

MASTERING STUDENTS' VOCABULARY AT MTS AL-HIKMAH PAROMBEAN

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Abstrak

Penelitian ini bertujuan mengetahui kemampuan siswa dalam penguasaan kosakata dengan menganalisis perolehan hasil test sebelum dan sesudah diterapkannya perlakuan berupa test vocabulary di kelas. Populasi penelitian adalah siswa kelas VIII MTS Al-Hikmah Parombean tahun ajaran 2022/2023. Masalah utama dalam penelitian ini adalah untuk mengetahui bagaimana penguasaan kosakata siswa dalam belajar bahasa Inggris. Teknik yang digunakan untuk memperoleh data yakni mengumpulkan data dari test kosakata siswa; menghitung dan mengklasifikasikan test penguasaan kosakata; dan menarik kesimpulan berdasarkan hasil data. Hasil penelitian menunjukkan bahwa ada peningkatan pada penguasaan kosakata siswa. dapat dilihat bahwa nilai kosa kata siswa pada pre-test kurang baik sebesar 54,03 dengan standar deviasi 11,895 maka nilai minimum 33 dan nilai maksimum 73, dan meningkat pada rata-rata post-test 75,60 dengan standar deviasi 8,873 maka nilai minimal 60 dan nilai maksimal 87. Peneliti menghitung rata-rata skor tes penguasaan kosakata siswa menggunakan statistik deskriptif spss v26. Dapat disimpulkan bahwa penguasaan kosakata siswa di MTS Al-Hikmah Parombean setelah diberikan perlakuan meningkat dengan baik, artinya siswa mampu menangkap materi, menerima dan menerapkan materi yang dijelaskan oleh peneliti.

Kata Kunci: *Penguasaan Kosakata*

Abstract

This study aims to measure students' vocabulary by analyzing the acquisition of test results before and after the implementation of the treatment in the form of a vocabulary test in class. The study population was class VIII MTS Al-Hikmah Parombean students in the 2022/2023 academic year. The main question is to find out how the students' vocabulary mastery in learning English. The technique used to obtain data is to collect data from students' vocabulary tests; count and classify vocabulary mastery tests; and draw conclusions based on the data results. The results showed that there was an increase in students' vocabulary mastery it can be seen that the student's vocabulary scores on the pre-test were not good at 54.03 with a standard deviation of 11.895 then the minimum score was 33 and the maximum score was 73, and increased in the post-test average of 75.60 with a standard deviation is 8,873 then the minimum score is 60 and the maximum score is 87. The researcher calculated the average score of the student's vocabulary mastery test using descriptive

statistics spss v26. It can be concluded that the students' vocabulary mastery at MTS Al-Hikmah Paromban after being given treatment improved well, meaning that students were able to capture the material, accept and apply the material described by the researcher

Keywords: *Vocabulary Mastery*

INTRODUCTION

English language was very important to our lives, because English is an international language use by all countries in the world. In Indonesia, English is one of the subjects taught from elementary school to university. Indonesian people learn English to communicate in two forms, in spoken and written forms. If someone wants to learn English very well, she should know four skills. They are listening, speaking, reading, and writing. According to Hudriati, A., Rusdiah., Sulastri. (2021) Some experts have tried to find the factors causing the low result of the student's evaluation. Student score was not only caused by an external factor such as limited learning facilitation, but also it was influenced by the internal factor of the students, such as the student's interest, motivation, intelligence, and lack of vocabulary. Vocabulary is needed to improve the four language skills, namely listening, speaking, reading, and writing. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. When we just learn about grammar without learning vocabulary, we cannot express anything. Handayani (2007) says that vocabulary is knowledge of words and meanings. The knowledge and word often make the distinction between oral and vocabulary or the word recognized and use in reading and writing. Language consists of a number of words formed when speaking and write use words. Most of our thinking is in words. Most communication is primarily based on our knowledge of the word. In other words it can be said that vocabulary is essential to master. When students want to comprehend the texts, it needs vocabulary. Vocabulary is very important to learn because it is the first thing mastered by the learner.

