STUDENTS’ ABILITY IN VOCABULARY MASTERY AT THE SECOND GRADE STUDENTS’ OF SMPN 10 MERANGIN ACADEMIC YEAR 2019/2020

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ABSTRACT

The purpose of this research was to describe students ability in vocabulary mastery in the sentence and descriptive text at the second grade of SMPN 10 Merangin. The problem of students was have lack of vocabulary mastery. Vocabulary is one of the most important skills and skills required in learning a foreign language. It is a basic component of understanding all language skills namely reading, listening, speaking, writing, spelling and pronunciation. The research was used descriptive quantitative research. The population of this research was the second grade of SMPN 10 Merangin academic year 2019/2020, and population of this research consist of 204 students. The sample for the research was 51 students, researcher used simple random sampling to take samples. This means that every students has the same opportunity to be selected as a sample. To collect the data, the researcher was used tests, the test was multiple choice question. For research instruments on the validity researcher used content validity and expert validity. Based on the analysis of data, the students ability in vocabulary mastery based on the sentence and descriptive text, the students got score in the first level was excellent criteria (11 students or 21.57 %). The most of the students got score in the second level was good criteria (26 students or 50.98 %). The third level same with the first level was enough criteria (11 students or 21.57 %). And the last level was poor (3 students or 5.88 %). The average score of students ability in vocabulary mastery based on the sentence and descriptive text was 71.24 or in good criteria. The ability of students in vocabulary mastery based on the indicators that in Word Formation was (69.09%), Word Function was (59.80%), Aspect of Meaning was (71.57%), and the Spelling was (98.04%). So, the dominant difficulty in mastering vocabulary in the second grade students at SMPN 10 Merangin was the Word Function. Researcher give suggestion for teachers to innovate more often and increase creativity in teaching so that students are more active, enthusiastic and innovative in learning, furthermore for students to be more diligent in learning even though they have been taught in school, students are also looking for additional learning resources such as tutoring, looking for lesson materials on the internet, etc. next the students focus more and pay attention to the explanation that is taught by the teacher in other to increase their understanding.

Keywords: Students’ Ability, Vocabulary Mastery

INTRODUCTION

There were four kinds of skill that be mastered by students in English learning. They were listening, speaking, reading and writing, before students master the four skills, students have to know some vocabularies to support them in English learning. This was because vocabulary an important and essential element in language learning, students who have many vocabularies can understand the subject accurately and effectively. Therefore vocabulary was very useful for anyone who studies a foreign language. However, teachers must be more creative in teaching vocabulary in order to make it easier for their students to master vocabulary, in addition to learning vocabulary students must also learn grammar, translation, etc. Even though students have mastered English vocabulary well, it does not guarantee that
they can used English perfectly, because vocabulary was only the basis for English learning.

Learning vocabulary for junior high school was important since the ability of the students to learn English such as to write and read, as well as to comprehend the subject was determined by speaking vocabulary mastery, if the students lack of vocabulary, their ability to communicate and to convey message could not be done. The poor of vocabulary mastery was one of the factors in English learning. The students who have limited vocabulary will get difficulties in understanding the oral language or written language. According to, Ur (1996:60-61) says that the teacher should consider several things in teaching vocabulary. First, pronunciation and spelling. Second, grammar. And the last, collocation. Furthermore, Hornby (1995; 461) stated vocabulary means the total words in the language. Vocabulary is very important in application to language, the more words students learn, the more ideas students must have, so that students can communicate ideas more effectively. This means that vocabulary is the number of words in a language that is very supportive of language learning. In addition, Schnitt (2000) states that vocabulary knowledge provides many benefits for the success of all languages such as for reading, listening, speaking and writing, grammar accuracy, sociolinguistic conformity, and fluency. Maybe it's not possible when people want to master a language without vocabulary. Therefore, getting a lot of vocabulary requires a lot of practice, such as reading magazines or newspapers, watching movies, listening to music, reading paragraphs, reading texts, etc. But from this exercise, the main role in getting vocabulary is reading so that from reading someone will understand or get vocabulary.

