

CHAPTER I

INTRODUCTION

This chapter provided the background of study that described why the writer choosed this study. First reasons or background of the study, problem of the study, hypotheses of the study,scope and limitation of the study,assumption of the study, objective of the study,significance of the study, operational definition, and the last part is framework of discussion.

A. Background of the Study

In the world of senior high schoolseducation in Indonesiathere are twodifferentmajors,natural sciences(IPA) andsocialsciences(IPS). Both majors,have thecharacteristicsof differentacademiclearning are different,those differencesimpact thelearning processof students' education. The focus of social science is society, and there is a common opinion in society that the students of natural science are cleverer than the students of social science.People state that opinion by looking at the behavior of natural science and social science students.

According to the opinions of teachers, the eleventh grades students are devided into some classes and the students of natural science should have ability in learning as for the students of social science only have ability in their social

science.¹The objective of such research will to get information about differences and similarities English vocabulary mastery students' of social science and natural science in SMAN 1 Kapuas Hilir.

Therefore, the writer interested in justifying scientifically the difference and similarities between the students of social science class and the students of natural science class in vocabulary mastery at eleventh grade of SMAN 1 Kapuas Hilir.

English is an important medium for communication. English has four skills.

They are listening, speaking, reading, and writing. Students who want to master the four language skills need to master vocabulary. Vocabulary is a means to support communication. It is a necessary component of language instruction. In order to communicate well in a foreign language, learners should acquire an adequate number of words and should know how to use them accurately.

Vocabulary is an indispensable part of a language. It is vitally needed to express meaning. Teaching English vocabulary, an important field in language teaching, is worthy of effort. In order for our students to acquire justifying reading, listening, speaking and writing skills we need to help students with developing their vocabulary knowledge.

¹Pre Observation conducted with Etherhard, S.Pd , SMAN-1 Kapuas Hilir, on June 23th 2014.

According to Hayati that vocabulary is central to language and a basic skill which is useful to increase the ability related to language. The vocabulary system seems to be the most effective and practical way of memorization to accomplish new vocabulary, it is a technique which relies on repetitive rote memorization to combat forgetting. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form.

They are to memorize the words on the cards plus the words on the cards of previous work.²

This activity aims at helping the learners master vocabulary regularly. More activities in increasing vocabulary could be done without forcing oneself to memorize a list of words. Increasing vocabulary is better to be done through memorizing it little by little and continuously.

From the statement above it is summarized that having a vocabulary system is the most effective and practical way in mastering the language. The students are hoped to be able to develop their ability in mastering English. Besides having a vocabulary system, the students are also suggested to practice recognizing sentences in English texts.

English is taught at eleventh grade of social science class and natural science class of SMAN 1 Kapuas Hilir as a local content. The purpose of

²Sri Nurita Hayati,
“A Comparative Study On The Students' Ability In Memorizing Vocabulary Achieved By The Fifth Year Students of MIN Model Pahandut And SDN-2 Pahandut of Palangka Raya”, Thesis of Strata 1, Palangka Raya: State Islamic College of Palangka Raya, 2008, p. 1.

teaching English in students of social science class and natural science class is to develop the students' ability in language skills. It is used to develop their ability in some aspects such as: listening, speaking, reading and writing in simple contexts. It shows that vocabulary needed by the students as a basic skill to study English. The study investigates at finding out the description of the students' ability in memorizing vocabulary. To evidence this assumption, the researcher is interesting in investigating this problem by the title: "A comparative study on English vocabulary mastery between eleventh graders of social science class and natural science class at SMAN 1 Kapuas Hilir".

B. Problems of the Study

Based on the background of the study above, the problems in the study are:

1. How is the English vocabulary mastery of the eleventh graders of social science class and the natural science class at SMAN 1 Kapuas Hilir?
2. What are the differences and the similarities of English vocabulary mastery between the social science class and the natural science class at eleventh graders of SMAN 1 Kapuas Hilir?

C. Hypotheses of the Study

The hypotheses of the study are:

Ho: There is no significant difference of English vocabulary mastery between eleventh graders of social science class and natural science class at SMAN 1 Kapuas Hilir.

