

***A STUDY ON' VOCABULARY MASTERY OF THE THIRD YEAR  
STUDENTS' OF THE STATE JUNIOR HIGH SCHOOL (SMPN) 40  
PEKANBARU IN NARRATIVE TEXTS***

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***Abstract:*** *The purpose of this quantitative research was to find out the vocabulary mastery of the third year students of SMPN 40 Pekanbaru. The study sample was 35 students. The result of data analysis showed that multiple-choice test 1 was 37.6 and categorized into "very poor level" and test 2 was 57.8 and categorized into "average level". The conclusion concerning the category classification is "very poor to average "which mean that vocabulary mastery of the third year students of SMPN 40 Pekanbaru was categorized into "low average level" for achievement in English lesson. The writer suggests that teachers are recommended to improve students' vocabulary by presenting interesting materials, and then give them homework, and exercises at school.*

***Key Words:*** *Vocabulary, Mastery, Narrative Text*

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**Abstrak:** Penelitian kuantitatif ini bertujuan untuk mengetahui penguasaan kosakata siswa kelas tiga SMPN 40 Pekanbaru. Sampel penelitian adalah 35 siswa. Hasil analisis data menunjukkan bahwa tes pilihan ganda 1 adalah 37,6 dan dikategorikan ke dalam “tingkat sangat buruk” dan tes 2 adalah 57,8 dan dikategorikan ke dalam “tingkat rata-rata”. Kesimpulan mengenai klasifikasi kategori adalah “sangat buruk sampai rata-rata” yang berarti bahwa penguasaan kosa kata siswa kelas tiga SMPN 40 Pekanbaru dikategorikan ke dalam “tingkat rata-rata rendah” untuk pencapaian dalam pelajaran bahasa Inggris. Penulis menyarankan agar guru disarankan untuk meningkatkan kosa kata siswa dengan menyajikan materi yang menarik, kemudian memberikan pekerjaan rumah, dan latihan di sekolah.

**Kata kunci:** Kosa Kata, Penguasaan, Teks Narrative

## INTRODUCTION

Listening, speaking, reading, and writing are the four language skills. Nation (2001) defines vocabulary as "knowledge of words and their meanings." The vocabulary has expanded. Mastering vocabulary includes learning not just the words and their meanings, but also how they sound and how they are used in context. It demonstrates that vocabulary knowledge is an essential aspect of language development that cannot be neglected in research of language acquisition. Vocabulary is essential to the English language learning process, especially for students who wish to enhance their English abilities. Students with a broad and diverse vocabulary will be able to express their points more effectively (Behbahani, 2016) Students have the option of learning new vocabulary or applying what they have learnt from reading. Since vocabulary is used in every language skill, it is crucial. Before they can master a language, students must first increase their vocabulary. Any language-learning method must include vocabulary growth. Vocabulary is as important as grammar, pronunciation, and spelling in language acquisition. It's essential for pupils. New words help students grasp listening, speaking, writing, and reading. Thus, vocabulary determines four linguistic skills. When students know a lot of words, they can talk to each other in a way that is clear and easy to understand. Building your vocabulary is an important part of learning any language. Students in Junior High School who are learning English should know a lot of words. Because when a child is young, their experiences and vocabulary are closely linked and play a big role in how they learn to speak. Even though they had studied English for three years, students at SMPN 40 Pekanbaru had trouble understanding narrative material and using it. This was based on the researchers' experiences and initial observations. They didn't know how to talk to either the English teachers or their classmates in English class. They couldn't use the new words and rules of grammar they had learned in an English conversation or speech. Wirda Nova, as a teacher, has noticed that children experience a variety of problems when learning a foreign language. To begin with, most students have a limited vocabulary, grammatical abilities, self-confidence, understanding of the themes or materials covered in class, and time or chances to practice English. Second, the instructor is having difficulty using the correct approach for developing pupils' vocabulary and disseminating knowledge. The teacher only uses one approach in addition to instructing. This strategy will never allow students to share their ideas and opinions while learning a language, and their vocabulary and abilities will never increase. In addition, when they develop their literacy skills, students find that they have access to many different reading materials. There are many distinct purposes and goals for various forms of textual reading. Writing genres such as descriptive, recount, report, narrative, and procedural are introduced to students in the junior high school years. According to the explanation, the researcher was interested in doing research about vocabulary mastery at SMPN 40 Pekanbaru. to complete the research the researcher used narrative text as the subject.

