

**THE MASTERY OF ENGLISH VOCABULARY ON FOOD AND DRINK BY
THE 4th GRADE STUDENTS OF BUNGA ELEMENTARY SCHOOL
SIDOARJO**

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ABSTRACT

This article aimed to find out the vocabulary mastery on food and drink by the 4th Grade students of Bunga Elementary School, Sidoarjo. This thesis uses quantitative research because it is focused on number and analyzing data. The thesis writer uses written test to gather the data from the 4th grade students of Bunga Elementary School, Sidoarjo. After conducting, the thesis writer takes the student's test paper to analyze how far the students have mastered vocabulary of food and drink. The test consists of 36 Items, divided into three parts. Part 1 is pictures matching, part 2 is blanks filling, and part 3 is essay. Each part has 12 numbers of questions with pictures of food and drink. The thesis writer finds that there are 9 students participate on the test. There are 1 student who gets B+(11.11%), 2 students who get B (22.22%), 1 students who get C (11.11%), 4 students who get D (44.44%), and 1 student who gets E (11.11%). It can be concluded that there are 4 students who pass the test and 5 students who fail in mastering vocabulary. He hopes that this thesis could be a guide for teachers and students to improve their vocabulary.

Keywords: vocabulary, mastery, ability

ABSTRAK

Artikel ini bertujuan untuk mengetahui kemampuan kosa kata Bahasa Inggris mengenai makanan dan minuman untuk murid-murid kelas 4 Sekolah Dasar Bunga, Sidoarjo. Skripsi ini menggunakan penelitian kuantitatif karena penelitian ini mengutamakan angka dan analisa data. Penulis menggunakan tes tertulis dengan tujuan mengumpulkan data dari murid-murid kelas 4 Sekolah Dasar Bunga, Sidoarjo. Setelah melaksanakan ujian tertulis, penulis mengambil kertas ujian tersebut untuk dianalisa seberapa jauh murid-murid menguasai kosakata bahasa Inggris mengenai makanan dan minuman. Tes tersebut memiliki 36 soal, tes tersebut dibagi menjadi 3 bagian. Bagian pertama adalah mencocokkan gambar, bagian kedua adalah mengisi jawaban yang kosong, dan bagian ketiga adalah esai. Setiap bagian terdiri dari 12 soal dengan gambar makanan dan minuman. Penulis mengetahui bahwa ada 9 murid yang mengikuti ujian. Terdapat 1 murid yang mendapat B+ (11.11%). 2 murid yang mendapat B (22.22%), 1 murid yang mendapat C (11.11%), 4 murid yang mendapat D

(44.44%), dan 1 murid yang mendapat E (11.11%). Hal ini dapat disimpulkan bahwa terdapat 4 murid yang lulus dan 5 yang gagal dalam menguasai kosa kata. Ia berharap bahwa skripsi ini bisa menjadi pedoman untuk guru dan murid untuk menguasai kosa kata.

Kata Kunci: Kosa kata, penguasaan, kemampuan

CHAPTER I: INTRODUCTION

A. Background of Study

Language is a primary instrument of communication among human being in the world. Language connects all people around the world. They interact with each other using language. People can communicate with others by sending and receiving information that they need. They build the ability to understand a language and use it to communicate with others either using gestures, symbols, or words.

Every nation has its own national language. Obviously, each national language has its own characteristic. This characteristic appears because the influence of social, culture, religion, politics, history, and geography.

There are many kinds of languages in the world and some of the languages become international

language. United Nation (UN), the intergovernmental organization that is tasked to maintain international peace and security, confirms six official languages. They are Arabic, Chinese, Spain, French, Russian, and English. From the six official languages, English is the most popular language which used by many countries in the world. ST George International The Language Scientist assumes that in 2015, out of the total 195 countries in the world, 67 nations have English as the primary language of 'official status'. Plus there are also 27 countries where English is spoken as a secondary 'official' language.

English Language known as International Language as stated above. It is used not only American, Australian, or some European, but also African and Asian as well. English can be used by every people in the world without considering races, ethnics, religions, social

status, and gender. English can be used as a communication language. People from another country or region use English to communicate with someone or group of people from different country or region. Consequently, it is clear that English plays an important role in the world as a means of communication especially in this global era.

