A DESCRIPTIVE STUDY OF THE VOCABULARY ABILITY OF THE SECOND YEAR STUDENTS OF SLTPN I BALUNG IN THE 2002/2003 ACADEMIC YEAR

THESIS

Presented as one of the requirements to obtain the Degree of S1
at The English Program of The Language & Art Education Department
of The Faculty of Teacher Training and Education
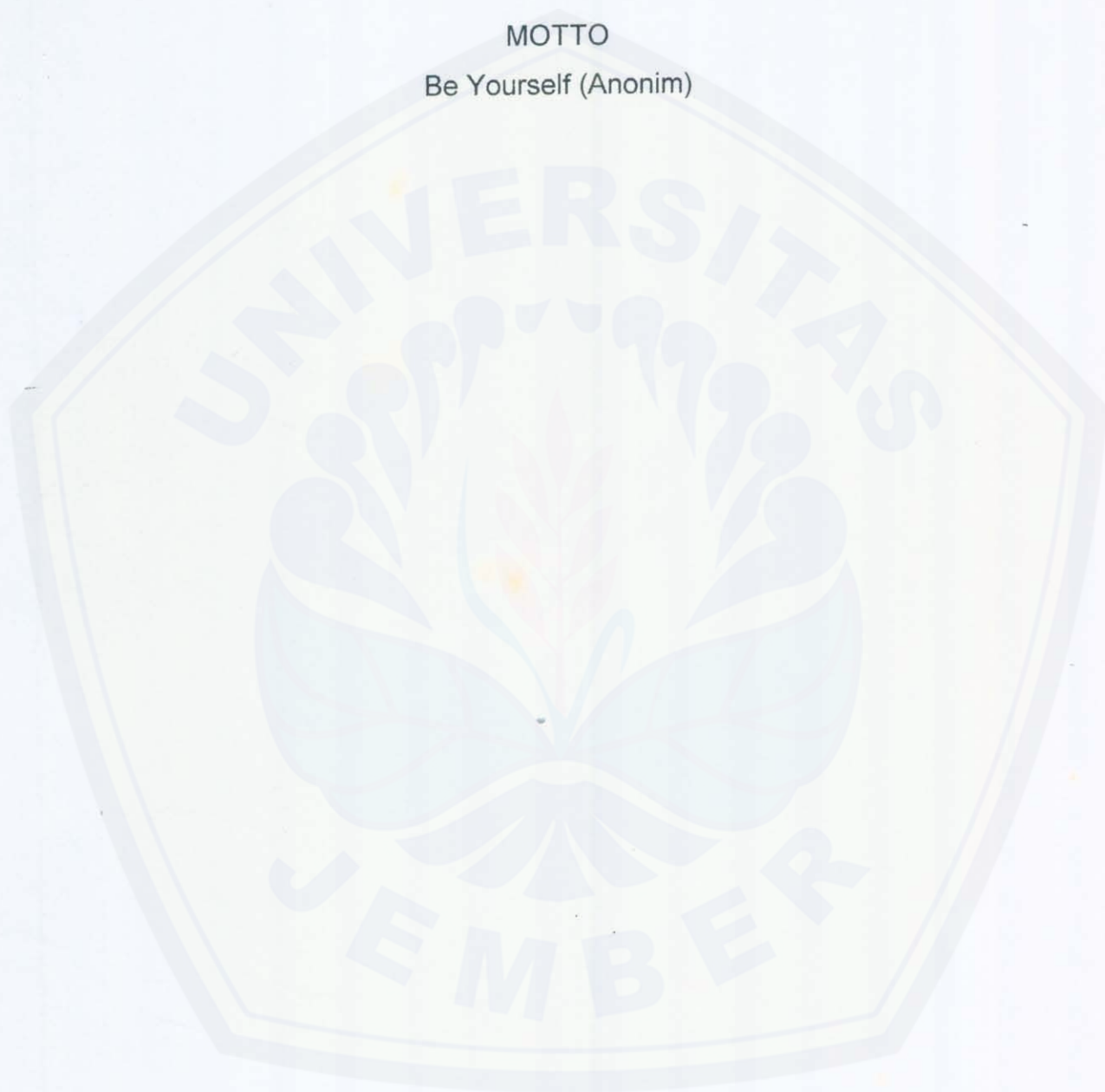the University of Jember

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ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
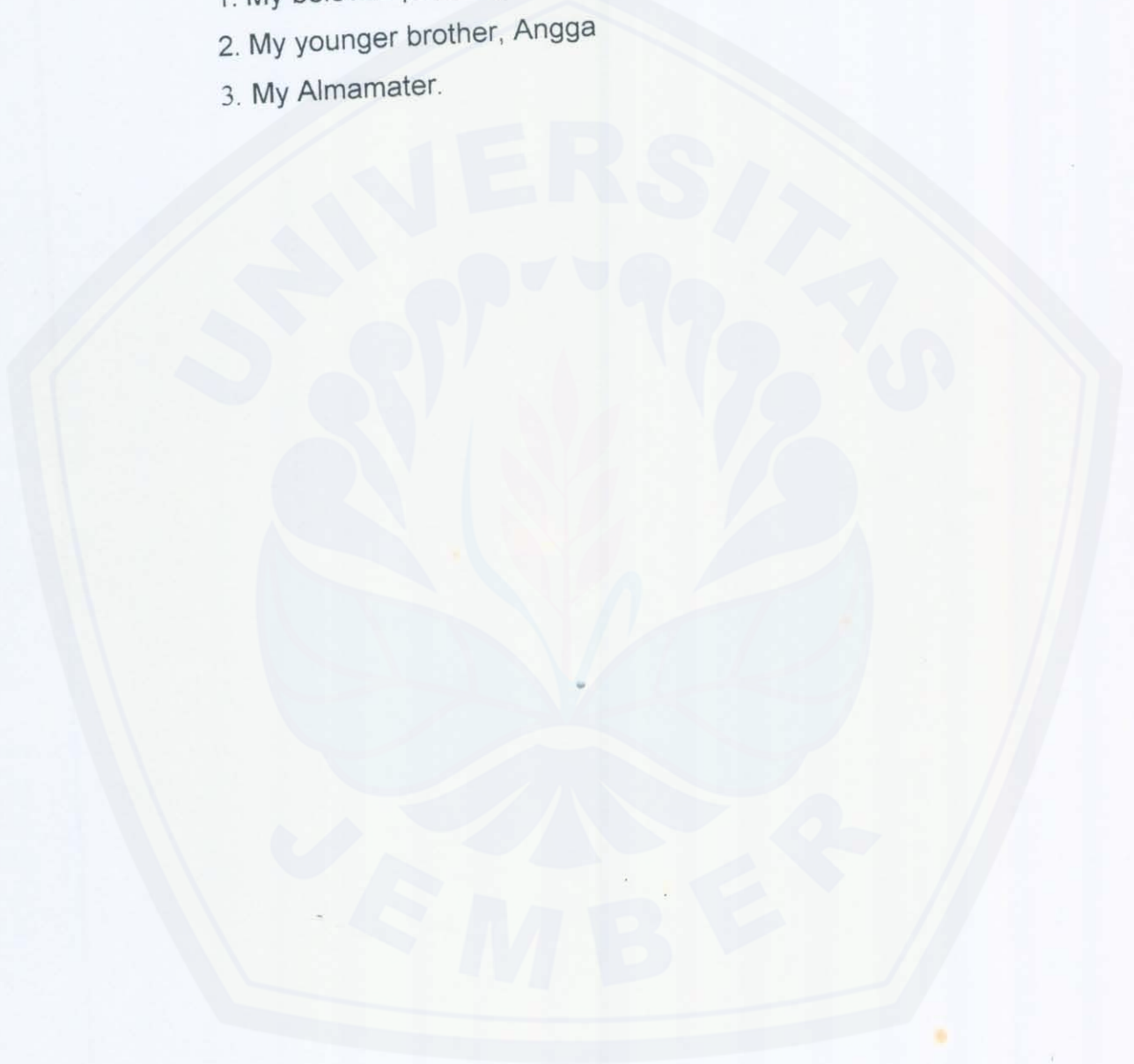## JEMBER UNIVERSITY
2003

MOTTO

Be Yourself (Anonim)

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Sutrisno and Mrs. Musiyati
2. My younger brother, Angga
3. My Almamater.

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THESIS

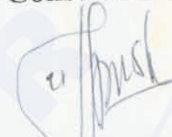|	
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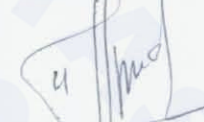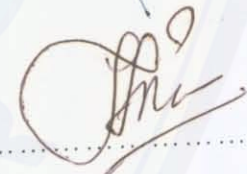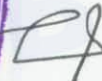First of all, my great gratitude is expressed to Allah SWT , who has blessed, me so I was able to accomplish this thesis, entitled: "A Descriptive Study of the Vocabulary Ability of the Second Year Students' of SLTPN I Balung in the 2002/2003 Academic Year".

My deep thanks are also due to the following persons:

1. The Dean of the Faculty of Teacher Training & Education, Jember University,
2. The Chairperson of the Language & Arts Education Department,
3. The Chairperson of the Language & Arts Education Program,
4. The First Consultant, Dra. H. Zakiyah Tasnim, MA who gave guidance for the writing of this thesis,
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6. The principal, the English teacher, administration staff, and the second year students of SLTPN I Balung, who helped me collect the data needed.

The writer hopes this thesis is useful for the readers.

Jember, July 2003
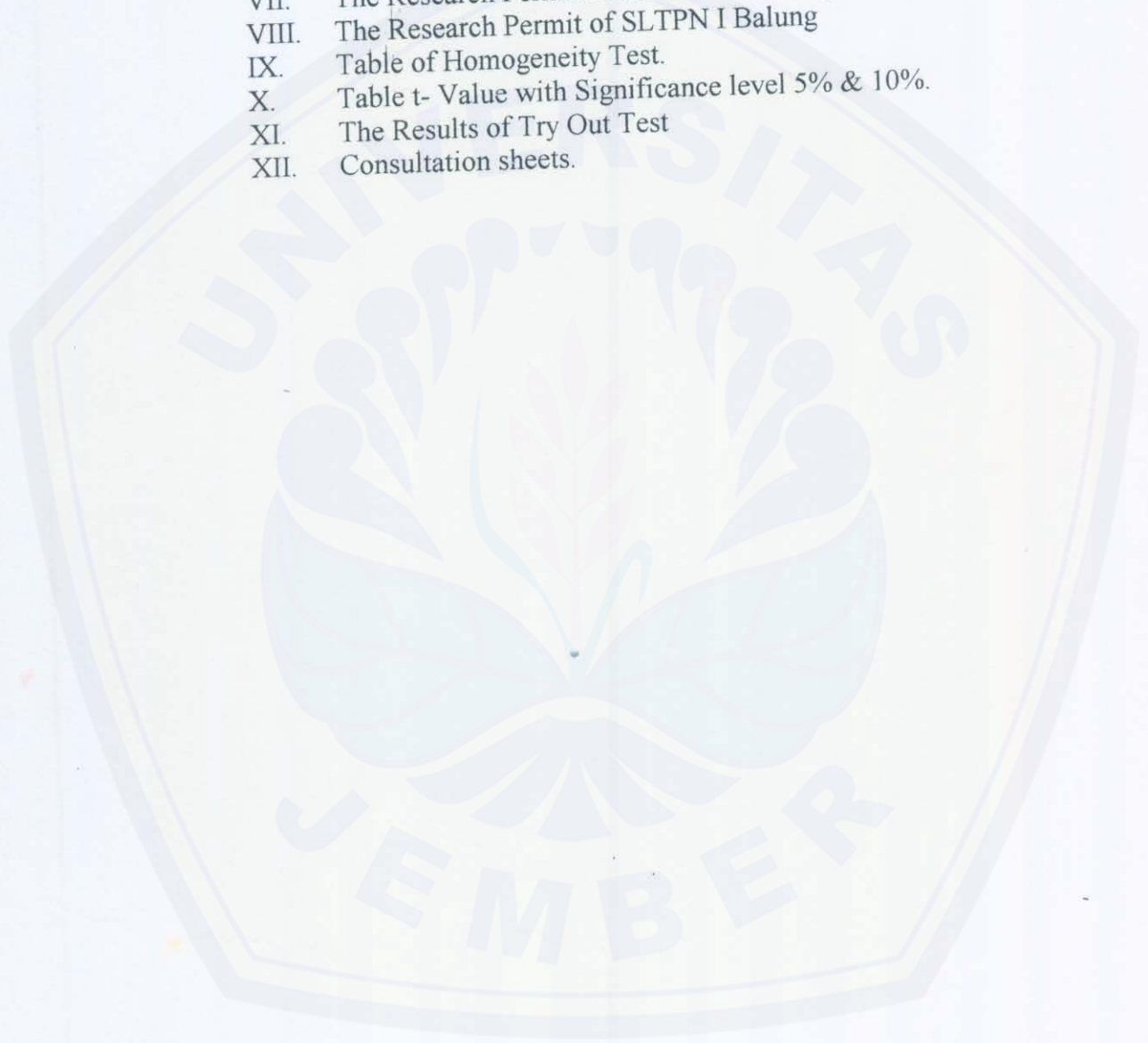
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ABSTRACT

Wiwuk Ika Septiyani, July 2003, A descriptive Study the Vocabulary Ability of the Second Year Students' of SLTPN I Balung in the 2002/2003 Academic Year.

