AN ANALYSIS ON THE STUDENTS’ VOCABULARY MASTERY A DESCRIPTIVE STUDY ON THE MTS

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Abstrak: Penelitian ini bertujuan untuk mendeskripsikan penguasaan kosa kata siswa di kelas VII MTs IKA-PGA Pontianak provinsi Kalimantan Barat. Metode penelitian yang digunakan adalah measurement technique dan indirect communication technique. Sampel penelitian ini adalah 25 siswa. Hasil analisis data menunjukkan bahwa pada pilihan ganda tes pertama adalah 55.91 dan kedua adalah 58.02, jadi perbedaan skor meningkat menjadi 2.11. Sedangkan pada essai untuk tes pertama adalah 56.31 dan kedua adalah 57.82, jadi skor meningkat 1.51. Kesimpulan untuk klasifikasi kategori yaitu poor to average yang berarti kosa kata pada kelas VII sekolah MTs IKA-PGA Pontianak masih dibawah rata-rata untuk ketuntasan pelajaran bahasa Inggris dalam penguasaan kosa kata yang harus dikuasai siswa. Penulis menganjurkan bahwa guru bahasa Inggris semestinya mempunyai beberapa tehnik dalam mengajarkan kosa kata, sebagai contoh seorang guru dapat menggunakan objek nyata untuk menunjukkan arti dari kosa kata supaya membuat siswa mudah memahami dan menguasai kosa kata dan mempelajari bahasa Inggris.

Kata kunci: Kosa Kata, Penguasaan, Deskriptif

Abstract: This research aims to describe the students’ vocabulary mastery of the seventh grade students of MTs IKA-PGA Pontianak West Borneo Province. The research method that used is a measurement technique and indirect communication technique. The study sample is 25 students. The result of data analysis showed that multiple-choice test 1 is 55.91 and test 2 is 58.02, so the compared of score in average is 2.11. while the matching test 1 is 56.31 and in test 2 is 57.82, so the compared of score in average is 1.51. The conclusion to the classification of category is poor to average which mean that vocabulary of the seventh grade students of MTs IKA-PGA Pontianak in low average level for achievement in English lesson in mastering vocabulary that should mastered by students. The writer suggests that English teacher should have some techniques to teach vocabulary for example the teacher can use the real object to show the meaning of the words, in order to make the students easier in mastering vocabulary and learning English subject.

Key words: Vocabulary, Mastery, Descriptive
Vocabulary is the important element in learning English; it is the first step for the students if they want to achieve their goal in learning English skill. Vocabulary is an essential part of language and always be first thing to learn a language. It considered basic, either written or spoken. In schools, the students are introduced and taught English like other important subject as one of compulsory subjects. However, English is still regarded as a difficult subject and a difficult language to be mastered by the students. Vocabulary is the total number of the words which make up a language (Hornby, 2002:6). As Nunan (2005: 121) states that “vocabulary is the collection of words that an individual knows”. That is a reason why without a sufficient vocabulary, students will have difficulties in learning a language.

Vocabulary besides grammar, pronunciation, and spelling is considered one of the important elements in language learning. As Citravelu and Saratha (1996: 214) stated that “the word(vocabulary)which make up a language constitutes vocabulary”. It is the basic competence that should be mastered by the students. Through vocabulary, the students are able to master the four language skills; they are, listening, speaking, writing and reading. That is why the mastery of vocabulary determines the mastery of four language skills. By having good mastery of vocabulary the students are able to communicate well and clearly with each other.

In the process of learning English in Junior High school, vocabulary mastery is very important for the students. It is because in their early years, vocabulary connected experiences that the students have and play a vital role in the development of their language.

Junior high school students are train to do some ways in learning a vocabulary. It will be developed when the learning grow up and learn it a senior high school. Both of junior high school and senior high school students have their similarity in learning but the junior high school students have more specific treatment since they are in the concrete operation or grow to the semi abstract of psychological development. The students learned basically content word of vocabulary, because the learners are major word dominate English.

Vocabulary mastery is one of the factors to master English as foreign language. It means that the students have the ability in understanding and using the word and meaning. The larger vocabulary the students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skill.

By mastering vocabulary, they can shape their English and think that English as one of their subjects at school. It is suitable with the statement of John langan (1992: 422), he said that a good vocabulary, more than any other factors. Beside that, it is hoped that they will have more vocabulary (because they are easier to find new vocabularies) and will help them in studying English in the next level of school (Senior High School) or in the University. So that they can use their English in order to communicate to other people from other countries.

