

**VOCABULARY MASTERY BY THE SECOND YEAR ENGLISH
DEPARTMENT STUDENTS OF UNIVERSITAS NEGERI PADANG**

THESIS

*Submitted as Partial Fulfillment of the Requirement to Obtain Strata One (S1) Degree at
English Department of Universitas Negeri Padang*



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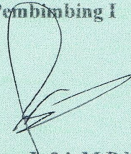
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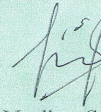
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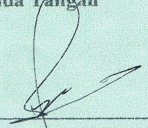
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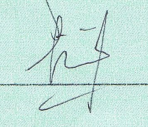
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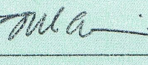
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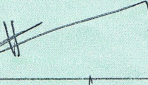
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ABSTRAK

Halin, Gumala Resti. 2016. "Vocabulary Mastery by the Second Year English Department Students of Universitas Negeri Padang". *Skripsi*. Padang: Universitas Negeri Padang

Penelitian ini bertujuan untuk mendiskripsikan penguasaan kosa kata (daftar kosa kata sulit) mahasiswa tingkat dua Program Studi Pendidikan Bahasa Inggris, Universitas Negeri Padang tahun masuk 2014 dan strategi-strategi apa saja yang mereka gunakan untuk menguasai kosa kata bahasa Inggris, serta mengingat kembali kosa kata yang pernah mereka pelajari sebelumnya. Penelitian ini merupakan penelitian deskriptif. Populasi penelitian ini adalah mahasiswa tingkat dua tahun masuk 2014 program studi Pendidikan Bahasa Inggris, Universitas Negeri Padang. Sampel penelitian berjumlah 30 orang yang dipilih menggunakan *simple random sampling*. Data dikumpulkan menggunakan instrumen tes kosa kata dan angket mengenai strategi-strategi yang digunakan mahasiswa dalam penguasaan kosa kata. Tes kosa kata menggunakan sistem *Vocabulary Knowledge Scale* (VKS) yang memiliki 5 buah kategori untuk dipilih oleh peserta tes. Kategori itu diantaranya, kategori I: Saya tidak pernah melihat kosa kata tersebut, kategori II: saya pernah melihat kosa kata tersebut namun tidak tahu artinya, kategori III: saya pernah melihat kosa kata itu sebelumnya mungkin artinya adalah.....(peserta menuliskan sinonim atau artinya), kategori IV: saya pernah melihat kosa kata itu sebelumnya artinya adalah....(peserta menuliskan sinonim atau artinya) dan kategori V: saya dapat menuliskan kosa kata ini dalam bentuk kalimat yaitu.....(peserta menuliskan kalimatnya sendiri terhadap kosa kata tersebut). Kosakata diambil dari daftar kosakata baru mahasiswa saat belajar matakuliah Reading 2. Jumlah butir kata yang harus dijawab adalah 100 kata. Selain itu dalam angket terdapat 50 pertanyaan mengenai strategi-strategi yang digunakan peserta tes dalam menguasai kos kata. Peserta memberikan satu buah tanda centang dalam rentang 1-5. Terdapat 5 garis besar strategi dalam angket yaitu *determination strategies*, *social strategies*, *memory strategies*, *cognitive strategies*, dan *metacognitive strategies*. Data penelitian ini berupa hasil skor tes dan jawaban dari angket kemudian dianalisis. Berdasarkan data yang diperoleh kemampuan penguasaan kosa kata mahasiswa adalah 46.6 atau *poor* (kurang) dan pada umumnya mahasiswa cenderung memilih kategori II yaitu saya pernah melihat kosa kata tersebut namun tidak tahu artinya. Kemudian strategi yang paling sering digunakan mahasiswa dalam penguasaan kosa kata adalah *determination strategies* dan *metacognitive strategies*, sedangkan *social strategies*, *memory strategies* dan *cognitive strategies* termasuk dalam strategi yang jarang dipakai oleh mahasiswa. Dari hasil data tersebut dapat disimpulkan bahwa penguasaan kosa kata mahasiswa program studi Pendidikan Bahasa Inggris Universitas Negeri Padang tahun masuk 2014 adalah *poor* (kurang).