Thesis, English Education Program, Language and Arts Education Department, Faculty of Teacher and Education, Jember University.

Consultants   1. Dra. H. Zakiyah Tasnim, MA
                  2. Dra. Musli Ariani, MappLing.

Key word : vocabulary ability.

This research was intended to describe the vocabulary ability of the second year students' of SLTPN I Balung in the 2002/2003 academic year. The samples as the respondents were taken by using proportional random sampling method. To collect the supporting data, documentation and interview were used. The main data were collected by using vocabulary test which was used to measure the vocabulary ability of the second year students' of SLTPN I Balung in the 2002/2003 academic year. The collected main data were analyzed by using the percentage formula. The result showed that in general the vocabulary ability of the second year students of SLTPN I Balung was good (73,88%). Specifically, the result showed that on the average their vocabulary ability of verbs was good (73,63%), their vocabulary ability of nouns was excellent (91,06%), their vocabulary ability of adverbs was good (75,75%), their vocabulary ability of adjectives was poor (59%), their vocabulary ability of pronouns was good (75,91%). The result showed that the vocabulary ability of adjectives of the second year students of SLTPN I Balung was the lowest among the others. Meanwhile, their vocabulary ability of nouns of the second year students was the highest among the other indicators. It was suggested for the teachers to used appropriate method to improve their voacabulary ability especially on adjectives.

I. INTRODUCTION

1.1 Background of the Study

English has a very important role in the world because it is an international language. Considering the important role of English, our government put English as one of the compulsory subjects in the curriculum for Junior High Schools, Senior High Schools and Universities. Even, it is used as a local content subject in Elementary Schools.

There are four skills in English, namely; speaking, writing, reading and listening. To gain those skills, language learners need to have sufficient vocabularies. *Tarigan(1989:2)* argues that the quality of using a language depends on the quantity and quality of the vocabulary which someone has. The more vocabulary they have, the better they use the language.

Vocabulary plays an important role in a language. We should know the vocabulary when we want to communicate or to express our idea or feeling. *Napa(1991:6)* says, "Vocabulary is one of the language components and that no language exists without words". From this statement, it can be said that learning a language can be useless if the learners do not know and understand the words or vocabulary at all.

As one of the language components, *Koestaryo(1988:19)* states that vocabulary and others are firmly tied, they cannot be separated from each other. Vocabulary follows the structural devices of the language, such as the irregular and regular plural forms, and the derivational verbs. These forms, especially the irregular ones, bring more problems to the students.

Considering the statement above, it can be said that vocabulary is basic. It must be taught in the language learning. Someone cannot express the idea into sentences if he lacks of vocabulary. Therefore, students who learn English use a lot of vocabularies because vocabulary is important to learn the four skills.

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According to the 1994 English curriculum for junior high school, vocabulary must be taught integratedly with language skills. Therefore, in SLTPN I Balung, the teacher selects the vocabulary, structure and activities in the English teaching based on the defined topics. For example: if the theme is about sport, the teacher asks the students about the score of the football games on the TV. It is realized by the teacher that students get bored easily, so the teaching material should be presented by using the technique that can make the students enjoy English learning. For example, the teacher ask the students to write their experience during the holiday.

Considering that vocabulary is important in the teaching learning process , the teacher at the school uses two ways in teaching. First, the teacher shows the meanings of words in English. Second, the teacher shows the meanings of word by using language that the students have already known in order to make clear the meanings of new lexical items. In every lesson, the teacher has to introduce new words and practice them, make clear the meanings and the ways in which each can be used.

Realizing this, the researcher is interested in conducting the research entitled: A descriptive study of the vocabulary ability of the second year students of SLTPN I Balung in the 2002/2003 academic year.

1.2 Research Problem

Arikunto (1996:45) states that the limitation of the research problem is very important to avoid the broad problem of the research and helps the researcher to focus the investigation to the more specific problem.

Based on the research background, the problem of this research can be formulated into two kinds: one general problem and five specific problems.

1.2.1 General Problem

The general problem of this research is *how is the vocabulary ability of the second year students of SLTPN I Balung in the 2002/2003 academic year?*.

1.2.2 Specific Problems

The general problem is specified into the following specific problems

a. How is the verb ability of the second year students of SLTPN I Balung in the 2002/2003 academic year?.

b. How is the noun ability of the second year students of SLTPN I Balung in the 2002/2003 academic year?.

c. How is the adverb ability of the second year students of SLTPN I Balung in the 2002/2003 academic year?.

d. How is the adjective ability of the second year students of SLTPN I Balung in the 2002/2003 academic year?.

e. How is the pronoun ability of the second year students of SLTPN I Balung in the 2002/2003 academic year?.

1.3 Operational Definition of Variable

The operational definition will serve the guidelines to grasp the concept and indicators of the study. It enables both the writer and the reader to get mutual understanding. In other words, it is to avoid misunderstanding and misinterpreting between the writer and the readers. The variable that will be defined operationally in this research is the students vocabulary ability.

1.3.1 The Students' Vocabulary Ability

Hornby (1995:959) defines vocabulary as the total number of words with its rules that make up a language. The word "ability" according to Hornby (1995: 2) is capacity or power (to perform acts, physical or mental). It is also defined as a quality or state of being able, physical, mental or legal power to perform, competence or doing skill.

Based on the definitions above, it can be concluded that vocabulary ability is the capacity and quality of the total number of words known by the individual. The Students' vocabulary ability in this study is the total number of words that is known by the second year students of SLTPN I Balung in the 2002/2003 academic year. Their vocabulary abilities are demonstrated by their scores of vocabulary test covering the material of verbs, nouns, adverbs, adjectives and pronouns.

1.4 Objectives of the Research

Based on the research problems, the objectives of this research cover the general and specific objectives.

1.4.1 General Objective

The general objective of this research is to describe: *the vocabulary ability of the second year students of SLTPN I Balung in the 2002/2003 academic year.*

1.4.2 Specific Objectives

The specific objectives of this research are to describe:

a. the verb ability of the second year students of SLTPN I Balung in the 2002/2003 academic year;

b. the noun ability of the second year students of SLTPN I Balung in the 2002/2003 academic year ;

c. the adverb ability of the second year students of SLTPN I Balung in the 2002/2003 academic year;

d. the adjective ability of the second year students of SLTPN I Balung in the 2002/2003 academic year;

e. the pronoun ability of the second year students of SLTPN I Balung in the 2002/2003 academic year.

1.5 Significance of the Research

1.5.1 For the English Teacher

The research result will give information for the English teacher about the students vocabulary ability, so that the teacher can improve and develop his/her method in English teaching, especially in vocabulary teaching to improve the students' vocabulary ability.

1.5.2 For Other Researchers

The research results will give information to the other researchers who want to conduct a further research about vocabulary. If the research result shows that the students' vocabulary ability is not good, other researcher may use the information to conduct research on improving the students' vocabulary ability by using another research design.

II. REVIEW OF RELATED LITERATURE

2.1 Vocabulary

The meaning of "Vocabulary" according to Thomson and Martinet (1986:40) is a list of words that used in a language. Meanwhile, *Hornby (1995:149)*, is a list of words usually with definition or translation used in a language, or particular book, a special branch of study, etc.

Vocabulary cannot be separated from word. Words are any letters or sequences of letters that convey meaning in the language. Certainly, words are important, because they are used as a tool in speaking, listening, writing and reading.

Hatch (1995:1) remarks that the term vocabulary refers to a list or a set of words that individual speakers of a language might use. This means that vocabulary cannot be separated from words. Meanwhile, Norman *(in Gorrel and Laird, 1964:9)* says, "Words are tools to grasp another thought; words are the tools of the thought".

In conclusion , the meaning of vocabulary in this research is the total number of words that is used by the students.

2.2 Kinds of Vocabulary

According to Thomson and Martinet (1986:45) vocabulary in English can be divided into two groups, these are large vocabulary (verb, noun, adverb and adjective Adverb) and small vocabulary (prepositions, pronouns, conjunctions, interjections, auxiliary verbs and articles). In this research, large and small vocabulary will be discussed in details in the following section.

2.2.1 Large Vocabulary

According to Thomson and Martinet (1986:45)) words included in large vocabulary are: verb, noun, adverb and adjective. The discussion is as follows:

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2.2.1.1 Verbs

Thomson and Martinet (1986:46) states that verbs are words that demonstrate or action. A verb is a word or phrase that shows what a person or thing does *(Hornby, 1995:458)*. The example of the verb are: bring, happen, give up, etc. In general, Thomson and Martinet (1986:105) divided verbs into two groups, they are ordinary and auxiliary verb.

1. Ordinary Verbs

There are two kinds of ordinary verbs: regular and irregular verbs.

1.1 Regular Verb.

Thomson and Martinet (1986:105) states that regular verbs is verbs that have rules.

For examples : play-played-played

want-wanted-wanted

need-need-needed.

1.2 Irregular Verbs

Verbs that have no rules are irregular verbs (*Thomson and Martinet, 1986;105)*.

For examples : go- went- gone

eat- ate-eaten

buy- bought –bought.

2. Auxiliary Verbs

Hornby (1995:24) defines auxiliary verbs used with the main verbs to show tense, mood, etc. Here are the examples of auxiliary verbs: -do, has, be (is, am, are,

was, were). Meanwhile according to *Thomson and Martinet (1986:105)* the example of auxiliary verbs are ; to be, to have, to do, can , could, may, might.

Based on those explanation above, the verb that would be tested to the students are regular and irregular verb. This is based on the consideration that those material was given in the second semester of 2002/2003 academic year.

2.2.1.2 Noun

According to *Thomson and Martinet (1986:81)*, a noun is a word that is the name of thing, quality, person,. In addition, *Hatch and Brown (1995;219)* define noun into a person, place or thing. Furthermore, *Thomson and Martinet (1986:81)* divide nouns into following classes.

1. Proper nouns   : Betsy, Ohio.
2. Common nouns   : woman, state, choir.
3. Abstract nouns   : hope, understand, love.
4. Concrete nouns   : dish, table, chair.
5. Count nouns   : books, birds.
6. Mass nouns   : gravy, vice.
7. Group nouns   : bank, government.

In this research, the nouns that would be tested to the students were concrete nouns and group nouns. This based on the consideration that the materials were included in the syllabus and had been taught to the second year students of SLTPN I Balung..

2.2.1.3 Adverbs.

An adverb is a word that adds information to a verb and phrase or another adverb, e.g quickly *(Hornby,1995:6)*. Whereas, *Hatch and Brown (1995:221)* define an adverb is similar to an adjective in many ways to verb, to clauses or to entire sentences rather than to a noun.

