

**THE COMPETENCE OF STUDENTS IN MASTERING  
VOCABULARY AT MADRASAH IBTIDAIYAH DATOK  
SULAIMAN PALOPO**



**A THESIS**

**Submitted to the English Study Program of S1 Tarbiyah Department  
of State Collage for Islamic Studies of Palopo in Partial  
Fulfillment of Requirement for S.Pd  
Degree in English Education**

**By**

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**ENGLISH STUDY PROGRAM OF TARBIYAH  
DEPARTMENT OF STATE COLLAGE FOR ISLAMIC  
STUDIES ( STAIN ) PALOPO  
2014**

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STUDIES (STAIN ) PALOPO**

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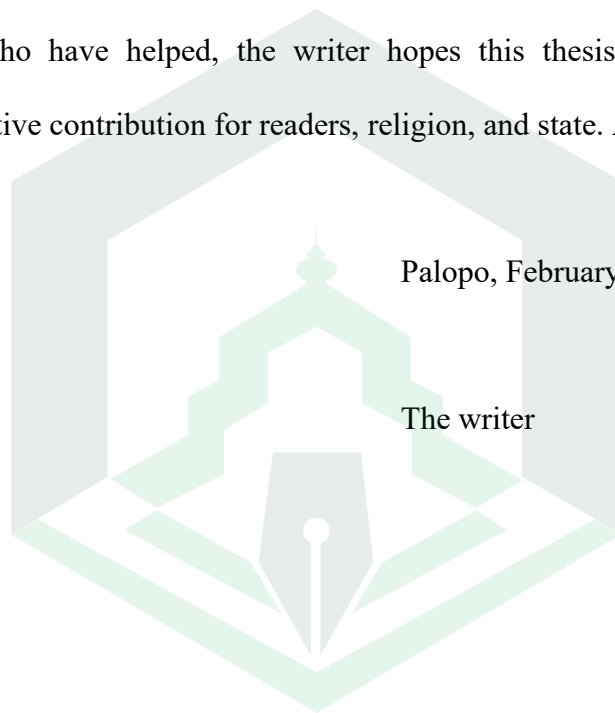
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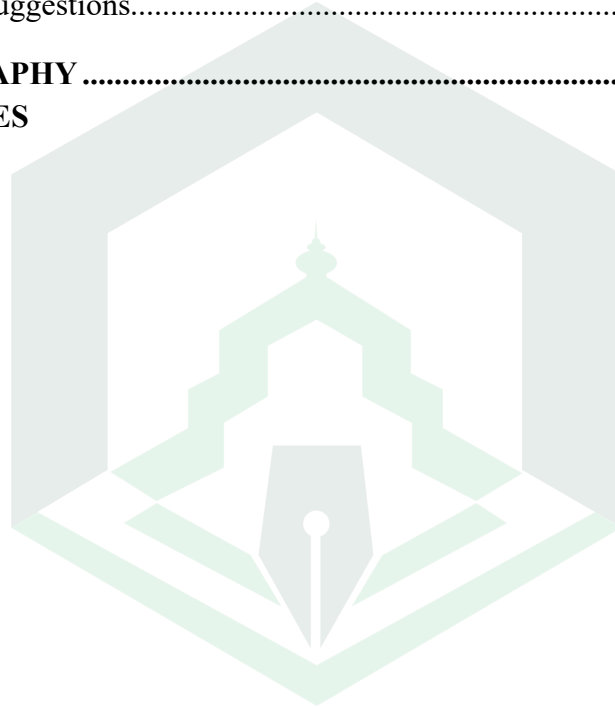


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## ABSTRACT

**Ikaldi Muhas. 2013. The Competence of Students In Mastering Vocabulary at Madrasah Ibtidaiyah Datok Sulaiman Palopo. A Thesis. English Education Study Program. Tarbiyah Department STAIN Palopo. (Supervised by Dr.Jumhariah Djamereng,M.Hum and Madehang,S.Ag.,M.Pd )**

**Key Words : Competence, Vocabulary**

The objective of this research was to find out the competence of the sixth year students of MI Datok Sulaiman Palopo in mastering vocabulary. The main focus of the problem are the nouns and adjectives.

This research used total sampling in which 21 students was taken as sample out of 21 students taken from the fifth year students of MI Datok Sulaiman Palopo academic year 2013 / 2014. The instrument of the research was vocabulary test. The findings which gained through the research were tabulated into scoring classification, tabulating and percentage technique.

The result of this research shows that the total mean score of the students' scores is 7.36. Then, based on data analysis, the writer concludes that the tenth year students of MI Datok Sulaiman Palopo still get fairly good score in mastering vocabulary. Then, The students' difficulties in learning vocabulary need to be improved by teachers and also by the students.

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## CHAPTER 1

### INTRODUCTION

#### *A. Background*

Language is a term the most commonly used to so call “natural language” the spoken and signed forms of communication is ubiquitous among humankind. Language cannot be separated from human’s life. It almost becomes air to breath. By using language, people can do many things such as sharing their feeling and setting information, knowledge and anything they want. It can happen because language is a means of communication that “bridges” ones mead to others.

There are five international languages, namely, Japanese, Chinese, Arabic, France, and English. Among these international language, English becomes the most widely used in all over the world since most of knowledge is written in English. Because of these reasons, learning English becomes a very important thing.

In Indonesia, English becomes the foreign language that is introduced from kindergarten to university. It has an important role to the development of country and reforming in teaching learning process. Even some children in big cities have known it as one of the subject. On the other hand, many formal education and course also offer the same programs as the formal education do.

Teaching young learners is not an easy job. The young learners sometimes face some problems in learning English as foreign language. Consequently the teacher should be creative and become a good model in teaching English for their

student. The objective of teaching English in elementary is to prepare children to have comparative value in the globalization Era and introduce English at early ages.

Vocabulary is central of language teaching and learning. Through vocabulary we can express ideas, emotions and desires. Besides that, through good command in teaching vocabulary on a certain language the students can express ideas effectively and efficiently.

Teaching vocabulary in Elementary, especially for young learners, is not an easy way. Teaching young learner is different from teaching adults. We must have extra power to teach them, because the young learners have certain characteristic and need certain treatment. So we must give basic vocabulary to make them understand English. Before continuing the next step the teacher must have preparation to teach children, for example the teacher must prepare a media as the teaching tools.<sup>1</sup>

One reality in some school is that they still cannot convey their ideas in English well. It is believed that one problem that they have is related to their vocabulary. It is impossible for the student to speak English fluently without having enough vocabulary although they understand the patterns

Vocabulary is considered to play a central role, because through vocabulary we can communicate ideas, emotions and desires. Furthermore, by a good command

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<sup>11</sup>KadinaKesumaIlham, “ *The Effectiveness Of Teaching Vocabulary Using Songs and Hand Puppets : an Experimental Study of the Fourth Years Of SD NegeriGentan 02 Baki*” , Thesis (Sukoharjo: UniversitasMuhammadiyahSukoharjo, 2009) p .3.

of vocabulary on language, someone can express his/her ideas effectively and efficiently.

Students always feel difficult in speaking not only because of their fewer attitudes toward the importance of acquiring of process the powerful vocabulary itself but also vocabulary. Vocabulary is not a simple matter, because learning thousand of words by heart make the students bored, that why the aim of acquiring and having sufficient vocabulary cannot be reached.

In curriculum target, the main objective is the students should be able to master basic vocabularies. In fact, in reality based on the observation at Madrasah Ibtidaiyah Datok Sulaiman, it is found that the students were still not familiar with the basic vocabulary. Therefore it is important to find out the competence of students in vocabulary.

Based on the explanation above, the writer is interested to do a research which is entitled “The competence of students in mastering Vocabulary at Madrasah Ibtidaiyah Datok Sulaiman Palopo”.

