

AN ANALYSIS OF STUDENTS' VOCABULARY MASTERY IN THE FIFTH  
SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION  
DEPARTMENT AT UNIVERSITAS ISLAM RIAU

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in  
English Language Teaching and Education*



**NOVIA AFDILLA**

**NPM. 166311210**

**Advisor**

**Sitti Hadijah, S.Pd., M.Pd**

**NIDN: 1020048803**

ENGLISH EDUCATION STUDY PROGRAMME  
TEACHER'S TRAINING AND EDUCATION FACULTY  
UNIVERSITAS ISLAM RIAU  
PEKANBARU

2021

## ABSTRACT

Novia Afdilla, 2021, An Analysis of Students' Vocabulary Mastery in the Fifth Semester Students of English Language Education Department of Universitas Islam Riau. Thesis

**Keyword:** Analysis, Vocabulary mastery, English

*Vocabulary is an essential element to master English language skills, namely speaking, listening, writing, and reading. However to master vocabulary is challenging for students. A large number of the students have lack of vocabulary mastery. The students have some problems to improve their vocabulary. Based on the phenomenon this research aims to find out the level of vocabulary mastery and what the problem that face by the students to improve their vocabulary mastery.*

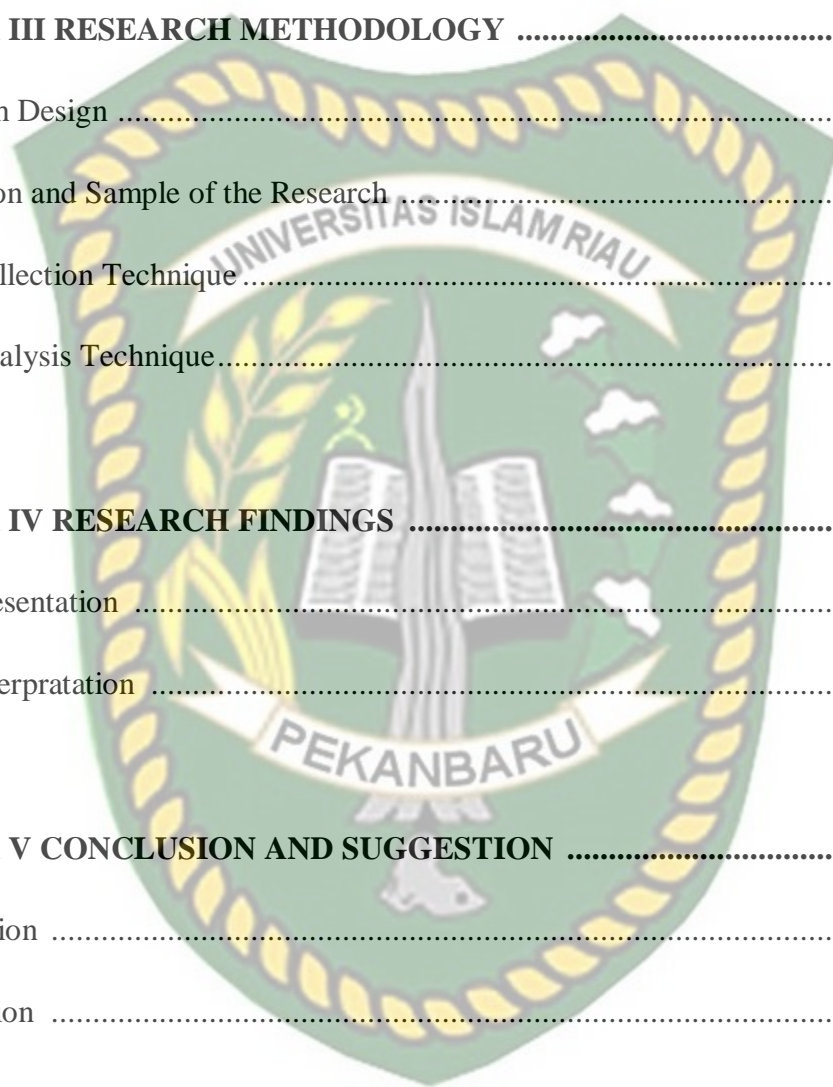
*This research worked on quantitative research approach through a descriptive research design. This study involved 25 students in the fifth semester of English Language Education Department of Universitas Islam Riau. The students were asked to answer 40 questions to ascertain their vocabulary level which was done online through a link. After completing the test, the students can know the result of the test. The questions used for the test come from the Oxford standard online test which can be accessed in this link <http://www.oxfordonlineenglish.com/english-level-test/vocabulary>. Then, some of representative students were invited to be interviewed in order to investigate their problems in learning vocabulary.*

*The finding of this study showed that the students's vocabulary mastery still need to be improved. Based on the result of the test, there are eight students got A1(Beginner) level. Then in the A2 (Pre-intermediate) level are eight students. While in the group B1(Intermediate) level are seven students and the B2 (Upper Intermediate) level only two students. At C1 (Advanced) and C2 (Proficient) levels, no students could achieve the levels. Furthermore, the interview result reveals that the students experienced some problems to improve their vocabulary; do not know the appropriate learning technique, rarely learn new words, difficult to master proper pronunciation in English, do not have the motivation to improve their vocabulary mastery of English.*

## TABLE OF CONTENTS

<b>TABLE OF CONTENT</b> .....	<b>i</b>
<b>LIST OF TABLES</b> .....	<b>iii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the Problem .....	1
1.2 Setting of the Problem .....	4
1.3 Limitation of the Problem.....	5
1.4 Formulation of the Problem .....	7
1.5 Objective of the Research .....	7
1.6 Significance of the Research .....	7
1.7 Definition of Key Term .....	8
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	<b>9</b>
2.1 Vocabulary .....	9
2.2 Importance of Vocabulary .....	10
2.3 Vocabulary Mastery .....	11
2.4 Word Classes .....	12
2.5 Standard of the test .....	16
2.6 Relevance Studies .....	16

2.7 Conceptual Framework .....	20
2.8 Assumption .....	20
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>21</b>
3.1 Research Design .....	21
3.2 Population and Sample of the Research .....	21
3.3 Data Collection Technique .....	23
3.4 Data Analysis Technique .....	24
<b>CHAPTER IV RESEARCH FINDINGS .....</b>	<b>27</b>
4.1 Data Presentation .....	27
4.1 Data Interpretation .....	35
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>37</b>
5.1 Conclusion .....	37
5.2 Suggestion .....	37
<b>REFERENCES .....</b>	<b>38</b>
<b>APPENDIX .....</b>	<b>42</b>





**LIST OF TABLE**

**Table 3.1 The population and Sample of the Fifth Semester Students of English Department ..... 22**

**Table 3.2 Table Classification of Students' Score ..... 25**

**Table 4.1 Table of students' vocabulary level ..... 27**



# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

Vocabulary is one of the basic components in learning language. It is one of the aspects needed to be fluent in the four language skills; speaking, listening, reading and writing. Vocabulary as the units of the words that is used by person, class of profession. Without vocabulary, all the language skills cannot be used well in the daily life. Vocabulary is commonly defined as “all the words known and used by a particular person”. In addition, vocabulary is also known as a collection of letters and then becomes a word that has a meaning. The word is then combined with other words to form a sentence. The other definition, vocabulary refers to the sum of the words used by, understood by, or at the command of particular person of group. It means vocabulary is all words of particular language which is understood and used by the speaker of the language.

