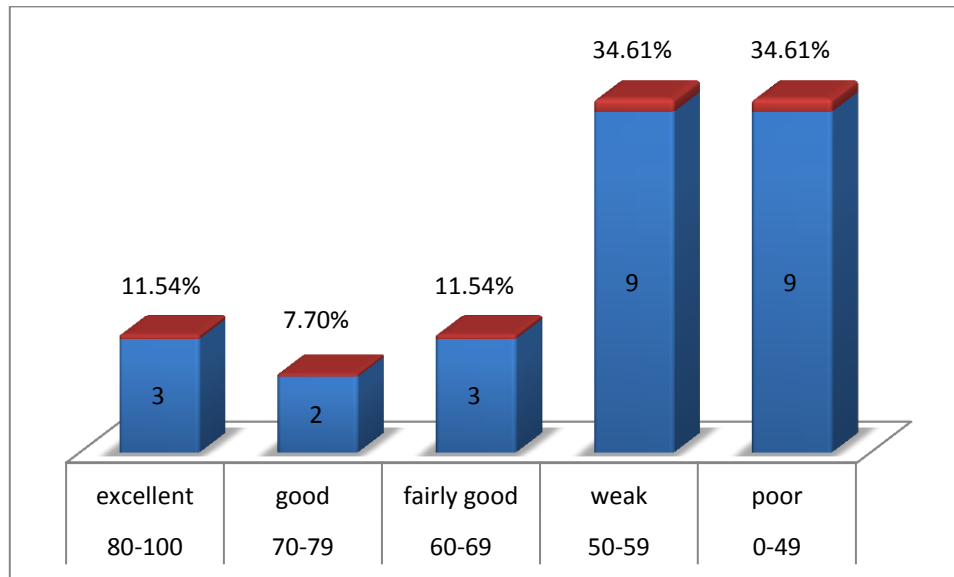
Table 4.2

The Percentage of The Students' Vocabulary Mastery In Using Appropriate Words Based On Context of Test 1

No	Classification		Frequency	Percentage
	Range	Ability Level		
1	80 – 100	Excellent	6	23.07%
2	70 – 79	Good	5	19.23%
3	60 – 69	Fairly Good	5	19.23 %
4	50 – 59	Weak	4	15.40%
5	00 - 49	Poor	6	23.07%
			26	100 %

Based on the table above, it could be seen that there were 6 or 23.07% students obtained excellent level, 5 or 19.23% students obtained good level, 5 or 19.23% students obtained fairly good level, 4 or 15.40% students obtained weak level, and 6 or 23.07% students obtained poor level. In calculating of the data, the mean score of the students' vocabulary mastery in using appropriate word based on context of test 1 is 60. It prove that the students' vocabulary mastery in using appropriate word based on context of test 1 is categorized in fairly good level.

Picture 4.2
The Percentage of The Students' Vocabulary Mastery In Using Appropriate Word Based On Context of Test 2



Related to the graphic above there were 3 or 11.54% students fall in excellent level, 2 or 7.70% students fall in good level, 3 or 11.54% students fall in fairly good level, 9 or 34.61% students fall in weak level, and 9 or 34.61% students fall in poor level. From the data is known that the mean score of the students' vocabulary mastery in using appropriate word based on context of test 2 is 50.384. It shows that the students' vocabulary mastery in using appropriate word based on context of test 2 is classified in weak level.

Based on the data of test 1 and test 2 above proved that the mean score of the students' vocabulary mastery in using appropriate word based on context of test 1 is 60 and the students' vocabulary mastery in using appropriate word based on context of test 2 is 50.384. It can be conclude that the students' vocabulary mastery in finding meaning is categorized in fairly good level.

Table 4.3

Recapitulation of Mean Score of Total Score of the Students' Vocabulary Mastery of Test 1

No	Indicators of Vocabulary Mastery	Total Score	Percentage
1	Finding Meaning	1200	46%
2	Using Appropriate Word	1560	60%
Total		2760	

Based on the table above, it could be seen that total score of the students' vocabulary mastery of test 1 in finding meaning is 1200, and using appropriate word is 1560. In calculating of the data is known that the mean score of total score of the students' vocabulary mastery of test 1 is 53.07. It means the students' vocabulary mastery of test 1 is categorized in weak level.

