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AN ANALYSIS OF STUDENTS' VOCABULARY KNOWLEDGE IN ANALYTICAL EXPOSITION AT THE ELEVENTH GRADE OF SMK MULTI MEKANIK MASMUR PEKANBARU

UIN SUSKA RIAU

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SUPERVISOR APPROVAL

The thesis entitled *An Analysis of Students' Vocabulary Knowledge in Analytical Exposition at The Eleventh Grade of Smk Multi Mekanik Masmur Pekanbaru* is written by Sayyidatul Muslimah Siddiq SIN. 11513203300. It has been accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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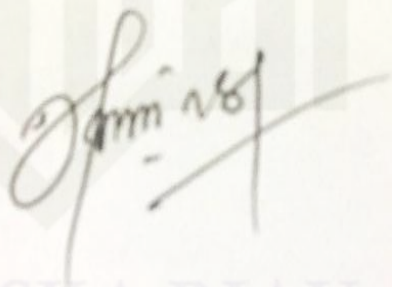
The Writer



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ABSTRACT

Sayyidatul, (2020): An Analysis of Students' Vocabulary Knowledge in Analytical Exposition at the Eleventh Grade of SMK Multi Mekanik Masmur Pekanbaru

This research deals with students' vocabulary knowledge in analytical exposition. The formulation of this research was "How is the students' vocabulary mastery in analytical exposition at the eleventh grade of SMK Multi Mekanik Masmur Pekanbaru?". Therefore, the objective of the research was to identify students' vocabulary mastery in analytical exposition at the eleventh grade of SMK Multi Mekanik Masmur Pekanbaru. This study was a descriptive research. The researcher used Cluster random sampling to take the sample. It means that every student had an equal chance of being selected to be a sample. The samples of this research were 31 students of 153 students at the eleventh grade students of SMK Multi Mekanik Masmur Pekanbaru. To collect the data, the researcher used a test. It consists of four indicators in students' vocabulary knowledge in analytical exposition using multiple choice. The researcher calculated each percentage of students' vocabulary by using a formula from Sudjiono (2004) as follow:

$$P = \frac{F}{N} \times 100\%$$

The research findings revealed that the percentage of the students' vocabulary knowledge in word means of the particular context was 69.03%, synonym of certain words was 72.90%, the equivalent meaning of the word in first language was 73.55% and antonym of certain words was 72.26%. So, the highest indicator score was the equivalent meaning of the word in first language. While the lowest indicator score they could reach was the word means in the particular context.

Key Words: Analysis, Students' Vocabulary Knowledge, Analytical Exposition Text

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ABSTRAK

Sayyidatul, (2020): Sebuah Analisa Pengetahuan Kosa Kata Siswa Terhadap Teks Analytical Ekposisi Pada Kelas Sebelas di SMK Multi Mekanik Masmur Pekanbaru

Penelitian ini berhubungan dengan pengetahuan kosa kata siswa terhadap teks analytical ekposisi. Formulasi dari penilitian ini adalah bagaimana pengetahuan kosa kata siswa terhadap teks analytical ekposisi pada kelas sebelas di SMK Multi Mekanik Masmur Pekanbaru. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengidentifikasi pengetahuan kosa kata siswa terhadap teks analitikal ekposisi pada kelas sebelas di SMK Multi Mekanik Masmur Pekanbaru. Penelitian ini merupakan penelitan deskriptif. Peneliti menggunakan cluster random sampling untuk mengambil sampel. Itu berarti setiap siswa memperoleh kesempatan yang sama untuk di pilih menjadi sampel. Sampel dari penelitian ini berjumlah 31 partisipan dari 153 siswa di kelas 11 SMK Multi Mekanik Masmur Pekanbaru. Untuk mengumpulkan data, peneliti menggunakan sebuah tes. Tes itu terdiri dari 4 indikator pengetahuan kosa kata siswa terhadap teks analitikal ekposisi dengan menggunakan pilihan ganda. Peneliti menghitung setiap persentase pengetahuan kosakata siswa dengan menggunakan rumus dari Sudjiono (2004) sebagai berikut:

$$P = \frac{F}{N} \times 100\%$$

Temuan penelitian ini menyatakan bahwa persentase dari pengetahuan kosa kata siswa dalam maksud kata dari konteks tertentu adalah 69.03%, sinonim adalah 72.90%, arti kata yang setara dalam bahasa pertama adalah 73.55% dan antonim adalah 72.26%. Jadi, indikator tertinggi adalah arti kata yang setara dalam bahasa pertama. Sementara itu, indikator terendah adalah maksud kata dari konteks tertentu

Kata Kunci: Analisa, Pengetahuan Kosa Kata Siswa, Teks Analitikal Ekposisi

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ملخص

سيدة، (٢٠٢٠): تحليل معرفة مفردات التلاميذ على نصوص المعارض التحليلية في الفصل الحادي عشر بمدرسة مسمور الثانوية المهنية الميكانيكية المتعددة بكنبارو

يتعلق هذا البحث بمعرفة مفردات التلاميذ على نصوص المعارض التحليلية. وصياغته هي كيفية معرفة مفردات التلاميذ على نصوص المعارض التحليلية في الفصل الحادي عشر بمدرسة مسمور الثانوية المهنية الميكانيكية المتعددة بكنبارو. لذلك، غرضه هو تحديد معرفة مفردات التلاميذ على نصوص المعارض التحليلية في الفصل الحادي عشر بمدرسة مسمور الثانوية المهنية الميكانيكية المتعددة بكنبارو. هذا البحث بحث وصفي. استخدمت الباحثة العينة العشوائية العنقودية لأخذ العينة. وهذا يعني أن كل تلميذ يحصل على نفس الفرصة ليتم اختياره كالعينة. بلغت العينة ٣١ مشتركًا من ١٥٣ تلميذا في الفصل الحادي عشر بمدرسة مسمور الثانوية المهنية الميكانيكية المتعددة بكنبارو. ولجمع البيانات، استخدمت الباحثة الاختبار. يتكون الاختبار من ٤ مؤشرات لمعرفة مفردات التلاميذ على نصوص المعارض التحليلية. تشير نتائج هذا البحث إلى أن النسبة المئوية من معرفة مفردات التلاميذ في معاني الكلمات من سياق معين هي ٠٣،٦٩٪، والمرادفات هي ٩٠،٧٢٪ ، والمعادل المكافئ للكلمات في اللغة الأولى ٥٥،٧٣٪ والمتضادات هي ٢٦،٧٢٪. إذن، فإن المؤشر الأعلى هو المعادل المكافئ للكلمات في اللغة الأولى. وفي خلال ذلك، فإن المؤشر الأدنى هو معاني الكلمات من سياق معين.

الكلمات الأساسية : ***التحليل، معرفة مفردات التلاميذ، نصوص المعارض التحليلية***

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is one of English components or sub skill that must be taught to the learners, because vocabulary has the primary role for all languages. Moreover, there are some researchers regarding that vocabulary more important than grammar. Among them is no matter how well the students learn grammar, no matter how successfully the sounds of L2 just cannot happen in any meaningful way. In other words the first that to be master for language learner in learning language especially English is vocabulary.

Vocabulary is a language that is important thing to be mastered by the students in learning a foreign language because it is a foundation for other language components such as pronunciation, spelling, meaning and grammar. Therefore, since vocabulary as a foundation in language learning can improve students' vocabulary knowledge, it has become priority in education. In addition, students' vocabulary knowledge academically is needed language learning, because it is essential to be successfully in reading, listening, speaking and writing.

Vocabulary seems like an important element in English teaching for slow learner or normal students. Understanding English acquisition depends on how far students have ability to know about the meaning of sentence or

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words. In vocabulary knowledge, it involves memorizing. It is hard to be done by student. When introducing vocabulary, it should ideally be presented in a context which is familiar to child (Brewster, Ellis, Girard, 2003). It means that, as a teacher, we must be able to know the level of students' vocabulary knowledge .

Vocabulary is a main important element in teaching language. Making a good communication means using good vocabulary. Teaching vocabulary is the first step in teaching English. Vocabulary is one of the important elements in teaching English. Vocabulary is the main point to understand language well. Vocabulary is the basic element that must be mastered by students to understand English skill. Ideally, someone who has high vocabulary knowledge can recognize meaning of word both in written and spoken forms. He also can pronounce it well, know how to combine it with other words, and use it to make a sentence. Actually for slow learner, they just hope to know how shape of something and know the meaning of words.

Teaching vocabulary to students is not simple and not easy. The teachers have to give examples how to pronounce the English words correctly and repeat sometimes in order that mental retardation students will remember long lasting because they have under skill better than normal students. Most of the English words are very different in letters and the way to pronounce. Teaching foreign language must be introduced orally first, not in written to avoid the students pronouncing the English words equal to the letters like the teacher teach before.

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Whereby, in order to obtain a good research covering vocabulary knowledge, the researcher uses an analytical exposition text. Analytical Exposition is a text type of content that reported the thesis, arguments, and reiteration. The purposes are to persuade by presenting arguments and to analyze or explain "how" and "why". The researcher chose analytical exposition text because analytical exposition text was more difficult among the students of SMK Masmur Multi Mekanik Pekanbaru. They must have thought hardly to make appropriate opinion with the phenomenon surrounded; they need knowledge about it and many words they do not understand. This is the reason why the researcher chose analytical exposition text to correlate with the vocabulary knowledge.

According to Anderson and Anderson (1997, 2-3), analytical exposition text is atype that is intended to persuade readers that something should being the case. In other words, analytical exposition text is the text of an author who tries to inform and describe an event that has happened around him. Moreover, as pointed out by Prawira and Roswati (2019) the analytical exposition text is a text that contains a phenomenon that occurs surrounded the author. It states the argument of the author and aims to assure the reader.