Furthermore, Thomson and Martinet *(1986:47)* divide adverbs into following classes.

1. Adverbs of manner : slowly, quickly, etc.
2. Adverbs of place : by, down, here, near, up, etc
3. Adverbs of time : now, soon, yet, then, late.
4. Adverbs of frequency : always, never, twice, often.
5. Adverbs of sentence : certainly, definitely, luckily.
6. Adverbs of interrogative : when, why, where.
7. Adverbs of relative : who, whom, whose.
8. Adverbs of degree : very, rather, too, really.

In this research, the material that were tested to the students were the adverbs of frequency and adverbs of manner. This is based on the consideration that those material were included in the syllabus.

2.2.1.4 Adjectives.

An adjective is a word that describes a noun *(e.g green in green grass.* Hornby,1995:5). *Thomson and Martinet (1986:55).* divide adjective into six kinds;

1. Qualitative adjectives : square, good, golden, fat.
2. Demonstrative adjectives : this, that, these, those.
3. Distributive adjectives : each, very, either, neither.
4. Quantitative adjectives : some, any, few, many, much.
5. Interrogative adjectives : which, what, whose.
6. Possessive adjectives : my, your, her, his.

In this research the kinds of adjectives that were tested were; qualitative and quantitative because the teacher had already taught those materials which were stated in the syllabus.

2.2.2 Small Vocabulary.

According to Thomson and Martinet (1986: *)* the small vocabulary includes : articles, pronouns, interjections, prepositions, conjunctions. However in this research

pronoun is the main focus. This is based on the consideration that from the preliminary study , the students still get difficulaties in using pronouns in a sentence.

2.2.2.1 Pronouns.

A pronoun is a word that is used instead of a noun or a word used in place of a noun or a noun phrase. The word for which the pronoun stands is called pronoun antecedent. There are three kinds of pronouns, they are:

1.Pronouns Personal
They are pronoun that change form to refer to the person speaking, the person spoken to or the person or thing spoken about ; I, you, we, they, me, us them.

2.Reflexive and emphasizing pronouns .
The pronouns which are the personal pronoun with self edded, follow a verb and used simply for referring to the subject. They are as follows: myself, himself, itself, ourselves, yourselves and ourselves.

3.Possessive pronouns.
The example of possessive pronouns are : mine, yours, ours.
Thomson and Martinet (1986:37-42)).

In this research, the pronouns that were tested to the students were personal pronouns and demonstrative pronouns. This is based on the consideration that the materials were taught to the second year students of SLTPN I Balung.

2.3 The Role of Vocabulary in English Learning.

Vocabulary plays an important role in all language skills: listening, speaking, reading and writing. In listening and reading, vocabulary might help the listener and the reader understand the message. However, poor vocabulary may cause misunderstanding or even failure to understand the spoken or written message. *Koestaryo (1988:3)* states that a student who does not know English vocabulary fairly well will have problem when he faces new reading materials.

Fardhani (1994:1) states that vocabulary is an important area of a language, simply because vocabularies or words are the tool of thought. They can help a person understand the message given by the writer to the reader or by the speaker to the

hearer clearly. Therefore it can be said that vocabulary has an important role in communication. Without knowing the vocabularies or words, a speaker cannot send his message to the listener or a writer cannot send his message to the reader.

Langen (1997:452) writes :

A good vocabulary is a vital part of effective communication. A common of many words will make you a better writer, speaker, listener and reader. Studies has shown that students with strong vocabularies who work to improve a limited vocabulary, are more successful at school. And one research study found that a good vocabulary, more than any other factor, was common to people who had successful career.

The acquisition of a new language might call for a whole new set of the limitation and patterns of thought. *Tarigan (1989:2)* states, someone's quality in learning language depends much on the quality of the vocabularies they have. The more they own the vocabularies the more chance they have in using it.

Based on the ideas above, it can be concluded that vocabulary is absolutely needed in communication and the process of English teaching learning .

2.4 Vocabulary ability.

Vocabulary has a very important role in language use. We demand to know the vocabulary when we want to communicate or to express our idea or feeling. Vocabulary is a total number of words in language teaching *(Hornby, 1995:959)*. Further, according to *Hornby (1995:2)* ability means the potential capacity or power to do something well; talent, cleverness; capable; having or showing knowledge or skill.

Vocabulary ability in this research refers to the capability or the knowledge of the respondents to make up a language using the total number of words they have.

The purpose of this research, is to describe the vocabulary ability of the second year students of SLTPN I Balung . To measure the ability of the vocabulary, the researcher will use vocabulary test as the instrument. Based on the objective of

the research, the type of test used was class progress test. As stated by *Heaton (1989:171)* the progress test is designed to measure the extent to which the students have mastered the material taught in the classroom. *Hughes (1988:147)* in the testing of vocabulary recommended the use of multiple choice test. Further, a multiple choice test according to *Hughes (1988:54)* is a test in which there is a stem and a number of options, one of which is correct, the others being distractors.

For example   :
The stem   : Enid has been here........half an hour.
The options   :   a. during   b. while
                        c. for   d. since

2.5 The Vocabulary Material of the second Year Students of SLTPN I Balung Based on the 1994 Curriculum.

According to the 1994 English curriculum of SLTP, the objective of English teaching is that in order the students possess four major language skills: reading, writing, listening and speaking. Mastering the four major language skills must be supported by mastering vocabulary between 250 words to 750 words.

Meanwhile, vocabulary should be taught from the first year until the third one in the way of integrative skills. For example: if the teacher wants to teach vocabulary, the teacher should not teach word by word, yet he gives a passage in which there are some new vocabularies. As a result, the students do not only learn reading but also new vocabulary

In relation to this research which was conducted in the second semester of the 2002/2003 academic year, the syllabus of vocabulary materials given to the students are as follows .

1. Theme   : **Recreation**

Sub theme   : *At the zoo*

Vocabulary : - beach   – boat   – chess
                   - classical   – drink   – entertainment
                   - gardening   – gymnasium   – hill

- island   – journey   – lake
- match   – mountain   – novel
- on board   – path   – river
- sail   – ship   – sports kit
- sun   –wet   – zoo

2. Theme   **: Public Service**
   Sub theme   : - *hotel*
   - *the bank*
   - *post office*
   - *the recreation place*
   - *the restaurant*
   - *the clinic*
   - *house of worship*

   Vocabulary   : - arrive   – borrow   – bus
   - cash   – coin   – dial
   - guest   – hotel   – leave
   - lend   – mail   – make a call
   - out of order   – parcel   – police station
   - post   – post office   – ring up
   - send   – stamp   – steal
   - telegraph   – telephone   – thief

3. Theme   **: Entertainment.**
   Sub theme   : - *dances*
   - *films*

   Vocabulary   : - act   – actor   – actress
   - advertisement –already   – band
   - dance   – east   – enjoy
   - guitar   – move   – movie
   - musician   – never   – note
   - pavement   – piano   – pop
   - practice   – season   – stage
   - star   – theatre   – ticket
   - train   – yet

4. Theme   : Animals

Sub theme : - pets

   -wild animals

Vocabulary : - againts   – beak   – camel
            - cock   – crocodile   – dark
            - deer   – domestic   – duck
            - eagle   – elephant   – feather
            - fine   – goat   – goose
            - hen   – home   – horse
            - law   – light   – monkey
            - mouse   – parrot   – pig
            - protect   – rabbit   – rhinocerros
            - shark   – shake   – tiger
            - whale

5. Theme   : The Geography of Indonesia.

Sub theme   : - natural condition

   - natural resources

Vocabulary : - archipelago   – bay   – bridge
            - desert   – dry   – earth
            - earthquake   – equator   – erupt
            - forest   – low   – moon
            - north   – ocean   – pole
            - population   – province   – rain
            - reptile   – resources – rise
            - rock   – sea   – soil
            - south   – tide   – valley
            - volcano   – west   – wind

(Adopted from Depdikbud, 2000:192)

In this research, the researcher tested the vocabulary ability of the students. The test items should include the materials above with equal proportions. The distribution of the material of each indicator in the test items could be seen on Appendix 3.
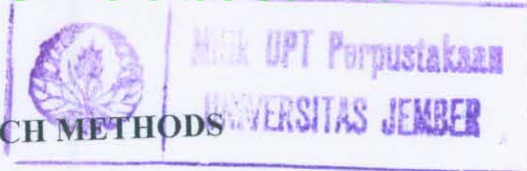
III. RESEARCH METHODS

This research methods covers research design, area determination method, respondent determination method, data collection method and data analysis method.

3.1 Research Design.

Based on the research objectives, this research belongs to descriptive research. This research is not to prove the hypothesis, but to describe the students vocabulary ability. *Arikunto (1996:291)* states that descriptive research does not test the hypothesis but only describe what is being seen, faced, observed and known. The procedures in conducting this research design were as follows :

1. Determining the respondents of the research by proportional random sampling.
2. Constructing the research instruments.
3. Collecting the main data.
4. Score the result of vocabulary test.
5. Analyze the collected data quantitatively using the percentage formula and classify the results qualitatively based o the classification of the score levels.
6. Draw a conclusion to answer the research problem..

3.2 Area Determination Methods.

This research was conducted at SLTPN I Balung. The area determination method used in this research was purposive methods because the principal gave permission to conduct the research there. In addition, Team FKIP Unej (1994;14) states that the purpose sampling is used by a researcher when he directly decides the research area in a certain place, not in other places.

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3.3 Respondent Determination Method.

The respondents of this research were the second year students of SLTPN I Balung in the 2002/2003 academic year. Sampling research was applied in this research since the number of the population of the second year students of SLTPN I Balung was more than 100 students. As stated by *Arikunto (1996:120)* if the number of the population is less than 100 persons, it is better to take all. On the other hand, if the number of the population is larger than 100 persons, it is better to take 10%-15% or 20%-25% or more of the population.

This research samples taken was 20% of the population by using proportional random sampling. This technique was used because every member of the population had an equal chance to become the member of the research sample *(Hadi, 1997:228)*. Since the number of population was 160 students, so the number of the samples was 32. Thus, the number of the students in each class was 8. The procedures of taking the sample by using proportional random sampling were as follows:

1. Calculating the number of population.
2. Determining the number of required sample.
3. Calculating the number of the students of each class.
4. Taking the number of proportional sample of each class using this formula:

$$Ps = \frac{n}{N} \, x \, \Sigma$$

Notes :

Ps   : proportional member

n   : the number of each sub population

N   : the number of population

Σ : the number of required sample

5. Taking the number of each class using lottery.

(Adapted from Arikunto ,1996:130)

In determining the sample of the research, the homogeneity of the population should be under consideration. In this research, to measure the homogeneity of the population, students' English scores of the first semester were used and were analyzed by using the formula of Anova *(Arikunto, 1996:224).*

Based on the computation, the value of Fo (the result of Anova) was 0,15597336 and the value of the f – table with the significant level of 5 % was 2,67. It showed that the result of computation (Fo) was lower than the f – critic or f – table. It means that there was no difference of the students English ability among the four classes of the second year at SLTPN I Balung in the 2002/2003 academic year. In other words, they were homogenous or the population was homogeneous. The details analysis can be seen on Appendix IV

3.4 Data Collection Methods.

There were two kinds of data in this research, namely main data and supporting data. The main data were collected by using test and the supporting data were collected by using interview and documentation.

3.4.1 Main Data.

3.4.1.1 Test

Hughes (1988:1) states that a test is an instrument to obtain information.. Dealing with the idea, in this study the test was used as the instrument to collect the data needed.

There are some kinds of test. Based on the purpose, the test that had been applied in this study was progress test. *Heaton (1989:171)* states that progress test is a test which is designed to measure the extent to which the students have mastered the material taught in the classroom. In this study, the test was administered to measure the students' vocabulary ability.

