



An Analysis of Students' Vocabulary Mastery at SMP Gajah Mada Medan

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ABSTRACT

Vocabulary is a critical component of learning English; for students, it is the first step toward mastery of the language. To communicate effectively, students must have sufficient vocabulary, as well as the ability to utilize it correctly. As a result, the purpose of this study is to assess students' vocabulary mastery. at Gajah Mada Junior High School, specifically in grade VIII. The research method used is descriptive qualitative. In this study, the author employed vocabulary tests and interviews with students, consisting of two vocabulary tests to gather data. The results of the research indicate that the vocabulary mastery of Gajah Mada Junior High School students is still low. This is evident from the first test, where only 9 students scored above 75, and in the second test, only 2 students achieved a score of 75, with the majority of students scoring below 70

INTRODUCTION

Vocabulary mastery is one of the main requirements that determine a person's success in terms of language skills. The greater an individual's vocabularies the more likely he or she is to be fluent in the language and the easier it is for him or her to share and get knowledge both orally and in writing. According to Hornby (1995, p. 1331), "Vocabulary is the sum of all the words of a language or all the words a person knows or uses in a particular book, subject, and a list of words and their significance, especially those that have significance comes with the course material". This school of thought believes that learning a language, especially English should begin with vocabulary acquisition before moving on to other parts of the language. Vocabulary is the most important aspect of learning English as a foreign language. "Respectively of how well students learn grammatical structures or how effectively L2 looks to occur in any significant ways" (McCarthy, 1997, pp. 140-141).

A great talent or understanding of how many stocks of words in a language or alphabetical order can be regarded as vocabulary mastery. We can also define vocabulary mastery as students' capacity to fully grasp English vocabulary. As a result, many English language teachers prioritize teaching English language vocabulary over other areas of English language lessons such as grammar, speaking, reading, and writing.

Reading, writing, listening, and speaking are the four language skills that are generally taught to students in language instruction. Speaking and writing are considered to be productive or output skills, whereas reading and listening are categorized as receptive skills or input. All four skills must be taught at once to language learners. Students who can read and write well will also have high communication skills while speaking, as will those who can listen effectively. Listening and reading are receptive skills in language instruction, which means that they are meant to provide input of language for language learners. These two skills are anticipated to provide language learners with target language input. According to Gass and Selinker (2001), While the act of listening and reading alone is insufficient for acquiring a language, additional input is essential for learning a second (foreign) language. Listening is the first step in the process of learning a language, both English and other languages.

Vocabulary is an essential component of learning English; for students, it is the first step in mastering the language. A language should always start with vocabulary because it is so important. Written or spoken, it is regarded as elementary. English is introduced to and taught to students in schools as one of the required subjects, just like other significant disciplines. English is still thought of as a challenging subject and a challenging language for students to learn. The number of words in a vocabulary is the languages are made up of words (Hornby, 2002:6). According to the author Nunan (2005: 121), "the vocabulary is an accumulation of sentences that every person knows" which is why students would struggle to learn a language if they do not have an appropriate vocabulary". When it comes to learning English as a foreign

language, students find it difficult to talk or share their ideas. It requires students to have a strong command of the English language.

Vocabulary mastery is defined as knowing instead of just the words themselves and their meanings, but additionally the way the words look and are utilized in a context. Vocabulary is defined as 1) by Horn (1998: 1447) in Kasim (2011). Every word a person knows or uses. 2) Every word in a certain vocabulary. 3). The keywords and phrases that individuals employ when speaking. 4). A summary of terms with definitions, commonly seen in a language instruction book. The remark above implies that vocabulary is more than just vocabulary that learners have to learn; According to the research, when students learn English vocabulary, they must comprehend and absorb the meaning of the words to interact with one another.