### ***B. Problem Statements***

Based on the background above, the writer formulates the following problem statements as follow:

How is the competence of the fourth grade students of Madrasah Ibtidaiyah Datok Sulaiman Palopo in mastering vocabulary?

### ***C. Objective of the Research***

In relation to the problem statement above, the objectives of the research are:

To find out the competence of the sixth grade students of Madrasah Ibtidaiyah Datok Sulaiman Palopo in mastering vocabulary?

### ***D. Significance of the Research.***

The result of this the research is expected to be useful information for teacher and students at elementary school in general especially for teaching and learning vocabulary at Madrasah Ibtidaiyah Datok Sulaiman Palopo.

For students, as feedback for their ability in mastering vocabulary. While for the teacher as information about their students difficulties in learning vocabulary.

### ***E. Scope of the Research.***

This research limits its scope in the competence of the sixth grade students of Madrasah Ibtidaiyah Datok Sulaiman academic year 2013/2014 in learning some basic vocabulary especially the content words such as the vocabulary related to the classroom and school environment, the basic noun and adjectives.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Studies*

There are some researches about the improving vocabulary:

1. Muh. Syahrullah, in his research under title Teaching Vocabulary through Song found that teaching vocabulary through English songs can improve the student vocabulary.<sup>2</sup>

2. Kartika Sari, in her research under title The Use Wise Word in Improving Vocabulary at the Second Year of SMUN 1 Sabbang found that wise word is a good to improve the student vocabulary. Through wise word the students will have good skill in English learning<sup>3</sup>.

3. Mujahidah, in her research under title Developing Student's Vocabulary Trough Word Formation at The Eleventh Year of MAN Palopo found that teaching vocabulary through word formation can improve the student vocabulary.<sup>4</sup>

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<sup>2</sup> Syahrullah. Teaching Vocabulary through Song. Thesis S.1, (Palopo: STAIN Palopo,2008)

<sup>3</sup>Kartika Sari, "*The Use Wise Word in Improving Vocabulary at the Second Year of SMUN 1 Sabbang*" Thesis S.1, (Palopo: STAIN Palopo,2009)

<sup>4</sup>Mujahidah, "*Developing Student's Vocabulary Trough Word Formation at The Eleventh Year of MAN Palopo*", Thesis S.1,(Palopo:STAIN Palopo,2009)

Based on previous researches above, the writer will conduct a research about vocabulary by using vocabulary test. By using English vocabulary test as a way to measure the students' competence in mastering vocabulary.

## ***B. Vocabulary***

### **1. Concept of Vocabulary**

In Oxford, vocabulary is all the words that a person knows or uses, all the words in language, list of words with their meaning especially in a book for learning a foreign language.<sup>5</sup>

As Steven Stahl state that, "Vocabulary is the knowledge of words and word meaning. Vocabulary is knowledge, the knowledge of a words not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered, it is something that expand and depends OVC the course of a lifetime. Instruction in vocabulary is acquired incidentally through indirect exposure to words an intentionally through explicit instruction in specific words and word learning strategies.

Vocabulary is vital to communicating with others and understanding what are is reading. We know that information is known to everyone but unknowledge it

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<sup>5</sup>*Oxford Learner's pocket Dictionary*, (1<sup>th</sup> edition ; New York : Oxford University, 2000) p.482

instead of talking for graded adds important goals to your child list of basic skills to master.<sup>6</sup>

Vocabulary is a core component is language proficiency and provides much of the basic for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around that such as listening to native speaker, using the language is different context, reading or watching television.<sup>7</sup>

Jeremy Harmer states that: vocabulary is seem as incidental to the main purpose of language teaching, namely the acquisition of grammatical knowledge about the language. Vocabulary is necessary to give student's something to hang on when learning of structure, but is frequently not a focus for learning its self.<sup>8</sup>

For the concluded we can say that vocabulary is the study of :

- The meaning words have

Many words have several different meaning each, study the meaning of the words and part of speech.

- How the words are used

Study the words in context, apply what you learn by writing sentence with your words.

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<sup>6</sup>Donna Young, "Vocabulary is Important ",<http://www.donnayoung.org/forms/help/vocabulary.htm> accessed on April, 15<sup>th</sup> 2011

<sup>7</sup>Jack C Richard and Willy A Willy Renandya, "Methodology In Language Teaching", (First Edition ; South Africa: Cambridge University Press, 2002) p.255

<sup>8</sup> Jeremy Harmer, "The Practice Of English Language Teaching", (First Edition; New York : longman Publishing,1991) p.154



- Roots words, prefixes, suffixes

Studying these will aid in the study of vocabulary.

- Analogies

This is comparing two pairs of words and choosing the pairs that go together.

## **2. Vocabulary Selection**

The teaching vocabulary is an important of language and it must be done carefully. The English teacher should know which words are important to learn because many words will not be useful to the students.

To select the important vocabulary means that one choose the actual words that can be used by the students. In this case, before teaching it, the teacher should select the vocabulary students need.

Learning vocabulary is a basic tool to improve your English. There are at least 500,000 words in English. The native English speaker use an average of 5,000 words in his/her everyday speech. And only 50 words make up 45% of everything written in en English. So, there are many words you don't need at all and there are other words that you simply need to understand when you read or hear them. Finally, there are words which you need to be able to use your self.

The vocabulary needed by students is the vocabulary that can be used the language performance. For example: vocabulary for thinking, for communication or for human relation in the class particularly and society generally. From the selection of the vocabulary, the learning process more efficient.

Vocabulary must not only be known, it must be readily available for use. The fluency development strand of a course aims at helping learners make the best use of what they already know. It is important to see fluency as being related to each of the four skills of listening, speaking, reading and writing with fluency needed to be developed independently in each of these skills. Fluency development activities should involve only known language items (there should be no unknown vocabulary of grammatical features should be message-focused, should involve substantial) quantities of input and output and should involve some pressure.<sup>9</sup>

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course. The best way to avoid this is for the teacher and course designer to have a set of guiding principles that can be applied in a variety of teaching and learning situations. The principles they are :

1. Focus on the most useful vocabulary first.

Some words can be used in a wide variety of circumstances. Others have much more limited use. For example, the word help can be used to ask for help, to describe how people work with others, to describe how knowledge, tools, and materials can make vocabulary give learners the best return for the learning effort.

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<sup>9</sup>David Nunan, *“Practical English Language Teaching”*, p.134

2. Focus of the vocabulary in the most appropriate way.

Here we look at the four most important vocabulary learning strategies of using words part, guessing word context, using word cards and using dictionaries. We will see that teachers need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

3. Give attention to occur in all four strands of a course.

It should get deliberate attention through teaching and study and should be met and used in communicating message in listening, speaking, reading and writing. High frequency vocabulary should also be frequently accessible for receptive and productive use.

4. Encourage learners to reflect on and take responsibility for learning.

There is an important principle that lies behind choosing and learning and that's that learners need to realize that they must be responsible for their own learning. Taking this responsibility requires (1) knowledge of what to do learn and the range of options for learning vocabulary, (2) skill in choosing the best options, and (3) the ability to monitor and evaluate progress with those options.<sup>10</sup>

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<sup>10</sup>*Ibid.*, p.135-140

### *C. The class of words*

#### **1. Function words**

By 'Function word' we mean a word that does not belong to one of the four major parts of speech in English (noun, verb, adjective, and adverb). Their purpose is not only to express meaning but to relate other words to each other. These are the words you must know in order to speak or understand English with any fluency at all. Not only are they among the most frequent in the language, but they are also indispensable in forming sentences. Function words are also called form words, empty words, functors.

Among the function words are articles, auxiliary verb, conjunctions, preposition, pronouns, noun-determiners, substitute nouns, intensifiers, and other specialized expressions. They also include numerals, day of the week, and month of the year. Many of the words can be used in more than one way.