As one of the formal or non formal institutions, the school provides English subjects for its students. especially in mastering vocabulary, this was an important aspect of understanding a language. Meaning that vocabulary was learned indirectly, because vocabulary was integrated or consistent in action with language skills. In general, schools implement the 2013 curriculum (K.13) and provide English lessons for their students, it includes listening, speaking, reading, and writing. According to the 2013 curriculum, the purpose of English learning is to develop student competencies. The problems faced by students are generally many students have difficulty in vocabulary mastery, students’ abilities do not match curriculum expectations. Proficiency in language skills has not been achieved, because students lack vocabulary, besides that most students do not know the pronunciation, spelling of vocabulary, grammar, and meaning of vocabulary. In fact, the teacher has taught students in various ways, for example the teacher teaches students by listening to dialogue or texts, the teacher used books related to English subjects from several sources, looks for books that are easy to understand and books that are interesting like picture books so that students don't feeling bored, this was to increase the vocabulary of students. In addition, the teacher also asks students to do exercises and homework in order to find out students' understanding.

Based on the researcher’s observation in the learning process on November, 16th 2019 and March, 11th 2020, at SMPN 10 Merangin, many students had difficulties memorizing vocabulary. There are several factors why students have difficulty in memorizing vocabulary; first, English different from mother tongue between different pronunciation and writing so they are difficult to remember. secondly, students are not fluent and memorized in reading vocabulary so to learn and memorize vocabulary becomes difficult, thirdly, students' motivation to learn English is lack so that to remember English vocabulary becomes difficult, and the last students’ are lazy to learn and memorize vocabulary that has been taught. Furthermore, based on the researcher’s interview with the English teacher of SMPN 10 Merangin on November, 16th 2019, the researcher got some informations, such us: First, students have lack of interest in English Lesson because English is a foreign language for them. Second, students do not practice English because students feel ashamed and not confident to speak in English. Third, students have difficulty memorizing English words because according to the teacher the lack of student interest in learning English. Fourth, students lack vocabulary. Finally, students are lazy in English lessons. In addition, the researcher interview some students’ of SMPN 10 Merangin on March, 10th 2020, the researcher got information, such us: First, students say that English lessons is difficult. Second, students have difficulty memorizing vocabulary. Finally, students are embarrassed to speak in English.

Based on explanation above, the researcher was interested in doing the research about Students’ Ability In Vocabulary Mastery at The Second Grade Students’ Of SMP N 10 Merangin Academic Year 2019/2020

REVIEW OF RELATED LITERATURE

Vocabulary is the most important part of mastering four language skills, namely speaking, reading, listening and writing. Because vocabulary becomes a basic part to support speakers in communicating to express their ideas. Vocabulary plays an important role in supporting students' English learning achievement. Students who have good
vocabulary mastery always get good learning results and are proficient in learning English. According to Ur (1998: 60), vocabulary is defined roughly as words that are taught in a foreign language, even though part of a word consists of several syllables but explains one idea or one meaning, for example, take-a-bath, this word has three syllables but describes one idea. Based on the explanation can be concluded the vocabulary is learned in a foreign language consists of one or more words but explains the one idea. Rosyidah (2017: 30) vocabulary is knowledge of words and their meanings in spoken and written form and is used in four skills in language (Speaking, reading, listening and writing). It means that vocabulary is knowledge of words and the meaning of words used in the four components of language learning namely speaking, writing, reading and listening in oral and printed form. In addition, Based on the statement above, the researcher concludes vocabulary is knowledge of words, word sets, number of words with their meanings.

