

CHAPTER 1

INTRODUCTION

A. Background of Study

Language is a particularly important aspect of our lives. Language is the system of sounds and words used by humans to express their thoughts and feelings (Hornby,1995,p.662). By using language, we can communicate with each other around us. The function of language is not only as a lesson to study, but also a way to express ideas, thoughts, opinions and feelings, either orally or written.

A language can create harmony among individuals, societies, ethnicities, and nations. In additional though language people can better understand each other and understand more about the world around them. Language is from God for human beings.

Based on holy Quran surah Al Hujarat verse 13 said:



Based on above verses it is known that human is as a social creature, he is impossible living alone, he needs each other and other’s help. That is why human usually lives in unity, cooperates and interacts with others. To interact with others

human needs something to show his feeling and emotion, which is called language.

There are thousands of languages in this world. Among them, English is the most popular language which is used widely all over the world. English is an important language because it is an international language. Now, English is used in many countries so, it can be a bridge toward the communication of different people with the different languages and cultures from the whole world. People who master English have bigger opportunity in their lives than those who do not. In Indonesia English has been the most important foreign language, Which is taught from elementary school to university. However, in junior high school, English is taught.

Vocabulary plays an important role in language learning. We cannot hold speaking without vocabulary. It is the basic element of English subject. We will not have skill in English without mastery of English vocabulary. It also plays an important role in four skills of English namely listening, speaking, reading, writing .In order to communicate well with the people especially foreigner, we need to have adequate vocabulary.

English is one of the important subjects in curriculum of education in Indonesia and it has been taught in MTsN Banjar Selatan Banjarmasin. There are many English materials have been taught, one of them is describing persons' characters and it includes in the syllabus. Describing persons' characters is usually used to describe someone, actually someone's personality. It is almost always

used in spoken English. To describe persons' characters someone must have many vocabulary related describing persons' characters.

The researcher was interested to do research in MTsN Banjar Selatan because after the researcher did test orally to some students from MTsN Banjar Selatan, the research found that there were some students who still could not describe someone characters. So, the researcher was interested to do research about the students' mastery in describing characters at MTsN Banjar Selatan. Even though language learners have been taught about describing persons' characters, they still consider difficult and many mistake are made by students in describing persons' characters.

Based on description above, the writer is interested in conducting the research that concerns students' mastery in persons' characters. The research will be written in a title **Students' Vocabulary Mastery in Describing Persons' Characters of First Grade Students at MTsN Banjar Selatan Banjarmasin Academic Year 2012/2013.**

B. Statement of Problems

1. How is the students' vocabulary mastery in describing persons' characters of first grade students at MTsN Banjar Selatan Banjarmasin academic year 2012/2013?
2. What are the factors that influence the students' vocabulary mastery in describing persons' characters of first grade students at MTsN Banjar Selatan Banjarmasin academic year 2012/2013?

C. Objective of Study

1. To know how the level of the students' vocabulary mastery in describing persons' characters of first grade students at MTsN Banjar Selatan Banjarmasin academic year 2012/2013.
2. To know the factors that influence students' vocabulary mastery in describing persons' characters of first grade students at MTsN Banjar Selatan Banjarmasin academic year 2012/2013.

D. Significance of Study

The result that going to be achieved in this research is expected to:

1. To give information for English teachers about the students' vocabulary mastery in describing persons' characters. As an input for them to improve and develop English learning process well.
2. To give information for school about the ability of five classes students in describing persons' characters.
3. Valuable information for students to improve their ability.
4. It will be information and a comparison for future researchers who hope to do their research on the same or similar topic.
5. Add the writer knowledge about the students' vocabulary mastery in describing persons' characters.

E. Definition of key Terms

To avoid misunderstanding, the writer has clarified how the following terms were used in the study:

1. Mastery is great skill or knowledge (Oxford,2008,p.271).

Mastery is to gain complete knowledge or skill in something. To gain control of something: to overcome something, able to control other: dominating, very skill full, great skill (Alan,1995,p.721). According to *Kamus Besar Bahasa Indonesia Mastery (menguasai) adalah memahami dan mampu sekali dalam bidang ilmu pengetahuan* (Chulsum & Novia,2006,p.398). From the definition above, writer concludes that mastery is power of human' brain to work with mind such as familiar, know, understand, analyzed, organize, and summarize something until reaching the top level. It means great knowledge about or understanding of a particular thing. So, in this research the mastery means ability.

2. Describing is from describe. It means that say what somebody/something is like (Oxford,2008,p.120). From the definition above, writer concludes that describe is act which give somebody/something detail.
3. Character is all the mental or moral qualities that make a person, group, nation different from others (Hornby,1995,p.186). From the definition above, writer concludes that character is something which makes somebody different from other. Not only from the habit but also educational.

4. MTsN Banjar Selatan Banjarmasin is a school where the observer takes this research. The located is in Mahligai Street Rt. 05 No. 21 Kertak Hanyar Banjarmasin 70654.

CHAPTER II

THEORETICAL REVIEW

A. Definition of Mastery

Mastery is great skill or knowledge (Oxford, 2008,p.271). Mastery is to gain complete knowledge or skill in something. To gain control of something: to overcome something, able to control other: dominating, very skill full, great skill. (Alan,1995,p.721).According to *Kamus Besar Bahasa Indonesia* “*Mastery (menguasai) adalah memahami dan mampu sekali dalam bidang ilmu pengetahuan*” (Chulsum&Novia, 2006,p.398).

From several definitions above, the writer concludes that mastery is the power of human’ brain to work mind such as familiar, know, understand, analyze, organize and summarize something until reaching the top level. It means great knowledge about or understanding of a particular thing. So, in this research the mastery means ability.

B. Definition of Vocabulary

Vocabulary plays an important role because it appears in every language skills. Vocabulary building is really important in any language learning and also is one of the important factors in learning English besides pronunciation and grammar. Students who want to learn English as their first foreign language have to learn those elements first.

In some sources are founded the meanings of vocabulary. There are several definitions of vocabulary such us vocabulary is the total number of word in a language (Hornby,1995,p.1331).According to McCarthy et al (2010,p.1) “vocabulary is all about word.” According to Kridalaksana (1993,p.127) “vocabulary is a component of a language that has all information about meaning and using words in a language.”

From the statement above the writer concludes that vocabulary is a word which has certain meaning and definition, it is used to express an idea or in other meaning it is used for general communication.

C. Type of Vocabulary

There are many types of vocabularies, such as; synonym, antonym, homonym, homophone, idiom, words in sentence and definition. The writer will discuss them one by one.

1. Synonym

Synonyms are words with the same meaning (Maclin,2001,p.332). So, the writer concludes that synonym is a word that has same meaning with other words but different in writing.

For example:

Pretty	=	Beautiful
Bad	=	Ugly
Stranger	=	Foreigner

2. Antonym

An antonym is a word opposite in meaning (McCarthy et al,2010,p.77).

So, antonym is a word that has contrary in meaning to another.

For example:

Bad = Good

Big = Small

Cheap = Expensive

3. Homonym

Homonym is a word spelt and pronounced like another word but with a different meaning (Hornby,1995,p.570).

For example:

Air / ea(r)

Heir / ea(r)

Alley /æ li

Ally/ æ li

4. Homophone

Homophone is a word pronounced like another word but with a different meaning or spelling (Hornby,2000,p.570). So, homophone is a word that is pronounced the same as another word but differs in meaning.

For example:

Two / To (tu: = tu:)

Knew / New (nju: = nju:)

Sea/ See (si: = si:)

5. Idiom

An idiom is a phrase or word used in a special meaning that you cannot understand just from knowing the dictionary definition and the grammar of the parts (Maclin,2001,p.167).