Based on the scoring system, the test was classified as objective and subjective. *Hughes (1988:19)* states that if no judgement required on the part of the scoring, then the scoring is called as objective. In this study, the objective test was used since there was no judgement in scoring a multiple choice test was used in this study because it is easy in scoring.. In this type of test, each item had four options, one as the answer key and three others as the distractors. The students must choose the right answer of theoptions. The test was constructed based on the materials of the vocabulary having been learned by the students and stated in the curriculum and had been taught by the teacher..

The number of the test items was 40 with equal distribution of each indicators. The test items covered the following component: Noun, verbs, adverbs, adjectives and pronouns. The time given for doing the test was 60 minutes. Dealing with scoring, each right answer was scored 2.5. Thus, the total score of the test was 100. In conducting the test, the samples of the population were tested out of the class. It means that the other students who were not the samples of this research taught by the teacher . This is based on the consideration that the test was conducted based on the time schedule from the school.

A good test must fulfill some requirements. According to *Hughes (1988:420)* a good test must be valid and reliable. The valid test measures what must be measured. Reliable test refers to the test which can give consistent results. The test regarded content validity in which the test items were constructed based on the indicators; and the materials of the test were based on the syllabus used had been taught. In this case, *Hughes (1988:420)* states that when the test is valid, it might be reliable. On the other hand, when the test is reliable, it is not always valid. Since the test had been established based on content validity, the test considered reliable.

3.4.1.2 Try Out of the Test.

The try out of the test was administered to the other group of the students, not the sample of the study, who have the same level with the sample of the study. In this research, the tried out test was given to the second year students of SLTPN II Balung. The tried out test was given to 10 students. *Heaton (1989:12)* states that: Objective test can be Pre-tested before being administrated on wider basis.

Hughes (1988:39) states that a common fault of written test for the students of a particular teaching institution is the supposition that the students will not know what is intended by carelessly worded instruction. It means that it is possible for the students to misinterpret what they are asked to do. Further, *Hughes (1988:50)* states that time allocation is also important. Based on those ideas it can be concluded that the instruction and the time allocation of the test is important in order to avoid the students' misunderstanding about the instruction and the appropriate time allocation for doing the test . The tried out test was also to know whether the content of the test was appropriate or not to the students.

The index of difficult (or facility value) of an item according to *Heaton (1989:178)* shows how easy or difficult the particular items covered in the test. Therefore, the try out was also intended to know whether the test was too difficult or not for the students. After knowing the difficulty level of the test items, then the result were consulted to the criteria of difficulty levels.

Table 1. The Criteria of Difficulty Levels.

The Index of Difficulty	Criteria
0,00 – 0,30	Difficult
0,31 – 0,70	Fair
0,71 – 1,00	Easy

(Adapted from Sudjana, 1990 : 137)

The inclusion of difficult and easy items in the test was intended to motivate the students to do the test. This was based on the idea that the inclusion of difficult items may be necessary in order to motivate the good students and the inclusion of the very easy items will encourage and motivate the poor students to continue to do the test *(Heaton, 1989 : 179)*.

3.4.2 Supporting Data

3.4.2.1 Interview

Interview is a dialogue conducted by the interviewer to obtain the data from the interview; those are unstructured interview, structured interview and free guided interview *(Arikunto,1996:127)*.

Among those kinds of interview, unstructured interview was chosen to collect the data about the materials given to the students and the students assignments concerning with the subjects. The interview conduct by the researcher to the teacher.

3.4.2.2 Documentation.

Documentation was used to find out the data about the facts or variables in the form of notes, transcript , books, newspaper, etc*(Arikunto,1993:202)*. In this research, documentation is used to get the supporting data dealing with the staff of SLTPN I Balung, the name of respondent and the facilities provided in the SLTPN I Balung.

3.5 Data Analysis Methods.

Determining the data analysis method is important in research. It is the requirement in order to be able to interpret the data obtained from the field. The data can be analyzed by using statistical or non-statistical methods *(Arikunto,1996:242)*. However, in relation to this research, the data collected were analyzed by using

statistical methods because the data were in the form of numbers. The following formula would be applied to analyze the data.

$$\Sigma = \frac{n}{N} \; x \; 100\%$$

(Adapted from Ali, 1987:84).

Notes:

Σ : the percentage of the students vocabulary ability

n   : the test score

N   : the total score of the test

After analyzing the data with the formula, the results were consulted to the following table about the classification of the score levels.

Table 1 : The Classification of the Score Levels.

Score in Percentage	Classification
80%– 100%	Excellent
70% – 79%	Good
60 %– 69%	Fair
40 %-59%	Poor
<39%	Fail

(Adapted from Depdikbud, 1994 :10)

IV. RESEARCH RESULTS AND DATA ANALYSIS

This chapter presents the research results that include the supporting data, the main data, data analysis and discussion.

4.1 The Results of Supporting Data.

The supporting data were obtained from documentation and interview.

4.1.1 The Result of Documentation.

SLTP I Balung is located at Jl. Puger No. 14 Balung-Jember. This school has twelve classrooms divided into three levels. There are four classes of the first grade (176 students), four classes of the second grade (160 students) and four classes of the third grade (167 Students).

The personnel employed in this school are one principal, two vice-principals, 28 teachers, five administration staff and four gardeners. In this school, there are three part time teachers and the others are official government teachers. There are two teachers who teach English at the school. All teachers are university graduation.

Dealing with the facilities, the school has a library, a laboratory, a computer room, a mosque, a teacher room and the administration staff room. Dealing with the respondents, the names of the respondents could be seen on Appendix IV.

4.1.2 The Results of Interview.

From the interview conducted with the English teachers, the data obtained were as follows: the English teachers applied the Basic Course Outline of the Teaching Program (GBPP). In the English teaching learning process, the teacher used meaningfulness-based approach. According to this approach, the teachers choose the suitable method for the teaching of English skilld which were taught integratively. For example, the material of vocabulary was taught integratedly with the reading skill.

The compulsory English book was Let's Learn English 2, written by Sofia Nurbaya, et.al published by PT. Edumedia in 1996. The reason of using this book was that the material covered was relevant to the 1994 English curriculum.

4.2 The Results of Try Out Test.

Before the test was given to the respondents of this research. It was tried out to the other students who had the same level as the sample of the research. The results of the tried out test showed that the instruction of the test was understandable because no students misunderstood the instruction. The time allocation was also enough for the students to do the test. The test items covered all criteria of difficulty levels, so it does not need to change or omit the items. The difficult level were 4 items (10%), fair level were 31 items (72,5%), and easy level were 5 items (12,5%).

The results of the try out test could be seen on Appendix XI.

4.3 The Result of Main Data

4.3.1 The Results of The Vocabulary Test.

After the data had been collected, the data were analyzed and classified. The data taken were classified into five components:

1. Verbs.
2. Nouns.
3. Adverbs.
4. Adjectives.
5. Pronouns.

The results of vocabulary test can be seen on the following Table 3.

Table 3. The Resulst of Vocabulary Test of Each Indicator.

No	VOCABULARY									
	Verbs		Nouns		Adverbs		Adjectives		Pronouns	
	CA	S	CA	S	CA	S	CA	S	CA	S
1.	7	17,5	7	17,5	6	15	2	5	7	17,5
2.	6	15	7	17,5	7	17,5	2	5	7	17,5
3.	6	15	8	20	3	7,5	4	10	4	10
4.	4	10	7	17,5	4	10	2	5	7	17,5
5.	6	15	6	15	5	12,5	3	7,5	6	12,5
6.	5	12,5	7	17,5	5	12,5	4	10	6	15
7.	7	17,5	7	17,5	5	12,5	4	10	6	15
8.	4	10	8	20	5	12,5	6	15	7	17,5
9.	6	15	7	17,5	5	12,5	5	12,5	6	15
10.	7	17	6	15	7	17,5	4	10	5	12,5
11.	5	5	7	17,5	7	17,5	4	10	7	17,5
12.	5	12,5	7	17,5	7	17,5	4	10	6	15
13.	5	12,5	7	17,5	6	15	5	12,5	7	17,5
14.	6	15	6	15	5	12,5	6	15	7	17,5
15.	5	12,5	6	15	6	15	5	12,5	5	12,5
16.	5	12,5	7	17,5	5	12,5	5	12,5	5	12,5
17.	4	10	7	17,5	6	15	2	5	5	12,5
18.	4	10	8	20	4	10	6	15	3	7,5
19.	5	12,5	7	17,5	6	15	4	10	4	10
20.	4	10	6	15	5	12,5	5	12,5	6	15
21.	4	10	7	17,5	5	12,5	5	12,5	5	12,5
22.	7	17,5	7	17,5	4	10	3	7,5	6	15
23.	7	17,5	8	20	7	17,5	5	12,5	8	20
24.	7	17,5	7	17,5	5	12,5	4	10	6	15
25.	5	12,5	7	17,5	7	17,5	6	15	6	15

26.	7	17,5	8	20	5	12,5	6	15	5	12,5
27.	5	12,5	6	15	8	20	5	12,5	6	15
28.	7	17,5	8	20	6	15	7	17,5	6	15
29.	6	15	7	17,5	7	17,5	5	12,5	7	17,5
30.	8	20	8	20	7	17,5	5	12,5	6	15
31.	7	17,5	8	20	7	17,5	6	15	8	20
32.	6	15	8	20	6	15	3	75	6	15

Notes:

No   : Number of the respondents

CA   : The number of the correct answer

S   : The score obtained in each indicator

4.3 Data Analysis

The following table is the computation results of each indicator. The data were analyzed by using the following formula:

$$\sum = \frac{n}{N} \, x100\%$$

Where:

$\sum$: The students' vocabulary ability of each indicator.

n   : The vocabulary scores of each indicator obtained by the students.

N   : The total score of the test items of vocabulary of each indicator.

Table 4. The Result of the Students' Score of Vocabulary Ability test Based on the Indicators.

Nr.	Verb			Noun			Adverb			Adjective			Pronoun			T	%
	n	N	%	n	N	%	n	N	%	n	N	%	n	N	%		
1.	17,5	20	87,5	17,5	20	87,5	15	20	75	5	20	25	17,5	20	87.5	72.5	72.5
2.	15	20	75	17,5	20	87,5	17,5	20	87,5	5	20	25	17,5	20	87.5	72.5	72.5
3.	15	20	75	20	20	100	7,5	20	37,5	10	20	50	10	20	50	62.5	62.5
4.	10	20	50	17,5	20	87,5	10	20	50	5	20	25	17,5	20	87.5	60	60
5.	15	20	75	15	20	75	12,5	20	62,5	7,5	20	37,5	12,5	20	62.5	62.5	62.5
6.	12,5	20	62,5	17,5	20	87,5	12,5	20	62,5	10	20	50	15	20	75	67.5	67.5
7.	17,5	20	87,5	17,5	20	87,5	12,5	20	62,5	10	20	50	15	20	75	72.5	72.5
8.	10	20	50	20	20	100	12,5	20	62,5	15	20	75	17,5	20	87,5	75	75
9.	15	20	75	17,5	20	87,5	12,5	20	62,5	12,5	20	62,5	15	20	75	72,5	72,5
10.	17	20	87,5	15	20	75	17,5	20	87,5	10	20	50	12,5	20	62,5	72,5	72,5
11.	5	20	62,5	17,5	20	87,5	17,5	20	87,5	10	20	50	17,5	20	87,5	75	75
12.	12,5	20	62,5	17,5	20	87,5	17,5	20	87,5	10	20	50	15	20	75	72,5	72,5
13.	12,5	20	62,5	17,5	20	87,5	15	20	75	12,5	20	62,5	17,5	20	87,5	75	75
14.	15	20	75	15	20	75	12,5	20	62,5	15	20	75	17,5	20	87,5	75	75
15.	12,5	20	62,5	15	20	75	15	20	75	12,5	20	62,5	12,5	20	62,5	67,5	67,5
16.	12,5	20	62,5	17,5	20	87,5	12,5	20	62,5	12,5	20	62,5	12,5	20	62,5	67,5	67,5
17.	10	20	50	17,5	20	87,5	15	20	75	5	20	75	12,5	20	62,5	60	60
18.	10	20	50	20	20	100	10	20	62,5	15	20	75	7,5	20	37,5	62,5	62,5
19.	12,5	20	62,5	17,5	20	87,5	15	20	75	10	20	50	10	20	50	65	65
20.	10	20	50	15	20	75	12,5	20	62,5	12,5	20	62,5	15,	20	75	65	65
21.	10	20	50	17,5	20	87,5	12,5	20	62,5	12,5	20	62,5	12,5	20	62,5	65	65
22.	17,5	20	87,5	17,5	20	87,5	10	20	75	7,5	20	37,5	15	20	75	67,5	67,5
23.	17,5	20	87,5	20	20	100	17,5	20	87,5	12,5	20	62,5	20	20	100	87,5	87,5
24.	17,5	20	87,5	17,5	20	87,5	12,5	20	62,5	10	20	50	15	20	75	72,5	72,5
25.	12,5	20	62,5	17,5	20	87,5	17,5	20	87,5	15	20	75	15	20	75	77,5	77,5
26.	17,5	20	87,5	20	20	100	12,5	20	62,5	15	20	75	12,5	20	62,5	77,5	77,5
27.	12,5	20	62,5	15	20	75	20	20	100	12,5	20	62,5	15	20	75	75	75
28.	17,5	20	87,5	20	20	100	15	20	75	17,5	20	87,5	15	20	75	85	85
29.	15	20	75	17,5	20	87,5	17,5	20	87,5	12,5	20	62,5	17,5	20	87,5	80	80
30.	20	20	100	20	20	100	17,5	20	87,5	12,5	20	62,5	15	20	75	80	80
31.	17,5	20	87,5	20	20	100	17,5	20	87,5	15	20	75	20	20	100	90	90
32.	15	20	75	20	20	100	15	20	75	75	20	37,5	15	20	75	77,5	77,5
Σ		640	2356		640	2914		640	2424		640	1888		640	2429	2364	
M			73.63			91.06			75.75			59			75.91	73.88	