In the context of learning English, mastering vocabulary helps the language learners read and listen with more understanding. When learning vocabulary, students do not just memorize vocabulary, but also need to understand well the vocabulary and practice the words in their daily communication.

However, to master English vocabulary is challenging for the students. A large number of the students have lack of vocabulary. This problem simultaneously affects the students' vocabulary mastery. Based on researcher's experience in teaching

English at a Senior High School, there were some problems influence the students' vocabulary mastery, such as interest, teaching method, and English exposure.

Based on researcher's experience, uninteresting subject that taught by lecturers/teachers can be one of the reasons. The students get uninterested in learning English because they have limited vocabulary to express whether in written or spoken activities. Moreover, the students feel that the subject is very commonly discussed, because students need something interesting, new or challenging to learn. Thus, the lecturers or teachers needs to think about or find a subject that is able to attract their interest to learn new vocabulary and add their vocabulary lists.

Next, the teachers' methods in teaching vocabulary is also one of the problems faced. The teachers have their own ways of conveying the subject being studied. However, sometimes students feel bored with the methods used by the teachers. For example translating a text with a dictionary. This method is very commonly used by the teachers in teaching vocabulary to students. The use of other methods such as involving students directly can bring a pleasant learning atmosphere. Teacher or lecturer can invite students to play a game, or change the atmosphere of learning, for example outside the room or in field.

The last obstacle in learning vocabulary is language exposure. In Indonesia, English is a foreign language that is rarely used as a language in daily communication. English is rarely used outside of the school or campus, because people prefer to use Indonesian. Besides, not everyone is able to speak English, because the lack of English

vocabulary. Based on the researcher's observation, at English department, the students also rarely communicate in English, except when in the learning process that requires English. Unfortunately, at the outside the teaching and learning process, students will return to use Indonesian, because English is not the first or second language in Indonesia.

Actually, to have good vocabulary mastery, there are many ways that can be done by the students. They should not always depend on the teacher, but they can learn the vocabulary autonomously/independently by using technology. For example using social media, such as Facebook or Instagram. Most of the people have their own social media account nowadays. It is not surprising because the development of technology influences this condition. Social media can have a lot of influence in people's lives every day. Many things can be learnt, including language. Social media is equipped with language settings, for example, from English to Indonesian. Some people can find out the vocabulary of English through social media Instagram, and use the vocabulary in their daily life. For example, the word "share" which is always found in posts on Instagram. Some people use English in their posts or captions. This condition shows that people can learn vocabulary through the social media especially in the English context with more interesting ways.

Based on the description above, the researcher was interested in analyzing the English education students' vocabulary mastery because they are majoring in English and have been learning English for several years in the University. It is very important to know how well their vocabulary mastery because it can affect their English



proficiency. Finally, this proposed research entitled “**An Analysis of Students’ Vocabulary Mastery In The Fifth Semester Students of English Language Education Department at Universitas Islam Riau**”

## **1.2 Setting of the problem**

In English language teaching and learning context, English teachers have to teach the students to master the English skills; speaking, reading, writing, and listening. Beside that, the English teachers also have to teach the other language components, such as grammar, vocabulary, and pronunciation.

Grammar is a one the of components that aims to knowing how to use the grammatical system of a language to create sentences. Grammar as a rule in a language makes sentences more organized and has meaning that can be conveyed. The system of rules used to create sentences refers to the knowledge of parts of speech, tenses, phrases, clauses and syntactic structures used to create grammatically well-formed sentences in English. The rules for constructing grammatically correct sentences belong to “sentence grammar”. This is the kind of grammar that is the focus of many grammar reference books and grammar practice books for students. It is very essential for the students to master the grammar.

Vocabulary is the another basic language aspect that must be mastered before mastering English skills. Vocabulary is essential in learning a language use because, without an extensive vocabulary, the learners will be unable to use the structures and function for comprehensible communication. Vocabulary is a basic that must be owned or studied. Vocabulary is something that must be learned before mastering other skills

such as speaking and listening because vocabulary is the basis of a language skill. Without vocabulary, it is difficult for someone to convey something or feel unfamiliar with the word being heard. The importance of mastering vocabulary is that we are easier to listen and then easier to say or speak.

Then, as other basic of a language, pronunciation is the basic for learning how to pronounce vocabulary. Pronunciation is a complement or companion of a vocabulary, when learning vocabulary, people automatically learn how to pronounce the vocabulary. Vocabulary pronunciation lessons are usually learned at the university level, where at the iversity level are taught how to pronounce the words properly ad correctly.

Among all of the components, vocabulary is becoming one of the essential components that always contributes to the students' success in learning the language. Then, the other components will go in line to support the students' English proficiently.

### **1.3 Limitation of the Problem**

Based on the identification of the problems above, the research focused on conducted the research on fifth semester of English Language Education Department Universitas Islam Riau. The researcher limited this study on analyzing the students vocabulary mastery based on their result test and do interview. There are six levels of Common European Framework (CEF):

- A. Beginner (A1). At this levels, the students still hav elack of vocabulary and are still learning and collecting vocabulary to complement

sentences. Understanding and use of English is only about common vocabulary and simple sentences.

- B. Pre-Intermediate (A2). This level can be said to be still learning the basics in English. Ability at this level is reflected in the interaction in English which is still limited and discuss an easy topic, such as someone who can understand short stories heard from someone who can tell about his favorite food.
- C. Intermediate (B1). Someone at this level can speak English actively and passively with topics that are more varied than previous level, both in formal and informal situation.
- D. Upper-Intermediate (B2). This level can be intended for someone who has mastery of English in various opportunities without obstacles. People who have English proficiency at this level are able to understand and practice relatively complex English.
- E. Advanced (C1). Someone at this level can use English for academic and professional purposes. No more difficulty understanding or applying English on almost any occasion.
- F. Proficient (C2). Someone at this level has a position equivalent to a native speaker that means those at this level can use English in any situation and condition.

#### **1.4 Formulation of the Problem**

Based on the limitation of the problem above, the formulation is :

- 1.4.1 What are the level of vocabulary mastery of the fifth semester students in English Language Education Department at Universitas Islam Riau?
- 1.4.2 What are the problems affecting the students' vocabulary mastery?

#### **1.5 Objective of the Research**

The objective of this research is :

- 1.5.1 To find out the level of vocabulary mastery of the fifth semester in English Language Education Department at Universitas Islam Riau.
- 1.5.2 To find out the problems experienced by the students in learning vocabulary.

#### **1.6 Significance of the Research**

The researcher chose this topic under the consideration of several reasons of its contribution such as:

##### **1.6.1 For learners**

It would help the students understand unfamiliar vocabulary and to motivate students to using English language in daily activities. Then, students can improve the vocabulary mastery. And students be easier understand what the teacher said and be able to express their ideas.

##### **1.6.2 For researcher**

To motivate the researcher in learning English, especially in learning vocabulary mastery based on the context.



### 1.6.3 For readers

Can be give the information about English vocabulary based on context to the readers. Also can be provide source information in term of vocabulary.

## 1.7 Definition of Key Term

The following key terms are used to help the readers to have the same interpretations in understanding the study:

### 1.7.1 Vocabulary

Vocabulary is a core of component of language proficiency and provides much of the basis for how well learners speak, listen, read and write (Rohmatillah, 2014).