Vocabulary consists of two or more words but explains one idea, this vocabulary is used by someone in speaking and writing because vocabulary is an important component in language that must be mastered because vocabulary is used to support communication. someone will be easier to communicate if have a lot of vocabulary. Vocabulary has some kinds. According to, Hernawati (2015: 204), There are several kinds of vocabulary: 1). Oral vocabulary, this vocabulary consists of words that are actively used in speech in the language of speaking. 2). Writing vocabulary is vocabulary consisting of words used at the time of writing. This means that Nurdin explains that there are two types of vocabulary, namely, the first is oral vocabulary and written vocabulary, oral vocabulary is the vocabulary that someone used when speaking, this vocabulary is related to sound, while Writing Vocabulary is the vocabulary that a person used when writing. Furthermore, Sudarmi in Hernawati (2015: 205) divides vocabulary into four types, namely: 1). Active speaking vocabulary, in this vocabulary is the vocabulary used in words when the speaker is speaking. 2) Passive listening vocabulary, namely words that are recognized by the listener but cannot be produced in speaking. This vocabulary is produced from hearing. 3) Passive reading vocabulary, which refers to words that are recognized by the reader but must be able to produce this vocabulary produced when the speaker is reading. 4) Active writing vocabulary, namely words that the writer can use in writing, this vocabulary is generated when writing. Based on what Sudarmi said, there are four kinds, namely active speaking vocabulary, passive listening vocabulary, passive reading, and active writing. of the four kinds each have a different function but this is important in language acquisition.

In addition, Hiebert and Kamil (2005: 13) state that vocabulary is knowledge of words and word meanings. However, the vocabulary is more complex than this definition suggests, namely: 1) Words come in two forms: spoken and print. speak and write. 2) Knowledge of words also comes in two forms, receptive and productive, this means that receptive vocabulary is defined as the vocabulary used when listening and reading, while productive vocabulary is defined as the vocabulary used when speaking and writing. Based on description above, the researcher conclude that vocabulary in oral, print, receptive and productive are very important because people use vocabulary to construct sentence, text, paragraph, essai, etc. Hiebert & Kamil (2005: 14) states that vocabulary consists of two kinds. They are productive vocabulary and receptive vocabulary. Productive vocabulary is a collection of words that a person can use when writing and speaking. Receptive vocabulary is a collection of words whose meaning is when listening and reading, although it is different in usage, vocabulary is the most important part of language because with vocabulary someone will easily learn the language. Based on this explanation, it can be concluded that there are two kinds of expressions from Hiebert and Kamil, namely as follows, firstly oral and printed vocabulary is the vocabulary used for listening and speaking. the second is knowledge of words in two forms, namely productive and receptive. Productive vocabulary is vocabulary when using writing and speaking. Receptive vocabulary is vocabulary when using reading and listening. Based on the description above, the researcher concludes that active and productive have the same meaning as the vocabulary used to write and speak receptively also has the same meaning as the vocabulary used for reading and listening. In this research the researcher used Passive vocabulary or vocabulary in reading, because in this research the students was answer the question in the sentence and text.