In this globalization era, English is also used in various fields. In business, traders or foreign investors make business agreements and transactions in English. In politics, governments work together to maintain peace and hold political meeting as well as discuss a mutual benefit treaty. In entertainment world, films are subtitled in English, novels and songs are translated into English. In education field, many reference books are written in English. Therefore, the mastery of English language is necessary for

everyone so that they can communicate well.

From the discussion above, it is undeniable that English learning is very useful for every student especially in Indonesia starting from the very beginning level to university. English is one of the subjects that must be given to elementary school students because English is used to communicate with foreigners and to learn other knowledge. Many books, internet, and other media use English as a means of communication.

In learning English, there are four language skills which must be acquired by students. They are listening, reading, writing, and speaking and three language components such as grammar, pronunciation, and vocabulary. These skills cannot be separated to one another because they are correlated to each other.

Vocabulary represents one of the most basic components necessary for teaching and learning a foreign language especially in English Language. It is the basis for the development of all the other skills such as reading, listening, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English well.

Some elementary students have problems in learning English, especially in the vocabulary section. They often find some difficulties in learning vocabulary because spelling and pronunciation between mother tongue and English are not the same. It makes them difficult to master English well and fluently. Therefore, Teachers must create a learning technique which appeals to students and help them to overcome the mastery of learning vocabulary.

B. The statements of the Problems

The statement of the problems in this study is “How far does the 4th Grade Students of Bunga Elementary School master the vocabulary of food and drink?”

C. Objectives of the Study

Base on the statement of the problem above, the objective of the study is to find out the mastery of English vocabulary by the 4th Grade students of Bunga Elementary School, Sidoarjo.

D. Significance of the Study

The thesis writer hopes that this research will be useful for the students of Bunga Elementary School to master the vocabulary. The research will help the teachers in Bunga Elementary School to find the appropriate method in teaching English Vocabulary.

E. Limitation

In order to avoid a wide discussion, this study only focuses

on describing the mastery of English Vocabulary on food and Drink by 4th Grade students of Bunga Elementary School. Since the population is the 4th grade students of Bunga Elementary School, the result of research is applied only for the 4th grade students of Bunga Elementary School, Sidoarjo.

CHAPTER II: REVIEW OF RELATED LITERATURE

A. Theoretical Background

To analyze the problem of the thesis, the thesis writer uses the theory of Language Component.

1 Language Component

In learning a language, a learner should practice four language skills such as listening, speaking, reading and writing and 3 language components such as grammar, pronunciation and vocabulary. These language skills and language components cannot be separated to one another. To achieve the goal of those four skills, it is necessary to master the component of English which is important to learn is Vocabulary.

a. Pronunciation

When people learn a language, they must learn how to pronounce the word well. They learn

how to pronounce by imitating from other people and by practicing more and more. If they don't understand, they may look it up in dictionary so they can pronounce the word correctly. Every word has different pronunciation. A mistake in pronouncing the word will change the meaning of the word and cause an ambiguity.

Lado (1964:70) states that pronunciation is the use of a sound system in speaking and listening. Meanwhile, Hornby (2006:1164) states the pronunciation as the way in which a particular person pronounces the words of certain language. It can be concluded that pronunciation is the sound which person used in speaking and listening the words of language. Pronunciation is the actual living form or forms of the word. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as:

the duration of the cultural exposure of their childhood, the location of their current residence,

speech or voice disorders, their ethnic group, their social (Beech 1993:55) class, or their education (Paulston 2003:234-250).

b. Grammar

People know grammar is a subject which students must learn at school, at home, or in the community. They learn rules how to compose correct sentences. Each language has its grammatical rules. Therefore, students are quite difficult to master grammar well due to the different structure and uniqueness of their first language and second language they are learning. However, they must master the grammar in order to understand oral and written languages.

Harmer (2001:12) explains grammar as the description of the

ways in which words can change their forms and can be combined into sentences in the language. It is also defined by Lado (1977:141) as the study of rules that are claimed to tell the students what should and should not say in order to speak language of the social educated class. Grammar is the study of the classes of words, their inflections, functions and relations in the sentence of language.

c. Vocabulary

Vocabulary is a set of words that is used by individual speaker of language. Hornby (2006:1645) states that vocabulary is all the words that a person knows or uses and it is all the words in a particular language. Hatch and Brown (1995:1) also describe the vocabulary as a list of words for a particular language or a list or a set of words that individual speakers of language might use.

