The Students' Vocabulary Mastery in Comprehending Descriptive Text at SMP Negeri 2 Kota Sorong

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Abstract

This research aims to determine students' vocabulary mastery in comprehending descriptive text at SMP Negeri 2 Kota Sorong. In this research, the method used is quantitative descriptive analysis method. The subjects of this research were 21 students of class VIII G in SMP Negeri 2 Kota Sorong. Data collection in this research used student worksheets as research instruments, the data obtained will be processed and analyzed with one sample t-test technique. The results showed that students' vocabulary mastery is quite lacking in comprehending descriptive text with an average score of (60.62) and the results found that the p-value (one-sided and two-sided) is very small <.001.

Keywords: *Students' Vocabulary; Mastery; Descriptive Text*.

INTRODUCTION

Language is a communication tool used by humans to communicate, interact, and establish cooperation between other humans. Language is a system of sound symbols chosen y and used by members of social groups to communicate, cooperate, and identify themselves, Kridalaksana and Kentjono in Chaer (2014: 32). Language is an expression that contains the intention to convey something to other people. Something that is intended by the speaker can be understood by the listener or interlocutor through the language expressed through the language expressed. In the era of globalization English is one of the foreign languages that needs to be mastered to facilitate a person in communicating using English. To prepare students in facing the times, basic English has been learnt since elementary school. Along with the times, communication and information technology will also develop. If students want to communicate with people outside their country, they must master English first and students must of course have good and correct vocabulary. To have a good reading skill, students should have spent much time in reading. Wael, A., Saputra, D., & Kamaluddin, K. (2023).

Vocabulary is a component of language that has meaning and consists of a set of familiar words in one's language. Learning English should start from the most basic things, such as understanding vocabulary. According to Azizah (2020), vocabulary is also very important to use in learning English. Vocabulary is very important in English because with vocabulary we can describe or refer to something. Vocabulary consists of several types, such as verbs, nouns, adjectives, pronouns, and many more. Vocabulary plays a very important role in language skills (listening, reading, speaking and writing). One of the biggest problems when learning a second language is acquiring an extensive vocabulary. One of the biggest problems when learning a second language is acquiring an extensive vocabulary. Vocabulary mastery should be emphasized in the English learning process in the classroom. Wael, A. et al. (2024).

Vocabulary mastery is one of the most common problems when learning English in primary school. Rikmasari & Budianti (2019) said that mastery of English vocabulary is a person's ability to understand and explore words in English which are the basis of communication known by everyone both orally and in writing, so that they can provide meaning when using the language. Wardani (2015) states that vocabulary is essential for every language skill, such as reading, writing, speaking, and listening. From this statement it can be concluded that vocabulary is very important for speaking, reading and writing, a person's lack of ability in language is closely related to the amount of vocabulary he has. This will make it difficult for students to create text or describe something orally or in writing, if they do not have enough vocabulary. One of them is write or understand descriptive texts.

Descriptive texts are texts that contain descriptions or explanations written in clear and detailed words. This type of writing concentrates on explaining the physical, visual or sensory features of an object. According to Kosasih and Endang (2018), descriptive text is text that is written or describes in detail an object from the author's point of view. The state of nature in a place, the state of animals, and the state of a person are the subjects. According to Dalman (2018), descriptive essays "are essays that describe certain objects and events with words clearly and in detail so as to make the reader feel and experience what the author describes". In this text, a writer tries to describe an object in such a way that makes the reader seem to see and understand it directly.

Dalman (2015) stated that Descriptive text is an essay that with clear and detailed words describes a particular object or event. Mahsun (2014) also said that descriptive text is a text whose social purpose is to describe an object and objects individually based on their physical characteristics. The content of descriptive text is personal that uses words with strong emotions, descriptive text also aims to provide detailed information about the object and make the reader or writer can equally feel, understand, and enjoy the object of writing.

Based on the results of preliminary observations that have been carried out at SMP Negeri 2 Kota Sorong, researcher found that most of the VIII grade students still have difficulties in learning English especially in mastering vocabulary. Students do not master vocabulary such as nouns, verbs, and adjectives. They do not know how to use them in a sentence, do not understand the meaning of English words and some students

are not interested in learning vocabulary. If students do not master vocabulary, of course they will have difficulties in creating texts, understanding texts and answering questions, especially in speaking, writing, reading and listening. Based on the description above, the researcher is interested in knowing the mastery of vocabulary that students have. Therefore, the researcher will conduct further research on students" vocabulary mastery entitled "The Analysis of Students" Vocabulary Mastery in Comprehending Descriptive Text at SMP Negeri 2 Kota Sorong'.

