Chapter I: Introduction

1.1 Background of the study

Vocabulary is the first important language element to learn when one learns a language, without sufficient vocabulary one cannot speak well (Alqahtani, 2015). Mastering vocabulary helps learners to understand the language learned and express themselves orally as well as in written. When one does not know grammar very well but knows the words, s/he is still able to understand the information, like reading, listening, speaking, or writing although in a limited way. However, when someone does not know the words of the language learned, s/he cannot read, write, or speak at all. Hence, we can say that vocabulary is the basic component to learn in the process of learning a language.

There are lots of students who have high power in memorizing words or utterances, but they do not know how to use when to use them, and what is the further explanation about that word (Rezkianti, 2021), especially for people who learn independently or autodidactically. They sometimes learn every word randomly out of level because they are in a hurry to understand the whole language, so there may be some lower levels that they do not know yet.

There are two kinds of vocabulary mastery—receptive and productive mastery. Productive vocabulary refers to students who can use it correctly in speaking and writing and that is also called active vocabulary. Receptive or recognition vocabulary refers to language items that can be understood in listening or reading and that is also referred to as passive vocabulary (Faraj, 2015).

The aim of learning English at schools in Indonesia is commonly to understand written texts (receptive mastery) especially when the learners want to study until higher education later because when they have mastered various basic or level-appropriate vocabulary, their learning process through reading books at school will be easier (Mauliska & D'Angelo, 2024). Apart from that, working on written questions, such as reading comprehension, will be easier to do. So, in the next class, they will be better prepared to accept new material at a higher level.

Learning vocabulary at the secondary school level has been identified as one of the major challenges. Many students complete their schooling with only a minimal ability to use English, primarily due to limited vocabulary. Major findings said that students struggle with various aspects of vocabulary, including pronunciation, spelling, remembering long words, and understanding their meanings (Salam, 2021) and ((Machfudi & Afidah, 2022)). So, this time, the researcher was interested in investigating how far the receptive and productive vocabulary mastery skills in grade 9 students they have been studied so far.

1.2 Research Questions

1. Does the book used by the teacher have an impact on the receptive and productive vocabulary abilities in it with a standard value of 75 for grade 9 students in a private school in Surabaya?

2. Is there a significant difference in the mastery of receptive and productive vocabulary in the texts that have been discussed by the teacher?

1.3 Research Objectives

1. This research aims to prove that the book used by the teacher have an impact on the receptive and productive vocabulary abilities in it with a standard value of 75 for grade 9 students in a private school in Surabaya.

2. This research aims to show whether there is a significant difference in the mastery of receptive and productive vocabulary in the texts that have been discussed by the teacher.

1.4 Theoretical framework

Schema Theory

Schema theory describes how knowledge is mentally organized through cognitive structures called schemas. These schemas function like mental filing cabinets, helping individuals process, store, organize, and recall information. Understanding a text happens when these schemas are activated, offering a framework to make sense of its content (Moody et al., 2018). So, after they know the words that were previously learned, they remember them and store them in their minds. When the words are

needed, they are able to interpret them through the context of the surrounding sentences and are able to apply them to making new sentences.

1.5 Hypothesis

1. Students who are learning the book achieve significant vocabulary mastery based on the standard score of 75.
2. Students who are learning the book do not achieve significant vocabulary mastery based on the standard score of 75.

- H0: $\mu = 75$
- H1: $\mu \neq 75$

At a significance level of 95% or $\alpha = 5\% = 0.05$, show whether we will accept H0 or not.

1.6 The Significance of the Study

The related school where this research was conducted can evaluate the method of teaching vocabulary to the students. So, by reading this research, readers, especially teachers, can understand the students' abilities and difficulties in mastering vocabulary and trying to find out the effective ways to improve students' vocabulary skills with methods that are suitable for grade 9 students.

1.7 Definition of Key-terms

Vocabulary: Refers to a collection of words within a language that is utilized across different skill sets including reading, speaking, writing, and listening (Rahmah et al., 2023a).

Vocabulary mastery: The ability in understanding and using the word and meaning (Sitorus et al., 2021).

Receptive Vocabulary: Language items that can be understood in listening or reading, and that is also referred to as passive vocabulary (Faraj, 2015).

Productive Vocabulary: Students who can use it correctly in speaking and writing, and that is also called active vocabulary (Faraj, 2015).

1.8 Scope and Limitation of the Study

This research was conducted at one of the private junior high schools in Surabaya. However, it was only conducted in one class of grade 9 students. This research only analyzed about the students' receptive and productive vocabulary mastery skills.

Based on my limit for the number of respondents, the number of students in Indonesia, specifically where I took the data, was not too many students. So, 23 students for data collection were sufficient, although according (DeliCe, 2010) in a relational survey design, the sample size should not be less than 30, but I adjusted it with the place and method that I used, so that it did not require many respondents because it only needed once in data collection. I also used Indonesian in distributing questions to students because their abilities based on my internship experience there.

Actually, vocabulary skills can also be measured in several ways, including written and oral methods. However, I only chose to use an online platform for the process so that the form of this question was also not very ideal, considering the possibility of students opening other websites with the aim of cheating.

1.9 Organization of the Study

Chapter I: Introduction (Consists of Background of the study, Research Questions, Research Objectives, Theoretical framework, Hypothesis, The Significance of the Study, Terms, Scope, and Limitation of the Study, and Organization of the Proposal), Chapter II: Review of Related Literature (Include: Related Literature and Previous Studies), Chapter III: Research Methodology (Include: Research Design, Site and Context, Participants, Data and Data Resources Instruments, Data Collection Procedure, Data Analysis Procedure), Chapter IV: Result and Discussion, Chapter V: Conclusion and Suggestion, References, and Appendices.