For example:

I found the job quite difficult at first. But everyone was in the same boat; we were all learning.

Here, **be in the same boat** means ‘to be in the same difficult or unfortunate situation’.

Other idioms are short expressions that are used for a particular purpose.

For example:

Hang in there !

(used for encouraging somebody to remain firm in difficult circumstances)

On your bike !

(Used to tell somebody to go away) (Hornby,2000,p.A6).

6. Words in Sentences

Words in sentences are completing sentences with the correct words (Hill, 1985,p.10). For example:

- There are a lot of ___ in the school laboratory
(ancestor, apology, apparatus, applause)
- In 1789, the French ___ began
(revenge, revolt, revolution, revolving)

- Please send that letter by express. It's very__
(earnest, great, hurried, urgent)

7. Definition

Definitions are statements of the meaning of words, such as the definition in the following entry for disciplinarian (a person who enforces or believes in strict discipline (James,1985,p.103).

For example:

Exhibit	= to show something to the public
Influence	= an effect of something
Old fashioned	= out of date
Observe	= to watch carefully
Agreement	= state of having the same opinion of something

8. Derivation

Derivation is the development or origin especially of words (Hornby,1995,p.313). The process of making new words by adding prefixes and suffixes is called derivation (McCarthy et al,2010,p.2). There are two kinds of derivation:

1. Prefix

Prefix (at the beginning of words) can help you to understand what a new word means (McCarthy&O'Dell,2008,p.54).

Prefix	Meaning	Examples
Ex (+Noun)	Was but not now	Ex-wife, Ex-president
Half (+Noun / Adj)	50 % of something	Half-price, half-hour
In, im (+Adjective)	Not	Informal, impossible
Non (+Adj/Noun)	Not	Non-smoking
Pre	Before	Pre-school
Re (+Verb)	Again	Redo, rewrite
Un (+Adj/Noun)	Not	Unhappy, unsafe

2. Suffix

Suffix comes at the end of words. They help you to understand the meaning of a new word (McCarthy&O'Dell,2008,p.56).

Suffix	Meaning	Example
Er, Or (Noun)	Person	Worker, swimmer, instructor
Er, Or (Noun)	Machine, thing	Cooker, word processor
Ful (Adjective)	Full of	Useful, beautiful
Ology (Noun)	Subject of study	Sociology, psychology
Ics (Noun)	Subject of study	Economics, politics
Less (Adjective)	Without	Useless , endless
Ly	Makes an adverb from an adjective	Sadly , happily

Ness	Makes an abstract noun from an adjective	Happiness, sadness
Y	Makes an adjective from a noun	Sandy , sunny

D. Strategies in Mastering Vocabulary

Vocabulary is one of the important components that must be taught, because it is very important to support the students to master the four language skills: reading, speaking, writing, and listening. In using the technique, teacher must be able to organize situation and communication in the class. There are some techniques which can be applied in teaching vocabulary as follows:

1. Translation of Literary Passage

There are some ways to mastering vocabulary. One of them is translation. Students translate a reading passage from the target language into their native language. The reading passage provides the focus for several classes, vocabulary and grammatical structures in the passage and studied in subsequent lessons. The passage may be accepted from some work from the target language literature, or a teacher may write passage carefully designed to include particular grammar rules and vocabulary. The translation may be written or spoken or both. Students should not translate idioms and the like literacy but rather in away that show that they understand their meaning (Diane,2000,p.19).

2. Synonym and Antonym

Students are given on set of word and are asked to find antonym in the reading passage. A similar exercise could be done by asking students to find synonym for a particular set of words (Diane,2000,p.19). Homonyms can be used to sharp semantic and spelling skill. Thus, student learn to discriminate between words such as sole and sail, there and their, pour and poor.

3. Fill in The Blank

This technique usually is used by teacher when exercise and examinations. Students are given a series of sentences with words missing. They fill in the blank with new vocabulary items. So, it can enrich student's vocabulary (Diane,2000,p.20).

4. Memorization

This technique is more often used by teacher when teaching in the class. Because, memorize is very important for teaching, especially language teaching. Students are given list of target language vocabulary words and their native language equivalents and are asked to memorize them (Diane,2000,p.20). Teacher asks students to memorize difficult word that teacher takes from passage. Then students are asked to memorize a set of words.

5. Writing Definitions

This activity helps students explore the meaning of words and helps them practice writing definitions. It also helps students expand their vocabulary (Nation,1994,p.110). For example the teacher asks students to write the definition of a word.

6. Composition

The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a précis of the reading passage (Diane,2000,p.20).

7. Use Words in Sentences

This technique also is often used in language teaching. In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words (Diane,2000,p.20). It is very useful for students in additional vocabulary.

8. Question and Answer Exercise

To mastering vocabulary the students need more exercise, like question and answer. Students are asked questions and answer in full sentences so that they practice with new words and grammatical structure. They have the opportunity to ask questions as well as answer them (Diane,2000,p.30).

9. Choose the New Identity

The teacher orders the students write some words that relate with human being. The students choose a target language name and a new occupation. As the course continues, the students have an opportunity to develop a whole biography about their fictional selves. For instance, later on they may be asked to talk or write about their fictional hometown, childhood, and family (Diane,2000,p.84).

10. Using Dictionary

One of main reasons why many students still in their limitation and frustration of having vocabulary is quite simply, that they seldom look up and digest the meaning of new word or unfamiliar words in a dictionary. Dictionaries are usually used to find out the meanings of unknown words. However, learners' dictionaries contain a great deal of information that learners can use to use vocabulary productively. This activity develops this skill (Nation,1994,p.194).

According to Pikulski&Templeton (2000,p.7) "Exploring dictionary entries can be one important and effective component of understanding a word deeply. The entries can also help students determine the precise meaning of a word". So, if the students want to enrich their vocabulary, they must be more often using their dictionary, because with dictionary we can know the meaning of unknown words of unfamiliar words. And they must memorize new words, besides the words which they have learned in the class.

E. Adjective of Personality

• Friendly	• Sociable
• Honest	• Slow
• Nice	• Fast
• Rude	• Weak
• Lazy	• Funny
• Cocky	• Amusing
• Smart	• Aggressive
• Shy	• Easy going

<ul style="list-style-type: none"> • Strong • Self confident • Creative • Talented • Active 	<ul style="list-style-type: none"> • Consistence • Calm • Leader • Critical • Quiet
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F. The Influential Factors of the Students' Mastery in Describing Persons Character

The ability of students in describing person character cannot be separated from some factors that influence on vocabulary in general. They are students' factors, teacher's factors and facilities factors, namely:

1. Students' Factors

a. Students' interest

In learning English, interest is very important. By interest, the students are easier to understand the lesson given by the teacher. In psychology, "*Minat pada dasarnya adalah penerimaan akan suatu hubungan antara diri sendiri dengan sesuatu diluar diri . semakin kuat atau dekat hubungan tersebut, semakin besar minatnya*" (Djaali,2011,p.121). It is an internal factor of student that can be moved them to learn. As internal factor or psychological factor, it is considered as one of the main factors to move students to study. For example, the student who has not interest in English lesson, he/ she will not get anything from which is taught by the teacher. On the other hand, student who interested will study hard

and easy to understand English lesson, because he/she is interested in subject.

According to Syaiful Bahri Djamarah in his book that

“minat adalah kecenderungan yang tetap untuk memperhatikan dan mengenang beberapa aktivitas. Seseorang yang berminat terhadap suatu aktivitas akan memperhatikan aktivitas itu secara konsisten dengan rasa senang” (Djamarah,2002,p.166).

