

A DESCRIPTIVE STUDY ON THE CLASS X-2 STUDENTS' VOCABULARY MASTERY THROUGH NARRATIVE TEXTS TAKEN FROM THE INTERNET AT SMAN 11 SURABAYA

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Abstract : *Vocabulary is the most important aspect of a language that must be mastered by the students who learn a language. In general, students have difficulty in learning English, especially in vocabulary because they lack of vocabulary and grammar of L1. Therefore, the English teacher is expected to be able to cover the students' problems in vocabulary mastery. This research is intended to describe class X-2 students' vocabulary mastery by using Narrative texts taken from the Internet on the vocabulary mastery. As many as 38 students from class X-2 who were detemined purposively became the subject of this research. The research finds that class X-2 students' mastery in large and small vocabulary were in "Good" category.*

Key Words : *vocabulary mastery, Narrative texts from the Internet.*

INTRODUCTION

English as an international language is learnt in some countries as a second language and in other countries as a foreign language. English as a second language is learnt in some countries such as in Singapore and Malaysia. In Indonesia, English is learnt as a foreign language and it has been learnt by students from elementary schools up to university level. The Indonesian schools make English as the target language (TL) of foreign language learning. Beardsmore (1982) in Bhela (1999:23) states that many of the difficulties a second language learner has with the phonology, vocabulary and grammar of L2 are due to the interference of habits from L1. It means that the TL is very difficult for the Indonesian students because students' mother tongue (MT) often interfere the foreign language and the MT structure is different from that of the TL. To overcome the problems above the government has put English as a compulsory subject for students at Junior High School and Senior High School. It is stated in the 2006 English Curriculum that there are four language skills should be mastered by the students namely: listening, speaking, reading, and writing, and also the language components: grammar, vocabulary, and pronunciation (BSNP, 2006:2).

Among the language skills and language components, vocabulary is the most important aspect to master. Based on Fries as cited in Utomo (2008), to enable the students to communicate accurately and fluently, students need to learn the language

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practically, which means primarily learning to use the words of the language, that is vocabulary. Many experts have the opinion that vocabulary is the center of a language and the important component of any languages. It is supported by Tarigan (1993:2) who says that it is important for students to learn vocabulary in order to make them able to communicate in spoken and written language effectively.

According to Thornbury, (2002:53) "Vocabulary used to be offered to learners in the form of lists. Nowadays, the tendency is to present vocabulary in text". The statement indicates that learners can get vocabulary through reading a text rather than studying individually or isolated vocabulary. In addition, teaching vocabulary is better done by using teaching aids such as real objects, audio visual media, pictures, and authentic materials. Reading and vocabulary are two things closely related to each other. The students cannot comprehend a reading text well if they do not know or understand the vocabulary. Since reading is an activity to expand students' vocabulary, what the teacher can do is giving opportunity and encouragement to them in doing reading activity. By reading, students are expected to enlarge their knowledge and vocabulary in order to improve their reading comprehension ability which can result in their reading comprehension achievement.

Vocabulary is commonly taught integratedly with reading comprehension in teaching learning process. In order to motivate the students in reading and overcome the students' boredom and less motivation to read, the teachers have to make the students interested in the reading materials given. The teachers should provide the reading materials which have interesting topics, so although without the teacher's guidance, they will get a great desire to read, comprehend, and to know the meaning of every single word in the reading text. Anderson and Ortony (1975) as cited, in Wagner *et al.* (2007:9) note that a single word will have many different meanings in a multitude of sentences even if the "core" meaning is the same. That is why, the students need to study vocabulary in contexts. It also means that reading in various topics can help students learn and expand their vocabulary.

According to William (1970:41) there are two classes of vocabulary: large and small vocabulary. The large vocabulary includes nouns, verbs, adjectives, and adverbs. While, small vocabulary consist of prepositions, pronouns, conjunctions, articles, auxiliary verbs and interjections. This research focused on large vocabulary which

covers nouns, verbs, adjectives and adverbs and also some aspects of small vocabulary such as prepositions, articles, pronouns, and conjunctions. This consideration was based on the syllabus of the tenth grade students of the senior high school.

The students' vocabulary mastery in this research was defined as the quality and quantity of the students' vocabulary which was shown by the scores of vocabulary test gained by the students, after joining the English teaching learning process which was conducted by using reading materials taken from the Internet.

Theoretically, Wardiman *et al.* (2008:93) stated that narrative text is an imaginative story to entertain people. It means that narrative text is the genre of the text that tells a story to the readers in order to entertain them. The materials of narrative texts in this research, refer to reading materials that have simple language, not too long, easy to understand by the students and the text did not make them bored.

RESEARCH METHODS

The design of this research was Descriptive Quantitative. In this research, the materials (narrative texts) were taken from the Internet, because the teacher used the materials from the Internet. The teacher wanted his students to develop ability in vocabulary and to be able to read texts well.