By having knowledge of what the purpose are, the mastery of vocabulary could be arranged or designed to reach the goals. The environment support students in learning English vocabulary.
Mastering English vocabulary to Indonesian students would not be the same with mastering English to the students from another country. Indonesian language does not belong to the family with English, like Dutch or Germany. Indonesian language is different from English. This factor will influence the difficulty of learning English to the most of Indonesian students.

The mastery of English vocabulary itself is closely related to the ability of the learner in acquiring the vocabulary. Henry and Pongrantz (2006:246), points out that “mastering a language means being able to comprehend the vocabulary and its phonological system both in speech and in writing”. It means that learner who learns English as the second language must comprehend the meaning of the words and is able to apply them in sentences.

Beck, Perfitti, and McKeown (1982:87) state that: Everyone has two vocabularies. The larger of these is called the recognition vocabulary and is made up of all those words one recognizes. In written and oral context. The second and the smaller vocabulary consist of the words one actually uses in everyday speaking and writing. The second vocabulary called the working vocabulary for its supply of words. The more one can be extend his recognition of words, the greater his chance of enlarging his working vocabulary.

Shefelbine (1990:23) asserts that, whenever we think of language and language learning, we usually think of mastering the vocabulary of the learning the ‘words’. Seal (1991:76) says, “Word knowledge is an Essential Competent of Communicative Competence.”

The mastery of vocabulary cannot be denied in learning English, not only learner’s speaking skills only, but also their reading and writing as well, because vocabulary is one of the most important elements to improve the learners’ English mastery of vocabulary that can also be developed naturally by their experience during life according to their need and education.

Vocabulary is one of the elements of language that should be learned and taught. It cannot be denied that it will be hard to master language without mastering on understanding certain numbers of vocabularies. Vocabulary is central to language and of critical importance to typical language learner without a sufficient vocabulary; one cannot communication effectively or express his ideas in both oral and written form (Zhihong, 2000:18). Vocabularies become central to any language acquisition process especially in introducing and consolidating new lexical items. Based on explanation above vocabulary is always related to word. In learning language vocabulary is one step to know the words, understanding the meaning and used them in sentence.

In learning English, vocabulary plays an importance role in the four English language skills, like what Schmite and Mc Carthy (1997: 6) say that vocabulary has an important role in language skills. In listening ability, vocabulary gives easiness for the learners to comprehend what the other person speaks. In speaking and writing, vocabulary gives ease for the learners to expand their ideas. In reading, vocabulary gives easiness for the learners comprehend the text. Vocabulary must not be neglected by anyone who learns a language.

In other case, according to Kimble and Garmezy in Brown (2000:7) say that learning is the process of acquiring or getting knowledge from a subject or a skill
by studying, experiencing, and instructing. In order to know a particular subject, one must learn it. Furthermore, John (2006:73) says, “language learning is essentially like learning other domains of knowledge: that whether people are learning mathematic, or learning to drive a car, or learning Japanese, they are not engaging in any essentially different kind of mental activity”. Moreover, John in Muriel (2006:72) argues, “learning essentially involves development from controlled to automatic processing of component skills, freeing learners’ controlled processing capacity for new information and higher-order skills”.

**Kinds of Vocabulary**

There are some words in a sentence and those collections of words are included into the vocabulary because vocabulary is a list or collections of words arranged in alphabetical order explained. And there are many kinds of vocabulary (Harmer, 2001: 6) such as;

a. **Synonym**

   Synonym is word that shares similar meaning (Thornbury, 2003: 2). So, synonym is word that has the same meaning but different in writing.
   
   b. **Antonym**

   Antonym is a word which is opposite in meaning to other word
   
   c. **Polysemy**

   Polysemy means words which have two or more related meaning (Tyler and Evans, 2001: 95)
   
   d. **Homonym**

   Homonym is word that shares the same form but has unrelated meaning (Thornbury, 2002: 8). It assumed that there are two or more words with some pronunciation rather than single words with different meaning.
   
   e. **Definition**

   Definition is statement that defines a word (Oxford Learner’s Pocket Dictionary, 1995: 109)

   Unlike those kinds of vocabulary, (Finocchiaro in Hiebert and Kamil, 2005:167-169) divides vocabulary into two kinds:
   
   1. **Active Vocabulary**

   Active vocabulary consists of words which students understand, can pronounce correctly and use constructively in speaking and writing.
   
   2. **Passive Vocabulary**

   The passive vocabularies consists of words those students recognize and understand when they occur in a context and they never use then in communication. They understand them when they hear or read them, but they do not use them in speaking or writing.

   Moreover the vocabulary or words are divided into two kinds that are functional words and content (Widjaja, 2002:11):

   a. **The Functional Words**

   The functional words are used chiefly to express grammatical function
b. The Content Words

The content words are used to express cultural content and they consist of nouns, verbs, adjectives, and adverbs making up the lagers part of vocabulary.

