CHAPTER 1

INTRODUCTION

This chapter provides some points dealing with the tittle of this thesis. In the other words, the researcher introduces the study from the very beginning points. It consists of eight over all sub chapters. They are background of study, research problem, research objective, significance of the study, scope and limitation of the study, assumption of the study, hypothesis, definition of key term, and previous study.

A. Background of Study

Education is a conscious and planned effort to realize the learning process so that students are actively able to develop their potential to have religious spiritual qualities, self-control, personality, noble character intelligence and skills needed by themselves, society, nation and state. One of them is education in high school. SMA is a high school education level that prioritizes student readiness to continue higher education with a special focus on learning in the form of class majors.[1]

At the high school level, the majors are divided into two, well-known in Indonesian as IPA (*Ilmu Pengetahuan Alam*) sciences studies and IPS (*Ilmu Pegetahuan Sosial*) social studies.[2] The two majors have significant differences.

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[1] Wicky Puri Perta, "Dampak Pemilihan Jurusan Terhadap Belajar Siswa di SMA Negeri 1 Batusangkar" (Thesis, Batusangkar, IAIN Batusangkar, 2021), 1.

[2] Eko Febri Rahmawan and Taufiq Hidayat, "Perbandingan Minat Kelas IPA dan IPS terhadap Pembelajaran Pendidikan Jasmani, Olahraga, dan Kesehatan Di SMA," *Jurnal Pendidikan Olahraga Dan Kesehatan* 1, no. 1 (2013): 107.

Based on Chrieswati in Aziz, the department of Science is a science that has relatively definite provisions and requires accuracy and precision. While the Social Studies Major is a science that has general provisions and requires relatively higher language skills than science.[3] In high school education there are several subjects such as Indonesian, Mathematics, Social Sciences and one of them is English.

English is a compulsory subject from junior high school to college.[4] English is one of the subjects taught with the aim of improving student language skills. Actually in English subjects we have to learn several aspects to improve their skills in English, such as reading, writing, listening, speaking and vocabulary. For all aspect of learning vocabulary is an important aspect, because when we write, speak, listen, and read, we need vocabulary.

According to Keraf in Iqbalullah, vocabulary is the whole word owned by a language which is a language component that contains all information about the meaning and use of words in language.[5] It means that, vocabulary is the basis of a language and is an important aspect in the communication process. Vocabulary is very important in learning a foreign language, because in general there is no language without vocabulary. So to be able to improve English language skills, you must master vocabulary, because vocabulary mastery is not a spontaneous process, but a process towards good and correct vocabulary mastery.

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[3] Nur Aziz, "Sikap Demokratis Ditinjau dari Latar Belakang Jurusan IPA dan IPS pada Siswa SMU" (Thesis, Yogyakarta, Universitas Islam Indonesia, 2013), 28.

[5] Muhammad Iqbalullah, "Vocabulary Mastery and Grammar Mastery Impact on EFL High School Students Writing Skills," *Journal English Language Teaching* 1, no. 3 (November 2018): 17.

MA. Al-Djufri is a high school that applies IPA and IPS majors. The division of these majors when students are accepted at the school. The choice of majors is in accordance with the interests of the students. In MA. Al-Djufri, teachers, students and the community have different views about students between the two majors. According to Mrs. Ida, as teacher of English subjects at MA. Al-Djufri, she said that there are differences between students majoring in IPA and IPS studies, where the differences are seen mainly from the discipline aspect of being active in the classroom and in terms of assignment.[6] As the researcher observed, IPA and IPS students have very low skills in speaking English, especially in vocabulary. Whereas, we will not be able to speak English well if, we can't master the vocabulary. They think that English is just a lesson that is not too important. Whereas IPA major have a more disciplined label than IPS major, and both majors also have the same English teacher.

