
A DESCRIPTIVE STUDY ON THE VOCABULARY MASTERY OF TENTH YEAR STUDENTS OF SMK AL MAKSUM STABAT

Neneng Sri Lestari¹, Yunita Sari Adelina², Edi Suprayetno³

^{1,2,3}STKIP AL Maksu Langkat

lestarineneng9@gmail.com¹

yunitasariadelina@gmail.com²

edisuprayetno@gmail.com³

ABSTRACT

This study deals with the discussion of vocabulary. The problem in this research is "how far is the ability of tenth graders of Al Maksu Stabat Vocational High School in understanding and remembering vocabulary. The purpose of this research is to get an overview of students' ability to master vocabulary and to find out what difficulties students face in mastering vocabulary. The population of this study was tenth grade students of SMK Al Maksu Stabat which consisted of 120 students from three parallel classes. For the sample, only 40% of the population was taken, namely 50 students. This research instrument uses an objective test. This research method is field research. After the data was analyzed, it was found that the average or mean value of the students was 78.51. It can be concluded that the ability of the tenth grade students is "good", and it is suggested that the English teacher give a lot of practice, especially with regard to vocabulary.

Key words: *Vocabulary Mastery*

ABSTRAK

Penelitian ini berkenaan pada pembahasan perbendaharaan kata. Masalah dalam penelitian ini adalah "sejauh mana kemampuan siswa kelas sepuluh SMK Al maksu stabat dalam memahami dan mengingat perbendaharaan kata. Tujuan dalam penelitian ini untuk mendapat gambaran tentang kemampuan siswa dalam menguasai perbendaharaan kata dan untuk mengetahui kesulitan apa yang dihadapi siswa dalam menguasai vocabulary. Populasi penelitian ini adalah siswa kelas Sepuluh SMK Al Maksu Stabat yang terdiri dari 120 siswa dari tiga kelas paralel. Untuk sampel, hanya diambil 40% dari populasi yaitu 50 siswa. Instrumen penelitian ini menggunakan tes objective. Metode penelitian ini adalah riset lapangan. Setelah data dianalisis, ditemukan bahwa nilai rata-rata atau mean siswa adalah 78,51. Dapat disimpulkan bahwa kemampuan siswa kelas sepuluh "baik", dan disarankan agar guru bahasa Inggris memberi latihan yang banyak terutama berkenaan dengan perbendaharaan kata.

Kata Kunci : *Penguasaan Kosakata Bahasa Inggris.*

INTRODUCTION

Learning English is more important because English is used internationally. Most of the knowledge concerning science and high technology is written in English. Because of the fact, English, which is taught as a foreign language in Indonesia, become compulsory subject in junior high school, senior high school and University. There are four skill that should be mastered by the student in learning English. There are reading, listening, speaking and writing. And to mastered its skill the student should mastery the vocabulary.

English is widely used for communication in the world. English is used in many fields such as: Information and Technology, Economy, Science, Art, Education, Politics and so on. With the rapid development of science and technology, young generations (learners) need to develop their ability in many aspects in order not to be left behind. Mastering English is one way to reach In Indonesia, the position of English is as a foreign language. It is taught from the Elementary school to university. In learning English, there are four skills that have to be mastered. They are: listening, speaking, reading and writing. Besides that, one of the aspects of language which plays a great role in English ability is vocabulary mastery. Manurung (2003), states that the ability of speaking, listening, reading and writing English depends on the mastery of vocabulary and grammar it. Learning vocabulary is one of the first steps of learning a foreign language, yet a learner never finishes vocabulary acquisition. Whether in one's native language or a second language, the acquisition of new vocabulary is a continual process. Many methods can help one acquire new vocabulary. To know more about how students master the vocabulary the writer will have a look for at the mastering of words meaning, suffixes and prefixes that

can be used to enrich vocabulary. Because without knowing the words meaning, suffixes and prefixes that they want to take in their writing, speaking, listening, and reading skills, they will not be able to use the language effectively. Vocabulary is the base of language. There are four skill in English, listening, reading, speaking and writing. And the first way to get its skill is with vocabulary. Mastering the vocabulary is the first measure to develop our English skill.

As the main things, this is basically what the learner should learn .that is list of picture that is belonged to by one of language and give the meaning when we use.

Without having enough vocabulary the learner will not master and develop four skills such as writing, speaking, reading and listening. Productive vocabulary, therefore, generally refers to words which can be produced within an appropriate context and match the intended meaning of the speaker or signer. As with receptive vocabulary, however, there are many degrees at which a particular word may be considered part of an active vocabulary. Knowing how to pronounce, sign, or write a word does not necessarily mean that the word has been used to correctly or accurately reflect the intended message of the utterance, but it does reflect a minimal amount of productive knowledge.

