

APPROVAL SHEET

This is to certify that the *Sarjana's* thesis of *Rizki Amiliyah, Students' Vocabulary Acquisition at Seventh Grade Junior High School of Muhammadiyah 1 Gresik* has been approved by the thesis advisors for further approval by Board of Examiners.

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MOTTO AND DEDICATION

MOTTO:

We are able because we think we are able

DEDICATION:

Great thanks and love to:

My beloved dad and mom

My brothers

My future husband

My true friends

My lovely advisors

*All of lecturers English Department
University of Muhammadiyah Gresik*

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The writer

ABSTRACT

Amiliyah, Rizki. 2014. *Students' Vocabulary Acquisition at Seventh Grade Junior High School of Muhammadiyah 1 Gresik*. Thesis, English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisor I, Dr. Yudhi Arifani, M.Pd. Advisor II, Slamet Asari, M. Pd

Key words: Acquisition, English vocabulary, mastery, English teaching

This study described about students' vocabulary Acquisition at seventh grade junior high school of Muhammadiyah 1 Gresik during their teaching learning process. The school is observed because their students' vocabulary ability are not spread evenly. It means, there are some students with the high skill in vocabulary mastery and the others is low.

This study also described the teachers' efforts to give the contribution to the students' vocabulary mastery during the teaching learning process at seventh grade junior high school of Muhammadiyah 1 Gresik. In this study, the researcher used descriptive qualitative. To collect the data the researcher used three instruments; observation, interview, study of the documents. The researcher would observe and interview three students as the subjects of this study who were the students of VII C class with the best score in their English lesson and had the high vocabulary skill as the teacher recommended. The researcher also observed and interviewed the English teacher of the VII C class.

After analyzing the data, it was found that the students noted new vocabularies that they got, it was from the teacher explanation or difficult word that they met. After that, they would memorize and use the new vocabulary when the teacher gave them assignment. The teacher also gave students new vocabularies and assignment in every meeting related to the lesson materials. The teacher would help their students do their assignment, the teacher would answer the student's questions about the vocabularies that they didn't understand. But, in the classroom activities, it was rarely found an interaction using English language between the teacher and the students.

In conclusion, based on the findings, the writer found some facts. There are some ways to the students to acquire their vocabulary mastery during their teaching learning process. First, note the new vocabularies. Second, memorize the new vocabularies. The third, use it when they do their English assignment. Besides, the teacher also had some efforts to give the contribution to their student's vocabulary mastery during teaching learning process. The teacher always gives students new vocabularies and assignment in every meeting. The teacher also answers every student's questions about difficult words or new vocabularies that they meet. But, she rarely uses English language to make an interaction in the classroom activities.

As suggested, the teacher should make an interaction using English language with the students during their teaching learning process. So the students' vocabulary mastery will be better because they practice it every day.

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