As the basic unit of language, vocabulary plays a prominent role, as Muhajir., Sulaiman, R., Ismail, U. (2018) said that communication cannot be appended effectively without mastery of vocabulary. A good vocabulary and ability to use words correctly and effectively can help the students make school work easier and more rewarding, and also many tests that they take in school include vocabulary questions. The more vocabulary they know the better their chance to do well on an English test. The acquisition of a large number of vocabularies can help the students read, speak, listen, and write. A good vocabulary and ability to use words correctly and effectively can help the students make school work easier and more rewarding, and also many tests that they take in school include vocabulary questions. According to Syamsu, A., Yunus, M., Sulaiman, R., (2019) Kualitas keterampilan berbahasa seseorang jelas tergantung pada kuantitas dan kualitas yang dimilikinya maka semakin besar kosakata yang kita miliki maka semakin besar pula kemungkinan kita terampil berbahasa". One of the purposes of teaching English as a foreign language to Indonesian people is that they can read, grasp the idea and understand the book written in English. To achieve those purposes, students need a lot of words of English to master. As Syamsu, A., Muhajir (2022) said 'Vocabulary is one of the most important skills in a language". So, to achieve the success in language teaching learning process especially in English, vocabulary is one of the important factors in all language teaching. Based on the background above, the researcher would like to formulate the research questions is how are the students' vocabulary mastery at MTS Al-

Hikmah Parombean. Based on the research problem, the objectives of the research was as to find out the students' vocabulary mastery at MTS Al-Hikmah Parombean.

Vocabulary is the "Everest of Language". Syarifuddin, S., & Hasyim, I., (2019) assumed that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". For this reason, a person who wants to communicate in a certain language has to master the vocabulary of that language for the first time. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or she reads or hears if or she has enough vocabulary and the capability of using it accurately. Burton (1982) said: " Without a Large Vocabulary, it is impossible to use English Language Precisely and Vividly". Varasarin (2007) knowledge of the meaning of words and the ability to efficiently access this knowledge are recognized as important elements for fluent reading, listening, speaking, and writing. Therefore, knowledge of vocabulary helps students understand the language. Vocabulary knowledge is central to understanding and using a language. To understand the text well, the student needs to have a good knowledge of the word. This means that understanding a language depends on the number of words known in that language.

According to Huyen (2003), vocabulary is very important in learning English, especially in reading comprehension. The vocabulary is used as follows: The main tool for self-understanding of shapes, phrases, sentences, and word lyrics. Therefore, in order to communicate well, students must you need to have enough words and know how to use them correctly. Hanafi, Y., Hadijah (2021) explained that mastery is the understanding of a particular thing. Vocabulary mastery is the ability to acquire or receive a lot of words. By mastering vocabulary, we will be able to understand the meaning of vocabulary in context to help avoid making mistakes in understanding. Vocabulary mastery in learning, especially English will support the success of students in English. Oakhill (1993) explains that " it is clear that effective reading comprehension depends on good knowledge of the meanings of words. Indeed, for a long time, it has been known that vocabulary knowledge is strongly related to reading comprehension". It means that reading comprehension depends on the understanding of the meaning of the word mastered by students. It has long been believed that vocabulary mastery is closely related to reading comprehension.

METHOD

This research applied a quantitative approach with a pre-experimental design. Quantitative research was officially about collecting numerical data to explain particular phenomenon. Quantitative research is a research method that use for study about population or sample, and use instruments to collect the data, the data analysis uses statistics in order to testing the hypothesis that already existed. The quantitative research helps the researcher to describe the significant correlation between students' vocabulary mastery and their reading comprehension. This research was conducted at MTS Al-Hikmah Parombean with 30 students of class VIII A and VIII B they were given pre-test, treatment, and post-test to determine their potential. pre-test and post-test include 15 numbers in the form of multiple choice given to students to answer the question.