Furthermore, the researchers discovered that many students still have low language mastery in the pre-research conducted in September 2023 on the eighth-grade students at SMP Gajah Mada Medan. Due to a lack of vocabulary, the students found it challenging to learn English. According to the preliminary observations, the English teachers used the conventional teaching method by using books, worksheets, and dictionaries. The teachers did not use the media in teaching. The vocabulary class was regarded as a boring subject. The students did not have fun or did not enjoy during the class. Their daily activities at vocabulary lessons seemed uninterested. Moreover, the test results of vocabulary during the examination were dissatisfactory. This problem of vocabulary mastery also influenced the students' achievement in communication. Furthermore, it has not done the same research about vocabulary mastery at SMP Gajah Mada Medan. This phenomenon is the reason why the researchers chose this school.

LITERATURE REVIEW

Kinds of Vocabulary

According to experts, many different categories exist for vocabulary. Harmer (1991, p.159) claims that it is divided into:

1. Active Vocabulary

Harmer defines active vocabulary as words that have been introduced to students with the goal that they will use them.

2. Passive Vocabulary

The term "passive vocabulary" refers to terms that students will encounter but likely won't be able to construct on their own.

Furthermore, according to Good (1959, p. 644), vocabulary is divided into four categories:

1. Oral Vocabulary

Oral vocabulary refers to the words that individuals use to communicate actively and understandably.

2. Writing Vocabulary

Writing vocabulary is the language employed in writing a piece of writing.

3. Listening Vocabulary

The listening vocabulary is the speaker's words that the listener understands, and it may also be argued that the speaker's message is successfully delivered to the listener because words in speech can be interpreted.

4. Reading Vocabulary

The latter are terms that are understandable when read aloud.

According to Freeman (2000: 9-21), there are several approaches to increase vocabulary competence:

a. A literary passage translated

Students translate a reading excerpt into their mother tongue from the language with the most speakers. The reading piece served as the focus of numerous courses, with subsequent lessons studying the passage's vocabulary and grammatical structures.

b. Synonym and antonym

Finding synonyms and antonyms within the reading passage is required of the students once they are given a set of terms.

c. Complete the gaps

A collection of missing word phrases is presented to the students. They fill in the gaps with fresh vocabulary or specific grammar structures, like prepositions or verbs in various tenses.

d. Memorization

Lists of vocabulary terms from the target language are presented to the students, and they grammatical structures in their native tongues and are required to memorize them.

e. Make sentences out of words

Students build up sentences in which they apply new terminology to demonstrate that they comprehend its meaning and application.

f. Structure

The subject for the student's writing in the target language is provided by the teacher. The topic is based on a portion of the lesson's reading text. Students may occasionally be requested to create a synopsis of the reading text rather than a composition.

Students are typically introduced to new words found in text before teachers explain what those words signify. Because of this, students think of learning vocabulary as learning a ton of new terms along with their definitions in the target language. They are unable to express themselves verbally in their proper context. The truth is that a lot of students understood how important to learn a foreign language, vocabulary is essential. They employ a variety of tactics to increase their vocabulary, such as keeping a bilingual dictionary with them at all times so they can look up any words they are unsure of. However, it soon becomes clear that bringing a bilingual dictionary is ineffective since students frequently forget the words they write down as soon as they do.

By mastering vocabulary, students can improve their expression and communication skills. This would make it easier for them to comprehend the meaning of English words spoken or written. Furthermore, comprehensive recognition of English language vocabulary could assist students in sharing their

thoughts, ideas, and sentiments toward individuals more easily and effectively than using body gestures for those who lack vocabulary mastery. The more students master the English language the more language they have, the easier it is for them to understand meanings. This might be demonstrated in reading comprehension because language knowledge is essential for reading comprehension.

According to the explanation above, the researchers are interested in carrying out the study titled: "An Analysis of Students' Vocabulary Mastery at SMP Gajah Mada Medan".

The Problems of the Study

The following are the study's problems:

1. How is the vocabulary mastery among the Eighth-Grade students of SMP Gajah Mada Medan?
2. What are the difficulties in vocabulary mastery for the Eighth-Grade students of SMP Gajah Mada Medan?

The Objectives of the Study

1. To learn about the vocabulary mastery of students in the eighth grade at SMP Gajah Mada Medan.
2. To find out the difficulties of students' vocabulary mastery in the eighth grade of SMP Gajah Mada Medan.

