A STUDY OF THE FIFTH SEMESTER STUDENTS IN VOCABULARY KNOWLEDGE OF ENGLISH STUDY PROGRAM FKIP UNIVERSITAS RIAU

Muhammad Sahreza, Novitri, Syarfi
Email: sahreza.m4@gmail.com, novitri_11@yahoo.com,mhd_syarfi@yahoo.com
Contact: +62895618121581

English Study Program
Language and Arts Department
Teachers Training and Education Faculty
Universitas Riau

Abstract: The aim of this research is to find out the level of the fifth semester students of English Study Program FKIP Universitas Riau in vocabulary knowledge. The sample of this research is class 5C of the third year students of English Study Program which were choosen by using cluster random sampling technique. The number of the students is 37 students. The data obtained by giving multiple choice tests to students that is adapted by Paul Nation level test . The test asked the students to choose the appropriate vocabulary based on the context of the test. The test consist of 8 indicators of vocabulary. There are noun, verb, adjective, adverb, pronoun, synonym, antonym and context clues. The result shows that the students score in vocabulary knowledge is 68.1, and the students have problem in antonym with mean score 39,45 % of correct answers. In conclusion, from the result above shows that the students vocabulary knowledge level of FKIP Universitas Riau is in good level but having problem in finding antonym.

Key Words: Study, Vocabulary,Knowledge

STUDI MAHASISWA SEMESTER KELIMA DALAM PENGETAHUAN KOSA KATA PROGRAM STUDI BAHASA INGGRIS FKIP UNIVERSITAS RIAU

Muhammad Sahreza, Novitri, Syarfi
Email: sahreza.m4@gmail.com, novitri_11@yahoo.com, mhd_syarfi
@yahoo.com
Kontak: +62895618121581

Program Studi Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak*:* Tujuan penelitian ini untuk mengetahui level pengetahuan kosa kata siswa semester lima FKIP bahasa inggris Universitas Riau. Sampel dari penelitian ini adalah kelas 5C mahasiswa tahun ketiga pendidikan Bahasa Inggris Universitas Riau yang dipilih dengan menggunkan tekhnik cluster random. Jumlah sampel 37 mahasiswa. Data diperoleh dengan memberi test pilihan ganda yang diadaptasi dari tes kosa kata oleh Paul Nation. Tesnya meminta siswa untuk memilih kosa kata yang tepat sesuai dengan konteks soal. Tesnya terdiri dari 8 indikator kosa kata. Yaitu kata benda, kata kerja, kata keterangan, kata sifat, kata ganti, sinonim, antonym, dan petunjuk konteks. Hasil tes menunjukkan bahwa nilai siswa dalam pengetahuan kosa kata adalah 68.1 , dan siswa mengalami masalah pada antonym dengan nilai rata-rata 39,45% dari total jawaban benar. Kesimpulannya adalah, dari hasil diatas menunjukkan level penguasan kosa kata mahasiswa FKIP Universitas Riau dalam level bagus tetapi memilik masalah dalam menemukan antonim.

Kata Kunci: Penilitian,Pengetahuan, Kosa Kata

INTRODUCTION

Vocabulary is one of many language elements in learning English. With lack vocabulary, it is impossible for learners to learn English. Wilkins (1972) States that "....While without grammar little can be conveyed, without vocabulary nothing can be conveyed". Schmitt (1977) states that no matter how succesfully the sound of foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happened. According to Richard and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. From the statements above it is clear that without vocabulary we can't learn English, we can't communicate with other people, we can't understand what people intention, we can't understand the meaning from reading material that we read.