## METHODOLOGY

The methodology used in this study is known as quantitative research. According to Aliaga and Gunderson (2002), quantitative research is an investigation into a social issue that seeks to explain phenomena by collecting numerical data. These data are then examined using mathematically based approaches, such as statistics. The population of this study consists of the fifth-class third-year students' of SMPN 40 Pekanbaru. There are 200 students in the population of this study. Klein R.A (2018) say that the size of the existing population is more important than the size of the sample, but only up to a certain point. At least 30 samples must be taken by researchers as a minimum. The study required a sample size of 35 students, and 7 were randomly selected from each class to meet this need. Data is important factor in a research. It is needed by researcher to solve problem in investigation. The researcher's goal in this research was to find out how well the students understood vocabulary; in order to do this, the researcher devised a vocabulary test that was in the form of a multiple-choice test. The researcher wants to determine the level of student achievement using a test. The researcher devises an English examination for the student that is made up of fifty different questions with multiple-choice answers. The exam was derived from Nadia Aprilia, although Nadia Aprilia only provided vocabulary in the form of text. The researcher then included a narrative text, which increased the amount of material and helped students better grasp synonyms, antonyms, and how to read texts. The next step is calculating the score of the test items by using the formula as shown below:

Where:

$$x = \frac{s}{s \max} \times 100$$

Where:

X = Total average of score

S = Score

S max = Maximal score

Using a table created in Microsoft Excel, the author concluded that determining whatever aspect of the questionnaire had the greatest scale point was the best way to find out which option was most frequently chosen by the respondents.

## RESULT AND DISCUSSION

### Result

#### The Result of the Try-out Test

At first, the try-out test was done to see if the test items could be used with the samples. People from a different class than those who took the real test were chosen to take the practice test. The test had 50 questions with more than one right answer. Each question was asked in the form of a multiple-choice question, which the participants had to answer.

$$\text{Max score: } 35 \times 50 \\ = 1.750$$

Based on the result, the try-out test consist of 50 multiple question in google form. The average score is 37.8%, in synonym category the students score is 14.4%, in antonym category the student score is 15% and in meaning of word the students score is 8.2%. the result was 20 items were rejected, they are 4,7,9,12,15,26,27,28,30,33,35,37,39,40,41,42,45,46,47,50. They have categorized too difficult questions because of the index above 0.1-0.2. These rejected items were revised and the revised ones were used in the real test. The result shows the number of people who took the try-out test, the range, the lowest and highest score, the mean, and the standard deviation. The table shows that 50 students took part, with 30 being the lowest score and 68 being the highest. The average is 37.8, and the standard deviation is 15.2.

### Result of Vocabulary Mastery

To analyze the data, this research used Ms. Excel to get the result of students' vocabulary mastery in narrative text. The test was conducted in order to know students' vocabulary mastery. The test was administered in SMP 40 Pekanbaru on 22 January 2022. The minimum score was 36, and the maximum score was 94; there was one student who got a score of 36.2 students who got a score of 94, and 32 students who got a score lower than 80. The mean of student vocabulary mastery is 57.8.

$$\text{Max score: } 35 \times 50 \\ = 1.750$$

Based on result it is known all the aspect of vocabulary mastery were divided by three indicators synonym, antonym and understanding narrative text of the third years student at SMPN 40 Pekanbaru could be seen as follows:

$$x = \frac{s}{s \max} \times 100$$

Where:

X = Total average of score

S = Score

S max = Maximal score

$$x = \frac{1.010}{1.750} \times 100$$

$$x = 0,577142 \times 100$$

$$x = 57.8\%$$

### Discussion

The previous result reveals that the student's vocabulary mastery in the narrative text can be ranked as very good, good, average, poor, or very bad, depending on how well it compares to the other categories. According to the results of the study, two of the

students in the "very good" category, there are 5 students who get classed as "good", There are 10 students in the "average" category, there are 14 students' in "poor" category, and there are 4 students' into "very poor" category. In addition, the overall score for the student's vocabulary knowledge in synonyms is 2011, with an average of 57.45% falling into the "average" category. the student's ability to read narrative material can be classified as very good, good, average, poor, or very poor. According to the result, there is only 1 student gets the "very good" category, there 7 students' in "good" category", there are 8 students in "average" category, there are 14 students in "poor" category, and 5 students in "very poor" category. Furthermore, the total student vocabulary in the antonym category is 1941, with an average of 55.45% classified as "poor." the student's ability to read narrative text scores can be categorized into very good, good, average, poor, and very poor. From the result, there are 7 students in "very good" category, there 14 students' in "good" category, there are 11 in "poor" category, and 3 students in "very poor" category. In addition, the total student vocabulary in the antonym category is 2331, and an average of 66.6% can be categorized into "good" category.

