

THE VOCABULARY MASTERY OF THE SECOND SEMESTER STUDENTS OF WIDYA DHARMA UNIVERSITY IN ACADEMIC YEAR 2015/2016

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Abstract : As the basic component of the four language skills, vocabulary has to be mastered by the learners. Vocabulary is the main point to learn English. Without it a student will get difficulty to learn English. In the early semester, vocabulary is the first step to learn English. By knowing the vocabulary from the beginning the students will get a lot of knowledge and will not get difficulties in mastering language skills. Thus, vocabulary should be on the first priority in the English language teaching and learning.

Vocabulary mastery has always been an essential part of English as foreign language. There is no doubt that vocabulary mastery plays an important role in the four language skills. They are listening, speaking, reading, and writing. All four aspects are interrelated. But before students master all aspects, they must master vocabulary first. Vocabulary must not be neglected by anyone who learns English. From the importance of vocabulary above, teacher should give serious attention in teaching vocabulary. In this research, researchers would like to analyze the students' vocabulary ability entitled "The Vocabulary Mastery of The Second Semester Students of Widya Dharma University in 2015/2016".

In this research, researchers conducting descriptive study to answer the question on how is the vocabulary mastery of the second semester students of Widya Dharma University in 2015/2016. Thus, the researchers found that the vocabulary mastery of the students is categorized into good.

Keyword : vocabulary, vocabulary mastery, good.

INTRODUCTION

Background of The Study

Language becomes a very important means as people communication one to another to understand and to be understood. Since there are many different cultures owned by different people, language is various in its features. The implication of this is each country has its own language which is different from other languages. It is not only a means of communicating ideas but also an important means of establishing and maintaining relationship with other people.

As a matter of fact, people need to build a good relationship in not only their surroundings but also all over the world to suffice their needs. That is why an acceptable and universal language is required. It is undeniable that the language will be English as it is spoken in almost every country.

To Indonesian, English is the first foreign language confirmed by the government that must be learnt by the learners in particular and the people in general.

Since many years ago, Indonesian government makes English as a compulsory subject in schools,

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from elementary school to college. Realizing the increasing world's challenges, government suggests that English should be given to the students as early as possible.

It should be remembered that English in Indonesia is a foreign language, means that the language is not used in daily life. There are some elements that should be learner in learning a foreign language, one of them is vocabulary. It is very important because people can't express their thought and understand other's if they don't have enough vocabulary. The idea is formulated from some experts' theories. Gattegno (in Richards and Rodgers, 2003: 37,82) pinpoints that in language learning vocabulary is seen as a central dimension and the choice of it is very crucial. This is supported by Palmer (in Thornbury, 2002: 30) who said that vocabulary is one of the most important aspects of foreign language learning and be the essential component of reading proficiency.

As the basic component of the four language skills, vocabulary has to be mastered by the learners. Vocabulary is the main point to learn English. Without it a student will get difficulty to learn English. In the early semester, vocabulary is the first step to learn English. By knowing the vocabulary from the beginning the students will get a lot of knowledge and will not get difficulties in mastering language skills. Thus, vocabulary should be on the first priority in the English language teaching and learning.

Vocabulary mastery has always been an essential part of English as foreign language. There is no doubt that vocabulary mastery plays an important role in the four language skills. They are listening, speaking, reading, and writing. All four aspects are interrelated. But before students master all aspects,

they must master vocabulary first. Vocabulary must not be neglected by anyone who learns English. From the importance of vocabulary above, teacher should give serious attention in teaching vocabulary.

In this research, researchers would like to analyze the students' vocabulary ability entitled "The Vocabulary Mastery of The Second Semester Students of Widya Dharma University in 2015/2016".

The Reason for Choosing the Topic

In this study, researchers choose the topic about vocabulary mastery because:

1. The researchers interested to know further about the students' vocabulary mastery.

The Limitation of the Study

1. The study is limited to the second semester students of Widya Dharma University.
2. This study is limited to know further the students' vocabulary mastery.

The Statement of the Problem

Based on the limitation made, the researcher presents the statement of the problem as follows:

"How is the students' vocabulary mastery of Widya Dharma University in 2015/2016?"

The Aim of the Study

Referring to the statement of the problem stated above, this study aims to know further the students vocabulary mastery of the second semester of Widya Dharma University in 2015/2016.

The use of the Study

The use of this study can be classified in to:

1. The theoretical use

The result of the study is hoped to be able to enrich the repertoire of teaching vocabulary.

2. The practical use

This study can be used to improve the teaching vocabulary of English.