SMK Masmur Pekanbaru is one of the vocational high schools in Pekanbaru. The Minimum Mastery Criterion (*KKM*) was 75. This school implements 2013 curriculum (K13) and provides English lesson for the students. It includes listening, speaking, reading, and writing. Regarding to 2013 curriculum, the objective of teaching vocabulary for the eleventh grade

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at Vocational school is to enable students to master vocabulary about transactional conversation texts, functional text and monologue text in the form of procedure text, factual report text and analytical exposition text. Moreover, based on Core Competency Standard and Basic Competency, the for the eleventh grade students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of procedure text, factual report text and analytical exposition text to interact with people in their nearest environment. The work of vocabulary is presented in the form of text types, usually known as genres.

During the observation, the researcher found that many students of eleventh grade at SMK Masmur Pekanbaru had difficulties in learning English especially in the vocabulary; it was proved by the teacher's explanation. The mean of the students' English score was under seventy five (75). Generally, teacher reviewed the characteristic of the transactional conversation texts, functional text and monologue text based on genre given including the kinds of a text, the purpose of a text, the text organizations, and the language features. Then, teacher asked students to read a text individually based on the time given. In order to increase students' vocabulary knowledge, the teacher also supported it by providing some questions based on the text. The teacher asked the students to write the new words from the text and answer the questions in every meeting. Based on the teacher's information, the students were given materials and they found new words individually, then, teacher asked them to write it on their book or papers. After that, the

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teacher asked them to memorize the words and made the sentences or paragraph from the words.

The teaching learning process was still in the teacher centered. To improve the students' vocabulary achievement, English teacher has programs at school once a week namely English day and English club. English day and English club are expected to support their English learning process. These programs also did not give many influences to the students' achievement.

However, what was expected by the teacher was not the same as the result. Ideally, the students at SMK Masmur Pekanbaru were able to understand the materials given by the teacher. In fact, there were some of the students who still faced some problems and difficulties in understanding the materials, especially in analytical exposition text. The students' difficulties come from the weaknesses of students' vocabulary. Also, the students had difficulty in differentiating the form of word grammatically such as parts of speech: noun, verb, adjective, and adverb. Furthermore, the students tend to be bored and low participation in English class. Those problems of vocabulary must be solved, because it can be the difficulties for the students to continue the next level or grade. Also the students may have low motivation in learning English because they feel English is difficult. Furthermore, the students will have boredom in English class.

At SMK Multi Mekanik Masmur Pekanbaru, the researcher found some problems about the students' achievement in learning vocabulary. Firstly, the students have low ability in memorizing vocabulary. Secondly, the

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students do not master vocabulary and the teacher still applies a conventional strategy in learning vocabulary. From this case, the researcher concludes that there are 2 factors that can cause the low ability of the students in learning vocabulary. Their competence in vocabulary is still far from the expectation of the curriculum. It can be proved from the students' vocabulary achievement. It is not qualified from the minimum criteria of students' passing grade.

Based on the problem, the researcher are able to identify based on some phenomena, there are:

1. The teacher asks the students to memorize the words and made the sentences or paragraph from the words, but some of the students are not able to understand English language because lack of vocabulary.
2. The teacher reviews the characteristic of materials but some of the students are not able to use the English vocabulary in the sentence
3. The teacher has programs at school once a week namely English day and English club to support their English learning process but some of the students are not able to spell the word correctly.
4. The teacher asks the students to write the new words from the text and answer the questions in every meeting but some of the students are not able to use the word appropriately
5. The teacher support students' vocabulary knowledge by providing some questions based on the text but some of the students are difficulties in understanding the form of word or vocabulary.

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Concerning the facts above, it is expected that research on teaching can offer an alternative in providing the students' knowledge in teaching vocabulary. Motivating the students to learn English and can be useful for those who are interested in teaching vocabulary. So, from the description above the researcher was interested to make a research untitled **"An Analysis of students' Vocabulary Knowledge in Analytical Exposition at the Eleventh Grade of SMK Multi Mekanik Masmur Pekanbaru."**

The reasons for choosing the topic because, vocabulary which is one of language components in English, plays an important role in students' English learning itself. This is since it covers all aspects including the four skills (writing, reading, speaking and listening) related to the process of teaching and learning in the classroom. Nevertheless, it usually gets less attention from teachers of English because they think that vocabulary could be learned through experience.

B. The Problems

1. Identification of the Problem

Based on the background above, the researcher identifies some problems of this research as follows:

a. Why are some of the students not able to understand English language because lack of vocabulary?
b. Why are some of the students not able to use the English vocabulary in the sentence?
c. Why were some of the students not able to spell the word correctly?

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d. Why were some of the students not able to use the word appropriately?
e. Why are some of the students not able to understand the form of word or vocabulary?

2. Limitation of the Problem

Related to the identification of the problem above, many problems happened to the students. The researcher needs to limit the problems of the research in order to focus on the topic. In this case, the researcher limits this research in the following limitation:

a. This research is only conducted to the eleventh grade of SMK Multi Mekanik Masmur Pekanbaru, because they have learned about vocabulary and analytical exposition text.
b. This research only focuses on an analysis of students' vocabulary knowledge in analytical exposition text at SMK Multi Mekanik Masmur Pekanbaru.

3. Formulation of the Problem

In accordance with the limitation of the problem, the researcher formulates the research problem is “How is the students’ vocabulary knowledge in analytical exposition at the eleventh grade of SMK Multi Mekanik Masmur Pekanbaru?”.

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C. The Objective and Significance of the Research

1. The Objective of the Research

The objective of the study can be stated as to identify students' vocabulary knowledge in analytical exposition at the eleventh grade of SMK Multi Mekanik Masmur Pekanbaru.

2. The Significance of the Research

a. Research is hopefully contributing to the researcher as a researcher in a term of learning as a novice.
b. It will motivate students to improve their interest in learning English since they will find out that vocabulary knowledge, not always difficult to learn. Their improvement of interest in learning English will help them master English well.
c. The research findings are expected to be used as a consideration in teaching Vocabulary in the classroom.
d. To add references for other next researcher having the same problem as the researcher.

D. The Definition of the Terms

To avoid misunderstanding and misinterpreting in writing this proposal, it is nessecery for the researcher to explain the terms used in the study. They are defined as follows:

1. Analysis

According to Audi (1999), analysis is describes a concept or fact related to linguistics and explain in a simple way. In this research, the term

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analysis refers to the design of the research to analyze one variable that is students; vocabulary knowledge in analytical exposition at the eleventh grade of SMK Masmur Pekanbaru.

2. Vocabulary Knowledge

According to Schmitt, et.al (2000) vocabulary knowledge is viewed as an essential tool for mastering any language skills; it also contributes to the understanding of written and spoken texts. Vocabulary knowledge refers to as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. According to Siyanova and Schmitt (2008) the knowledge of vocabulary is essential in learning languages. Not only does it contribute in the comprehension and production of the language, but it also works as a good indicator of the performance and acquisition of any language skill.

3. Analytical Exposition

According to Anderson and Anderson (1997), analytical exposition text is atype that is intended to persuade readers that something should bein the case. Analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. In vocabulary this text the students must understand about meaning of the word in generic structure and language feature of analytical exposition. Generic structures consist of thesis, argument, and reiteration.

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E. Reason for Choosing The Title

The researcher conducted this research in accordance with:

1. The title was relevant to the researcher's status as the English student.
2. The researcher found that vocabulary still became the most terrifying skill. Then, the researcher found that the students still have difficulties in Vocabulary Knowledge.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Achievement of Vocabulary

a. The Definition of Vocabulary

Vocabulary skill is often considered as a critical aspect of foreign language learners as limited vocabulary in a second language, impedes successful communication. Considering the importance of vocabulary acquisition, Schmitt (2000) emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language. Nation (2009) then describes the correlation between vocabulary knowledge and language practice as complementary: The skill of vocabulary enables language use and conversely. Language use leads to an increase in vocabulary knowledge.

Vocabulary is a core component in studying a language and it is very necessary to be known. Some experts proposed various definition of vocabulary. Hornby (1995) defines that vocabulary is the total number of words (with rules for combining them) that make up a language. It means that vocabulary is a list of word that has meaning. In addition, Lado (1964) stated that vocabulary is the lexicon of written language that is called words. Moreover, Stahl (2005) stated that "vocabulary is the knowledge of words and words meanings also puts

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vocabulary knowledge as the knowledge of a word not only implies a definition, but also implies how that word fits into the context". Vocabulary knowledge is not something that can ever be fully mastered. It is something that expands over the course of a life time. Teaching vocabulary involves looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit teaching in specific words and word learning strategies.

In production, when language learners have a meaning or concept that they wish to express, they need to have a store of words from which they can select to express this meaning or concept. As stated by Nation (2009), when language learners travel, they do not carry grammar books, but dictionaries. Many researchers argue that vocabulary is one of the most important-if not the most important-components in learning a foreign language, and foreign language curricula must reflect this. Alqahtani (2015) stated that there was not much value in being able to produce grammatical sentences if one was not get the vocabulary that needed to convey what one wish to say. While without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Maximo (2000) stated many reasons for devoting attention to vocabulary. First, a large vocabulary is of course essential for understanding of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and

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regularly report that the lack of vocabulary is a major problem''. On the other hand, vocabulary has been acknowledged as language learners' greatest single source of problems (Meara, 1980). This remark may possibly reflect that the open-endedness of a vocabulary system is perceived to be a cause of difficulty by learners.

Another possible reason is that, unlike syntax nor phonology, vocabulary does not have rules the language learners may follow to acquire and develop their knowledge. In other words, it is not clear in vocabulary learning what rules apply or which vocabulary items should be learned first. Oxford (2003) also claimed that vocabulary was by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one's mother tongue, because of tens of thousands of different meanings. Despite these difficulties that language learners face in L2 vocabulary, they still have to deal with it in their examinations as ''vocabulary has traditionally been one of the language components measured in language tests'' (Schmitt, 2000). Furthermore, many learners see second language acquisition (SLA) as essentially a matter of learning vocabulary and therefore they spend a great deal of time on memorizing lists of words and rely on their bilingual dictionary as a basic communicative resource.