Based on the sub themes listed on the materials that should be taught, the materials taken from the Internet of vocabulary were limited to the themes which were taught by the teacher, they were fables and legends because they were used by the English teacher in teaching vocabulary in the first semester. The research respondents were class X-2 students of SMA Negeri 11 Surabaya who were selected purposively as from the test scores that had been given by the teacher. It showed that this class had the highest score among other classes and the students of X-2 were very enthusiastic in the English lesson. Vocabulary test was given to class X-2 as the research respondent.

In teaching vocabulary there are many steps, Hatch and Brown (1995:372) stated that there are five steps to teach vocabulary. They are as follows:

1. Encountering new words;

The first essential step for vocabulary learning is encountering new words that are having a source for words. The strategies of students here included learning new words by reading books, newspaper, and magazines, and also listening to radio and television.

2. Getting the word form;

The second step essential to vocabulary learning appears to be the getting of a clear image – visual or auditory or both – of the form of the vocabulary item.

3. Getting the word meaning;

This step includes such strategies as “asking native English speakers what words mean, ”asking people who speak my native language the meaning of new words”, “making pictures of word meanings in my mind”, and “explaining what I mean and asking someone to tell me the English word”.

4. Consolidating word form and meaning in memory;

Many kinds of vocabulary learning drills, such as flashcards, matching exercises, crossword puzzles, etc., strengthen the form-meaning connection. Teacher can create mental linkages by mentioning vocabulary then applying sounds and images, after that reviewing well to strengthen the form-meaning and the last is employing action to give meaning.

5. Using the word;

Using the word seems to provide a mild guarantee that words and meanings will not fade from memory once they are learned.

In this research, the steps used by the English teacher in teaching vocabulary were Encountering new words, Getting the word form, Getting the word meaning, Using the word.

Vocabulary test consisted of large and small vocabulary was given. The number of test items was 50 items. The test was divided into three parts. Part one consisted of 25 items for multiple choice, part two consisted of 10 items for gap-filling and the last consisted of 15 items for matching words. This test covered large vocabulary that consisted of nouns (8 items), verbs (8 items), adjectives (6 items), and adverbs (6 items) and for small vocabulary covering articles (4 items), conjunctions (6 items), prepositions (6 items), and pronouns (6 items). In this research, each correct item of multiple choice was scored 2 points, gap-filling was scored 2 points, and matching was scored 2 points. So, the total score of the test items was 100 points. The scores for small and large vocabulary were converted into 100. The maximum score for multiple choice was 50, gap-filling 20, and matching 30. The time allocated was 90 minutes.

RESEARCH FINDINGS AND DISCUSSIONS

The vocabulary test was conducted on Wednesday of 19th September 2012. The test was started at 13.45 until 15.15. The test was done to know the students' mean scores and percentage of small vocabulary, large vocabulary and vocabulary mastery. The results of vocabulary test were analyzed by using mean score and percentage formula.

Before conducting the vocabulary test, the try out test was administered on Tuesday of 11th September 2012. It was given to the other class (X-1) which had the same level as the respondents. After doing the try out, the researcher started to analyze the difficulty index. From the result, it was known that the range of difficulty index was from 0.26 up to 0.89. The test items were neither too easy nor too difficult. Then, Split half Odd-Even technique was applied to calculate the reliability coefficient. It could be seen that the proportion of test items fulfilled the requirement because 6 items (12%) of 50 items were categorized as easy item, 5 items (10%) were categorized as difficult items, and the rest of the items 39 (78%) were categorized as sufficient items. The research showed that the value of r_{xy} (reliability coefficient for half of the test item) was 0.36.

Then, the reliability of the whole test items was calculated by using Spearman Brown formula. From the calculation of Spearman Brown formula, the reliability coefficient of the whole test was 0.52.

According to Saukah (1997:210), the value of standard score of teacher made test is 0.50. The reliability of this research was 0.52. Therefore, it can be justified that the test was reliable. It meant that the reliability coefficient of the test was considered reliable. It meant that the test items were not necessarily to be revised so that the test could be administered to class X-2 as the respondents. The result of the students' vocabulary mastery test can be seen below.

Table 1. The Classification of the Score Levels of Vocabulary Mastery

Score Level	Category	Frequency	%
80-82	Excellent	10	26.3
70-78	Good	21	55.2
62-68	Fair	6	16.7
56	Poor	1	2.63

Table 2. The Classification of the Score Levels of Large Vocabulary and Small Vocabulary

Score Level	Category	Frequency on		Percentage of	
		LV	SL	LV	SL
80-100	Excellent	8	12	21.1	31.6
70-79	Good	24	10	63.2	26.3
60-69	Fair	6	7	15.7	18.4
50-59	Poor	–	8	–	21.1
0-49	Failed	–	1	–	2.6

Table 3. The Mean Scores of Students' Vocabulary Mastery Test

No.	Indicators	Mean Score	Classification
1.	Large Vocabulary	76.1	Good
2.	Small Vocabulary	71.5	Good
3.	Vocabulary mastery	74.3	Good

Based on the data analysis presented above, it could be seen on the Table 1 that the score levels on the students' vocabulary mastery that there were 10 students (26.3%) who belonged to "Excellent" category, and there were 6 students (16.7%) who belonged to "Good" category. Moreover, there were 21 students (55.2%) who belonged to "Fair" category, and the last there was one student (2.63%) who belonged to "Poor" category.

