



**A DESCRIPTIVE STUDY ON THE CLASS X-2 STUDENTS'
VOCABULARY MASTERY THROUGH NARRATIVE TEXTS TAKEN
FROM THE INTERNET AT SMAN 11 SURABAYA**

THESIS

By:

**SAPTO MARGONO
080210401073**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2013



**A DESCRIPTIVE STUDY ON THE CLASS X-2 STUDENTS'
VOCABULARY MASTERY THROUGH NARRATIVE TEXTS TAKEN
FROM THE INTERNET AT SMAN 11 SURABAYA**

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English
Language Education Program, Language and Arts Education Department,
The Faculty of Teacher Training and Education
Jember University

By:

**SAPTO MARGONO
080210401073**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2013**

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in a part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis or project in whole or in a part in the University/ Faculty Libraries in all forms of media, now or hereafter known.

Sapto Margono
January 27th, 2013.

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Soetijono and Soelbiyati;
2. My dearest sisters and brothers.
3. Inanda Martania who always support me.

MOTTO

“You will see most improvement if you learn more words and expressions”.

(Scott Thornbury)

CONSULTANTS' APPROVAL

A Descriptive Study On The Class X-2 Students' Vocabulary Mastery Through Narrative Texts Taken From The Internet At SMAN 11 Surabaya

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Language Education Study Program of the Language and Arts Education Department of the Faculty of Teacher Training and Education Jember University

Name	: Sapto Margono
Identification Number	: 080210401073
Level	: 2008
Place, Date of Birth	: Surabaya, July 16 th , 1984
Department	: Language and Arts
Program	: English Language Education

Approved By:

Consultant I

Consultant II

Dra. Wiwiek Istianah, M.Kes., M.Ed., App.Ling
NIP. 19501017 198503 2 001

Drs. Annur Rofiq, M.A., M.Sc
NIP. 19681025 199903 1 001

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitled A Descriptive Study On The Class X-2 Students' Vocabulary Mastery Through Narrative Texts Taken From The Internet At SMAN 11 Surabaya is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day : Friday

Date : Januari 11st, 2013

Place : Faculty of Teacher Training and Education

Examination Committee

The Chairperson

The Secretary

Dr. Budi Setyono, M.A.
NIP 19630717 199002 1 001

Drs. Annur Rofiq, M.A., M.Sc
NIP 19681025 199903 1 001

The members,

1. Dra. Siti Sundari, M. A.
NIP 195812161988022001

1.

2. Dra. Wiwiek Istianah, M.Kes., M.Ed., App.Ling
NIP 19501017 198503 2 001

2.

The Faculty of Teacher Training and Education

The Dean,

Prof. Dr. Sunardi, M.Pd
NIP 195405011983031005

ACKNOWLEDGEMENT

Thank Allah S.W.T., the Almighty, who always gives guidance and blessing, so I can finish this thesis entitled “A Descriptive Study On The Class X-2 Students’ Vocabulary Mastery Through Narrative Texts Taken From The Internet At SMAN 11 Surabaya”.

In relation to the writing and finishing of this thesis, I would like to express my deepest and sincerest gratitude to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University,
2. The Chairperson of the Language and Arts Department,
3. The Chairperson of the English Education Programs,
4. My first consultant, Dra. Wiwiek Istianah, M.Kes., M.Ed. App. Ling and my second consultant, Drs. Annur Rofiq, M.A., M.Sc., I do really thank for your time, guidance, valuable advice, suggestions, patience and motivation had led me to compile and finish my thesis.
5. My Academic Supervisor, Dra. Wiwiek Eko Bindarti, M.Pd
6. The Examination Committee and the Lecturers of the English Education Program.
7. The headmaster, the teachers, and the students of class X-1 and X-2 of SMA Negeri 11 Surabaya in the 2011/2012 academic year who are willing to involve in this research.

Finally, I accept the responsibility for any weaknesses, which may remain. Any criticism from those who really want to have the thesis better improved would be wisely considered.