Kata kunci : *Vocabulary Mastery, Second Year, English Department Students, Vocabulary Knowledge Scale.*

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is a crucial basic language element since it is a key to learn other English skills such as listening, reading, speaking and writing. Without vocabulary people never know what another person talks about. The lack of vocabulary cause several cases such as people do not know the meaning of the word that they listen, when people see the letters they never know how to spell it, when they want to talk and like to communicate with others they do not know how to say it and when people want to write they do not know what words to write. All of those skills need vocabulary. People cannot use a language without vocabulary. Vocabulary is the center of a language. It can bring people to express ideas in mind easily.

Vocabulary mastery is so important for foreign language students, especially English students. The students and the lecturers use English as a means of communication in teaching learning process. Equally important, the difficulties of English at university are higher than English in High School. It happens because the students' major is English. The English students who have poor vocabulary will have difficulty to follow the learning process. Thus, the mastery of vocabulary is very important for English students to support the

learning process.

Nowadays, English Department of Universitas Negeri Padang does not have a specific subject namely Vocabulary, but there are several subjects that give materials about vocabulary. *Intensive Course (IC)*, for instance, provides space for vocabulary in its book such as *word power* and *pronunciation* that exist in each chapter. It means students in IC class learn about the new vocabulary.

The existence of vocabulary also appears in *Reading 2* subject. Based on the interview with several English students, besides learn about the skill of reading, learning *Reading 2* is also about the deep understanding of vocabulary. The lecturer asks them to read *Reading 2* book, then write down the difficult words in a special book. The students have to find the meaning of the word, the phonetic symbol, the word class, the part of speech and the sentences that suit with the word. To add more vocabulary the students are required to read an English novel, then write down the difficult words. In the last meeting their special book of vocabulary will be collected. Therefore, vocabulary learning has already existed in English Department.

In addition, many students put aside of vocabulary language learning. “It receives little attention in much of the literature on second language acquisition as general process” (Mitchell and Myles, Lightbown and Spada, in Milton, 2013: 57). Not all students have concern about vocabulary. The lack of vocabulary is proved by seeing the students’ reading interest toward English

material such as book, news, labels, etc. Researcher's observation in Universitas Negeri Padang in October 2015, indicated that many students rarely read English text to improve their vocabulary skill. Less learning of vocabulary can cause the student's vocabulary mastery is not enough or maximal.

At the same month the researcher interviewed several students and the lecturers of English Department, Universitas Negeri Padang. It was found that students' mastery of vocabulary was still low. When lecturer asked about the meaning of difficult words in a text related to the material, many students cannot answer the questions. According to the lecturers, the students did not have a high motivation to increase their vocabulary and they did not have a good strategies in learning new vocabulary. It was only a few students who apply their vocabulary skill to communicate or to write in English. They read less English book, so their vocabulary was poor. The vocabulary will not increase when the students read less.

In addition, English Department students of Universitas Negeri Padang admitted that their vocabulary level was still low. According to researcher's preliminary data of interviewing several students there were several factors which cause the students had poor vocabulary. The first factor was low memory. Students were difficult to memorize and to apply the words into sentences. After finding the meaning of difficult words, the students took long time to memorize. Most of them needed to repeat the words all the times.

Second, the focus of the students was to find the meaning without taking a look to other vocabulary skills. When the students find the difficult words, they tended to search the meaning only. To add more vocabulary it will be better for students to do not only find the translation, but they may try to search the other aspects of that word like its synonymy, its pronunciation, its part of speech, etc. Unfortunately, most students were satisfied enough after know the meaning, without curious with the other skill of vocabulary.

Third, the students' motivation to enhance vocabulary was still low. According to the students, they were too lazy to see the dictionary and to find out the meaning of the new words. Then, the students were less practice to speak or to write in English. Most of students rarely to apply English as communication, in contrast they tended to use Bahasa Indonesia or Minangkabau language. Thus, students's motivation is one of the main points that have to be concern in teaching vocabulary.