Notes:

NR.   : the number of respondents.

n   : the score obtained by each respondent

N   : the maximum score obtained in each indicator

T   : the total score of vocabulary ability of each respondent

M   : the mean score of each indicator

%   : the percentage of the score obtained by the students of each indicator.

After analyzing the students' vocabulary test the next step is finding the score percentage and frequency obtained by the students based on the classification of the score level proposed by Depdikbud in 1994.

The following section presents the score frequency of each indicator and vocabulary ability obtained by the students.

Table 5. The Score Frequency and Classification of Vocabulary ability of Verb.

No	Score	Frequency	%	Score Classification
1.	80% -100%	10	31,25	Excellent
2.	70% - 79%	7	21,875	Good
3.	60% - 69%	9	28,15	Fair
4.	40 % - 59%	6	18,75	Poor
5.	< 39%	-	-	Fail
	Total	32	100	

Based on the table above, it can be described in the following. There were 10 students had scores between 80%-100%. After being consulted to the table of the score classification, 31,25% of the students' scores of verbs was excellent. However, there were 6 students who had scores between 40%-59%. It can be said that 18,75% of the students' scores was poor . There were 7 students who had score between 70% – 79% or 21,875% of the students got good scores. The other students scores were laid between 60% –69%. To make it clearer, the results are presented in the following pie chart.

		Whereas :	
1		80 – 100	Excellent
2		70 – 79	Good
3		60 – 69	Fair
4		40 – 59	Poor
5		< 39	Fail
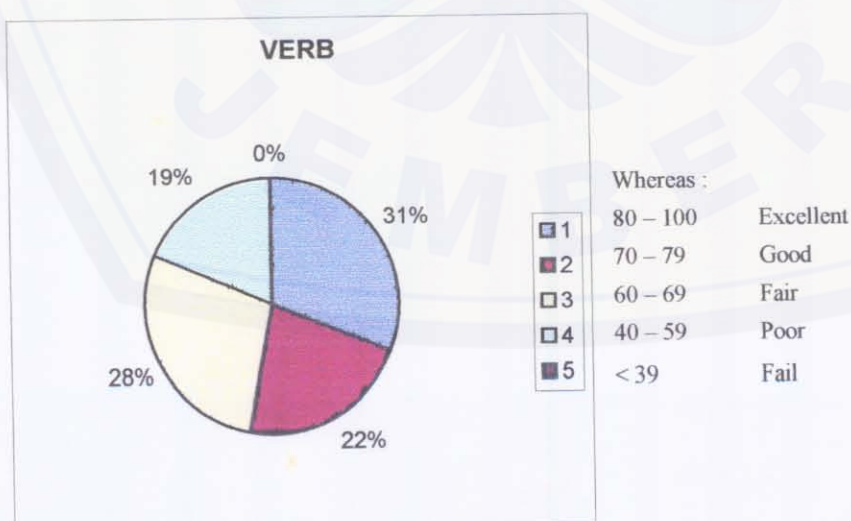
Table 6. The Score Frequency and Classification of Vocabulary ability of Noun.

No	Score	Frequency	%	Score Classification
1.	80% - 100%	26	81,25	Excellent
2.	70% - 79%	6	18,75	Good
3.	60% - 69%	-	-	Fair
4.	40% - 59%	-	-	Poor
5.	< 39%	-	-	Fail
	Total	32	100	

Based on the result of the test scores, it was found there were 6 students who had score between 70%-79%. It means that 18,75% of the students' scores of noun was good based on the score classification. There were 26 students gained the scores between 80%-100%. In the other words, there was 81,25% of the students belonged to the classification of excellent. The following pie chart will be presented the detail information.

NOUN

0%
0%
0%
19%
81%

Whereas :

1	80 – 100	Excellent
2	70 – 79	Good
3	60 – 69	Fair
4	40 – 59	Poor
5	< 39	Fail
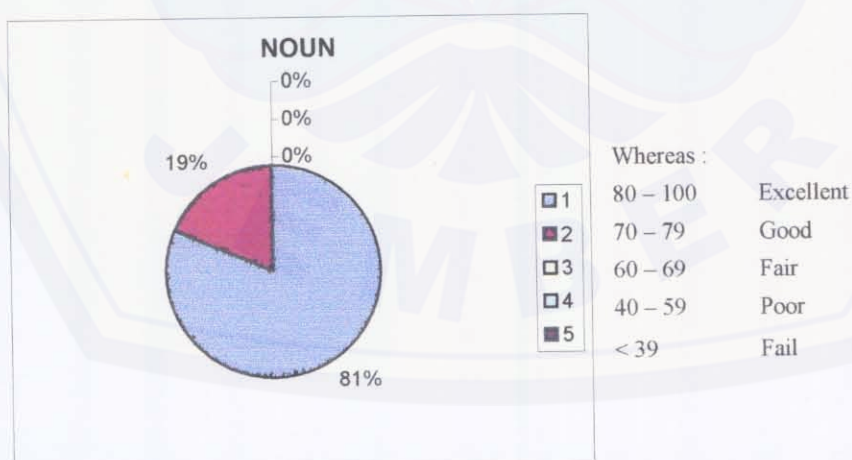
Table7. The Score Frequency and Classification of Vocabulary ability of Adverbs.

No	Score	Frequency	%	Score Classification
1.	80% - 100%	10	31,25	Excellent
2.	70% - 79%	8	25	Good
3.	60% - 69%	12	37,5	Fair
4.	40% - 59%	1	3,125	Poor
5.	< 39%	1	3,125	Fail
	Total	32	100	

The third was the score frequency of adverbs. There were 10 students who had scores between 80% – 100% . After being consulted to the table of the score classification, 31,25% of the students' scores of adverbs was excellent. There was 1 student who had scores between 40 %– 59% and <39% . It can be said that 3,125% of the students' score was poor and fail. The other students' scores were laid between 70% – 79 %and 60%-69%. To make it clearer, the results are presented in the following pie chart.

ADVERB

Whereas :

■ 1	80 – 100	Excellent
■ 2	70 – 79	Good
□ 3	60 – 69	Fair
□ 4	40 – 59	Poor
■ 5	< 39	Fail
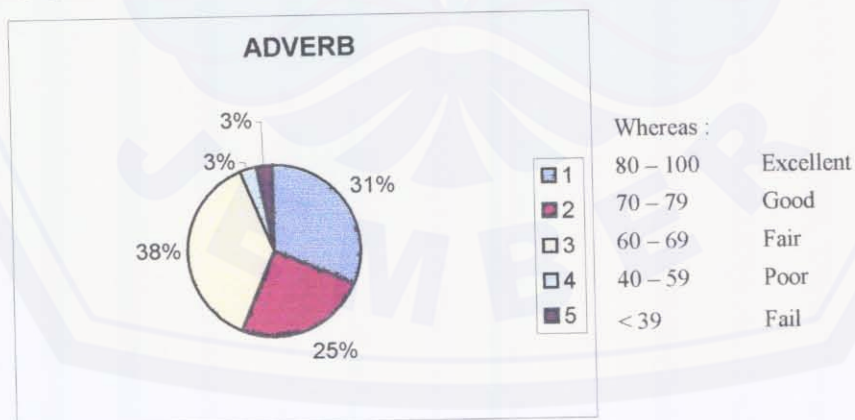
Table8.The Score Frequency and Classification of Vocabulary ability of Adjectives.

No	Score	Frequency	%	Score Classification
1.	80% - 100%	1	3,125	Excellent
2.	70% - 79%	7	21,875	Good
3.	60% - 69%	10	31,25	Fair
4.	40% - 59%	8	25	Poor
5.	< 39%	6	18,75	Fail
	Total	32	100	

The fourth was the score frequency of adjectives. There were 10 students who had scores between 60%-69%. After being consulted to the table of the score classification, 31,25% of the students' scores of adjective was fair. However there was only one students who had score between 80%-100%. It can be said that 3,125% of the students' score was excellent. The other students' scores were laid between 70% – 79%, 40% – 59% and <39%. The results are presented in the following pie chart .

ADJECTIVE

3%
19%
22%
25%
31%

	Whereas :	
☐ 1	80 – 100	Excellent
▪ 2	70 – 79	Good
☐ 3	60 – 69	Fair
☐ 4	40 – 59	Poor
▪ 5	< 39	Fail
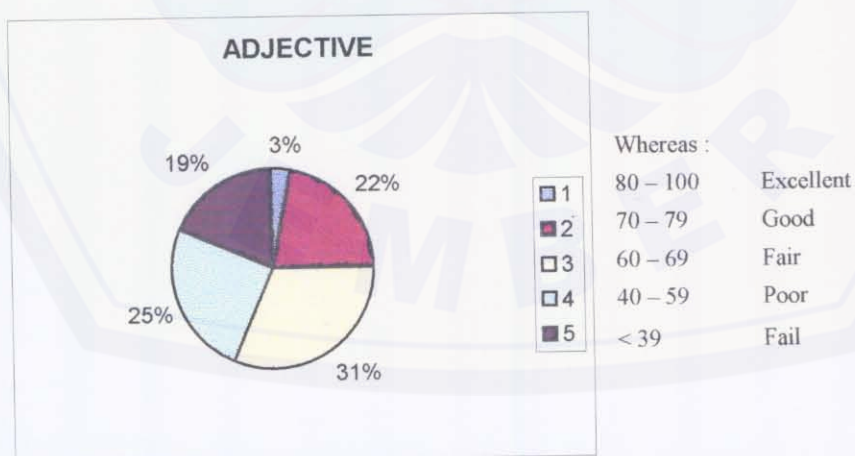
Table 9. The Score Frequency and Classification of Vocabulary ability of Pronouns

No	Score	Frequency	%	Score Classification
1.	80% - 100%	10	31,25	Excellent
2.	70% - 79%	12	37,5	Good
3.	60% - 69%	7	21,875	Fair
4.	40% - 59%	2	6,25	Poor
5.	< 39%	1	3,125	Fail
	Total	32	100	

The fifth was the score frequency and classification obtained by the students on pronouns. Basically, the results of pronoun scores were not too different from the previous indicators. The number of the students who had scores between 80%-100% was 10 students. According to the table of the score classification, 31,25% of the students' scores was classified into excellent classification. However, there was a student who had score of 37,5. It was laid between<39%. Consequently, 3,125% of the students' score was fail. The other scores of pronouns were laid between 70% – 79%, 60% – 69% and 40%-59% . In detail, the following pie chart presents the score frequency and classification of pronoun.

