

**AN ANALYSIS OF STUDENTS' CAPABILITY IN MASTERING
VOCABULARY AT THE SEVENTH GRADE OF SMP MUHAMMADIYAH 2
MASARAN, SRAGEN IN 2015/2016 ACADEMIC YEAR**



PUBLICATION ARTICLE

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2015**

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Judul Artikel Publikasi : AN ANALYSIS OF STUDENTS' CAPABILITY IN MASTERING
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MUHAMMADIYAH 2 MASARAN, SRAGEN 2015/2016 ACADEMIC
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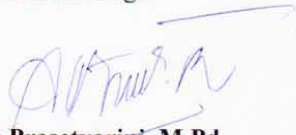
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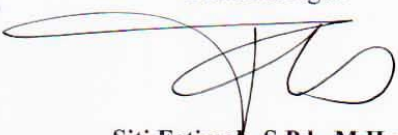
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Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah
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ABSTRACT

This research aims at analyzing the students' capability in mastering vocabulary at the seventh year of SMP Muhammadiyah 2 Masaran, Sragen. Specifically, the study is conducted to describe 1) the number of words mastered by the students 2) the students' capability in pronouncing of words and 3) the students' capability in using words. The writer gets the data from test. The methods of collecting data is test. This research uses descriptive qualitative. The technique for analyzing data: 1) giving test 2) analyzing the descriptive research. The result of the an analysis shows that: 1) the number of words mastered by the students is 2700 words at seventh grade of SMP Muhammadiyah 2 Masaran, Sragen. 2) the students' capability in pronouncing of words by the students. Pronunciation of the students with vocabulary size test. The percentage of high scores is 39.39% for 13 students 2700 words is good. 3) the skill students in using words is good. The student's only understood 30 words from 50 words in exercise.

Keywords: vocabulary mastery, vocabulary size test, capability&pronouncing words

A. INTRODUCTION

English is an international language which is used by people all over the world. In Indonesia, English is a foreign language. It has been taught at school as one of the main subjects. The most important thing in learning English is learning vocabulary. Without vocabulary we can not speak, write and understand what we are reading and listening. Vocabulary is the most important matter in learning language.

Based on the English curriculum, English teaching covers four skills, namely reading, listening, speaking and writing. The four skills above are supported by the learning of language elements, that is grammar and vocabulary. Vocabulary is also essential for succesful second language use because without an extensive vocabulary, one will not be able those the structures and function he or she may learn for comprehensive communication. According to Wilkins in Tornbury (2002: 13), without grammar, without vocabulary nothing can be conveyed.

Vocabulary is central to language and of critical importance to typical language learn. Without vocabulary one cannot communicate effectively or expresses his ideas in both oral and written (Fauziati, 2005: 155). It means that students in Junior High School are enhanced to master English vocabulary and its grammatical rules to make good communication to the other people. Finally, teaching vocabulay in Junior High School has the purpose of providing the students with language skill.

Vocabulary mastery is one of the components to master English as a foreign language. It means that the students have ability in understanding and using the words and their meaning. Therefore, the students not only know the words, but also their meaning. So, students can learn English language more easily and understand its intention from the meaning of those words. It also plays an important part in English skills such as listening, speaking, reading, and writing skill. The larger the vocabulary students master, the less they have problem in their language. By having limited vocabulary, the students will find difficulties in mastering English skill.

Vocabulary mastery is a component to master English as a foreign language in elementary, intermediate, and advanced level in learning the four language skills such as listening, speaking, reading, and writing. Then, vocabulary is a basic component to be mastered. So, if the students did not master vocabulary, the student will find difficulties in mastering reading and other skills. Vocabulary mastery means the students have the ability to understand and use vocabulary. The student are not only expected to select the words but they are knowing the meaning of certain vocabulary items.

According to Graves (1986) for the students of Junior High School are expected to have 2.500 until 5.000 words to support their reading, listening, writing and speaking. But to master vocabulary is not easy. The students in Junior High School should have many vocabulary. In a class, most of the students are passive because of having limited. The teacher can teach the students vocabulary by asking the students to answer the question or feedback.

Based on the observation and interview in the teaching learning English lesson at the seventh year of SMP Muhammadiyah 2 Masaran, Sragen, the writer found some problems. The teacher explained how to teach vocabulary. The teacher usually teaches based on the text in the book. The teacher seldom gives new vocabulary items because they have some vocabulary. So, the students are easily bored and lazy to learn. Finally, the teacher has difficulties in handing the students when teaching learning process is taking place. The students learn 2.500 until 5.000 words in understanding vocabulary. Since the students have limited vocabulary it is difficult for then to arrange sentences.