The Scope of the Study

The study is being conducted in class VIII at SMP Gajah Mada Medan with 30 students. Additionally, this study is only conducted in one class. The goal of this research is to learn about the student's vocabulary mastery and their difficulties in vocabulary mastery.

The Significance of the Study

The advantage is that studies generally can be utilized as reference material for future research, and basic research can be used as resources for educators to enhance the quality of learning. After all, the goal already exists. The results obtained are useful for the author and other writers. There are several important advantages to be gained from conducting this research:

1. For the Teachers

The researchers hope that this research will help educators who teach English improve their teaching skills.

2. For the Students

The researchers think that This study will assist students in improving their vocabulary mastery as well as their abilities.

3. For the other Researchers

The researchers believe that other people will be able to use this research as a source of information for researchers' interests in the same topic.

Relevances Studies

There are several precedents research studies on vocabulary mastery. In this study, the researchers cited some of them as comparisons and references, such as:

1. The research done by Simanungkalit (2018), "An Analysis of Vocabulary Mastery in the Context of the Sixth Semester at FKIP-UIR English

Language Education," school year 2017-2018. According to the study findings, FKIP-UIR sixth-semester English Language Education students had a low level of vocabulary knowledge in context. It was discovered using some language indicators, such as nouns, verbs, and adjectives. Only three out of the 26 total students received a "Good Level," three received a "Fair Level," and 20 received a "Poor Level." We can infer from the previous explanation that the majority of kids perform poorly in vocabulary mastery in context.

2. The research conducted by Dewi Riyani Puspitasari (2018) regarding "Use of Audio Visual Media to Improve Vocabulary Mastery in Grade 7 Middle School Students at Mts Ittihad Maiarif Nu 1 West Purwokerto", researchers conducted research including the lack of understanding in English words with research materials, namely storytelling, and games, moreover this research applied the CAR (Classroom Action Research) method with quantitative research. Dewi used tests given to students in the form of a series of questions and exercises that aimed to determine students' abilities and measure the extent of their vocabulary mastery.

All relevant research above is closely related to the study that will be conducted on SMP Gajah Mada Medan eighth-grade students, yet there are some important variances. "An Analysis of Vocabulary Mastery in the Context of the Six Semester at English Language Education at FKIP-UIR," Simanungkalit (2018)" examines weak vocabulary using some language indicators, such as nouns, verbs, and adjectives.

Moreover, in Dewi Riyani Puspitasari's (2018), "Use of Audio-Visual Media to Improve Vocabulary Mastery in Grade 7 Middle School Students at Mts Ittihad Maiarif Nu 1 West Purwokerto" researchers researched the lack of understanding of English words with research materials (storytelling and games) and applied the CAR (Classroom Action Research) with the quantitative method. The primary learning objectives may focus on the four skills; grammar, vocabulary, function, or strategic competence.

Meanwhile, in this study, the researchers solely analyze the students' vocabulary mastery at SMP Gajah Mada Medan's Eighth Grade and the obstacles that students encounter in vocabulary acquisition. Moreover, this study applies the Descriptive Qualitative method.

METHODOLOGY

Research Design

A Descriptive Qualitative Analysis was used in this research. The test is given to the students to get the primary data. In addition, during the research, it will be also carried out the interview. The researchers will interview both the students and the teachers. The descriptive qualitative data is then gathered. Furthermore, Moleong (in Hidayati, 2016: 38) defined Descriptive Qualitative data as information generated and collected in the form of words, images, and descriptions rather than statistics.

Time and Place of Research

This study will be carried out at SMP Gajah Mada Medan which is located at Jl H.M Said No 19 Medan Timur in October 2023.

The Subject of Research

This study will be conducted in class VIII at SMP Gajah Mada Medan which consists of 30 students. Additionally, this study is only conducted in one class. This study aims to examine the student's vocabulary mastery and the difficulties in vocabulary mastery.

The Instrument of Research

An instrument for study is an instrument used to gather, measure, and evaluate data about your topic. Research instruments can be tested and interviewed. In this study, the researchers use instruments as follows:

A. Test

The test technique involves implementing an evaluation by giving a sequence of questions that the test subject must correctly respond to. The test consists of a sequence of questions, activities, and other instruments that are intended to assess a person's or group's knowledge, skills, abilities, or talents.