Function words are those that often have little meaning in the dictionary sense but which serve important function in relating other words in the language to each other. Examples are: is, at, to, which, for, by, he, etc. Since these are the words that occur most frequently in the language, they are sure to be mastered in any good elementary language course. You simply cannot say much of any looking them up in the dictionary is not of much use. Since they acquire most of their meaning from the sentences in which they are used, it is rather pointless to discuss them in isolation.

The other function of words is the basic building in speech and writing. No one can communicate without words that convey exact meaning. The purpose of the words is not only to express meaning but to relate other words to each other. These are the words we must know in order to speak or understand English with any fluency at all. Not only are they among the most frequent in the language, but they are also indispensable in forming sentences.

Among the function words are articles, auxiliary verbs, conjunctions, prepositions, pronouns, noun determiners, substitutes nouns, intensifiers and other specialized expressions. They also include numerals, days of the week, and months of the year. Many of the words can be used in more than one way.

#### 1. Article

Article is a word that places in front of a noun which functions as a determiner or divides a noun in a sentence.<sup>11</sup> This is their traditional term for a, an, and the, the correct use of these little words is extremely important in English. There is a lot of difference between “man”, and “the man”, for instance. Some should be included among the articles, since it is used before plural count nouns the way a/an is used before singulars: “a man”, “some man”.

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<sup>11</sup>Ghufron Maba, *Guided in Mastering English Grammar*, (Surabaya: Terbit Terang, w.y.), p. 78.

A and an are used in front of singular count nouns. A and an have the same meaning. A is used in front of words that begin with consonants :b,c,d,f,g,h,k,etc.<sup>12</sup>

Example:

a bed            A language            a dog

a cat            a city            a book

An is used in front of words that begin with a,e, i, and o.

Example:

An apple            an idea            an ocean

An ear            an office            an apartment

Use an if a word that begins with “u” has a vowel sound: e,g.an uncle,an ugly picture. Use a if a word that begins with “u” has a /uw/ sound: a university, a university, a usual event.

Compare:

I have an uncle, and

He works at a university.

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<sup>12</sup>Betty Schramper Azar, *Basic English Grammar*, (Second Edition; Jakarta: PT. Prenhallindo

In some words that begin with “h” the “h” is not pronounced. Instead, the word begins with a vowel sound and an is used. E.g. an hour, an honor. In most words that begin with “h” that “h” is pronounced. Use a if the “h” is pronounced.

Compare:

I need a hour to finish my work, and

I live in a house. He lives in a hotel.<sup>13</sup>

According to Rudi Hariyono in their book complete English Grammar, that articles divided into two parts, namely: definite article and indefinite article. Definite article is the word that is used to mention noun by individual or certain. In the case, its noun has known clearly. The word that included into definite article is the, and noun that pronounced may singular or plural. Indefinite article is used to indicate noun commonly or known yet clearly. Noun that follow infinite article form always singular.<sup>14</sup>

## 2. Auxiliary Verbs

Auxiliary Verbs are “helping” verbs that combine with various part of other verbs phrases.<sup>15</sup> The most common are be, have, and do. In addition, we have the

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<sup>13</sup>*Ibid.*,p.13.

<sup>14</sup> Rudi Hariyono, *Complete English Grammar: Tata Bahasa Inggris Lengkap*, Surabaya: Gitamedia Press, 2002), p.58.

<sup>15</sup> Collier, *op.cit.*, p. 8.

modals: can, could, may, might, must, shall, should, will, would, as well as dare and need under certain condition. The phrases ought to, used to, and (be) Supposed to are included because they resemble modals, in spite of the fact that, unlike ordinary modals, they include the word to.

### 3. Conjunctions

Conjunctions is word that connects words, parts of sentences or connect sentence write sentence.<sup>16</sup> In other word, word that is used to connect words, phrase or clause in a sentence. Conjunctions join various parts of the sentence together. They are of two kinds: coordinating and subordinating.<sup>17</sup>

#### a) Coordinating Conjunction

Coordinating conjunction is the connect word that is used two clauses that is the same degree or level.<sup>18</sup> These join matching structures, that is, they join nouns to nouns, verb to verbs, adjectives, and so on. In the list, they are:

And both ... and

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<sup>16</sup>Hariyono, *op cit.*, p. 168.

<sup>17</sup> Collier, *op.cit.*

<sup>18</sup> Hariyono, *op.cit*



But            neither... nor

For            etc

#### b) Subordinate Conjunction

Subordinate conjunction is the word that connect two the same degree or level sentences.<sup>19</sup> Each of the two sentences as main clause and subordinate clause, these are the words that introduce adjectival and adverbial clauses. The conjunction they introduce contain subjects and verbs but cannot stand alone as independent sentences.

Here are the ones in the list:

Softer	although	because
Before	if	since
After all	besides	etc.

The questions words how, who, whom, what, which, when, why, and where also introduce subordinate clauses of a special type, usually called indirect question. The relative pronouns who, whom, which, whose, and that introduce subordinate clauses of another type, usually called relative clauses, which modify nouns.

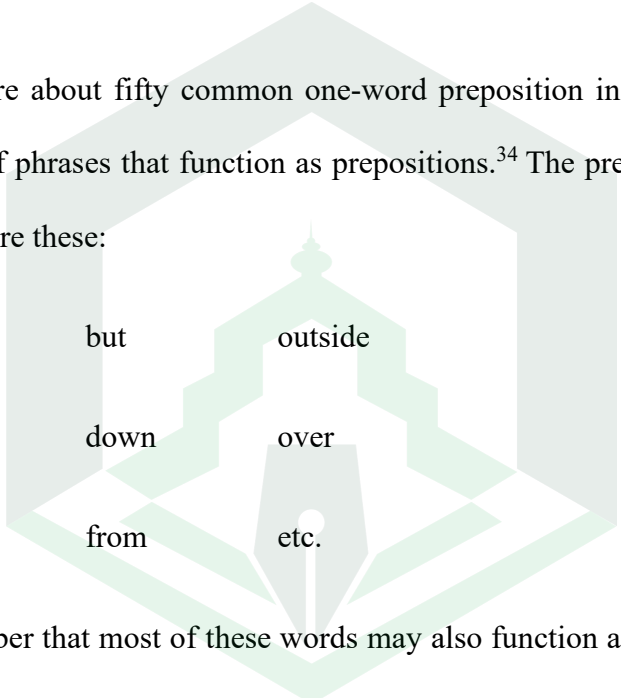
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<sup>19</sup> *Ibid.*, p.170.

#### 4. Preposition

Preposition is word placed before noun or pronoun to indicate the relation among the parts of other sentences. They are always followed by nouns or noun construction, and the whole phrase thus formed modifies some other word in sentences.<sup>33</sup>

There are about fifty common one-word preposition in English as well as a large number of phrases that function as prepositions.<sup>34</sup> The preposition in our list of function word are these:



About	but	outside
Above	down	over
Along	from	etc.

Remember that most of these words may also function as adverbs, if no noun follows.

#### 5 Pronouns

Pronoun is word that is used to change noun in a sentence. Its function in order there is no repeated word that monotone. While Ach. Muchlis states that

“pronoun is word that change noun or noun phrase”<sup>20</sup>. A pronoun refers to a noun. It is used in place of a noun.<sup>2137</sup>

E.g. Kate is married She has two children. “She” is a pronoun. It refers to “Kate”. It is used in place of noun. Kate is my friend. I know her well. “ Her” is a pronoun. It refers to “ Kate”. “She” is a subject pronoun; “her” is an object pronoun. A pronoun is used in the same ways as a noun: as a subject or as an object of a verb or preposition.

According to Herpinus Simanjuntak, there are nine kinds of pronouns, namely:

- a Personal pronoun: I, you, he, she, we, they.
- b Demonstrative pronoun: this, that, these, those.
- c Possessive pronoun: my, mine, yours, his, hers, ours, theirs.
- d Interrogative pronoun: who, which, what, whose, whom.
- e Indefinite pronoun: same one, anyone, something.
- f Reflexive pronoun: myself, yourself, himself, itself, ourselves, yourselves, themselves.
- g Emphasizing pronoun.
- h Reciprocal pronoun: one another, with one another, each other, to each other.