Students face many problems in learning vocabulary. The examples of the problems that they face are about finding synonym, antonym, homonym, and selecting correct vocabulary based on the context. All of the problems are due to their lack of vocabulary. More words he / she gets in English will be good improvement in learning vocabulary. In addition, lack of vocabulary range make by students, it will hard for them to be express what is on their mind and hard to communicate. The most pressing concern for the learners is the need to learn an adequate foreign vocabulary (Karkowian, 1984 in Tuti, 2000).It is a common case that students have problem in understand the meaning of words. The meaning of a word is defined as what the word referred to or indicated. Without knowing the meaning of the vocabulary, the students will be unable to catch the idea in the reading material or to construct a good sentence. Jeremy Harmer (Longman, 1995) states, one of the problems in vocabulary teaching is choosing the right vocabulary to be taught at a certain level and certain students. Therefore the main problem in teaching vocabulary is how to identify vocabulary to be taught at each level of learning that is in accordance with the needs and level of ability of students.

The fifth semester students of English study program have already learn about vocabulary subject in the first semester, they should know many vocabularies to make them easier in learning the four skills ; listening; reading; writing; and speaking. Althought they have already learn the vocabulary subject, they still do not mastered it and still having problems in vocabulary. Based on the explanation above, the writer becomes interest in finding out vocabulary knowledge the students of fifth semester of Universitas Riau. That's why the writer is interested in writing this research entitled : A Study on The fifth Semester Students in Vocabulary Knowledge Of English Study Program of Universitas Riau. In order to be able to select appropriate vocabulary, the students should have good vocabulary knowledge.

RESEARCH METHODOLOGY

Research Design

This research is used descriptive method. This research has only one variable and its focus is on students vocabulary knowledge, particularly the fifth semester students of Universitas Riau.

Population and Sample

The population of this research were the fifth semester students of FKIP Universitas Riau English Study Program that consisted of three classes (5A, 5B and 5C). 5C was chosen as the sample by using Cluster Random Sampling Technique.

The Data of Collecting Technique

The data collection was held on December, 2019. The instrument used in this study was a multiple choice test. The test was adapted from Paul Nation vocabulary test. The students were asked to choose appropriate vocabulary based on contexts of the test. There are 40 items of vocabulary test with 8 indicators of vocabulary aspect. The time for students to do the test is 60 minutes. The students' result were analyzed by using microsoft excel and SPSS. Then, the writer calculated the score of each student.

The Data Analysis Technique

The writer uses six formulas to analyze the students' score
a) The writer uses try out of vocabulary test in order to find out wthe difficulty level of the test. Heaton (1991) says that the index of difficulty of an items shows how easy or difficult a particular item proved in a test. The test should reach the standard level of difficulty which is >30% and <70% determined by Heaton (1991). The items are accepted if the degree of difficulty is between 0,30 and 0,70. If the index of difficulty is below 0,30 and over 0,70 they would be rejected. The following formula are used to calculated the try out.

$$F.V = \frac{R}{N}$$

In which :

F.V = item difficulty
R = the number of correct answer
N = the number of students

(Heaton 1991: 178)

b) The writer determine the reliability of the test.

$$R_{11} = \frac{N}{N-1}\left[\frac{1 - m(N-m)}{Nx^2}\right]$$

In which :

R11 : reliability of the test
m : the mean score on the test for all test
x : the standard deviation of all the test score
N : the number of item in the test.

(Heaton, 1991: 157)

Tinambunan (1988) stated that the reliability of the test is classified as follows :

$0,00 - 0,20 =$ Low
$0,21 - 0,40 =$ Sufficient
$0,41 - 0,70 =$ High

$$0,71 - 1,00 = \text{Very high.}$$

c) Determine the student score test.

The writer determine the students score test by using microsoft excel and using this formula :

$$M = \frac{X}{N} X 100$$

In which :

      M : individual score

      X : the number of correct answer

      N : the number of items

      (Wayan and Sumarna, 1986:76)

d) Analyze the mean score of the test by using microsoft excel.

The writer determine mean score by using this formula:

$$M = \frac{\sum fx}{N}$$

In which :

      M : Mean score

      $\sum fx$: Total of score

      N : Number of participants

e) Analyze student score for each indicator

The writer analyze the percentage student ability for each indicator by using this formula :

$$P \quad = \frac{f}{n} \text{ x } 100\%$$

In which :

      P   : Percentage the ability

      f : Correct answer of the items

      n   : Total students

      (Sugiono: 2012)

f) Finnaly the writer analyze the standard deviaton test.