Students are given quizzes via paper of the questions and they are requested to respond to the questions based on the researcher's instructions. The researchers will then review and gauge their responses.



Figure 1. Test 1



Figure 2. Test 2

B. Interview

Kvale (1996: 174) defines an interview as "a conversation, the objective of which is to collect a description of the interviewee's (life-word) regarding their understanding of the significance of the "explained phenomena."

The researcher will inquire after the students have completed the questions to see if they understood them or if they had any trouble responding to the vocabulary questions. The researcher will then note these difficulties.



Figure 3. Interview

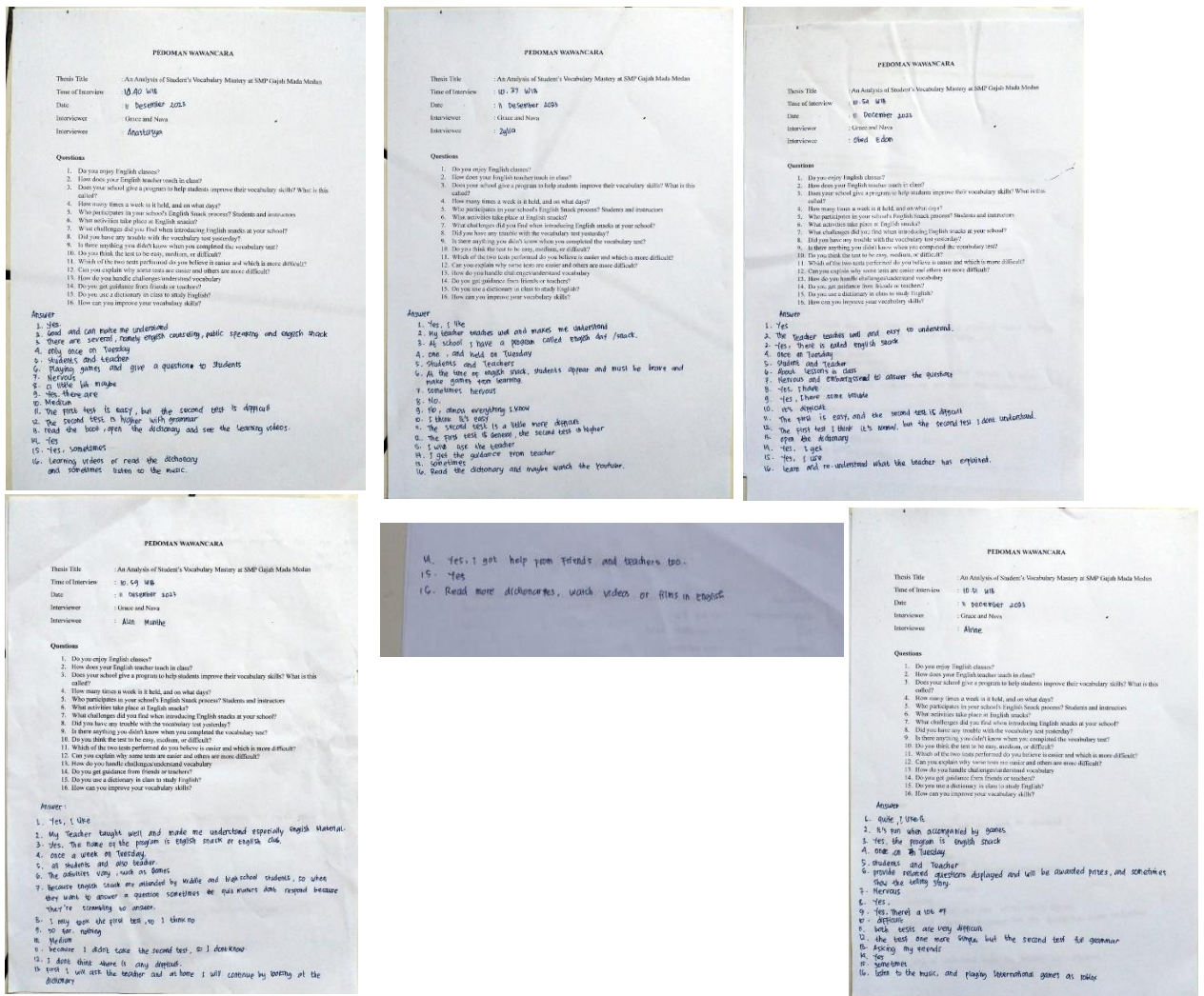


Figure 3. Result of Interview

The Procedure for Collecting Data

The students will be given the vocabulary test in the forms of “multiple choice” and “fill in the blanks” on the paper. Then the test will be collected by the researchers. The interview will also be carried out to complete the data.

The Technique of Data Analysis

To be able to get to a conclusion, data analysis is a technique that is used. Data analysis consists of categorizing data, summarizing it in units, synthesizing, gathering into patterns, deciding which ones are significant and what will be investigated, and producing conclusions that are simple to comprehend for oneself and others (Sugiyono, 2010: 335).

The process of carefully searching for and compiling data gathered via tests, interviews, field notes, and documentation is known as data analysis. The vocabulary test questions are distributed by paper as the first data reduction. Then, based on the researchers' instructions, the students are required to respond to quizzes. The second data reduction comes from an interview with students in which they are questioned about any challenges they have encountered when responding to vocabulary tests.

Data display comes next, the process of presenting the data or the result is known as data display. The data visualization shows how well the students used their vocabulary to respond to the vocabulary questions. The scoring is the source of the first data display. The researchers submitted all the questions and evaluated the responses from the students. The second method of data display involves interviewing the students and recording a transcript of the challenges they faced. In any case, the data are restructured, and the researchers connect all of those data.

