

Analysis on Students Vocabulary Mastery of Students Hospitality in Vocational High School 4 at Tenth Grade Students Jambi City

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ABSTRACT

This research aims to find out how students' hospitality vocabulary mastery at Vocational High School 4 Jambi City. This type of the research is a quantitative descriptive research method with a total population of 69 people. Through a simple random sampling technique, 33 students of Class X PH 1 were selected to be sampled who will be representative of the population. The data were collected by using tests. The test is given to know students' ability in vocabulary mastery. It is multiple-choice and consists of fifty questions. The result of this research is students' vocabulary mastery test in English subject obtained a total score of 1794 with an average of 54,48. It means that students' vocabulary mastery is good enough.

Keywords: *Vocabulary Mastery, Students Hospitality*

INTRODUCTION

English in Indonesia is generally taught as a foreign language. The term foreign language in the field of language teaching is different from the second language. Teaching English in Indonesia educates students to master various skills such as writing, reading, speaking, and listening.

The four language skills which include listening, reading, writing, and speaking above must be supported by language forms. The form of language includes four aspects, namely phonology, vocabulary, grammar, and discourse. These four aspects are very important to learn, especially vocabulary mastery.

Hatch and Brown (1995:368) state that vocabulary refers to a list or set of words that individual speakers of language might use, since vocabulary is a list, people may think that the only system involved is that of alphabetical order.

Vocabulary is one component that has an important role in mastering English. By enriching English vocabulary, students will have no difficulty expressing their opinions and understanding knowledge

and material in English. The limited vocabulary they have makes students have difficulty communicating and understanding English. If students have mastered a lot of vocabulary knowledge, it will be very helpful for them to use English in both spoken and written form.

In the opinion of Nurgiyantoro (2001a: 213), vocabulary mastery is the capacity of a person to hear, speak, read, and write words while recognizing, understanding, and using them appropriately. Writing and speaking tasks demonstrate how to employ, whereas reading and listening activities demonstrate how to comprehend. Word recognition is the process of learning fresh vocabulary by reading or hearing. Gaining fresh vocabulary, comprehending words and their meanings, and comprehending the connections between words and concepts that begin with these words are the core components of understanding words.

Vocabulary relates to a reading text, so specifically vocabulary knowledge can guide a person to succeed in their reading tasks. Based on the statement from

Tarigan (1985, p. 2) the quality of a person's language skills is strongly influenced by the quality and quantity of his vocabulary. Therefore, the key to understanding the meaning in any written text or spoken sentence in English depends on the vocabulary mastered by the individual.

A problem discovered is that some students still have a limited vocabulary and are unable to comprehend the meaning of unfamiliar phrases used in the English language. Additionally, students find it difficult to keep in mind the words they are listening to or reading in their textbooks. Another affecting aspect is that students found it troublesome to use the phrases in various conditions. However, Some students found it complicated to pronounce words correctly and paid less attention to the learning. The students have difficulty memorizing vocabulary and constructing sentences so that according to them, English is complicated and a lot of memorization.

REVIEW OF RELATED LITERATURE

Definition of Vocabulary

A vocabulary is a group number of words that is usually used to construct sentences. In addition, all languages have words that emerge firstly as words historically and in terms of the way each of the students learned their first and any subsequent languages. According to Hornby (1987:985) says that vocabulary is every word that can be used by people when they communicate to each other.

On the other hand, Soedjito (2002:1) argues that vocabulary (vocabulary) can be interpreted as follows: (1) all the words contained in one language, (2) the wealth of words owned by a speaker or writer, (3) words used in a

field of knowledge, and (4) a list of words arranged like a dictionary accompanied by a brief and practical.

Another opinion was also conveyed by Suyanto (2010:43) that vocabulary is a collection of words that are owned by a language and give meaning when we use that language.

Based on the definition above, the researcher can conclude that vocabulary is a group that people can use to communicate with each other. Vocabulary can be assembled into phrases, clauses, and sentences by using certain rules that have been agreed upon in a language system.