The following are the ways that are stated by Freeman (2000: 9-21) to develop vocabulary mastery:
a. Translation of literary passage
   Students translate a reading passage from the largest language into their native language. The reading passage focused for several classes: vocabulary and grammatical structures in the passage are studied in subsequent lessons.

b. Antonym/Synonym
   Students are given one set of words and are asked to find synonym/antonym in the reading passage.

c. Fill in the blanks
   Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as preposition or verbs with different tenses

d. Memorization
   Students are given lists of target language vocabulary words and they native language equivalents and are ask to memorize them.

e. Use words in sentences
   In order to show that students understand the meaning and the use of a new vocabulary item, they make up sentences in which they use the new words.

f. 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 precis of the reading passage.

   Langan (1992: 422) mentioned that there are three ways of developing word power (vocabulary development):

1. Regular reading
   Through reading a good deal, the students will learn words by encountering them a number of times in a variety of sentences.

2. Word sheets
   Vocabulary word sheets are another means of vocabulary development.

3. Vocabulary study books
   A third way to increase the student word power is to use vocabulary study books. Many vocabulary books and programs are available.

   In accordance with the explanation above, the researcher tried to find the answer of the following question: “How good is the students’ vocabulary mastery of the seventh grade students of Mts IKA-PGA Pontianak.

Method

This research used the descriptive method with data interpretation. The writer intends to analyze the students’ problem in mastering vocabulary, descriptive method is carried out with the main purpose of describing some process and phenomenon in the sense of what has happened or what is happening.
The writer has several techniques of data collection. In this study, the writer uses measurement technique and indirect communication technique in collecting data. The tool in collecting data the researcher gave test in form completion test type by using multiple-choice and essay.

The tests were held twice, each test consists of 40 items that is 30 multiple choice items and 10 matching words items. Data interpretation, which is used for giving interpretation toward data in tabulation. In this case, the writer uses category as follow:

<table>
<thead>
<tr>
<th>Range</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 100</td>
<td>Good to Excellent</td>
</tr>
<tr>
<td>60 – 79</td>
<td>Average to Good</td>
</tr>
<tr>
<td>50 – 59</td>
<td>Poor to Average</td>
</tr>
<tr>
<td>0 – 49</td>
<td>Poor</td>
</tr>
</tbody>
</table>


The population of this research is 25 students and the sample is 25 students. Sample is a small proportion of the entire population. Concerning this, the writer selected one class of the population as the sample of this research. Based on the number of this research, the writer selects all the population as the sample of this research. By having this way, the writer applies the total sampling technique.

To carry out a research, a researcher has several techniques of data collection. In this study, the writer uses measurement technique and indirect communication technique in collecting data. The tool in collecting data the researcher gave test in form completion test type by using multiple-choice and essay. The tests were held twice, each test consists of 40 items that is 30 multiple choice items and 10 matching words items.

**The preparation of the study**

In order to get a good result of the research, the way of conducting this research must be well organized. In this thesis the researcher has also done some preparations. Those preparations are choosing the research location. (1) The location chosen by the writer to carry out the research is Mts IKA-PGA Pontianak. (2). Observed in the class before do the test. (3). Make the instruments of research that is about multiple choice, essay questions, answer keys.

**The result of the test**

In multiple choice tests, in test 1 there were 12 (twelve) students who get score above 60 and there were 7 (seven) students who get the score under 60. The average score in multiple choice test is 55. 81 and it is classified into poor to average. So, it can be stated that mastery on vocabulary of seventh grade student...
of Mts IKA-PGA Pontianak is poor to average category. Below is the table of the classification of the multiple choice test result.

### Table 2 The Multiple Choice Test Result 1

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>Good to Excellent</td>
<td>1</td>
</tr>
<tr>
<td>60-79</td>
<td>Average to Good</td>
<td>12</td>
</tr>
<tr>
<td>50-59</td>
<td>Poor to Average</td>
<td>7</td>
</tr>
<tr>
<td>0-49</td>
<td>Poor</td>
<td>5</td>
</tr>
</tbody>
</table>

In test 2 there were 13 (thirteen) students who get the score above 60. And there were 6 (six) students who get the score under 60. The average score in multiple choice test is 58. 47 and it is classified into enough. Below is the table of the classification of the multiple choice test result.