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<sup>20</sup> Ach. Muchlis, *Bahasa Inggris: Siap Ebtanas SMU & Masuk Perguruan Tinggi*, (Surabaya: SIC, 1998), p.55

<sup>21</sup> Betty Schramper Azar, *Fundamental of English Grammar*, (New Jersey: Prentice Hall, 1992), p.76

i Relative pronoun: who, whose, which, that.<sup>22</sup>

These words take the place of nouns. The meaning they have depends on the noun they replace, called the antecedent. They have case (different forms according to their function in the sentence), number (singular vs. plural), and person (inclusion or Exclusion of the speaker and the person (s) addressed).

In addition, the third singular pronouns have gender (different forms according to certain categories of meaning expressed by the antecedent: male vs. female, animate vs. inanimate, etc.

#### 6 Noun Determiners

These are the expressions that signal the presence or the possibility or the presence of a following noun. (If there is no noun following, then the expression itself functions as a noun-a 'substitute noun')

#### 7 Substitute Nouns

These expressions resemble the pronouns in that they echo, or replace, a noun in a context, but for grammatical reason it is convenient to separate them from the pronouns. Many of them can be noun determiners as well. These words in the list may be substitute nouns:

All                      less                      none

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<sup>22</sup> Herpinus Simanjuntak, *Bahasa Inggris Sistem 52 M*, (Jakarta: Visipro, 2004), p.70.

Another      (a) little      (the) other

Both          many          some

Enough      more          etc.

## 8. Intensifiers

These are traditionally called adverbs, but they behave in special ways and are better treated separately. They come just before adjectives or adverbs (except for enough, which follows them) and express a degree of the quality named by the latter word. Here are the ones on the list:

Almost      awfully      enough

Fairly      hardly      just.

## 2. Content words

Content words are words which refer to a thing, quality, state, or action and which have meaning (lexical meaning) when the words are used alone.

### 1. Noun

Manser (1983) states that “ Noun is word that is the name of a thing quality, person, etc and be the subject of a verb”

Nouns have subclasses. They are pronoun and function nouns. Pronouns comprise eight words namely I, we, you, they, he, it, they and she. All of them have

inflectional variants, but they do not have the plural suffix – (e)s, and the possessive suffix – ‘s as most nouns do. Function nouns consist of fifteen word which have the following characteristics:

- They are morphemically identical with or closely related to certain noun determiners.
- They are unchanging in form, showing neither of the characteristic noun inflections. – es and ‘s
- They have no noun-marking derivational suffixes.
- They may appear in mote of the structural positions usually occupied by nouns.

According to J.D Murthy, the meaning or noun is a word used to name a person, place, thing, an idea or a quality of mind is defined as a noun.<sup>40</sup>

Example:

- Mother Teresa is a great social worker
- Democracy is a form of government in which everyone has a share in the administration.
- Dictionary is useful for students
- Knowledge brings wisdom
- Love and hatred are common to all human beings.



- Heard                      - poultry
- Army                        - cattle
- Fleet                        - gentry
- Jury                         - class

d concrete noun is the name of a thing that can be touched or seen, for example:

- Room
- Sun
- Girl
- Boy

e. Abstract noun is the name of a quality, action or state, for example:

- Freedom                    - kindness
- Liberty                     - childhood
- Thought                    - admission
- Jove                         - justice
- Sorrow                     - life
- Love                         - truth
- Death                       - beauty
- Goodness

f Countable noun is the name of a thing that can be counted or divided into singular or plural, for example:



- Student                      - camera
- Book                         - writer
- Table                        - man
- Pen                          - woman
- Photograph                - studio

g. Uncountable noun is the name of a thing that be counted or divided into singular and plural, for example:

- Milk                         - justice
- Rice                        - truth
- Coffee                     - beauty
- Tea                         - democracy
- Ink                         - iron
- Oxygen                    - wool
- Liberty                    - money
- Gold                        - honesty

h. Material noun is the name of a material or substance our of which things are made, for example:

- Gold                        - ink
- Silver                     - money

- Wood            - butter
- Air              - water
- Clay            - paper
- Milk            - glass
- Steel           - copper

## 2. Verbs

According to Manser Verb is word or phrase that shows what a person or thing does.<sup>41</sup>

According to Rasyid verbs have four inflections are:

- Inflection of the third singular person or present tense –*s* or *es*
- Inflection of the past tense: ***-ed*** and its variants
- Inflection of the past participle: ***-ed*** and its variants
- Inflection of the present participle: ***- ing***

Verbs occupy certain characteristic positions, a few of the verbs are distinguished from morphemically related to nouns and adjectives by the super fix.

According to J.D. Murthy the meaning of verbs is a word used to express action, condition or existence is known as a verb.

Example:

- I wanted for Padmaja

- She is healthy
- There are spelling mistakes in his essay

The italicized words ‘waited’, ‘is’ and ‘are’ are verbs. Because word ‘waited’ tells us what ‘I’ did in the first sentence, the word expresses condition in the second sentence, the word ‘are’ expresses existence in the third sentence.

Verbs is described as a word which is used to indicate an action of a state of being of existence or possession.

Verbs are divided into there kinds:

a. Transitive verb

A verb which has an object is termed as transitive verb.

Example:

- I like Padmaja
- She speaks English well

Sometimes a transitive verb contains two object, namely direct object and indirect object.

The following verb can be used with two objects:

Example:

Bring          lend          sell          make

Give	often	send	get
Hand	pay	show	leave
Play	sing	pass	promise

The indirect object should be placed before the direct object but the direct object may be placed before indirect object, if the above verb are used with preposition.

#### b. Intransitive verb

A verb which has no subject is know as intransitive verb

Example:

I slept very well

I walked to the theatre

The ship shake suddenly

He sat in the chair

Intransitive verb may be turned into transitive verb, if a preposition is used

Example:

She laughed at him

I looked at the painting

We talked about the film

They wished for happiness

I have asked for permission

### c. Verb of complete predication

A verb which requires the help of some other word to complete its meaning is known as verb of incomplete.

Example:

- He is a teacher
- She appears beautiful
- My sister looked unhappy
- The sky grew cloudy

The word which required to complete the meaning of verb is known as the complement of the verb. If the complement refers to subject, it is subject complement and if the complement refers to object it is object complement.

### 3. Adjectives

Adjective is word that described a noun, e. g. green in garden grass.<sup>44</sup>

Adjectives are marked by their ability to fill certain positions and follow qualifiers. Adjectives are of two subclasses.

a Base adjectives get the inflectional suffix – er and – est in their comparative and superlative degrees. They form nouns with the derivational suffix –ness and form adverbs with the derivational suffix –ly

b Derived adjective are formed from various bases by derivational suffixes like –ours, al, and able.

A word used to describe or qualify noun is known as an adjective.

Example:

- Telugu is a *regional* language
- Pedmaja is a *beautiful* girl
- I read a *historical* novel
- Sex is a *earthly* pleasure
- We are entitled to *fundamental* rights

The italic words are examples of adjectives because in the first sentence the word “ regional” tell us something about language or describe, the noun. In the same way, the word ‘beautiful’ tells us something about a girl in the second sentence and the word ‘ historical’ tells about novel in the third, the word ‘earthly’ about pleasure in the fourth, the word ‘ fundamental’ tells about rights in the fifth sentence.

A word used to express the quality, number and point out the person or thing is regarded as an adjective.