METHOD

This research uses quantitative method, where it focuses on collecting and analyzing numerical data (numbers) to answer the questions. According to Sugiyono (2018; 13), quantitative data is a research method based on positivism (concrete data). The data used in this research are in the form of numbers that will be measured using statistics to test the problems discussed to get conclusions. The general population in this research were all VIII grade students at SMP Negeri 2 Kota Sorong which total 273 students from 9 classes. While the sample of this research involved only 1 class of VIIIG which had a total of 21 students. The sample was randomly selected by the English subject teacher. Worksheet used as instrument, consisting of 3o questions and divided into 10 multiple-choice questions and 20 translation questions. The completed worksheets became the main source of data to evaluate students' vocabulary mastery in comprehending descriptive texts. To see the results of the students' vocabulary test, the researcher used SPSS statistical data using One-Sample T-Test technique. The final assessment results will be classified into five levels of vocabulary score criteria recommended by (Depdikbud, 1990:10) as follows:

Table 1. The Classification of Students' Score of Vocabulary

Scores	Grades	Classifications
86-100	A	Very Good
66-85	B	Good
46-65	C	Fair
26-45	D	Poor
Under 25	E	Failed

Source : Depdikbud, 1990:10

RESULT

The following below are the results of the calculation of student vocabulary tests:

Table 2. One-Sample T-Test Result

	N	Mean	Std. Deviation	Std. Error Mean
One-Sample Statistics				
Score	21	60.62	8.028	1.752

One-Sample Test

			Test Value = 75				
			Significance			95% Confidence Interval of the Difference	
	t	df	One-Sided p	Two-Sided p	Mean Difference	Lower	Upper
Score	34.603	20	<.001	<.001	60.619	56.96	64.27

Table 3. One-Sample Test

Based on the one-sample t-test results, the sample of 21 students had a mean score of 60.62. The standard deviation of 8.028 indicates significant variation in the data and the standard error of the mean of 1.752 indicates a fairly accurate estimate of the population mean. The t-test yielded a t-value of 34.603 with 20 degrees of freedom. The very small p-value (both one-sided and two-sided) provides evidence that students' vocabulary mastery cannot comprehend descriptive texts. Overall, this result shows that students' vocabulary mastery in comprehending descriptive text is 60.62 which is at predicate (C) "Sufficient" to support students in comprehending descriptive text.

DISCUSSION

The result of the one-sample t-test in this research shows that students' vocabulary mastery in the sample is not good enough to support the comprehension of descriptive text. The sample consists of 21 students with a mean vocabulary mastery score of 60.62. The standard deviation of 8.028 shows that there is considerable variation in the data, indicating different levels of vocabulary mastery among students. Meanwhile, the standard error of the mean of 1.752 indicates that this mean estimate is accurate enough to represent the population. The statistical test yielded a t-value of 34.603 with a degree of freedom (df) of 20. The very small p-value (both one-sided and two-sided) provides evidence to suggest that students' vocabulary mastery cannot comprehend descriptive texts. Overall, the result of this research shows that students' vocabulary mastery level in the sample cannot fulfil the understanding to support their ability to comprehend descriptive text. This is because students' vocabulary mastery is at an average score of 60.62 with the predicate (C) "Fair" when viewed and compared to the classification of students' vocabulary score criteria.

CONCLUSION

Based on the results of research above, it shows that the mastery of vocabulary in class VIII G students at SMP Negeri 2 Kota Sorong is quite lacking to comprehend descriptive text. This can be seen in the results of the one-sample t-test calculation with an average value of 60.62 which is in the predicate (C) "Fair" when compared to the KKM (Minimum Completeness Criteria) in English subjects at SMP Negeri 2 Kota Sorong. The one-sample t-test result with a t-value of 34.603 and a p-value (one-sided and two-sided) of <.001 thus shows that students' vocabulary mastery cannot comprehend descriptive text. This emphasized the need for better learning strategies to improve students' English vocabulary mastery.

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