

An Analysis Of Students' Vocabulary Mastery At Smk Grafika Bina Media Analisis Penguasaan Kosakata Siswa Smk Grafika Bina Media

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Abstract. In learning foreign language, one of the important aspects is vocabulary mastery. To converse perfectly in one foreign language, one should have the sufficient amount of vocabulary and able to use them correctly. Thus, this research is purposed to figure out students' vocabulary skill at SMK Grafika Bina Media and to figure out the problems faced by students in learning vocabulary. The research was done on Class X Design Graphic students which consists of 19 students. The methodology used in this research was descriptive method. In this research, the authors used interview and vocabulary mastery test which consists of 40 questions, 15 in multiple choice and 25 in essays to obtain the data. Based on the findings of this research, it can be stated that only 3 students managed to get >85 and most students get <70. Thus, it indicates that students' skill in vocabulary is still low. Students also faced some difficulties in answering the questions because they don't know the meaning of the words and some words are new for them.

Keywords: *vocabulary mastery, test, interview*

Abstrak. Dalam pembelajaran bahasa asing salah satu aspek terpenting adalah penguasaan kosakata. Untuk berkomunikasi dengan sempurna dalam satu bahasa asing, seseorang harus memiliki kosakata yang cukup dan mampu menggunakannya dengan benar. Oleh karena itu, penelitian ini bertujuan untuk mengetahui keterampilan kosakata siswa di SMK Grafika Bina Media dan untuk mengetahui permasalahan yang dihadapi siswa dalam pembelajaran kosakata. Penelitian dilakukan pada siswa kelas X Desain Grafis yang terdiri dari 19 siswa. Metodologi yang digunakan dalam penelitian ini adalah metode deskriptif. Dalam penelitian ini penulis menggunakan wawancara dan tes penguasaan kosakata yang terdiri dari 40 soal, 15 soal pilihan ganda dan 25 soal uraian untuk memperoleh data. Berdasarkan temuan penelitian dapat dikatakan bahwa hanya 3 siswa yang berhasil mendapatkan > 85 dan sebagian besar siswa mendapatkan <70. Hal tersebut mengindikasikan bahwa kemampuan kosakata siswa masih rendah. Siswa juga mengalami kesulitan dalam menjawab soal karena tidak mengetahui arti kata-katanya dan beberapa kata baru bagimereka

Kata kunci: *Penguasaan Kosakata, Tes, Wawancara*

INTRODUCTION

Background Of Study

In order to learn foreign languages, one of the most important aspects is vocabulary mastery. To converse well in a foreign language, one should have the appropriate amount of vocabulary and able to use them correctly. The four language skills, which are speaking, reading, listening and writing. And vocabulary is one of the elements that can't be distinguished from learning language.

For both teachers and students, vocabulary is an important matter in learning foreign language. In both written and spoken text, one will highly depend on his/her vocabulary proficiency. To understand easily what the writer points out in a text or passage or even to know what messages are delivered

in a story, he/she should have abundant numbers of vocabulary. Or else, he/she won't make anything out.

As stated by Allen (1999:1), we know what we want to convey but we often struggle to find just the correct words. Thus, the indicator to measure one's knowledge is the mastery of vocabulary. Harmer(1992:153) also stated the something that "if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh." From that statement, we can conclude that for the importance of conversing, vocabulary is way more important than grammar.

Harmer (2001:6) stated that there are many types of vocabulary which are:

a. Synonym

Word with the same meaning but different in writing.

- b. Antonym
Opposite in meaning with other word.
- c. Polysemy
According to Tyler and Evans (2001:8), polysemy is a word with more than one related meaning.
- d. Homonym
According to Thornburry (2002:8), homonym is words with the same form but has unrelated meaning.
- e. Definition
According to Oxford Learner's Pocket Dictionary (1995:109), definition is a sentence that describes a word.

Vocabulary is divided into two kinds by Finocchiaro in Hiebert and Kamil (2005: 167-169):

1. Active vocabulary

Words which are understood and pronounced well by students and used meaningfully in both writing and speaking.

2. Passive vocabulary

Words that are recognized by students and understood in a context and never be used in communication. It is understood by them when they read or hear them, but it is not used by them in speaking or writing.

Normally, the way to teach vocabulary is to introduce new words which is found in a text to students by providing the meaning in their original or native language. Then students are given time to memorize the words. Next, they will be asked by the teachers to perform the vocabulary they have just learnt.

Yet, the teaching of vocabulary is not included in the curriculum. According to Thorn burrry (2002:13), vocabulary teaching has not always been very responsive and teachers have not fully known the great advantage derived in developing an extensive vocabulary. Vocabulary teaching is usually concluded in the teaching of reading, speaking, writing or listening. Students are usually introduced to new words found in text then the meaning of the words are given by the teachers. As a result, students consider studying vocabulary as studying tons of new words complete with their meaning in the

native language. They don't know how to use the words in the real context.