There are two types uses of every adjective namely.

a. Attributive use, an adjective used with a noun is known as attributive use

Example:

- Beautiful girl
- Worrying problem
- Lovely flower
- Clever student
- Fair face

b. Predictive use, an adjective used with a verb is known as Adjective use

Example:

- She is afraid
- He is a live
- He looked happy.
- They are dead

Adjectives are divided into ten kinds (Murthy, 2000:36-38)

a Adjective of quality

An adjective used total about the quality of a person or thing known as adjective of quality, such as: wealthy, regional, fundamental, industrial, elementary, primary.

Example: He is a wealthy person

Telugu is a regional language

b. Adjective of quantity

An adjective used to talk about the quantity of things is known as adjective of quantity such as: little, no, whole, all, half, enough, much, any, some, great, sufficient.

Example : There is a little milk in the jug

My father earned enough money

He showed much courage in the war

c. Adjective of number

An adjective used to talk about the number of things person is know as adjective of number, such as: . five, few, no, many, all, some, most, several, first, any.

Example: Only a few people are kind to the poor

I got first class in my B.A



All students passed in the exam.

d. Demonstrative adjective

An adjective used to point out which person or thing we speak about is known as demonstrative adjective, such as: this, that, these, those, such

Example : This book is very interesting

That girl is very beautiful

These flower are lovely

e. Distributive adjective

An adjective used to refers to each and every person or thing separately is known as distributive adjective, such as. each, every, either, any, none, both.

Example: Each boy was awarded a diploma

Every Indian is entitled to adult franchise

Neither party has got majority in the recent elections

f. Interrogative adjective

An adjective used to question is known as interrogative adjective, such as: what, which, whose.

Example: What advice shall I give you?

Which places do you wish to visit?

Whose hand writing is this?

g. Possessive adjective

An adjective used to talk about ownership possession is known as possessive adjective, such as: my, your, our, his, her, its, their.

Example : my mother is a teacher

Your father is a doctor

Our country is India

h. Emphasizing adjective

An adjective to emphasize a noun is known as emphasizing adjective such as: own, very.

Example: I saw with my own eyes

That was the very book I was looking for

i. Exclamatory adjective

The word ' what ' is known as an exclamatory adjective, such as: what.

Example: What a beauty

What in insult

What a tragedy

j. Proper adjective

An adjective derived from a proper name is known as a proper

Example: *Indian army*

*American president*

*English grammar*

*Russian parliament*<sup>48</sup>

4. Adverb

As we know that adverb is part of grammar in English learning so there are several definition of adverb as follows:

Adverb is a word modify a verb, an adjective or another adverb or used to explain how, where, when and why an action is performed is know as an adverb

Example : They lived *happily*

Patima is very *beautiful*

She speaks English *quite* well.

The italicized word ‘happily’, ‘very’ ‘quite’ are adverb in the first sentence the word ‘happily’ modifies the verb, the word ‘very’ modifies the adjective beautiful. In the third sentence the word ‘quite’ modifies another adverb well.

Adverb is word that adds information to a verb, adjective, phrase or another adverb, e.g. quickly in run quickly.

According to Hariyono the kinds of adverb are:

a. Adverb of manner is the adverb which is used to explain the situation or to explain how the activities happen.

Example:

- Fast                      - well
- Hard                      - late

b. Adverb of place is the adverb which show the place of something happen.

Example:

- Here                      - above
- There                      - at school

c. Adverb of time is the adverb which used to explain when the activities happen.

Example:

- Now
- Tomorrow
- Yesterday
- At seven o'clock.<sup>51</sup>

Adverb are marked by their ability to appear in utterance-final position following a nouns functioning as complement. A few adverbs, mostly those which are identical with adjectives (flat adverbs), use the inflectional suffixes – as and – est to form comparative and superlative degrees. According to Murthy adverb are divided into eight kinds on the basis of their use:

a. Adverb of manner

An adverb used to show how an action done is known as an adverb of manner.

e.g. quickly, bravely, happily, hard fast well clearly, soundly, probably, possibly, evidently, unfortunately, luckily, sadly.

Example: They lived happily

Nancy walks gracefully

She speaks beautifully

b. Adverb of place

An adverb used to show where an action done is known as an adverb of place.

e.g here, up, down, near, below, above, away, out, in, every, where, back ward, within, by.

Example: I went there

She shoot near the gate

Please come here

### c. Adverb of time

An adverb used to show when an action done is known as an adverb of time.

e.g. now, the, today, tomorrow, early, soon, still, yet, before, late, ago, lately, daily, already, never, since, formally.

Example: My father is not at home now

She will come here soon

She come late yesterday

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### d. Adverb of frequency

An adverb used to show how often an action is done is known as an adverb of frequency, such as: once, twice, often, never, always, occasionally, again, seldom, frequency, sometimes.

Example: They talked to each other again

We visited Agra twice

They never go to films

e. Adverb of certainty

An adverb used to show definition of the action is known as an adverb of certainty.

e.g. certainly, serely, definitely, obviously

Example: Serely, she loves me

I shall certainly help me

Ramya is obviously very clever

f. Adverb of degree

An adverb used to show how much or in what degree or to what extent an action is done is known as an adverb of degree, such as: very, rather, fairly, quite, too, almost, hardly, fully, enough, so, altogether, no, pretty, any, party.

Example: We have eaten enough

I am feeling much better

He is very great

g. Interrogative adverb

An adverb used to ask question is know as an interrogative adverb.

e.g. where, when, why, how

Example: When do you come?

How long will you stay in Delhi?

Where did you go yesterday?

#### h. Relative adverb

An adverb used to relate two clauses or statements is known as a relative adverb.

e.g. Where, when, why.

Example: I did not you where she had gone

Do you know when Nancy came her

I don't now why she went to Hyderabad.

### 3. How to Learn Vocabulary

To get success in learning vocabulary we must find out how the way learns vocabulary well. According to Wilga, she said that there are seven ways to learn vocabulary as follow:



1. Students need to learn how to commit vocabulary to long term memory this does not necessarily mean “memorizing”. Although some students may find this activity suit their style.

2. Students must learn to discriminate variation in distributions and new boundaries of meaning. The teachers may give explanations of contrast with narrative language distribution, demonstrate schematically the distribution of meaning of apparently comparable words, or promoted activity which requires for success that the boundaries be respected.

3. Students do not always realize that words are constructed of morphemes which share the burden of the meaning among them.

4. Students should learn to penetrate disguises. With language with the some family or from areas where there has been considerable alternative there are many borrowed words and cognates.

5. Students must learn how to discover new words from themselves.

6. If students are not to become discovered, they need to learn that vocabulary is elastic that they can make much of the little they know by paraphrase, circum locution, and definition as they gradually build up a more precise and varied lexicon.

7. Students must learn how to augment their own vocabulary steadily and systematically. They should begin early to keep individual list of new words and that interest them, and problem which are continually tripping them up.<sup>23</sup>

#### 4. Presentation of Vocabulary

Not all vocabulary can be learnt through interaction and discovery techniques. Even, if such techniques are possible, however, they are not always the most of cost effective. Therefore, look at some example of presentation of vocabulary namely :

##### 1. Realia

The use of real objects makes the meaning of certain words be easily to explain, but the real objects used are restricted to those that can be taken to the classroom.

##### 2. Picture

Pictures here includes wall pictures, blackboard drawing charts, flashcards, etc. pictures can be used to explained in the meanings of vocabulary times, the meanings of sentences, and to create a situation or context.

##### 3. Mime, Action and Gesture

Sometimes, realia and pictures are impossible to be used to explain the meaning of words and grammar. Actions, in particular are probably better explained

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<sup>23</sup>Wilga Rivers, *Teaching Foreign Language*, (2<sup>nd</sup>; Chicago and London : The university Of Chicago Press, 1981)

by mime. For instance, word “sit” is easily explained if the teacher pretends to sit, gesture is useful for explaining words like to, from, etc.

#### 4. Contrast

Contrast is used because sometimes a visual element (e.g. realia, pictures, etc.) may not be sufficient to explain meaning.