Table 4.4

The Recapitulation of Mean Score of Total Score of the Students' Vocabulary Mastery of Test 2

No	Indicators of Vocabulary Mastery	Total Score	Percentage
1	Finding Meaning	1200	46%
2	Using Appropriate Word	1310	50%
Total		2510	

Based on the table above, it could be seen that total score of the students' vocabulary mastery of test 2 in finding meaning is 1200, and using appropriate word is 1310. In calculating of the

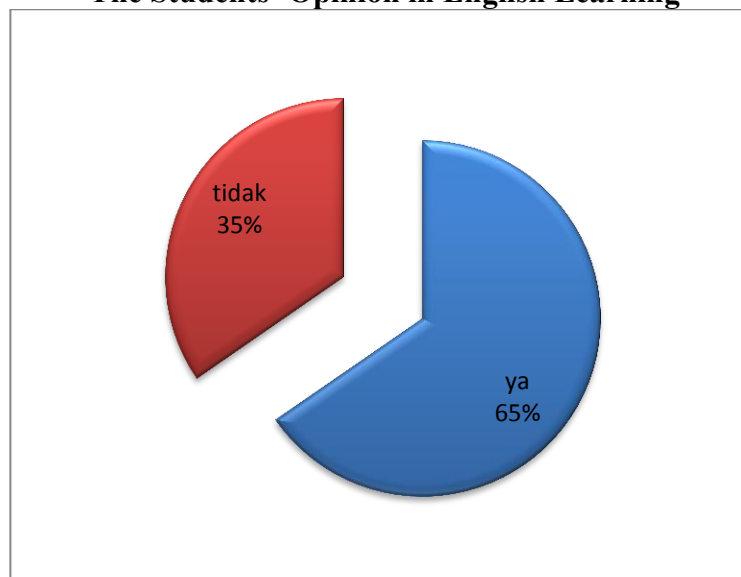
data is known that the mean score of total score of the students' vocabulary mastery of test 2 is 48.27. It means the students' vocabulary mastery of test 2 is categorized in poor level.

2. The Result of Questionnaire

The result of questionnaire was analyzed to get specific information dealing with students' vocabulary mastery at the second grade of MTS-TI Batu Belah. The questionnaire was analyzed to get specific information by the students' responses dealing with students' vocabulary mastery at the second grade of MTS-TI Batu Belah. This questionnaire was revealed in two categorized. They were the students' opinion in learning English and the students' opinion in their vocabulary mastery.

To make them clear, the researcher analyzed each categorized of the questionnaire as follows:

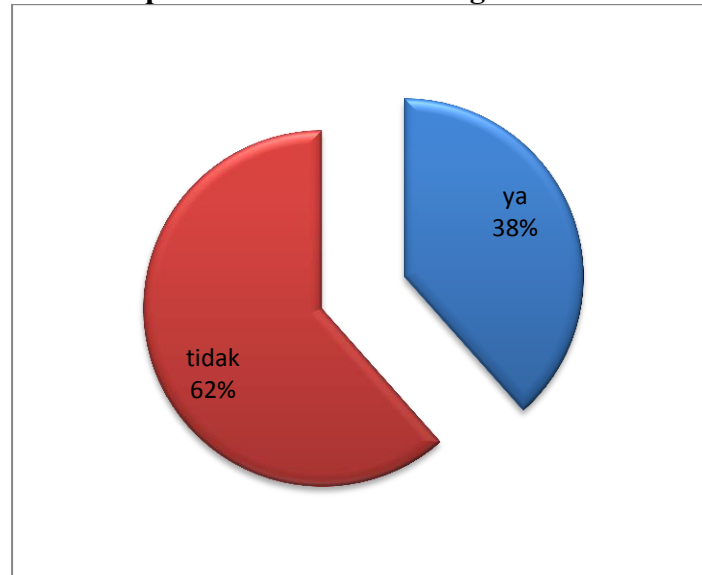
Pictures 4.3
The Students' Opinion in English Learning