To find the students improvement the formula as follows:

$$P = \frac{y_1 - y}{y} \times 100\%$$

Where:

P : Percentage of Studens' Improvement

y : Pre-test Result
 y1 : Post-test Result

FINDING AND DISCUSSION

The Students' Vocabulary Mastery at MTS Al-Hikmah Parombean

The students' scores on pre-test and post-test were observed based on vocabulary. The data can be seen in the following table:

Table 1. Table Pre-Test Vocabulary

No	Students	Class	Pre-Test
1	AP	VIII A	33
2	J	VIII A	40
3	MS	VIII A	60
4	S	VIII A	60
5	A	VIII A	53
6	R	VIII A	60
7	MAH	VIII A	53
8	ME	VIII A	53
9	H	VIII A	53
10	A	VIII A	67
11	NZ	VIII B	60
12	G	VIII B	40
13	AR	VIII B	67
14	MAR	VIII B	73
15	A	VIII B	67
16	KA	VIII B	67
17	Y	VIII B	33
18	SM	VIII B	67
19	NFA	VIII B	67
20	N	VIII B	60
21	MAI	VIII B	67
22	I	VIII B	60
23	A	VIII B	60
24	MF	VIII B	47
25	K	VIII B	47
26	MF	VIII B	33
27	NH	VIII B	47
28	K	VIII B	47
29	NI	VIII B	40
30	SJ	VIII B	40
Total			1621

(Source: Primary Data. 2022)

The table above shows the results of the assessment of the student's initial test conducted at the beginning of the meeting before being given treatment, it can be seen that the scores of some students in the pre-test are included in the bad category. After knowing the student's score, the researcher then gave treatment to the students, namely the explanation of what is vocabulary and examples as well as matters related to vocabulary learning. In classroom, the treatment was given to students in the following steps: In the first meeting, the researcher explained the vocabulary taken from the school handbook, namely the K13 book, then the researcher gave examples of nouns and adjectives. at the second meeting, the researcher explained about verbs and sentences, then the students made 2 examples of sentences. at the third meeting, the researcher explained about shape then the researcher gave some pictures and the students mentioned the shape of the pictures in English

Table 2. Table Post-Test Vocabulary

No	Students	Class	Post-Test
1	AP	VIII A	73
2	J	VIII A	60
3	MS	VIII A	87
4	S	VIII A	73
5	A	VIII A	67
6	R	VIII A	87
7	MAH	VIII A	67
8	ME	VIII A	73
9	H	VIII A	73
10	A	VIII A	80
11	NZ	VIII B	87
12	G	VIII B	67
13	AR	VIII B	73
14	MAR	VIII B	80
15	A	VIII B	80
16	KA	VIII B	80
17	Y	VIII B	60
18	SM	VIII B	87
19	NFA	VIII B	87
20	N	VIII B	80
21	MAI	VIII B	80
22	I	VIII B	80
23	A	VIII B	80
24	MF	VIII B	73
25	K	VIII B	67
26	MF	VIII B	60
27	NH	VIII B	60
28	K	VIII B	87
29	NI	VIII B	80
30	SJ	VIII B	80
Total			2268

Then after giving treatment several times, the researcher at the last meeting gave a post-test to find out how successful the treatment was given by the researcher to the students' understanding and it can be seen from the table above shows that the post-test score on students after being given the treatment increased to good. This means that the treatment given by the researcher was able to improve students' understanding of vocabulary Mastery. This data was to find out about how mastery of students' vocabulary mastery at MTS Al-Hikmah Parombean. The results of the study found that students' vocabulary scores on the pre-test were lower and increased in the post-test. To see the frequency of students' vocabulary mastery scores, the researcher tries to show it in the table below.