Jember, January 2013

The Writer

TABLE OF CONTENTS

	Page
COVER PAGE	i
TITLE PAGE	ii
STATEMENT OF THESIS AUTHENTICITY	iii
DEDICATION	iv
MOTTO	v
CONSULTANTS' APPROVAL	vi
APPROVAL OF THE EXAMINATION COMMITTEE	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	xi
THE LIST OF APPENDICES	xii
THE LIST OF TABLES	xiii
SUMMARY	xiv
CHAPTER 1. INTRODUCTION	1
1.1 The Background of the Research	1
1.2 The Problems of the Research	5
1.3 The Objectives of the Research	6
1.4 The Research Significance	6
1.5 The Scope of the Research	7
CHAPTER 2. REVIEW OF RELATED LITERATURE	8
2.1 Vocabulary Definitions	8
2.2 The Importance of Vocabulary in English Teaching and Learning	9
2.3 The Classification of Vocabulary	11
2.4 Teaching Vocabulary	23
2.4.1 The Approach of Teaching Vocabulary	23
2.4.2 The Steps of Teaching Vocabulary	24
2.5 The Teaching of Vocabulary at SMAN 11 Surabaya	25

2.6 Vocabulary Mastery	27
2.7 Narrative Text.....	28
2.8 Narrative text taken from the Internet.....	30
CHAPTER 3. RESEARCH METHODS.....	31
3.1 The Research Design	31
3.2 The Area Determination Method.....	33
3.3 The Respondent Determination Method.....	33
3.4 Data Collection Methods.....	34
3.4.1 Primary Data	34
3.4.1.1 Vocabulary Test	34
3.4.1.2 Try Out.....	35
3.4.2 Supporting Data	39
3.4.2.1 Interview	39
3.4.2.2 Observation	39
3.4.2.3 Documentation	40
3.5 Data Analysis Method.....	40
3.6 The Operational Definitions of the Terms	41
CHAPTER 4. RESULTS AND DATA ANALYSIS.....	43
4.1 The Results of Try Out	43
4.2 The Primary Data.....	47
4.2.1 Students’s Vocabulary Mastery	48
4.3 Students’s Large Vocabulary Mastery	50
4.4 Students’s Small Vocabulary Mastery	51
4.5 The Data Analysis.....	52
4.6 The Supporting Data.....	54
4.6.1 The Result of Interview.....	54
4.6.2 The Result of Documentation	55
4.6.3 The Result of Observation	56
4.7 Discussion	57

CHAPTER 5. CONCLUSION AND SUGGESTIONS.....	60
5.1 Conclusion.....	60
5.2 Suggestions.....	60
REFERENCES.....	62
APPENDICES.....	65

THE LIST OF APPENDICES

	Page
Appendix 1. Research Matrix.....	65
Appendix 2. The Vocabulary Mastery Test	67
Appendix 3. The Interview Guide of Supporting Data Instrument.....	75
Appendix 4. The Observation Check List	77
Appendix 5. Institutional Based Curriculum.....	80
Appendix 6. Lesson Plan of the Teacher.....	83
Appendix 7. Try Out Analysis	92
Appendix 8. The Division of Odd-Even Score of Try-Out Result	94
Appendix 9. Difficulty Index of Test Items	95
Appendix 10. Reability Coefficeint	97
Appendix 11. The Students' Score on Large and Small Vocabulary.....	98
Appendix 12. Teacher's schedule at first Semester of grade X	101
Appendix 13. The Students' Worksheets.....	102
Appendix 14. The Score of each Class X.....	108
Appendix 15. Statement Letter for Accomplishing the Research from SMAN 11 Surabaya	118

THE LIST OF TABLES

	Page
Table 4.1 The Analysis of Items Difficulty	45
Table 4.2 The Students' Vocabulary Mastery Score	48
Table 4.3 The Score of Students' Vocabulary Mastery Test	49
Table 4.4 The Classification of Score Levels	49
Table 4.5 The Score of Students' Vocabulary Mastery Test on Large Vocabulary	50
Table 4.6 The Classification of Score Levels	50
Table 4.7 The Score of Students' Vocabulary Mastery Test on Small Vocabulary	51
Table 4.8 The Classification of Score Levels	51
Table 4.9 The Mean Scores of Students' Vocabulary Mastery Test	53

SUMMARY

A Descriptive Study on the Class X-2 Students' Vocabulary Mastery Through Narrative texts Taken from the Internet at SMAN 11 Surabaya; Sapto Margono, 080210401073; 2012:61 pages; English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Vocabulary is the component that must be mastered first by the students because vocabulary is the basic skill or the bridge to learn the language skills and other language components. The students who learn English as a foreign language, generally, have difficulty in learning English, especially in vocabulary. Their problems are usually caused by their inability in retaining memorizing and pronouncing the English words that they have learnt. In addition, their grammar often interferes with L2 because they are quite different from the grammar of their mother tongue. Therefore, the English teacher is expected to be able to cover the students' problems in vocabulary by helping students learn in conducive situation. One of the strategies that can be used and applied by the English teacher is giving variety of texts especially those taken from the Internet.