Based on the picture of the first questionnaire above, 17 or 65% the students like to learn English. They said that English is important because English is International language. They also said that their teacher is good, so made them enjoy in learning English. Meanwhile, 9 or 35% the students didn't like English learning. Because they felt difficult to understood the words in

English, to pronounced the words, to remembered, and made them feel confused while their learning English. They said that English is not our language, it's so made them feel headache.

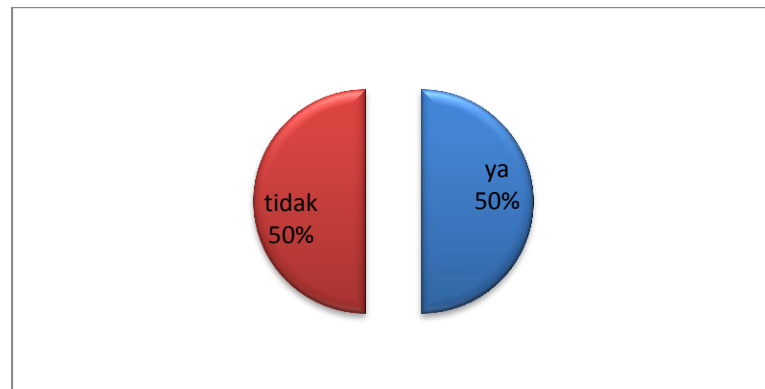
Picture 4.4
The Students' Opinion in Guess Meaning of the New Vocabulary



Based on the picture of the second questionnaire above, 10 or 38% the students want to understood, tried to guess, and learned about new vocabulary before used dictionary. Meanwhile, 16 or 62% the students felt difficult and didn't understand about the vocabulary without used dictionary and felt wasted the time if they didn't use dictionary to get the meaning of the word.

Picture 4.5

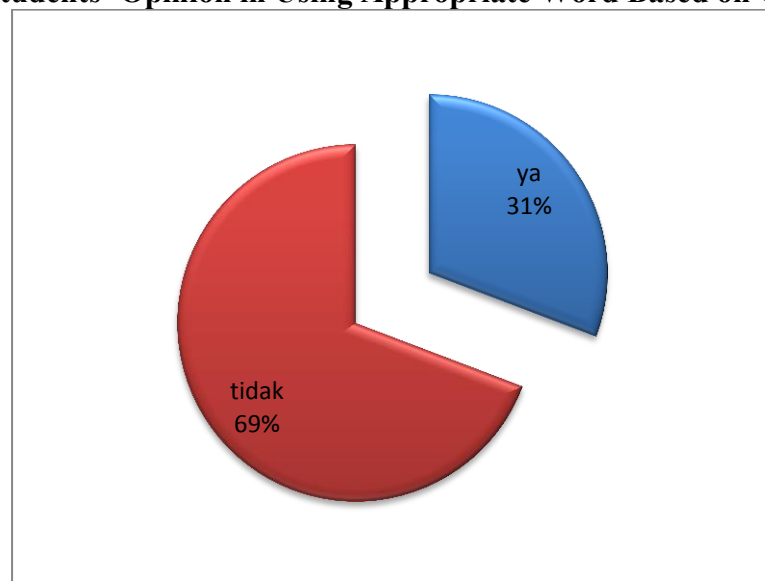
The Students' Opinion in Understanding the Meaning of Vocabulary



Based on the picture of the third questionnaire above, 13 or 50% the students felt easy to understand the meaning of vocabulary because the vocabulary was familiar for them. They Meanwhile, 13 or 50% the students felt difficult and didn't understand about meaning of the vocabulary in English. They said that many vocabulary that they didn't know the meaning of the vocabulary. And also they had little vocabulary in English.