Therefore interest is determining factors and very important for improving the ability of the students in learning English.

b. Students' Vocabulary

Vocabulary is so important in producing a language. Therefore, having sufficient number of vocabulary as well as mastering the use of vocabulary is so important in order to be able to use the language well. Furthermore, vocabulary is very important to understand and mastery in describe persons character. Mastering English words must be followed by pronunciation of each word. In other words, somebody learns new words, he/she also the words in the same way of the native speakers.

c. Students' learning habits

Another factor which can influence the students' ability is students' learning habit. Students' learning habit such as activity while teaching learning process as doing their task, take noting of important thing of English subject, asking about English and join English course.

“Belajar adalah kegiatan yang berproses dan merupakan unsur yang sangat fundamental dalam penyelenggaraan setiap jenis dan jenjang pendidikan.” (Syah,2006,p.63). According to Slamet that is quate by Saifulah Bahri Djamarah, that: *“Belajar adalah suatu proses usaha yang dilakukan individu untuk*

memperoleh suatu perubahan tingkah laku yang baru secara keseluruhan, sebagai hasil pengalaman individu itu sendiri dengan lingkungannya” (Djamarah,2002,p.13).

From both definitions, it can be said that learning is a process which causes a change. Learning English is not only bound in the school but it is better if the students try to add their knowledge about English from other situation either formal or informal, such as through courses that are performed out of school. Because having many activities of learning that is carried out by the students either inside or outside of school, the students' ability in English lesson will increase.

2. Teacher' s Factors

a. Teaching experience of the teacher

The experience of the teacher is also one important part to support students in mastering English. Fathurrohman (2010,p.43) states: *“Latar belakang pendidikan dan pengalaman mengajar akan mempengaruhi potensi guru dalam mengajar.”*Teacher experience here is seen from the duration of time the teacher has taught English. So, the teacher who has more experience is usually more competence in achieving the goal of teaching learning process in the class.

b. Clarity of the teacher in explaining English lesson to the students

Teacher is the main factor in English teaching activity in frame work of increasing students' ability in English lesson. So, the teacher should be clear in explaining the material. As Usman (2006,p.90) states that:

Kejelasan : penjelasan hendaknya diberikan dengan menggunakan bahasa yang mudah dimengerti oleh siswa, menghindari penggunaan ucapan-ucapan seperti “e”, “aa”, “mm”, “kira-kira”, “umumnya”, “biasanya” “seringkali”, dan istilah- istilah yang tidak dapat dimengerti oleh anak.

In other words, the teacher should be careful and prepare the material before teach. The teacher also should be careful when explain the lesson. So, the students can understand what she/he explained.

3. Facilities Factors

a. Facilities own by the students

Facility that owned by students is one of the influential factors in English lesson. Therefore, students are expected to have their own books, their obligatory or supporting books.

b. Teaching English facilities belong to school

Teaching and learning process will be better if it is supported by the complete facilities. Among the facilities, they need in teaching English are classroom, library, laboratory, the book and so on. Therefore, facilities are very necessary in the school. As according to Djajuri A Tabrani Rusyn in his book: “ teaching learning process will be success if it is supported by facility because facility is essential for educational” (Djajuri,1999,p.30).So, lack of teaching learning equipment will make the process does not run well.

CHAPTER III

RESEARCH METHOD

A. Research Design

The type of this research is field research by using descriptive approach in order to describe the student's vocabulary mastery in describing person characters of first grade students at MTsN Banjar Selatan Banjarmasin academic years 2012/2013.

B. Research Setting

The setting of this research is in MTsN Banjar Selatan Banjarmasin at Mahligai Street Rt. 05 No. 21 Kertak Hanyar Banjarmasin 70654.

C. Population and Sample

1. Population of Research

The population of this research is all the first grade students at MTsN Banjar Selatan Banjarmasin academic year 2012 / 2013. The location of research will be done at MTsN Banjar Selatan Banjarmasin. It is located at Mahligai street Rt. 05 No. 21 Kertak Hanyar Banjarmasin 70654. The total numbers of the students are 196 students consisting of 40 students of VII D, 39 students of VII E, 39 students of VII F, 39 students of VII G and 39 students of VII H. To make it clear, the population can be seen in the following table:

Table 3.1. The Total Number of Population

No	CLASS	SEX		TOTAL
		MALE	FEMALE	
1	VII D	18	22	40
2	VII E	18	21	39
3	VII F	19	20	39
4	VII G	19	20	39
5	VII H	20	19	39
	TOTAL NUMBER			196

1. Sample of the Research

The sample of this research is the students' vocabulary mastery in describing persons' characters at first grade students MTsN Banjar Selatan Banjarmasin academic year 2012/2013 and the factors that influence students' vocabulary mastery in describing persons' characters. Because the number population is more than 100 students, so not all of them are taken as samples. Only some of them are taken as samples. They are taken proportionally and randomly from the five classes

“Proportional sample random adalah suatu teknik pengambilan sample secara acak dengan tujuan untuk mewakili populasi yang ada atau populasi yang diteliti dan biasanya besarnya sub sample setara dengan perbandingan besarnya sub populasi, sedangkan individu di tetapkan dari tiap sub populsi yang akan dijadikan sample ditentukan melalui teknik random / acak “ (Kamaruddin,1987,p.214).

Furthermore, sampling technique used in this research is proportionally random sampling which taken from VII D, VII E, VII F, VII G and VII H. The samples taken proportionally from each of the five classes are in similar number and they are chosen randomly by using even number from their present lists. According to Arikunto (2006,p.131) sample is representative of population. He also states that if the number of subject is less than 100, it will be better to take all which is called as population research. However, if the number of subject is more than 100, it can be taken 10-15 % or 20-25 % or more. If it is taken all of those students as the sample in this research, it is too many. So, it can be taken 25% of 196 students as the subject. So, the sampling unit is shown at the table below:

Table 3.2 The Distribution of Samples

Class	Percentage of Sample	Sampling Unit
VII D	25 % X 40	10
VII E	25 % X 39	10
VII F	25 % X 39	10
VII G	25 % X 39	10
VII H	25 % X 39	10
TOTAL		50

D. Data and Source of Data

1. Data

The data in this research are divided into two kinds as follow:

a. Primary data

To answer the problem of this research, the writer will collect the following data:

1) Data about the ability of the students' vocabulary mastery in describing persons' characters of first grade students at MTsN Banjar Selatan Banjarmasin academic year 2012/2013.

a) The students' vocabulary mastery in describing persons' characters.

2) Data about factors that influence students' vocabulary mastery in describing persons' characters of first grade students at MTsN Banjar Selatan Banjarmasin academic year 2012/2013:

a) Students' Internal Factors

- Students' interest
- Students' attention on English lesson in the class
- Students' learning habit

b) Students' External Factors

- Teacher's Factors

(a) Teaching experience of the teacher

(b) Clarity of the teacher in explaining English lesson

- Facility factors
 - (a) Facilities owned by the students is indicated as below
 - (1) The students' ownership of the English text book
 - (2) The students' ownership of the English dictionary
 - (b) Teaching English facilities belong to school

b. Secondary data

To complete the primary data, the writer will collect the secondary data those relate to general description of MTsN Banjar Selatan Banjarmasin:

- 1). Brief history of MTsN Banjar Selatan Banjarmasin
- 2). Description about headmaster, teachers, administration staff, students and facilities.