Kinds of Vocabulary

In a sentence, there are several words and a collection of these words are included in the vocabulary because vocabulary is a list or group of words arranged alphabetically which is explained. There are many kinds of vocabulary (Harmer, 2001: 6) such as;

- a. Synonym
Synonyms are words that have the same meaning but are different in writing. (Thornbury, 2003: 2).
- b. Antonym,
An antonym is a word that has the opposite meaning to another word
- c. Polysemy
Polysemy means words that have two or more related meanings (Tyler and Evans, 2001: 95)
- d. Homonym
Homonyms are words that have the same form but have unrelated meanings (Thornbury, 2002: 8). It assumes that there are two or more words with multiple pronunciations rather than a single word with different meanings.
- e. Definition

The definition is a statement that defines a word (Oxford Learner's Pocket Dictionary, 1995: 109)

On the other hand, Nation (2001) states that in general there are two types of vocabulary, namely vocabulary used in general use (general vocabulary) and vocabulary specifically adapted to certain subject areas (special vocabulary). Also, there are two forms of vocabulary, namely receptive vocabulary (passive vocabulary) and productive (active vocabulary). In addition, vocabulary can be presented in four units, namely reading vocabulary, listening vocabulary, speaking vocabulary, and writing vocabulary.

Aspect of Vocabulary

According to Penny (1996) teachers, when teaching vocabulary, need to notice the six-item below:

1. Form (pronunciation and spelling): students can know the sound form of a word (pronunciation) and the form of a word (spelling).
2. Grammar: if the general grammar rules do not adequately address the situation, a new grammar item should be taught.
3. Collocation: the distinctive collocation of the item is another aspect that determines whether a given combination sounds "correct" or "incorrect" in a given context.
4. Aspects of meaning (1): denotation, connotation, and appropriateness: The denotation of a word is essentially what it means in everyday life; dictionaries typically include this type of definition.
5. Aspects of meaning (2): meaning relationships teaching can also benefit from understanding how one item's meaning links to that of others.

6. Word formation vocabulary items can often be broken down into component "pieces," whether single words or multi-word phrases.

Vocabulary Mastery

The use of vocabulary plays an important part in daily life, particularly when it comes to community communication and academic study. One of the fundamental elements for learning English as a foreign language at the beginner, intermediate, and advanced levels is vocabulary mastery. Developing a vocabulary is one of the elements that must be learned to learn the four language skills (listening, speaking, reading, and writing). One of the key components to improved communication is having a solid command of vocabulary. A student's ability to talk, write down, listen, and read will all improve if they know plenty of vocabulary. For good performance in school, students must develop their vocabulary skills.

According to Keraf (2007: 21), vocabulary serves as a channel for ideas, therefore the more vocabulary one master, the more effectively and fluently ideas are communicated.

These indicators can be applied to evaluate and measure mastery of vocabulary for students. The assessment process may ask students to define terms, use them in sentences, and recognize the proper word forms. Understanding a word requires understanding its meaning (its conceptual content and how it relates to other concepts and words), its use (its pattern of occurrence with other words, as well as its specific types of language use), and its form (how it sounds, how it is spelled, and the grammatical changes that can be made to it), as defined by Cameron (2003).

Table 1
Indicators of Vocabulary Mastery

Variable	Indicator	Sub Indicator
Vocabulary Mastery	Meaning	<ul style="list-style-type: none"> • Defining a simple short functional text related to the social environment. • Identifying words that have same meaning. • Identifying words that have opposite meaning. • Identifying context (name of objects, shapes, sizes, and places).
	Form	Rearrange jumble words correctly.
	Use	Identifying form of a word in certain grammatical context.

Source: Cameron, Lynne. 2003

METHODOLOGY

This research uses descriptive quantitative research methodologies with a single variable—students' mastery of the hospitality vocabulary—as its basis. Quantitative research, following Cresswell (2012, p. 13), identifies a research problem based on a field trend or the requirement to explain why something occurs. A fundamental research technique that investigates the situation as it is in the present is descriptive research. In descriptive research, characteristics of a specific event are identified based on descriptive

questions, observations, or correlations between two or more phenomena.

The research was carried out by what occurred among students in the tenth grade at Vocational High School 4 in Jambi City. The tenth-grade students' ability to learn English vocabulary, including both the simplest and hardest words, was described as part of this research.

