

UNDERSTANDING VOCABULARY FOR ESSAY WRITING TEST AT ELEVENTH GRADE STUDENTS OF SMK SIRAJUL FALAH BOGOR

Yani Octafia

Universitas Pamulang

dosen01153@unpam.ac.id

Abstract

The purpose of this study was to describe students' understanding of vocabulary in completing essay writing tests in class XI Sirajul Falah Bogor. In the 2019/2020 academic year. Respondents in this study were students at a vocational school in Bogor. The research method used a qualitative descriptive method, the population in this study were students of class XI Sirajul Falah Middle School in Bogor, equipped with 336 students. The sampling technique in this study used probability sampling techniques. The subjects selected in this study were 22 subjects who were taken randomly in class XI Sirajul Falah. The data aids used were written tests in the form of essays, interviews and questionnaires. To measure the results of students' writing skills using essay writing tests given to students, there are 3 choices of topics written in descriptive essays and choosing one of the topics. The data were obtained through a test of vocational students' essay writing skills. The aspects that assess the assessment written by students are consistency (1). Content Accuracy with Title, (2) Vocabulary Mastery, (3) Sentence Mastery, (4) Unity, and (5) Spelling Usage and Writing. From the results of data analysis, of the 22 respondents whose lowest score was 24 or 3.11%, only 1 student and the highest score was 44 or 5.71% as many as 2 students and the number of students or at most was 4.93%, for 6 students who achieved 38. Thus it can be denied that the students were able to do the vocabulary test quite well, because most of them achieved scores above the average and none of the students scored below the average.

Keywords: *vocabulary understanding, essay writing test*

INTRODUCTION

English is a very important subject because English is an international language in which all countries use English as the language of instruction between one country and another, even English is given to students ranging from playgroups to universities. By understanding English, students are able to use English and develop it in various activities related to English language skills, students are able to complete tasks related to English easily. However, the level of students' love for English is still relatively low, they even think that English is a difficult subject to understand so that it is difficult for people to be motivated because of such an assumption. This has a very big influence on students, especially in solving various problems related to English. By carrying out the difficulty analysis process, from this analysis, it will be found what has been the difficulty of students so far in solving problems in English, so it is hoped that no more students find problems with English questions so that they are motivated to learn and improve their

understanding of English subjects.

One of the factors that make students experience difficulty understanding English is vocabulary or vocabulary mastery. By having a low vocabulary, students will find it difficult to do various questions related to English, the difficulties include difficulty reading and translating words, let alone translating English, even though many students are unable to read English properly and correctly due to The lack of vocabulary, students rarely hear English vocabulary so that students are not used to being trained in reading it, the next difficulty is the difficulty of arranging words into sentences, the process of learning English does not always relate to a word, but arranges the words into a sentence, of course Of course, this process requires a sufficient basic understanding of vocabulary because in composing words we cannot make it according to our wishes, but there are rules or rules for sentence structure. In addition, difficulty in pronouncing vocabulary is also one of the difficulties that students often face because students are less familiar or rarely encounter the vocabulary and subsequently have difficulty remembering words that have been memorized, sometimes students who have memorized some of the vocabulary, at other times it is difficult. again remembering the words, he had memorized.

As previously described, the lack of understanding of vocabulary will cause problems in solving various English questions, while the questions used in this study are essay writing questions. The problem in essay writing is in the form of paragraphs, paragraphs consist of several sentences and sentences consisting of several words, the ability to understand the sentence structure depends on the vocabulary skills of students. If students are good at composing sentences but their vocabulary is very inadequate, it will be ensured that the words they use in the paragraph only revolve around that word and they cannot develop their own paragraphs, vice versa if they master vocabulary but cannot structure sentence structures properly then the sentence or paragraph they make will not be good or chaotic.

REVIEW OF LITERATURE

Vocabulary Understanding

In learning activities or in examinations and exercises, difficulties experienced by students are only related to the mastery of vocabulary, much or at least the vocabulary owned by students affects the ability and content or quality of the writing. According to Soedjito and Djoko Saryono (2011: 3), providing a definition that "vocabulary is wealth of words owned by a language". From his statement Vocabulary is precious something that can distinguish human with tea other in wring and speaking activity, or is part of language activity. The wealth of a person's vocabulary is considered of someone's intelligence or education. So, can be understood that the quality and quantity vocabulary or vocabulary owned by students will help students in get various information conveyed by the teachers, lecturers or information from various other learning resources. Vocabulary mastery both inflect students' skill to communicate, to write, both speaking and writing. Tarigan (2015: 2) explains that the quality of language skills a person depends on the quantity and quality of the vocabulary he has. The richer the vocabulary is, the greater our possibilities skilled in language. This means that someone's mastery of vocabulary can determine the quality of the person's language. Without having mastery vocabulary is very difficult for the person to hold good communication and interaction. According to Nurgiyantoro (2014: 338) mastery of vocabulary can be divided into mastery that is receptive and productive, i.e. the ability to understand and use vocabulary.