Based on the problems above, it is urgent to conduct a research about vocabulary mastery by the second year English students of Universitas Negeri Padang. The similar topic has been conducted by Persada (2015) in his thesis entitle *An Analysis of Students' Vocabulary Mastery at the First Grade of SMA Pertiwi 1 Padang*. He tested the students' vocabulary mastery from the content words and lexical phrase side. Vocabulary was tested by using 50 questions about vocabulary. The result showed that students' vocabulary was very poor.

There was only 1 student got A, 6 students got B, 10 students got C, 11 students got D, and 12 students got E. From the result, it can be concluded that students mastery of vocabulary is low.

In this research, researcher likes to see English students vocabulary mastery by using Vocabulary Knowledge Scale (VKS) that include meaning, synonymy and put the word into sentence. VKS is the way how to measure the students knowledge of vocabulary and it is same as the purpose of the research. Then, surely the ability of English students should be more than senior high school students, because English has become their specific skill. The level of vocabulary is increase and it is higher than before. In this research the vocabularies consist of set of words that had already written down by all the students as new vocabularies and they had already searched for the meaning, part of speech, the sentences, and the phonetic symbols of the words to add more vocabularies. It is used to recall the students learning toward vocabulary that they had before. This research involved the students in second year, because the second year students of English Department have completed studying about words in subject reading 2, which the list of vocabularies are taken.

In this regard, the lecturers attention toward vocabulary learning should be increased, because vocabulary is needed for students' comprehension toward all skills, such as listening, reading, speaking and writing. Hence, vocabulary mastery facilitates the students to express their ideas and it can be

easy for them to communicate or comprehend a text in English. Less vocabulary can cause less understanding of the language and it will be difficult to start learning the other skills. As English Department's students, they should master vocabulary as an academic purpose. By doing this research, it is hoped that students will have more attention toward vocabulary learning.

B. Identification Problem

There are some problems identified in this research toward student's vocabulary mastery. The first problem is the English students' comprehension toward the importance of vocabulary. Many students do not realize that vocabulary will help them in doing their English task. Thus, there is no action from them to increase vocabulary knowledge. Second, students are difficult to memorize the new vocabulary. After finding the new word students are often forget it quickly. Third, when the students find the new words they only focus to find the meaning without concern the other aspects such as pronunciation, synonym, antonym, or put them into a sentence, etc. They are satisfied enough when find the meaning. It causes hard for them to mastery the other aspects of vocabulary. Next, students' motivation to add the new vocabulary is very poor. They do not have any interest to read other English books to find the new vocabulary.

C. Limitation of The Problem

This research is limited on the students ability toward vocabulary mastery and the strategies that are used by the students in mastery vocabulary. The vocabularies are limited on students' new vocabularies (difficult words) that are gotten from Reading 2 book. This study focuses to English students of Universitas Negeri Padang in second year. The spot of mastery include meaning, synonymy and put word into sentence by using Vocabulary Knowledge Scale.

D. Formulation of The Problem

The problem of this research is formulated as follow:

“What is the level of students vocabulary mastery and what are the strategies that are used by the second year English department students of Universitas Negeri Padang in mastery vocabulary?”

E. Research Questions

To success the research, researcher considers this following questions to be answered:

1. What is the level of second year English department students of Universitas Negeri Padang in mastering vocabulary by using Vocabulary Knowledge Scale Test?
2. What strategies that are used by the students in mastering vocabulary?

F. Purpose of the Research

This study is conducted in order to:

1. Analyze the second year of English Department students' level mastery of vocabulary at Universitas Negeri Padang.
2. Recall the second year English students Universitas Negeri Padang vocabulary that they have learned before.
3. Identify the strategies that are use by the second year English Department students of Universitas Negeri Padang in mastering vocabulary.

