A STUDY ON VOCABULARY MASTERY OF FIRST YEAR STUDENTS OF SMK LABOR BINAAN FKIP UNIVERSITAS RIAU

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Abstract: *The aim of this research is to find out the level of the first year students of SMK Labor Binaan FKIP Universitas Riau in vocabulary mastery. The sample of this research is ADP 2 which was choosen by using cluster random sampling technique. The number of the student is 30 students. The data obtained by giving multiple choice test. About the test, the students are asked to choose the appropriate vocabulary based on the context of the test. The test consist of 7 indicators of vocabulary. There are synonym, antonym, collocation word, noun, verb, adjective and adverb. The result shows that the students score in vocabulary mastery is 54.79, and the students have problem in verb with mean score 32.26 % of correct answers and adverb with mean score 44.99%. In conclusion, from the result above shows that the students' vocabulary mastery level of SMK Labor Binaan FKIP Universitas Riau is in mediocre level.*
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Key Words: *Study, Vocabulary, Mastery*

PENELITIAN PENGUASAAN KOSAKATA PADA SISWA TAHUN PERTAMA DI SMK LABOR BINAAN FKIP UNIVERSITAS RIAU

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Abstrak: Tujuan dari penelitian ini adalah menemukan level penguasaan kosakata pada siswa tahun pertama di SMK Labor Binaan FKIP Universitas Riau. Sampel dari penelitian ini adalah ADP 2 yang mana dipilih menggunakan teknik cluster random sampling. Jumlah siswa dari ADP 2 adalah 30. Data diperoleh melalui pemberian tes pilihan berganda. Mengenai test, siswa diminta untuk memilih kosakata yang tepat pada konteks tes. Test terdiri dari 7 indikator kosakata. Ada sinonim, antonym, kolokasi kata, kata benda, kata kerja, kata sifat dan kata keterangan. Hasilnya menunjukan bahwa nilai siswa dalam penguasaan kosakata adalah 54.79 dan siswa memiliki masalah pada kata kerja dengan nilai rata-rata 32.26% dan kata keterangan dengan nilai rata-rata 44.99% untuk jawaban yang benar. Kesimpulannya, dari hasil diatas menunjukan bahwa level penguasaan kosakata siswa tahun pertama SMK Labor Binaan FKIP Universitas Riau adalah level sedang.

Kata Kunci: Penelitian, Kosakata, Penguasaan

INTRODUCTION

One of the language elements that is very important in mastering foreign language is vocabulary. Vocabulary is a language center for communication, both oral and written. Richards (2002) states, vocabulary is a core component of language proficiency that gives students a basis for speaking, listening, reading, and writing well. In other words without mastering vocabulary, students cannot actively communicate or express their ideas efficiently. It is the basic and very principle requirement to learn foreign language. Learning vocabulary for students is very important in learning languages because the use of new vocabulary is often emphasized in books used in class.

According to Lestari (2017) vocabulary mastery is competence to know words and meaning. The vocabulary mastery can also facilitate then to understand the subjects learned in English. A number of linguists conclude that the quality of students' language skills depends on the quality and the quantity of the vocabulary they master. The more the vocabulary they master, the better their use of language skills. Based on Harmer (1995) there are some aspects that have to be discussed in vocabulary mastery, namely: word meaning (synonym and antonym), extending word use such as, word collocation, and the word class which comprises noun, verb, adjective, and adverb.

On the other hand, students face some problems in learning vocabulary. Examples of problems they face are finding synonyms, antonyms, collocation of words, and class of words. All of the problems are due to their lack of vocabulary. Ignorance of one vocabulary can affect the translation of sentences, or paragraphs. However, if the vocabulary can be understood, then all the sentences in one paragraph can be translated correctly according to the context of the discussion. This shows how important the role of vocabulary mastery.

Based on the explanation above, the writer becomes interest in finding out the vocabulary mastery level of first year students of SMK Labor Binaan FKIP Universitas Riau. Then, the writer writes the research which entitled: A study on Vocabulary Mastery of First Year Students of SMK Labor Binaan FKIP Universitas Riau.

RESEARCH METHODOLOGY

Research Design
The research used descriptive method. Descriptive method involves collecting data to answer question concerning the current status of the object of the study.