So, the vocabulary is one of the important components that became the basic component to understand the other skills of English.

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The students should have enough vocabulary to speak, write, listen and also read.

b. The Types of Vocabulary

Vocabulary has been discussed and divided into various types. Some are divided into two types: active and passive vocabulary. Gruneberg and Sykes (1991) distinguished the two types of vocabulary. The first type of vocabulary refered to the one that the students had been taught and that they were expected to be able to use. Meanwhile, the second one referred to the words which the students would recognize when they met them, but they would probably not be able to pronounce. Hatch and Brown (1995), indicated two kinds of vocabulary, namely as receptive vocabulary and productive vocabulary.

Receptive vocabulary means words that learners recognize and understand when they are used in context, but which they cannot produce. The type of vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart, 2008). Meanwhile productive vocabulary is the words that the learners understand and are able to pronounce correctly and use constructively in speaking and writing. It consists of what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart, 2008).

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Vocabulary is crucial to be understood by the learner in order to understand the language, Vocabulary knowledge is needed to express our ideas and to be able to understand other people's sayings. Hornby (1995) as cited in Alqahtani (2015) defined vocabulary knowledge as complete knowledge or complete skill. From that definition, knowledge means complete knowledge or great skill that makes someone a master in a certain subject. Vocabulary knowledge refers to the great skill in processing words of a language (Susanto & Fazlinda, 2016). It is an individual achievement and possession (Alqahtani, 2015). Due to that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary knowledge requires their own motivation and interest on the words of a language. As in conclusion, vocabulary knowledge is an individual's great skill in using words of a language, which is acquired based on their own interest needs and motivation. Vocabulary knowledge plays an important role in the four language skills and it has to be considered that vocabulary knowledge is one of the needed components of language (Susanto & Fazlinda, 2016).

In the conclusion, there are several types of vocabulary that are the discussion of this research. The understanding of the type of vocabulary is one of the indicators in understanding the vocabulary.

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c. The Components of Vocabulary

The framework of vocabulary knowledge proposed by Nation (2009) mainly focused on two questions: what is a word? And what is involved in learning a word?

Table 2.1: Components of Vocabulary Knowledge (Nation, 2009)

Form	Spoken	P: What does the word sound like?
		R: How is the word pronounced?
	Written	P: What does the word look like?
		R: How is the word written and spelled?
	Word Parts	P: What parts are recognizable in this word?
		R: What words parts are needed to express meaning?
Meaning	Form and meaning	P: What meaning does this word form signal?
		R: What word form can be used to express this meaning?
	Concepts and references	P: What is included in the concept?
		R: What items can the concept refer to?
	Associations	P: What others words does this word make us think of?
		R: What other words could we use instead of this one?
Use	Grammatical functions	P: In what patterns does the word occur?
		R: In what patterns must we use this word?
	collocations	P: What words or types of word occur with this one?
		R: What words or types of words must we use with this one?
	Constraints on use	P: Where, when and how often would we meet this word?
		R: Where, when and how often can we use this word?

Note: P (Productive Skill), R (Receptive Skill)

From the point of view of receptive knowledge and use, knowing the word underdeveloped involves:

1) Being able to recognize the word when it is heard.
2) Being familiar with its written form so that it is recognized when it is met in reading.
3) Recognizing that it is made up of the parts under-, -develop- and -ed and being able to relate these parts to its meaning.
4) Knowing that underdeveloped signals a particular meaning.
5) Knowing what the word means in the particular context in which it has just occurred.

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6) Knowing the concept behind the word which will allow understanding in a variety of contexts.
7) Knowing that there are related words like overdeveloped, backward and challenged.
8) Being able to recognize that underdeveloped has been used correctly in the sentence in which occurs.
9) Being able to recognize that words such as territories and areas are typical collocations.
10) Knowing that underdeveloped is not an uncommon word and is not a pejorative word.

From the point of view of productive knowledge and use, knowing the word underdeveloped involves:

1. Being able to say it with correct pronunciation including stress.
2. Being able to write it with correct spelling.
3. Being able to construct it using the right word parts in their appropriate forms.
4. Being able to produce the word to express the meaning "underdeveloped".
5. Being able to produce the word in different contexts to express the range of meanings of underdeveloped.
6. Being able to produce synonyms and opposites for underdeveloped.
7. Being able to use the word correctly in an original sentence.
8. Being able to produce words that commonly occur with it.
9. Being able to decide to use or not use the word to suit the degree of formality of the situation (at present developing is more acceptable than underdeveloped which carries a slightly negative meaning).

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Based on Nation (2009) statement above, the point of view of productive knowledge and use in listening and reading skill as follows:

Table 2.2: The Point of Listening and Reading in Receptive Skill

Listening	**Reading**
Being able to recognize how the word pronounced is.	Being able to know how the word written and spelled is.
Being able to recognize where, when and how often can we use this word.	Being able to recognize where, when and how often can we use this word.
Being able to recognize the word when it is heard.	Knowing what words parts needed to express meaning.
Recognizing that it is made up of the parts under-, -develop- and -ed and being able to relate these parts to its meaning.	Recognizing that it is made up of the parts under-, -develop- and -ed and being able to relate these parts to its meaning.
Knowing that underdeveloped signals a particular meaning.	Knowing that underdeveloped signals a particular meaning.
Knowing that there are related words like overdeveloped, backward and challenged.	Knowing that there are related words like overdeveloped, backward and challenged.
Being able to recognize that words such as territories and areas are typical collocations.	Being able to recognize that words such as territories and areas are typical collocations.
Knowing that underdeveloped is not an uncommon word and is not a pejorative word.	Knowing that underdeveloped is not an uncommon word and is not a pejorative word.
Knowing the concept behind the word which will allow understanding in a variety of contexts.	Knowing the concept behind the word which will allow understanding in a variety of contexts.
-	Knowing what word form can be used to express this meaning.
-	Knowing what items can the concept refer to?
-	Knowing what other words could we use instead of this one.
-	Knowing what patterns must we use this word in.
-	Knowing what words or types of words must we use with this one.
-	Being familiar with its written form so that it is recognized when it is met in reading.
Knowing what the word means in the particular context in which it has just occurred.	Knowing what the word means in the particular context in which it has just occurred.
-	Being able to recognize that underdeveloped has been used correctly in the sentence in which occurs.

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So that's why, from the Nation's statement above, the indicators of vocabulary based on syllabus at Vocational high school of eleventh grade, as follows:

1) The students are able to understand what the word means in the particular context.
2) The students are able to know the synonyms of certain words.
3) The students are able to know the equivalent meaning of the word in first language.
4) The students are able to know the antonyms of certain words.

d. The Teaching and Learning Vocabulary

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). It is almost impossible to learn a language without words; even communication between human beings is based on words. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). Either teachers or students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004).

Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers.

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They have problems of how to teach students in order to gain satisfying results. The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers should be creative and be able to understand the material in order to be understood by students, and make them interested. The teachers have to know the characteristics of his\her learners. They more over need to prepare good techniques and suitable material in order to gain the target of language teaching.

Commonly, there are several techniques concerning the teaching of' vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary then it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners (Takac & Singleton 2008). This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one

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technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible (Pinter, 2006). The followings are some techniques of teaching vocabulary as proposed by some experts:

1) Teaching vocabulary using Objects

This technique can help learners in remembering vocabulary better, because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. Using this technique includes the use of visual aids, and demonstration. (Takac & Singleton, 2008). In addition, Gairns & Redman (1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary.

Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

2) Teaching vocabulary by drilling, spelling, and active involvement

Drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural (Thorbury, 2002). Drilling is very necessary since learners need to

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say the word to themselves as they learn it to recall the words from memory (Ellis & Beaton, 1993, in Read, 2000). The primary means of spelling is actually memorizing words (Reed, 2012). Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation. Employing this technique, the teacher encourages the students to find out word's meaning by elicitation (Takac dan Singleton, 2008). Elicitation maximizes learners' speaking opportunities, and acts as a way of checking learners' understanding (Thorbury, 2002).

This technique also includes personalization, which is using the word by learners in a context or sentence that is related to their life. Related to the above techniques, Pinter (2006) argues that teachers are suggested to conduct planned presentations of vocabulary as various as possible, so it is better that teachers present word meaning and form by combining more than one technique. In addition, Takac and Singleton (2008) points out that in choosing which techniques to be used in the classroom, teachers consider time availability, the content or teaching material.

3) Teaching vocabulary using drawing and picture

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main

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points that they have learned in the classroom. Teaching vocabulary using pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible.

The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colorful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

4) Teaching vocabulary using mime, expressions and gestures

The term "mime or gesture" is useful if it emphasizes the importance of gestures and facial expression on communication Alqahtani, 2015). At the essence it can not only be used to indicate

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the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad"," happy"; mime and taking a hat off your head to teach hat and so on. Several studies have emphasized the role of gestures in second language (L2) acquisition (Alqahtani, 2015). Teachers tend to gesture a lot (Hauge, 1999), especially when addressing young learners and/or beginners.

It is commonly acknowledged that “teaching gestures” capture attention and make the lesson more dynamic. Using analyses of video recordings of English lessons to French students, Tellier (2007) determined three main roles for teaching gestures: management of the class (to start/end an activity, to question students, request silence, etc.), evaluation (to show a mistake, to correct, to congratulate, etc.) and explanation to give indications on syntax, underline specific prosody, explain new vocabulary, etc.). Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. This teaching strategy is thus relevant for comprehension (Tellier, 2007). However, its utility may depend on the kind of gesture used by the teacher. It has been

highlighted that foreign emblems, for instance, may lead to misunderstandings when it is not known by the learners (Hauge, 1999).