G. Significance of the Research

This research expected to give contribution and information about students vocabulary mastery and the strategies that are used by them in mastering it. By doing this research, it is hoped that the lecturers more concern about vocabulary so that they can improve their lecture in teaching their subject to the students. Furthermore, it can becomes a reference for the other researcher to conduct the same topic about vocabulary mastery. By identifying students' mastery of vocabulary, the students can improve their own ability toward vocabulary.

H. Definition of Key Term

1. **Vocabulary Mastery:** Identifying English Department students' ability toward vocabulary by using Vocabulary Knowledge Scale that includes receptive (meaning and synonymy) and productive (put word into sentence) vocabulary. The vocabularies consist of the students' new words (difficult words lists) that found by the students in read a reading 2 book.
2. **Second Year:** Sophomore English students who had learned Reading 2 and made a list of new vocabularies that they found in reading 2 book.
3. **English Department Students:** Students who are majoring English at University
4. **Vocabulary Knowledge Scale:** The way how to test vocabulary knowledge by using scale. VKS uses to measure students knowledge of vocabulary that consist of receptive (meaning and synonymy) and productive (put word into sentence) vocabulary.
5. **Level Mastery:** The rating qualities of students vocabulary mastery that they learned before. It consist of Very Good, Good, Average, Poor, and Very Poor.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

From the explanation in Chapter I, the purpose of this research is to answer two research questions. First, it is about the students vocabulary mastery in second year English department of Universitas Negeri Padang. Second, the strategies that are used by the students in effort to master the vocabularies. The students vocabulary mastery was measured through score in vocabulary knowledge scale test. Then, the strategies that are used by the students were seen from questionnaire using Likert Scale.

Based on the collecting data through vocabulary test that was measured by Vocabulary Knowledge Scale and from students new vocabulary list (difficult words lists) while read a reading 2 book, the students mean score were 46.05. That score belonged to poor rating quality. Then, the most answers that was chosen by the students were category II: "I have seen this word before, but I don't know the meaning". I can be concluded that the vocabulary mastery by the students in second year English department of Universitas Negeri Padang was average and mostly, they had seen the words in the test before, but they did not know the meaning.

Furthermore, the data that was taken through questionnaire showed the students used determination strategies, that are strategies when the students use

their own ways when discovered new vocabulary without asking the expertise, and metacognitive strategies, that are they often make their own decision to plan, to monitor, or to evaluate their best ways to study vocabulary. Then, the students had low strategies in memory, social and cognitive strategies. They rarely used the strategies in increase their memory that relate to the words, their rarely used vocabulary strategies in having an interaction with people and they had less strategies in repetition and mechanical means to study vocabulary. So, it can be said that the strategies that often used by the students are determination strategies and metacognitive strategies. Then, the strategies that are rare to use are social strategies, memory strategies and cognitive strategies.

B. Suggestions

In line with the conclusion above, the researcher would like to propose some suggestions as follow:

1. Based on the result of the vocabulary test, the mean score of students vocabulary mastery (based on students' difficult words list) was 46.05 or poor. So, it is better for the students to increase their vocabulary, because the vocabulary will help the students in follow the academic lesson and it makes the students are easy to do the communication in English.
2. Most of students chose category II in vocabulary test, it means the students were ever seen the words but they did not know the meaning. Here, it

clearly said that the students do not have many vocabularies, so the students should more concern about the words that they have seen by directly remind the words and find the meaning.

3. Social strategies, memory strategies and cognitive strategies got the low result from the questionnaire. It means the students had low memory in remember the words, the students were rarely practice English with others so they rarely got the new words from the others, and the students rarely did the repetition. It is better for the students to repair their strategies in learning vocabulary, so their vocabulary will increase.
4. It would be better for the lecturers to be more concern about the students vocabulary mastery by giving them more difficult words such as in text, in giving a speech, etc that relate to the subject.
5. The lecturers are suggested to make the students, quickly, look to the dictionary after find the new words. It will enhance the students vocabulary and improve their memory.
6. Lastly, for the next researchers are suggested to investigate how many words that the students have in university level, and the limitation of the words are not only the students difficult words lists but also the vocabularies that are common by the students. Then the next researchers are advised to find out the factors that influence the students in mastering vocabulary.

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