

ANALYSIS OF STUDENTS' VOCABULARY MASTERY IN SECOND SEMESTER STUDENTS OF BUSINESS ENGLISH AND MANAGEMENT

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Abstract

This research was conducted to find out the students' vocabulary of second semester students of Business English and Management. The research was descriptive qualitative research. 65 students of second semester. Test, questionnaire, and observation sheet were used as the instrument of data collecting. The finding of this research was the students' vocabulary ability was low that can be seen from the result of the test that the students' mean score in vocabulary test is 50.8. Then, the results of questionnaire are 78.46 % students like learning vocabulary, 53.84 % students think that vocabulary ability is very important. It means that students have realized that vocabulary ability is essential. Although 53.84 % students think that vocabulary ability is very important, 0 % students think that their vocabulary ability is high and 52.30 % think that their vocabulary ability is medium. In addition, results of the observation while the students doing the test were the researcher found that some students still get confused of the test.

Key words: vocabulary ability, descriptive analysis, vocabulary test, questionnaire, observation.

Abstrak

Penelitian ini dilakukan dengan tujuan untuk mengetahui kemampuan kosa-kata mahasiswa. Penelitian merupakan penelitian deskriptif. 65 mahasiswa semester II jurusan Business English and Management Politeknik Tonggak Equator adalah subjek dalam penelitian ini. Data dari tes dianalisis menggunakan nilai rata-rata dan data dari hasil kuesioner dan lembar observasi dianalisis secara deskriptif. Temuan dari penelitian ini adalah kemampuan kosakata mahasiswa sangat lemah yang dapat dilihat dari hasil tes dengan nilai rata-rata 50,8. Kemudian dari hasil kuisisioner menunjukkan 78,46 % mahasiswa menyukai belajar kosa-kata, 53,84 % mahasiswa berpendapat bahwa kemampuan kosa-kata itu penting, namun 0 % mahasiswa berpendapat bahwa kemampuan kosa-kata mereka berada pada tingkat tinggi dan 52,30 % mahasiswa berpendapat bahwa kemampuan kosa-kata mereka berada pada tingkat medium. Berdasarkan hasil observasi, dapat dikatakan bahwa terkadang mahasiswa tidak mengerti teks bacaan yang diberikan dosen kepada mereka karena mereka tidak mengetahui makna kosa-kata yang digunakan dalam teks tersebut.

Kata kunci: kemampuan kosakata, analisis deskriptif, tes kosa-kata, kuisisioner, observasi.

INTRODUCTION

Vocabulary play an important role in all skills of language. Vocabulary helps you read and listen with more understanding. Vocabulary helps you to express better when you speak to other people or write text or message. For students, vocabulary is the main tool for them to use English effectively. When confronted with a native English speaker, when watching a movie without subtitle or when listening to an English conversation, when reading books, magazines or text and when writing a letter or a text to a friend, students will always need to operate with words.

Vocabulary ability is essential. The linguist Wilkins (1972:111) stated that: "without grammar little can be conveyed, without vocabulary nothing can be conveyed." So that vocabulary play more important role than grammar. Indeed, people need to use words in order to express themselves in any language, as well as students. Moreover, "successful people usually have large vocabularies and a good word recognition skills that enable them to use the right word in the right place at the right time." (Hancock, 1987:1)

Hancock (1987: 1) stated that there are two basic ways of communication to others, they are speaking and writing. Vocabulary development is essential for both. If the students fail to understand what the instructor or lecturer say, one of the reasons could be because of the failure to understand the words that were used. In researcher experience as a lecturer, she noticed the fact that students usually find it really hard to speak English fluently. They usually consider that speaking activities are exhausting because they keep on using the same expressions and words and immediately, their conversation is interrupted due to missing words. And the main reason for such communication problems is the lack of vocabulary.

Consider the important role of vocabulary, the researcher think that she need to know and analyze the students vocabulary ability and do it in a research entitled **Analysis of Students Vocabulary Ability in Second Semester Students of**

Business English and Management Major of Tonggak Equator Polytechnic in the Academic Year of 2018-2019.