2. Aspect of Vocabulary

There were several aspects to consider when teaching vocabulary. According to, Ur (1996: 60) states that there are several aspects of vocabulary items: a) Form: pronunciation and spelling. Students must know and what the sound of a word or pronunciation in a word and what word appears or is spelled, for example the pronunciation of the word "Teacher" is spelled "T-e-a-c-h-e-r". These are clear characteristics that will be understood by students. In teaching, teachers must ensure that these two aspects are
taught carefully and accurately. b) Grammar, new grammar items need to be taught if these are not clearly covered by general grammar rules. An item may have an unpredictable change in form in a certain grammatical context may have some oddities with other words in the sentence. It is important to explain to students about grammar, teach them the verb, for example, the teacher has to give the past tense, present tense, and future tense. c) Collocation, which is making the combination of certain words to be “true” or “false” in the context of certain words which have meaning. Collocation is a pair of words, for example word “make mistake not do mistake” and “do homework not make homework”. d) Aspects of meaning: denotation, connotation, conformity, the meaning of a word is divided into two aspects, denotation and connotation. Denotation is the meaning of a word that refers to the actual word, while connotation refers to an additional meaning or meaning that comes from the mind. e) Aspects of meaning: the relationship of meaning. How the meaning of an item relates to other meanings can also be useful in teaching. There are various kinds of meaning of relationships, for example: 1) Synonym: Words that mean the same or almost the same, for example intelligent, clever, and intelligent can be used as synonyms of intelligence. 2) Antonyms: words that mean contradictory or the opposite, 3) Hyponyms: words that describe the specifics of several words, for example: Apples, grapes, oranges, papaya, salak are hyponyms of fruit. 4) Co-hyponym or coordinates: words that describe the word similar, for example: Blue, green, brown and red are coordinates. 5) Superordinates: words that include words that cover certain parts, for example: Animals are mice, cats, tigers and lions. 6) Translation: the word in the source language is changed to the target language. 7) Word formation: Word formation, word formation refers to word formation such as adding a word ending or adding a prefix to a word. word formation consists of several words such as nouns, adjectives, verbs, adverbs, etc. The rest need to know about how to form a verb into a noun, or form of an adjective and others. For example the word “Stupidity (noun)” is changed to “Stupid (adjective)” is changed to “Stupid (verb)” is changed to “Stupidity (adverb)”. 4)Word grammar, word grammar refers to things such as vocabulary in the language used when expressing an action or verb. In English there are words that can have an extra “to” in front of them, for example walk to, want to etc. but there are also words that cannot use the addition “to” for example can, way, will etc. The verb has a tense like the verb “can” changes to “wanted”, another example of the verb “write” can be changed to “wrote” and can be changed to “written”, students need to know when to use the correct word such as the use of the first, second, and third verbs.

Based on the theories about aspect of vocabulary, there were four aspect of vocabulary namely was word meaning, word use, word formation and word grammar.

In addition, Syarifudin, et al (2017: 4) there were five aspects of vocabulary. The four aspects are synonym, antonym, polysemy, homonymy and definition. a) Synonym, synonym is a word that has the same meaning. This means that synonyms can be interpreted, namely words that have the same meaning but are different in writing. b) Antonym, antonym is a word whose meaning has the opposite or contradictory meaning. c) Polysemy, polysems are words that have two or more related meanings. This means Polysemy is a word which has more than one meaning. d) Homonym, homonymy is a word that has the same form but has an unrelated meaning. this means homonymy is a word whose writing and pronunciation are almost the same but have different meanings. e) Definition, definition is a
statement that describes a word. This means definition is a word that describes meaning.

Based on the theories about aspect of vocabulary, there are four aspect of namely was synonym, antonym, polysem, and homonym. And based on the some aspect of vocabulary, for important to understand or learning vocabulary mastery. So, in this research the researcher used word formation, word function, aspect of meaning (synonym and antonym), and spelling.

3. Sentence
Sentence is a combination of several words both spoken and written and arranged so that it has meaning. According to Darminah (2008: 16) stated sentences are a collection of words that explain the subject matter, predicates, and convey messages or ideas in their entirety. This means that a sentence is a collection of words that have a subject, a predicate that conveys a complete message or idea stated in the sentence. Furthermore, Frank (1972) in Darminah (2008: 15), stated sentences are defined in two ways. First, definition through meaning, that is, sentences are defined as complete thoughts. Second, sentences are defined as definitions through functions. Based on this definition, a sentence consists of a subject and a predicate, so it can be concluded that a sentence is a combination of several words consisting of subject and predicate. In addition, IlmuBahasaInggris.com (IBI) states that a sentence is a linguistic unit consisting of one or more words that are grammatically linked, a sentence can include words that are grouped meaningfully to express a statement, command, request, or suggestion. Based on the above statement, the researcher concludes that a sentence is a language unit in the form of a word or series of words consisting of a subject and can stand alone and express a complete meaning. Sentence is the smallest language unit that expresses all thoughts, both spoken and written.