The writer compute the standard deviation of the test by using microsoft excel and this formula :

$$SD = \sqrt{\frac{\sum d^2}{N-1}}$$

In Which :

      SD : standard deviation

      $\sum d^2$: total of all squared result

      N   : number of student

      (Heaton: 1991)

Table 1. The Blueprint of Vocabulary Test

No.	Kinds of	Form of Test	No. Of Items	Item
1.	Nouns	Multiple choice	1,2,3,4,5	5
2.	Verb	Multiple choice	6,7,8,9,10	5
3.	Adjective	Multiple choice	11,12,13,14,15	5
4.	Adverb	Multiple choice	16,17,18,19,20	5
5.	Pronoun	Multiple choice	21,22,23,24,25	5
6	Synonym	Multiple choice	26,27,28,29,30	5
7	Antonym	Multiple choice	31,32,33,34,35	5
8	Context Clues	Multiple choice	36,37,38,39,40	5
		Total		40

Table 2. Classification Ability Level

No.	Score	Ability Level
1	81-100	Excellent
2	61-80	Good
3	41-60	Mediocore
4	21-40	Poor
5	0-20	Very Poor

Adapted from Harris (1974)

RESULTS AND DISCUSSIONS

To obtain data, the writer used multiple choice test to measure vocabulary knowledge of the students. The test was analyzed by using microsoft excel and SPSS

The Presentation and Interpretation of the data

After the students did the test, the writer calculated and analyzed the data by using the formulations that have been discussed in the data analysis technique in chapter III. It was found out that generally the students Vocabulary Knowledge is in good level.

Table 3. The Percentage of the Students' Score Level

No.	Classification		Frequency	Percentage
	Test Score	Level of Ability		
1	81-100	Excellent	6	16,21%
2	61-80	Good	22	59,45%
3	41-60	Mediocre	7	18,91%
4	21-40	Poor	2	5,40%
5	0-20	Very Poor	0	0%
	Total		37	100%

Adapted from Harris (1974)

$$M=\frac{\sum fx}{N} \quad M=\frac{2522,5}{37} \quad M=68,17$$

From the Table 3, it shows the percentage of the students in every level. It can be seen that most of the students are in good level. There are 6 students (16,21%) in excellent level, 22 students (59,45%) in good level, 7 students (18,91%) in mediocre level and 2 students (5,40%) in poor level. From the calculation shows that mean score from 37 sample is 68,17, which mean the students vocabulary knowledge of fifth semester students is in good level.

Table 4. The Students Mean Score of Each Indicator

No	Indicator vocabulary	Percentage
1	Noun	82,16%
2	Verb	76,33%
3	Adjective	68,10%
4	Adverb	68,10%
5	Pronoun	76,75%
6	Synonym	71,35%
7	Antonym	39,45%
8	Context Clues	63,24%

From the Table 4, indicates that the students have excellent level in noun (82,16%), good level in verb (76,33%), adjective (68,10%), adverb (68,10%), pronoun (76,75%), synonym (71,35%), context clues (63,24%) and poor level in Antonym (39,45%)

DISCUSSION

Based on the result of the test, it shows that the fifth semester students get good level in vocabulary knowledge with the mean score 68,17 from 8 aspects that have been given to them. This result of the study is in line with what has been found by a previous study (Ivan Kurniawan 2017) in Lampung State Islamic University. In his study, it

shows the students vocabulary knowledge of Lampung State Islamic University is in good level. However, even the students have good vocabulary knowledge level, students still have problems in antonym aspect.

In antonym aspect, the writer found that this aspect is the lowest score than the other aspects. It seems that students were have problem in selecting the correct answers which are provided. It may be caused by their low vocabulary knowledge. This result is supported by Sudarman (2018). Then the next problem the students have difficulty in antonym aspect is using low frequency words, and students is not familiar with this words and have made them difficult to choose the right answer.