#### 5. Enumeration

We can use this to present the meaning, for example we can say “clothes” and explain this by enumerating or listing various items. The same is true of “vegetable” or “furniture”.

#### 6. Explanation

Sometimes, explaining certain words is helpful and important, especially at elementary level. The explanation must contain the information about when the word is use the word “mate” is unsatisfactory if it is said that the word “friend” without any explanation.

#### 7. Translation

Translation can be used with caution, because students want to hear and use the target language, not their own however translating the target language into the native one does save the time to explain.<sup>24</sup>

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<sup>24</sup>Jeremy Harmer, *“The Practice Of English Language Teaching”*, (First Edition; New York : longman Publishing,1991) ,p. 161

In this research, the writer used picture, mime, action and gesture. Because the researcher used audio visual media was songs video then students imitated the gesture in the video.

## ***5. Teaching Young Learners***

### **a. Characteristics of Young Learners**

As a group, young learners are very diverse. They come from many different backgrounds, have many different profiles, and learn English in many varied contexts.

Young language learners vary greatly in terms of their language competence even within the same age group. In addition, learners may vary in terms of the skills they have acquired in their home language(s), depending on their age and how many languages they use in daily communication. Learners may also vary in terms of their proficiency level in the different language skills—reading, writing speaking, and listening. Some learners may understand almost everything said in English but may not be able to speak confidently. Other learners may be able to read and write quite well, but become completely lost in casual conversations. In terms of experience with literacy, the differences are huge; some learners demonstrate literacy skills in 70 Instructing for learning their native language while others, even in the same age group, do not. In addition, young learners differ in how they learn best. They also differ in terms of their socioeconomic status, as well as the countries in which they are learning English. All teachers working with young learners can benefit from understanding more about the diversity represented in this population.

We explained the distinction between Inner, Outer, and Expanding Circle countries and discussed the pros and cons of using this paradigm to describe the contexts in which English language teachers work; therefore, we will not review this discussion here. Nevertheless, for the reasons explained in we will use the paradigm here to describe the characteristics of young learners.

### **b. Characteristics of Learners at Each Stage of Development**

In addition to understanding the cognitive stages, it is important to understand how to translate these stages into learner behaviors at each stage.<sup>25</sup>

#### 1. Preschool (ages 2–4)

This is a sensitive period for language development. Children at this stage are usually quite good imitators of speech sounds. They do not work well in groups and prefer to work alone on something that interests them although they enjoy parallel play (i.e., playing alongside other children but not directly with them). They have very short attention spans and love to repeat the same activity over and over again. They need concrete experiences.

#### 2. Grades K–2 (ages 5–7)

Like preschoolers, they need concrete experiences and love to name objects, define things, and learn about objects in their own world. They learn new concepts best when they are taught in binary opposites. They learn the meaning of large by

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<sup>25</sup>Denis E. Murray and Maryann Christison, *What is Language Teachers Need to Know Volume II*, (First Edition; Francis: Routledge Publishing, 2011) p. 74

referencing it with something in their world that is small. Children at this age also have vivid imaginations and respond well to stories of fantasy. At this age, they learn best through oral language, so they love being told stories with a solid beginning, middle, and end. It is important for teachers to remember that young learners at this age are unskilled in using the small muscles (e.g., the intrinsic muscles) and coordinating fine-tuned motor skills. Reinforcing regular routines helps learners at this age.

### 3. Grades 3–5 (ages 8–10)

At this stage, children begin to develop characteristics of concrete operations, such as the ability to understand cause and effect. They are also most open at this age to people, situations, and ideas that are different from their own experiences. Introducing children to information about other cultures and countries at this stage is very important. In addition, children at this age can learn how to work with other students, particularly in groups, and they like writing notes to each other and to pen pals, and creating skits and participating in role plays. Like children in younger grades, they continue to benefit from imaginative and creative play, and they also like a story that has a definite beginning, middle, and end. Using rubrics and peer assessments can be used with children at this age.

Based on the assumption above, the sample in this research included in grades 3-5 (ages 8-10). In this level the students still like to play so the researcher used English songs to make the students more interested.

## ***6. Teaching English To Children***

In language learning context it is believed that children will learn a foreign language more actively under certain conditions. Therefore, there are some assumption about language learning that should be considered when teaching English to children. The assumption below different sources (Larsen Freeman, Mackey, Richard and Rodgers) <sup>26</sup>

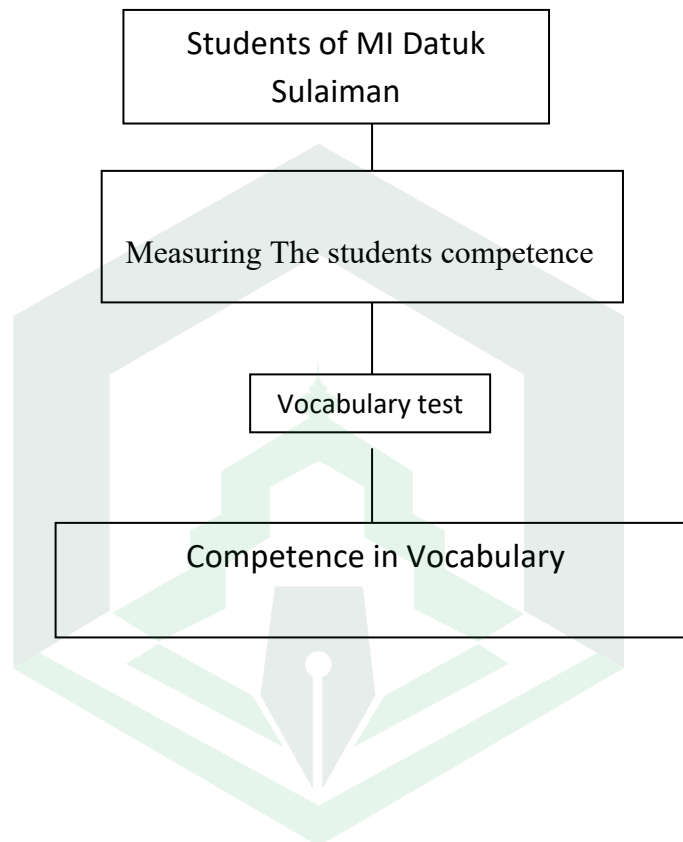
- a. Learning should be fun and natural for children. In order for them to be successful in learning the target language, there must be the absence of stress. Children are believed not to learn language forms directly, commons are believed to be helpful for children to interpret meanings.
- b. The language should be first presented through sounds, not written symbols. After children can produce the sound with the truth, they may begin to read the symbol in target language.
- c. Children more sensitive to anything that touches the senses, they read easily to physical object.
- d. Meaning should be made perceptible through concrete object or by the presentation of experience.
- e. The idea that teaching should start from what the students already know in order to encourage association processes seems to favor children.

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<sup>26</sup>Ag.BambangSetiyadi, "*Learning English as Foreign Language*", (Jakarta: GrahaIlmu), p. 179-181.

#### D. *conceptual framework*

Theoretical framework in this research was shown in the diagram as follows:



In this research, the writer focuses on the competence of the sixth students in mastering vocabulary at Madrasah Ibtidaiyah datok sulaiman palopo especially about daily vocabularies, There were 30 number of question in 3 parts of the test namely 10 in translation Noun and Adjective into English, 10 in arranging letter into good order, 10 in choosing by thicking the box. The writer give vocabulary test in order to find out the students' competence in vocabulary.



## CHAPTER III

### RESEACRH METHOD

#### ***A. Research Method***

This research used descriptive method. It aimed at finding out the competence in learning vocabulary about home and school by the fourth grade students of Madrasah Ibtidaiyah Datok Sulaiman Palopo.

#### ***B. Population and Sample***

##### *1. Population*

The population of this research was the sixth grade students of Madrasah Ibtidaiyah Datok Sulaiman Palopo academic year 2013/2014. There is only one class. The total number of students was 21.