There were four types of sentences according to Darminah (2008: 19-24): 1) simple sentences 2) combined sentences 3) complex sentences 4) combined sentences. Based on its function according to Darminah (2008: 16-19) sentences are divided into four functions four functions 1)Declarative sentences, 2)Iotative sentences. 3)Imperative sentence. 4)Exclamation sentence.

4. Descriptive Text
According to Wardiman, et al (2008 ;15) descriptive text is text that describes certain people, animals, places and objects. This means that descriptive text is a text that is studied by junior high school and high school students which aims to describe something. Furthermore, English Module for Junior High School Students p12 Descriptive text is a text that states what a person or object looks like with the aim of describing and expressing the nature or characteristics of people, places, objects, etc. Based on several theories, the researchers concluded that descriptive text is a text that explains something real without any engineering, natural in pronunciation or writing when describing objects, people, animals, etc. Descriptive text patterns are used to convey what someone sees significantly without any engineering and explain the true meaning of the word. So from the explanation the purpose of the description is to describe or present to the reader about people, animals, objects, tourist attractions, etc. In addition, the purpose of descriptive is to inform the subject by explaining the characteristics of the subject without including personal opinions. The purpose of the description is to enable the reader to see what something actually looks like.

Generic structure of descriptive text According to Wardiman et al. (2008;16), the generic structure of descriptive text consists of two structures, namely: 1) Introduction: is part of the paragraph located in the first paragraph, which describes or introduces the character or identifies what is described. 2) Description: is a part of the paragraph that describes the character, part, and quality. English Module for Junior High School students p.12 There are two generic structures for descriptive text: a) Identification: identify the phenomena that will be described for the next paragraph. b) Description: describe a phenomenon in terms of parts, qualities or characteristics. From the description above, it can be concluded that the descriptive text consists of instructions that explain what subjects will be described, and information that explains the subject, in the description section it is explained such as the characteristics of the subject matter, weaknesses and weaknesses, etc. From the characteristics of descriptive text it is focused only on those aspects that add something to the main purpose of the description. This aspect describes in detail, controls certain verbs and nouns, this is to make the reader understand what is being explained. And the linguistic characteristics of descriptive text, according to the English Module for junior high school students p.12 there are three linguistic
RESEARCH METHODOLOGY

In this research, the researcher used quantitative descriptive research. According to Creswell (2012:13), quantitative research identified a research problem based on trend in field or on the need to explain why something occurred. In quantitative research, the researcher relied on statistical analysis of mathematical analysis of the data, which was typically in numeric form. Furthermore, Syahrurn (2012:40-1) stated quantitative research is empirical research in which data is in the form of numbers. In quantitative research familiar with the scientific method, namely the steps in processing scientific knowledge by combining empirical rational thinking with building links in the form of proposing hypotheses. The hypothesis is a rationally drawn conclusion in a framework that is coherent with previous scientific knowledge. The hypothesis serves as a temporary answer to the problems examined in scientific activities. In addition, according to Arikunto (2010: 145), descriptive research is research that aims to gather information about a case which is a condition of factual inclination when the research is being conducted. Thus, a descriptive quantitative research method that collects information or events about a problem based on facts when the research is conducted without engineering.

The population of this research was the second grade of SMPN 10 Merangin academic year 2019/2020, and based on the students in this grade consist of 204 students. They were divided in seven classes: A, B, C, D, E, F, G.

The research used simple random sampling to take the sample. Creswell (2012:143) stated simple random sampling is the most popular and rigorous form of probability sampling from a population is simple random sampling. In simple random sampling, researchers select participants (or units, such as schools) for samples so that each individual has the same probability of being selected from the population. The purpose of simple random sampling is to select individual opportunities to be sampled that will be involved in something. Every participation was be shared among the chosen people.