Ha: There is a significant difference of English vocabulary mastery between eleventh graders of social science class and natural science class at SMAN 1 Kapuas Hilir.

D. Limitation of the Study

The study belongs to *ex post facto* research, the writer took 80 students of the eleventh grade of SMAN 1 Kapuas Hilir, where divided into social science class, and nature science class. The groups were given the test according to the English syllabus of vocabulary.

The kind of vocabulary that tested in this study consisted of four parts, they are Noun, Verb, Adjective and Adverb, because these are the four kinds of vocabulary included as Four Main Forms of word.

E. Assumption of the Study

The writer assumed that the students of social science achieved better score in English vocabulary mastery than the students of natural science class.

F. Objectives of the Study

Based on the problem of the study, the objectives of the study are:

1. To describe the English vocabulary mastery between eleventh graders of social science class & natural science class at SMAN 1 Kapuas Hilir.
2. To describe the differences & similarities of English vocabulary mastery between eleventh graders of social science and natural science class.

G. Significances of the Study

This study has two significances:

- a. The theoretical significance

The study intended to find out the differences and similarities of English vocabulary mastery at two different classes of SMAN 1 Kapuas Hilir.

- b. The practical significance.

The result of the study can give contribution to the teacher about English vocabulary mastery between eleventh graders of social science class and natural science class at SMAN 1 Kapuas Hilir.

May the result of this study is useful for students, teachers, and all the readers. The results will be used for the following:

1. To the researcher: To increase his knowledge and the students' interest in learning English especially vocabulary.
2. To the students: The study find out the description what extend the students master the materials, what part of the materials the students are weak and to find solutions to the students problems in mastering vocabulary.

3. To the school: As a contribution of teaching learning English skill by using vocabulary mastery as a creativity of teacher for students'.
4. Society: As a contribution to support them and especially their children that English is easy to be understood, and it is excited material to be learnt.

H. Definition of Key Terms

The definition of key terms related to this study are:

1. Comparative study in which a participant is randomly assigned to one of two or more different treatment groups for purposes of comparing the effects of the treatments. It means that, the comparative means to comparative study on English vocabulary mastery between eleventh graders of social science class and natural science class at SMAN 1 Kapuas Hilir.
2. Vocabulary mastery is mastery English words. Although elements of the vocabulary items, such as their pronunciations, the explanation of their definitions, and the description of their usages are taught, memory strategies are sadly lacking. From many English teachers' viewpoints, vocabulary instruction is a part of their teaching routine and vocabulary mastery is a task that students should carry out on their own.
3. Social science is a major category of academic disciplines, concerned with society and the relationships among individuals within a society. It in turn has many branches, each of which is considered a "social science". The main social sciences include economics, political science, human geography,

demography, sociology, anthropology, archaeology, history, law and linguistics. The term is also sometimes used to refer specifically to the field of sociology, the original science of society.

4. Natural science is a branch of science concerned with the description, prediction, and understanding of natural phenomena and physical science. Physical science is further broken down into branches, including physics, astronomy, chemistry, and Earth science.

J. Framework of Discussion

The Framework of the discussion of this study as follows:

Chapter I: Introduction consisted of background of the study, problem of the study, objectives of the study, hypotheses, significances of the study, limitation of the study, definition of key terms, and framework of discussion.

Chapter II: Review of related literature consisted of related study, the nature of mastering vocabulary, the nature of vocabulary, development of vocabulary and vocabulary instruction.

Chapter III: Research method consisted; research type, research design, and variables of the study, population and sample, research instrument, data collection procedures and data analysis procedures.

Chapter IV: The result of the study consisted of result of the study in this case consisted of Description of the Data of Social Science Class,

Description of the Data of Natural Science Class, Tests of the Statistical Analysis, and Result of data Analysis.

Chapter V: The discussion consisted of research finding and result of the analysis.

Chapter VI: Closure consisted of conclusion of the study and suggestion for students, teachers, and for next researchers.