The form of dichotomy that often occurs in a society, namely that there is a perception that IPA major is higher quality than other majors. This perception was confirmed by M. Nuh, who had served as the Minister of education, that the major only creates discrimination. This statement is clarified by the assumption that students from the IPA major are smarter than the IPS major. The practice of dichotomy is also recognized by Retno Listyarti as secretary general of the federation of Indonesian teachers' unions. She argues that IPA major is more prestigious than IPS major. The reason for this assumption is that there is a desire for students to enter

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[6] Siti Ruaida, The Differences between IPA and IPS students major, Telephone, April 28, 2022.

the IPA, and they are not able to meet these requirements. As a result, these students were forced to enter the IPS major.[7] Labeling is often found in interactions that occur in society. Labels attached to students majoring in IPS have a great influence on their activities, which will lead them to deviations or different actions from students majoring in IPA. The label that has been embedded in IPS major is a serious problem in education. This phenomenon is a scourge for most people, they are afraid when they want to send their children to IPS major. As a result, parents lead their children to enter the IPA and cause the position of the IPS major student to become getting cornered.[8] Looking at the different labels between the two majors, the researcher wants to know the difference in vocabulary mastery between the IPA and IPS majors.

Many studies have been conducted in line with vocabulary mastery, such as research "The effect of Vocabulary Mastery on Student Speaking Skill" by Nurul Hidayati. The result of this research proved that mastery of vocabulary has a strong influence on students' English speaking skills are proven by the existence of significant correlation between variable X (vocabulary mastery) with variable Y (speaking skill). The relationship is linear, which means that the higher the level of mastery of students' vocabulary, the higher it is students' English speaking skills.[9] Another research by Prima Pantau Putri Santosa "The Effect of Vocabulary Mastery on Ability to Read Persuasive Text in English Student". Research purposes carried out by the researcher to knowing the effect of vocabulary on ability to read persuasive

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[7] Siti Mu'awanah and M. Jacky, "Perang Stigma Antara Siswa IPA/IPS Di MAN Lasem" 3 (2015): 2.
[8] Andre Bagus Hanafi, "Deskriminasi Terhadap Siswa IPS Di SMA Surabaya," 2014 2013, 3.
[9] Nurul Hidayati, "Pengaruh Penguasaan Kosakata Terhadap Keterampilan Berbicara Siswa Kelas VIII Di Mts. Model Palopo" (Thesis, Palopo, STAIN Palopo, 2013), 74.

text students' English, and the results of this study based on these data in above researchers have proven and draw conclusions about research conducted by researcher namely the influence of vocabulary on ability to read persuasive text students English.[10]

Under difference in vocabulary mastery as in Tengku Noor Azmi's research entitled "A Comparative study on English Vocabulary Mastery between Students Who Use English and Indonesian on Their Android (A Comparative Research at The Seventh Grade Students of MtsN 1 Lhokseumawe)" the purpose of this research is to know the comparison vocabulary mastery between the seventh grade students who used English and Indonesian on their android with those who did not. The results of this research proved that there were some differences between student's vocabulary mastery using English input and on their androids.[11] Another research is entitled "A Comparative Study on Vocabulary Mastery between Students with High and Low Reading Interest Students" by Eka Yuliani. The purpose of this study is to know the comparison vocabulary mastery between students with high reading interest and low reading interest. The results of the study showed that students with higher reading interest were better at mastering vocabulary.[12] The previous study above both compares the mastery of vocabulary it's just that the object is different.

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[10] Prima Pantau Putri Santosa, "Pengaruh Penguasaan Kosa Kata Terhadap Kemampuan Membaca Teks Persuasif Bahasa Inggris Siswa Kelas X SMK Negeri 2 Depok," *DEIKSIS* 09 (Mei 2017): 179.

[11] Tengku Noor Azmi, "A Comparative Study on English Vocabulary Mastery between Students Who Use English and Indonesian on Their Android (A Comparative Research At The Seventh Grade Students of MTsN 1 Lhokseumawe)" (Thesis, Lhokseumawe, IAIN Lhokseumawe, 2019).