	Whereas :	
1	80 – 100	Excellent
2	70 – 79	Good
3	60 – 69	Fair
4	40 – 59	Poor
5	< 39	Fail
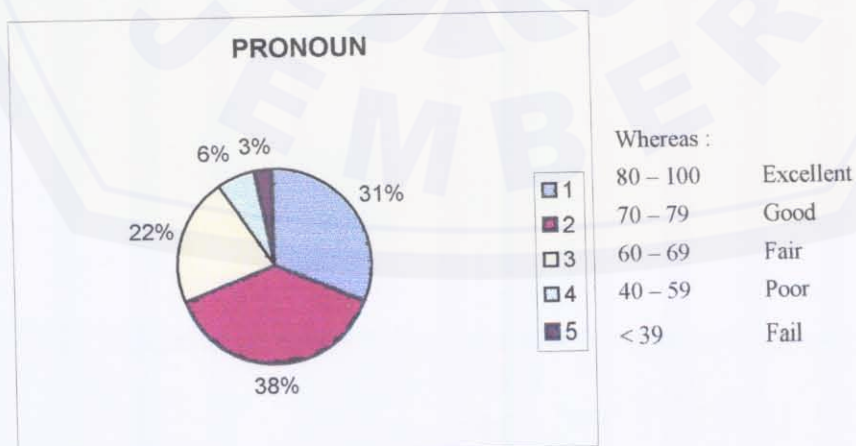
Table 10. The Score Frequency and Classification of Vocabulary Ability.

No	Score	Frequency	%	Score Classification
1.	80% - 100%	5	15,625	Excellent
2.	70% - 79%	15	46,875	Good
3.	60% - 69%	12	37,5	Fair
4.	40% - 59%	-	-	Poor
5.	< 39%	-	-	Fail
	Total	32	100	

The last was the score frequency of the students' vocabulary ability. According to the result of the scores obtained by the students that covered verbs, nouns, adverbs, adjectives and pronouns, it was found that 15 students obtained good scores, since their scores laid between 70% - 79%. After being consulted to the table of the score classification, it could be justified that 46,875 %of the students' scores was good. In the meantime, there were 15,625% of the students had scores between 80% -100%. It means that there were 5 students' who got score classification of excellent. Then,12 students had score between 60% – 69% . It means that there were 37,5% of the students' score was fair. The following pie chart presents the score frequency and classification of the students' vocabulary ability.
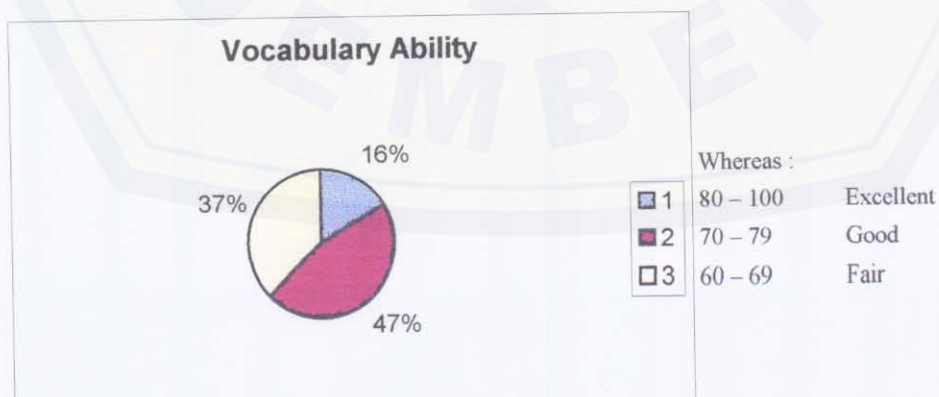
The simplification of the results of the data analysis of Table 5 up to Table 10 can be seen in Table 11.

Table 11. The Classification of the Students' Vocabulary Ability.

No	Vocabulary	Mean	Score In Percentage	Score Classification
1.	Verbs	73,63	70%-79%	Good
2.	Nouns	91,06	80%-100%	Excellent
3.	Adverbs	75,75	70% - 79%	Good
4.	Adjectives	59	40%-59%	Poor
5.	Pronouns	75,91	70 %- 79%	Good
6.	Vocabulary Ability	73,88	70 %— 79%	Good

Based on the Table above, it could be explained on the following points. Firstly, the mean score of verbs was 73,63%. It laid between 70% – 79% . It means that the classification of the students' mean score of verbs was good. Secondly, the mean score of nouns was 91,06%. It laid between 80%-100%. It means that the classification of the students' mean score of nouns was excellent. Thirdly, the mean score of adverbs laid between 70% – 79% . The mean of adverbs was 75,75%. It could be said that the mean score of adverbs was classified as good. The fourth, the mean score of adjectives was 59%. It laid between 40%-59%. It means that the classification of the students' mean score of adjectives was fair. The fifth was the mean score of pronouns was 75,91%. It laid between 70 %— 79% .It means that the classification was good. The last the students' mean score of the students' vocabulary ability that laid between 70% – 79% was 73,88%. It could be said that the mean score of the students' vocabulary ability was included on good classification.

4.4 Discussion

Based on the results of the data analysis, the students' English Vocabulary ability can be described as follows.

On the average, the students vocabulary ability scores was 73,88. After consulting to the classification of the score level table, the scores laid in the interval of 70% – 79% . It means that in general the English vocabulary ability of the second year students of SLTPN I Balung in the 2002/2003 academic year was good. Since the result of this research was good, it was possible supported by the students activity in learning English, which was provided by good school facilities such as the laboratory and the library. It was based on the interview conducted by the researcher.

Based on the analysis results, it was found that the best ability among the vocabulary indicators was nouns. It means this ability was the best among others. It might be because nouns had been often discussed in the vocabulary teaching. However, most of the students still had difficulties in the use of adjective in the sentences. It was proved by the mean score of adjectives which was the lowest category among others. It might be caused by the teaching technique used by the teacher was unappropriate to used. Besides , there were 6 students had score <39. It means that there were 6 students of 32 students failed in adjectives. Meanwhile , there were 26 students who got score of between 80% – 100% and 6 students got score of nouns between 70 %– 79%.However, there were no students who got score low than 70%. There were only one student failed and one student got poor on adverbs . Then , there were 12 students were included in fair classification. There was only one student had score <39% and two students were poor. In the meantime, there were 12 students had score between 70% – 79%. For that reason , it is important for the teacher to give more exercises to the students especially about the use of adjectives in the sentences in order that the students can improve their ability of vocabulary especially of adjective.

V. CONCLUSION AND SUGESTIONS

5.1 Conclusions.

Based on research results, it could be concluded into one general conclusion and five specific conclusions.

5.1.1 General Conclusion

In general, the vocabulary ability of the second year students' of SLTPN I Balung in the 2002/2003 was good (M=73,88) .

5.1.2 Specific Conclusions

1. On the average, the verb ability of the second year students of SLTPN I Balung in the 2002/2003 academic year was good (M = 73,63).
2. On the average, the noun ability of the second year students of SLTPN I Balung in the 2002/2003 academic year was excellent (M = 91,06).
3. On the average, the adverb ability of the second year students'of SLTPN I Balung in the 2002/2003 academic year was good (M = 75,75).
4. On the average, the adjective ability of the second year students of SLTPN I Balung in the 2002/2003 academic year was poor (M = 59).
5. On the average, the pronoun ability of the second year students of SLTPN I Balung in the 2002/2003 academic year was good (M = 75,91).

5.2 Suggestions

Based on the results of the research, some suggestions are given to the following people :

1. **The English Teacher**

   It is suggested that in teaching English, especially in vocabulary, the teacher needs to improve the way of teaching vocabulary ,in order to improve the students' ability of vocabulary . since vocabulary ability is essential as a means of learing four language skills ; speaking, listening, reading and writing.

2. Other Researchers

Based on the results, others researchers are suggested to do a further research dealing with a similar problem by conducting a classroom action research by using an appropriate technique, such as using games, pictures or songs, to improve the students' vocabulary ability
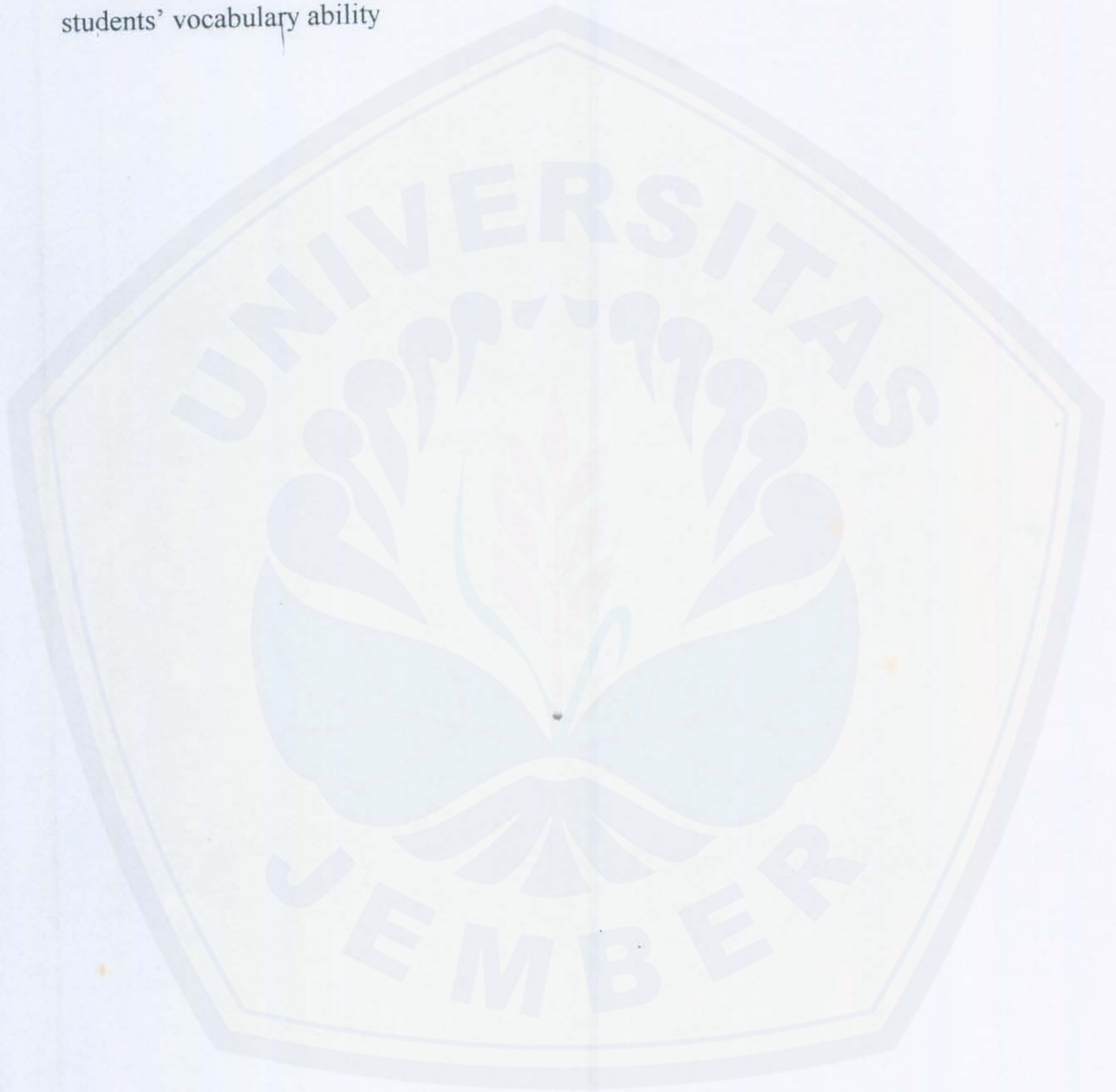
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TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH ME...
A descriptive study of the vocabulary ability of the second year students of SLTPN I Balung in the 2002/2003 academic year	General problem : How is the vocabulary ability of the second year students of SLTPN I Balung in the 2002/2003 academic year. Specific problems : 1. How is the Noun ability of the second year student of SLTPN I Balung in the 2002/2003 academic year. 2. How is the Verb ability of the second year student of SLTPN I Balung in the 2002/2003 academic year. 3. How is the Adverb ability of the second year student of SLTPN I Balung in the 2002/2003 academic year. 4. How is the Adjective ability of the second year student of SLTPN I Balung in the 2002/2003 academic year. 5. How is the Pronoun ability of the second year student of SLTPN I Balung in the 2002/2003 academic year.	The vocabulary ability of the second year students of SLTPN I Balung in the 2002/2003 academic year.	1. Noun 2. Verb 3. Adverb 4. Adjective 5. Pronoun	1. Respondents : The second year students of SLTPN I Balung in the 2002/2003 academic year. 2. Informants : - The English teacher - Administrative staffs 3. Document	1. Area Determination Met... Purposive method 2. Respondent Determinatio... Proportional random sar... 3. Data Collection Method - Primary data : test - Supporting data : - Interview - Documentation 4. Data Analysis Method: $$\Sigma = \frac{n}{N} \times 100\%$$ (Adapted f... Σ = The percentage o... vocabulary abilit... n = The test score N = The total score o...