Vocabulary of language in communication must be understood and recognize, because without understanding and recognizing the vocabulary of the target language , the verbal communication will not run well for the learner who are in this effort to master or understands the rules of vocabulary of the target language.

Vocabulary is commonly defined as "all the words known and used by a particular person". Knowing a word, however, is not as simple as simply being

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able to recognize or use it. There are several aspects of word knowledge which are used to measure word knowledge. Once a student has mastered the fundamental grammatical patterns of language, his next task is to master its vocabulary – or at least that part of its vocabulary that he needs.

According to Red John (2000: 16) vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test into find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. Broadly defined, vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms : oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also come in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear and see them. Productive vocabulary includes words that we use when we speak or write.

Adding further complexity, in education, the word vocabulary is used with varying meanings. For example, beginning reading teachers, the word might be synonymous with “sight vocabulary,” by which they mean a set of the most common words in English that young students need to be able to recognize quickly as they see them in print. However, for teachers of upper elementary and secondary school students, vocabulary usually means the “hard” words that students encounter in content area textbook and literature selections.

A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops

with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Using a defining vocabulary is not without its problems, and some scholars have argued that it can lead to definitions which are insufficiently precise or accurate, or that words in the list are sometimes used in non-central meanings. The more common view, however, is that the disadvantages are outweighed by the advantages, and there is some empirical research which supports this position. Almost all English learner's dictionaries have a defining vocabulary, and these range in size between 2000 and 3000 words, for example:

1. Longman Dictionary of Contemporary English: approximately 2000 words
2. Macmillan English Dictionary for Advanced Learners: approximately 2500 words
3. Oxford Advanced Learner's Dictionary: approximately 3000 words

The Mastery of vocabulary is great skillfulness and knowledge in learning vocabulary. The mastery of vocabulary can support them in speaking when they are communicating to people can write and translate the meaning of words when they definite English. If they do not know the meaning of words, they will not be able to speak, write and translate anything English. The students can be said gaining progress in English, the mastery of vocabulary.

While many English words cannot be divided into smaller parts (man, boy, house, for example), a great many others can obviously be thought of as consisting of parts that can be separated and still have meaning. It is clear that man, manly, mannish, manful, unmanly all have something in common, namely the base man, and that the various parts that are added before and after this base form words

with additional, or different, meanings, or change it to other parts of speech. Man, we know, is a noun most of the time (it may also be a verb). Manly, Mannish, and Manful, are adjectives meaning “Like a man” with other connotations that you can find in any good dictionary. The particles – ly, -ish, -ful are called suffixes, because they are added after the base. Unmanly, of course, is the opposite of manly in meaning; un- is particle that is added before the base. It is called a prefix.

Students will find the study of suffixes and prefixes is tremendously useful in increasing one’s vocabulary in English. Very often, if you know the base of new word have some familiarity with the suffixes or prefixes the word contains, the students can understand its meaning without having to look it up in the dictionary. A suffix is a unit (it may be just one letter too) you add to the end of another word or root so as to alter its meaning or create a new word. Usually, suffixes can't stand on their own as words. Knowledge of suffixes tends to help the student. On this page you find suffixes employed in common English.

There are kinds of suffixes in English inflectional and derivational. An inflectional suffix is one that added to a base for a grammatical reason; with very few exceptions it can be added to any word of a certain class in the whole language. These suffixes do not change a word from one word class to another (they never turn nouns into verbs, for instance). And, finally, no other suffixes can follow them; but, conversely they can be added to words that already have suffixes.

Derivational suffixes, on the other hand, change the meaning of the base in some important way, or else change it into a different word class. They turn nouns into adjective, adjectives into verbs, nouns of one type into nouns of another type, and so on. They add new meanings to the base. They

are readily followed by inflectional suffixes, and in many cases more than one derivational suffix can be found in the same word. A prefix is placed at the beginning of a word to modify or change its meaning. This is a list of the most common prefixes in English, together with their basic meaning and some examples. You can find more detail or precision for each prefix in any good dictionary. The origins of words are extremely complicated. You should use this list as a guide only, to help you understand possible meanings. But be very careful, because often what appears to be a prefix is not a prefix at all. Note also that this list does not include elements like "auto-" or "bio-", because these are "combining forms", not prefixes. The term meaning is much more familiar to us all. But the dictionary will suggest a number of different meaning of meaning. Meaning is dealt with in terms of the equivalence of terms is even more clearly brought out when we deal with foreign language.