Picture 4.6

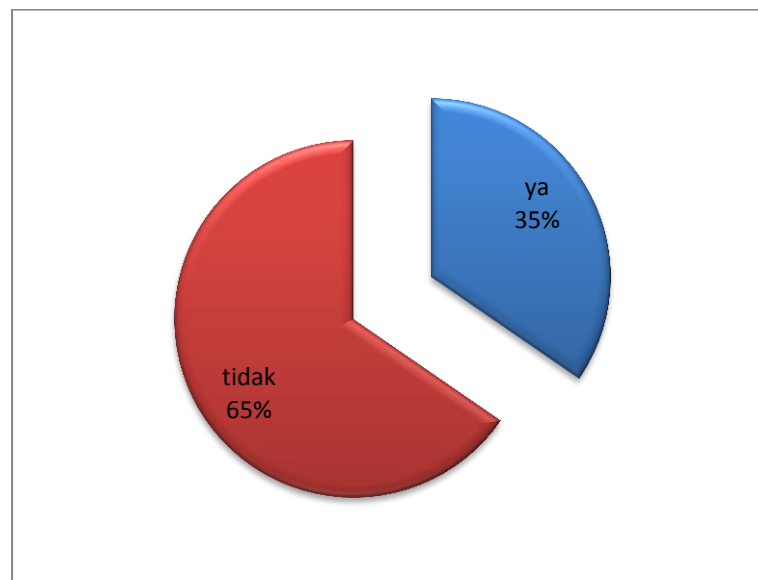
The Students' Opinion in Using Appropriate Word Based on Context



Based on the picture of the fourth questionnaire above, 8 or 31% the students felt understand to used appropriate word based on context. They said that during their learning English, used appropriate word based on context still in easy level. Because they had many vocabularies in English. Meanwhile, 18 or 69% the students didn't understand and feel difficult to use appropriate word based on context. They also said that used appropriate word was made confused, because in the questions there were many choices and they didn't know where is the suitable word to complete it.

Picture 4.7

The Students' Opinion in Answer the Question about Vocabulary



Based on the picture of the fifth questionnaire above, 9 or 35% the students felt didn't difficult and like to answer the questions about vocabulary and easy to understood. Meanwhile, 17 or 65% the students felt the questions was difficult because they didn't know the meaning of vocabulary and sometimes the students forgot about its meaning and also made them confuse.

A. Data Analysis

1. Vocabulary Mastery in Finding Meaning of Test 1

Table 4.5

The Percentage of The Students' Vocabulary Mastery in Finding Meaning of Test 1

No	Classification		Frequency	Percentage
	Range	Ability Level		
1	80 – 100	Excellent	1	3.84 %
2	70 – 79	Good	2	7.69 %
3	60 – 69	Fairly Good	5	19.23 %
4	50 – 59	Weak	3	11.54 %
5	00 - 49	Poor	15	57.70 %
			26	100 %

Based on the table above, 1 or 3.84% students obtained in excellent level. According to the students, they could answer the questions well because the questions still easy to finished. They also said that the words were familiar for them. 2 or 7.69% students obtained in good level. It caused that the students still tried to guest the words because some of the words are not too familiar. So they got little wrong to answer the questions. 5 or 19.23% students obtained in fairly good level. It caused that the students felt the questions or the words little made them confuse. Because they didn't know meaning of the words. 3 or 11.54% and 15 or 57.70% students obtained in weak and poor level. It caused that the questions were difficult for them and they didn't know the words. So they answered the questions carelessly.

2. Vocabulary Mastery in Finding Meaning of Test 2

Table 4.6

**The Percentage of The Students' Vocabulary Mastery in Finding
Meaning of Test 2**

No	Classification		Frequency	Percentage
	Range	Ability Level		
1	80 – 100	Excellent	0	00.00 %
2	70 – 79	Good	5	19.23 %
3	60 – 69	Fairly Good	1	3.84 %
4	50 – 59	Weak	5	19.23 %
5	00 - 49	Poor	15	57.70 %
			26	100 %

Based on the table above, there were 5 or 19.23% students obtained in good level. Different with percentage of test 1, the number of the students who got good level was decrease on test 2. It caused that the words little unfamiliar than before. Meanwhile, 1 or 3.84% students obtained in fairly good level. Contrast with test 1, on test 2 only 1 students got this level. It caused that the students had more prepare than before. Besides that, 5 or 19.23% students obtained in weak level. It had increase than before. It caused that the students felt confuse to get the meaning of the words. And 15 or 57.70% students obtained poor level. It caused that the students were low in vocabularies.