Appendix II.

THE GUIDE OF DOCUMENTATION

No.	Supporting Data Taken	Data Resources
1.	The personnel of SLTP I Balung.	Documents
2.	The location and the condition of SLTP I Balung.	Administration Staffs
3.	The facilities provided in the SLTP I Balung.	Documents
4.	The name of respondent	Documents
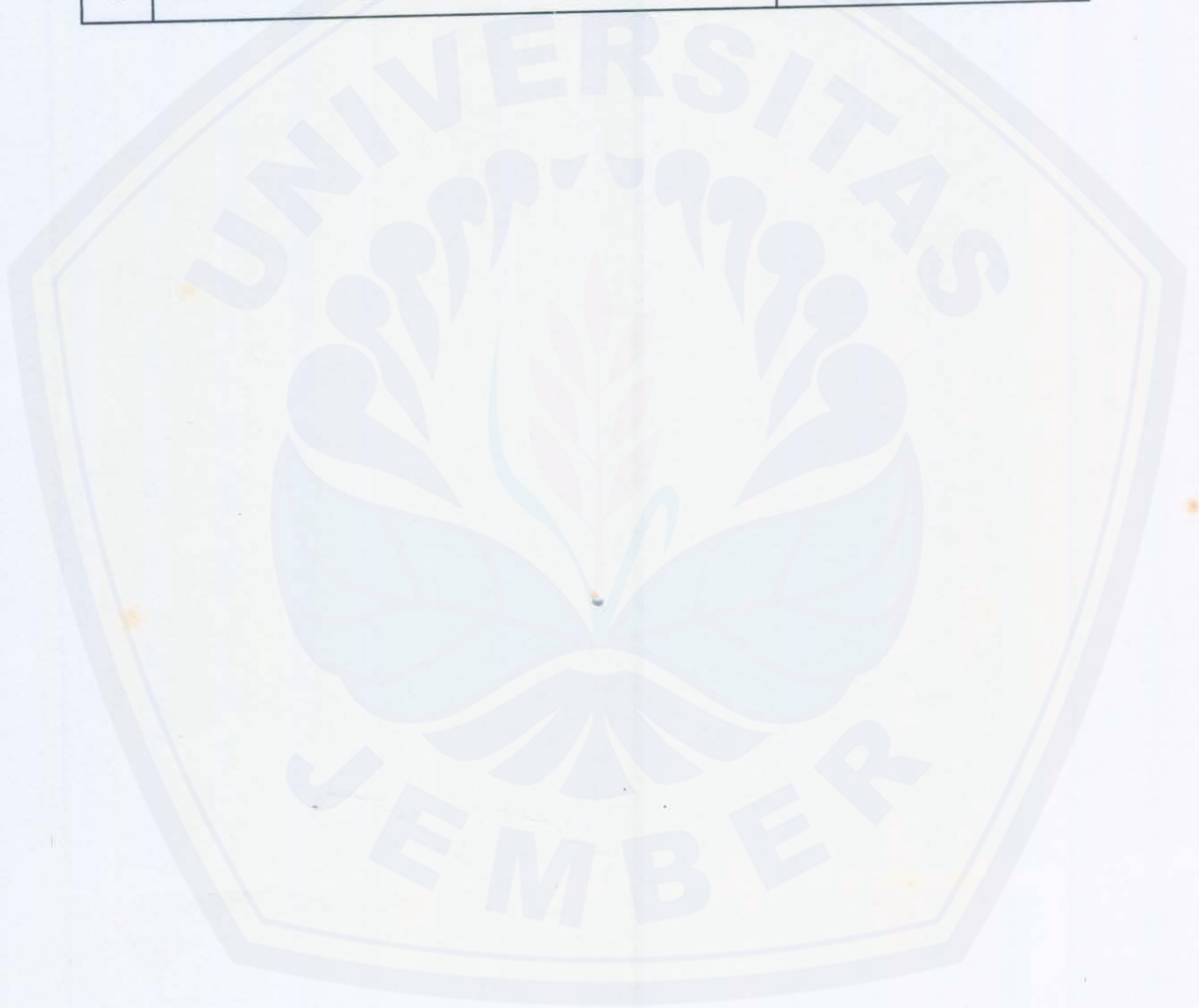
THE RESULT OF TRY OUT TEST

No	R	FV	Level
1	8	0,8	Difficult
2	6	0,6	Fair
3	7	0,7	Fair
4	6	0,6	Fair
5	6	0,6	Fair
6	4	0,4	Fair
7	3	0,3	Easy
8	6	0,6	Fair
9	4	0,4	Fair
10	6	0,6	Fair
11	4	0,4	Fair
12	4	0,4	Fair
13	6	0,6	Fair
14	3	0,3	Easy
15	4	0,4	Fair
16	5	0,5	Fair
17	4	0,4	Fair
18	4	0,4	Fair
19	3	0,3	Easy
20	3	0,3	Easy
21	7	0,7	Fair
22	5	0,5	Fair
23	7	0,7	Fair
24	7	0,7	Fair
25	7	0,7	Fair
26	8	0,8	Difficult
27	7	0,7	Fair
28	4	0,4	Fair
29	7	0,7	Fair
30	7	0,7	Fair
31	4	0,4	Fair
32	4	0,4	Fair
33	8	0,8	Difficult
34	7	0,7	Fair
35	6	0,6	Fair
36	7	0,7	Fair
37	8	0,8	Difficult
38	7	0,7	Fair
39	4	0,4	Fair
40	3	0,3	Easy

THE NAMES OF THE RESPONDENTS

NR	NAME
1.	Ahmad Fauzi
2.	Aulia Firma Mahardika
3.	Arif Bayu Saputro
4.	Erwin Setia Dewi
5.	Aris Yuliantoko
6.	Edi Saputro
7.	Eka Wiranata Destyan
8.	Isnaini Mayasari
9.	Erni Novitasari
10.	Kharis Hamdani
11.	Hafa Wilda H.A.F
12.	Jefri Adi Kurniawan
13.	Husnul Laili
14.	Hendra Alamsyah
15.	Emi Fitriana Hasyim
16.	Moh. Nuril Huda
17.	Maria Yunita
18.	Novelia Januarista
19.	Rany Risqia Amelia
20.	Ika Mua'alifah
21.	Miftakhul Bahrir Rozaq H.
22.	Nur Pratiwi
23.	Silo Budi Cahyono
24.	Robin Alamsyah
25.	Nur Vitasari
26.	Rela Widayanti
27.	Wawan Robiyanto
28.	Wawan Maryuki Sudirjo
29.	Yuliana Musarofah
30.	Rusnal Hidayatullah
31.	Winda Christina Pratama
32.	Yudis Candra Purnama

Appendix V

VOCABULARY TEST
Subject : English
Time   : 60 minutes

Instruction !

Write down your name and your class number on the answer sheet provided !

Choose the correct answer by giving a cross (X) to the option on the answer sheet provided !

1. I go to the post office to ……….. the letter
   a. lend   b. blend   c.send   d. ring

2. I didn't sleep……..last night because I had a headache.
   a. carefully   b. soundly   c. beautifully   d. clearly

3. A : Is that my radio ?
    B : No, it is not.
    …………….is my radio.
   a. That   b. those   c. these   d. this

4. If you want to see animals you can go to the ……….
   a. bank   b. museum   c. zoo   d. restaurant

5. Nicky got a……….. score for the English subject.
   a.tall   b. fat   c. beautyful   d. good

6. A ……….. is a water animal.
   a. bear   b. bird   c. hen   d. fish

7 She ………….. the phone number and begins to talk.
   a. dialed   b. dealt   c. called   d. dropped

8. If you want to see the seashore and windy atmosphere in your recreation day you can go to……….
   - a. the mountain
   - b. the zoo
   - c. the museum
   - d. the beach

9. These are not my computers but …………..are my computers.
   - a. this
   - b. those
   - c. that
   - d. these

10. She is sick. She looks………
   - a. healthy
   - b. happy
   - c. weak
   - d. glad

11. …………answer is unclear.
   - a. I
   - b. ours
   - c. His
   - d. him

12. John sings a pop song……….
   - a. softly
   - b. carefully
   - c. beautifully
   - d. soundly

13. Rano karno is one of the famous ………….. in Indonesia.
   - a. singers
   - b. actors
   - c. actresses
   - d. dancers

14. The police ……….. us from bad people
   - a. protects
   - b. detects
   - c. againts
   - d. prevents

15. Santana broke one of his………yesterday.
   - a. gitars
   - b. guitars
   - c. gitarist
   - d. guitarist

16. A : I need some ink. Have you seen it ?.
    B : I saw…………ink in the bottle yesterday..
    - a. a large amount of
    - b. A few
    - c. Large number of
    - d. several

17. I usually go to Surabaya…………a week.
    - a. three time
    - b. three times
    - c. three
    - d. one

18. I lost…………..addresses.
    - a. their
    - b. you
    - c. they
    - d. she

19. I usually …………… a call at a telephone box.
    - a. take
    - b. like
    - c. shake
    - d. make

20. A : Do you need all of the food ?.
    B : No, I need only………of it.
    - a. a little
    - b. much
    - c. several
    - d. a number

21. Paulus goes to church every Sunday. It means that he goes to church.......a week.

    a. one   b.once   c.twice   d. two

22. A : May I..........your notebook ?.

    B : Yes, you may. Here it is.

    a. follow   b. send   c.lend   d. borrow

23. A .... is like a very large cat.

    a. monkey   b. elephant   c. tiger   d. horse

24. A : How old is ....mother?.

    B : She is 45 years old

    a. you   b. I   c. he   d. your

25. Tini got good gift last night. She looks very..........

    a. happy   b. ill   c. sad   d. tired

26. The heroes attack the enemies ....

    a. clearly   b. beutifully   c. bravely   d. brightly

27. We need food...............

    a. to drink   b. to study   c. to eat   d. to smell

28. These books are mine but .... books belong to my brother.

    a.those   b.that   c. this   d. these

29. I go to the .... to send this letter.

    a. police station   b. church   c. hospital   d. post office

30. Andi is not a student. It means that he ....goes to school

    a. always   b. never   c. seldom   d. often

31. We will discuss...........plans next month.

    a. he   b. ours   c.they   d. our

32. Mother has a dozen glasses. Mother has .... glasses for serving twelve guests.

    a. enough   b. any   c. nothing   d. few

33. Mr. Asikin generally .... his office at 2.

    a. visits   b. goes   c. comes   d. leaves

34. Time goes by so…………

    a. fairly   b. slowly   c. loudly   d. carefully

35. The mechanics work in the …………..

    a. offices   b. hotels   c. factories   d. restaurants

36. …….urbans build villas in the village.