From some of the above understanding can be concluded that vocabulary is one element of language, and there is no language without words and vocabulary. The word is a symbol to express an idea and an imagination. These words are tools used to exchange ideas. The more words used by a human the more ideas, so that he is able to convey his ideas effectively. Related to this, vocabulary is the most important element students must have in achieving the all of language skills. In other words, it can be said that vocabulary is one of the important language components in writing.

So, it can be concluded that students whose vocabulary mastery then he will be able to write essays or paragraph in any form with writing that is easily understood and enjoyed by readers.

Essay Writing Test

In the *Kamus Besar Bahasa Indonesia (KBBI)*, an essay is a prose essay that discusses a cursory problem from the author's personal point of view. In general, an essay is a prosaic writing that presents subjective-personal ideas about a problem based on the author's personal point of view. According to Agus Hidayat (2017), an essay is a writing containing someone's opinion or opinion on an actual problem or attracting attention. Essay type writing prioritizes the sharpness of analysis, interpretation, and reflection with depth of explanation accompanied by the strength of argumentation.

From the above description, it can be said that the essay is prose writing that is subjective or argumentative in its delivery. An essay is an assessment, view, stance, or evaluation of the author on a matter for later conclusions. The essay must contain facts or phenomena that are criticized. Writing an essay aims to convince readers to believe in our opinion, stand, or judgment about something. With this aim, the opinions expressed in the essay should be accompanied by data or facts that support the reader to believe in the author's opinion.

State of Arts

The first study from Tasnim Lubis (2017) *Factors Affecting Student Difficulty in Completing Daily English Vocabulary*” he states that mastering vocabulary is one of the goals in achieving English language skills at the LP3i Polytechnic. His study aims to describe the results of the study regarding the difficulties in completing the Daily English Vocabulary assignment for second semester first-year students. Improving the quality of learning English can be achieved if the background of learning difficulties is known.

The next study is from Fikri Asih Wigati (2015) *Difficulties in Writing Aspects of Students with Different English Proficiency Levels*”, she states that in classroom practice, students often complain that writing assignments are very difficult. Writing turned out to be a scourge for students. In fact, mastery of the material is the basic goal of the teaching and learning process. Mastery of the material is also often used as the main consideration to measure the success or failure of a lecturer in teaching. In fact, in a class with students who have different levels of proficiency in English, it will cause difficulties in measuring whether students are at the same intensity in their understanding.

The last study conducted by Ayuningsih (2010) *“The Students’ Problems in Mastery of English Islamic Vocabulary by The Tenth Grade Students of MAN Maluku Pulau Pisau”* she stated that the student’s problems in Mastery of English Islamic Vocabulary were caused by the students’ problem in pronunciation, the students get difficulties in remembering the word, the students get difficulties in reading, the students’ seldom to use the English Islamic vocabulary. So, this was main cause the students’ problem in mastery English Islamic vocabulary. Some of teacher problem in teaching English Islamic vocabulary were caused by the students’ pronunciation and then the students weak minded. The strategy was used by the teacher in teaching English Islamic vocabulary were the teacher ordered the students to memorized vocabulary.

METHOD

This may include research design, population and sample, and instruments in collecting the data, and procedure in analyzing the data. This may include research design, population and sample, and instruments in collecting the data, and procedure in analyzing the data. This may include research design, population and sample, and instruments in collecting the data, and procedure in analyzing the data. This may include research design, population and sample, and

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Type of Research

This type of research in this study uses qualitative methods, namely a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts people individually or in groups (Sukmadinata, 2012). Research design using a case study, which means that the unit of analysis is a phenomenon that the researcher chooses to understand deeply without consider the number of sites, participants or documents for a study (Sutama, 2015).

Location, population and sample of research.

1. Research location

The research location is the place where the research will be conducted, to obtain data or information relating to the problem or research focus. The place or region that will be used as the location in this study is Sirajul Falah Vocational School located in Parung Bogor, thus the researcher considers this location to be very affordable by researchers. This research schedule is for the 2019/2020 school year.