3. Using Aproprate Words Based on Context of Test 1

Table 4.7

**The Percentage of The Students' Vocabulary Mastery in Using Word Based on
Context of Test 1**

No	Classification		Frequency	Percentage
	Range	Ability Level		
1	80 – 100	Excellent	6	23.07%
2	70 – 79	Good	5	19.23%
3	60 – 69	Fairly Good	5	19.23 %
4	50 – 59	Weak	4	15.40%
5	00 - 49	Poor	6	23.07%
			26	100 %

Based on the table above, 6 or 23.07% students obtained in excellent level. It caused that the questions still easy and could they understand. 5 or 19.23 students obtained in good and fairly good level. It caused that the students still doubtful to used appropriate words based on context. 4 or 15.40% students obtained in weak level. It caused that the students felt confused how to use the appropriate words. And 6 or 23.07% students obtained in poor level. It caused that the students didn't understand and felt dizzy to used appropriate words on context.

4. Using Aproprate Words Based on Context of Test 2

Table 4.8

**The Percentage of The Students' Vocabulary Mastery in Using Word
Based on Context of Test 2**

No	Classification		Frequency	Percentage
	Range	Ability Level		
1	80 – 100	Excellent	3	11.54%
2	70 – 79	Good	2	7.70%
3	60 – 69	Fairly Good	3	11.54 %
4	50 – 59	Weak	9	34.61%
5	00 - 49	Poor	9	34.61%
			26	100 %

Based on the table above, 3 or 11.54% students obtained in excellent level. It had decrease compare with test 1. It caused that the students felt test 1 little difficult than test 1. 2 or 7.70% students obtained in good level. It caused that the students felt that test 2 more made them dizzy. Because text on test 2 had many unfamiliar words for them. 3 or 11.54% students obtained fairly good level. It caused that the students confused how to use appropriate words. They had same reason with others. The text had many unfamiliar words. And the last, 9 or 34.61% students obtained in weak and poor level. It caused that the students didn't understand to complete the text. They felt it is so hard. Because they had low and little vocabularies. It made them got many mistakes in this test.

B. Discussion

This part covers the discussion of the students' vocabulary mastery. The discussion based on how students' vocabulary mastery at the second grade of MTS-TI Batu Belah. The researcher found that the students' vocabulary mastery is good level. But the students still had some problems in vocabulary mastery. It caused that the students had low vocabulary, accustomed to using dictionary, they didn't like to learn English, didn't know the technique how to use appropriate words based on context and also their teacher didn't have good ways in teaching vocabulary.

Connected with the research Riadhul Jannah (2016) saw that the students' vocabulary is good level. But still having problem in vocabulary. As the result, view of them got unsatisfied score, low score and very low score. There must be some factors causing this problem. Those are; laziness and view of students pretend that English vocabulary is hard to be learned. The way the new word, meaning, pronunciation, spelling and also the new word relation with other word is some of the factors in mastering English vocabulary.

Beside that this finding also supported by the theory proposed by Growen, Philip and Walter (1995: 143) who stated that the way the new word is used is considered as one of the factor affecting the students' difficulty in learning vocabulary. Including, similarity to L1, similarity to English word already known, connotation, spelling and pronunciation, multi – word items, and collocation. In relation to the way the new word is used, he said that when to use vocabulary appropriately is problematic. Some words and expressions are restricted to use in particular context.