LITERATURE REVIEW

General View of Vocabulary

In general, students interpret vocabulary only as a matter of words, as Burn and Broman (1975: p. 27) state that vocabulary is the stock of words used by person, class or profession to state their idea. They also state that almost every individual uses several different vocabularies, they are often designated as hearing, speaking, reading, and writing. Words are symbols of ideas, one needs facility in the use of words. In this definition they try to see the meaning of vocabulary from the general point of view

Sometimes students perceive that vocabulary is only the words and their meanings. They actually need to know the nature of vocabulary and whatever is related to vocabulary in order to make them recognize the importance of vocabulary, because vocabulary is central to language and of critical importance to typical language learner. It means that vocabulary is an important thing for learners to master vocabulary. Without a sufficient vocabulary, one cannot communicate effectively or express ideas in both oral and written forms.

According to Hornby, vocabulary is the total numbers of words in a language and vocabulary is a list of words with their meanings (1995: p. 131). It means that vocabulary is a number of words along with the meaning in a language that is known by a person. Here, words are symbols that represent, either physical object or idea. Dealing with the vocabulary Ur states that vocabulary can be defined, roughly, as the words we teach in the foreign language. However,

new item of vocabulary may be more than a single word (1996: p. 60).

Meanwhile vocabulary mastery has always been an essential part of English as a foreign language. There is no doubt that vocabulary mastery is the basic in learning English. Here, the word mastery can be defined as a test assessing performance on an objective (Gagne, Briggs, and Wager, 1992: p. 262). Furthermore, Zimmerman (in Cody and Huckin, 1997: p. 5) states that “vocabulary is central to language and critical importance to the tipycal language learning”. Vocabulary should not be neglected by those who learn a language. It even needs to be mastered if someone wants to master the four language skills. Inadequate vocabulary obstructs students’ development in learning English.

Furthermore, Thornbury (2002: p.130) states some characteristics of what is called as ‘knowing a word’, he says: knowing a words means knowing:

- The word’s form – both spoken and written
- The word’s meaning (or meanings)
- Any connotations the word might have
- Whether the word is specific to a certain register or style
- The word’s grammatical characteristics – e.g. part of speech
- The word’s common collocations
- The word’s derivations
- The word’s relative frequency’

Those aspects can be realized receptively (in listening and reading) or productively (in speaking and writing). A good vocabulary test needs to consider the multidimensional characters of them.

It can be concluded that vocabulary is a total numbers or a list of words as symbols of ideas of a

foreign language text or grammar which are needed to express the idea.

The Importance of Vocabulary

Vocabulary is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspects of language. Zimmerman in Coady and Huckin (1997: 5) states that vocabulary is central to language and critical importance to the typical language learner. McCharty (1990: Viii) states that the importance of vocabulary in language learning is as follows: “no matter how successfully sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way. According to Burns and Broman (1975: 295) the position of an individual in society may be determined by the extent of his knowledge of words and how to use them in manner appropriate to a particular place, time, and situation.

Wilkins (1982: 111) says that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. It has to be realized that the student’s ability to read, to write, to listen, and to speak is conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally. In addition, Coady and Huckin (1997: 5) argue that vocabulary is central and critical importance to typical language learner. It makes vocabulary becomes the basic element to master the four language skills, namely listening,

speaking, reading and writing. Without having adequate vocabulary, a language learner will not be able to master the language skills. The meaning shows that vocabulary mastery has important roles in communication.

Definition of Vocabulary Mastery

Vocabulary is an essential element of English as a foreign language. Having mastered a large number of vocabularies we will likely be able to express our ideas in the language conveniently. It is true that vocabulary plays an important role in learning and understanding the language. Hence, vocabulary is important that the teaching of it should be carried out as well as possible in English language teaching at elementary schools.

Vocabulary mastery plays an important role in learning a language. There are some definitions of mastery that are proposed by experts. Swannel (1994: p. 656) defines mastery as comprehensive knowledge. This definitions is supported by Hornby who states that mastery is complete knowledge or complete skill (1995: p. 721). According to Culson (1987: p. 1050), mastery is skill to use the knowledge. It means that mastery is ability to use one’s knowledge.

Mastery means natural or acquired facility in a specific activity: ability, adeptness, art, command, craft, expertise, expertness, knack, proficiency, skill, technique (<http://www.answers.com/topic/mastery>). It can be said that mastery is possession of skill, ability, and technique in conducting a certain activity.