In addition to supporting comprehension, teaching gestures may also be relevant for learners' memorization process. Indeed, many second language teachers who use gestures as a teaching strategy declare that they help learners in the process of memorizing the second language lexicon. Many of them have noticed that learners can retrieve a word easily when the teacher produces the gesture associated with the lexical item during the lesson. Others have seen learners (especially young ones) spontaneously reproducing the gesture when saying the word. The effect of gestures on memorization is thus something witnessed by many but hardly explored on a systematic and empirical basis (Tellier, 2007).

Focusing on teaching the vocabulary, related to the explanation above, there is several style of teaching vocabulary that we can say method of teaching. In the context of vocabulary learning the way the students understand is the important point of the teaching vocabulary.

Subekti and Lawson (2007) declared the effectiveness of the application of certain vocabulary learning provide empirical evidence of the contribution of understanding new words to language learner. Vocabulary has been found as an essential component of second

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language learning classroom (Susanto & Fazlinda, 2016), and also as a major resource for language use, and one could not learn a language without learning vocabulary (Cameron, 2001). Hence, vocabulary learning is of great importance as vocabulary is an important unit to build up skills and knowledge.

Anyhow, learning vocabulary items is not such a simply matter of committing them to memory, but how to use them in appropriate situations as well as how to expand the knowledge of one's vocabulary is also crucial. This is where vocabulary learning play role. As language learners may experience getting new words in a variety of ways in the classroom through the teacher's language, through the language of other learners, or through learning materials, so vocabulary has long been found as language learners' big problem that could block their language learning road. Hedge (2000) highlights the ultimate role of the teacher, besides explaining new words to learners, is to build independence to learners.

In the conclusion, in the context of learning vocabulary, the teacher should use the suitable strategy to teach the students about the vocabulary. The teacher should identify the students need with the better way to transfer the vocabulary. Therefore, the students are able to understand the vocabulary in the context of meaning, using, interpretation and also how to build the conversation with the vocabulary that they have learned.

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e. Measuring Vocabulary Knowledge

A feature of the understanding of vocabulary, whether in a first or foreign language, is that knowledge of this aspect of language is multi-faceted. Potentially, there is a lot involved in knowing a word. The ancient Greeks, for example, clearly identified three elements of word knowledge: knowledge of aural and written forms and knowledge of the meaning of the word. For at least a century, too, a distinction has been made between receptive knowledge, and product James Milton tive word knowledge. Some words, it seems, exist in the minds of language speakers primed for use and can be called to mind in speech or in writing easily and quickly. Other words are not used in this way but can, nonetheless, be called to mind for comprehension if they occur in the speech or writing of others. Each of these facets of knowledge can contribute to language performance in its own different way.

A language user with extensive knowledge of words in their phonological form but no knowledge of the written form of words, for example, has the potential at least to speak and understand speech but no capacity for reading or writing. There is no definitive list of what comprises word knowledge and even native speakers will not know every facet of every word in their lexicon. In measuring vocabulary knowledge in order to assess how it impacts on overall language performance, therefore, decisions have to be made as to exactly what it is that is being measured.

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The nearest thing we have to a definitive list of what it means to know a word is Nation's (2009) table shown in table 1. This table usefully encapsulates knowledge of the various forms of a word, the various aspects of meaning a word can carry with it, and the elements of use which are also part of word knowledge. Knowledge of form includes not just knowledge of the written and sound forms of a word but also knowledge of affixation, knowledge of the way extra parts can be added, or the ways in which a word can change, to reflect changes in its grammatical function or to add to its meaning.

Knowledge of meaning includes not just knowledge of a core meaning, perhaps a link with a direct foreign language counterpart, but also the concepts, referents and associations, which a word may carry with it. Words in different languages often carry differences in nuances of meaning, which, if a learner is to perform fluently, may need to be known. And knowledge of use includes knowledge of the grammar of a word but also the way words like to behave in relation to each other. Some words like to occur in combination with other words, in particular idioms for example, and some words, like swear words, may be restricted in the occasions where they can be used appropriately, and this knowledge will also be needed if the language is to be used fluently and skilfully. Each facet of knowledge is sub-divided into receptive and productive knowledge.

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This is a very useful and insightful list, and makes apparent just how much is involved in fully knowing a word. It is also clear that designing a test that can capture knowledge in all this diversity is scarcely practical. A single test could not possibly hope to encompass every aspect of knowledge described in this table. There is a further difficulty inherent in this table in that the various forms of knowledge are characterised but not precisely defined. In assessing knowledge of word parts, for example, it is unclear at what point the additions and changes to a word will form a new word rather than a derived form of an existing one. Nor is it clear, for example, how frequently a word must co-occur with another Measuring the contribution of vocabulary knowledge to proficiency in the four skills word for a collocation to be created. But if vocabulary knowledge is to be tested and understood, then these are constructs which must be precisely defined.

2. Vocabulary Knowledge

a. The Concept of Vocabulary Knowledge

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication (Nunan, 2003). Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language”.

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Nation (2009) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. On the other hand, in learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

According to Schmitt, et.al (2000) vocabulary knowledge is viewed as an essential tool for mastering any language skills; it also contributes to the understanding of written and spoken texts. Thus, while more frequent the exposure to vocabulary is, learners are more confident to understand and interpret the meaning of some unknown words from context. In brief, vocabulary knowledge can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should understand first before mastering English.

The knowledge of vocabulary is essential in learning languages. Not only does it contribute in the comprehension and production of the language, but it also works as a good indicator of the performance and acquisition of any language skill. The learning of L2 or FL is a dynamic process that involves social interaction and exposure to the target

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language. Therefore, language instructors should make significant improvements in their teaching methodology by focusing on lexical elements rather than individual words (Siyanova and Schmitt, 2008).

Thus, with the appropriate use of vocabulary; language learners can communicate one another even though they do not have enough knowledge of the target structures. Then, teaching instructions should look for opportunities in which learners practice the new vocabulary and improve their language performance as well. Therefore, according to Nation (2009) it is very important that language instructors increase learners' vocabulary size by considering the type of words to be taught and the frequency of occurrence because not all those words require to be learned to become a successful user of language.

According to Lewis (1993) Vocabulary knowledge is fundamental in the learning of any language, but if teachers and learners are not involved within the process, the learning of vocabulary cannot take place. If learners are not into the relationship within the given knowledge (input), it is unlikely that input contributes to retained the knowledge (intake) since for input becomes intake, comprehensibility is necessary. It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

Knowing a word completely should include various kinds of linguistic knowledge ranging from pronunciation, spelling, and morphology and to knowledge of the word's syntactic and semantic

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relationships with other words in the language, involving knowledge of antonym, synonymy, hyponym and collocational meanings. Nation (2009) itemized eight different types of knowledge that are required to know a word, but later amended it, adding a ninth aspect 'word parts'. He explained the nine aspects of vocabulary knowledge as follows:

1) Knowledge of the spoken form of a word.
2) Knowledge of the written form of a word.
3) Knowledge of the parts in a word which have meaning.
4) Knowledge of the link between a particular form and a meaning.
5) Knowledge of the concepts a word may possess and the items it can refer to.
6) Knowledge of the vocabulary that is associated with a word.
7) Knowledge of a word's grammatical functions.
8) Knowledge of a word's collocations.
9) Knowledge of a word's register and frequency.

Nation further broke down each aspect into receptive and productive knowledge, which will be explained further in the next part. It can be claimed that vocabulary knowledge is not an all-or-nothing relationship, but a systematic procedure in which various types of knowledge are learned until all aspects of knowledge are known for an item. Obtaining comprehensive knowledge of a word needs substantial takings in all nine aspects of knowledge, and consequently, large number of words, specifically the less frequent ones, may only be

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partially learned. It also seems likely that some aspects of knowledge are acquired before others. Schmitt and McCarthy (1997) propose that knowledge of form, and meaning may be obtained before some of the other aspects such as collocation and register.

Concerning with the theory above, vocabulary refers to the knowledge of words as well as the meaning of words. Vocabulary knowledge is more than just citing the definition of a word. It requires that the reader use the word appropriately based upon a given context. The acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

b. The Important of Learning Vocabulary Knowledge

The program of vocabulary development exposes the students not only to get many new words but also help them to get vocabulary acquisition. Vocabulary development can lead students forward, as new concepts and related words are acquired. Learning to use new words and using them in varieties ways form a dynamic process.

The vocabulary knowledge is very important in four skills of English learning. All of these aspects will face the words in use. The vocabulary is very important to use in constructing the sentences and communicating. So to be able to use English, The teacher has to prepare

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the students to have plenty vocabularies knowledge as stated by Chastain (2000).

As we know,vocabulary is the foundation orbasis of a language. We cannot improve our English without knowledge of vocabulary. Word knowledge is not only to support the four skills namely: listening skill, speaking skill, reading skill, and also writing skill, but also the existence of words knowledge is very crucial in learning English as a foreign language. Students with poor knowledge of vocabulary cannot communicate in the target language well; consequently they will not be able to infer any ideas transmitted to them. Similarly, vocabulary is central to language and of critical importance to the typical language learner as cited in Wardani, (2016).

In learning English as a foreign language, vocabulary knowledge as one of the aspects of foreign language components is seemed to be the big problem. If the learners‟ vocabularies are poor, it will be difficult for them to express their ideas, feelings, opinions, and they will not be able to grasp any expression addressed to them, and also they will be difficult to comprehend words that heard or content of reading. In addition, Tarigan (1988) argues that the more people have vocabulary, the more skillful they will be in using the language. This statement indicates that the quality of language skills produced by someone depends on the quality and quantity of vocabulary that he has.

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Almost all the aspects of life require the people to understand English for examples education, health, occupation and communication.

Vocabulary is central to language and of critical importance to the typical language learner. Lack of vocabulary knowledge will result in lack of meaningful communication. The main benefit that can be obtained from all learning strategies is autonomy; students can take charge of their own learning (Nation, 2009) and gain independence and self-direction. He believes that a large amount of vocabulary can be acquired with the help of vocabulary learning strategies and that the strategies proved useful for students of different language levels. Takes for example, students' will get chance and opportunity to learn by himself when the cooperative learning strategy or language learning through game are implemented in the class room. So the students' are left free without being afraid of correcting or judgment from the teacher.