2. Source of Data

- a. Respondents : 196 students of the first grade students at MTsN Banjar Selatan Banjarmasin
- b. Informant : Headmaster, teachers, and administration staff
- c. Document : All written reports and important documents

E. Data Collection Procedure

a. Written Test

Written test is done to know the students' vocabulary mastery in describing persons' characters of first grade students at MTsN Banjar Selatan Banjarmasin academic year 2012/2013. The students are taken from five classes.

b. Questionnaire

This technique is conducted to collect data from five class was taken as sample. For this research, the students answer the question forms.

c. Observation

Observation is preliminary method used to collect data on which further studies. The data collected from observation expected to be better in terms of quality as through observation the researcher can explore and describe the process more objectively. This is an approach where the researcher directly come to observe the teaching English process at first grade of English teacher of MTsN Banjar Selatan Banjarmasin.

d. Documentary

This technique is aimed at looking for all written reports or document that perhaps any detail records of primary and secondary data. To know more closely of those data, source of data and techniques of data collecting, the following matrix will be helpful

Table 3.3. Data, Source of Data and Data Collection Procedure

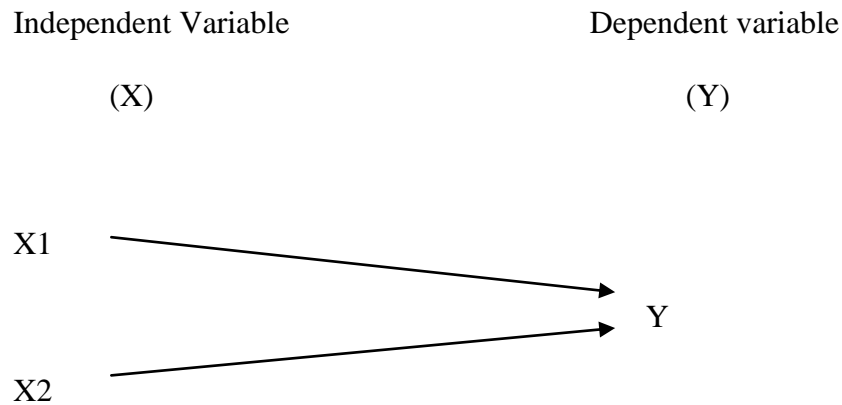
No	Data	Sources of Data	Data Collection Procedure
1.	Primary Data a. The students' vocabulary mastery in describing persons' characters	Students	Written test
	b. The factors which influence the students' vocabulary mastery 1. Students' Internal Factors <ul style="list-style-type: none"> • Students' interest • Students' attention on English lesson in the class • Students' learning habit 2. Students' External factors <ul style="list-style-type: none"> • Teacher's factors <ul style="list-style-type: none"> (a) Teaching experience of the teacher (b) Clarity of the teacher in explaining English lesson • Facility factors <ul style="list-style-type: none"> (a). Facilities owned by the students is indicated as 	Students Students Students Teachers Teachers / students Students	Questionnaire Questionnaire Questionnaire Observation / Questionnaire Questionnaire Questionnaire

	below		
	(1). The students' ownership of the English text book	Students	Questionnaire
	(2). The students' ownership of the English dictionary	Students	Questionnaire
	(b). Teaching English facilities belong to school	Teachers / students	Questionnaire
2.	Secondary Data		
	a. Brief history of MTsN Banjar Selatan Banjarmasin	Headmaster /Administration staff	Documentary
	b. Description about headmaster, teachers, students, and facilities	Headmaster /Administration staff	Documentary/ Questionnaire

F. Basic Framework of Research

In this research, there are two variables will be collected. They are dependent variable (Y) and independent variable (X). Students' vocabulary mastery in describing persons' characters is as dependent variable. And the influential factors as independent variable.

The relation between dependent and independent variable can be described in the following scheme:



Description:

Y = Students vocabulary mastery in describing persons' characters

X = The influence factors

X1 = Students' internal factors

X2 = Students' external factors

G. Design of Measurement

To measure students' vocabulary mastery in describing persons' characters. In this research students will answer 40 test items in multiple choice, arrange the letter, and matching. Every right answer is marked 2 and 3. So, the highest score is 100 and the lower is 0.

The questions are divided into parts as follows:

1. Multiple choice

It consists of 20 questions. It uses picture to make students easier. Every right answer will be scored 2 points and wrong answer will be scored 0. Total scored is 40 points.

2. Arrangement

It consists of 10 questions. Every right answer will be scored 3 points and wrong answer will be scored 0. Total scored is 30 points.

3. Matching

It consists of 10 questions. Every right answer will be scored 3 points and wrong answer will be scored 0. Total scored is 30 points.

To determine the degree of students' vocabulary mastery in describing persons' characters, the writer counts the mean with the following formula:

$$M = \frac{\sum X}{N}$$

M = Mean

\sum = Sum of

X = Total score

N = Total number of samples

The following degree on students' vocabulary mastery in describing persons' characters by the first grade students at MTsN Banjar Selatan Banjarmasin can be categorized as follow:

80 - 100	= Excellent
70 - < 80	= Good
60 - < 70	= Fair
50- < 60	= Low
0 - < 50	= Very Low

H. Data Analysis Procedure

1. Technique of data processing

Technique of Data Processing in this research as follow:

a. Editing

The technique is used in purpose of re-examine all the collected data to make certain whether they already complete or not. The editing also includes selecting the needed data from those which are available

b. Coding

The writer makes certain codes on all collected data to classify them according to their kinds.

c. Tabulating

The writer tabulates all the collected data based on the frequency computation. To calculate the percentage score, the writers uses the following formula:

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

Information:

P = Percentage

F = The frequency of answers from the respondents for each item questions.

N = The total number of respondent who answered

d. Data Interpretation

This is the last steps of data processing to all tabulated data are interpreted by using following categories:

0 % - < 20 % : Very Low Category

20 % - < 40 % : Low Category

40 % - < 60 % : Fair Category

60 % - < 80 % : High category

80 % - < 100 % : Very High Category

2. The technique of Data Analysing

All the collected and processed data then analyzed descriptively and quantitatively. Data analysis in a process by which data simplified into a form that can be read and interpreted easily.

As presented in the previous pages, this research is supposed to describe or to better understand about the first grade students 'vocabulary mastery in describing persons' character at MTsN Banjar Selatan Banjarmasin academic year 2012/2013.

I. Research Procedure

There are some steps that passed through to complete this research as follow:

1. Preliminary Step
 - a. To hold prior observation on the research location
 - b. To discuss the result of the observation with the research location
 - c. To make a research proposal design to be submitted to the Tarbiyah faculty thesis Bureau to approve it.
2. Preparatory Step
 - a. To hold a seminar the research proposal design
 - b. To ask the dean of Tarbiyah Faculty for a written mandate to conduct the research
 - c. To make the instruments to collecting data
3. Research Step
 - a. To meet all respondents and informants who are needed to obtain data
 - b. To collect all the needed data from a number of source
 - c. To process the data
 - d. To be examine before the team of thesis examiner of Tarbiyah Faculty
4. Organization Steps
 - a. To write he first draft of research report.
 - b. To consult the draft to the advisor to have contribution and comments.
 - c. To multiply the final draft.
 - d. To have approved, the thesis is examined before the team of examiners of Tarbiyah Faculty.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. General Description of the Object Research

c. Brief History of MTsN Banjar Selatan

The research was done at MTsN Banjar Selatan which is located on housing at Mahligai street Rt. 05 No. 21 Kertak Hanyar Banjarmasin 70654. There are two locations of MTsN Banjar Selatan, they are on Mahligai Handil Jatuh Street and on Bhakti Pemurus Street km 7 Banjarmasin.