Furthermore, Arikunto (2010:134) states if the subject less than 100 the researcher taken 10 – 15% or 20 – 25% or more. Considering that, so the researcher in this research used 25% or 51 students as the sample of this research.

To collect data from this research, researchers used tests as instruments. The test is an action taken to find out someone's knowledge or understanding. According to Brown (2006), the test in simple terms is a method that aims to measure the ability, knowledge, performance of students in an authority. To collect data from the sample in this research, researchers used a multiple choice test. The test was used to determine the students' ability in vocabulary mastery, tests that consist of 30 items. The point that had been examined can measure and evaluate the indicator of test in operational concept.

This research used a multiple choice test which consists of several questions formulated in the concept of vocabulary mastery. For more information on text instructions, such as in Table of specification below:

<table>
<thead>
<tr>
<th>Table 2. Test Specification</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
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<tr>
<td>1</td>
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</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

The instrument used to collect the data in this research is multiple choice test, in this test the students answer the question about vocabulary in sentence and descriptive text, the test consisted of 30 items. Each of the question have 1 (one) point if the answer is true and 0 (zero) point if the answer is false.

Because the COVID-19 situation, researchers only used expert validity and content
validity. According to Hendryadi (2014: 1) Content validity is the estimated validity through testing the suitability or relevance of test content through conformity analysis by competent opinions or through expert judgment. Based on the content validity, the test material was taken from the second grade syllabus of the old semester at SMPN 10 Merangin and based on the expert validity, the validator was Mrs. Ida Ardiana, M.Pd as an English teacher at SMPN 10 Merangin. The researcher consult her related to the instrument, on the expert validity of the researcher only once for the consult of the instrument test. Because the test had been used before or was test-retest. Besides that, Yusuf and Febrianawati (2018: 19) states that the test-retest reliability test was carried out by testing several types of instruments on the same subject (respondents). This means that the test that is carried out means that the test used is the test that has been tested before. Saifuddin (2014: 45) states that the reliability of the retest is as long as the test does not change or is consistent with the test from time to time. Reliability is measured by determining the relationship between the results of presenting the same test to the same group but at different times. Based on these theories, the researchers concluded that test-retest is a test method that uses the same measure or tests at different times.

The instrument used to collect the data in this research is multiple choice test, in this test the students answer the question about vocabulary in sentence and descriptive text: The test consisted of 30 items. Each of the question have 1 (one) point if the answer is true and 0 (zero) point if the answer is false.

For the technique of data analysis the researcher do, first the researcher counted the correct answer from the test. Second, the researcher give the score based on the correct answer and counted the qualification as formula (Supardi, 2017: 405):

\[
\text{Score} = \frac{\sum \text{Correct answers} \times 100}{\text{Max score}}
\]

To measure the central tendency, research determined the mean used this formula that stated by Supardi (2017: 57) as follows:

\[
M = \frac{\sum f x}{N}
\]

Where :

- \(M\) : The mean
- \(\Sigma fx\) : The number of multiplication result between midpoint from each interval, with the frequency

The measurement scale students’ ability in vocabulary mastery based on the sentence and descriptive text from the test was classify into fifth level such as being excellent, good, enough, poor and very poor. (Arikunto, 2013:281). The next describe the criteria of test score classification.

Table 3. Criteria of Test Score Classification

<table>
<thead>
<tr>
<th>No</th>
<th>Range</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>81 – 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>66 – 80</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>56 – 65</td>
<td>Enough</td>
</tr>
<tr>
<td>4</td>
<td>41 – 55</td>
<td>Poor</td>
</tr>
<tr>
<td>5</td>
<td>≤ 40</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

According to, Aningsih (2014:17), calculating the percentage of students’ by using the formula:

\[
P = \frac{R}{T} \times 100\%
\]

Where :

- \(P\) : Percentage of the students’ ability
- \(R\) : The number, moderate or low ability of students’ who get high
- \(T\) : Total Number of students