The average score of students' vocabulary mastery in the narrative text of the third years' student at SMPN 40 Pekanbaru was 57.85%, categorized into "average." Based on the qualitative argument, it is reasonable to assume low student vocabulary competence. The current vocabulary mastery standard is 65-79. Only five students passed the category, while the remaining students were labeled as average in vocabulary mastery in narrative literature since their score was below the standard. Students in very good level only five students, it can be shown that the students are understood with this vocabulary, the cause can see from their achievement. The students already have enough vocabulary based on their tests. This also means that teachers must look for ways into the increased average value of students' vocabulary mastery. According to the above argument, the instructor must focus on enhancing pupils' vocabulary, particularly for narrative literature. The teachers want to utilize a persuasive approach in the classroom. The student's difficulties in learning are easy to solve by using the persuasive approach in the teaching process. The student's difficulties in learning are more easily solved by using a persuasive approach.

The result of the research were in the line with previous research conducted by Chris Yovie Sitorus conducted another research (2021), entitled "An analysis of vocabulary mastery of eight grade at SMP amalyatul huda medan" The purpose of this study is to conduct an assessment of the student's vocabulary knowledge. The qualitative design approach was employed to carry out the procedures of this investigation. In addition to observations, interviews, and tests, data gathering for this report, which is another important record regarding the process, was carried out. Twenty eighth-grade students and one English teacher from SMP SWASTA AMALYATUL HUDA MEDAN make up the sample for this study. Following the completion of the research project, the results indicated, on the basis of an examination of the data, that the pupils' vocabulary in the eighth grade was extremely limited. The difference between this research and previous research are : This research focuses on students' vocabulary mastery. Even though vocabulary includes word classes such as nouns, verbs, adjectives, pronouns, and adverbs, this study focuses on noun, verb, and adjective mastery. There is a relationship between synonym and antonym that occurs in narrative. In other words, the narrative texts in this research serve merely as a means of assessing

students' vocabulary proficiency and the previous research was focus on student vocabulary mastery knowledge and used observation, interviews, and test.

## **CONCLUSION AND RECOMMENDATION**

### **Conclusions**

The researcher focused on knowing students' vocabulary mastery in the narrative text in terms of synonyms and antonyms and understanding the narrative text of the third-year students at SMPN 40 Pekanbaru. This research instrument was a multiple choice of 50 questions, analyzing the data presented in the previous chapter. There are several points that can be forwarded for the conclusion of this research related to a student at SMP 40 Pekanbaru. The data analysis found that students' vocabulary mastery in narrative text score was 57.8, categorized into "average" level. This result also found that in the synonym, antonym, and understanding narrative. In the synonym component, the average score was 57.45%. In the antonym component, the average score was 55.45%, and in the understanding narrative, the average score was 66.6%. It means the student's achievement is average in vocabulary mastery in narrative text.

### **Recommendations**

Based on the result of the analysis and conclusion above, the researcher would like to give a recommendation as follow: Based on the results, students still have not mastered the vocabulary in the text with the overall mastery was 57.85. Teachers are recommended to improve students' vocabulary by presenting interesting material, and then the teachers can give the students homework, and give exercises at school to the students. Based on the study results, students still struggle with vocabulary. Students should do more to improve their vocabulary skills. The students have to work hard again to learn and remember how to tell the difference between a noun, verb, adverb, adjective, and pronoun. Students should do more word practice, especially with nouns, verbs, adverbs, adjectives, and pronouns. The students are recommended to improve their vocabulary mastery by reading a lot of texts, doing exercises at school, can ask their friends or their teacher if they do not understand, and they can do homework given by their teacher. Because of the limitations of this study, it is recommended that future researchers conduct research about students' vocabulary.

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