From these definitions, it can be concluded that mastery means the skill to understand, use, and apply something learned. Meanwhile, the definition of vocabulary is a total number of words in a certain language used to express meaning. Thus, vocabulary mastery can be defined as the ability to understand

and use the knowledge dealing with a list of words in certain language to express meaning.

Vocabulary mastery can be shown through four major skills, which are defined as writing, speaking, reading, and listening. Ideally, someone who has high vocabulary mastery can recognize meaning of words both in written and spoken forms. She can also pronounce it well, relate to appropriate object or concept, and know how to combine it with other words.

Here, vocabulary mastery deals with words and meaning. The teacher should select and classify the words according to the level of the students in a certain way so the students will learn them easily. The teacher has to present the meaning of words in a way that is comprehensive to the students.

From the explanation above vocabulary mastery means an ability to use words in conducting communication, and students understand the set of words. It can also be said that the set of words likely to be used by those students when constructing new sentences.

It can be concluded that the success in learning English required vocabulary mastery. Indeed, having mastered a large vocabulary cannot guarantee learners' competence in learning English but it is true that inadequate vocabulary minimizes the chances to succeed in learning English.

Types of Vocabulary

Thorndike and Lorge (in Nation, 1990: p. 19) classify types of vocabulary as follows:

Types of vocabulary	Numbers of words	Frequency	Coverage of text	Implications for teaching and learning
High – frequency words	2,000	Occur frequently	About 87% of the running words in a text	Spend a lot of time on these words. Make sure they are learned.
Academic vocabulary	800	Occur frequently in most kinds of academic texts	About 8% of the running words in academic texts	If learners are in upper secondary school or in tertiary education.
Technical vocabulary	About 1,000 to 2,000 for each subject	Occur, sometimes frequently in specialized texts	About 3% of the running words in a specialized texts	
Low – frequency words	About 123,000	Do not occur very frequently	About 2% or more of the words in any texts	

Based on the table above, teacher needs to decide which groups of the words that their learners need. This is an important decision because it will affect the amount of learning expected and it will affect the type of learning, receptive or productive.

Teaching Vocabulary

Teaching in early stage or in the primary school is very essential. Teacher should give certain attention in teaching vocabulary and decide the area of words that become the basic need for the pupil. Burns and Browman say that the teacher must give attention to develop the vocabularies of each child through carefully planned instruction and to do so, he or she must be aware of what words are and how they are formed (1975: p. 295). In further explanation Burns and Broman (1975: p. 296) also explains:

Since vocabulary development is so closely related to abstract thinking, the teacher is concerned with number, the breath, and the dept of concept with which pupils have some acquaintance. For concept development, the individual should have actual experience with the concrete object, person, idea, and event-mainly through sense impressions.

It is undeniable that most learners' vocabulary grows through incidental learning such as through continuous exposure to comprehensible language in reading, speaking, and writing exercises (Krashen in Fauziati, 2005: p. 155). Anyhow, this does not mean that explicit vocabulary instruction is less important to foreign language learners. Even though they are keen readers with different materials, they take a lot of benefits from direct vocabulary instruction. They can effectively expand their vocabulary knowledge.

It has been so far that vocabulary is very important for second language learners, only with a sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus, they should have good ideas how to expand their vocabulary so that they can improve their interest in learning.

Knowing some principles on the way one's vocabulary develops in relations to memory will make us aware of the particular teaching methods suitable for vocabulary teaching and learning. By using appropriate method to learn new vocabulary, students will find it useful and interesting.

According to Ur (1998: p. 60 - 62) there are some aspects of vocabulary that both teacher and learners must give their attention to, they are as follows:

a. Form

Here, the mastery of vocabulary involves the mastery of pronunciation and spelling. The

learner has to know how the word is sounded and how the word is spelled. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned.

b. Grammar

The grammar of a new word needs to be taught if this is not obviously covered by general grammatical rules. A word may have an unpredictable change of form in certain grammatical contexts. It is important to provide learners with the information at the same time the teacher teaches the base form of a word.

c. Collocation

The collocation typical of particular items is another factor that makes a particular combination sound 'right' or 'wrong' in a given context. So this is another piece of information about a new item which may be worth teaching. Collocation is also often noted in dictionaries, either by providing the whole collocation under one of the head-words, or by a note in parenthesis.

d. Aspect of meaning

1) Denotation, connotation, appropriateness

Denotation is the meaning of a word that primarily refers to the real world. It is often the sort of definition in dictionary. Meanwhile, a less obvious component of the meaning of an item is its connotation, the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition.

Besides denotation and connotation, an aspect of meaning that also needs to be taught is whether a particular item is appropriate one to use in a certain context or not. It is useful for a learner to know that a certain word is

very common, or relatively rare, or 'taboo' in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal situation, or belongs to a certain dialect.

2) Meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationship, they are: synonyms (item that mean the same or nearly the same); antonyms (items that mean the opposite); hyponyms (item that serve as specific examples of a general concept); co-hyponyms or co-ordinates (other items that are the same kind of thing); super-ordinates (general concepts that cover specific items); and translation (words or expression in the learners' mother tongue that are equivalent in meaning to the item being taught).

e. Word formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their components exactly how these words are put together is another piece of useful information. Teachers may teach the common prefixes and suffixes. However, they should be warned that in many common words, the affixes no longer have any obvious connection with their root meaning. Another way vocabulary items are built is by combining two words to make one item.

From that discussion above, it can be concluded that vocabulary mastery is a complete skill to understand and apply the stocks of words. It constitutes an essential thing that students have in order to be able to listen, read, write and speak. There are some indicators of vocabulary mastery:

pronunciation, spelling, meaning, and using vocabulary especially to make simple sentences, which are used by the researcher to conduct teaching vocabulary and used in testing the students' vocabulary mastery.

Procedure of Teaching Vocabulary

In teaching vocabulary teacher can devise additional frame of word lesson for students who need added experience. The procedure of teaching vocabulary can be divided into three stages, they are as follows :

- a. Presentation
- b. Practice
- c. Production

RESEARCH METHOD

This chapter consists of the meaning of research method, research design, subject of the study, data collection technique, and the technique of analyzing the data. The elaboration of these terms can be seen in the following discussion.

The Meaning of Research Method

Hornby (1995 : 734) states that method is a way of doing something and science of method called "methodology", which is a set of methods, used in particular area of activity. Hornby (1995 : 996) also proposes research as careful study or investigation, especially in order to discover new facts or information.

It has been known that the methodology of the research gives a guideline. It means that the methodology of the research takes care of the knowledge in order that the scientific value can be achieved as high as the researchers can do.

Based on all of the information above, the meaning of research method is procedure or way of doing careful study or investigation, especially in order to discover new facts or information. In this study, the research aims to describe the vocabulary mastery of the second semester students in academic year 2015/2016.

Research Design

This study was categorized as a case study since the researchers focused on small groups in which there were a limited number of people participating in the study (Lodico, 2010). Here, the researchers described the students' vocabulary ability. In conducting this study, firstly the researcher will select a population. Secondly, she will ask all participants to make texts in written forms. They had to make the texts in which the topic was determined before. Thirdly, the researcher will analyze those texts. For the analyzing process, the researcher will describe the students' vocabulary mastery based on statistical analysis.

Subjects of the Study

The researcher will conduct the study in Widya Dharma University, especially English Education Study Program. The subjects of the study will cover the second semester students of Widya Dharma University in academic year 2015/2016. There are 17 students.

Data Collection Technique

In collecting the data, the researchers use test method. Test method means that the way of collecting the data by giving question in written form in accomplishment, then, it is impossible to use other techniques such as interviewing or literature method. In this research, the researchers ask the students to do the test in written.

Data Analysis Technique

For the data analysis technique, the researcher will use the descriptive analysis to interpret the data. It means that the researchers try to give the description of how is the students' vocabulary mastery.

In this research, the researchers analyze the data by using the steps as follows:

- a. The data are collected from the students' work. The researchers identify the students' vocabulary mastery shows from the students' work.
- b. The data are written on piece of paper
- c. The researchers describes the students' vocabulary mastery.

Then the researcher puts the students' score into the category that can be seen in the following table:

No	SCORE 100	SCORE OF ABJAD	CATEGORY
1	80 – 100	A	Very Good
2	66 – 79	B	Good
3	56 – 65	C	Fair
4	40 – 55	D	Poor
5	30 – 39	E	Fail

FINDING AND DISCUSSION

The objective of the study is to know the vocabulary mastery of the students of Widya Dharma University in Academic Year 2015/2016. This chapter presents research findings in two sections. The first section describes the data finding of the student's written sheet in score. The second section gives the discussion of the finding.

Data Finding

The data sources of this study are the students' written texts. After the data have been obtained, the researcher wants to present the result of the study.

The result of the tests could be seen from two aspects, they are vocabulary, and pronunciation. Here

the aspect of pronunciation taken from the spelling to know their ability in vocabulary mastery.