The problems formulation of this research is how is the vocabulary ability of second semester students of Business English and Management of Tonggak Equator Polytechnic in the academic year of 2018-2019. Based on the problem formulation, the objective of this research is to find out the vocabulary ability of second semester students of Business English and Management of Tonggak Equator Polytechnic in the academic year of 2018-2019.

Vocabulary plays an important role in language skill. It is the basis for the development of other language skills, they are reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation such Harmer (2001:4) stated that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention. Moreover, Richard and Renandya (2002:255) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. It means that the role of vocabulary is really important in language learning since it is the basis of students to speak, listen, read and write well. Vocabulary is very important because it is the starting point that people have to possess when they dealing with languages such Al-Hinnawi (2012:62) stated “vocabulary is the starting point that people should possess when dealing with languages.”

Vocabulary is a set of words in oral and written and in productive and receptive which has meaning such Fran et al (2005:2-3) define that vocabulary as knowledge of words and word meaning in both oral and written language and in productive and receptive forms. In other words, vocabulary is a combination of words which produce meaning. Then, vocabulary is the focus of language with its sounds and intended meanings that interlock to allow students to communicate with one another (Nation, 2000: Pyles, 1970). In classroom implementation, vocabulary becomes the guidance

that leads students to comprehend every piece of information both oral and written and to produce ideas.

Thornbury (2002:24-25) and Nation (2001:24) classified the types of vocabulary into two types, they are receptive and productive vocabulary. According to them, there are two types of vocabulary related to the language skills of reading, listening, speaking and writing they are receptive or passive vocabulary which refers to the words that native speakers and foreign learners recognize and understand but it hardly ever use, it is used passively in reading and listening, and productive vocabulary which is utilized actively either in speaking or writing. Productive vocabulary refers to the words which learners use when they speak or write and it called active vocabulary.

The researcher wish that the result of this research will give advantage, they is gives additional reference for other research related to vocabulary ability.

METHOD

This research is a descriptive research. Aquino in Calderon and Gonzales (1993:61) states:

Descriptive research is fact-finding with adequate interpretation. The descriptive method is something more and beyond just data-gathering; the latter is not reflective thinking nor research. The true meaning of the data collected should be reported from the point of view of the objectives and the basic assumption of the project under way. This follows logically after careful classification of data. Facts obtained may be accurate expressions of central tendency, or deviation, or of correlation; but the report is not research unless discussion of those data is not carried up to the level of adequate interpretation. Data must be subjected to the thinking process in terms of ordered reasoning.

The population in this research are the second semester students of Business English and Management Major of Tonggak Equator Polytechnic in the academic year 2018-2019 that consisted of 209 students. Then, the researcher used simple random sampling to take the number of sample in this research. 30 percent from the total number of population or 65 students were taken as the sample of this research.

In collecting the data, the researcher used test, questionnaire and observation sheet as the instruments. Test is used to know or measure the students' vocabulary

ability. The students' vocabulary test was measured by using mean score formula bellows:

$$M = \frac{\sum X}{N}$$

Note:

M = the students' mean score

$\sum X$ = the sum of students' score

N = the number of students

The result will be categorized as follow:

Table 3.1 Categorize of Score

Numeric Scores	Relative Scores	Marking Quality
85 – 100	A	Very good
81 – 84	A-	Almost very good
77 – 80	B+	Better
73 – 76	B	Good
69 – 72	B-	Almost good
65 – 68	C+	More than fair
60 – 64	C	Fair
45 – 59	D	Less
0 – 44	E	Bad

Source: Buku Pedoman Politeknik Tonggak Equator, 2017

The questionnaire is used to collect students' opinion and to supply the necessary information to complete the research. In this research, the researcher distributed questionnaires to 30 percent sample or 65 respondents. Then, observation sheet was used to record the students' behavior related to learning vocabulary and what happen in teaching-learning process.