### 1.7.2 Vocabulary Mastery

Vocabulary mastery is a students' understanding of a word which includes understanding the meaning, how to uses, proper pronunciation and spelling, and how to write.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Vocabulary

Vocabulary can be defined in various ways. Experts have proposed some terms about vocabulary. Vocabulary is a core of components language proficiency and provides much of the basis for how learners speak, listen, read and write, (Rohmatillah, 2014). Without an extensive vocabulary students will have difficulties in mastering four skills in language learning. For example, if the students lack of vocabulary it will be hard for them to listen what of native speaker say, listen the radio, using language in different context, reading or watching television. Vocabulary is the collection of words that an individual knows. It is a reason why without a sufficient vocabulary, students will have difficulties learning a language, (Syarifudin et al., 2014).

Rohmatillah (2014) defines vocabulary as the words that is taught in the foreign language. Then, Wulandari(2019)states that vocabulary is the focus of language with its sounds and intended meanings that interlock to allow students to communicate with one another. Putri(2013)vocabulary is more than list of target language words. Vocabulary is part of the language system. Susanti et al., (2017) states that vocabulary is a knowledge of a word that not only implies a definition but also implies that how words fits into the world. The students have

to improve their vocabulary by exercising regularly and they must put great effort so that they can master the vocabulary.

In conclusion, vocabulary is a based in learning a language because vocabulary is related to other four skills, including grammar. If the students can master vocabulary they can communicate smoothly and express their ideas easily.

## 2.2 Importance of vocabulary

Vocabulary is the first basic important aspect for learning English by learners. By mastering vocabulary, the students are able communicate both orally and written well. Also, by having a lot of vocabularies, the learners are hoped to master four English skills in English such as reading, speaking, writing and listening.

Yuliansyah(2016) argues that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, the learners will be unable to use the structures and function that may have learned for comprehensible communication.

Vocabulary learning is very important for people who learn English both as foreign language and as second language. Rohmatillah(2014) points out learning vocabulary is an important aspect of language two and foreign language acquisition and academic achievement and is vital to reading comprehension and

proficiency, to which it is closely linked. Rohmatillah(2014) states that learning of vocabulary is based on the formation of spesific habits. Since this involves the association of symbols and their meaning, it is clear that an enrichment of the meaning of the word is as important as its frequent repetition.

From the statement it can be concluded vocabulary is the first element in English. It must be mastered well by young learners to support the English mastery.

### **2.3 Vocabulary Mastery**

Vocabulary mastery refers to the number of words someone knows. Vocabulary mastery can be defined as a number of vocabulary or words in the memory of users or learners. The students usually have a certain motivation to master the vocabulary, and it always relation in daily life. For example when a students wants to got the information, they need to know what the expression for asking,ordering meals, booking a room in a hotel, or buying something in a department store.

However, when the volume of English word is huge, it is very rare to find people even highly educated ones know the totalf numer of words. Outstanding linguists may have vocabulary of 30.000 to 40.000 words. An average educated person may have 15.000 to 20.000 words in his vocabulary (William, 1970:47). Besides that people still have a job to steadily bud up their stock of words, especially those who are stl learning English.



In conclusion, vocabulary mastery is necessary for the English learners. People cannot communicate their ideas as clearly as they means if their vocabulary is still limited. This will influence to their ability in writing, listening, speaking and reading.

## 2.4 Word Classes

As has been mentioned above, every word is a vocabulary. Based on this definition kinds of vocabulary can also divided as a term that is traditionally called part of speech. According to Huddleston & Pullum(2005) they are:

### 2.4.1 Noun

Noun is the category containing words denoting all kinds of physical objects, such as persons, animals and inanimate objects: *cas, tiger, man, woman, flower, diamond, car, computer*, etc. There are also innumerable abstract nouns such as *absence, man-liness, fact, idea, sensivity, computation*, etc. For example:

- Person – **Michelle** is my best friend
- Person – **She** is a doctor
- Animal – I have a **dog**
- Place – Monas is located in **Jakarta**
- Thing – My **pen** is blue

### 2.3.2 Verb

Evelyn & Vago M. Robert(2010) verbs are words that usually epress an action. In other definition, verb is determiner to define the situation for

whatever is expressed in a clause, and the verb is the chief determinant of what kind of situation it is: an action (*I opened the door*), some other event (*The building collapsed*), a state (*They know the rules*) and so on. Example:

- She **worked** in Paris
- He **knew** the answer
- I **study** English with my friend

### 2.3.3 Adjectives

An adjective is a word that refers to a characteristic of a noun. Adjectives characteristically express properties of people or of concrete or abstract things. Thus when they combine with the verb *be* the clause generally describes a state: *The soup is hot*, *Max was jealous*, etc. Example:

- She is a **good** woman
- You were **busy** yesterday
- He is **sad**
- We are **young**
- The village is **quiet**
- They are **old**

### 2.3.4 Adverb

Adverb is a word that describes a verb. Adverbs generally indicate information about location, time, degree, and manner. It tell about an action, or the way something is done. Adverb also modifiers, but they modify verbs, adjectives and other adverbs. Most adjectives can changed to an adverb by

adding *-ly* to the end of the adjective. If the adjective ends in *-y*, change the *-y* to *-i* and then add *-ly*. Some adverbs of time, which answer the question *when*, do not always end in *-ly*. Consider words: *today, tomorrow, yesterday, tonight, late, early, never*. Example:

- Jamal got **quickly** to his feet
- Justin walked **slowly**
- It is an **extremely** idea
- She ran **very** fast
- He sang **too**quietly

### 2.3.5 Pronouns

Pronouns are essentially special types of nouns and are the main word in a noun phrase or (more usually) the only word in a noun phrase. They fall into a number of classes, here listed with example:

- Personal pronouns *I, you, we, they*
- Possessive pronouns *my, mine, your, yours*
- Reflexive pronouns *myself, yourself*
- Demonstrative pronouns *this, there, that, those*
- Reciprocal pronouns *each other, one another*
- Interrogative pronouns *who, what, which*
- Relative pronouns *which, who, that*
- Indefinite pronouns *some, none*
-

### 2.3.6 Prepositions

Prepositions are linking words that introduce prepositional phrases, i.e a preposition + noun/noun phrase. E.g *about, after, by, down, from, into, towards, around, without, because of, due to, apart from, despite*. Example:

*He'll go **with** one of the kids*

*You can't rely **on** any of that information*

*He left **without** saying good bye*

### 2.3.7 Conjunctions

When combine two clauses in a sentence, we may use a conjunction to link them and to indicate the relationship between it. There are two kinds of conjunctions. They indicate the different kinds of relationship between because clauses in a sentence.

- **Coordinating conjunctions** link two or more clauses of equal importance. These are : *and, but, or*

*The boys shouted **and** rushed forward.*

*I asked if I could borrow her bicycle **but** she refused*

- **Subordinating conjunctions** link two clauses, one of which depends on the other.

***When** she stopped, no one said anything*

*They are going by car **because** it was more comfortable*

***Although** the wound was healing, he could never be able to speak again*



### 2.3.8 Interjection

An interjection is a word or phrase that expresses strong emotion, such as surprise, pleasure, or anger. Exclamations often stand on their own, and in writing they are usually followed by an interjection mark rather than a full stop. Interjection is also used to express greeting or congratulations. Example:

*How wonderful!*

*Ow! That hurt!*

*Hello!*

*Well done, lads!*

Based on the statement above, there are 8 categories of vocabulary. They include parts of speech. They are noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection. In this research, the researcher only focuses on noun, verb, and adjective.