The description of the place of MTsN Banjar Selatan on Mahligai Handil Jatuh street can be seen as follows:

The location of building MTsN Banjar Selatan is:

The north of building borders inhabitants houses

The south of building borders with school

The west of building borders with inhabitants houses

The east of building borders with inhabitants houses

MTsN Banjar Selatan was built on June 23 1970. In 1995, MTsN Banjar Selatan changed to State Islamic Junior High school (MTsN) Banjar Selatan. It was based on the recommendation letter of the Minister of Religious Affairs on November 25, 1995 with statistic number of school 211637101003, number 363.

MTsN Banjar Selatan has been led by 6 headmasters up to present. Those who led the school can be seen in the appendix 2.

d. Description of Teacher, Administration Staff, Students and Facilities of MTsN Banjar Selatan.

a). Teacher

MTsN Banjar Selatan has 53 teachers. To know more clearly about teachers at MTsN Banjar Selatan, it can be seen from the table in the appendix 3.

From the table, we know that there are two English teachers at MTsN Banjar Selatan who taught at first grade students. For more clearly it can be seen in the following table:

Table 4. 2 The Names of English Teachers

No	Names of Teachers	Level of Education
1	Karmila Yanti, S.Pd	S 1 Tarbiyah Faculty
2	Hj. Hertini, S.SH	S 1 Law Faculty

b). Administration Staff

From the description of teachers at MTsN Banjar Selatan, we also know that there are 5 administration staff at MTsN Banjar Selatan. For further information it can be seen in the appendix 4.

c) Students

Besides description about the teachers, we also have to know about the students. MTsN Banjar Selatan has 493 students. For clear information about the number of students at MTsN Banjar Selatan, it can be seen in the table in the appendix 5.

d) School Facilities

School facilities are very important in every school especially for MTsN Banjar Selatan. The facilities that are available at MTsN Banjar Selatan can be seen in the appendix 6.

2. Description About The Students' Vocabulary Mastery in Describing Persons Characters of First Grade Students at MTsN Banjar Selatan Banjarmasin Academic Year 2012/2013.

To know the ability of the first grade students in describing persons characters, the writer carried out a written test toward 50 students (respondents). The time provided for answering the questions is 60 minutes long.

From the research result that has been done by the writer in the field of research, it is known that the students' vocabulary mastery in describing persons characters by the first grade students is that the highest score is 90 and the lowest is 43.

Then, the writer combines all test results that is the students' mastery in describing persons characters. The score all the students' vocabulary mastery in describing persons characters can be seen at this following table:

Table 4.5. The Frequency Distribution of The Test Result of The Students' Mastery in Describing Persons Characters

No	Score	Category	F	%
1	80 – 100	Excellent	1	2 %
2	70 - < 80	Good	12	24 %
3	60 - < 70	Fair	19	38 %
4	50 - < 60	Low	13	26 %
5	0- < 50	Very Low	5	10 %
Total			50	100 %

From the table above, it is known that from 50 students that answered the question test of the mastery in describing persons characters, there is 1 student or 2 % are in excellent category, 12 students or 24 % are in good category, 19 students or 38 % are in fair category, 13 students or 26 % are in low category and 5 students or 10 % are in very low category.

To make it clearly about the students' mastery, it can be seen in the following table:

Table 4. 6 The Result of Written Test

NO	NAME	MULTIPLE CHOICE	MATCHING	ARRANGE	TOTAL
1	A	26	18	27	71
2	B	16	12	24	52
3	C	22	15	21	58
4	D	20	15	27	62
5	E	20	15	24	59
6	F	28	18	27	73
7	G	10	15	24	49
8	H	16	12	15	43
9	I	12	9	30	51
10	J	10	12	30	52
11	K	18	15	27	60
12	L	16	24	30	70
13	M	18	15	27	60
14	N	20	21	21	62
15	O	18	24	27	69
16	P	30	30	30	90
17	Q	22	21	27	70

18	R	20	12	30	62
19	S	22	24	24	70
20	T	22	21	27	70
21	U	24	24	30	78
22	V	20	3	30	53
23	W	22	3	30	55
24	X	26	18	30	74
25	Y	20	18	30	68
26	Z	16	21	30	67
27	AA	20	15	30	65
28	BB	22	15	27	64
29	CC	20	15	30	65
30	DD	22	15	30	67
31	EE	22	15	27	64
32	FF	14	18	24	56
33	GG	14	24	24	62
34	HH	18	24	30	72
35	II	16	21	27	64
36	JJ	14	24	24	62
37	KK	20	12	27	59
38	LL	22	6	21	49
39	MM	22	12	24	58
40	NN	18	18	27	63
41	OO	22	18	27	67
42	PP	20	15	21	56
43	QQ	18	21	21	60
44	RR	22	15	21	58
45	SS	20	12	24	56
46	TT	12	12	24	48

47	UU	16	12	21	49
48	VV	24	18	30	72
49	WW	22	21	27	70
50	XX	30	18	30	78
TOTAL					3132
MEAN					62.64

Now to find out the score of the students' vocabulary mastery in describing persons characters academic years 2012/ 2013, the writer divided the total score with the number of students.

Mean of score is gotten by the pattern below:

$$M = \frac{\sum X}{N}$$

$$M = \frac{3132}{50}$$

$$M = 62.64$$

Description:

M = Mean

\sum = Sum of

X = Total score

N = Total number of samples

It means that the students' vocabulary mastery in describing persons characters of first grade students at MTsN Banjar Selatan is in fair category.

To make it clear the writer describes the students score in describing persons' characters in every item test.

Table 4.7. The frequency distribution of the test result of the students' vocabulary mastery in describing persons characters in multiple choice test.

		Number of Questions																			
Number of Students	Number of Questions	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	1	F	T	T	T	T	T	T	T	T	F	F	T	F	T	T	T	T	F	F	F
2	F	T	F	T	F	T	T	T	T	F	F	F	F	T	F	T	F	F	F	F	T
3	F	T	F	T	F	T	T	T	T	F	F	T	F	T	F	F	T	T	T	F	T
4	F	T	F	T	T	T	T	T	F	F	F	F	F	T	F	T	T	T	F	F	T
5	F	T	F	T	T	T	T	T	T	F	F	F	F	F	F	T	F	F	F	F	T
6	T	T	T	T	F	T	T	F	T	T	F	T	F	F	F	T	F	T	T	T	T
7	T	F	F	T	T	F	T	F	F	F	F	F	F	F	F	T	F	F	F	F	F
8	T	F	F	F	T	T	T	F	F	T	F	F	F	F	F	T	F	T	F	T	F
9	T	F	F	F	T	F	F	F	F	T	F	T	F	F	F	T	F	T	F	F	F
10	F	F	F	F	T	F	T	F	F	F	F	F	F	F	T	T	F	F	F	F	T
11	F	T	T	T	F	F	T	F	F	F	T	F	F	F	T	T	F	T	F	F	T
12	F	T	F	F	T	F	T	F	F	T	F	F	T	F	F	F	T	T	F	F	T
13	F	T	T	T	F	F	T	F	F	F	T	F	F	F	T	T	F	T	F	F	T
14	F	T	F	T	T	T	T	F	F	F	T	T	F	F	T	F	T	F	F	F	T
15	F	T	F	T	T	T	T	F	F	F	F	F	T	F	T	F	F	F	F	T	T
16	F	T	T	T	T	T	T	F	T	T	T	T	T	F	T	T	F	F	T	T	T
17	F	T	T	T	T	T	T	F	F	F	T	F	T	F	T	F	T	F	F	T	T
18	T	T	F	T	T	T	T	F	F	T	F	F	F	F	T	F	F	F	F	T	T
19	F	T	T	T	T	T	T	F	F	F	T	F	T	F	T	F	F	F	F	T	T
20	F	T	T	T	T	T	T	F	F	F	T	F	T	F	T	F	F	F	F	T	T
21	T	T	T	T	F	T	T	F	T	T	T	F	T	F	T	F	F	F	F	F	T
22	F	T	T	T	T	F	T	F	T	F	T	T	F	F	F	F	F	F	F	T	T
23	F	T	T	T	T	F	T	F	F	F	T	F	T	F	T	T	T	F	F	F	T