RESEARCH FINDING AND DISCUSSION

Research Finding

The Finding of the Test

The test conducted by the researcher was done by 65 students. Then, the result of the test can be seen in the table below.

Table 4.1 Students' Test Score

No	Students' Name	Test Score
1	AP	75
2	AMT	55
3	CK	80
4	CC	80
5	CCH	40
6	DB	40
7	DV	65
8	FO	70
9	GCS	40
10	HV	65
11	HH	60
12	IP	85
13	KM	45
14	KS	15
15	Ko	55
16	Kn	90
17	L	75
18	LD	55
19	MTM	55
20	NY	40
21	NT	85
22	KC	50
23	VF	30
24	VA	50
25	WT	35
26	YL	70
27	D	65
28	ANN	35
29	C	30
30	CS	50
31	CA	55
32	D	65
33	ES	60
34	E	65
35	EC	45
36	HH	35
37	L	45
38	LP	40

39	IV	50
40	M	65
41	HL	30
42	O	40
43	P	15
44	RJ	65
45	S	30
46	SFS	55
47	Si	25
48	HB	60
49	V	50
50	VA	35
51	VV	40
52	WRS	30
53	YSV	50
54	YN	35
55	YA	70
56	I	40
57	DK	40
58	SF	55
59	AC	30
60	AG	40
61	CA	35
62	D	55
63	FA	45
64	GW	60
65	HP	65
Mean Score		50.8
Category of Score		D

Based on table 4.1, it can be seen that the students' mean score in vocabulary test is 50.8 that was categorized as D. Therefore, it can be concluded that the students' vocabulary ability is low.

The Finding of the Questionnaire

Table 1 Percentage of students who like learning vocabulary

Options	Number of respondent	Percentage
Yes	51	78.46 %
No	14	21.53 %
Total	65	100 %

Based on table 1, it can be seen that 78.46 % students like learning vocabulary and 21.53 % students do not like learning vocabulary.

Table 2 Students' opinion about how important is vocabulary ability for them

Options	Number of respondent	Percentage
Very important	35	53.84 %
Important	30	46.15 %
Total	65	100 %

Based on table 2, it can be seen that 53.84 % students think that vocabulary ability is very important and 46.15 % students think that vocabulary ability is important for them.

Table 3 Students' point of view about their vocabulary ability

Options	Number of respondent	Percentage
High	0	0 %
Medium	34	52.30 %
Low	31	47.69 %
Total	65	100 %

Based on table 3, it can be seen that 0 % students think that their vocabulary ability is high, 52.30 % think that their vocabulary ability is medium and 47.69 % students think that their vocabulary ability is low.

Table 4 Frequency of students learning vocabulary

Options	Number of respondent	Percentage
Very often	11	16.92 %
Seldom	44	67.69 %
Hardly ever	10	15.38 %
Total	65	100 %

Based on table 4, it can be seen that 16.92 % students say that they are very often learning vocabulary, 67.69 % students say that they are seldom learning vocabulary and 15.38 % students say that they are hardly ever learning vocabulary.

Table 5 The way of students learning vocabulary

The way of students learning vocabulary	Number of respondent	Percentage
Watching western movies and listen to English songs	20	30.76 %
Listen to English songs	13	20 %
Checking dictionary	10	15.38 %
Checking dictionary, listen to English song and watching western movies	9	13.84 %
Watching western movies	7	10.76 %
Checking dictionary and listen to English songs	4	6.15 %
Watching western movies, playing video games and listen to English songs	1	1.53 %
Playing games and listen to English songs	1	1.53 %
Total	65	100 %

Based on table 5, it can be seen that 30.76 % students learning vocabulary by watching western movies and listen to English songs, 20 % students learning vocabulary by Listen to English songs, 15.38 % students learning vocabulary by checking dictionary, 13.84 % students learning vocabulary by checking dictionary, listen to English song and watching western movies, 10.76 % students learning vocabulary by watching western movies, 6.15 % students learning vocabulary by checking dictionary and listen to English songs, 1.53 % students learning vocabulary by watching western movies, playing video games and listen to English songs and 1.53 % students learning vocabulary by playing games and listen to English songs.

