CHAPTER I
INTRODUCTION

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

A. Background of the Study

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

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

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

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

Englishisanimportant   m e d i u m   forcommunication. Englishhasfourskills. Theyarelistening,speaking,reading,andwriting.Studentswhowanttomaster the four language skills need to master vocabulary. vocabularyis a means to support communication. It is a necessary component of languageinstruction.In order tocommunicatewell in a foreign language, learners should acquire anadequate numbers ofwordsandshouldknowhow touse themaccurately.

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

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

According to   to   Hayati   that vocabularyiscentraltolanguageandabasicskillwhichusefultoincreasetheabilityrelatedtolanguage,Thevocabularysystem seemtobethemosteffectiveandpracticalwayofmemorizationtoaccomplishnewvocabulary,itisatechniquewhichrelieson repetitiverotememorizationtocombatforgetting. Withoutasufficientvocabulary,onecannotcommunicateeffectivelyorexpresshisideasinbothoralandwrittenform.

Theyaretomemorizethewordsonthecardsplusthewordsonthecardsofpreviouswork.[2]

This activityaimsathelpingthelearnersmasteringvocabularyregularly.Moreactivitiesinincreasingvocabularycouldbedonewithoutforcingourselvestomemorizealistofwords.Increasingvocabularyisbettertobedonethroughmemorizingitlittlebylittleandcontinuously.

Fromthestatementaboveitissummarizedthathavingvocabularysystem is themosteffectiveandpracticalwayin   masteringthelanguage.Thestudentsare hopedtobeabletodeveloptheirabilityin   masteringEnglish.Besidesofhaving vocabulary system, the students are also suggested to practice recognizing sentencesinEnglishtexts.

Englishistaught at eleventh grade of social science class and naturalscience class of SMAN 1 Kapuas Hilir asalocalcontent.Thepurposeof

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[2]SriNuritaHayati, *"AComparativeStudyOnTheStudents'AbilityInMemorizingVocabularyAchievedByTheFifthYear StudentsofMINModelPahandutAndSDN-2PahandutofPalangkaRaya",*Thesis of Strata 1, Palangka Raya: State Islamic College of Palangka Raya, 2008, p. 1.

teachingEnglishin students of social science class and naturalscience class isto developthe students' ability inlanguage skills. Itisusedtodevelop their ability insome aspectssuchas:listening,speaking,readingandwritinginsimplecontexts. It showsthatvocabularyneededbythestudentsasbasicskilltostudy English. Thestudyinvestigates at finding outthe description of the students'ability in memorizingvocabulary. To evidence this assumption, the researcher is interesting in investigating this problem by the title: "A comparative study on English vocabulary mastery between eleventh graders of social science class and natural science class at SMAN 1 Kapuas Hilir".

B. Problems of the Study

Basedonthebackgroundofthestudy above,theproblemsinthestudyare:

1. HowistheEnglish vocabulary mastery of the eleventh graders of social science class and the natural science class at SMAN 1 Kapuas Hilir?

2. What are the differences and the similarities of English vocabulary mastery between the social science class and the natural science class at eleventhgraders ofSMAN 1 Kapuas Hilir?

C. Hypotheses of the Study

Thehypothesesofthestudyare:

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

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

D. Limitation of the Study

The study belongs to *ex post facto* research, the writer took80 students of the eleventh grade of SMAN 1 Kapuas Hilir, where divided into social science class, and nature science class. The groups were given the test according to the English syllabus of vocabulary.

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

E. Assumption of the Study

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

F. Objectives of the Study

Based on the problem of the study, theobjectivesofthestudyare:

1. Todescribe theEnglish vocabulary mastery between eleventh graders ofsocial science class&natural science class at SMAN 1 Kapuas Hilir.

2. To describe the differences & similarities of Englishvocabulary mastery between eleventh graders of social science and naturalscience class.

G. Significances of the Study

This study hastwosignificances:

a. The theoreticalsignificance

Thestudyintendedtofindoutthedifferences and similarities of English vocabularymasteryattwo different classes of SMAN 1 Kapuas Hilir.

b. Thepracticalsignificance.

TheresultofthestudycangivecontributiontotheteacheraboutEnglish vocabulary mastery between eleventh graders of social science class and natural science class at SMAN 1 Kapuas Hilir.

Maytheresultofthisstudyisusefulforstudents,teachers,andall thereaders.Theresultswillbeusedforthefollowing:

1. To theresearcher:Toincreasehisknowledgeandthe students' interest in learning English especially vocabulary.

2. Tothestudents: The study find out the description what extend the students master the materials, what part of the materials the students are weak and to find solutionstothestudentsproblemsinmasteringvocabulary.

3. To the school:AsacontributionofteachinglearningEnglishskillbyusing vocabularymasteryasa creativityofteacher for students'.

4. Society:Asacontributionto supportthem and especiallytheir children that English is easy to be understood, and it is excitedmaterialto belearnt.

H. Definition of Key Terms

Thedefinition of key termsrelatedtothisstudyare:

1. Comparative studyin which a participant is randomly assigned to one of two or more different treatment groups for purposes of comparing the effects of the treatments.itmeansthat, thecomparativemeanstocomparative study on English vocabulary mastery between eleventh graders of social science class and natural science class at SMAN 1 Kapuas Hilir.

2. Vocabulary mastery is mastery English words. Although elements of the vocabulary items, such as theirpronunciations, the explanation of their definitions, and the description of their usagesare taught, memory strategies are sadly lacking. From many English teachers' viewpoints, vocabulary instruction is a part of their teaching routine and vocabularymastery is a task that students should carry out on their own.

3. Social science is a major category of <u>academic disciplines</u>, concerned with society and the relationships among individuals within a society. It in turn has many branches, each of which is considered a "social science". The main social sciences include <u>economics</u>, <u>political science</u>, <u>human geography</u>,

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

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

J. FrameworkofDiscussion

TheFrameworkofthediscussionofthisstudyasfollows:

Chapter I: Introductionconsistedofbackgroundofthestudy,problemof t h e study,objectivesofthestudy,   hypotheses,significancesof   thestudy, limitationofthestudy,   definition   of   key   terms,   and frameworkofdiscussion.

ChapterII: Reviewofrelatedliteratureconsistedofrelated study, the nature of mastering   vocabulary,   the   nature   of   vocabulary, developmentofvocabulary andvocabulary instruction.

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

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

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

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

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