### 2.5 Standard of the test

The researcher uses standard tests by [www.oxfordonlineenglish.com](http://www.oxfordonlineenglish.com) that were accessed on 18 June 2021. The questions consist of 40 questions and each question has 4 multiple choices.

### 2.6 Relevance Studies

There are some previous researchers that studied about vocabulary mastery. The researcher uses those previous studies which were used as a basic consideration to conduct this present study. The related studies which were used as a

references are described in chronological order below. Based on the research that done by Simanungkalit (2018) entitled An Analysis of Vocabulary Mastery in Context of the Sixth Semester at English Language Education of FKIP-UIR on 2017/2018 Academic Year. The result of this research can be concluded that the students of sixth semester of English Language Education of FKIP-UIR were in poor level of vocabulary mastery in context. It was found based on some indicators of vocabulary including nouns, verbs, and adjectives. From the total of students that consist of 26 students, just 3 students got “Good Level”, 3 students got “Fair Level” and 20 students got “Poor Level”. Based on the explanation above, can be conclude that majority of students’ vocabulary mastery in context in poor level.

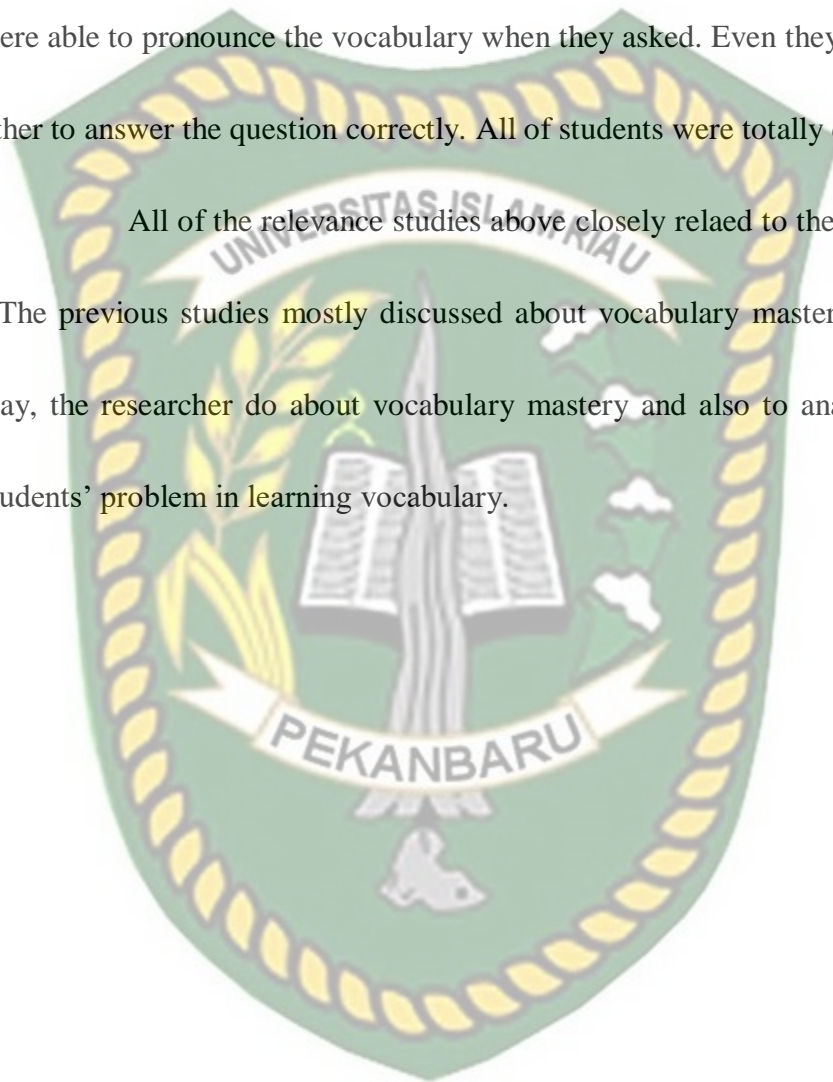
Next, Lubis (2017) entitled Improving Students’ Vocabulary Mastery by Using Fly Swatter Game in the First Grade of MTS Persatuan Amal Bakti (PAB) 1 Helvetia. This research conducted by applying Classroom action Research (CAR). This research consist of 2 cycles, each of cycles has 4 phases: planning, action, observation, and reflection. The data was analyzed by using quantitative and qualitative data. After conducting CAR at first grade of MTs Persatuan Amal Bakti (PAB) 1 Helvetia school. the finding of the research proved that fly swatter

game can retain students' vocabulary. It can be seen from the improvement of the students' score. The students' average score of pre-test was 53.3. After the implementation of fly swatter game, the average score of post-test 1 cycle 1 was 70.9. Then, the researcher continued to the second cycle with the average post-test 2 were 83.5 or 85.7% passed the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)* 75 as the criterion of success determined. Besides, improving the students' score, the implementation of fly swatter game got positive responses from students in their teaching-learning process of vocabulary.

The other research was conducted by Amri (2016) entitled Increasing Students' Vocabulary Mastery by Using Eye-Spy Game at the Second Grade of SMP Babussalam Selayar. The study was using quasi Experimental Design, exactly "Non-equivalent Control Group Design. The study involved in 32 students, second grade of SMP Babussalam Selayar. In conclusion of this research, the students' vocabulary increased to a greater extent through EyeSpy game. The total score of students in Experimental class in the post-test is 1.389 and 1.251 for Controlled class. In addition, the mean score in posttest for Experimental class is 86,81 and 78,18 for Controlled class. The data above shows