[12] Eka Yuliani, "A Comparative Study on Vocabulary Mastery between Students with High and Low Reading Interest Students" (Thesis, Purwokerto, 2015).

Based on the background of the research above, the researcher is interested in conducting a study entitled **"The Comparison of English Vocabulary Mastery between IPA and IPS Majors at 12ᵗʰ Grade Students of MA. Al-Djufri Blumbungan Pamekasan"**

B. Research Problem

According to John W. Creswell, Research problem are the educational issues, controversies, or concern that guide the need for conducting a study.[13] Based on the definition, research problem is about the educational problem that will be axplain or observe existing as variable and it will be shown in question sentences.

Based on the background of the study above, the researcher formulates two research problems in this research as: "Do the students IPA and IPS majors have significant difference on the vocabulary mastery the 12ᵗʰ grade students of MA. Al-Djufri Blumbungan Pamekasan?

C. Research Objective

Research objective is a statement of intend that specifies goals that the investigator plan to achieve in a study.[14] The research objective in this research is to measure significant difference between the students IPA and IPS on the vocabulary mastery the 12ᵗʰ grade students of MA. Al-Djufri Blumbungan Pamekasan

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[13] John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson, 2012), 59.
[14] Creswell, 111.

D. Significance of The Study

Significance of study is describing the usefulness or urgency of the research, either scientific use (theoretical) as well as social use (practical).[15] This study has two significance such us theoretical significance and practical significance.

1. Theoretically

Theoretically, this research develop the theory of students majors in acquiring second language. In this case, the researchers investigate the differences between students IPA and IPS majors toward their English vocabulary mastery.

2. Practically

The significance of this research is expected to be useful for:

1) For the students

This research as a comparison between students IPA and IPS majors in English vocabulary mastery

a) For the teachers

This research it is used to know the comparison between students IPA and IPS majors in helping the students to learn English, especially in mastering vocabulary.

b) For the other researcher

This research finding is the material which can be developed further and deeper by adding knowledge

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[15] Muhammad Adnan Latief, *Research Methods on Language Learning an Introduction*, 1st ed. (Malang: Penerbit Universitas Negeri Malang, 2010).

c) For the readers

This research can be read to enrich their knowledge

E. Scope and Limitation of The Study

The scope of research allows for the reviewer to know what type of information was gathered and how it was gathered to come to the analysis that was conclude. The limitation is potential weakness or problem with the study identified by the researcher.[16] While the scope and limitation of study are both entirely different in their own rights, they are both a very necessary and crucial part of any through research.

Scope of the study is the comparison between students IPA and IPS in vocabulary mastery of MA. Al-Djufri Blumbungan Pamekasan. The researcher limits the study of the IPA and IPS majors at 12th grade students of MA. Al-Djufri Blumbungan Pamekasan.

F. Assumption of The Study

Research assumption is basic assumption or postulate bout a matter relating to a research problem whose truth has been accepted by the researcher.[17] Its mean assumption is a provisional assumption that is considered true by the researcher and requires proof so that the assumption becomes the absolute truth.

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[16] Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 199.

[17] *Pedoman Karya Tulis Ilmiah* (Agama Islam Negeri Madura, 2020), 17.

Latief states that assumption believes that a person has a condition to carry out an activity, without the assumption that someone will not decide to do something.[18]

This study assumes that there is a significant difference between students IPA and IPS majors at 12th in vocabulary mastery of MA. Al-Djufri Blumbungan Pamekasan.