From the statement above, the researcher may conclude that having more vocabulary can guide people in using skills in language and also can increase the quality of human life. Based on the fact, it can be concluded that vocabulary knowledge is the most important aspect in studying English. The improvement of the students' vocabulary knowledge can increase the students' life, attitude, development of their concept, process of thinking and also increase the students' knowledge.

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c. The Depth of Vocabulary Knowledge

Read (2000) explained the notion of depth of word knowledge which is more absorbing from an L2 vocabulary acquisition research belief than just quantitative angles of lexical knowledge, as "the quality of the learner's knowledge". Depth of vocabulary knowledge is generally delimited from vocabulary size by querying how well the learner knows a word (Anderson & Freebody, 1981). According Chapelle (1998) it is really obvious that knowing a word means knowing more than its single meaning in a specific text. Learners also need to know the pronunciation, spelling, syntactic and semantic relationship with other words such as collocation, synonym, antonym and hyponym. It means, depth of knowledge dimension indicates the complex nature of vocabulary knowledge and that a fuller understanding of a word requires the close examination of its various aspects of knowledge.

So, vocabulary should not be considered a single dimension, instead it is better to be viewed as a multidimensional structure. Furthermore, Milton (2009) also mentioned depth is generally used to refer to a wide variety of word characteristics, including the shades of meaning a word may carry, its connotations and collocations, the phrases and patterns of use it is likely to be found in, and the associations the word creates in the mind of the user. All of these imply that a word will be linked to other words and ideas in the lexicon and,

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provided these links are correct and appropriate, to enable learners to use their chosen words appropriately and well.

Nation (2009) further specified the dimensions of vocabulary knowledge that learners must know to represent their receptive and productive aspects of vocabulary knowledge. He proposed three main categories: form, meaning, and use. The form of a word embraces its spoken form, written form, and word parts. The meaning of a word incorporates form and meaning, concept and referents, and associations. Finally, use aspect encompasses grammatical function, collocations, and constraints on use (register, frequency, etc.).

Based on explanation above, the researcher assumes that Depth of knowledge is a network of links between words. It is about how they associate and interact with each other, and may be restricted in use according to register and context. This would include, for example, how words collocate, form idioms and can have multiple possible meanings.

3. Analytical Exposition Text

There are some kinds of texts that should be comprehended by the vocational high school students. In this research, the researcher will use analytical exposition text.

Smalley and Ruetten (1982) state that expository paragraph is a paragraph that explains or analyzes a topic by using specific details and examples. According to Anderson and Anderson (1997), analytical exposition text is atype that is intended to persuade readers that something

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should bein the case. Analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. From that theory it can be said that analytical exposition text has function to influence readers' thinking. It also collaborate that researcher's idea about the phenomenon surrounding. To make the persuasion stronger, the speaker or researcher gives some arguments as the fundamental reasons why something is the case.

According to Anderson and Anderson (1997) analytical exposition text have three components. They are constructing an exposition, language feature an exposition and generic structure which can be explained as follow:

a. Constructing an analytical exposition

In constructing an analytical exposition text, there are three basic steps, the first step is called as an introductory statement that gives the author's point of view and previews the arguments that will follow in some texts, the opening statements may be attention grabbing. The second step is constructing a seriesof arguments that aim to convince the audience, pictures might also be used to help persuade the audience. The last one is constructing a conclusion that sums up the arguments and reinforces the author's point of view.

b. Language features of an analytical exposition text

The language features of analytical exposition consist of three kinds. First, the use of words that shows the author's attitude, or we

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usually call it as modality. The second one is the use of words to express felling or we usually call it as emotive words. The last one is the use of words to link cause and effect.

c. Generic structure of analytical exposition

The generic structure of analytical exposition consists of three main parts: thesis, arguments and reiteration.The first part is called as thesis. Thesis is used for introducing topic and indicates the researcher's position. Besides, thesis is also used as the outline of the main argument, to be presented. The second part is called as argument. The use of arguments is to restate main argument outlined in preview. It consists of the elaboration, development, and support to each point of argument. The last one is reiteration. It is usually used for restating the researcher's position and to conclude the whole argument.

In conclusion, based on the explanation above, the researcher concludes that analytical exposition text is a kind of text that is used to persuade someone to think about something to be a case. There are three characteristics in analytical exposition text. They are social function/purpose, language features, and generic structure/text organization. In this research, the researcher focuses on four indicators vocabulary in analytical exposition, namely: meaning of the words in the particular context, synonyms and antonyms of certain words also the equivalent meaning of the word in first language.

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B. Relevant Research

The first study was from Carmen Olmos (2019), his research was discussed about "An Assessment of the Vocabulary Knowledge of Students in the Final Year of Secondary Education. Is Their Vocabulary Extensive Enough?". The aim of this study is to determine the vocabulary size of a group final year students in a High School in Murcia. The instrument used to measure students' vocabulary size was Nation's Vocabulary Levels Test. This test has been validated on successive occasions. A total number of 49 students sat the exam in the case of the first test containing the 1000 and 2000 levels; and 38 sat the second test. The results obtained were poorer than expected.

Then, the second study was from Dewintha Afianti (2018) entitle: "A Study on the Vocabulary Knowledge of the Seventh Year Students of SMP Negeri 2 Susukan, Banjarnegara 2017/2018 Academic Year". In this research, the researcher carried out the research to the seventh year students of SMP Negeri 2 Susukan, Banjarnegara. She randomly took 28 students from 218 students as the sample, while the method which is used is descriptive quantitative. To get data, the researcher gave a test to the students. The steps taken by the researcher are scoring and making percentage of student's ability. After analyzing the data by using percentage score of classical ability, the researcher got the result of the percentage student's ability that was 78,57 %. The score of students can be explained as follows: 7 students get excellent score, 15 students get good score, 4 students get fair score and 2 students get poor score. Based on the student's score, the students who get good score

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have the most number, followed by excellent, fair and poor. It means that the students's vocabulary knowledge was good.

C. Operational Concept

According to Syafi'i (2016), operational concept are gotten from related theoritical concept for all variables in the research tittle that should be practically and empirically. It should be interpreted into particular words in order to make it easy to measure. In carrying this research, it is necessary to clarify the variable used in analyzing the data. There are one variable, that is the students' vocabulary knowledge. The researcher determines the indicators' vocabulary knowledge based on syllabus at Vocational high school of eleventh grade, as follows:

a. The students are able to understand what the word means in the particular context.
b. The students are able to know the synonyms of certain words.
c. The students are able to know the equivalent meaning of the word in first language.
d. The students are able to know the antonyms of certain words.

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CHAPTER III

METHOD OF INVESTIGATION

A. The Research Design

This research was a descriptive quantitative research method that consisted of one variable. The researcher focused on students' vocabulary knowledge in analytical exposition text. According to Creswell (2012), quantitative research identified a research problem based on trend in field or on the need to explain why something occurred. In quantitative research, the researcher relied on statistical analysis of mathematical analysis of the data, which was typically in numeric form (Creswell, 2012). According to Aliaga and Gunderson (2002), Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). In another definition according to Muijs (2004) quantitative research is essentially about collecting numerical data to explain a particular phenomenon.

Descriptive method described the data as what looked like and explained the data or events (presents data in numerical and descriptive form) with the analysis of students' vocabulary knowledge in analytical exposition at the eleventh grade of SMK Multi Mekanik Masmur Pekanbaru. Ary (2010) states that the qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics.

The researcher collected the data, analyzed them and drew a conclusion based on the data only, without taking the general conclusion. Descriptive quantitative is used in this research because the data obtained by the

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researcher based on quantitative data, then the researcher explains the results of the data into descriptive form. The descriptive design is appropriate with this research since it describes students' vocabulary knowledge in analytical exposition at the eleventh grade of SMK Multi Mekanik Masmur Pekanbaru.

From the definition above, it can be concluded that descriptive quantitative method is a research that identified and interpreted events, condition, or situation as the way they are as an effort to understand and report them. Which mean descriptive research is a study conducted to determine variables, either the variable is one or even more without making comparison or connect with other variables. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. The flowchart of research design as follows:

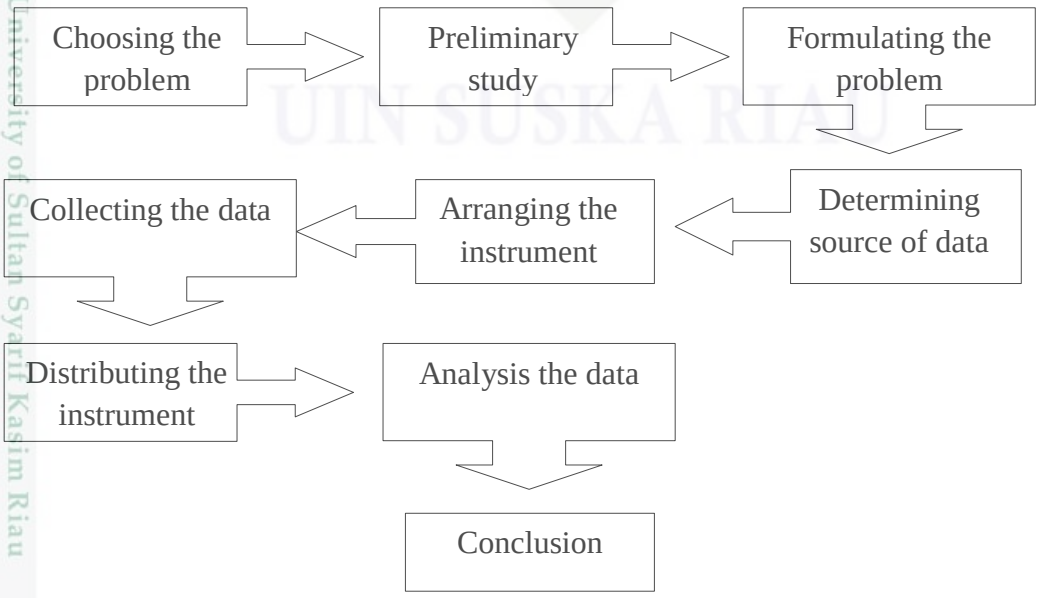

Figure 3.1: Flowcharts of Research Procedures

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B. The Location and the Time of the Research

This research was conducted at the eleventh grade students of SMK Multi Mekanik Masmur Pekanbaru. It is located on KH. Ahmad Dahlan Street No.96, Sukajadi district, Pekanbaru. The time of this research started on December 15th to March 15th , 2020.