Vocabulary is the important aspect for learning English. Without

the mastery of vocabulary, learners are unable to understand the meaning of words and how to use them well. They will find difficulties when they communicate with foreigners. It can be concluded that vocabulary is an important element in learning English and it must be achieved well by learners to support the English language mastery.

In order to master English, Students must improve their vocabulary ability. The mastery of vocabulary can be increased by reading books, news, or internet, watching television, or listening to the music and news. Writing sentences and developing them into paragraphs with in English can be a final goal.

2. Word

Word is the smallest meaningful element; the smallest meaningful element which must be used in every writing or speech.

Words can be found in everywhere. People can find words in text book, social media, and advertisement.

Words also have classes. Hatch and Brown (1995: 218) said that the word classification in based on their functional categories which are called part of speech. Those parts of speech should be practiced fluently to the students such as:

1. Nouns: Ball, Book, Andy, etc.
2. Verbs: Work, Eat, Open, etc.
3. Adjectives: Beautiful, Broken, Clever, etc.
4. Adverbs: Quickly, Well, Angrily, etc.
5. Pronouns: I, You, We, They, He, She, It.
6. Preposition: On, In, At, etc.
7. Conjunctions: And, Or, But, etc.
8. Interjections: Wow, Hey, Yeah, etc.

CHAPTER III: RESEARCH METHODOLOGY

A. Research Design

Quantitative Research is a study which focused on number and

analyzing data. The main objective Quantitative Research is used to measure the problem by way of generating numerical data or data that can be transformed into usable statistics. Data from Quantitative Research can be collected from surveys, online surveys, paper surveys, mobile surveys and kiosk surveys, face-to-face interviews, telephone interviews, longitudinal studies, website interceptors, online polls, and systematic observations.

B. The Population and the Sample

The research takes the 4th grade students from Bunga Elementary School in morning class who are learning English Language. There are 9 students altogether.

In this research, the thesis writer takes 100% of the population deriving from morning class as the sample. The thesis writer takes 9 students as the sample.

C. Research Instrument

The instrument of this research is written test because it used to measure extends of student's achievement or mastery of the vocabulary.

The test consists of 36 Items, divided into three parts. Part 1 consists of matching the pictures with the given words, part 2 consist of multiple choices by filling in the blanks with the right given words, and part 3 consists of essay. Each part has 12 numbers of questions with interesting and colorful pictures of food and drink. The students are allowed to take 1 X 40 minutes to finish the test.

D. Criterion of the Evaluation

The Criterion of the Evaluation which is applied is based on the Bunga Elementary School's rule because the participants are students of the 4th grade students of

Bunga Elementary School.

There are 24 items of matching the pictures and words and 12 items of essay. The score of matching pictures and words is 2 while the essay is 4. If all of the score is perfect without mistake, the student gets extra 4 score.

After knowing the final score, the thesis writer tries to apply the scoring rule of Bunga Elementary School and also finds the final score qualification.

Table 3.1: Score Grade

SCORE	QUALIFICATION
100	A
90-99	B+
70-89	B
55-69	C
40-54	D
0-39	E

After the thesis writer knows the number of the students who gets qualification grade, there will be a conclusion about the mastery of vocabulary by the 4th grade elementary students by formulating it as follows:

E. Technique of the Data Gathering

The thesis writer uses test to gather the data from the 4th grade students of Bunga Elementary School, Sidoarjo in morning class. The test was held on November, 12, 2018 in Headmaster Room. The thesis writer is accompanied by Headmaster of Bunga Elementary School to conduct the test. The students who follow the test are 9 so the number of the sample is 9 students.

F. Technique of the Data Analysis

The thesis writer takes the student's test paper as many as the sample in which the number of the sample is 9 students. Then, the thesis writer replaces the name of the students into numbers (1,2,3,4,5,6,7,8,9) in order to reduce subjectivity and then counts the score of each students. Then, the score is written in the table.

CHAPTER IV: FINDINGS AND ANALYSIS

There are score and qualification of the 4th grade students of Bunga Elementary School, Sidoarjo include correct and incorrect answers based on table 3.1 about score grade.

Table 4.1: Student's Score

Subject Number	Correct Answer	Incorrect Answer	Score
1	24	12	52
2	18 (1/2:1)	17 (1/2:1)	42
3	22	14	50
4	23	13	48
5	26	10	62
6	32	4	84
7	30	6	72
8	35 (1/2:1)	(1/2:1)	94
9	16 (1/2:1)	19 (1/2:1)	36

To find the mastery of vocabulary on food and drink of the 4th grade students of Bunga Elementary School, the thesis writer use Qualification, Frequency, and Percentage of student's score.