METHOD

The study belongs to descriptive study. It tries to describe the students’ ability in vocabulary mastery. In this case, the writer wants to know whether the students are able to master all vocabularies learned at school or not. In order to know the students’ ability in remembering them. The writer prepares a set of test. A population refers to the aggregate of all observations of interest to the researcher” (Sax, 1997 : 180). The population is the total number of human beings living in a given area. The population is going to be researched in this occasion is the students of SMK Al Maksu Stabat. There are three classes of eighth year students. Sax, furthermore, states that “a sample is a limited number of elements selected from a population is to be representative to that population” (Sax, 1979 : 180). It means that not all of population is

researched since it will be hard for the researcher to do it, and will spend a lot of time and expenses. A number of students are selected random sampling technique. "If the subject of population not enough until one hundred, so all of the subject of population is used to the research and it's called by the population research, but if the subject of population more than one hundred, it can be taken the subject from 10 - 15% or 20 - 25% to be the sample" (Suharsimi arikunto, 2006 : 134).

This research, takes 50 students of each class to become the respondents which each class is represented by 16 - 17 students. In this thesis, the instrument that used to collect the data is a test. The purpose of the test to find out the students' ability in mastering vocabulary. The writer uses :

RESULTS AND DISCUSSIONS

The test was administrated to the eight year students of this test is to measure the vocabulary mastery of students in using words meaning, suffixes and prefixes. After the test had been contributed, the writer prepared some tables. The tables consist of the students' ability in understanding : words meaning, suffixes, and prefixes. After all students' result tabulated, which their result known, are gotten their average score in each of tabulation is assumed up to 78,51. This result is gained from the following computation :

1. The students' average of score in using words meaning is 76,68.
2. The students' average of score in understanding suffixes is 79,92.
3. The students' average of score in understanding prefixes is 78,94.

Based on the students' average of scores mention above, it can be stated that the students' ability in mastering vocabulary is good. This result is gotten from the total

1. The Objective Test. They are :

- Multiple choice
- Matching

Any researches need data. In order to get the data the writer prepares the instrument in collecting data. It is a set of test. The test which is used in obtaining the data is objective test (multiple choice and matching). At objective test, the students are ordered to choose the right answer by crossing and matching.

After finishing the student do the test, the students' result are scored in order to get the data. There are many ways in analyzing the data of any research. In this case, the writer analyze the data based on the students' result in answering the test. After collecting data, so the next step is to score it.

average scores of words meaning, suffixes, and prefixes is divided three (3). It is compared with the score 78,51 with table III is laid on the scale 76 – 85 (good).

The Students' Ability in Mastering Vocabulary. It has been known the students' score in the test given that the students have good vocabulary mastery. But, some of them have still have the difficulties in mastering vocabulary, that is, remember words meaning to answer the questions. It can be known from the sample. So the student's ability in mastering vocabulary is good.

B. Students Difficulties in Mastering Vocabulary

The difficulties faced by the student's vocabulary mastery are some of them have still the difficulties in knowing words meaning to answer the question. they only know the base word and they have still the difficulties to enrich their vocabulary. The students still have the difficulties to enrich their vocabulary because :

1. Only a few of them have known the meaning of words
2. Only a few of them have known how word is pronounced
3. Some of them make mistake in understanding vocabulary
4. Only a few of them use the new words in learning English

DISCUSSION

It has been already stated in previous chapter that this Research is the students of SMK Al Maksum Stabat are mastering vocabulary well.

By looking at the students' achievement in answering the test given about vocabulary, they got 78,51 in which this score is laid in the scale of 76 – 85. This scale of score according table III mentioned previously in which it is called good. Based on the explanations mentioned above, the writer can state that her assumption in this research is accepted.

The difficulties faced by the student's vocabulary mastery are some of them have still difficulties to knowing words meaning and the way how to enrich vocabulary because :

1. Only a few of them have known how the words pronounced
2. Some of them make mistake in understanding vocabulary
3. Only a few of them use the new words in learning english

Based on the research result and research discussion the vocabulary mastery of tenthth year students of SMK Al Maksum Stabat is good.

CONCLUSION

Based on the obtained data after carrying out the research, the writer then forwarded the conclusions as follows :

1. The mastery of SMK Al Maksum Stabat students in understanding words meaning was good,
2. The mastery of SMK Al maksum Stabat students in using suffixes was good.
3. The mastery of SMK Al Maksum Stabat students in understanding prefixes was good.
4. The result of this reseach was accepted.

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