### Table 3 The Multiple Choice Test Result 2

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>Good to Excellent</td>
<td>1</td>
</tr>
<tr>
<td>60-79</td>
<td>Average to Good</td>
<td>13</td>
</tr>
<tr>
<td>50-59</td>
<td>Poor to Average</td>
<td>6</td>
</tr>
<tr>
<td>0-49</td>
<td>Poor</td>
<td>5</td>
</tr>
</tbody>
</table>

In matching tests, in test 1 there were 12 (twelve) students who get score above 60. And there were 8 (eight) students get the score under 60. The average score in matching test is 56. 31 and it is classified into Poor to Average. In test 2 there were 13 (thirteen) students who get the score above 60. And there were 5 (five) students get the score under 60.

The average score in matching test is 57. 82 and it is classified into Poor to average category. Below is the table of the classification of the matching test result.

### Table 4 The Matching Test Result

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>Good to Excellent</td>
<td>3</td>
</tr>
<tr>
<td>60-79</td>
<td>Average to Good</td>
<td>12</td>
</tr>
<tr>
<td>50-59</td>
<td>Poor to Average</td>
<td>8</td>
</tr>
<tr>
<td>0-49</td>
<td>Poor</td>
<td>2</td>
</tr>
</tbody>
</table>
Table 5 The Matching Test Result

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>Good to Excellent</td>
<td>4</td>
</tr>
<tr>
<td>60-79</td>
<td>Average to Good</td>
<td>13</td>
</tr>
<tr>
<td>50-59</td>
<td>Poor to Average</td>
<td>5</td>
</tr>
<tr>
<td>0-49</td>
<td>Poor</td>
<td>3</td>
</tr>
</tbody>
</table>

From the result of the research, it can be seen that the problem for the students who cannot answer the test correctly and get the low score is that they do not understand the meaning of the words tests.

Therefore, the students are expected to enrich their vocabulary by learning it at their school or home. If they do not understand the meaning of the words, they can use their dictionary or ask to their friends.

Discussion

From the computation, it is found that the seventh grade students of Mts IKA-PGA Pontianak have poor to average categories in mastering vocabulary. It is shown by evidence of the mean score of student’s ability in using vocabulary. If the counted into mean score of the seventh grade students of Mts IKA-PGA Pontianak is poor to average category from 25 students who get score (12 students), it means that even though they are studying English. Moreover, here they have to study categorized poor to average. According to KKM in Mts IKA-PGA Pontianak is 75.

After analyzing the data collected through the test, the writer found out that the students were unenthusiastic in learning English especially in learning vocabulary. This condition is resulted from the condition that some of students in this school don’t have a textbook and a dictionary to support his/her learning process in studying English. As result, the students of Mts IKA-PGA Pontianak ineffective and not better in vocabulary. Besides focusing on the purpose of this research, the writer found out the students of Mts IKA-PGA Pontianak in understanding the vocabulary in making sentences which the students need to look up the dictionary anymore and they have their own not self-confidence right to choose the correct answer of vocabulary on test item.

Conclusion

Based on the data analysis, it is found that students’ the English vocabulary mastery of the seventh grade students of Mts IKA-PGA Pontianak: 55. 91, 58. 02, and 56, 31, 57. 82 it can be classified into poor to average. So it can be stated that mastery on vocabulary of seventh grade student of Mts IKA-PGA Pontianak is poor to average category if the score of KKM is 75. This means that the English vocabulary mastery of the seventh grade students’ of Mts IKA-PGA Pontianak is in low average level compared to the level of vocabulary mastery that should be mastered by them.
Suggestions

Based on the result of this research the writer proposed some suggestions they are;

a. The teacher should make the students interested in learning English especially vocabulary subject. So that, they do not get bored and they can be active engaged in teaching and learning process. The teacher can use a new strategy or formula a set appropriate technique or media to enrich the students’ vocabulary. The teacher can use techniques such as; direct method, semantic mapping, etc. And media such as; pictures, flash card, word wall, Cd interactive, etc. For example, the teacher may use the reading activities can be designed in group work the teacher can create the competitive environment as the way to increase the students’ interest and motivation toward learning.

b. To have a better result in every meeting, the teacher should consider the all the teaching stages so that the process cannot redundant. The redundant activities will make the students feel boring. For example, re-explaining the strategy used, using the kind of activity in language practice and using the same teaching aids.

c. In this global era, the students are suggested to learn from internet where they can access to gain knowledge about vocabulary from many sources, not only classroom activities and the handbooks, but the students could also learn new words (vocabulary) from articles, magazine, newspaper that could facilitate the students’ attempt to become successful in their vocabulary subject. Through internet students could practice their vocabulary with their friends in facebook, twitter, or blog in enrich their vocabulary.

d. For the students especially the seventh grade students’ of Mts IKA-PGA Pontianak, they can use context clues in developing their vocabulary especially the unfamiliar words.

Bibliography