The truth is, many students realized the essential of vocabulary to learn a foreign language. Lots of strategies are used to improve the number of vocabulary they have, for example by carrying bilingual dictionary so they can look up the words as soon as they don't get what the meaning of the word is. But, it is soon realized that bringing bilingual dictionary is not an effective way to improve vocabulary mastery because they often forget the words as soon as they write them.

For Indonesian students, it won't be the same to master English than for the students from another country because Bahasa Indonesia doesn't belong to any family with English. English is different from Bahasa Indonesia, thus, this will certainly affect the level of difficulty faced by Indonesian students in learning English.

Therefore, according to Lado (1979:121-126) in Mardika (2008 :9-10), there are some steps to apply in learning vocabulary which are:

1. Listen attentively to the words
2. Converse the words
3. Understand the meaning
4. Create illustration in the form of sentences
5. Practice to express the meaning
6. Converse the words loudly
7. Write the words

Additionally, Langan (1002:422) stated 3 ways of developing vocabulary:

1. Regular Reading
By reading, the students will often find words and will automatically learn them in various sentences.
2. Sheets of word
3. Vocabulary studybooks

Based on the explanation stated above, the researchers manage to figure out the answers of this question: "How good is the students' vocabulary mastery of the tenth grade students of SMK Grafika Bina Media."

Problems of Study

According to the background of study which was stated above, the purpose of this study is to answer the questions stated below:

1. How is the vocabulary skill of the students

in SMK Grafika BinaMedia?

2. What are the difficulties faced by the students in vocabulary?

Objectives of Study

Generally, this study is intended:

1. To figure out students' vocabulary skill at SMK Grafika BinaMedia.
2. To figure out problems faced by students in order to learn vocabulary.

Scope of the Study

This study is done at SMK Grafika Bina Media in class X Graphic Design which consist of 19 students. And this study takes 1 class only. This research is limited (focused) only on vocabulary.

Significances of the Study

There are some important advantages gained from carrying out this experiment for the following individuals or institutions:

1. For students: it can help student to enhance their vocabulary skill
2. For teachers: methods in teaching vocabulary are found
3. For further researchers: as reference material for researchers indulging in the same field of topic

RESEARCH METHOD

2.1. Research Design

To carry out research, research design is needed because the approach is to unite the different components of research projects in cohesive and coherence way. According to Creswell (2009 :3) research design is plans and procedures for research to detailed methods of data collection and analysis.

Descriptive method with data interpretation is used by the researchers for this study. The researchers' purpose is to analyse the students' problem in vocabulary. First, tests are given to students via virtual or online. Then, students' tests were collected and analysed by there searchers. Furthermore, there searchers also described about the score gained by the students' in answering the vocabulary quizzes. Last but not least, the data was interpreted by the writer.

2.2. Location and Time of Research

The research was done at SMK Grafika Bina Media which located at Jalan Setia Budi

No. 479 I, Tj. Sari, Medan.

The researches would like to analyse the vocabulary skill of the students in SMK Grafika Bina Media.

2.3. Subject and Object of the Research

The subject of this research is class X Design Graphic of SMK Grafika Bina Media Medan. The class consists of 19 students.

2.4. Instrument of Research

The instrument of research which consist of data techniques that is used by the researchers are:

- a. Test

Online quiz is given via online or pdf sent to the students and they are acquired to answer the questions based on the researcher's instruction. Then, their answers are checked and measured by the researchers.

- b. Interview

After the questions are done by the students, the researchers asked whether the students understand or is there any difficulties in answering the vocabulary questions. Then the researchers will take note of what the difficulties are.

2.5. Technique of Collecting Data

The questions which consist of 40 questions, 15 in multiple choice and 25 in essays are given to the students via online. Then the results are submitted by there searchers.

2.6. Technique of Analysing Data

According to Bakri (2003 :162), data analysis is the process of data review, sorting and grouping to formulate working hypotheses and lifted it into conclusion or theories in the research findings.

In order to analyse the data, there are three steps according to Karan which used by the researchers, namely data reduction, data display and drawing conclusion.

Data reduction is the process of choosing, concentrateing and simplifying the data. The first data reduction is to distribute the vocabulary questions via online. Then the students answer the quizzes according to the instruction of there searchers.

The second data reduction is from interview where students are asked if there are

any difficulties faced by them while answering the vocabulary quizzes.

Next is data display. Data display is the process of presenting the data or the result. The data display is about the students' vocabulary skill in answering the vocabulary questions. the first data display was from the scoring. The researchers submit all the questions and checked the students' answers. The second data display is via interviewing the students and making a transcript which consists of the difficulties that the students faced.

After all of the data reorganized, then all those data are connected by the researchers.