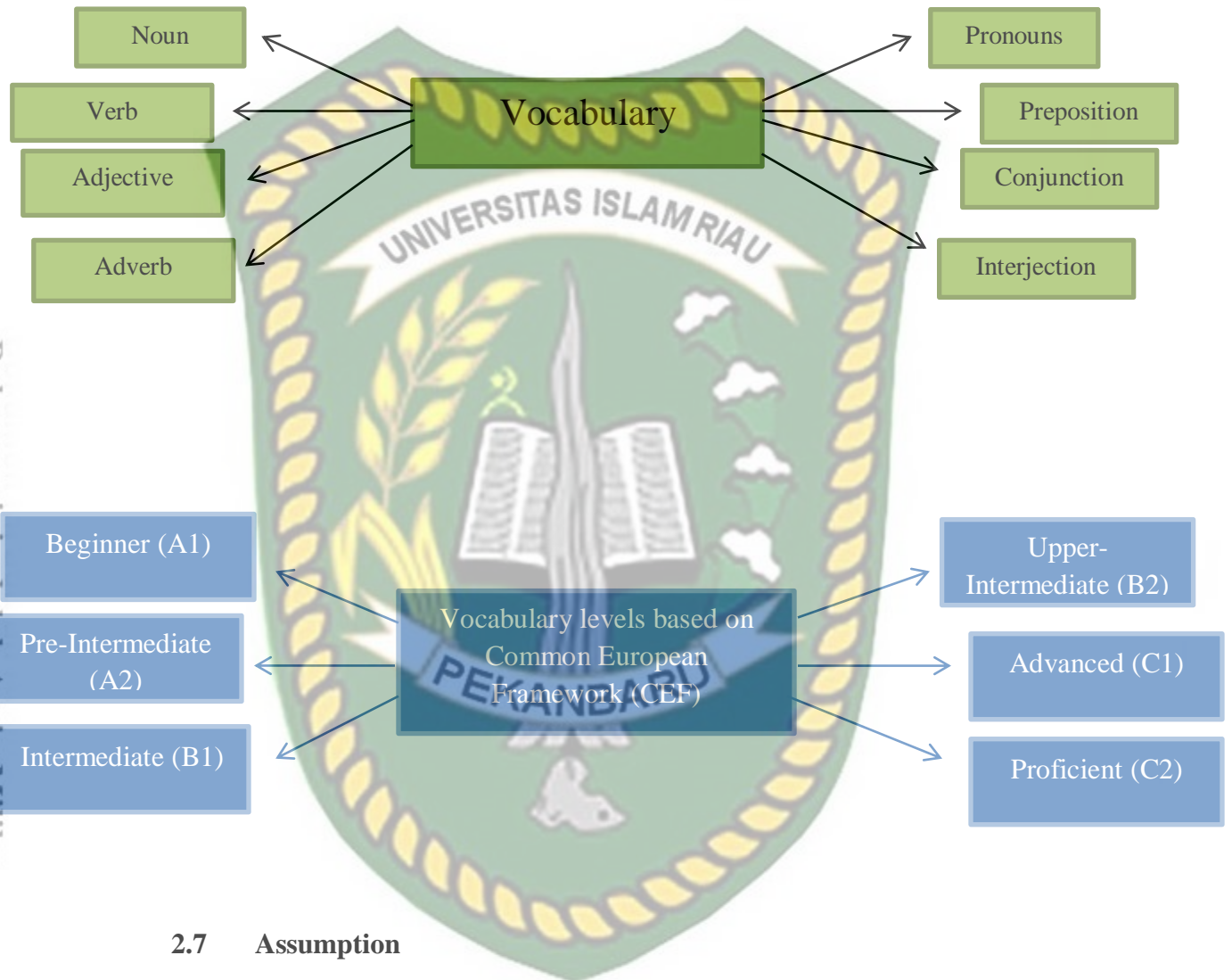
that students' vocabulary mastery in Experimental class is higher than in Controlled class. It means that the Eye-Spy Game which was applied in the Experimental class is effective to increase vocabulary mastery. Beside that, they were able to pronounce the vocabulary when they asked. Even they compete each other to answer the question correctly. All of students were totally confidence.

All of the relevance studies above closely related to the research done . The previous studies mostly discussed about vocabulary mastery. In different way, the researcher do about vocabulary mastery and also to analyze what the students' problem in learning vocabulary.





## 2.6 Conceptual Framework



## 2.7 Assumption

The researcher assumes that the fifth semester students are in advanced and intermediate levels in mastering vocabulary.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Reseach Design

In conducting research, there should be a reseach design. Considering the purpose of this research and nature of the problem, this research was categorized as quantitative research. Quantitative research is a type of research that produce discoveries that can be achieved (obtained) using statistical procedures or other means of quantification, (Sujarweni, 2014).

This research worked on a descriptive research design that used a test and interview as the instrument of data collection. According to objective of the research, the researcher analyzed the students vocabulary mastery based on their result test and analyze what are the problems that faced by students in learning vocabulary.

#### 3.2 Population and Sample of the Research

##### 3.2.1 Population

The poulation of this research was the fifth semester students of English Language Education Department at Universitas Islam Riau. Total students in the fifth semester of 2018/2019 academic year in English

Language Education Department were 145 students. The students divided into 4 classes.

**Table 3.1 The Population of the Fifth Semester Students of English**

Department				
NO	CLASS	MALE	FEMALE	POPULATION
1	5A	3	30	33
2	5B	1	36	37
3	5C	7	28	35
4	5D	5	35	40
<b>TOTAL</b>				145

### 3.2.2 Sample

Sample is part of a number of characteristic possessed by the population used for research. The sample of this research were the fifth semester students of English Language Department in the academic year of 2018/2019. The researcher used cluster random sampling to take the sample because all the population were having the categories, such as all of them have taken/learned vocabulary subject and learn at English department of UIR.

The researcher used a lottery sistem by writing down the class categories, A, B, C, D and putting them in a bottle. Then the class selected from the lottery result is class 5B. Random sampling technique is used if the population or the data source is very board(Sujarweni, 2014).

### **3.3 Data Collection Technique**

Data collection techniques are a method used by researchers to reveal or capture quantitative information from respondennts according to the scope of the study (Sujarweni, 2014). Then, the researcher also prepared an appropriate research instrument. The research instrument is a tool or facility used by researchers in collecting data so that research is easier and has better results, in the ssense of more careful, complete and systematic so that it is easier to process, (Sujarweni, 2014). In accordance with the objectives of this research, the techniques of collecting data were test and interview.

#### **3.3.1 Test**

The test technique is the implementation of an assessment by presenting a series question that must be answered correctly by testi. The test is a series of question or exercises and other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups.



In other words, the test is a tool used to measure knowledge and abilities of individual groups, (Han & goleman, daniel; boyatzis, Richard; Mckee, 2019)

### **3.3.2 Interview**

According to Kvale (1996: 174) an interview is “a conversation, whose purpose is to gather description of the [life-word] of the interviewee with respect to interpretation of the meanings of the ‘described phenomena’. In a similiar vein, Schostack (2006: 54) adds that an interview is an extendedable conversation between partners that aims at having an ‘in-depth information’ about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it. It can be concluded that the interview is a conversation session conducted with a question and answer session between 2 people with several questions to explore or get answer that are relevant to a problem or topic.

### **3.4 Data Analysis Technique**

The next steps after collecting the data, the researcher analyzed the data. The researcher analyzed the data based on the students’ result test in

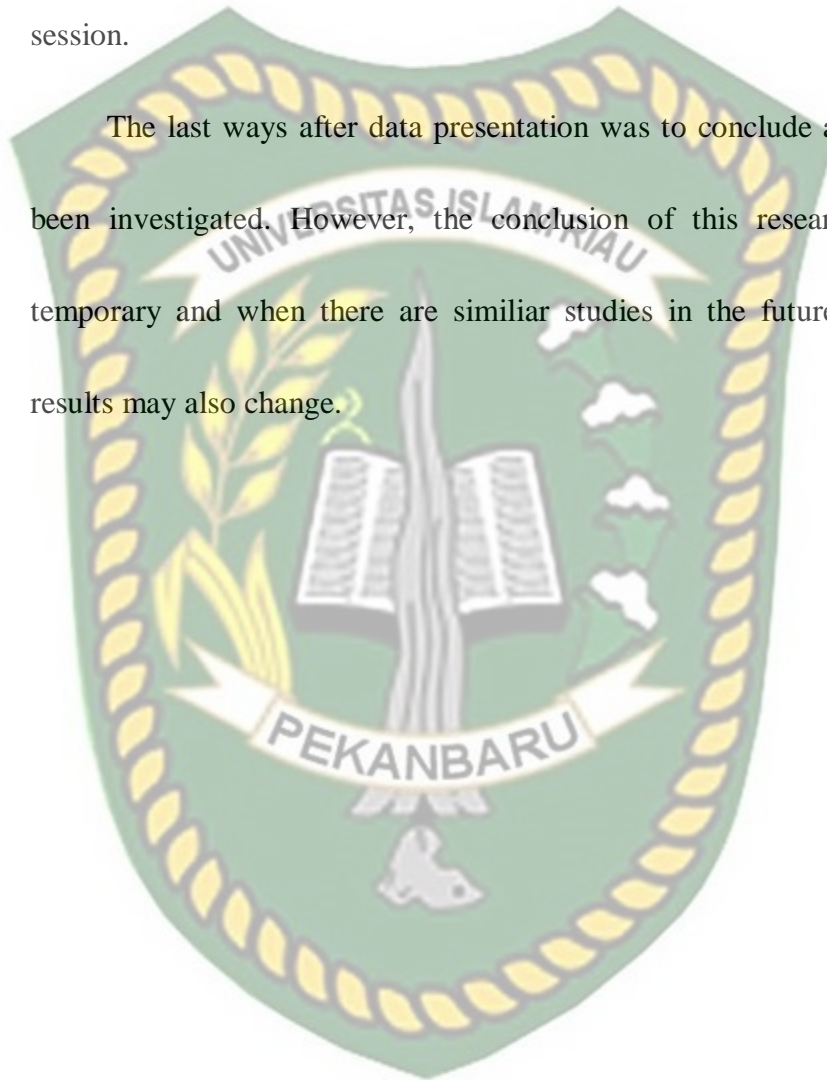
online test. Then the researcher analyzed the data to find out the level of vocabulary mastery in the fifth semester students.