C. The Subject and the Object of the Research

The subject of this research was the eleventh grade students and English teacher of SMK Multi Mekanik Masmur Pekanbaru, while the object of this research was the students' vocabulary knowledge in analytical exposition at the eleventh grade of SMK Multi Mekanik Masmur Pekanbaru.

D. The Population and Sample of Research

1. Population of the Research

According to Creswell (2012) a population is a group of individuals that have same characteristic. The population of this research was the eleventh grade students of SMK Multi Mekanik Masmur Pekanbaru. The specification of the population is revealed on the following table:

Table 3.1: Population of Eleventh Grade Students at SMK Masmur Pekanbaru

No	Classes	Students
1.	Automotive	20
2.	Software Engineering	21
3.	Computer And Network Engineering	31
4.	Light Vehicle Engineering	20
5.	Aircraft Engineering	20
6.	Accountant	20
7.	Audio and Video Engineering	21
	Total	**153**

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There were seven classes of the eleventh grade students at SMK Masmur Pekanbaru, which consisted of seven majors. The total population were 153 students.

2. Sample of the Research

Based on the total population above in this research, the researcher used cluster random sampling technique. According to Laws (2003) Cluster random sampling is instead of selecting individual sampling units, you select from clusters of units, and then choose settlements, interview all the units within that on some systematic basis. This saves travel costs and time, and you only need a sampling frame for the clusters, not for individual units. Gay (2012) also states that in cluster sampling, intact groups, not individuals, are randomly selected. It is also convenient when the population is very large or spread over a wide geographic area.

In cluster random sampling, the researcher determined one class to be sample of population by using lottery. The researcher gave name card to the classes based on every eleventh grade class in SMK Masmur Pekanbaru; they are: Automotive, Software Engineering, Computer And Network Engineering, Light Vehicle Engineering, Aircraft Engineering, Accountant, Audio and Video Engineering. The researcher mixed these cards then took one card randomly as the sample of the research. The chosen classes will be the sample. So the total sample is 31 students. The specifications of the sample can be seen on the table below:

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Table 3.2: Sample of the Research

No	Class	Students
1.	Computer And Network Engineering	31
	Total	**31**

E. Technique of Collecting Data

To find out the data in this research, the researcher used test as instrument. Regarding to Creswell (2012), an instrument is a tool for measuring, observing, and documenting quantitative data. The test was distributed to measure the students' vocabulary knowledge of analytical exposition text. The test was written test. The kind of test that the researcher used was multiple choices. The researcher will be used twenty two (20) items to collect the data. Every multiple choice consist of four answer options (a, b, c and d).

The instrument to measure students' achievement in learning vocabulary in this research included some aspects that became the indicators of vocabulary itself. This instrument also develops to help researcher ensure that some of the questions were matched to the objectives of this research. The point that had been examined can measure and evaluate the indicator of test in operational concept. For further information about the instruction of the text, the researcher shows the blue print of the test as follows:

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Table 3.3: Blue Print of Vocabulary

No	Indicator	Questions	Number of items
1	The students are able to understand what the word means in the particular context.	1,5,9,13,17	5
2	The students are able to know the synonyms of certain words.	2,6,10,14,18	5
3	The students are able to know the equivalent meaning of the word in first language.	3,7,11,15,19	5
4	The students are able to know the antonyms of certain words.	4,8,12,16,20	5
	Total		**20**

Source: Silabus

F. Validity and Reliability of the Test

1. Validity

To know whether are valid or not, the researcher measured its validity. Brown (2003) states that a test is a method to measure a person's ability, knowledge, or performance in a given domain. The more explanation explained also by Brown that one of criteria for testing a test is validity. According to Hughes (1989), a test is said to be valid if it measures accurately what it is intended to measure. While Gay (2012) stated that validity concerned with the appropriateness of the interpretations made from tests score. On the others word, validity is the core of the test and a valid test should be appropriate, meaningful, and useful in term of the purpose of the assessment.

According to Gay and Airasian (2012) there are three kinds of validity that consist of content validity, criterion validity, and construct validity. In this research, the researcher uses content validity to prove the validity of the test. Kothari (2004) states that content validity refers to the

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extent to which a measuring instrument provides adequate coverage of the topic under study. In order to get the data for this research, researcher uses test for both variable. But, before the researcher give the test; the researcher give try out test for the students in order to measure item difficulties. According to Arikunto (2013) the test is accepted if the degree of difficulty is between 0.30-0.70. It was determined by finding the difficulty level of each item.

To analyze the validity of the vocabulary knowledge test, the researcher conducted a try out to 20 items by handing them to 22 students who are not included in the research sample. To know whether the data was valid or not, the data obtained was calculated by using SPSS 23.0 windows program. The researcher compared r value to r_t at significant level of 5% is 0.3961 (df=N-2=20). The r value of each item should be higher than the r_t to be considered as a valid question. If the value of r on the analysis of less than r table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

Table 3.4: Validity of Students' Vocabulary Knowledge

Item No.	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Question 1	12.12	26.693	0.450	0.881
Question 2	12.08	26.577	0.477	0.880
Question 3	11.96	27.040	0.415	0.882
Question 4	11.96	26.540	0.521	0.878
Question 5	12.00	26.000	0.617	0.875
Question 6	11.96	26.790	0.468	0.880
Question 7	12.08	26.910	0.410	0.882
Question 8	11.92	26.660	0.518	0.878
Question 9	12.08	26.410	0.510	0.879
Question 10	12.00	26.500	0.512	0.879

Question 11	11.92	26.410	0.574	0.877
Question 12	12.04	26.290	0.543	0.878
Question 13	11.80	27.500	0.429	0.881
Question 14	12.04	26.457	0.509	0.879
Question 15	12.04	26.707	0.458	0.880
Question 16	11.92	26.910	0.463	0.880
Question 17	12.04	26.707	0.458	0.880
Question 18	12.08	26.410	0.510	0.879
Question 19	12.20	26.667	0.459	0.880
Question 20	11.92	26.327	0.593	0.876

Based on the table above, all item in corrected item total correlation higher than the r_t (0,3961). The result of the analysis showed that there were 20 questions accepted or valid and no one questions rejected or invalid. Thus, there are 20 items of test students' vocabulary knowledge. It means that all questions of the vocabulary knowledge was valid.

2. Reliability

According to Brown (2003) reliability has to do with accuracy of measurements. This kind of accuracy is reflected in the obtaining of similar result whe measurement is repeated on different occasions or with different instruments or by differents person. While Gay (2012) reliability is the degree to which a test consistently measures whatever it is measuring. It means that, the test is reliable when an examinee's results are consistent on repeated measurement and the key of qualification criterion of test.

To obtain the reliability of the test given, the researcher uses SPPS 23.0 program to find out whether or not the test is reliable or not. The following table is the level of internal consistency of Cronbach alpha by Cohen (2007).

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Table 3.5: Internal Consistency By Using Cronbach Alpha

Cronbach Alpha	Internal Consistency
> 0.90	Very high reliable
0.80 – 0.90	High reliable
0.70 – 0.79	Reliable
0.60 – 0.69	Minimally reliable
< 0.60	Unacceptably low reliable

To obtain the reliability of the vocabulary test, the researcher used SPSS 23.0 Program to find out whether the test was reliable or not.

Table 3.6: Reliability of the Test

Cronbach's Alpha	N of Items
0.885	20

From the table above, it can be seen that the value of Crobach's Alpha is 0.885. It means that the vocabulary knowledge was high reliable.

G. The Technique of Analyzing Data

The Technique of analyzing the data cannot be separated from the definition of data analysis. Seliger and Shohamy (1989) define data analysis as sifting, organizing, and synthesizing the data so as to arrive at the results and conclusion of the research. Bongdan in Sugiyono (2010) states that data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and enable youto present what you have discovered to others.

Based on the definitions above, data analysis was the process of systematically searching and arranging the interview transcripts, field notes, and other materials that a researcher accumulates to increase his own understanding of them and to enable him to present what he has discovered to

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others by sifting, organizing, and synthesizing the data so as to arrive at the results and conclusion of the research.

In this research, the researcher used descriptive analysis with percentage from the frequency of information and divided with number of cases. The first identify students' vocabulary knowledge by analyzing students' answer sheets. There were four categories of students' vocabulary knowledge, such as: word meaning in the particular context, synonyms of certain words, equivalent meaning of the word in first language and antonyms of certain words. These are the qualification categories of the students' score in vocabulary knowledge. The final result is the student's score in each item and total all of them. Then, determine the criteria of the students by the final result. To make easier determining the criteria of the students' score are divided into six criteria as follows:

Table 3.7: The Criteria of English Vocabulary

Score	Categories
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Sufficient
56-65	Low
0-56	Poor

Source: Syllabus

The researcher calculated each percentage of students' vocabulary knowledge by using a formula from Sudjiono (2004) as follows:

$$P = \frac{F}{N} \times 100\%$$

In which:

P = Percentage of students' vocabulary knowledge

F = Frequency of incorrect answer

N = Number of students

100% = Constant value

The researcher analyzed the students' vocabulary knowledge by identifying the incorrect answer from each part of questions. The researcher analyzed the students' vocabulary knowledge in analytical exposition text at eleventh grade students of SMK Multi Mekanik Masmur Pekanbaru. The data collection was analyzed by using SPSS 23.00 version and Microsoft Excel to know measurement.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the data analysis explained in the chapter IV, finally the researcher would like to depict the conclusions as follows:

This research focused on the students' vocabulary knowledge. This research was strongly purpose to get information dealing with ability of the eleventh grade of SMK Multi Mekanik Masmur. Based on the data analysis on previous chapter, from the calculation the average of the students' vocabulary knowledge of test, it can be conclude that the students' vocabulary knowledge was categorized in sufficient level.