24	T	T	T	T	T	T	T	F	T	T	F	F	F	T	F	T	T	F	F	T
25	F	T	T	T	T	T	T	F	T	T	F	T	F	F	F	F	F	F	F	T
26	T	T	T	T	T	T	F	F	T	F	F	F	F	F	F	F	F	F	F	T
27	T	T	T	T	T	F	T	F	F	F	F	F	F	T	T	T	F	F	F	T
28	T	T	T	T	T	F	T	F	F	F	F	F	F	T	T	T	T	F	F	T
29	T	T	T	T	T	F	T	F	F	F	F	F	F	T	T	T	F	F	F	T
30	T	T	T	T	T	F	T	F	F	F	F	F	F	T	T	T	T	F	F	T
31	T	T	T	T	T	F	F	F	T	F	T	T	F	F	T	F	F	T	F	T
32	T	T	T	F	T	T	T	F	F	F	F	F	F	F	F	F	F	F	F	T
33	F	T	T	T	F	F	F	F	F	F	T	T	F	F	T	F	F	F	F	T
34	T	T	T	F	F	F	F	T	F	F	T	T	F	F	F	T	F	T	F	T
35	T	T	T	T	F	F	F	F	F	F	F	T	F	F	T	F	F	T	F	T
36	T	T	T	F	F	F	F	F	F	F	F	T	F	F	F	T	F	T	F	T
37	F	F	T	T	F	T	T	T	F	F	T	T	F	F	F	T	F	F	T	T
38	F	F	T	T	F	T	T	F	T	T	T	F	T	F	T	F	F	F	T	T
39	T	T	T	F	T	T	T	F	T	F	F	F	F	F	T	T	F	F	T	T
40	F	T	T	F	F	T	T	F	T	T	T	F	F	F	T	F	F	F	F	T
41	T	T	T	T	T	T	T	F	F	F	T	F	F	F	T	T	F	F	F	T
42	F	T	F	T	F	T	T	F	T	F	T	T	F	F	T	T	F	F	F	T
43	F	T	F	T	F	T	T	F	T	F	T	T	F	F	T	F	F	F	F	T
44	F	T	T	T	F	T	T	T	T	F	T	T	F	F	T	F	F	F	F	T
45	F	T	T	T	F	T	F	F	T	F	T	T	F	T	T	F	F	F	F	T
46	T	F	F	F	F	F	T	F	F	F	F	T	F	F	T	T	F	F	F	T
47	T	F	F	T	F	F	T	F	T	F	F	T	F	F	T	T	F	F	F	T
48	T	T	T	T	T	T	T	F	T	F	T	F	F	T	F	T	F	F	F	T
49	T	T	T	T	T	T	T	F	F	F	F	F	T	F	T	T	F	F	F	T
50	F	T	T	T	T	T	T	T	T	F	T	F	F	T	T	T	F	T	T	T
F	27	8	16	10	19	19	8	42	31	39	25	32	36	38	11	28	37	43	37	3

Based on the table above, it can be seen that the highest frequency of wrong answer is in number 18 (43 students or 86%) and 8 (42 students or 84%). On the other hand, the highest frequency of true answer is in questions' number 20 (3 students or 6%). From the table above, it can be concluded that

questions' number 18 and 8 are difficult for students and questions' number 20 is easy for students.

Table 4.8 The frequency distribution of the test result of the students' vocabulary mastery in describing persons characters in matching test.

Number of Students	Number of Questions									
	1	2	3	4	5	6	7	8	9	10
1	T	T	T	T	F	T	F	F	T	F
2	T	T	F	F	F	F	F	F	T	T
3	T	T	T	F	F	T	F	F	T	F
4	T	T	T	T	F	T	F	F	F	F
5	T	T	T	F	F	T	F	T	T	F
6	T	T	T	T	F	T	F	F	T	F
7	T	T	T	F	F	T	T	F	F	F
8	T	T	F	F	F	T	F	F	T	F
9	T	T	F	F	F	F	F	F	F	T
10	T	T	F	F	F	T	F	T	F	F
11	T	T	T	F	F	T	F	F	T	F
12	T	T	T	F	T	T	T	T	T	F
13	T	T	T	F	F	T	F	F	T	F
14	T	T	T	F	T	T	F	T	T	F
15	T	T	T	T	T	T	F	T	T	F
16	T	T	T	T	T	T	T	T	T	T
17	T	T	T	F	T	T	F	T	T	F
18	T	T	T	T	F	F	F	F	F	F
19	T	T	T	F	T	T	F	T	T	T
20	T	T	T	F	T	T	F	T	T	F
21	T	T	T	T	T	T	F	F	T	T

22	F	F	F	F	F	T	F	F	F	F
23	F	F	F	F	F	T	F	F	F	F
24	T	T	T	F	T	T	F	F	T	F
25	T	T	T	F	T	T	F	F	T	F
26	T	T	T	T	T	T	F	F	T	F
27	T	T	T	F	F	T	F	F	T	F
28	T	T	T	F	F	T	F	F	T	F
29	T	T	T	F	F	T	F	F	T	F
30	T	T	T	F	F	T	F	F	T	F
31	T	T	F	F	F	T	F	T	T	F
32	T	T	T	F	F	T	F	T	T	F
33	T	T	T	T	F	T	T	T	T	F
34	T	T	T	T	F	T	T	T	T	F
35	T	T	T	T	F	F	T	T	T	F
36	T	T	T	T	F	T	T	T	T	F
37	T	T	F	F	F	T	F	F	T	F
38	T	F	F	F	F	F	F	F	F	T
39	T	T	F	F	F	T	F	F	T	F
40	T	T	T	F	F	T	F	T	T	F
41	T	T	T	F	F	T	F	T	T	F
42	T	T	F	T	F	F	F	T	T	F
43	T	T	F	T	F	T	T	T	T	F
44	T	T	F	F	F	F	T	T	T	F
45	T	T	T	F	F	F	F	T	F	F
46	T	T	F	F	F	T	F	F	T	F
47	T	T	F	F	F	T	F	F	T	F
48	T	T	T	T	F	T	F	F	T	F
49	T	T	T	T	F	T	F	T	T	F

10	T	T	T	T	T	T	T	T	T	T
11	T	T	T	T	T	T	T	T	T	F
12	T	T	T	T	T	T	T	T	T	T
13	T	F	T	T	T	T	T	T	T	T
14	T	T	F	T	T	F	T	T	T	F
15	T	T	F	T	T	T	T	T	T	T
16	T	T	T	T	T	T	T	T	T	T
17	T	T	T	T	T	T	T	T	F	T
18	T	T	T	T	T	T	T	T	T	T
19	T	F	T	T	T	T	F	T	T	T
20	T	T	T	T	T	T	T	T	F	T
21	T	T	T	T	T	T	T	T	T	T
22	T	T	T	T	T	T	T	T	T	T
23	T	T	T	T	T	T	T	T	T	T
24	T	T	T	T	T	T	T	T	T	T
25	T	T	T	T	T	T	T	T	T	T
26	T	T	T	T	T	T	T	T	T	T
27	T	T	T	T	T	T	T	T	T	T
28	T	T	T	T	T	T	T	F	T	T
29	T	T	T	T	T	T	T	T	T	T
30	T	T	T	T	T	T	T	T	T	T
31	T	T	T	T	T	T	T	T	F	T
32	T	T	T	T	T	T	F	T	F	T
33	T	T	T	T	T	T	F	T	F	T
34	T	T	T	T	T	T	T	T	T	T
35	T	T	T	T	T	T	F	T	T	T
36	T	T	T	T	T	T	F	T	F	T
37	T	T	T	T	T	T	T	T	F	T
38	T	T	T	T	T	F	F	T	F	T
39	T	T	T	T	T	F	T	T	T	F

