

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In studying English, students have to master four skills namely: listening, speaking, reading, and writing. They are required to master or to have a sufficient stock of knowledge of vocabulary, grammar and pronunciation.

Krashen (1988: 150) said that “Vocabulary is indeed a basic element for communication. Vocabulary has to be mastered by students in order to be able to communicate with others. Their adequate mastery of Vocabulary will facilitate the communication of their ideas”.

Vocabulary is supposed to be an important element in learning English to support four main English skills listening, speaking, reading, and writing. By acquiring enough vocabulary, the ability to communicate and to convey our social need can be established. Vocabulary is one of the components of language and that no language exists without word. Words are sign or symbols for ideas. The more words we learn, the more ideas we may get. By this we can communicate our ideas more effectively. If we have enough vocabulary, we will be able to speak fluently and can understand the content of any communication.

The focus of this study is the English learners masteryng. The writer want to map the level of vocabulray acquisition of the eight grade students of SMPK Sta, Familia Kupang in the school year 2018/2019. The students of this group have learned English Vocabulary of various semantic domains, such as transportation,

food and drinks, flora and fauna etc. By conducting this study the writer will map the quantity of three semantic domains i.e transportation, food and drinks, flora and fauna that have been acquired by students. Based on the background, the writer would like to make a study which is entitled: **“MAPPING ENGLISH VOCABULARY OF THREE SEMANTIC DOMAINS-TRANSPORTATION,FOOD AND DRINKS, AND FLORA AND FAUNA ACQUIRED BY THE EIGHTH STUDENTS OF SMPK STA.FAMILIA KUPANG IN THE SCHOOL YEAR 201/2019”**.

1.2 Statements of the Problem

This study aims to answer the following research questions :

1. Which semantic domains is the most least familiar to students?
2. What are words of each semantic domain that have been acquired by the students of this group?

1.3 Objective of the Study

Objectives of the study are the aim of doing this study. The objectives of this study are presented as follow:

1. To map words of three semantic domains that have been acquired by the students of SMPK Sta.Familia Kupang.
2. To figure out familiarity of vocabulary the three semantic domains by the students of SMPK Sta.Familia Kupang.

1.4 Significance of the Study

This research has significance for the teachers, the students, the writer, and

the readers as presented as follow:

1. The writer

Through this study, the writer can apply the knowledge she has got so far and learns how to make scientific research.

2. The English teacher at the researched school

This study will be a good input for the English teacher.

3. The students at the researched school

Through this study the students can be motivated to learn more of English vocabulary.

4. English Education study program

This study results can be used as reference in improving their performance during teaching-learning process.

1.5 Scope and Limitation

A scientific study as other kinds of the study should have scope and limitation. Vocabulary is a general term, which consists of lexical words; compound words and idioms. However, referring to this study it will only talk about lexical words. As we know that words consist of content words and function words. So the study only deals with content words. The focus of this study is to map students stock of vocabulary in three semantic domains. The students of this group have learned English vocabulary of various semantic domains such as transportation - food and drinks, flora and fauna etc. By conducting this study the writer will map the quantity of vocabulary of the three semantic domains i.e transportation, food and drinks, flora and fauna that have been and have not been

acquired by students. The writer prefers transportation - food and drinks and flora fauna because they are most familiar and related to our lives.

1.6 Definition of Terms

In order to help the reader to understand the study vocabulary and the writer gives some definition of terms dealing with this topic.

1. Vocabulary

Vocabulary as the total number of words (with rules for combining them) makes up a language (AS Horaby, 1985 : 959). In this study vocabulary means the stock of vocabularies that known or mastered by eighth grade students of SMPK Sta.Familia Kupang.

2. Semantic Domain

Semantic domain is a specific place that shares a set of meanings, or a language that holds its meaning, within the given context of the place. (Harriet Ottenheimer, 2006) , a writer in Linguistic Antropology defines a semantic domain as a specific area of cultural emphasis”.

3. Vocabulary Acquisition

Vocabulary acquisition is the process of learning new words. An adecuate vocabulary is necessary for academic success. (<http://study.com>).

4. Semantic Mapping

Semantic mapping is a visual strategy for vocabulary expansion and extension of knowledge by displaying in categories words related to one another. (Kholi,& Sharifafae, 2013). Semantic mapping is an adaption of concept

definition mapping but builds on students' prior or schema. While it draws on prior knowledge it recognizes important components and shows the relationship among the components and shows the relationship among the components. Through semantic mapping the students are attracted to use their imagination to find the connection between words which help them to retain their schemata of English vocabulary, remember the new given words from their teacher and they can get the new word by themselves when they fill in semantic map.

5. SMPK Sta.Familia Kupang

It is one of the private Junior High Schools in Kupang city where the writer takes the data for this study.