    a. any   b. many   c. enough   d. nothing

37. A : Is this your new dress ?

    B : Yes, …………….is my new dress.

    a.that   b This   c.these   d. those

38. She is ………… beautifully.

    a. fishing   b. sailing   c. dancing   d. ringing

39. Please do not talk so……..

    a. loudly   b. beautifully   c. soundly   d. brightly

40. Villagers have …….. time to rest, but urbans have none.

    a. any   b. some   c. nothing   d. enough

THE KEY ANSWER

1. C	11. C	21. B	31. D
2. B.	12. C	22. D	32 A
3. A	13. B	23. C	33. D
4 .C	14. A	24. D	34. B
5. D	15. B	25. A	35. C
6. D	16. A	26. C	36. B
7. A.	17. B	27. C	37. B
8. D	18. A	28. A	38. C
9. B	19. D	29. D	39. A
10.C	20. A	30. B	40. D

Lembar Jawaban

Nama : YULI ARIA MUSAROFA	Nilai
Kelas : 2 A	60
No : 12	

1. A B ~~C~~ D
2. A B C ~~D~~
3. A B C ~~D~~
4. A B ~~C~~ D
5. A B C ~~D~~
6. ~~A~~ B C D
7. ~~A~~ B C D
8. A B C ~~D~~
9. A ~~B~~ C D
10. A B C ~~D~~
11. A B ~~C~~ D
12. A B ~~C~~ D
13. A ~~B~~ C D
14. A ~~B~~ C D
15. A ~~B~~ C D
16. A ~~B~~ C D
17. A ~~B~~ C D
18. A B C ~~D~~
19. A B C ~~D~~
20. ~~A~~ B C D

21. A ~~B~~ C D
22. A B C ~~D~~
23. A B ~~C~~ D
24. A B C ~~D~~
25. A B C ~~D~~
26. ~~A~~ B C D
27. A B ~~C~~ D
28. ~~A~~ B C D
29. A B C ~~D~~
30. A ~~B~~ C D
31. A B C ~~D~~
32. A B ~~C~~ D
33. A ~~B~~ C D
34. ~~A~~ B C D
35. A B C ~~D~~
36. A B ~~C~~ D
37. A ~~B~~ C D
38. ~~A~~ B C D
39. A B ~~C~~ D
40. ~~A~~ B C D

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor   : 1 8 2 0 /J25.1.5/PL5/2002   Jember, ...,2002
Lampiran : Proposal
Perihal   : Ijin Penelitian

Kepada   : Yth. Sdr. KEPALA ....
                    SLTP I BALUNG ....

                di. –   BALUNG ....

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerang-

kan bahwa Mahasiswa tersebut di bawah ini :

N a m a   : WIWUK IKA SETFIYANI ....

N i m   : 97 021 04 01 095 ....

Jurusan/Program : P B S / BAHASA INGGRIS ....

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud

melaksanakan penelitian dilembaga saudara dengan Judul :

A DESCRIPTIVE STUDY OF THE VOCABULARY ABILITY OF ....

SECOND YEAR STUDENTS' OF SLTP I BALUNG IN THE ....

2002/2003 ACADEMIC YEAR . ...

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar

memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Drs. H.MISNO AL, M.Pd
NIP. 130 937 191

Irul-SP

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SLTP NEGERI I BALUNG

Jl. Puger No. 14 Telp. (0336) 621143 Balung

SURAT KETERANGAN
Nomor : 4234 /299 /436.318 /04.56 /2003

Yang bertandatangan di bawah ini :

Nama	:	Drs. H. Abdullah, S.Pd., SH. MH.
NIP	:	131 262 388
Pangkat / Gologan	:	Pembina / IV a
Jabatan	:	Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama	:	Wiwuk Ika Septiyani
NIM	:	970210401095
Fakultas	:	Keguruan dan Ilmu Pendidikan
Jurusan	:	Pendidikan Bahasa dan Seni
Program	:	Bahasa Inggris
Judul Skripsi	:	A descriptive study of the vocabulary ability of the second year students of SLTPN I Balung in the 2002 / 2003 academic year.

Telah mengadakan penelitian di SLTPN I Balung sejak 20 – 27 Mei 2003.

Demikian keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Balung, 27 Mei 2003
Kepala SLTPN I Balung

Drs. H. Abdullah, S.Pd., SH, MH
NIP. 131 262 388

Appendix IX

HOMOGENEITY TEST

The score of the students on the first semester

No	II A		II B		II C		II D	
	X_1	X_1^2	X_2	X_2^2	X_3	X_3^2	X_4	X_4^2
1	5	25	5	45	6	36	6	36
2	5	25	4	16	6	36	5	25
3	5	25	4	16	6	36	5	25
4	6	36	6	36	6	36	6	36
5	6	36	6	36	7	49	9	81
6	4	16	5	25	6	36	7	49
7	4	16	6	36	6	36	8	64
8	4	16	6	36	6	36	6	36
9	6	36	5	25	6	36	6	36
10	5	25	5	25	6	36	5	25
11	5	25	5	25	6	36	6	36
12	5	25	5	25	6	36	6	36
13	6	36	5	25	6	36	6	36
14	6	36	4	16	6	36	5	25
15	6	36	4	16	6	36	6	36
16	6	36	5	25	8	64	5	25
17	5	25	4	16	6	36	7	49
18	5	25	5	25	6	36	7	49
19	6	36	4	16	6	36	6	36
20	6	36	5	25	7	49	6	36
21	5	25	6	36	6	36	7	49
22	5	25	6	36	6	36	7	49
23	5	25	5	25	6	36	7	49
24	6	36	5	25	6	36	8	64
25	7	49	6	36	6	36	7	49
26	5	25	6	36	6	36	8	64
27	8	64	6	36	6	36	8	64
28	6	36	5	25	6	36	5	25
29	5	25	5	25	7	49	8	64
30	5	25	6	36	6	36	8	64
31	6	36	6	36	6	36	7	49
32	5	25	6	36	6	36	6	36
33	5	25	6	36	7	49	5	25
34	5	25	6	36	6	36	5	25
35	5	25	5	25	6	36	6	36
36	5	25	7	49	6	36	8	64
37	5	25	5	25	6	36	9	81
38	5	25	5	25	6	36	6	36
39	6	36	5	25	6	36	6	36
40	6	36	6	36	6	36	6	36

THE ANALYSIS OF VARIANT COMPUTATION

	X_1	X_2	X_3	X_4	Σ
N k	40	40	40	40	160 (N)
$\Sigma X k$	221	211	246	260	938 $(\Sigma X_r)^2$
$\Sigma X^2 k$	1198	1295	1519	1742	5754 (ΣX_r^2)
M	5,525	5,275	6,15	6,5	

1. $SST = \sum X^2 r - \dfrac{(\sum X r)^2}{N}$

   $= 5774 - \dfrac{(938)^2}{160}$

   $= 5774 - \dfrac{879.844}{160} = 5774 - 5499,025 = 274,975$

2. $SSB = \sum \dfrac{(\sum X k^2)}{n\,k} - \dfrac{(\sum X r)^2}{N}$

   $= \dfrac{(221)^2}{40} + \dfrac{(211)^2}{40} + \dfrac{(246)^2}{40} + \dfrac{(260)^2}{40} - \dfrac{(938)^2}{160}$

   $= \dfrac{48.841}{40} + \dfrac{44521}{40} + \dfrac{60.516}{40} + \dfrac{67.600}{40} - \dfrac{879.844}{160}$

   $= 1.221,025 + 1.113.0,25 + 1.512,9 + 1.690 - 5499,025$

   $= 5536,95 - 5499,025$

   $= 37,925$

1. $SSW = SST - SSB$

   $= 274,975 - 37,925$

   $= 237,05$

2. $dfT = N - 1$

   $= 160 - 1$

   $= 159$

3. $dfB = k - 1$

   $= 4 - 1$

   $= 3$

4. $dfW = N - k$

    $= 160 - 4$

    $= 156$

5. $MSB = SSB : dfB$

    $= 37,925 : 3$

    $= 12,641666$

6. $MSW = SSW : dfW$

    $= 237,05 : 156$

    $= 81,05$

7. $Fo = \dfrac{MSB}{MSW} = \dfrac{12,641666}{81,05} = 0,1559736$

Explanation :

SST = Total Sum of Squares

SSB = Sum of Squares Between groups

SSW= Sum of Squares Within groups

dfT = Total degree of Freedom

dfB = Degree of Freedom between groups

dfw = degree of Freedom within groups

MSB = Mean Squares Between

MSW= Mean Squares Within

Based on the result of the computation above, the results could be analized by using the Anova formula as presented in the following table :

Source of varience	SS	Df	MS	F Computation	P. Value	F Critic 5 %
Between groups	37,925	3	12,6141666	0,1559736	> 0,05	2,67
Within groups	237,05	156	81,05			-
Total	274,975	159				

Appendix X

TABEL F

Nilai F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

d.b. untuk KR Pembagi	d.b. untuk Kuadrat Rerata Pembilang							
	1	2	3	4	5	6	7	8
100	3,94	3,03	2,70	2,46	2,30	2,19	2,10	2,03
	6,90	4,62	3,98	3,51	3,20	2,99	2,82	2,69
125	3,92	3,07	2,68	2,44	2,29	2,17	2,08	2,01
	6,84	4,78	3,94	3,47	3,17	2,95	2,79	2,65
150	3,91	3,06	2,67	2,43	2,27	2,16	2,07	2,00
	6,81	4,75	3,91	3,44	3,14	2,92	2,76	2,62
200	3,89	3,04	2,65	2,41	2,26	2,14	2,05	1,98
	6,76	4,71	3,88	3,41	3,11	2,90	2,73	2,60
400	3,86	3,02	2,62	2,39	2,23	2,59	2,03	1,96
	6,70	4,66	3,33	3,36	3,05	2,85	2,69	2,55
1.000	3,85	3,00	2,61	2,38	2,22	2,10	2,02	1,95
	6,66	4,62	3,80	3,34	3,04	2,82	2,66	2,53
∞	3,84	2,99	2,60	2,37	2,21	2,09	2,01	1,94
	6,64	4,60	3,78	3,32	3,02	2,80	2,64	2,51

(bersambung).

DEPARTEMEN PENDIDIKAN NASIONAL
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a	:	Wiwuk Ika Septiyani
NIM/Angkatan	:	970210401095
Jurusan/Program Studi	:	P B S / Bahasa Inggris
Judul Skripsi	:	A Descriptive Study of the Vocabulary Ability of the Second Year students of SLTPN I Balung in the 2002/2003 Academic Year
Pembimbing I	:	Dra. Zakiyah Tasnim, MA
Pembimbing II	:	Dra. Musli Ariani, MA ppLing

KEGIATAN KONSULTASI

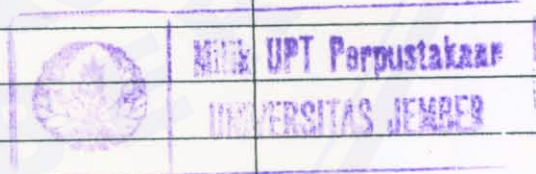| No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	1 Agustus 2002	Matrix & Judul	
2.	3 Agustus 2002	BAB I	
3.	6 September 2002	BAB II	
4.	12 Oktober 2002	BAB III	
5.	5 Januari 2003	Revisi BAB I, II, III	
6.	16 April 2003	BAB IV, V	
7.	20 Juni 2003	Revisi BAB IV, V	
8.			
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CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

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Pembimbing I : Dra. Zakiyah Tasnim, MA

Pembimbing II : Dra. Musli Ariani , MAppLing

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	07 Januari 2003	BAB I , II , III	
2.	18 Maret 2003	Revisi BAB I , II , III	
3.	12 Mei 2003	BAB IV , V	
4.	22 Juni 2003	Revisi BAB IV , V	
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