**Table 3.2 The Classification of Students' Score**

No	Score	Vocabulary level
1	12 out of 40	<b>Beginner - CEF Level A1</b>
2	18 out of 40	<b>Pre-Intermediate – CEF Level A2</b>
3	25 out of 40	<b>Intermediate – CEF Level B1</b>
4	33 out of 40	<b>Upper-Intermediate – CEF Level B2</b>
5	35 out of 40	<b>Advanced – CEF Level C1</b>
6	40 out of 40	<b>Proficient – CEF Level C2</b>

The researcher used quantitative research so that the researcher used data presentation to support the data. After getting the data about the students' vocabulary level, the researcher then conducted an interview session.

The last ways after data presentation was to conclude all of what has been investigated. However, the conclusion of this research were only temporary and when there are similiar studies in the future, the research results may also change.



## CHAPTER IV

### RESEARCH FINDINGS

#### 4.1 Data Presentation

This chapter presents the result of vocabulary test done by the students online at <http://www.oxfordonlineenglish.com/english-level-test/vocabulary>. The result of the test is presented quantitatively in the following information.

**Table 4.1 Table of students' vocabulary level**

<b>Vocabulary level</b>	<b>CEF</b>	<b>Total</b>
<b>A1</b>	<b>Beginner</b>	<b>8 students</b>
<b>A2</b>	<b>Pre – Intermediate</b>	<b>8 students</b>
<b>B1</b>	<b>Intermediate</b>	<b>7 students</b>
<b>B2</b>	<b>Upper Intermediate</b>	<b>2 students</b>
<b>C1</b>	<b>Advanced</b>	<b>-</b>
<b>C2</b>	<b>Proficient</b>	<b>-</b>
<b>Total</b>		<b>25 students</b>

Based on the table above, there are twenty-five students that have participated in the test. The vocabulary level test consist of six levels. Considering the table, the total of vocabulary level A1 (Beginner) are eight students. While in group A2 or Pre-Intermediate there were eight students. Then students who are at level B1 or Intermediate amounted to seven students. Meanwhile, at the B2 Upper-Intermediate level, there are only two students. At C1 Advanced and C2 Proficient levels are empty, which means that no students has made it to that level.



There are 6 levels of English proficiency based on test result. The first batch is A1 or called Beginner. At this level the students still have limited vocabulary and are still learning and collecting vocabulary to complement sentences. Understanding and use of English is only about common vocabulary and simple sentences. Unfortunately, in this study, there are a few students who are in the A1 category. It means that the students need to improve their vocabulary because it will affect their English mastery. Since the students have been at the fifth semester, extra effort to improve their vocabulary mastery needs to be done.

Furthermore, the A2 level is also known as Pre-Intermediate. This level can be said to be still learning the basics in English. Ability at level A2 is reflected in the interaction in English which is still limited. So, people with level A2 can communicate in English, but the discussion only covers certain things that have been mastered. For example, someone who can understand short stories heard from someone who can tell about his favorite food. For this category, some students in this study are categorized at A2 level. This fact shows that students still need to improve their vocabulary mastery to improve their English language proficiency.

Then the B1 level is called Intermediate. Someone at this level can speak English actively and passively with topics that are more varied than the previous level, both in formal and informal situations. For example, someone can talk about ideals and lifestyles, to take part in job interview in English. Several students in this study have succeeded reaching this category. Hence, the students

still need to develop their vocabulary mastery to get better level, it is upper intermediate.

While level B2 or Upper Intermediate can be intended for someone who has mastery of English in various opportunities without obstacles. People who have English proficiency at this level are able to understand and practice relatively complex English. One example is being able to make texts about social topics with detailed explanations. There were only two participants in this study reaching the B2 level. It shows that the students need to be taught and encouraged to improve their vocabulary mastery. It is surprisingly to find the result because the fifth semester suppose to be intermediate or upper intermediate level because they have been learning English for several years.

Next, at the C1 or Advanced level, someone at this level can use English for academic and professional purposes. No more difficulty understanding or applying English on almost any occasion. They can express their ideas in spoken and written form on various topics spontaneously, fluently, and confidently. A student college should at least be at this level, because has already at the university level and is considered to be able to speak English well in various situations. Unfortunately, none participant in this study placed the C1 level. The finding reveals a problem that needs to be figured out by both students and teachers.

Last, the highest level is level C2 or Proficient. Someone at this level has a position equivalent to a native speaker. That means those at this level can use

English in any situation and condition. This study shows that none participants at this level.

Based on the findings, the researcher is also interested in investigating the students' problems in mastering the English vocabulary. Hence, some participants of this study were invited for an interview consisting of 5 participants, including 2 participants whose test result were A1, 1 participants whose test results A2, 1 participants whose test result were B1 and 1 participants whose result test were B2 with a main question to ask is "what is your problems in mastering English vocabulary". The results of the interview showed that some problems experienced by the students in learning vocabulary, resulting low level of English vocabulary mastery. The problems are:

1. The researcher proposed several factors that became problems in mastering vocabulary for the interview participants as follows:
  - a. Do not know the appropriate learning technique.

During the interview, with the participants, they did not only share their problems/challenges in improving their vocabulary, some of the participants also explained some of their techniques to enhance their vocabulary mastery. Some participants said that they used vocabulary learning techniques that were suitable for them, namely acquiring new vocabulary from movies or listening to songs. According to one participant, this method is more or less effective. *"Usually I acquire new vocabulary or learn new vocabulary through movies or songs I listen to. This method is more or less*



*effective in increasing vocabulary” (student 5). While the other way learning vocabulary techniques, one participant argued that through an application on a cellphone, this participant’s technique was to learn vocabulary. “ I use U dictionary application to learn new vocabulary that I found. Using this application is quite easy, we only need to type the word we want to know the meaning. I think this method is effective because everyone must always use their cellphone all the time” (student 1).*

- b. Rarely learn new words when studying in the class.

In the second factor, participants said that they learned quite a lot of new vocabulary that they found when studying in class. *“When I study in class, I get quite a lot of new vocabulary from the lecturer when explaining the material or giving quizzes” (student 2).*

- c. It is difficult to master vocabulary in English because it is difficult to master proper pronunciation in English.