Table 3. Classification the Frequency and Percentage Score Pre-Test and Post-Test

No	Categories	Score	Vocabulary			
			Pre-test		Post-test	
			Freq	%	Freq	%
1	Excellent	80 – 100	-	%	16	46.7%
2	Good	60 – 79	15	50%	18	53.3%
3	Fair	50 – 59	4	13.4%	-	%
4	Poor	0 – 49	11	36.6%	-	%
Total			30	100%	30	100%

Sources: Data analyzed 2022

Table 3 shows the category, frequency, and percentage of vocabulary in the pre-test and post-test scores where there are differences between pre-test and post-test. In the pre-test category, the number of students who scored less was 11 students with a percentage of 36.6%, and then, there are 4 students with a percentage of 13,4% who are included in the Fair category. In addition, there are 15 students with a percentage of 50% who are included in the Good category and there is no students in excellent category. While the post-test showed an increase in student scores in the excellent category as many as 16 students (46.7%) and there were 18 students who advanced in the good category (53.3%), and there are no more students who are ranked or categorized as poor.

Table 4. Descriptive Statistic

N	Pre-Test		Post-Test
	Valid	30	30
	Missing	0	0
Mean		54.03	75.60
Std. Deviation		11.895	8.873
Minimum		33	60
Maximum		73	87
Sum		1621	2268

Source: IBM SPSS V26

In the statistical table, it can be seen that the student's vocabulary scores on the pre-test were not good at 54.03 with a standard deviation of 11.895 then the minimum score was 33 and the maximum score was 73, and increased in the post-test average of 75.60 with the standard deviation is 8,873 then the minimum score is 60 and the maximum score is 87. The researcher calculated the average score of the student's vocabulary mastery test using descriptive statistics spss v26.

The percentage improvement of the score students' on the vocabulary test

$$P = \frac{y_1 - y}{y} \times 100\%$$
$$P = \frac{75.60 - 54.03}{54.03} \times 100\%$$
$$P = \frac{21.57}{54.03} \times 100\%$$
$$P = 0.399 \times 100\%$$
$$P = 39.92\%$$

Based on the above calculation, it can be seen that there is an increase of 39.92%, which means that after the researcher gave treatment to the students, there was an increase in the student's vocabulary, during the study the students listened, followed, and applied the method given by the researcher well.

DISCUSSION

Students' vocabulary mastery in learning English at MTS Al-Hikmah Parombean has a poor category. Based on these findings, the calculation results show that the average score of students' vocabulary mastery in the pre-test is 54.03. That is, the average value of vocabulary is a bad score. In vocabulary mastery, there are two tests that are given first, namely the pre-test which is conducted at the first meeting, and post-test which is conducted after being given treatment. In the post-test, the researcher found the average score increased from the pre-test, which was 75.60. That is, the average value in the post-test can be said to be increasing, after being tested using the formula, it can be seen that the student's score from pre-test to post-test has increased by 39.92%, it can be concluded that the vocabulary at MTS Al-Hikmah Parombean student after being given treatment was improving well, meaning that students were able to capture the material, receive and apply the material described by the researcher. In connection with the findings of previous research, the data shows that the researcher finds that vocabulary is the most important part of language learning. Stahl (2005) defines vocabulary as knowledge; knowledge of words implies not only definitions but also implies how they fit into the world. This means that students may not be able to read, write, and speak a foreign language without having sufficient knowledge of the vocabulary.

CONCLUSION

Based on the research findings and discussion in the previous chapter, the researcher comes to the following conclusions: There is a significant correlation between student vocabulary mastery and their reading comprehension ability in learning English in the second grade in academic 2022/2023, while the criteria of the correlation between 0.70 to 0.90 are considered high, the writer concludes that $r_{xy} = 0.788$ with $N = 30$ are significant. It means that null hypothesis is rejected and H_a hypothesis is accepted. The researcher also finds out that most students are still weak not only in their vocabulary mastery but also in reading comprehension ability. For example using dictionary is very helpful for them to find out the meaning of words. The researcher also finds out that the correlation between vocabulary mastery and reading is significant. So, both of them cannot be separated each other.

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