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A STUDY ON THE VOCABULARY ACHIEVEMENT OF THE FIFTH GRADE STUDENTS OF SDN 37 PEKANBARU
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Abstract: The General objective of this study is to know the vocabulary achievement of the fifth grade students of SDN 37 Pekanbaru. This research was conducted at SDN 37 Pekanbaru in March to Mei 2012. It is located on Jalan Garuda SaktiPanamPekanbaru. The sample of the research was 36 students of the fifth grade students of SDN 37 Pekanbaru. The data were collected by using multiple-choice questions. The writer conducted a try out in another class before the test was given. There are 6 items being revised after doing the try out. 6 items being revised because their facility value scores are higher than 0,70 (easy). Among 36 students, 3 students (8.3%) were in *excellent* level, 23 students 63.8(%) were in *good* level, 6 students (16.6%) were in *mediocre* level, 2 students (5.5%) were in *poor* level and no students was in *very poor* level. The mean score of the whole students on the vocabulary achievement is **62.06**. In conclusion, A Study On The Vocabulary Achievement Of The Fifth Grade Students Of SDN 37 Pekanbaruwas *good* **level**. Since the research dealt with vocabulary achievement

Keywords: Descriptive research, Vocabulary, Achievment.

INTRODUCTION

Gaining sufficient vocabulary is necessary for comprehending a foreign language both in spoken and written forms. In order to have language competence, vocabulary should be taken into account by the learners. **Hornby (1995)** states that vocabulary is the total number of words which make up a language. The vocabulary is the comprehension of a word. It does not only involve a definition. More than that, it also involves how those words fit into a sentence. Vocabulary isn't somewhat that can be fully understood in one time, it is something that we can learn all the time.

In this case, the writer feels that vocabulary is the most important thing to be mastered by the students, because they will not be able to communicate and to understand the sentences without having enough words. **Vallete (1987)** states, "The ability to understand the target language depends on one's knowledge of vocabularies, and vocabulary is an important aspect of speaking. "

Experts classify vocabulary into; function words and contents words, general and special vocabulary, passive and active vocabulary, and productive and receptive vocabulary. This study investigates the students' achievement in selecting correct vocabulary that they have learned.

In order to focus on the topic, the writer needs to limit the topic of the problem. In this research, the writer limits the problem to the English vocabulary achievement of the fifth grade students of SDN 37 Pekanbaru.

The problem of this research can be formulated as follows: "How good is the vocabulary achievement of the fifth grade students of SDN 37 Pekanbaru?"

The objective of the research is to find out the vocabulary achievement of the fifth grade students of SDN 37 Pekanbaru.

The writer hopes that this study can increase the writer's knowledge in research areas, especially in the field of English vocabulary. By investigating this field, hopefully the writer can get experience how to conduct a good research. Moreover, the writer hopes that the finding of the research can provide the teacher data of SDN 37 Pekanbaru about the errors made by the students in achieving English vocabulary. After that, the writer hopes that this paper can encourage the students to achieve English vocabulary. To the writer's knowledge, nobody has done a research on this topic of SDN 37 Pekanbaru.

Gaining competence in English cannot be separated from possessing sufficient vocabulary. By having an adequate number of vocabularies, learners can understand ideas, messages and information from a text. Vocabulary as the basic element in learning process is important for beginners. According **Marlisa (2006)** it is essential that the early stages of language learning and using the second and foreign language be focused on mastering vocabulary rather than

grammar. Therefore, it is expected that teachers should be selective about using method for beginners in order to help them catch the lesson.

Foreign language students often find it difficult to learn English. One of the problems facing students in learning English is the lack of vocabulary. Vocabulary, along with grammar, is very important for learning the four language skills. By having the vocabulary, they can combine words into phrases, sentences, clauses or event paragraph.