Table 1. the student's score

No	Code	Pronunciation		Vocabulary	
		Score	Grade	Score	Grade
1	AWR	75	B	75	B
2	QA	70	C	65	C
3	RRS	85	A	85	A
4	AVW	75	B	80	B
5	PAN	70	C	70	C
6	AW	75	B	85	B
7	NKD	80	B	75	B
8	SI	65	C	70	C
9	NNC	75	B	80	B
10	UNA	80	B	85	B
11	ES	85	B	85	B
12	DN	75	B	75	B
13	AR	80	B	85	B
14	LMNI	85	B	85	B
15	HP	85	B	85	B
16	IFD	60	C	70	C
17	FM	90	A	90	A
18	HRA	85	B	90	A

Then the vocabulary mastery of the second semester students of Widya Dharma University could be seen from the percentage as follows:

Subject	Score	Total	Percentage
Pronunciation	A	2	11,11 %
	B	12	66,66 %
	C	4	22,22 %
Vocabulary	A	3	16,66 %
	B	11	61,11 %
	C	4	22,22 %

Concerning the data analysis, the researcher finally finds that the average score for vocabulary pronunciation are : Very good = 11,11 %, good = 66,66 %, fair = 22,22 %, and then for the average score of vocabulary written test are : Very good = 16,66 %, good = 61,11 %, and fair = 22,22 %. There are no students who get fail score.

Based on the description above, it can be interpreted that the most students or 60 % students

get good scores. so, the researcher can say that the vocabulary mastery of the second semester students of Widya Dharma University Klaten in academic year 2015/2016 is good.

Here, researcher will also describe the result of the finding. The pronunciation analysis are including intonation and rhythm. From the finding, it found that in the sentence intonation they still use the intonation in Indonesia. Even though, the pronunciation of the second semester students of Widya Dharma University academic year 2015/2016 could be said well. And there is no one of the students who really got difficulty in pronouncing the English vocabulary.

The vocabulary mastery that we analyzed here is about active vocabulary. The ability of choosing the vocabulary of the second semester students of Widya Dharma University of Klaten academic year 2015/2016 not only good, but also there are students who got very good score.

From the data shows that the vocabulary mastery of the students categorized as good. Even though it's not perfect score, it found that they still make mistakes. So, in this research the researchers want to know further about the vocabulary mastery of the second semester students of Widya Dharma University of Klaten. And the researchers hope that the mistakes will not occur again.

Here, researcher didn't take all of the mistakes to be analyzed, and just took few of them and made the correction. From the mistakes which usually occur is when the students apply the words on their writing. They made mistakes in spelling the words.

The mistake found is the sound in pronounce the word. They pronounce the word "v" same with the "f" for example in the word *very*, *or vegetable*, they pronounce such as in the word *fan*, *fine*, etc.

The mistakes on spelling also could be seen on the students' writing test, such as:

Students' writing	Correction
Beutiful	Beautiful
Smotly	Smoothly
Kwalitet	Quality
Technology	Technology
Collage	College
Reding	Reading
Eyeglasses	Eyeglasses

Note: the correction from the researcher is not the perfect one.

CONCLUSION AND SUGGESTION

In this chapter, the researchers will discuss the conclusion and suggestion of the research. The research was implemented in the second semester of the Widya Dharma University in the academic year 2015/2016.

Conclusion

After presenting and analyzing the data, the researcher would like to conclude the result of the research.

Vocabulary is the basic skill in mastery the language. Here, the English vocabulary is need to learn by the students who wants to master the English well. And it is really interesting to know the vocabulary mastery of the students especially the second semester students of Widya Dharma University.

The main aim of this study to know the vocabulary mastery of the second semester students of Widya Dharma University in academic year 2015/2016. In this chapter the researchers want to give answer about the main problem on how is the mastery

of the second semester students of Widya Dharma University in academic year 2015/2016.

Based on the previous computation, researchers concluded that the vocabulary mastery of the second semester of Widya Dharma University in academic year 2015/2016 is good.

Suggestion

Based on the conclusion the researchers would like to give suggestion to the students, lecturers, and readers.

a. To the students

To the students who wants to master the language especially English well, they need to pay attention on the material given by the lecturer. They should concern with the four language skills. And to mastery all those skills, the students should mastery the vocabulary.

The result of the research shows that the vocabulary mastery of the second semester students of Widya Dharma University is good. Even though, they still have to learn more in order they can mastery the language especially English well.

b. To the lecturers

It hopes that for other lecturers could give a chance for the students to express their ideas through practices concerning with their life.

c. To the readers

The researchers realize that this research is not perfect. So the researchers require corrections and suggestions from the readers. The researchers hope that the result of the research can be used as contribution and comparative matter in doing research for other researchers.

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