Population and Sample
The population of this research were the first year students of SMK Labor Binaan FKIP Universitas Riau that consisted of seven classes (Administrasi Perkantoran 1, Administrasi Perkantoran 2, Akutansi 1, Akutansi 2, Rancangan Perangkat Lunak, Teknik Komputer dan Jaringan, and Pemasaran). Administrasi Perkantoran 2 was chosen as the sample by using Cluster Random Sampling Technique.

The Data of Collecting Technique

The techniques of collecting the data play an important role in conducting a research. The data collection was held on February to March 2020. The writer distributed try out test and objective test to to get students' score of vocabulary mastery. The objective test was carried out to the students after try out test. The test consists of 35 items and 7 indicators of vocabulary mastery. 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

After the writer collected the data, the writer analyzed them by following ways:

1. Analyzed the score of the try out

To find out the difficulty level of the vocabulary test, the writer used try out of vocabulary 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. This formula was used to calculate 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

2. The writer determined the validity of the test by using a software named SPSS

The validity test is done by comparing the r count with r table. If r count is greater than r table then the item will be said to be valid. Conversely, if r count is smaller than r table then the item will be said to be invalid.

First: Click analyze => correlate => bivariate
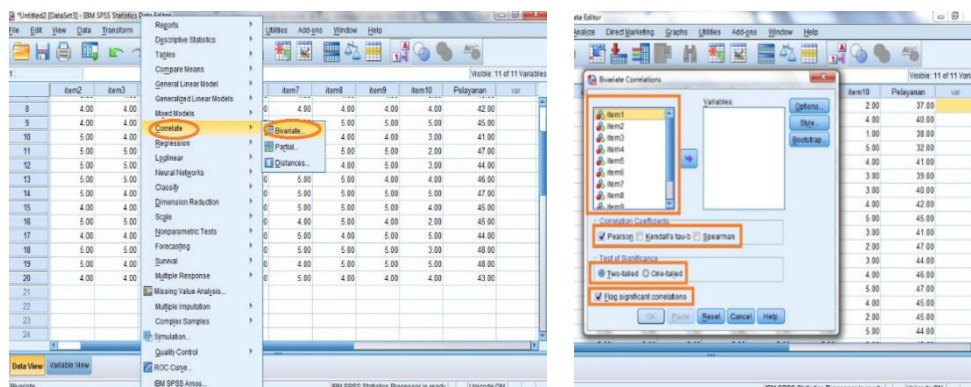
Move all items to the variables box on the right. Then check Pearson, Two Tailed, and Flag Significant correlation and finally click OK.

3. The writer determined the reliability of the test by using a software named SPSS

Reliability refers to the consistency or stability of measurement, the test must be reliable as measuring the instrument. According to Sugiyono (2017), reliability can be tested by trying the instrument only once.

First, klik menu Analyze => Scale => Reliability analysis.
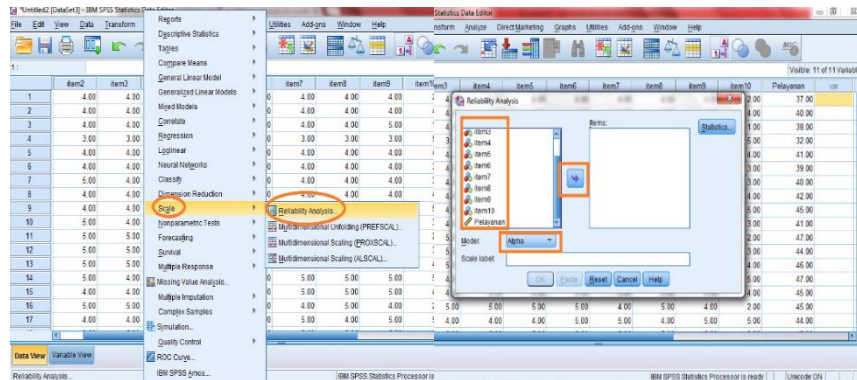
Second, move all data items in the alpha model and click ok. Then the results of the reliability test will appear.

4. Determine the students' score test

The writer determined 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

5. Analyzed the mean score of the test by using Microsoft excel. The writer determined 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

6. Analyze student ability for each indicator

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

$$P = \frac{f}{n} \; x \; 100$$

In which:
- P : percentage the ability
- f : correct answer of the items
- n : total students

(Sugiono: 2012)

RESULTS AND DISCUSSIONS

The writer used multiple choice test to measure vocabulary mastery 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. It was found out that generally the students Vocabulary Mastery is in mediocre level.