Table 4.2: Student's Qualification, Frequency, and Percentage

Number	Qualification	Frequency	Percentage
1	A (Perfect)	0	0%
2	B+ (Excellent)	1	11.11%
3	B (Good)	2	22.22%
4	C (Average)	1	11.11%
5	D (Poor)	4	44.44%
6	E (Fail)	1	11.11%
Total		9	100%

Seeing the above result, the thesis writer can say that the qualification which is included to "Pass" is A, B+, B, and C. The mastery of vocabulary by the 4th grade students of Bunga Elementary School can be stated as follows:

- The number of the students who pass is 4 students

The thesis writer would like to present the students' answers of the test which has been given. The test is divided into 3 parts. Part 1 consists of matching the pictures with the given words, part 2 consist of multiple choices by filling in the blanks with the right given words, and part 3 consists of essay. Each

part has 12 numbers of questions with interesting and colorful pictures

Number	Number of Question	Correct Answer
1	1	8
2	2	9
3	3	9
4	4	8
5	5	9
6	6	9
7	7	9
8	8	8
9	9	9
10	10	9
11	11	8
12	12	7

Table 4.4: Student's Answers of Instrument Part 2

Number	Number of Question	Correct Answer
1	1	8
2	2	5
3	3	7
4	4	8
5	5	8
6	6	6
7	7	7
8	8	9
9	9	8
10	10	5
11	11	4
12	12	8

Number	Number of Question	Correct Answer
1	1	2
2	2	3
3	3	3
4	4	3
5	5	1
6	6	7 (1/2: 2)
7	7	6
8	8	5
9	9	7
10	10	2
11	11	2

12	12	(1/2) the thesis writer finds (1/2) students
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CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion

Based on the table 3.1, there are 6 qualifications. They are A (Perfect), B+ (Excellent), B (Good), C (Average), D (Poor) and E (Fail) and only students with A, B+, B, and C qualification who are stated passed the test.

Based on table 4.1, there are 10 students who are supposed to attend the test however only 1 who does not attend the test. There are 1 student who gets B+ (11.11%), 2 students who get B (22.22%), 1 students who get C (11.11%), 4 students who get D (44.44%), and 1 students who get E (11.11%). There is nobody who gets A. It can be conclude that there are 4 students who pass the test.

From the result of the test,

have difficulty in understanding the questions. They also have some problems with knowledge of vocabulary and spelling.

B. Suggestion

In learning language, Vocabulary is one of the most important language components. Vocabulary should be understood and mastered not only by students but also other people. When they communicate both in oral or written language, they use vocabulary to express their thought and idea. While in reading, people must understand the meaning of the vocabulary written on the text. Surely, mastering English vocabulary needs times and process. Therefore, the thesis writer would like to suggest some techniques for the 4th grade students of Bunga Elementary School in increasing their vocabulary and the English teacher of Bunga

Elementary School in motivating students to increase their vocabulary.

Improving knowledge of English language, especially in the field of Vocabulary is an important thing. Teachers must create a learning technique which appeals to students and help them to overcome on the mastery of learning vocabulary. Here are some steps that could be done in motivating the students to increase their vocabulary:

1. Teacher has to do some preparation such as choosing the materials and the materials should be relevant to the objectives and the student's level.
2. Teacher has to demonstrate the students how to pronounce vocabulary well.
3. Teacher asks the students to do some repetitions.
4. Teacher may use some vocabulary tools such as: games, songs, pictures, flash

card, audio visual, and puzzle.

5. Teacher gives some exercise and test to find out the student's mastery of English vocabulary.

Students need to improve their language ability especially on vocabulary by studying hard, memorizing new words, and practicing it in daily life. There are some tips to increase their vocabulary:

1. Student should read books or short stories that relevant to their age and level of difficulties.
2. Student needs dictionary to help them understand the meaning and how to pronounce it
3. Student has to write down new words and memorize them
4. Student uses those new words in their daily life.

Finally, the thesis writer realizes that there are other good techniques which can be used in the increasing vocabulary. One important thing, the teacher should also provide an attractive atmosphere and gives motivation to students to be able to study well. However, the thesis writer hopes that the technique will give some useful contributions to the teaching of vocabulary in the 4th grade students especially of Bunga Elementary School.

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