According to the some participants, the factors that became their problem in mastering vocabulary was the third factor. The participants said that they found it difficult to master vocabulary in English because it was difficult to master proper pronunciation in English. The participants argue that some vocabularies have sound or pronunciation that are similiar, but different, either in meaning or in the words themselves. *“Some words in English have the same pronunciation, but have different meaning. That makes it difficult*



*because it can lead to mispronounced when communicating in English” (student 3). However, there are other participants who say that their problem in increasing vocabulary is because of not knowing the appropriate learning technique. “I do not know how to learn good and correct techniques in acquiring vocabulary. But if I know how to do the right technique, maybe my vocabulary will grow” (student 4). In addition to the above factors, there are other factors that become problems for a participant, namely rarely learning new vocabulary because the subjects being studied are difficult, and fighting laziness to learn new vocabulary. “Besides being difficult to master the vocabulary because it is difficult to master the right pronunciation, I also have other problems. I rarely learn new vocabulary because of the difficult courses, and fight laziness while learning new vocabulary” (student 1).*

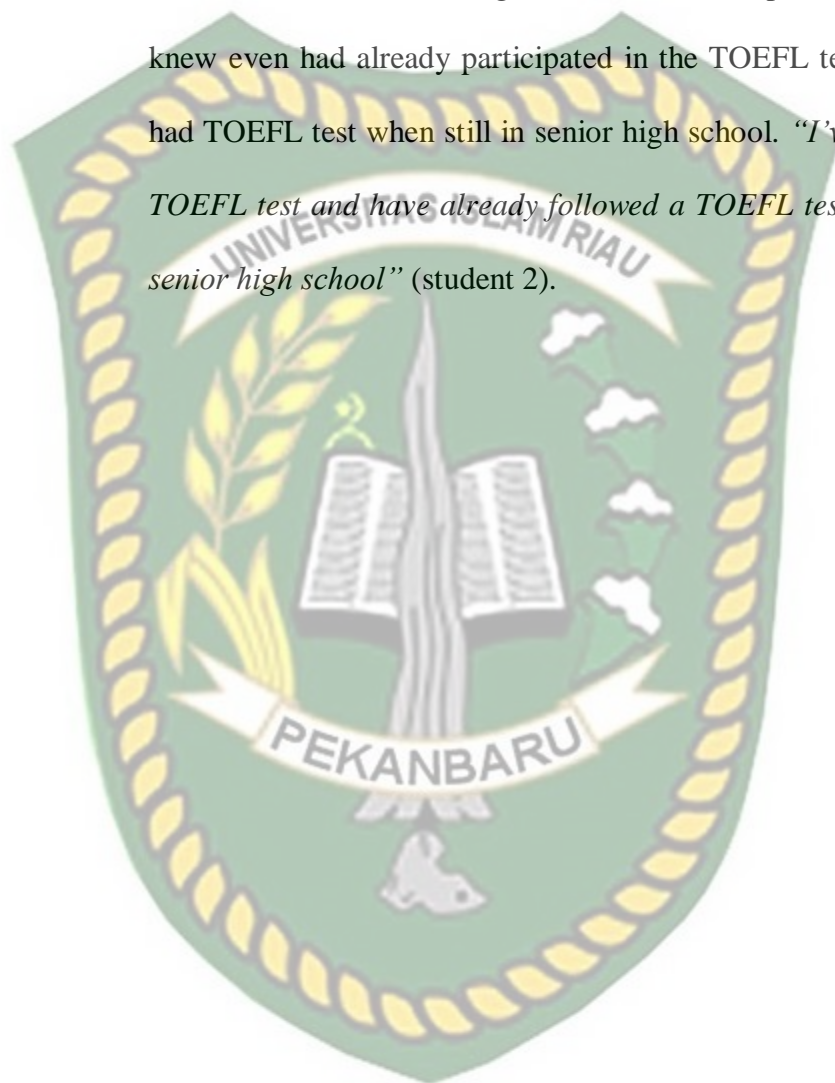
- d. Do not have the motivation to improve their vocabulary mastery of English. Finally, at the fourth point, all participants said they had motivation to improve their vocabulary. One of the participants said that she wanted to be proficient in English. *“The thing that motivates me to improve my English vocabulary is when I hear native speakers talk on podcasts, and people who are very proficient in English. I also want to be like them.” (student 2) .*
- e. The students’ reluctant to practice the vocabulary. The students are reluctant to practice English, particularly in speaking activities.

Hence, they do use the vocabulary that they have learn. In this case, the students could easily forget the new words that they found in their reading or in their daily life because they do not practice using the language. All participants said that their English skills especially in speaking were still lacking or still low, it makes they reluctant to speak in English. One of the causes is the lack of practicing English when speaking. Then there are also those who say that grammar is a factor that makes their English skills low. The participant said *“I feel that my English speaking ability is still low, because I have to pay attention to grammar and there are still mistakes in grammar when speaking”* (student 3).

- f. Do not know the vocabulary that can explain their meaning. All participants answered that they only could explain themselves. They feel that their vocabulary is sufficient for simple discussion, such as introducing themselves. *“If it is still in an easy discussion, I feel that my vocabulary is sufficient. But if the discussion is already difficult, I feel that my vocabulary is still lacking”*(student 4). As has been mention above, the students only can talk about an easy topics, because their vocabulary are limited in difficult discussion.
- g. The use of English by lecturers when teaching is not maximized. Almost the whole replied that the lecturers had maximally using English while teaching. But one of the participants said that lecturers still use Indonesian when teaching, then learning is not

optimal. *“There are several lecturers who still use Indonesian when teaching, so less maximal learning”* (student 3).

- h. Lack of introduction to the English language proficiency test (TOEFL) to students college. Four of the five participants already knew even had already participated in the TOEFL test, some even had TOEFL test when still in senior high school. *“I’ve heard of the TOEFL test and have already followed a TOEFL test while still in senior high school”* (student 2).



## 4.2 Data Interpretation

Based on the findings of this study, the researcher found that the students' vocabulary mastery need to be improved. According to Richards and Renandya (2002: 255), vocabulary is a core of components language proficiency and provides much of the basis for how learners speak, listen, read and write. However, to improve their vocabulary is challenging for both teacher and students. For teachers, to help the students to improve their vocabulary requires the students' awareness about the importance of learning vocabulary. Vocabulary has important role in English learning. It is one element that links the four skills of speaking, reading, listening and writing all together (Huyen and Nga, 2003). In addition, the students' motivation will also affect the students' success in learning vocabulary. Motivation is a crucial aspect in learning (Santrock, 2011). It is because students' motivation is a key factor that influences the rate and success of second or foreign language (McDonough; Ellis, in Al-Tamimi & Munir Shuib, 2009).

Based on interview result, there are some problems that faced by the students to improve their vocabulary. The most problem for students in learning vocabulary is the correct pronunciation in English. Some words have the same sound, but the meaning of the vocabulary is different. The meaning of a word can be different. With vocabulary wide one can understand easily what is heard, someone reads or says and can communicate clearly and effective (Astuti, T.N; 2017). Another problem faced by students is that they do not know how to learn



appropriate and effective vocabulary techniques so that vocabulary can continue to increase. Learning style is a person's tendency to use a certain way in learn so you can learn with good (Hardini, I & Puspita, D; 2012) Then the interview participants also mentioned another problem in learning vocabulary, namely fighting laziness to learn new vocabulary. Difficult courses are the reason students feel lazy because they are not interested in difficult courses. The psychological approach explains that lazy learning can be triggered by internal factors, such as physical condition, personality, motivation and emotions. While external factors include the impact of the interaction of the person concerned with the environment outside the self individual (Maulidia, R. 2009).