40	T	T	T	T	T	T	F	T	T	T
41	F	F	F	F	F	F	F	T	T	T
42	T	T	T	T	T	F	F	T	F	T
43	T	T	T	T	T	F	F	T	F	T
44	T	T	T	T	T	F	F	T	F	T
45	T	T	T	T	T	F	T	T	F	T
46	T	T	T	T	T	T	F	T	T	F
47	T	T	T	T	T	T	F	T	F	F
48	T	T	T	T	T	T	T	T	T	T
49	T	T	T	T	T	T	F	T	T	T
50	T	T	T	T	T	T	T	T	T	T
Frequency	1	3	4	2	1	9	17	2	19	9

Based on the table above, it can be seen that the highest frequency of wrong answer is in questions' number 9 (19 students or 18%) and 7 (17 students or 34%). On the other hand, the highest frequency of true answer is in questions' number 1 that was 1 student (2%). From the table, it can be concluded that questions' number 9 and 7 are difficult for students. Questions' number 1 is easy for students.

3. Description about the factor that influence the students' vocabulary mastery in describing persons' characters of first grade students at Mtsn Banjar Selatan Banjarmasin academic year 2012/2013.

a. Students ' Factors

1) Students' Interest

For describing the data about the students' interest in English lesson, the writer presents the data about it in the following table:

Table 4.10 The frequency of like and dislike of students in English lessons

No	Category	F	%
1	Like Very Much	18	36%
2	Quite Like	25	50%
3	Less Like	7	14%
4	Dislike	0	0%
Total		50	100 %

The table above shows that the students who mentioned that they like very much toward English lesson as many as 18 students (36%), it includes low category. while the students who stated that they quite like toward English lesson as many as 25 students (50%), it includes fair category, and 7 students (14%) stated that they less like toward English lesson and it includes very low category and no students who mentioned that they dislike toward English lesson.

Table 4.11 The frequency of students' opinion about their interest in English lesson.

No	Category	F	%
1	Very Interesting and Satisfying	21	42%
2	Quite Interesting and Satisfying	28	56%
3	Less Interesting and Satisfying	1	2%
4	No Interesting and Satisfying	0	0%
Total		50	100 %

The table above shows that the students who mentioned that English lesson is very interesting and satisfying as many as 21 students (42%), it includes fair

category. while the students who stated that English lesson quite interesting and satisfying as many as 28 students (56%), it includes fair category, and 1 student (2%) stated hat English lesson is less interesting and satisfying and it includes very low category, and no student who stated that English lesson is not interesting and satisfying.

2) Students ' Vocabulary

For describing the data about students' vocabulary, the writer presents the data about it in the following table:

Table 4.12 The frequency of students look for the meaning of vocabulary

No	Category	F	%
1	Always	19	38 %
2	Sometimes	30	60 %
3	Seldom	1	2 %
4	Never	0	0 %
Total		50	100 %

The table above shows that the students who mentioned that they always as many as 19 students (38%), it includes low category. while students who stated that they sometimes as many as 30 students (60%), I includes high category, and 1 student (2%) stated that they seldom and it includes very low category. there is no student stated that never .

Table 4.13 The frequency of students' mastery of vocabulary in English lesson.

No	Category	F	%
1	Already	0	0 %
2	Quite	41	82 %
3	Less	9	18 %
4	Not yet	0	0 %
Total		50	100 %

The table above shows that the students who mentioned that they quite as many as 41 students (82%), it includes very high category. while students who stated that they less as many as 9 students (18%), it includes very low category and there is no students who mentioned not yet.

3) Students' Learning Habits

For describing the data about students' learning habits, the writer presents the data about in the following table:

Table 4.14 The frequency of students' visit to the library

No	Category	F	%
1	Always	5	10 %
2	Sometimes	15	30 %
3	Seldom	26	52 %
4	Never	4	8 %
Total		50	100 %

The table above shows that the students who mentioned that they always as many as 5 students (10%), it includes very low category. while students who

stated that they sometimes as many as 15 students (30%), it includes low category, and 26 students (52%) stated that they seldom and it includes fair category, and 4 students (8%) who stated that they never and it includes very low category.

Table 4. 15 The frequency of students in reviewing the lesson at home

No	Category	F	%
1	Always	15	30 %
2	Sometimes	25	50 %
3	Seldom	10	20 %
4	Never	0	0 %
Total		50	100 %

The table above shows that the students who mentioned that they always as many as 15 students (30%), it includes low category. while the students who stated that they sometimes as many as 25 (50%), it includes fair category, and 10 students (20%) stated that they seldom and it includes low category and there is no students who stated that they never.

b. Teacher' Factors

1). Teaching experience of the teacher

Based on the writer's interview with two English teachers who teach in the first grade students, Hj. Hertini S. SH and Karmila Yanti,S.Pd. Hj. Hertini,S.SH was graduated from Law Faculty at Lambung Mangkurat University Banjarmasin.

She has taught English for 8 years at MTsN Banjar Selatan. She never attended training or course in the matter of English, it includes fair category.

Then, Karmila Yanti, S.Pd.I. She was graduated from English Department at IAIN Antasari Banjarmasin. She has taught English from 2008 until 2012 at Elementary school. She has taught English about 7 months at MTsN Banjar Selatan. She has also attended training and course in the matter of English and from her experience, it includes fair category.

2). Clarity of the teacher in explaining English lesson to the students

For describing the data about clarity of the teacher in explaining English lesson to the students, the writer presents the data about it in the following table:

Table 4.16 The frequency of the teacher in giving explanation about unknown vocabulary

No	Category	F	%
1	Always	39	78 %
2	Sometimes	11	22 %
3	Seldom	0	0 %
4	Never	0	0 %
Total		50	100 %

The table above shows that the students who mentioned always as many as 39 students (78%), it includes high category. while the students who stated sometimes as many as 11 students (22%), it includes low category. there is no students who mentioned seldom and never.

Table 4. 17 The frequency of the Teacher in Explaining English Lesson

No	Category	F	%
1	Very clear	22	44 %
2	Quite clear	28	56 %
3	Less clear	0	0 %
4	Unclear	0	0 %
Total		50	100 %

The table above shows that the students who mentioned very clear as many as 22 students (44%), it includes fair category. while the students who stated quite clear as many as 28 students (56%), it includes fair category. there is no students who mentioned less clear and unclear.

c. Facilities Factors

There are two indicators to see facilities factors, first from the facilities owned by the students which are indicated by the ownership of the students to English book and English dictionary and second from facilities belong to school.

1) Facilities owned by students

For describing the data about facilities owned by the students, the writer presents the data about it in the following table:

Table 4. 18 The frequency of students owned of English books

No	Category	F	%
1	Have many books	6	12 %
2	Quite have books	32	64 %
3	Less have books	11	22 %
4	None	1	2 %
Total		50	100 %

The table above shows that the students who mentioned that they have many books as many as 6 students (12%), it includes very low category. while the students who stated quite as many as 32 students (62%), it includes high category and 11 students (22%) stated that they less have, it includes low category and 1 student stated don't have and it includes very low category.

