

CHAPTER I

INTRODUCTION

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1.1 Background of the Study

Learning vocabulary causes a lot of problems for foreign students because they can usually understand the meaning of a number of words but they are still unable to put the words appropriately in a certain context. The following are examples taken from (Heaton 1987).

- * Every alive creature in the sea is affected by pollution (living)
- * If you like reading, there are horses you can rent (hire)
- * The illness has left her with very little power (strength)

The word 'alive' is wrong in the sentence because the opposite of alive is dead but living is the correct one as the opposite of non-living. Besides alive always follows the noun which is modified: Some of the fish in the boat were still alive. The rent usually refers to a regular series of payments made over a long period of time but hire is made for temporary use of thing. Similarly, the word 'power' does not fit in the context because a person's power refers to their social or

political influence, not to their physical strength (Heaton 1987).

The problem of the difficulty which is illustrated by the sentences is called DICTION. The learners are not aware of the different use to which a word is put, and the different effects it may have on a reader (Guth: 1969).

Related to the problem above, Koh Moy Yin (1980) states that the students' problem in vocabulary is not caused by the fact that they do not know the meaning of words, but they are not aware how to use it an appropriate and precise manner.

1.2 Statement of the Problem

Based on the background mentioned above, the main problem in this study is: what kinds of vocabulary errors do students make based on the form classed and types of errors:

The sub/minor problems are:

1. Do students make errors in the use of nouns in context ?
2. Do students make errors in the use of verbs in context ?
3. Do students make errors in the use of adjectives in context ?

4. Do students make errors in the use of adverbs in context ?
5. Do students make errors in the type of substitution ?
6. Do students make errors in the type of omission ?
7. Do students make errors in the type of addition ?
8. Do students make errors in the type of misordering ?

1.3 Objective of the Study

From the statement of the problem, the writer can derive that the objective of the study is to find out and analyze the vocabulary errors that students make based on the form-classes and the types of errors.

1.4 Significance of the Study

This study is hoped to give some contributions to the teaching of vocabulary for the second or third semester students of the English Department of Widya Mandala University.

1.5 Limitation of the Study

The study is focused on the problem of vocabulary in diction as seen from the writing exercises of the second semester English Department students from the school year 1993-1994 at Widya Mandala University.

The writer chooses the second semester students in this study because they are taking Vocabulary I and Writing I at the same time. Related to the background of the study, the writer assumes that eventhough the students have studied and known the meaning of vocabulary, it does not mean that they can use their vocabulary appropriately in a certain context.

1.6 Definition of Key Terms

Before coming to the core of the study, it is necessary for the writer to discuss the key term used in this study.

a. Analysis:

According to Hornby (1987), analysis means to study or examine in order to learn about.

b. Diction:

Diction is the selection of word to express ideas (Vivian and Jackson, 1961).

c. Vocabulary:

Vocabulary is one of the language components, which comprises the words of a language (J.B Heaton, 1975).

d. Writing:

Writing is an action of composing and committing to manuscript expression of thought or ideas in written words (Oxford Dictionary, Oxford University Press, 1985).

e. Error:

Error is noticeable deviation from an adult grammar of a native speaker reflecting interlanguage competence of the learner, which results in deficiency of competence (Brown, 1987).

f. Performance:

Performance is the overtly observable and concrete manifestation or realization of competence (Brown, 1987).

1.7 Organization of the Study

This thesis consists of 5 chapter. The first chapter is devoted to the introduction which includes background of the study, statement of the problem, objective of the study, significance of the study,

limitation of the study, definitions of key terms and organization of the study. Chapter two deals with review of related literature. The methodology of the study is described in chapter three. The data analysis and findings are described in chapter four.

Finally, a summary of what has been discussed in previous chapter is presented in chapter five which also includes some suggestions to be paid attention to the readers.