Based on Table 2, the scores of students' large vocabulary mastery ranged from 60 to 85. There were 6 students (15.7%) who got the score 60 up to 67 on large vocabulary mastery. They were classified into "Fair" category. There were 24 students (63.2%) who belonged to "Good" category. "Good" category was the most frequent score on large vocabulary, and the last category was "Excellent" category. There were 8 students (21.1%) who belonged to "Excellent" category. The scores of "Excellent" category were 82 up to 85.

Further, for the scores of small vocabulary ranged from 40 to 86. On small vocabulary mastery all of categories occurred. There was one student (2.6%) who belonged to "Failed" category (score 40). Besides that, there were 8 students (21.1%) who belonged to "Poor" category. Their scores were 50-59 and there were 7 students (18.4%) who belonged to "Fair" category with score 63-68. Next, there were 10 students (26.3%) who belonged to "Good" category with score 72-77. The last was "Excellent" category. This category was the most frequent on the students' small vocabulary. There were 12 students (31,6%) who belonged to "Excellent" category with score 81-86.

Based on the table 3, the mean score of the students' vocabulary mastery covering small and large vocabulary that belonged to "Good" category. The mean scores of students' large vocabulary mastery was classified as "Good" category (76.1) and the mean score of the students' small vocabulary mastery was classified as "Good" category (71.5).

The result of data analysis showed that students' vocabulary mastery in large and small vocabulary was in "Good" category and the ranged of score between large and small vocabulary was not too far. The materials taken from the Internet gave positive effect on learner motivation and had advantages to the students' class X-2 of SMAN 11 Surabaya. It was shown by the result of mean scores of vocabulary test that consist of small and large vocabulary. It can be seen that the results of vocabulary test occurred in "Good" category and in line with the result of vocabulary test, the mean score of vocabulary mastery test, small and large vocabulary showed in "Good" category.

Theoretically, the research finding was in line with the experts' ideas. Thornbury (2002:53) states that vocabulary used to be offered to learners in the form of lists. Nowadays, the tendency is to present vocabulary in text. The texts whether spoken or written have enormous advantages over learning words from the lists. In line with Thornbury's idea, Richards (2001:252) says that texts have a positive effect on learner motivation. The use of texts taken from the Internet was helpful for the students to improve students' vocabulary mastery, to increase the students' interest, and to motivate the students in learning English.

The result of this research was also in line with the previous research conducted by Kurnia (2011), who investigated the use of reading material taken from the Internet at SMP Islam Kunir Lumajang, it proved the effectiveness of the materials to teach reading. In line with the result of Kurnia's research, Hidayah (2009) who investigated the use of authentic reading material to teach vocabulary through Descriptive texts at SMAN 1 Pandaan had proven that authentic materials gave good effects for the students' vocabulary mastery and increased the students's scores in English lesson.

In conclusion, based on the discussions of the previous study that the results of this research proved the effectiveness of vocabulary integratedly with the materials

taken from the Internet and gave good effects for the students. The results of the scores in this research were “Good” and assumed that the students of class X-2 were able to master the four language skills when they master vocabulary well. As it is known that vocabulary is a fundamental of language, it is also important to have as many as possible. It also in Thornbury’s statement (2002:13), that students will see most improvement if they learn more words and expressions.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the data analysis, it could be concluded that the teaching vocabulary through texts taken from the Internet was good and give positive effect for class X-2 students’ vocabulary mastery at SMAN 11 Surabaya in the 2011/2012 academic year. The results showed that the mean score of students’ large vocabulary mastery was 76.1 and for the mean score of students’ small vocabulary mastery was 71.5. And for the whole result of students’ vocabulary mastery was 74.3. The category of large, small and whole students’ vocabulary mastery were classified into “Good” category.

Based on the results of students’ vocabulary mastery test showed that the students of class X-2 at SMAN 11 Surabaya master vocabulary and easy to understand words in listening, speaking, reading, and writing skills because the teacher more frequently used large vocabulary than small vocabulary in teaching learning process.

Considering the result of the research, the researcher proposed some suggestions. 1) the teacher should give more texts from the Internet and the text more attractive to motivate students. Hopefully, the teacher gives the chance to students to improve their creativity in class and also the teacher apply some interesting techniques to make students interested in learning English. 2) The students are suggested to maintain their vocabulary from the texts taken from the Internet and integratedly with other skills such as reading or speaking and do the exercises more to increase their vocabulary mastery become the “excellent” category. 3) It is hoped that the result of this research can be used as a consideration for other researchers to conduct further research dealing with a similar problem by using another research design, such as an experimental research or classroom action research to reveal better methods and

techniques of teaching vocabulary, by choosing other level of students at different schools.

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