From the problems above, it make the students difficult to get meaning and using appropriate word based on context. And also make the students are lazy to learn English. Therefore, the students need motivate from the teacher and also the teacher need to be creative in teaching English. Especially in improving the students' vocabulary mastery.

CONCLUSION

This research focused on the students' vocabulary mastery. This research was strongly purpose to get information dealing with ability of the second grade of MTS-TI Batu Belah.

Based on the data analysis on previous chapter, from the calculation the average of the students' vocabulary mastery of test 1 and test 2, it can be conclude that the students' vocabulary mastery was categorized ingood level.

The result of questionnaire proved that 17 or 65% the students like to learn English. Meanwhile, 9 or 35% the students didn't like English learning. 10 or 38% the students want to understood, tried to guess, and learned about new vocabulary before used dictionary. Meanwhile, 16 or 62% the students felt difficult and didn't understand about the vocabulary without used dictionary and felt wasted the time if they didn't use dictionary to get the meaning of the word. 13 or 50% the students felt easy to understand the meaning of vocabulary because the vocabulary was familiar for them. Meanwhile, 13 or 50% the students felt difficult and didn't understand about meaning of the vocabulary in English. 8 or 31% the students felt understand and easy to used appropriate word based on context. Meanwhile, 18 or 69% the students didn't understand and feel difficult and confused to use appropriate word based on context. 9 or 35% the students felt didn't difficult and like to answer the questions about vocabulary and easy to understood. Meanwhile, 17 or 65% the students felt the questions was difficult because they didn't know the meaning of vocabulary and sometimes the students forgot about its meaning and also made them confuse.

REFERENCES

- Aditya, Rio. (2007). *Increasing vocabulary achivement by guessing meaning of words in context by the first year students of SMA Xaverius 1 Palembang*. FKIP Universitas Sriwijaya, Inderalaya.
- AM, Jamaris. 2014. Vocabulary Mastery and Learning Strategy. Retrieved from staidpayakumbuh.ac.id/vocabulary-mastery-and-learning-strategy/ on April 18th, 2016.

- Azizah, Nailiya Noor. 2006. *A Descriptive Study on the Vocabulary Mastery of The Sixth Year Students of SDN Teluk Dalam 1 Banjarmasin in 2005/2006*. Lambung Mangkurat University. Banjarmasin
- Daryanti, Tri. 2015. *The Correlation Between Vocabulary Mastery and Reading Comprehension of The Eighth grade Students of SMP Negeri 4 Wates In Academic Year of 2013/2014*. Published: Yogyakarta State University.
- Feunten, Vale. *The Ways to Learn Vocabulary*. Retrieved from [http://www.sian-efl-journal.com/dec 03 sub.Vn.php](http://www.sian-efl-journal.com/dec%2003%20sub.Vn.php) on April 20th, 2016.
- Hafizuddin. 2013. *The Use of English Song In Improving Students' Vocabulary Mastery At The Second Year of MA NW Jurang Jaler In Academic Year 2013*. Published: Institute of Mataram.
- Hakim, Arif Rahman. (2011). *A Descriptive Study On The Students' Mastery Of English Vocabulary At The Eight Grade Of SMPN 4 Martapura In Academic Year 2010/2011*. Published: Lambung Mangkurat University, Banjarmasin.
- Halliwell, *Improving Vocabulary* (<http://www.improvingvocabulary.org/importance.html>.) Accessed on May 1st November 2016”.
- Herliani. 2006. *The Ability of The Second Year Students on English Vocabulary at State Islamic Junior High School (MTsN) Amuntai Utara Hulu Sungai Utara Regency*. State Institute for Islamic Studies Antasari. Banjarmasin
- <http://amin-limpo.blogspot.co.id/2012/05/concept-of-vocabulary.html>
Retrieved on April 20th, 2016.
- <http://en.m.wikipedia.org/wiki/Vocabulary>. Retrieved on April 15th, 2016.
- <http://niasyahara.blogspot.co.id/2014/04/mastering-english-vocabulary.html> Retrieved on April 27th, 2016.