Table 6 Students' feeling of vocabulary test they have faced

Students' feeling of vocabulary test they have faced	Number of respondent	Percentage
Easy	1	1.53 %
Medium	21	32.30 %
Hard	40	61.53 %
Very hard	3	4.61 %
Total	65	100 %

Based on table 6, it can be seen that 1.53 % students feel that the vocabulary test they have faced was easy, 32.30 % students feel that the vocabulary test they have faced was medium, 61.53 % students feel that the vocabulary test they have faced was hard and 4.61 % students feel that the vocabulary test they have faced was very hard.

Table 7 Students often use their vocabulary in spoken or not

Options	Number of respondent	Percentage
Yes	21	32.30 %
No	44	67.69 %
Total	65	100 %

Based on table 7, it can be seen that 32.30 % students say that they are often use their vocabulary in spoken and 67.69 % students say that they are not often use their vocabulary in spoken

Table 8 Frequency of students can use their vocabulary in presentation well

Frequency of students can use their vocabulary in presentation well	Number of respondent	Percentage
Always	16	24.61 %
Sometimes	6	9.23 %
Seldom	4	6.15 %
Hardly ever	39	60 %
Total	65	100 %

Based on table 8, it can be seen that 24.61 % students always can use their vocabulary in presentation well, 9.23 % students sometimes can use their vocabulary in presentation well, 6.15 % students seldom can use their vocabulary in presentation well, 60 % students hardly ever can use their vocabulary in presentation well.

Table 9 Students often use their vocabulary in written

Options	Number of respondent	Percentage
Yes	29	44.61 %
No	36	55.38 %
Total	65	100 %

Based on table 9, it can be seen that 44.61 % students often use their vocabulary in written and 55.38 % students do not often use their vocabulary in written.

Table 10 Students can use their vocabulary ability in written well

Options	Number of respondent	Percentage
Yes	21	32.30 %
No	44	67.69 %
Total	65	100%

Based on table 10, it can be seen that 32.30 % students can use their vocabulary ability in written well and 67.69 % students cannot use their vocabulary ability in written well

Table 11 Students have difficulty in learning vocabulary

Options	Number of respondent	Percentage
Yes	60	92.30 %
No	5	7.69 %
Total	65	100%

Based on table 11, it can be seen that 92.30 % students have difficulty in learning vocabulary and 7.69 % students do not have difficulty in learning vocabulary.

Table 12 Students' difficulties in learning vocabulary

Students' difficulties in learning vocabulary	Number of respondent	Percentage
Find the meaning	27	41.53 %
Use the vocabularies in spoken and written	10	15.38 %
Find the meaning and use the vocabularies in spoken and written	19	29.23 %
Memorize new vocabularies	9	13.84
Total	65	100%

Based on table 12, it can be seen that 41.53 % students say their difficulty in learning vocabulary is finding the meaning, 15.38 % students say their difficulty in learning vocabulary is using the vocabularies in spoken and written, 29.23 % students say their difficulty in learning vocabulary are finding the meaning and use the vocabularies in spoken and written and 13.84 students say their difficulty in learning vocabulary is memorizing new vocabularies.

The Finding of the Observation Sheet

In this research, the researcher did the observation in teaching-learning process and while the students was doing the test. The results of observation in teaching-learning process were students sometimes do not understand the reading text given by the lecturer. The reason they do not understand the reading text was because they do not know the meaning of vocabularies used in that reading text. Then, students are often stuck while doing their presentation because of the lack of vocabulary. They often cannot express their idea well because of the limitation of their vocabularies.