FINDINGS AND DISCUSSION

Description of students’ ability in Vocabulary

There were 51 students followed the test, all of them followed the test. The researcher classified the question focus to vocabulary in Sentence and Descriptive text. The process of scoring based on scoring rubric or criteria of test score classification. The table below showed the students’ ability in vocabulary mastery based on the sentence and descriptive text:

Table 5. The Students’ Score in the Test

<table>
<thead>
<tr>
<th>Range</th>
<th>Criteria of Test Score Classification</th>
<th>Total Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 – 100</td>
<td>Excellent</td>
<td>11</td>
<td>21.57 %</td>
</tr>
<tr>
<td>66 – 80</td>
<td>Good</td>
<td>26</td>
<td>50.98 %</td>
</tr>
<tr>
<td>56 – 65</td>
<td>Enough</td>
<td>11</td>
<td>21.57 %</td>
</tr>
<tr>
<td>41 – 55</td>
<td>Poor</td>
<td>3</td>
<td>5.88 %</td>
</tr>
<tr>
<td>≤ 40</td>
<td>Very Poor</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

From the table above, the students ability in vocabulary mastery based on the sentence and descriptive text it can be seen that the students got score in the first level was excellent criteria.
(11 students or 21.57 %). The most of the students got score in the second level was good criteria (26 students or 50.98 %). The third level same with the first level was enough criteria (11 students or 21.57 %). And the last level was poor (3 students or 5.88 %). The mean score of students’ ability in vocabulary mastery on the sentence and descriptive text was 71.24, it means that their mastery was in good criteria.

**Description of Students’ ability in Vocabulary Mastery based on the each Indicators**

Based on the indicators there are four indicators was vocabulary mastery namely the first Word formation was divided into four parts namely Noun, Verb, Adjective and Adverb. The second Word Function was divided into two parts namely Preposition and article, the third was Aspect of Meaning divided into two parts, namely synonym and antonym. and the last was spelling. Based on the analysis of data, the findings for vocabulary mastery in reading sentence and descriptive text were, It can be seen in the following table:

**The Percentage of Students’ Score based on the Indicator**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Formation</td>
<td>69.09 %</td>
</tr>
<tr>
<td>Word Function</td>
<td>59.80 %</td>
</tr>
<tr>
<td>Aspect of Meaning</td>
<td>71.57 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.04 %</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that the high score in the first level was aspect of spelling (94.12 %) and the lowest score was aspect of word function (9.80 %). The second level was the high score was aspect of word function (45.10 %) and the lowest score was aspect spelling (5.88 %). The second level was the high score was word formation (19.61 %) and the lowest score was word meaning (7.84 %). The fourth level was the high score was aspect of word function (27.45 %) and the lowest score was aspect of word formation (15.69 %). The fifth level the high score was aspect of word function (17.65 %) and the lowest score was word meaning (3.92 %).