##### *2. Sample*

The writer applied total sampling technique since the writer used all population as sample. So the writer took one class that consists of 21 students as sample. .

#### ***C. Instrument of the Research***

The instrument of the research was vocabulary test. The test used to find out the ability of the students in mastering vocabulary. There were 30 number of question in

3 parts of the test namely 10 in translation Noun and Adjective into English, 10 in arranging letter into good order, 10 in choosing by thicking the box.

#### ***D. Procedure of Collecting Data***

In collecting data the writer distributed the test to the students. And explained about the aim and how to do that in 5 minutes. After that the students had to do the test in 60 minutes then the writer collected it.

#### ***E. Technique of Data Analysis***

The writer collected the data and analyzed the data descriptively. In the relation to this the writer used the following formula:

1. Scoring the students answering by using the following formula :

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 10$$

( Gay, 1981 : 298 )

2. Calculating the mean score of the students answer, the writer will take the formula as follows :

$$\bar{X} = \frac{\sum X}{N}$$

Where :  $\bar{X}$  = The mean score

$\sum X$  = The students' total raw score

$N$  = The number of the students

( Gay, 1981 : 298 )

3. Tabulating the raw score of the students into seven levels as follows :

- |              |               |             |
|--------------|---------------|-------------|
| a. 9,6 – 10  | classified as | Excellent   |
| b. 8,6 – 9,5 | classified as | Very Good   |
| c. 7,6 – 9,5 | classified as | Good        |
| d. 6,6 – 7,5 | classified as | Fairly good |
| e. 5,6 – 6,5 | classified as | Fair        |
| f. 3,6 – 5,5 | classified as | Poor        |
| g. 0 – 3,5   | classified as | Very Poor   |

( Kanwil Depdikbud, Sul-Sel, 1981 : 4 )

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter presented findings and discussions. The findings of the research reveals the description of the result of data analysis about the competence of the first years students in mastering vocabulary at Madrasah Ibtidaiyah Datok Sulaiman Palopo. Then, discussions part explains more about the result of this research.

In this part, the writer presented about findings or the result vocabulary test first, then the writer will discuss by giving comment on the findings.

#### *A. Findings*

To know further about the students' result in vocabulary test based on the explanation above: we can refer to the following tables.

##### A. The students' correct answer in vocabulary test.

No.	RESPONDENT	Part.1	Part 2	Part 3	Total
		( 10 ).	( 10 ).	( 10 ).	( 30 ).
1	R1	4	7	9	<b>20</b>
2	R2	4	7	7	<b>18</b>
3	R3	7	8	9	<b>24</b>
4	R4	4	7	9	<b>20</b>

5	R5	5	5	6	<b>16</b>
6	R6	7	10	10	<b>27</b>
7	R7	3	4	8	<b>15</b>
8	R8	9	10	9	<b>28</b>
9	R9	10	10	10	<b>30</b>
10	R10	7	8	10	<b>25</b>
11	R11	9	10	10	<b>29</b>
12	R12	10	10	10	<b>30</b>
13	R13	5	10	10	<b>25</b>
14	R14	4	4	6	<b>14</b>
15	R15	7	6	9	<b>22</b>
16	R16	10	10	10	<b>30</b>
17	R17	3	7	9	<b>19</b>
18	R18	6	7	9	<b>22</b>
19	R19	1	3	9	<b>13</b>
20	R20	3	6	10	<b>19</b>
21	R21	4	7	9	<b>20</b>

Based on the table 1, it can be seen that the highest raw score was 10, it was gained by 3 students. While the lowest raw score was 1. It was gotten by 1 student.

Table 2. The total score in vocabulary test

NO	RESPONDENT	THE RESULTS OF : VOCABULARY TEST
1	R1	6.6
2	R2	6
3	R3	8
4	R4	6.6
5	R5	5.3
6	R6	9
7	R7	5
8	R8	9.3
9	R9	10
10	R10	8.3
11	R11	9.6
12	R12	10
13	R13	8.3
14	R14	4.6
15	R15	7.3
16	R16	10
17	R17	6.3
18	R18	7.3
19	R19	4.3

20	R20	6.3
21	R21	6.6
22		
<b>Total</b>		154.7
<b>Mean</b>		7.36

Table 2 shows the result of vocabulary test. It can be seen that there were some students still got low score in vocabulary. The lowest score was 4.3. While the highest score was 10. Then, the mean score is 7.36. Therefore, it can be said that the vocabulary competence should be developed.

Table 3 The classification of students' score.

Classification	Vocabulary Test
Excellent (9.6-10)	4
Very Good (8.6-9.5)	2
Good (7.6-8.5)	3
Fairly Good (6.6-7.5)	5
Fairly (5.6-6.5)	3
Fairly Poor (3.6-5.5)	4
Poor (0-3.5)	0

Based on the comparison table above, we can see that in vocabulary Test, there were still many students got low score. This fact implies that most of the student still had low competence in vocabulary at Madrasah Ibtidaiyah Datok Sulaiman Palopo. There were still 4 students got fairly poor classification.

### ***B. Discussion***

In the preceding part of this chapter, we have observed the students' competence in learning vocabulary. The students' score in doing the test can be observed in Table 1. the mean score of the students is 7.36 into good category. Then, in connection with the students' achievement in learning vocabulary, it can be said that it needs to be improved by developing the technique and method in learning and teaching vocabulary.

In the vocabulary test part one, some students were making mistake. Such as they translate " *Rajin* " into " *Diregen* ", " *Cantik* " into " *Beautiful* ", " *Nakal* " into " *Nautri* " and " *Kertas* " into " *Peaper* ". In this part, some students were not able to write the correct spelling of the words. Many of the students did not know the correct spelling of the vocabulary given. They tried to guess the spelling but they failed to translate the word in the target translation. They tent to write the words in English based the way to pronounce the words. They tried to make it the same with the way they listen to the words given.



In the vocabulary test part two, some students make mistake too. They mistake to choose the meaning of the word such us “ *Buku* “ they Choose “ *Respectful* “, *Lapar* “ they choose “ *Cupboard* “, “ *Sopan* “ they choose “ *Home* “ and “ *Rakus* “ they choose “ *Cupboard* “. It can be said the students’ errors which are appeared in this part are caused by the lack of vocabulary competence of students in English. They don’t know the meaning of the words given in the test.

In the vocabulary test part three, some students make mistake, they mistake to marking the word with the meaning such us “ *Batu* “ they mark “ *Root* “, “ *Kotor* “ they mark “ *Lazy* “, “ *Papan Tulis* “ they mark “ *Pen* “ and “ *Lantai* “ they mark “ *Plant* “. Those mistakes in this parts are caused also by the lack of students vocabulary in English. The students who had some mistakes have low ability in spelling and knowing the meaning of the words given.

The teacher of English should always give more attention to the students’ mastery on vocabulary. The most important thing in this case is giving them motivation in memorizing vocabulary. The teacher should give motivated activities such as vocabulary games in learning and teaching English process.

Based on the data from the vocabulary test, there were some students failed to translate the vocabulary. This indicates that they don’t really understand about the vocabulary spelling and meanings. They just try to translate with the wrong spelling and meanings.

Furthermore, the students still do not familiar with some words in daily vocabulary context. They are still confused about the meaning and spelling of some vocabulary. Therefore, some students still got so many mistakes during doing the vocabulary test.

To support the data and explanation of this research, the writer interviewed the students who got the lowest and the highest score in the vocabulary test. The writer also interviewed the teacher. Then, based on the result of the interview, the highest score student said that out of the school she follows English course, also she always memorize some vocabularies at home when she has free times. While the students who got lowest score said that she never takes course and she has problem in pronouncing words or vocabularies and also she is difficult in translating the words and she face difficulties in memorizing the words in English.

Furthermore, based on the interview with the teacher about the technique and method in teaching English, the teacher said that the teacher uses speech and explanation “ceramah” method. This indicates that the teacher should use many other method in order to make all the students are interested in learning such as games and fun learning.