During the interview, the participants also sharing what are their method in learning vocabulary. One of the participant said that he usually learns vocabulary through an application on his smartphone. He reasoned that smartphones are used daily by people so the smartphone is the object that is used most often and is closest to our lives. Then another learning method used by the interviewees was to learn vocabulary through movies or songs they heard. Both of these activities are fun things that can provide other benefits, namely they acquire and learn new vocabulary in addition to enjoying the movie or songs that is playing. Songs as a listening material can be applied in two ways, while they listen to the song, they can practice pronunciation subconsciously, and unconsciously they are also aware that they improve their language skills (Ifadah. M, Aminah. S; 2011).

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the research finding in the previous chapter, it can be concluded that students' vocabulary still need to be improve. Based on result test, most of students are still in rank A1 and A2. It means that the students have to extra effort to improve their vocabulary, because the students in college level minimum should in rank C1. Unfortunately none of the students reached that level. Then, the students also faced some problems to improve their vocabulary. Some of the factors that become students' problem in learning vocabulary are; do not know the appropriate learning technique, rarely learn new words, difficult to master proper pronunciation in English, do not have the motivation to improve their vocabulary mastery of English.

#### 5.2 Suggestion

There are some suggestion for the lecturers, the students, and other researcher about vocabulary mastery:

5.2.1 The lecturers should require the students to have a special book to record any new vocabulary they find during teaching and learning process. Then the book will be checked and appreciated by the lecturers.

5.2.2 The English students should learn a new word everyday, keep it then practice it.

5.2.3 For the next researcher who are interested to investigating about students' vocabulary mastery, it is interestd to investigate the teachers' method in teachhing vocabulary or English learning.

## REFERENCES

- Achmad, S. (2013). *Developing English Vocabulary Mastery through Meaningful Learning Approach*. International Journal of Linguistics. Letters and Culture Faculty. State University of Gorontalo. Vol. 5, 75-97.
- Alqahtani, M. (2015). *The Importance of Vocabulary in Language Learning and How to be Taught*. International Journal of Teaching and Education. Vol. 3, 21-34.
- Alshenqeeti, H. (2014). *Interviewing as a Data Collection Method: A Critical Review*. Vol. 3, No.
- Amri, U. (2016). *"Increasing Students' Vocabulary Mastery by Using Eye-Spy Game at the Second Grade of SMP Babussalam Selayar"*. Skripsi. Tarbiyah and Teaching Science Faculty. UIN Alauddin. Makassar.
- Andriani, D. & Sriwahyuningsih, V. (2019). *An Analysis of Students' Mastery of Vocabulary*. ELT-Lectura. Vol. 6. 169-176.
- Astuti, T.N. (2017). *Pengaruh Gaya Belajar Terhadap Penguasaan Kosakata Bahasa Inggris*. Jurnal. Fakultas Teknik Matematika dan Ilmu Pengetahuan Alam. Universitas Indraprasta PGRI.
- Creswell, W. J. (2014). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches 4th edition*. SAGE Publication, Inc. United States of America.
- Evelyn, A. P., & Vago M. Robert. (2010). *English Grammar Understanding the Basics*. Cambridge University Press, New York.



- Greenbaum, S. & Nelson, G. (2002). *An Introduction to English Grammar*. Pearson Education Limited, Great Britain.
- Han, E. S., & Goleman, Daniel; Boyatzis, Richard; Mckee, A. (2019). No Title No Title. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Harmer, J. (1998). *How to teach English*. Longman Dictionary of Contemporary English; Cambridge University Press.
- Huddleston, R., & Pullum, K. P. (2005). *A Student 's Introduction to English Grammar*. Cambridge University Press, New York.
- Johnson, B. R & Christensen, L. (2014). *Educational Research Quantitative, Qualitative, and Mixed Approach*. SAGE Publication, INC. United States of America.
- Kurnia, C. (2017). *Increasing Young Learners' Vocabulary Mastery by Using English Songs*. English Education Department. Faculty of Teacher Training and Education. *Mercu Buana University of Yogyakarta*. Vol. 3, 42-53.
- Lubis, R. I. (2017). *"Improving Students' Vocabulary Mastery by Using Fly Swatter Game in the First Grade of MTs Persatuan Amal Bakti (PAB) Helvetia"*. Skripsi. Faculty of Tarbiyah Science and Teacher Training. State Islamic University of North Sumatera. Medan.
- Lubis, T. (2017). Faktor yang Mempengaruhi Kesulitan Mahasiswa dalam Menyelesaikan Daily English Vocabulary. *Jurnal Bisnis Administrasi. Program Studi Teknik Elektronika. Politeknik LP3I Medan*. Vol. 06, 29-36



- Maulidia, R. (2009). *Problem Malas Belajar Pada Remaja*. Jurnal. Institut Studi Islam ISID Gontor dan STAIN Ponorogo.
- Novianti, R. R. (2016). A study of Indonesian university students' vocabulary mastery with vocabulary level test. *Global Journal of Foreign Language Teaching*. 6(4), 187-195
- Payne, E. T. (2011). *Understanding English Grammar*. Cambridge University Press. New York.
- Putri, R. W. W. (2013). *Improving Vocabulary Mastery of VII Grade Students in*. 1(2), 1–14. o
- Rai, U. (2010). *English Language Communication Skills*. Himalaya Publishing House PVT. LTD.
- Rohmatillah. (2014). A Study On Students' Difficulties In Learning Vocabulary Rohmatillah Institut Agama Islam Negeri (IAIN) Raden Intan Lampung. *Institut Agama Islam Negeri (IAIN) Raden Intan Lampung*, 69–86.
- Seaton, A & Mew, H. Y. (2007). *Basic English Grammar*. Saddlebeck Educational Publishning. United States of America.
- Sujarweni, W. (2014). *METODOLOGI PENELITIAN*. PUSTAKABARUPRESS.
- Susanti, Y., Pd, M., Mariana, L., & Pd, M. (2017). *RESEARCH ARTICLE AN ERROR ANALYSIS IN THE USE OF VOCABULARY FOUND IN RECOUNT TEXT WRITTEN BY THE TENTH GRADE STUDENTS OF SMA 4KEDIRI IN ACADEMIC YEAR 2016 / 2017 Advisors : FACULTY OF TEACHER TRAINING AND EDUCATION*

*SURATPERNYATAAN ARTIKEL SKRIPSI TAHUN201. 0–8.*

Syarifudin, A., Marbun, R., & Novita, D. (2014). *Analysis on the Students' Vocabulary Mastery a Descriptive Study on the MTs. Jurnal Pendidikan Dan Pembelajaran, 3(9), 1–10.*

Wulandari, F. (2019). *ANALYSIS OF STUDENTS' VOCABULARY MASTERY IN SECOND SEMESTER STUDENTS OF BUSINESS ENGLISH AND MANAGEMENT to know and analyze the students vocabulary ability and do it in a research entitled. 8(1), 50–64.*

Yuliansyah, A. (2016). *Journal of English Language Teaching TEACHING VOCABULARY TO JUNIOR HIGH SCHOOL. 5(1).*