Table 1. The Percentage of the Students' Score Level

No.	Classification		Frequency	Percentage
	Test Score	Level of Ability		
1	81-100	Excellent	0	0 %
2	61-80	Good	3	10, 71 %
3	41-60	Mediocre	18	64, 29 %
4	21-40	Poor	6	21, 43 %
5	0-20	Very Poor	1	3, 57 %
Total			37	100%

(Adapted from Depdikbud (2004)

$$M = \frac{\sum fx}{N} \qquad M = \frac{1534.15}{28} \qquad M = 54.79$$

Based on the table 3, none of the students get excellent score of vocabulary mastery with score range between 86 – 100. Then, 3 students are categorized good level with score range between 66 – 85. There are 18 students which are categorized to mediocre level with score between range 46 – 65. Meanwhile, 6 students are categorized to poor level with score range 26 – 45. Last, one of them are categorized to very poor level with score less than 25. From the calculation shows that mean score from 28 samples are 54.79, which means the students vocabulary mastery of first year students of SMK Labor Binaan FKIP UNRI is in mediocre level.

Table 2. The Students Mean Score of Each Indicator

No	Indicator vocabulary	Percentage
1	Synonym	62.13%
2	Antonym	77.14%
3	Word Collocation	48.56%
4	Verb	32.26%
5	Noun	64.99%
6	Adjective	54.99%
7	Adverb	44.99%

From the Table 4, indicates that the students have good level in antonym (77.14%), mediocre level in noun (64.99%), synonym (62.13%), adjective (54.99%), word collocation (48.56%) and poor level in adverb (44.99%) and verb (32.26%).

Discussion

Based on the result of the test from 28 students, none of them got the range score between 86 – 100 which belong to excellent category. Three students (10.71%) belong to good category (score between 66 – 85). There are 18 students (64.29%) who got the score ranging between 46 – 65 which belong to mediocre category. Six students (14.28%) are categorized into poor category because they got the score ranging 26 – 45. One of them got the score ranging less than 25 (3.57%) which belong to very poor category.

In verb and adverb aspect, the writer found that these aspects are 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 mastery and the students are not familiar with these words and made them difficult to choose the right answer.

According to the result, the writer found out the mean score of the test is 54.79. The mean score which is 46 – 65 is categorized as mediocre (Depdikbud, 2004). After the research was conducted, the writer can determine that the level of first year students in vocabulary mastery of SMK Labor Binaan FKIP UNRI is in mediocre level.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on data analysis of the test, the writer found out the result of students' level vocabulary mastery for each indicators of the test. The students got mediocre category in synonym, word collocation, noun, and adjective indicator. The result shows that students get good category in antonym indicator. Verb and adverb are the hardest indicator for students because they got poor category for those aspects. Based on the result, the writer concludes that the level of first year students of SMK Labor Binaan FKIP UNRI in vocabulary mastery is in mediocre level (54.79) and they have some difficulties in verb and adverb indicators

Recommendations

According to this research, the writer would like to offer several recommendation:
1. The students should increase their vocabulary size by obtain new words in order to understand person's intention, comprehend in reading, could speak fluently and etc. Based on the result of this research, they are in mediocre level of vocabulary mastery. The students have to learn more and increase their level specially about vocabulary. In increasing vocabulary mastery, students can increase it through some ways one of them is reading. Reading can enrich students's vocabulary through many words that are contained in the book. The students have much practice to acquire their vocabulary mastery.
2. The writer hopes this research can be a reference for a teacher to give more attention to the students who got poor level in vocabulary mastery by motivate the students to enrich the students' vocabulary mastery and giving more exercises about vocabulary. Based on the result, the writer find out that the students have poor result in verb and adverb aspect. The teacher can use a new strategy or formula a set appropriate technique or media to enrich the students" vocabulary. Teachers are able to ask their students to discuss about part of speech of new vocabulary that they have found in learning. More practice on reading the English book or article could be another solution to enrich their vocabulary.
3. For further research, the writer hopes this research can be a reference to do a research about vocabulary in the future.

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