Based on the theory, there are some factors that can contribute to the learning and teaching of English especially at Elementary school. One of them is the low motivation of students in learning. The Students seems do not realize the importance of learning English. They consider English as additional subject which is not needed in their future. Motivation is a force of doing something in someone’s action. This is

about why somebody does it and what are aimed of doing the action. Motivation has close relationships with the aims and ambition of doing something. If someone has a high desire to reach his or her aims means that the more motivation that he or she has.

Motivation of students have very significant influences in learning process. If someone doesn't have motivation, he or she will not study hard. This condition is caused by the reality that he or she doesn't get stimulus to support him/her in studying.

Furthermore, based on the observation that the researcher did at Madrasah Ibtidaiyah Datok Sulaiman Palopo, it is found that at Madrasah Ibtidaiyah Datok Sulaiman Palopo, there were some students have low spirit in studying English. It is an indicator that they have less motivation. One of the factors that contribute to this situation is that they do not realize about the importance of English for their future. Most of them do not realize yet about the importance of English.

Another factor that contributes to the learning vocabulary is the teacher. The teacher still lack of experience with the teaching of vocabulary . Most of the teacher are grammar English oriented. That is why they need to improve their method and techniques in teaching English.

On the other side, a student of Madrasah Ibtidaiyah Datok Sulaiman Palopo should be familiar with some certain terms in daily life in order to have good understanding in their daily English lesson. When the students wants to improve their English in the Junior high schools someone works as supervisor in an automotive

industry for example, he or she needs to be able to express and notice some specific terms in automotive industries. In addition, the worker should be able to use those term properly based on the context of automotive. As Good defines that vocabulary as the words having meaning when heard or seen even though not produced by the individual himself to communicate with others is the words that considered essential for minimal use of language.<sup>27</sup>

In addition, every profession has their terms in english. Webster states that vocabulary is a list of words and sometimes, phrases usually arranged in alphabetical order and defined : a dictionary, glossary or lexicon.<sup>28</sup> All the words used by a particular person, class, profession, etc. Sometimes all the words recognizes and understood by particular person although not necessary used by him.

Then, Gave states that vocabulary is a sum of words of a language that employed by individual, group or work in relation to a subject<sup>29</sup>. The importance of vocabulary has a big relationship with the development of English competence includes four major skills in English such as reading, writing, speaking and grammar.

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<sup>27</sup> Good, C.V. *Dictionary of Education*. New York : Mc Brown Hill Book co. (1959:642)

<sup>28</sup> *Webster*. Massachusettts : C. Meriam Co. (1966:59) Webster. 1990.

<sup>29</sup> Gave. Philip Babcock. *Webster Third New International Dictionary*. Massachusettts : C. Meriam Co. (1966:59)

Goodman and Mohr state that vocabulary is a basic part of reading comprehension. It means that we are going to have trouble to understand the text if we don't know most words in the text<sup>30</sup>. On the other side, a student should have a good vocabulary since its importance, According Pieter A. Nopa, explains that vocabulary is one of the component of language and that language exist without words. Words are sign or symbols for ideas. There are the means by which people exchange their thought. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.<sup>31</sup>

In Madrasah Ibtidaiyah Datok Sulaiman, the standar score of mastery in English is 70, while the result of this research shows that the means score of students was 7.36. This fact indicates that many of the students have achieved the standard on the other side some of them also still got under standard score. Overall, the students at Madrasah Ibtidaiyah Datok Sulaiman Palopo still need to improve their ability in mastering vocabulary in English.

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<sup>30</sup> Goodman and Mohr. *Building Vocabulary Skills*. New Jersey : C. Meriam Co.

1991 p.12.

<sup>31</sup> Pieter. A. Napa, *Vocabulary Development Skills*, (Cet. I; Yogyakarta: Kornisius, 1991), p.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter deals with conclusions of the research and suggestions based on the data analysis.

#### *A. Conclusions*

Based on data analysis and discussion in the previous chapter, the writer concludes that The sixth year students of Madrasah Ibtidaiyah Datok Sulaiman Palopo still get fair score in mastering vocabulary. The mean score was 7,36. There were still some students make mistake in the test. Some students still got score which under the minimum standard of mastery namey under 70.

#### *B. Suggestions*

In relation to the improvement to students knowledge of English in general and vocabulary mastery in particular, the writer puts toward some suggestions as follows :

1. The students should be guided and motivated in order that they can give more attention in learning vocabulary.
2. The teacher should choose good technique in teaching vocabulary to make the students easy to learn vocabulary.
3. The assignments of vocabulary should be given more in order that they practice more for it is important to improve their vocabulary mastery.

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**APPENDIX****VOCABULARY TEST**

Name :

Class :

I. Terjemahkanlah kata – kata berikut ini kedalam bahasa inggris!

1. Penghapus

2. Kertas

3. Guru

4. Pintar

5. Rajin

6. Cantik

7. Polpen

8. Pensil

9. Nakal

10. Malas



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II. Jodohkanlah kata-kata berikut!

1. Baju	1. Stingy
2. Buku	2. Shoes
3. Lemari	3. Angry
4. Sepatu	4. Clothes
5. Rumah	5. Hungry
6. Sopan	6. Respectful
7. Marah	7. Book
8. Jelek	8. Ugly
9. Lapar	9. Cupboard
10. Rakus	10. Home

III. Tandailah salah satu kata-kata di bawah ini sesuai dengan arti kata yang ada pada kolom sebelah kanan!

1. Plant

(Lantai)

Floor

2. Root

(Batu)

Stone

3. Ruller   
(Mistar)

Erase

4. Chair   
(kursi)

Table

5. Pen   
(papan tulis)

Blackboard

6. Sick   
(Sakit)

Lazy

7. Stupid   
(Bodoh)  
Smart

8. Lazy   
( Ganteng )  
Handsome

9. Clean   
(bersih)  
Crazy

10. Lazy   
(Kotor)  
Dirty

## ABSTRACT

Ikaldi Muhas. 2013. The Competence of Students in Mastering Vocabulary at Madrasah Ibtidaiyah Datok Sulaiman Palopo. *A Thesis. English Education Study Program. Tarbiyah Department STAIN Palopo.* (Supervised by Jumhariah Djamereng, M.Hum and Madehang, S.Ag., M.Pd)

Key Words : Competence, Vocabulary

The objective of this research was to find out the competence of the sixth year students of Madrasah Ibtidaiyah Datok Sulaiman Palopo in mastering vocabulary. The main focus of the problem are the nouns and adjectives.

This research used total sampling in which 21 students was taken as sample out of 21 students taken from the sixth year students of Madrasah Ibtidaiyah Datok Sulaiman Palopo academic year 2013 / 2014. The instrument of the research was vocabulary test. The findings which gained through the research were tabulated into scoring classification, tabulating and percentage technique.

The result of this research shows that the total mean score of the students' scores is 7.36. Then, based on data analysis, the writer concludes that the tenth year students of Madrasah Ibtidaiyah Datok Sulaiman Palopo still get fairly good score in mastering vocabulary. Then, The students' difficulties in learning vocabulary need to be improved by teachers and also by the students.

In relation to the improvement to students knowledge of English in general and vocabulary mastery in particular, the writer puts toward some suggestions as follows : (1) The teacher at Madrasah Ibtidaiyah Datok Sulaiman Palopo should pay attention to the students' mastery at vocabulary. The teacher is suggested to make fun learning in introducing the vocabulary to the students. (2) The students should be guided and motivated in order that they can give more attention in learning vocabulary especially related to vocabulary. The teacher can use some games and media to improve the students motivation in learning (3) The teacher should choose good technique in teaching vocabulary to make the students easy to learn vocabulary (4) The assignments of vocabulary should be given more in order that they practice more for it is important to improve their vocabulary mastery.