G. Hypothesis

Hypothesis is statement in which the investigator makes a prediction about the outcome of the research.[19] There are two hypotheses in this research, such as null hypothesis (Ho) and alternative hypothesis (Ha). Null hypothesis (Ho) is a prediction about the population and is typically stated using the language of "no difference" (or "no relationship" or "no association"). Alternative hypothesis (Ha) indicates a difference (or relation or association), and the direction of this difference may be positive or negative (alternative directional hypotheses) or either positive or negative (alternative non directional hypotheses).[20]

Based on the research objective above, the researcher creates a hypothesis as follow: null hypothesis (Ho) there is no significant difference between students IPA and IPS majors at 12th in vocabulary mastery of MA. Al-Djufri Blumbungan Pamekasan. While alternative hypothesis (Ha) there is a significant difference

[18] Latief, *Research Methods on Language Learning an Introduction*, 49.
[19] Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 111.
[20] Creswell, 188.

between students IPA and IPS majors at 12th in vocabulary mastery of MA. Al-Djufri Blumbungan Pamekasan.

In this research, the researcher uses an alternative hypothesis: namely, there is a significant difference between students IPA and IPS majors at 12th in vocabulary mastery of MA. Al-Djufri Blumbungan Pamekasan. Because according the English teacher in MA.Al-Djufri Blumbungan Pamekasan there are differences between students majoring IPA and IPS studies, where the differences are seen mainly from the discipline aspect of being active in the classroom and in terms of assignment.

H. Definition of Key Term

To avoid misunderstanding in comprehending this title, so that the researcher needs to explain the term in this tittle as follow:

1. Comparison

   Comparison is express similarities or differences between something and something else.

2. Vocabulary mastery

   Vocabulary mastery is a student's English ability to understand and use words and meaning to master English language skill as a foreign language.

3. IPA major is class for students at 12th grade in sciences class of MA. Al-Djufri Blumbungan Pamekasan

4. IPS major is class for students at 12th grade in social class of MA. Al-Djufri Blumbungan Pamekasan

I. Previous Study

Research related to vocabulary mastery has been done by many previous researchers, one of which is the research conducted by Robi Sugara "The Comparison of Students Vocabulary Achievement by Joining or Not Joining English Club at State Islamic University of North Sumatra". The approach is this research is a quantitative approach and the techniques of the data collection use questioners and multiple choice. The population in this research is the students of Department English Education in State Islamic University of North Sumatera Medan. And the sample of this research is use the technique purposive sample and random sample. Sampling is done with the provision that the students sampled are the students who join the English club, and random sample is used to students who not joining English club. The results showed that the alternative hypothesis was accepted, meaning that students who joined the English club had higher scores in vocabulary achievement than students who did not join. So there is a comparison in vocabulary achievement between students who join the English club and those who do not join.[21]

Another research conducted by Muh. Akbar Ikramullah with the title "The Comparative Study of Students Vocabulary Achievement Using Silent Way Method and Direct method". The approach of this research is used quantitative approach and research design is used quasi-experimental. The population of this research is all the first grade (VII.1, VII.2, VII.3, VII.4, VII.5, VII.6, VII.7, VII.8, VII.9) of SMP Negeri 3 Pallangga, Gowa. The sample of this research is used purposive sampling

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[21] Robi Sugara, "The Comparison of Students Vocabulary Achievement by Joining English Club at State Islamic University of North Sumatra" (Sumatra, IAIN Sumatra Utara, 2019).

technique. And the researcher took only two classes that were VII.4 as the experimental group and VII.5 as the control group that consisted of 31-33 students. This research shows that there is a comparison between using the silent way method and the direct method. Where using silent way method is better than using direct method.[22]

Also research conducted by Dewi Nurbaeti Widianigsih entitled "The Comparative Study between The Students' Vocabulary Achievement in Learning English through Bingo Games Strategy and Memorizing Strategy at Seventh Grade Students of Mts Negeri Cisaat Sumber Kab. Cirebon". The approach of this research is quantitative approach and use experimental research. The population of this research is seventh grade students of Mts Negeri Cisaat Sumber Kab. Cirebon. The result of this research, are first the students' vocabulary achievement in learning English through Bingo games techniques 74.25. The second is the students' vocabulary achievement in learning English through memorizing technique is 65.75. the third, there is positive and significant comparison between students' vocabulary achievement in learning English through Bingo games technique and memorizing technique.[23]