Not least among other things is formulating conclusions. The goal of this conclusion is to examine the students' vocabulary proficiency in answering vocabulary questions. The conclusion is formed based on the study of the data. The researchers believed that their explanation of how students' language mastery affects their ability to correctly answer vocabulary questions would be understandable.

RESULTS

Before starting data analysis, researchers presented vocabulary questions on paper to 31 students and conducted interviews with 5 students in VIII Grade at Gajah Mada for the 2023- 2024 academic year. Researchers administered two vocabulary exams in class VIII at Gajah Mada Junior High School to determine the breadth of students' vocabulary mastery. On November 16th, 2023, researchers administered the first test to 21 students. The first test is a basic-level vocabulary test that includes multiple choice questions, an essay test, true or false questions, and translation. This first study was conducted to test their vocabulary mastery before progressing to questions with a higher reach. The researchers then conducted a second test on November 23rd, 2023, with a higher level of questions including translation, circle parts of speech, basic tenses, and fill-in-the-blanks from short story of narrative text. This second test was attended by 29 students and the goal of this second test is to compare students' vocabulary mastery from tests 1 and 2 so that researchers can form conclusions regarding class VIII students' vocabulary mastery.

As a result, the table below displays the total amount of correct responses submitted by the students.

Table 1. Students' Correct Answers in Tests 1 and 2

No	Initial Names of Students	Correct Answer Test 1	Correct Answer Test 2
1	AAAM		32
2	ATM	38	-
3	AF	-	27
4	AS	39	41
5	ABR	32	31
6	AD	34	13
7	AGS	-	18
8	CZM	-	33
9	DMT	29	22

10	DYN	-	37
11	DAKS	28	20
12	FW	35	35
13	ID	29	21
14	JPWS	29	24
15	JM	31	-

Table 2. Students' Correct Answers in Tests 1 and 2

No	Initial Names of Students	Correct Answer Test 1	Correct Answer Test 2
16	LCP	36	30
17	MNS	33	26
18	OE	30	21
19	OZS	-	31
20	RG	28	20
21	RAS	-	33
22	SLL	-	30
23	SAP	17	12
24	SA	-	36
25	SL	31	33
26	SMR	13	11
27	TR	-	30
28	TMN	23	14
29	WA	20	15
30	ZCW	38	40
31	EF	25	17