- Ismalinda. (2002). *“Teaching vocabulary through matching Games to the Fourth grade students of SDN 585 Palembang”*. Indralaya. Faculty of Teacher Training and Education, Sriwijaya University.
- Kosasih, Engkos. 2008: Online. *Teaching Vocabulary by Means of “PAIKEM”*. Available at: <http://sman5-pandeglang.com/bahasa/b-inggris/36-teaching-vocabulary-by-means-of-qpaikemq.html> Retrieved on February 12th, 2016.
- Kusumayati, Lusiana Dewi. (2010) *Improving Students’ Vocabulary Mastery Using Contextual Teaching and Learning In Academic Year 2009/2010*. Published: Sebelas Maret University, Surakarta.
- Lehr, Fran. (n,d online). A Focus On Vocabulary Available at: <http://www.prel.org/products/re / ES0419.htm> Retrieved on March 15th, 2016.
- linguistic.byu.edu/faculty/henrichsen1/ResearchMethods/RM-2-05.html Retrieved on April 26th, 2016.
- Mutia Putri, Herdika. 2012. *Improving Students’ Vocabulary Mastery By Using Direct Method To The Eleventh Grade Science of SMAN 1 MUARO JAMBI*. Published: State Institute of Islamic Sulthan Thaha Saifuddin. Jambi.
- Nilawati, Sofika Chandra. 2009. *The Effectiveness of Teaching Vocabulary By Using Puppet At Elementary School Students of The Fourth Grade of SDN II Rembang In Academic Year of 2007/2008*. Published: Semarang State University.
- Nugroho, Yosephus Setyodkk. (2012). *Improving Students’ Vocabulary Mastery Using Flashcards on The Fourth Grade Students of SD Negeri II Watuagung in the academic year of 2011/2012*. Published: SebelasMaret University
- Nurilhuda-mielda.blogspot.com/2013/01/my-thesis-proposal_13.html?m=1 Retrieved on April 18th, 2016.
- Putri Ayu, Masayu Hijir. (2012). *Increasing The Eighth Grade Students’ Vocabulary Mastery by Guessing Meaning from Context of Recount Text at SMPN 7 Palembang*. Published: Sriwijaya University.

- Riadul Jannah. (2016). *A descriptive study on students' vocabulary mastery of the eight graders of mts mu'allimat nw anjani*. English Department Faculty of Teacher Training And Education. Mataram University.
- Rianti, Wida. 2014. *Improving Students' Vocabulary Mastery Using Kids' Song At Grade VI B of SDN 022 Kampar*. Published: State University of Padang.
- Ro'iyah Ali, Irwan. 2010. *The Correlation Students' Vocabulary Mastery and Reading Comprehension At The Second Semester of English Department, The Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University Jakarta*. Published: Syarif Hidayatullah State Islamic University Jakarta.
- Sariatun. 2010. *The Correlation Between English Vocabulary Mastery and Students' Writing Ability of The Eighth Grade Students of SMP IT Rahmatan Lil'alamin Seloaji Babadan Ponorogo In Academic Year 2009/2010*. Published: State Islamic College of Ponorogo.
- Setiawan, Budi. (2010). *Improving Students' Vocabulary Mastery Through Direct Instruction (A Classroom Action Research on The fourth Grade of SD Negeri Pringanom 3, Masaran, Sragen in the Academic Year of 2009/2010)*. Published: Sebelas Maret University
- Tuminah. (2009). *Improving Students' Vocabulary Mastery Using Beyond Centers and Circle time Method (A Classroom Action Research in the Islam Kindergarten of Fahimna Surakarta in the Academic Year 2008/2009)*. Published: SebelasMaret University
- Vale Feunten, *The Ways to Learn Vocabulary*, (http://www.sian-efl-journal.com/dec_03_sub.Vn.php) "Accessed on May 1st 2016".
- Wanityastuti. 2001 *A Descriptive Study on the Vocabulary Mastery of the First Year Students of SLTP 1 Wonosari Yogyakarta in 2000*. Widya Darna University Klaten. Yogyakarta.