Then the research by Tengku Noor Azmi entitled "A Comparative Study on English Vocabulary Mastery between Students Who Use Englih and Indonesian on Their Android (A Comparative Research at The Seventh Grade Students of MTsN 1

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[22] Muh Akbar Ikramullah, "A Comparative Study of Student's Vocabulary Achievement Using Silent Way Method and Direct Method (A Quasy Experimental Research at The First Grade of SMP Negeri 3 Pallangga, Gowa)" (Thesis, Makassar, Muhammadiyah University of Makassar, 2018).

[23] Dewi Nurbaeti Widianingsih, "The Comparative Study between The Students' Vocabulary Achievement Inn Learning English Trough Bingo Games Strategy and Memorizing Strategy at Seventh Grade Students of Mts Negeri Cisaat Sumber Kab. Cirebon" (Cirebon, IAIN Cirebon, 2012).

Lhokseumawe)". The study was comparative research design where the researcher compared two samples. The population was the entire seventh grade students that attend and learn in MTsN 1Lhokseumawe with total number of 240 students. The samples were 60 students who use English and Indonesian input on their android. The finding of the research was that there were some differences in student achievements in vocabulary mastery between students who use English and Indonesian on their android. This was proved by the result of *t-test* was 2.8. The score of *t-table* on significance 0,05 for $df = 58$ was 1,67. It means that *t-test* was higher that *t-table.* The obtained that *t-score > t-table*: $2.8 > 1.67$.[24]

Then the research conducted by Eka Yuliani entitled "A Comparative Study on Vocabulary Mastery between High and Low Reading Interest Students". This research is used descriptive quantitative method. The sample of the research was 34 tenth grade students dividing into two groups which were high interest group (17 students) and low interest group (17 students). The result showed that the probability value (*p value*) *of Mann-Whitney Test* was 0.00 that was proved lower than the significant level 5% (0.05). Thus, there was a significant result. Moreover, the significant result was strengthened by the average score of the vocabulary test on each aspect which showed that high interest group got higher average score than the low group (71.9% > 46.6%). In brief, it can be concluded that the working hypothesis

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[24] Noor Azmi, "A Comparative Study on English Vocabulary Mastery between Students Who Use English and Indonesian on Their Android (A Comparative Research At The Seventh Grade Students of MTsN 1 Lhokseumawe)."

(Ha) was accepted, or in the other word the higher students' interest in reading was the better vocabulary mastery will be.[25]

Another research conducted by Dewi Septiani "The Mastery of Students on English Vocabulary between Social Science Class and Natural Science Class of Eleventh Graders of SMAN 1Kapuas Hilir". This result showed that value of t observed (2,339) was higher than t table at 5% (1,991) significant level or 2,339>1,991. It could be interpreted that there is no significant difference in English vocabulary mastery between eleventh graders of social science class and natural science class, thus H_0 (Null Hypothesis) was rejected and there is a significant difference in English vocabulary mastery between eleventh graders of social science class and natural science class, thus H_a (Alternative Hypothesis) was accepted. It means that there is significant difference between eleventh graders of social science class and natural science class at SMAN 1 Kapuas Hilir.[26]

This is similar to previous research, because this study also examines students' vocabulary mastery. However, previous research is also much different from this study because this study measures students' vocabulary mastery between science and social studies classes. Which means, this study uses the same subject but different objects, from the previous discussion above about comparisons in vocabulary mastery and this research the researcher focuses on the results of whether there are differences between these objects.

[25] Yuliani, "A Comparative Study on Vocabulary Mastery between Students with High and Low Reading Interest Students."

[26] Dwi Septiani, "The Mastery of Students on English Vocabulary between Social Science Class and Natural Sciences Class of Eleventh Graders of SMAN 1 Kapuas Hilir" (IAIN Palangka Raya, 2018).