B. RESEARCH METHOD

The type of research is a qualitative research. This research is intended to vocabulary size capability in mastering vocabulary of the seventh grade of SMP Muhammadiyah 2 Masaran, Sragen.

The subject of the study is the seventh year students at class F 33 students of SMP Muhammadiyah 2 Masaran, Sragen. The object the vocabulary size test for an analysis of students capability in mastering vocabulary to the seventh grade student at SMP Muhammadiyah 2 Masaran, Sragen.

C. RESEARCH FINDING AND DISCUSSION

1. The Number of Words Mastered by the Students

In analyzing the data, the writer explores anything happened during the observation and interview. The observation was conducted as stated by Nation (2006) in http://www.lex tutor.ca/tests/levels/recognition/1_14k/. The researcher conducted this vocabulary size test on Saturday, 25 July 2015 given 50 words exercise for the 33 students in the 7f class.

The students in average master 30 words from 50 words from vocabulary size test by the researcher. The students only understand 30 words with the exercise vocabulary test such as *see, time, period, figure, poor, drive, jump, standard, stone, upset, drawer, nil, microphone, pro, soldier, scrub, dinosaur, compound, latter, quiz, input, crab, vocabulary, remedy, weep, nun, compost, cube, miniature, and bacterium*. Therefore, the students do not understand the words such as *shoe, basis, maintain, patience, pub, circle, restore, jug, strap, pave, dash, rove, lonesome, candid, tummy, allege, deficit, haunt, peel, and fracture*.

2. The Students' Capability in Pronouncing of Words

The researcher asked the students to read the 50 words taken from the vocabulary size test face to face with the researcher in the class.

Scores pronouncing words the students with vocabulary size test are as follows: scores percent 33.33% for 11 students 2500 words, scores percent 15.15% for 5 students 2600 words, scores percent 39.39% for 13 students 2700 words, scores percent 6.06% for 2 students 2800 words, and scores percent 6.06% for 2 students 2900 words. So, the high scores percent vocabulary size test is 39.39% for 13 students 2700 words and low scores percent 6.06% for 2 students 2800 and 2900 words.

3. The Student's Capability in Using Words

The researcher gave 50 words exercise to test the students in using the words. The students capability percentage scores percent 33.33% for 11 students 2500 words, scores percent 15.15% for 5 students 2600 words, scores percent 39.39% for 13 students 2700 words, scores percent 6.06% for

2 students 2800 words, and scores percent 6.06% for 2 students 2900 words. So, the high scores percent vocabulary size test 39.39% for 13 students 2700 words and low scores percent 6.06% for 2 students 2800 and 2900 words.

The students are only able to use 30 words with the exercise vocabulary test such as *see, time, period, figure, poor, drive, jump, standard, stone, upset, drawer, nil, microphone, pro, soldier, scrub, dinosaur, compound, latter, quiz, input, crab, vocabulary, remedy, weep, nun, compost, cube, miniature, and bacterium*. Example sentence are as follows: (1) Question: TIME: They have a lot of **time**; Student answer: / t a I m / (2) Question: NIL: His mark for that question was **nil**; Students answer: / n I l / (3) Question: PRO: He's a **pro**; Students answer: / p r ə ʊ / (4) Question: QUIZ: We made **quiz**; Students answer: / k w I z / (5) Question: VOCABULARY: You will need more **vocabulary**; Students answer: / v ə 'k æ b j ə l ə r i /.

The students also do not understand 20 words the other such as *shoe, basis, maintain, patience, pub, circle, restore, jug, strap, pave, dash, rove, lonesome, candid, tummy, allege, deficit, haunt, peel, and fracture*. Example sentence are as follows: (1) Question: PATIENCE: He has no **patience**; Student answer: / 'p e I ʃ n s / (2) Question: CIRCLE: Make a **circle**; Student answer: / 's 3: k l / (3) Question: CANDID: Please be **candid**; Student answer: / 'k æ n d I d / (4) Question: TUMMY: Look at my **tummy**; Student answer: / 't Λ m i / (5) Question: ALLEGE: They **alleged** it; Student answer: / ə 'l e d ʒ /.

D. CONCLUSION

After describing and analysing the data, the writer draws conclusions based on the observation of the process of teaching-learning analysis of students capability in mastering vocabulary to seventh grade student of SMP Muhammadiyah 2 Masaran, Sragen. The writer concludes the study are as follows:

1. The number of words mastered by the students is 2700 words at seventh grade of SMP Muhammadiyah 2 Masaran, Sragen.

2. The students' capability in pronouncing the words is good. Pronunciation of the students with vocabulary size test. The percentage of high scores is 39.39% for 13 students 2700 words.
3. The students' capability in using words is good. The student's only understood 30 words from 50 words in exercise.

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