Based on the writer's observation in SDN 37 Pekanbaru, the English teachers have many problems to teach English due to the sufficient vocabulary the students have; it is difficult for them to acquire vocabulary. They have problem in remembering the word that they have learnt. They may understand and be able to write and pronounce the words when they are learning about it, but they simply forget when the teacher tested about the words in the next meeting. **Silvia, Penny (1996)** says that the ability of teacher to guide the students is very necessary, when the teacher has readiness and competence in implementing their rote, the good quality of the students was achieve in teaching vocabulary, teachers should be able to guide students in the learning process in order for them to learn vocabulary. Teachers should stimulate students' interest to enrich their vocabulary. In order to study the achievement of the students in learning vocabulary, the writer uses tests consisting of forty questions such as multiple choices, matching the words and translation into English and Indonesian to measure.

The writer is interested in researching the vocabulary. Therefore, in this research, the writer wants to conduct **A STUDY ON THE VOCABULARY ACHIEVEMENT OF THE FIFTH GRADE STUDENTS OF SDN 37 PEKANBARU**

METHODOLOGY

This descriptive research has only one variable to describe the facts that the writer find in the field.**Gay (2000:11)** explains that a descriptive research is done to describe the facts and characteristics of a given population or areas of interest factually and accurately. It involves collecting data in order to test hypotheses or to answer question concerning the status of the subject of the study. It is useful for investigating a variety of educational problems.

There are two types of vocabulary that have stated by **Bomono (1973:83).** There are function words and contents word are the word which can't be added with preposition, auxiliary, modals, or an forms of structure, example: air plane, water fall, elementary school, and etc. while the contents words are the word which can be added with any preposition, example: take-of, take over, etc.

In this research, the descriptive research was used to describe the vocabulary achievement of the fifth grade students of SDN 37 Pekanbaru.

The result of the try out is meant to find out the level of the difficulty, and the discrimination index. The items that are not reach the standard level of difficulty ($\geq$ 30% and $\leq$ 70%), will be determined. If the correct items are less than 30% is considered as difficult items, above 70% is considered as the easy items. The items have level of difficulty out of standard level, must be changed or modified. **Heaton (1988:173)**.

To get its percentage level of the difficulty of the items, the writer used this formula:

F.V. $= \dfrac{\Sigma f x}{N}$

Where:

F.V.   : Percentage

fx : Number of correct answer

N   : The number of the respondents

(Heaton, 1988:172)

The reliability of a test is a necessary characteristic of any good test

(Heaton, 1988:153)

The reliability of the test can be calculated using this formula:

$$rii = \dfrac{N}{N-1} \; 1 - \dfrac{m(N-m)}{N(x)^2}$$

Where:

N   : The number of the items in the test

m   : The mean score on the test for all test

rii   : The reliability

nx^2 : The standard deviation of all test score

(Heaton,1975:157)

Students' scores are based on the number of their correct answer that is divided by the number of the items and the result is multiplied by 100. The scores were calculated by using this formula:

M$=\dfrac{x}{N}$x100

Where:

M   : Student's score

X   : Number of correct answers

N   :Numberof items

Table 1: The Score Categorization of Students

SCORES	LEVEL OF ABILITY
8l – 100	Excellent
61 -80	Good
21 – 40	Mediocre
21 – 40	Poor
0 – 20	Very Poor

(Haris, 1974:28)

RESULT AND DISCUSSION

In order to find out the individual score of each student, the writer divided the number of the correct answers with the total number of items and then multiplied it by one hundred. The description of the students' scores can be seen in table 2 and table 3.