2. Data sources

Spradley (Sugiyono, 2011: 297) said that Social situation or social situation consists of three elements, namely: place, actors, and activities interacting synergistically. The population or data source in this study were all students of class XI Vocational School Sirajul Falah Parung Bogor with a total of 336 students.

3. Samples

According to Sugiyono (2013: 122) states that there are two sampling techniques, namely Probability Sampling and Non Probability Sampling. In this research, researchers used one technique from Probability Sampling, namely simple random sampling technique. so the desired sample can be taken arbitrarily or randomly. Therefore, this study took 22 samples from all of the students in class XI.

Data Instrument

The assessment of vocabulary mastery and writing skills in this study uses test techniques. The form of tests used in this study is essay writing test. The test used to measure the level of essay writing test is in the worksheet.

Data Collection Technique

The technique of collecting data applies in the research are as follow:

1. Observation in this research, the researcher conducted naturalistic observation. The researcher did the observation directly toward English writing teaching. The research did four observations in teaching English to the eleventh grade students of SMK Sirajul Falah in 2019/2020 Academic Year.
2. Interview one of the most popular techniques for obtaining information in research by asking respondent orally is interview. The information is obtained directly from the respondents while talking face to face. The researcher made an interview to English teacher of SMK Sirajul Falah Bogor. The topic of interview was about the difficulties in using

vocabulary for essay writing test at eleventh grade students of SMK Sirajul Falah Bogor in 2019/2020 Academic Year.

3. Document in this research, the researcher analyzed documents, in the form of syllabus and lesson plans. The researcher analyzed the students' tasks in related to the material in writing test taught in the classroom.

Data Analysis

Data analysis is the process of organizing and sorting data into basic patterns, categories, and description units so that themes can be found and work hypotheses can be formulated as suggested by the data. Data management or data analysis is an important stage in such a way as to successfully conclude the truths desired in research. In analyzing this data, the writer uses descriptive qualitative analysis techniques, where the writer uses this technique to describe, tell, describe and describe qualitative data that the author has obtained from the results of data collection methods.

FINDINGS AND DISCUSSION

In this chapter the results of the research and analysis of the data will be explained described based on problems and research objectives that have been explained previously. Based on explaining before about assessed aspects in scoring of students' essay writing test, there are consist of (1) the accuracy of the contents with the title; (2) vocabulary mastery; (3) sentences mastery; (4) unity; (5) spelling usage and writing. The five aspects above will be listed in the number in this table

Table. 1

Respondent	(1)	(2)	(3)	(4)	(5)	total	percentage
1	8	8	6	4	6	32	4.15
2	10	8	10	6	8	42	5.45
3	6	4	6	6	6	28	3.63
4	6	6	8	8	8	36	4.67
5	10	8	8	10	8	44	5.71
6	4	6	4	6	6	26	3.37
7	8	10	6	8	6	38	4.93
8	10	10	8	8	8	24	3.11
9	8	6	6	10	8	38	4.93
10	4	4	6	6	6	26	3.37
11	8	8	8	6	6	36	4.67
12	8	6	6	10	8	38	4.93
13	6	6	10	8	8	38	4.93
14	10	4	4	6	8	32	4.15
15	6	6	8	8	10	38	4.93
16	6	8	10	4	6	34	4.41
17	10	10	6	6	6	38	4.93
18	8	8	6	4	6	32	4.15
19	10	8	10	6	8	42	5.54
20	6	4	6	6	6	28	3.63
21	6	6	8	8	8	36	4.67
22	10	8	8	10	8	44	5.71

total	168	152	152	154	144	770	96.1
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Based on the data table above, all grades or score achieved by all students are 770. It can be seen the results of the grades achieved by each student after going through the assessment aspects, namely from all 22 respondents, the lowest score is 24 (only 1 student) and the highest score is 44 (as many as 2 students). The score of 26 was achieved by 2 students, the score of 28 was achieved by 2 students, the score of 32 was achieved by 3 students, the score of 34 was achieved by only 1 student, the score of 36 was achieved by as many as 3 students, and only 2 students got the score of 42 and the most score achieved by students is a grade of 38 as many as 6 students.

CONCLUSIONS

The results of the research described in chapter IV, it can be concluded that students' understanding of vocabulary in completing essay writing tests is well enough there is ability to do essay writing worksheet test of students, class XI of Vocational School Sirajul Falah Parung Bogor in 2019/2020 school year. This is evident from the total indicators of the questions given to students, they were able to do the good essay is over the average.

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