**1. Discussion**

Based on the findings its so that the students ability in vocabulary in the first level was excellent criteria (11 students or 21.57 %). The most of the students got score in the second level was good criteria (26 students or 50.98 %). The third level same with the first level was enough criteria (11 students or 21.57 %). And the last level was poor (3 students or 5.88 %). Based on the results of the analysis of each indicator, the lowest students’ ability vocabulary mastery were the word function with a percentage of 59.80%. Based on the analysis, the students did not understand enough in arranging words, determining pronouns, or making links in a sentence. Viewed from its aspect, the lowest ability in the word function section consists of prepositions with a mean score of 67 and articles with a mean score of 52.94. Students have difficulty in determining liaison procedures in sentences and determining nominal procedures for nouns, people, ideas, objects, etc. Students have to do some meaning, context, and choose the right word. Furthermore, students’ are still confused in using words based on the context or formation word with a percentage 69.09 %. Word formation section consist of noun with a mean score 88,24, verb with a mean score 52,45,
adjunct with a mean score 85.29, and adverb with a mean score 79. Based on the aspect word formation the lowest mean score was verb. According to Nation in Ningrum (2015: 14), there are several ways to draw attention to the use of words in order to quickly form the appropriate grammatical patterns of words. Furthermore, Thornbury (2002) in Ningrum (2015: 41), "Without grammar, very little can be interpreted, without language vocabulary there are no words that can be pronounced. In addition, learning foreign language creates several challenges for students Hamer (2020: 41), the challenge is to make the correct relationship, understand the foreign language between its form and the meaning of the word, and distinguish the meaning of the word closely related, in every language in arranging sentences into a complete order is important, so that there is no misunderstanding of the meaning in a sentence. This was also found by Ningrum (2015) that most students had difficulty understanding verbs or grammatical words. In addition, students have difficulty choosing the right word meaning with a percentage of 71.57%, the meaning of the word consists of synonyms with an average score of 67 and antonyms with an average score of 76. According to Harmer (2001: 16) states that there are several aspects of meaning in vocabulary: synonym, antonym, connotation, denotation, idiom, collocation, and grammar which consists of (Noun, verb, adjective and adverb). Students must know the synonyms and antonyms of a word, so it is from understanding the synonyms of a word that determines the ability to analyze words that have an equivalent or relationship with words, then the word antonym to determine the ability to analyze words with opposite meanings. It was also discovered by Irfani (2020) in his research, most students have difficulty understanding synonyms and antonyms of the word because of the lack of student vocabulary so that students have difficulty understanding antonyms and synonyms in a word. Then the highest percentage of spelling with an average score of 98.04%. Spelling is an act of forming words correctly from each letter or how to spell a word correctly. According to Gushendra (2017:55) Spelling is the writing of a word or words with the required letters, the arrangement of letters that form a word, and the process of word formation by combining letters. Students understand spelling, they are able to recognize the words that are mentioned in the word. It was also discovered by Irfani (2020) in his research students have difficulty spelling words because between the students' writing and pronunciation is different, there are even words that sound the same but have different meanings.

CONCLUSION AND SUGGESTION

Based on the data description in the previous chapter, the students ability in vocabulary mastery based on the sentence and descriptive text, the students got score in the first level was excellent criteria (11 students or 21.57 %). The most of the students got score in the second level was good criteria (26 students or 50.98 %). The third level same with the first level was enough criteria (11 students or 21.57 %). And the last level was poor (3 students or 5.88 %). The average score of students’ ability in vocabulary mastery on the sentence and descriptive text was 71.24, it means that in good criteria. The ability of students in vocabulary mastery based on the indicators that in Word Formation was (69.09%), Word Function was (59.80%), Aspect of Meaning was (71.57%), and the Spelling was (98.04%). So, the dominant difficulty in vocabulary mastery in the second grade students at SMPN 10 Merangin was the Word Function.

2. Suggestion

From the results of the research, researcher suggest that:

1. For teacher

Based on this, in this case the researcher provides advice to teachers to innovate more frequently in teaching so that students become more active, enthusiastic and motivated in learning, likes the teacher must give students the task of memorizing vocabulary at home and depositing their memorization before the English subject begins, she has to also pay attention that students really understand when they use the structure of language according to sentence rules. She has to provide additional vocabulary that is useful for communicating according to daily activities to students and introducing students to picture books in English so that students enjoy reading and gain additional vocabulary mastery. Thus, students are confident when speaking in English with friends and teachers. Repetition of material on students is highly recommended because it is a deepening of the material from what has been learned, not only repetition of material that has been
given, but makes students more able to apply it in everyday life.

2. For students’
   Students must actively study and listen and pay attention to teacher explanations, improve understanding, especially vocabulary mastery in sentences and descriptive text, memorize and understand vocabulary such as reading pictorial dictionaries, looking for learning resources on the internet, and watching lots of English-language films.

REFERENCES


Darminah, 2008. Sentence and Clauses. PBIS4115/MODULE 1