Table 2
The Students Vocabulary Achievement in the Topic of Animals

Students	Number of Items	Correct Answer	Scores	Classification
1	20	17	85	Excellent
2	20	17	85	Excellent
3	20	17	85	Excellent
4	20	17	85	Excellent
5	20	17	85	Excellent
6	20	16	80	Good
7	20	16	80	Good
8	20	16	80	Good
9	20	15	75	Good
10	20	15	75	Good
11	20	15	75	Good
12	20	15	75	Good
13	20	15	75	Good
14	20	15	75	Good
15	20	15	75	Good
16	20	14	70	Good
17	20	14	70	Good
18	20	14	70	Good
19	20	13	65	Good
20	20	13	65	Good
21	20	13	65	Good
22	20	13	65	Good
23	20	13	65	Good
24	20	13	65	Good
25	20	13	65	Good
26	20	13	65	Good
27	20	12	60	Good
28	20	12	60	Mediocre
29	20	12	60	Mediocre
30	20	12	60	Mediocre
31	20	11	55	Mediocre
32	20	11	55	Mediocre
33	20	10	50	Mediocre
34	20	10	50	Mediocre
35	20	9	45	Mediocre
36	20	9	45	Mediocre
Total		**491**	**2460**	**Level of**
Average		**13.63**	**68.33**	**Ability: Good**

Table 3

The Students' Vocabulary Achievement Concerning "Fruits and Vegetables"

Students	Number of Items	Correct Answer	Scores	Classification
1	20	18	90	Excellent
2	20	17	85	Excellent
3	20	17	85	Excellent
4	20	17	85	Excellent
5	20	16	80	Good
6	20	16	80	Good
7	20	16	80	Good
8	20	15	75	Good
9	20	15	75	Good
10	20	15	75	Good
11	20	15	75	Good
12	20	15	75	Good
13	20	15	75	Good
14	20	15	75	Good
15	20	15	75	Good
16	20	14	70	Good
17	20	14	70	Good
18	20	14	70	Good
19	20	14	70	Good
20	20	14	70	Good
21	20	13	65	Good
22	20	13	65	Good
23	20	13	65	Good
24	20	13	65	Good
25	20	13	65	Good
26	20	13	65	Good
27	20	13	65	Good
28	20	12	60	Mediocre
29	20	12	60	Mediocre
30	20	12	60	Mediocre
31	20	11	55	Mediocre
32	20	11	55	Mediocre
33	20	11	55	Mediocre
34	20	11	55	Mediocre
35	20	9	45	Mediocre
36	20	8	40	Poor
Total		**495**	**2475**	**Level of Ability:**
Average		**13.75**	**68.75**	**Good**

CONCLUSIONS AND SUGGESTIONS

As mentioned in the first chapter, this study attempts to describe the students' vocabulary achievement of the fifth year students at SDN 037 Pekanbaru. After collecting the data and analyzing them, the writer concluded the research and it followed by suggestions to people that concern about this study.The last chapter presents the conclusions of the research based on the problem of the research formulated in the first chapter and the data analysis result.

The writer draws conclusions as follows:
1. Based on the analysis result, three students were in *excellent level* (8.3%), 23 students (63.8%) were in *good level*, six students (16.6%) were in to *mediocre level*, two students (5.5%) were in *poor level*, and no students is in very poor level.
2. The mean score of the students' vocabulary achievement of the fifth year students at SDN 037 Pekanbaru is 62.06. It is at *good level.*
3. After analyzing the result of the data, the writer concludes some students do not comprehend the English vocabulary.
4. Based on the result of the data, it implies they still have difficulties in achievement English vocabulary even though they have learned about it.

Concerning the conclusions above, the writer thinks that it is necessary to offer suggestions as follows:
1. The students of SDN.037 Pekanbaru should have more practice using English vocabulary in sentences to minimize the errors. The students may use English in spoken and in written form.
2. The English teachers can help the students by explaining more about English vocabulary by giving more simply examples, and using more media, so that, the students become more familiar with it. It is also important for the teachers to give more attentions and examples on the most difficult points.
3. Since the English teachers at SDN.037Pekanbaru did not graduated from English department, the writer suggested the teachers to enlarge their knowledge about English vocabulary. They should avoid using their mother tongue in teaching learning process.
4. At SDN.037Pekanbaru, the students get pictorial dictionary from the school. The teachers can use the pictorial dictionary as a media to get the students' curiosity in learning English. They enjoy learning English and improve their vocabulary achievement.

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