After checking the students' answers, the following type of counting will be used to assign a score to the students:

$$S = \frac{CA \times 100}{TQ}$$

S = Score

CA= Correct Answer

TQ = Total Question

Table 3. Students' Score in Tests 1 and 2

No	Initial Names of Students	Score Test 1	Score Test 2
1	AAAM	-	64
2	ATM	93	-
3	AF	-	54
4	AS	95	82
5	ABR	78	62
6	AD	82	26
7	AGS	-	36
8	CZM	-	66
9	DMT	70	44
10	DYN	-	74

11	DAKS	67	40
12	FW	85	70
13	ID	70	42
14	JPWS	71	48
15	JM	75	-

Table 4. Students' Score in Tests 1 and 2

No	Initial Names of Students	Score Test 1	Score Test 2
16	LCP	88	60
17	MNS	81	52
18	OE	-	42
19	OZS	73	62
20	RG	68	40
21	RAS	-	66
22	SLL	-	60
23	SAP	40	24
24	SA	-	72
25	SL	76	66
26	SMR	31	22
27	TR	-	60
28	TMN	56	28
29	WA	49	30
30	ZCW	92	80
31	EF	59	34

After collecting the score, the researchers provide the vocabulary score specifics, which are shown in the table below.

Table 5. The Detail Student's Vocabulary Score in Test 1

Score Range	Frequency
<70	7
70-75	5
>75	9
Amount	21

Table 6. The Detail Student's Vocabulary Score in Test 2

Score Range	Frequency
<70	24
70-75	3
>75	2
Amount	29

During the first test, only 21 students participated whereas 31 students were expected to participate. 10 students were unable to take the test because they were scheduled to take a monthly follow-up exam with their English subject teacher. Meanwhile, 29 students took part in the second test, with 2 students missing out because they were sick or were unable to attend. Based on the findings, the researcher concluded that the student's vocabulary was still lacking.

After the completion of the vocabulary test, the researchers conducted extra interviews with 11 students on the 11th of December 2023, tackling the difficulties of working on questions to how each student's mastery to understand vocabulary was.

According to the results of the interviews:

1. Some students have trouble answering essay questions and filling in the blanks due to a lack of vocabulary knowledge.
2. Some students think the question. As a result, they are unable to respond.
3. Some students also stated that the questions were easy to somewhat difficult.
4. Every Tuesday, Gajah Mada School presents an English Snack activity to help students improve their vocabulary and English language skills.
5. The majority of students agree that retaining and using the words supplied by the teacher is the best way to learn vocabulary.
6. Some students claim that to increase their vocabulary mastery, they must actively watch learning videos on YouTube or listen to and translate English music.

Besides the interviews, researchers gathered data from students' responses to vocabulary questions. Based on the findings and interviews, researchers found that many students continue to struggle with vocabulary development since they rarely know and memorize multiple English terms. As a result, if a student wishes to improve their vocabulary, they must learn more English. They should read more English novels, use dictionaries, and acquire new words to improve their vocabulary. They should also practice answering vocabulary questions and writing down or recalling new terminology they hear more frequently. This improves students' ability to master vocabulary.

DISCUSSIONS

Before performing this research, the researcher observed teachers who teach in class VIII at Gajah Mada Junior High School to evaluate students' vocabulary mastery in English courses. The students were then evaluated twice on different days to determine their level of vocabulary understanding. According to the findings of this study, the majority of students still have relatively low vocabulary.

Based on the results and interviews, the researchers conclude that there are still many students who struggle with vocabulary development since they rarely know and memorize multiple terms in English. As a result, if a student wants to enhance their vocabulary skills, they must learn more language. To improve their vocabulary, they should read more English books and learn new words. They should also practice answering vocabulary questions more frequently, as well as write down or recall new terminology they discover. This will improve student's capacity to master vocabulary.

VOCABULARY TEST

Name : Zilfa clavis usen Date : 11-11-2023
 Class : VIII (C) Score : 91,9

PART 1. Choose the correct answer!