Table 4.19 The frequency of students owned of dictionary.

No	Category	F	%
1	Yes , their own	47	94 %
2	Yes , borrow from friend	3	6 %
3	Yes , borrow from library	0	0 %
4	None	0	0 %
Total		50	100

The table above shows that he students who mentioned that they have own as many as 47 students (94%), it includes very high category. while students who mentioned yes borrow from friend as many as 3 students (6%), it includes very low category. there is no students who mentioned yes borrow from library and none.

2) Teaching English facilities belong to school

For describing the data about available English book in the library, the writer presents the data about it in the following table:

Table 4. 20 The frequency of students' opinion about their Library

No	Category	F	%
1	A lot of English books	20	40 %
2	A quite of English books	28	56 %
3	A little of English books	2	4 %
Total		50	100 %

The table above shows that the students who mentioned a lot of as many as 20 students (40%), it includes fair category. while he students who stated a quite as many as 28 students (56%), it includes fair category, and 2 students (4%) stated a little and it includes very low category.

B. Discussion

After all the findings are described, then they also need to be discussion based on the order of issue that have introduced earlier in this study.

1. The Students' Vocabulary Mastery in Describing Persons' Characters of First Grade Students at MTsN Banjar Selatan Banjarmasin Academic Year 2012/2013.

As having seen in findings about the test result in students' vocabulary mastery in describing persons characters, that the score obtained by the first grade students is 43 (the lowest) to 90 (the highest). The fact shows that the students who achieved the score in excellent category are 2 %, in good category 24 %, in fair category 38 %, in low category 26 % and in very low

category 10 %. It means that the most students got score from fair category.

Then from the data, the writer got 62.64 points.

So, it can be concluded that the students' vocabulary mastery of the first grade in describing persons characters at MTsN Banjar Selatan Banjarmasin is in fair category.

The test result showing in the table 4.7 that the biggest percentage of wrong answer in multiple choice is in number 18 that was 43 students (86 %) and it includes very high category. so, most of the students at first grade cannot answer that question.

From table 4.8, it can be seen that the highest frequency of wrong answer is in number 10 that was 44 students (88 %) and it includes very high category. So, the most of students at first grade cannot answer that question.

Then, it is also known from table 4.9 that the highest frequency of wrong answer is in number 9 that was 19 students (38 %) and it includes low category. So, most of students at first grade cannot answer that question.

2. The Influential Factors of the Students' Vocabulary Mastery in Describing Persons' Characters of First Grade Students at MTsN Banjar Selatan Banjarmasin Academic Year 2012/2013.

a. Students' Factors

1) Students' Interest

Based on the data that are gained from questionnaire, it shows that the biggest percentage is 50 % of students mentioned that they quite like toward

English and it includes fair category. The fact can be seen within table 4.10. So, most of the students quite like toward English lesson.

Then, it is also known from questionnaire in table 4.11, that the biggest percentage is 56 % of students mentioned that English lesson is quite interesting and satisfying and it includes fair category. So, most of the students stated that English lesson is quite interesting and satisfying.

Based on two indicators above, the writer concludes that generally the students have enough interest toward English.

2) Students' Vocabulary

Based on the data that are gained from questionnaire, it shows that the biggest percentage is 60 % of students mentioned that they sometimes look for the meaning of vocabulary and it includes high category. The fact can be seen within table 4.12. So, most of the students sometimes look for the meaning of vocabulary.

Then, it is also known from questionnaire in table 4.13, that the biggest percentage is 82 % of students mentioned that they quite mastery of vocabulary and it includes very high category. So most of the students quite mastery of vocabulary.

3) Students 'learning habit

Based on questionnaire in table 4.14, it shows that the biggest percentage is 52 % of students mentioned that they seldom visit to the library and it includes fair category. So, most of the students seldom visit to the library.

Based on questionnaire in table 4.15, it shows that the biggest percentage is 50 % of students mentioned that they sometimes review the lesson at home and it includes fair category. So, most of the students sometimes review the lesson at home.

From two indicators, it can be said that the students learning habit is in fair category. Because, their learning activity is fair, their mastery in describing persons characters is also fair. Thus, it is supposed that the students learning habit influence very much on their mastery in vocabulary.

b. Teachers' Factors

1) Teacher experience in teaching English

Based on the interview with two English teachers, it is known that their teacher experiences 8 years long (Hj. Hertini S, SH) and 7 months (Karmila Yanti, S.Pd.I) in MTsN, it includes fair category.

2) Clarity of the teacher in explaining English lesson to the students

Based on the questionnaire in table 4.16, it shows that the biggest percentage is 78 % of students mentioned that their teacher always gives explanation about unknown vocabulary and it includes high category. So, most of the students said that their teacher always gives explanation about unknown vocabulary.

Based on questionnaire in table 4.17, it shows that the biggest percentage is 56 % of students mentioned that their teacher is quite clear in explaining English lesson and it includes fair category. So, most of the students said that their teacher is quite clear in explaining English lesson

It means that their teacher have good competence in explaining English lesson. It influences very much in students mastery especially in vocabulary.

c. Facilities Factors

1) Facilities owned by the students

Based on the data that are gained from the writer's questionnaire, it is known that some of the students have own of English books. It can be seen within the table 4.18, that the biggest percentage is 64 % of students mentioned that they quite have books and it includes high category.

Based on the table 4.19, the biggest percentage is 94 % of students mentioned that they have owned of English dictionary and it includes very high category. Thus, it can be concluded that the most of students have English book and English dictionary.

It means that students' learning facility is good. It is support their ability in learning vocabulary. So, it influence very much on their ability in English lesson.

2) Teaching English facilities belong to school

Based on the table 4.20, that the biggest percentage is 56 % of students mentioned that their library has quite of English books and it includes fair category. The writer concludes that the school facilities are fair.

Thus, both students' facilities and school facilities quite influence on the ability of students in English lesson especially in vocabulary.

CHAPTER V

CLOSURE

A. Conclusion

In this chapter, the writer concludes all the research results as follows:

1. It is known from the test result of mean score that is gotten by students is 62.64 which 19 students or 38 % are in fair category with the score 60 – < 70.
2. The influential factors of the students 'vocabulary mastery of the first grade students in describing persons character at MTsN Banjar Selatan academic year 2012/2013 as follows :
 - a. Students' factors
 - 1) Interest: students' interest in English is in fair category
 - 2) Vocabulary: students' vocabulary is in high category
 - 3) Learning habit: students' learning habit is in fair category.
 - b. Teachers' factors
 - 1) Teachers' experience in teaching English is in fair category.
 - 2) Clarity of the teacher in explaining English lesson to the students is in fair category.
 - c. Facilities Factors
 - 1) School facilities are in good condition. It includes in fair category.
 - 2) Students' facilities are in very high category

B. Suggestion

In this framework of intensifying the developing of English competence, the writers gives suggestions or contributions as follows:

1. For the students at MTsN Banjar Selatan, it would be better if they learn more about English lesson especially in describing persons character and also students give more attention toward English lesson because it is very important to use in this era and also to increase students' mastery with following English training such us English course, and try to read English book if there is a moment.
2. For the teachers, they should teach vocabulary more in order to give a chance for their students to increase their ability especially in describing person character and should give more attention to the students while teaching learning process. In addition, teacher have to make students more interested toward English lesson by making a variety of learning activities so they are not bored. Teachers also should be more active to follow English training to increase their ability.
3. For the school organizer, whether the headmaster and others who manage the school. It is needed to increase the English book or material for teachers and for students in quantity, quality and variation. More active to use language laboratory especially when the teaching learning English, it is important to help in improving students' ability in English.