The percentage of each indicators of vocabulary knowledge was 69.03% for the students are able to understand what the word means in the particular context. Then, the students are able to know the synonym of certain words was 72.90%. Next, the students are able to know the equivalent meaning of the word in first language was 73.55%. Finally, the students are able to know the antonym of certain words was 72.26%. The percentage of total score of the test was 71.94%. The result of test proved that among four indicators, the highest indicator score was the students are able to know the equivalent meaning of the word in first language. While the lowest indicator score they could reach was the students are able to understand what the word means in the particular context.

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B. The Suggestion

1. Based on the result of test proved that the lowest indicator score they could reach was the students are able to understand what the word means in the particular context. So that's why, the English teacher should be well prepared and must be aware about the technique in teaching vocabulary especially how to be understand in answering the question related to particular context in the text, so that to make their students easy in master vocabulary.
2. For the future researcher who wants to adapt the same case of this thesis to catch another part which the researcher did not catch. After knowing the real conditions in SMK Multi Mekanik Masmur Pekanbaru from this thesis, the next researcher can do action research to increase the lowest indicator that could achieve by the students in understanding particular context of the text. Also who would like to conduct a study on the similar topic may use reliable and complete data in this study so support their study.

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APPENDIX I

Research Instrument

Blue Print of Vocabulary

No	Indicator	Questions	Number of items
1	The students are able to understand what the word means in the particular context.	2,8,11,16,20	5
2	The students are able to know the synonyms of certain words.	3,5,10,14,17	5
3	The students are able to know the equivalent meaning of the word in first language.	1,6,12,15,19	5
4	The students are able to know the antoyms of certain words.	4,7,9,13,18	5
Total			20

Source: syllabus K13

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RESEARCH INSTRUMENT

VOCABULARY

Respondent:
The Eleventh Grade Students SMK Masmur Pekanbaru

Direction:

- Write down your name and class on the answer sheet
- Give the cross sign (X) for the answer that you choose
- These are consist of 20 questions
- These questions are multiple choice
- These questions are used to know the students' achievement in vocabulary
- Choose one answer that you consider correct based on the questions

---

Read the text to answer questions 1 to 4!

The Government in Australia

In Australia there are three levels of governments, the federal government, state governments and local governments. All of these levels of government are necessary. This is so for number of reasons. First, the federal government is necessary for the big things. They keep the economy in order and look after like defense. Similarly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism in school. Finally, local government look after the small thins. They look after things like collecting rubbish, otherwise everyone would have disease. Thus for the reason above, we can conclude that the three levels of the government are necessary.

1. First, the federal Government is necessary for the big things.
   The underline word is...
   a. Negara
   b. Pemerintahan
   c. Kebudayaan
   d. Undang-undang
   e. Falsafah
2. *All of these* levels of government are necessary.
   The italic word means...
   a. Part of the levels of government
   b. **Kind of the levels of government**
   c. Purpose of the levels of government

d. Meaning of the levels of government
e. Plan of the levels of government

3. This is so for number of **reasons.**
What is the synonym of the bolded word…
a. Promise
b. Pardon
c. **Excuse**
d. Conclude
e. Exactly

4. Finally, local government look after the *small* thins.
What is the antonym of the italic word...
a. Little
b. Big
c. Long
d. Average
e. Medium

Read the text to answer questions 5 to 8!

Global warming

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc. Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping to reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming.

5. We are helping to reduce the amount of global warming" (Paragraph 2) The **reduce** word can be replaced by....
a. Decrease
b. Increase
c. Improve
d. Add
e. Maximize

6. Consuming fresh groceries instead of frozen ones are **healthier** for us.
   The underline word is...
   a. **Lebih sehat**
   b. Sehat
   c. Bugar
   d. Paling sehat
   e. Sakit
7. Consuming fresh groceries instead of **frozen** ones are healthier for us.
   What is the antonym of the bolded word...
   a. **Melt**
   b. Steam
   c. Crispy
   d. Flow
   e. Flat
8. It of course means, the *amount* of carbon dioxide produced is less than the groceries from other region.
   The italic word means...
   a. **A collecting or mass**
   b. The total quality
   c. A type of material
   d. Something that can be counted
   e. Effect of something

Read the text to answer questions 9 to 12!

The Dangerous of Using Drugs

Everybody must pay attention of drugs. Drugs are very dangerous for us. Why it is very dangerous for us? Because its can caused harm to our body.

In terms of health, many organs in our body can be harm because using drug. In general, the impact of using drug are can unconscious, make us hallucinate, can harm our nerve, and cause addictive effect. Besides that, using drugs can make the users depressed, liver disease, schizophrenia, blockage of blood vessels, dehydration, optic nerve damage, brain damage, and finally it can cause DEATH!

When viewed in terms of Islamic law, drugs are forbidden. Because it is cause badness, self-harm, debilitate. And Islam proscribes all that can cause badness, self-harm because it is included zhalim. Also if we using drugs, it means we already do the forbidden things in Islam, it means we sin. So, in terms of Islamic law, using drugs also dangerous.

Furthermore, if the users of drugs are teenagers, it can endanger their future, and endanger their homeland, their country. From the data, 32 percent of drugs users in Indonesia are teenagers, so, if many teenagers in this case Indonesia- use drugs, it can be endanger this country, harm youth generation, whereas youths are nation expectation. If the youth using drugs, our nation can be destroy!

So, from now on we must pay attention of drugs, because it's very dangerous,

both in terms of health, religion (Islam), nationality and state.

(Buku Guru Bahasa Inggris SMA/MA SMK/MAK Kelas XI)

9. In terms of health, many organs in our body can be *harm* because using drug.
   What is the antonym of the italic word...
   a. Hazard
   b. Risk
   c. Distress
   d. **Secure**
   e. Menace
10. In general, the impact of using drug are can *unconscious*, make us hallucinate, can harm our nerve, and cause addictive effect.
    The underlined word is closest in meaning to ……
    a. Unwell
    b. Unhealthy
    c. Unthought-of
    d. **Unaware**
    e. Unable
11. ….make us hallucinate, can harm our *nerve* and cause addictive effect.
    The italic word means...
    a. The cells in our body stay separately
    b. An enclosed,cable-like bundle in the peripheral nervous system
    c. The cable in our mind to think a lot
    d. **The systems in our body for doing activity**
    e. A type of organs
12. Because it is cause badness, self-harm, <u>debilitate.</u>
    In Bahasa Indonesia, the underline word is…
    a. Menyengsarakan
    b. **Melemahkan**
    c. Mengurangi
    d. Menyakiti
    e. Memukul

Read the text to answer questions 13 to 16!

The Unhealthy Fast Food

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?

Fast food has its popularity in the 1940's. Within a few years, fast-food

operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.

It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

(*www.criticalbench.com/unhealthy_fast_food.htm*)

13. The fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to **enhance** flavor.

    What is the antonym of the bolded word...

    a. Increase
    b. Advance
    c. Reduce
    d. Promote
    e. High

14. So, there is *absolutely* nothing nutritional about fast food. Fast food simply feeds hunger and craving.

    The underlined word is closest in meaning to……

    a. Immediately
    b. Properly
    c. Rightly
    d. Truly
    e. **Thoroughly**

15. Within a few years, fast-food operations popped up everywhere.

    The underline word means…

    a. **Muncul**
    b. Ada
    c. Terjadi
    d. Peristiwa
    e. Terkenal

16. ..... made with highly-processed ingredients to give it *shelf-life*.

    The italic word means....

    a. A name of product in fast food
    b. A type of chemical substance
    c. Dangerous time using the product

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d. A way how to usig of product

e. Length of time that food can be stored safely

Read the text to answer questions 17 to 18!

The Importance of Sleep

Sleep plays a vital role in good health and well-being throughout your life. Getting enough quality sleep at the right times can help protect your mental health, physical health, quality of life, and safety. Why Is Sleep Important?

Sleep helps your brain work properly. While you're sleeping, your brain is preparing for the next day. It's forming new pathways to help you learn and remember information.

Studies show that a good night's sleep improves learning. Whether you're learning math, how to play the piano, how to perfect your golf swing, or how to drive a car, sleep helps enhance your learning and problem-solving skills. Sleep also helps you pay attention, make decisions, and be creative.

Physical Health often relate to quality sleep. It plays an important role in your physical health. For example, sleep is involved in healing and repair of your heart and blood vessels. Ongoing sleep deficiency is linked to an increased risk of heart disease, kidney disease, high blood pressure, diabetes, and stroke.

Besides that, sleep also helps maintain a healthy balance of the hormones that make you feel hungry (ghrelin) or full (leptin). When you don't get enough sleep, your level of ghrelin goes up and your level of leptin goes down. This makes you feel hungrier than when you're well-rested.