- Please put the plate ... the table.
 A. On C. At
 B. In D. Under
- The Computer is so Expensive. What is the meaning of "EXPENSIVE" in Bahasa?
 A. Murah C. Besar
 B. Mahal D. Kecil
- You ... Fried rice
 A. Paint C. Wash
 B. Cook D. Hang
- She ... the floor
 A. Making C. Is cooking
 B. Sweeping D. Is Sweeping
- What is the meaning of "FLOOR" in Bahasa?
 A. Cermin C. Lantai
 B. Tepung D. Lemari
- What is it?
 A. It is a ruler
 B. It is a pen
 C. It is a book
 D. It is a bag
- How do you say "SISIR" in English?
 A. Clock C. Hanger
 B. Blanket D. Comb
- I ... my teeth every day
 A. Sweep C. Take
 B. Eat D. Brush
- I ... on my bed
 A. Sheep C. Swim
 B. Play D. Sleep

VOCABULARY TEST

Name : Zilfa clavis usen Date : 11-11-2023
 Class : VIII (C) Score : 91,9

PART 2. Write the meaning of the words below in Bahasa and in English

a. Dictionary : kamus
 b. Pencil Case : kotak pensil
 c. Announcement : pengumuman
 d. Plane : pesawat
 e. Conversation : perbincangan
 f. Disiplin : disiplin
 g. Marah : marah / Angry
 h. Surat : letter
 i. Perpustakaan : library
 j. Kepala Sekolah : principal

PART 3 Pair the sentences below with the correct meaning

Pillow	A. Bendera
Bitter	B. Gelap
Wear	C. Bantal
Go	D. Pergi
Exam	E. Pahit
Flag	F. Memakai
Dark	G. Ujian

PART 4 Choose one of true (T) or false (F) that you think is the right answer. Then circle (O) the answer that you think is correct!

- Corn is red (T) or (F)
- A dog is an animal (T) or (F)
- The snake doesn't have feet (T) or (F)
- Cucumber is very salty (T) or (F)
- Tomato is a vegetable (T) or (F)

PART 5

a. Change the sentences below into English

- Dapatkah saya membantumu? (Can I help you?)
- Jam berapa sekarang? (What time is it?)
- Siapa namanya? (What is her/his name?)
- Iu ide yang bagus (That is a great idea)
- Hari apa besok? (What day is tomorrow?)

b. Changes the sentences below into Indonesia

- I want to go to the bookstore. (Saya mau pergi ke toko buku)
- Let's go to the library. (Ayo pergi ke perpustakaan)
- What is your name? (Apa nama mu?)
- I don't like this music. (Saya tidak suka musik ini)
- Can I borrow your mobile phone? (Bisa saya pinjam hp mu?)

VOCABULARY TEST

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 Class : VIII (C) Score : 91,9

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 Class : VIII (C) Score : 91,9

PART 2. Write the meaning of the words below in Bahasa and in English

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 d. Plane : pesawat
 e. Conversation : perbincangan
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PART 5

a. Change the sentences below into English

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- What is your name? (Apa nama mu?)
- I don't like this music. (Saya tidak suka musik ini)
- Can I borrow your mobile phone? (Bisa saya pinjam hp mu?)