In addition, results of the observation while the students doing the test were the researcher found that some students still get confuse of the test. During the test, the researcher found some students look stress and tired while they were doing the test, some students were sleepy, some students tried to find the answer of the test by asking friends next to or behind them, and some students submitted the test before the time up because they were give up.

Discussion

In this part, the researcher discussed the finding of the research she has done based on the finding of the test, questionnaire and observation sheet. Based on the test conducted by the researcher, it can be known that the students' mean score in vocabulary test was 50.8 that was categorized as D. Therefore, it can be concluded that the students' vocabulary ability was low.

Based on the questionnaire, it can be seen that 78.46 % students like learning vocabulary, 53.84 % students think that vocabulary ability is very important. It means that students have realized that vocabulary ability is essential. Although 53.84 % students think that vocabulary ability is very important, 0 % students think that their vocabulary ability is high and 52.30 % think that their vocabulary ability is medium. Then, 67.69 % students say that they are seldom learning vocabulary. That is why 61.53 % students feel that the vocabulary test they have faced was hard such Wilkins

(1972:111) states that “without grammar little can be conveyed, without vocabulary nothing can be conveyed”. Moreover, 30.76 % students say that they learn vocabulary by watching western movies and listen to English songs.

Hancock (1987: 1) states that there are two basic ways communication to others, they are speaking and writing. Vocabulary development is essential for both. Unfortunately, based on the questionnaire there are 67.69 % students say that they are not often use their vocabulary in spoken, 60 % students hardly ever can use their vocabulary in presentation well, 55.38 % students do not often use their vocabulary in written, 67.69 % students cannot use their vocabulary ability in written well.

Hancock (1987: 1) states that if the students fail to understand what the teacher or lecturer say, one of the reason could be the failure to understand the words that were used such the finding of the questionnaire that 92.30 % students say that they have difficulty in learning vocabulary and 41.53 % students say their difficulty in learning vocabulary is finding the meaning.

Based on the observation, it can be said that students sometimes do not understand the reading text given by the lecturer. The reason they do not understand the reading text was because they do not know the meaning of vocabularies used in that reading text. Then, students are often stuck while doing their presentation especially in question and answer session because of the lack of vocabulary. They know the answer of the questions delivered to them in Indonesia but they could not tell it in English. They often could not express their idea well because of the limitation of their vocabularies. In addition, results of the observation while the students doing the test were the researcher found that some students still get confused of the test. During the test, the researcher found some students look stress while they were doing the test, some students were sleepy, some students tried to find the answer of the test by asking friends next to or behind them, and some students submitted the test before the time up because they were give up. So the result of the observation

was in line with Wilkins (1972: 111) statement as well that “without grammar little can be conveyed, without vocabulary nothing can be conveyed”.

CONCLUSION AND SUGGESTIONS

Based on the finding and discussion, the researcher could draw the conclusions as follow: 1) Students’ vocabulary ability was low based on the result of the test with the mean score was 50.8 that was categorized as D. 2) Based on the questionnaire, students have realized that vocabulary ability is essential but their vocabulary ability was still low. Students seldom use their vocabulary in spoken and written and when they have to use it both in spoken and written, they cannot use it well and the students’ problem in learning vocabulary was finding the meaning. 3) Based on the observation, it can be concluded that students sometimes do not understand the reading text given by the lecturer because they do not know the meaning of vocabularies used in that reading text. Then, students are often stuck while doing their presentation especially in question and answer session and they often could not express their idea well because of the lack of vocabulary. They know the answer of the questions delivered to them in Indonesia but they could not tell it in English. During the test, the researcher found some students look stress while they were doing the test, some students were sleepy, some students tried to find the answer of the test by asking friends next to or behind them, and some students submitted the test before the time up because they were give up.

Based on the research that had been done, there are several things the researcher would like to suggest, they are: 1) Based on the low students’ vocabulary ability, the researcher suggest the lecturer to find the best technique and learning media to improve the students vocabulary ability. 2) Create fun atmosphere in order to build and increase the students’ interest in learning vocabulary.

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