(http://www.nhlbi.nih.gov/health/health-topics/topics/sdd/why)

17. Sleep is involved in healing and *repair* of your heart and blood vessels.
    What is the synonym of the italic word...
    a. Improve
    b. Damage
    c. Destroy
    d. Break
    e. Harm
18. Sleep plays a vital role in good health and **well-being** throughout your life.
    What is the antonym of the bolded word?
    a. Welfare
    b. **Ill-being**
    c. Tranquility
    d. Misery
    e. Destitution
19. …sleep helps <u>enhance</u> your learning and problem-solving skills.
    The underline word is…
    a. Membantu
    b. Meningkatkan
    c. Melatih

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d. Memperkuat
e. Menambah

20. Sleep is involved in healing and repair of your heart and *blood vessels*. The italic word means….
a. A name of blood illness
b. **The components of the circulatory system**
c. A type of blood
d. Circulatory of blood can't work well
e. Unwell condition

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Syllabus of Elevent Grade Students

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu			Sumber Belajar
					Tatap Muka (Teori)	Praktek Di Sekolah	Praktek Di Du/Di	
			teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain. 4.21.2 Menyusun teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain.					
3.22 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan	*Analytical Exposition Text*	Mengamati 1. peserta didik menyimak berbagai contoh *Analytical*	3.22.1 Memahami **fungsi sosial, arti kata dalam**	Pengetahuan : • Tes Tulis Keterampilan: • Penilaian Unjuk	9			Buku Bahasa Inggris Kelas XI SMK

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu			Sumber Belajar
					Tatap Muka (Teori)	Praktek Di Sekolah	Praktek Di Du/Di	
beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya. 4.22 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		*Exposition Text* melalui bahan tayangan (Power Point) 2. peserta didik berdiskusi untuk menunjukan struktur teks, arti kata, sinonim/antonim dan unsur kebahasaan *Analytical Exposition Text.* Menanya 3. peserta didik merumuskan hal-hal apa saja yang harus diperhatikan dalam *Analytical Exposition Text.* 4. peserta didik mendiskusikan secara berpasangan/berkelompok untuk menentukan struktur teks, arti kata, sinonim/antonim	**konteks tertentu, arti kata yang sepadan dengan bahasa Indonesia, sinonim dan antonim, struktur teks,** serta unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya di dunia kerja. 3.22.2 Menerapkan fungsi sosial,	Kerja Observasi				Kemdikbud www.dimensibahasainggris.com

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APPENDIX III

Students Work Sheet

LEMBAR JAWABAN

Nama	Tanggal Ujian
_____	_____
Kelas / Jurusan	**Tanda Tangan**
_____	_____

1	A	B	C	D	E	16	A	B	C	D	E
2	A	B	C	D	E	17	A	B	C	D	E
3	A	B	C	D	E	18	A	B	C	D	E
4	A	B	C	D	E	19	A	B	C	D	E
5	A	B	C	D	E	20	A	B	C	D	E
6	A	B	C	D	E	21	A	B	C	D	E
7	A	B	C	D	E	22	A	B	C	D	E
8						23					

	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E

	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E
26	A	B	C	D	E
27	A	B	C	D	E
28	A	B	C	D	E
29	A	B	C	D	E
30	A	B	C	D	E

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APPENDIX IV

Validity Values

NO	NOMOR ITEM									
	1	2	3	4	5	6	7	8	9	10
1	1	1	0	1	1	1	0	1	1	1
2	1	1	1	1	1	0	1	1	0	1
3	1	0	1	1	1	0	0	1	1	1
4	0	0	1	0	0	1	1	1	0	0
5	1	1	1	0	1	1	1	1	1	1
6	1	0	1	1	1	1	1	1	1	1
7	0	0	0	0	0	0	0	0	0	1
8	0	1	0	1	0	0	0	0	1	0
9	0	1	1	0	0	0	0	0	0	0
10	1	0	0	0	0	1	0	0	0	1
11	1	1	1	1	0	1	1	1	1	1
12	0	0	0	0	1	0	1	1	0	0
13	0	1	1	1	1	1	1	1	1	1
14	1	1	1	1	1	1	1	1	1	1
15	1	1	1	1	1	1	0	1	1	1
16	1	0	0	1	1	1	0	0	0	0
17	0	0	1	1	0	0	0	1	0	0
18	0	1	1	1	1	1	1	1	1	1
19	1	1	0	1	1	1	0	0	0	0
20	0	0	1	0	0	0	0	1	1	1
21	0	0	0	0	0	1	1	0	1	1
22	0	1	1	1	1	1	1	1	1	1
23	0	1	1	1	1	1	1	1	1	0
24	1	1	1	1	1	1	1	1	0	1
25	1	0	1	1	1	1	1	1	0	0
Np	**13**	**14**	**17**	**17**	**16**	**17**	**14**	**18**	**14**	**16**
p	**0.45**	**0.48**	**0.59**	**0.59**	**0.55**	**0.59**	**0.48**	**0.62**	**0.48**	**0.**
q	**0.55**	**0.52**	**0.41**	**0.41**	**0.45**	**0.41**	**0.52**	**0.38**	**0.52**	**0.**
pq	**0.24732461**	**0.249703**	**0.242568**	**0.242568**	**0.247325**	**0.242568**	**0.249703**	**0.235434**	**0.249703**	**0.2473**
	A	A	A	A	A	A	A	A	A	A

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APPENDIX V

Supervisor Letter

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كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/5730/2019 Pekanbaru, 02 April 2019
Sifat : Biasa
Lamp. : -
Hal : ***Pembimbing Skripsi***

Kepada
Yth. Melgis Dilkawaty Pratama, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama	: SAYYIDATUL MUSLIMAH SIDDIQ
NIM	: 11513203300
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE INFLUENCE OF HYPNOTEACHING METHOD TO THE STUDENTS' ACHIEVEMENT IN LEARNING VOCABULARY AT SMK MULTI MEKANIK MASMUR PEKANBARU
Waktu	: 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

W a s s a l a m
an. Dekan
Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag
NIP. 19660924 199503 1 002

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APPENDIX VI

Thesis Supervisor Activity Report

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FACULTY OF EDUCATION AND TEACHER TRAINING
amat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

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Universitas Islamic University of Sultan Syarif Kasim Riau

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing : PROPOSAL
   a. Seminar usul Penelitian :
   b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : MELGIS DILKAWATY PRATAMA,M.Pd
   a. Nomor Induk Pegawai (NIP) : 130211009
3. Nama Mahasiswa : SAYYIDATUL MUSLIMAH SIDDIQ
4. Nomor Induk Mahasiswa : 11513203300
5. Kegiatan : BIMBINGAN

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	30 SEPTEMBER 2019	Revisi		
		Acc Proposal		

Pekanbaru, 30 September 2019
Pembimbing,

Melgis Dilkawaty Pratama,M.Pd
NIP. 130211009

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APPENDIX VII

Recommendation Letter

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Nomor : Un.04/F.II/PP.00.9/696/2020 Pekanbaru, 20 Januari 2020 M
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset***

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: SAYYIDATUL MUSLIMAH SIDDIQ
NIM	: 11513203300
Semester/Tahun	: IX (Sembilan)/ 2020
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : THE INFLUENCE OF HYPNOTEACHING METHOD TO THE STUDENTS ACHIEVEMENT IN LEARNING VOCABULARY AT SMK MULTI MEKANIK MASMUR
Lokasi Penelitian : SMK MULTI MEKANIK MASMUR
Waktu Penelitian : 3 Bulan (20 Januari 2020 s.d 20 April 2020)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag
NIP. 19740704 199803 1 001

Tembusan :
Rektor UIN Suska Riau

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YAYASAN MASMUR
SMK MULTI MEKANIK MASMUR

KELOMPOK : TEKNOLOGI & REKAYASA, INFORMASI & KOMUNIKASI

AKREDITASI A

Jalan KH. Ahmad Dahlan No. 96 Telp. (0761) 26061

PEKANBARU

SURAT BALASAN RISET

Nomor : 117 /SMK-MM/X/2019

Kepada Yth:
Bpk/Ibu Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau
di Pekanbaru

Dengan Hormat,

Berdasarkan surat pengantar yang telah kami terima, maka SMK Multi Mekanik Masmur Pekanbaru menerangkan bahwa :

NAMA	: SAYYIDATUL MUSLIMAH SIDDIQ
NIM	: 11513203300
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Nama tersebut telah diizinkan untuk melakukan penelitian di SMK Multi Mekanik Masmur ,Pekanbaru, Demikian surat ini kami sampaikan, dan atas kerjasamanya kami ucapkan terimakasih.

Pekanbaru, 03 Oktober 2019
Kepala Sekolah

SMK MULTI MEKANIK MASMUR PEKANBARU

YOHANDRA JAMAL, S.Pd
NIP. 19770205 200801 1 013

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Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **P E K A N B A R U**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/30075

T E N T A N G

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/696/2020 Tanggal 20 Januari 2020**, dengan ini memberikan rekomendasi kepada:

1. Nama	:	**SAYYIDATUL MUSLIMAH SIDDIQ**
2. NIM / KTP	:	115132033000
3. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4. Jenjang	:	S1
5. Alamat	:	PEKANBARU
6. Judul Penelitian	:	**THE INFLUENCE OF HYPNOTEACHING METHOD ON STUDENTS&RSQUO; ACHIEVEMENT IN LEARNING VOCABULARY AT SMK MULTI MEKANIK MASMUR PEKANBARU **
7. Lokasi Penelitian	:	SMK MULTI MEKANIK MASMUR PEKANBARU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 23 Januari 2020

Ditandatangani Secara Elektronik Oleh:
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU

EVAREFITA, SE, M.Si
Pembina Utama Muda
NIP. 19720628 199703 2 004

Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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UIN SUSKA RIAU

CURRICULUM VITAE

The Researcher's name Sayyidatul Muslimah Siddiq. She was born in Kampar, 2 November 1997, in Tapung Hilir regency. She is Second daughter from Two Children her beloved parents Mr. Subarjo and Mrs. Ulliyah.

The Researcher's educational background start from Tk Nahdiyah, the researcher graduated from SDN 013 Tanah Tinggi kec. Tapung Hilir , kabupaten Kampar in 2009. Furthemore, she continued to study at SMPN 02 Kijang Jaya , Tapung Hilir and graduated in 2012. Then she Continued study at SMAN 12 Pekanbaru, and she graduated in 2015.

Then the researcher continued her study to the next level. She is admitted as college student at the State Islamic University of Sultan Syarif Kasim Riau 2015. She finished her study by having done Munaqasyah examination at Agustus 13th 2020 with predicate excellent.