Last but not least, is the drawing conclusion. The purpose of this conclusion is to analyse the students' vocabulary mastery in answering vocabulary questions.

The conclusion is drawn based on the analysis of the data. The researchers hoped that the explanation on how the students' vocabulary mastery in answering vocabulary questions is clear enough.

RESULT AND DISCUSSION

Before the data analysis, the authors had given the vocabulary questions via online and also interview to 19 students of Class X Design Graphic at SMK Grafika Bina Media Academic Year 2020-2021. The results of the interview show that:

1. Some students had difficulty in answering the essay section because there are no choices provided for them.
2. Some students think that the questions are quite tricky. Thus, they are not able to answer the questions.
3. Some students found new words from the questions.
4. Some students had no difficulty in answering the questions and thus stated that the questions were too easy for them.
5. Most of the students' think that the best way to learn vocabulary is by remembering words given by their teachers.

Besides the interview, the authors also collected the data from the score of the vocabulary questions that was given to the

students. Hence, the table below shows the total of correct answers from the students.

Table 3.1 The Students' Correct Answer of Class X Design Graphic

No.	Initial Names of Students	Correct Answer
1.	ATL	38
2.	CJP	37
3.	DBS	36
4.	GBPS	32
5.	KDS	29
6.	PGST	27
7.	TMS	22
8.	RGB	19
9.	DMT	17
10.	XRH	17
11.	KOB	15
12.	DS	14
13.	TG	10
14.	RP	10
15.	RAM	9
16.	PSS	7
17.	MH	5
18.	ES	5
19.	MAJS	2

Based on the data above collected from the test that was distributed to the students, the authors can conclude that there is a big gap or difference in students' ability to answer the vocabulary test. It is shown in the highest score that is obtained with 38 correct answers and the lowest score with only 2 correct answers.

After checking the students' answer, the score will be given to the students' by using this type of counting:

$$S = \frac{100}{TQ} \times CA$$

S = Score

TQ = Total Question

CA = Correct Answer

Table 3.2 The Score of Class X Design Graphic

No.	Initial Names of Students	Correct Answer	Score
1.	ATL	38	95
2.	CJP	37	92.5
3.	DBS	36	90
4.	GBPS	32	80
5.	KDS	29	72.5
6.	PGST	27	67.5
7.	TMS	22	55
8.	RGB	19	47.5
9.	DMT	17	42.5
10.	XRH	17	42.5
11.	KOB	15	37.5
12.	DS	14	35
13.	TG	10	25
14.	RP	10	25
15.	RAM	9	22.5
16.	PSS	7	17.5
17.	MH	5	12.5
18.	ES	5	12.5
19.	MAJS	2	5

After obtaining the score, the authors then provide the detail of the vocabulary score which is shown in the table below.

Table 3.3 The Detail of the Vocabulary Score of Class X Design Graphic

Score Range	Frequency
<70	14
70-85	2
>85	3
Total	19

Therefore, based on the results shown above, the authors find that the students are still lacking in their vocabulary. Based from the scores and the interview, the authors also gather that the students are having difficulty in learning vocabulary because they rarely know some words in English. Hence, if the students intend to improve their skill in vocabulary, they are acquired to learn more vocabulary. They need to read more stories in English and discover new vocabulary to enhance their vocabulary ability. They also need to practice answering vocabulary questions more often. Because according to Harmer (1992:153) "if language structures

make up the skeleton of language, the nutritious vocabulary that provides the vital organs and the flesh." From that statement, we can conclude that for the importance of conversing something, vocabulary is very important.

CONCLUSION AND SUGGESTION

Conclusion

After the interview session with the students and also based from the score of the vocabulary questions distributed to the students, the authors gather some conclusions from this research:

1. From the interview with the students, the authors gather that they like studying vocabulary because they love to discover new words to easily converse in English.
2. From the interview with the students, they think that the best way to learn vocabulary is to memorize the new words given to them.
3. From the interview with the students, the authors gather that they are having difficulty in answering the questions because some of the words in the questions are new for them.
4. Based on the vocabulary test that is given to students which consisted of 40 questions, we can conclude that most students are still dealing with some difficulties in order to answer the questions. It is proved in the results shown which is only 3 students managed to get >85. Meanwhile, most students get <70.

SUGGESTION

After conducting the research, the authors will provide some suggestions which are stated below:

1. The teaching of vocabulary should be balanced. Instead of teaching the students more about Reading and Grammar, it is also essential for them to learn more about vocabulary since vocabulary holds the same importance as Reading and Grammar.
2. The students should improve their vocabulary by reading more English stories and try to look up the meanings in

thedictionaries.

3. The English teacher should provide a new method in order to teach vocabulary.
4. The English teacher should introduce the students to new words every single day to enhance their vocabulary.

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