Thus, the researchers adopted a simple random sampling method in this research. According to Creswell (2012: 143), in a simple random sampling procedure, the researcher selects those participating in the sample (or units, such as schools), ensuring each person has the same chance of getting chosen among the total population. The objective of simple random sampling is to choose sample participants who are essentially representative of the population. There are 13 classrooms totaling between 32 and 34 students in the tenth grade at this institution, including X PH 1, X PH 2, and X PH 3. The total number of the tenth grade hospitality students of Vocational high school 4 Jambi City is 69 students. This research chose X PH 1 with total 33 students as research subject.

Further, the research instrument of this research is a test. The format of the test is reading text. The purpose of this exam is to gauge the students' command of vocabulary. Here, multiple-choice questions based on the provided hospitality subjects were presented to the students, and they had to select the correct response. Every student then selects the correct response for every test. The research instrument is crucial for data collection. The research used a multiple-choice objective test, which is the type of objective test that was used in this research. The objective scoring of

multiple-choice tests allows for the direct measurement of learning outcomes.

The percentage and mean score were used by the researcher. The percentage was determined using the following formula, which was based on Sudjono (2006):

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Respondent

Here is the formula that was employed to determine the mean score; it was based on Tiro and Ilyas (in Sangkala, 2012).

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

Where:

M = Mean score

$\sum X$ = Total score

N = The total number of students

The researcher used the classification for students' scores by taking a look at the table below to get the students' vocabulary mastery scores:

Table 2
The Classification Categories of Students' Score

Range	Category
80 – 100	Very Good
70 – 79	Good
60 – 69	Enough
50 – 59	Poor
0 – 49	Very Poor

Source: Sugiyono, 2013 : 184

FINDINGS AND DISCUSSIONS

In this research, the researcher analyzed about students' vocabulary mastery of the tenth-grade students at Vocational High School 4 Jambi City Academic 2022, it was done on 1 February 2023. The finding was concluded from the data of students' test vocabulary mastery. The researcher gave the vocabulary test to students. The test was a multiple-choice test that consisted of 50 items. Then, the researcher would collect and analyze it.

Based on the summary of the test the students' vocabulary mastery is within Table 6 above shown clearly the classification of the percentage each there are 1 student got very good categories as many as 3%, 3 students got good categories as many as 9%, 9 students got enough categories as many as 27%, 7 students got poor categories as many as 21%, and 13 students got very poor categories as many as 39%. Furthermore, it reveals that 26 categories fall into the very poor category and 84 categories fall into the very good category for vocabulary mastery. The result of the test showed that students have a total vocabulary mastery is 1794 with an average of 54,48.

Once the research's variable score has been determined, the researcher analyzed student answer sheets based on indicators of vocabulary mastery (can be seen in Table 4). It can be concluded that most students can answer easy question number 30 (Then, ... the coins) with correct answers (a. Enter) with a sub-indicator identifying the form of a word in certain, and question number 50 (Appearance or grooming criterion that must ... are called) with correct answers (a. Appearance Standard) with sub-indicator is identifying the terms used in hospitality.

Then the lowest number of correct answers is in question number 16 with a sub-indicator identifying the terms used in hospitality and question number 33 with a sub-indicator identifying the form of a word in certain. It means most students still don't understand the terms used in hospitality and the form of a word in certain.

According to the researcher's observations, some of the vocabulary in the questions was unfamiliar to the students, which caused them to struggle with the answers. Due to their unfamiliarity with using English in the provided written material, students are still having trouble building their vocabulary in sentences and understanding English vocabulary. In addition, the findings of all of these troubles were brought on by students' lack of drive and enthusiasm for learning.

CONCLUSIONS

This research was carried out to determine the students' vocabulary mastery. Based on the information gathered from the 50-question vocabulary exam given to 33 students and the findings of the research, the researcher has concluded that the majority of students still encounter some difficulties while trying to respond to the questions. Along with a mean score of 54,48, the student's total score on the vocabulary mastery test in the English subject was 1794. It implies that students' struggle with understanding vocabulary is good enough.

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