The research design applied was descriptive quantitative. This research was not intended to verify the hypothesis, but to describe the students' mastery of vocabulary that covered large and small vocabulary. The teaching of vocabulary was done through narrative texts by the English teacher.

The research area of this research was determined by using purposive method. SMA Negeri 11 Surabaya was chosen as the research area because of some reasons. First, the teacher frequently gives materials from the Internet. Second, a research with the same topic had never been conducted at the school before. The respondents of this research were class X-2 students of SMA Negeri 11 Surabaya in the 2012/2013 academic year that was determined purposively.

The primary data of this research were gained from the students' score of the test on vocabulary. While, for the supporting data were gained from the

interview with the English teacher, observation, and documentation. There are two English teachers taught in the Xth grade. The researcher conducted the interview with one of the teacher who frequently uses the Internet as the resource of materials for the teaching English.

Based on the scores of vocabulary test, the X-2 students at SMA Negeri 11 Surabaya in the 2012/2013 academic year were categorized “good” with the mean score 74.3. The conclusion was supported by the result of the students’ vocabulary of each indicator as follows:

- a. The students large vocabulary mastery was categorized as “Good” category.
- b. The students small vocabulary mastery was categorized as “Good” category.

Based on the data analysis about the students’ vocabulary mastery test, their scores were range from 56 up to 82. The highest score was 82 and the lowest score was 56. There was one student who got the lowest score (56) and there were 3 students who got the highest score (82). The score which frequently occurred was 80 and there were 7 students who got score 80. Further, there were 10 students (26.3%) who belonged to “Excellent” category (80-82), and there were 21 students (55.2%) who belonged to “Good” category (70-78). Moreover, there were 6 students (16.7%) who belonged to “Fair” category (62-68), and one student (2.63%) who belonged to “Poor” category (56).

Beside the data analysis about vocabulary mastery test, there were data analysis about the students’ large and small vocabulary mastery test. The scores of the students’ large vocabulary mastery ranged from 60 up to 85. There were 6 students (15.7%) who belonged to “Fair” category with score 60-67, and 24 students (63.2%) belonged to “Good” category with score 71-78. “Good” category was the most frequent score on large vocabulary, and the last category was Excellent. There were 8 students (21.1%) who belonged to “Excellent” category with score 82-85.

Furthermore, the score of the students' small vocabulary mastery was range from 40 up to 86. There was one student (2.6%) who belonged to the "Failed" category with score 40, and 8 students (21.1%) who belonged to "Poor" category with the range of score from 50-59. Further, there were 7 students (18.4%) who belonged to "Fair" category with the score of 63-68. There were 10 students (26.3%) who belonged to "Good" category with the score of 72-77. The last category was excellent. There were 12 students (31.6%) who belonged to "Excellent" category with the score of 81-86.

The mastery indicator of the large vocabulary was higher than the small vocabulary. It was because that the English teacher often taught large vocabulary than small vocabulary to the students and also the teacher asked them to find the meaning of some difficult and new words to the students.

Based on the result of this research, the teacher is recommended to use materials taken from the Internet more frequently as the teaching materials, especially in teaching vocabulary and it is taught integratedly with other language skills, such as reading, writing, and speaking to make the students more interested in learning English and practice their pronunciation ability and the teacher should apply more various techniques or text types to make them more enthusiastic in learning English. Further, the students are suggested to read texts taken from the Internet to increase their vocabulary and practice their pronunciation ability. Moreover, the future researchers are suggested to conduct a further research dealing with a similar topic by using different research design such as a classroom action research or an experimental research, in different research area to improve the students' vocabulary mastery.