As the finding of this study shows that students have good vocabulary knowledge, but students still have problem in finding antonym and using low frequency words.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the result finding, the writer concluded that the vocabulary knowledge of the fifth semester students of English Study program of Universitas Riau is in good level (68,17). From the test, the writer also found the level of each vocabulary aspect. The students got excellent category in noun, good category in verb, adverb, pronoun, synonym, context clues and poor category in antonym. From the result, the students were having problems in finding antonym that caused by their difficulty in using low frequency words.

Recommendations

Based on the conclusion of this study, the students ability in vocabulary knowledge is in good level. Although the students vocabulary knowledge level is good, the students should keep improve their vocabulary. Vocabulary is important in learning english. If we lack of vocabulary, we will have hard time in learning English, communicate with other people, and to express what is in our mind. To improve their vocabulary, the writer would like to propose some recommendations related to this study as follows:

First, it is recommended for the students to increase their vocabulary size by obtain new words in order to understand someone's intention through reading activities such as reading an article, novel, journal, and a thesis. There are few ways to increase students vocabulary. Students can increase their intensity in reading activity, by reading article, novel books, journal, magazine that can be found in online sources. Students also can create their own pocket dictionary. It is for students to keep new words they obtaine, memorize it, and use it in their daily life. By practicing, obtaining new words and use it in daily life it will increase their vocabulary.

Second, the writer hopes that this research can be consideration for the lecturer to give more attention to the students who got poor ability in vocabulary knowledge and motivated students to enrich their vocabulary knowledge by giving more exercises

about vocabulary, especially in finding antonym. Because in this research, the students were got trouble in this aspect.

Third, the writer hopes that this research can be consideration for the teacher to find the best strategy and technique in learning vocabulary and to improve students vocabulary knowledge.

Finnaly, for further research the writer hopes that this research can be a reference to do research in the future. The further researcher can do research with different topic with different research design and also different level learners.

BIBLIOGRAPHY

Blaikie, N. (2003). *Analyzing Quantitative Data*. London/New Delhi: Sage publications, Thousand Oaks.

Cameron, Lynne. 2001. *Teaching Languages to Young Learners*. New York:Cambridge UniversityPress.

Gay, L. R. 2000. *Educational Research. Sixth Edition.* USA: Prentice Hall.

George & Charles Merriam. 1982. *An American Dictionary of the English Language.* New York: Harper & Brothers.

Harmer, J. (2001). *The Practice of English Language Teaching.* London: Longman.

Hatch, E and Brown, C. 1995. *Vocabulary, Semantics, and Language Education.* Cambridge: Cambridge University Press.

Heaton, J. B. 1991. *Writing English Language Tests.* England: Longman Group UK Ltd.

Hornby .AS. 1995. *Oxford Advanced Learner's Dictionary.* London: Oxford University Press.

Karkowian, Adrea. 1984. *Communication Oriented Teaching.* Millian Publishing, New York.

Kurniawan, Irvan. 2017. *Assesing English Students Vocabulary size of Lampung State Islamic University.*

Jeremy Harmer. 1995. *The Practice of English Language Teaching.* England: Longman Group UK Ltd.

Nation. 1990. *Teaching and Learning Vocabulary*. Wellington: New Burry House Publishers.

Richards,J.C.&Renandya,W.A.2002.*MethodologyinLanguageTeaching:AnAnthologyof current Practice*. New York: CambridgeUniversityPress.

Schmitt, Nobert. 1997. *Vocabulary in Language Teaching.* USA: Cambridge University Press.

Sudarman. 2018. *The English Vocabulary Size and Level of English Department Students at Kutai Kartanegara University.*

Sugiyono. 2012. *Metode Penelitian Kuantitati, Kualitatif dan R&D.* Bandung : Alfabeta.

Tinambunan, W. 1988. *Evaluation of Student Achievement.* Jakarta: PT. Raja Grafindo Persada.

Nation, Paul. 1990. Nation level test