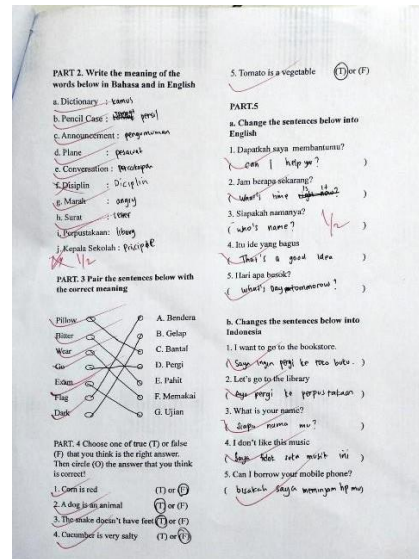
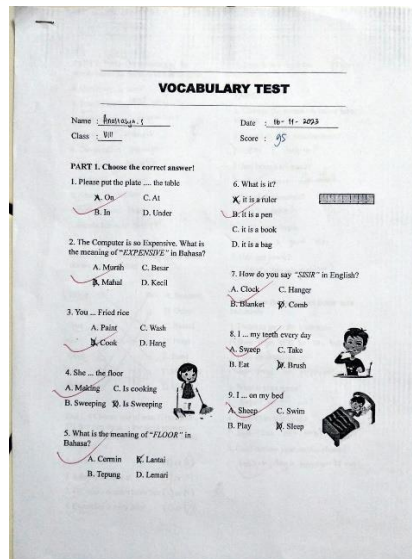
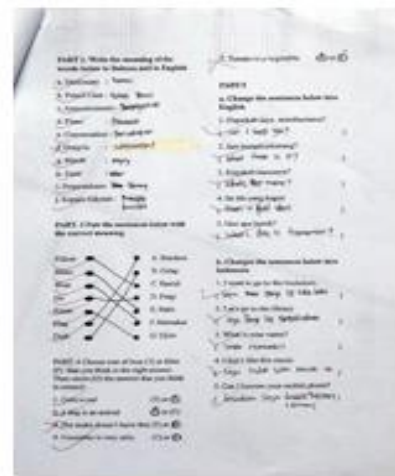
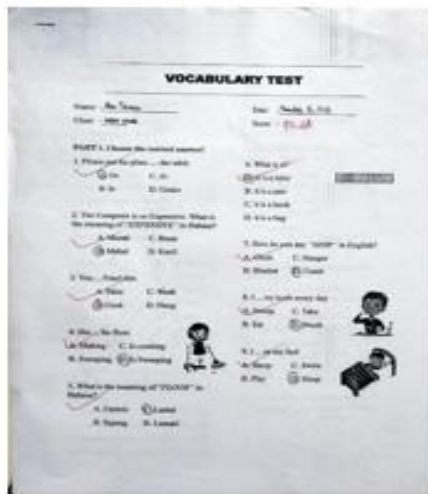


Figure 4. Instrument and Result of Vocabulary Test 1

VOCABULARY TEST 02

Name: P. M. H. H. Date: 23-11-2023
 Class: VIII SMP Score: 28

Part 1. Translate the words into Indonesian.

1. Village: <u>Kampung</u>	11. Explain: <u>menjelaskan</u>
2. Hungry: <u>Lapar</u>	12. Bitter: <u>asam</u>
3. Forest: <u>Hutan</u>	13. Fat: <u>gemuk</u>
4. Lucky: <u>Beruntung</u>	14. Horse: <u>kuda</u>
5. Catch: <u>menangkap</u>	15. Ability: <u>kemampuan</u>
6. Help: <u>membantu</u>	16. Weight: <u>berat</u>
7. Grade: <u>kelas</u>	17. Tabernacle: <u>tempat ibadah</u>
8. Busy: <u>siagian</u>	18. Confident: <u>percaya diri</u>
9. Lazy: <u>malas</u>	19. Towel: <u>handuk</u>
10. Crazy: <u>gila</u>	20. Lettuce: <u>selada</u>

Part 2. Circle the correct class of each word below.

1. Starving	: Noun	Verb	(Adjective)
2. Star	: Noun	Verb	(Adjective)
3. Act	: Noun	Verb	(Adjective)
4. Amazing	: Noun	Verb	(Adjective)
5. Brave	: Noun	Verb	(Adjective)
6. Action	: Noun	Verb	(Adjective)
7. Fire	: Noun	Verb	(Adjective)
8. Classroom	: Noun	Verb	(Adjective)
9. Tall	: Noun	Verb	(Adjective)
10. Cheap	: Noun	Verb	(Adjective)

Part 3. Complete each sentence with correct words.

- Her father _____ seven years ago (death/died/dead)
- The _____ is unpredictable. Today is sunny but maybe tomorrow will be raining. (weather/feather/leather)
- I am _____ I need to eat something. (thirsty/hungry/sleepy)
- We _____ to go on beach vacation next summer (plan/plans/plains)
- My friend is a _____ person (succeed/succesd/successful)
- My brother _____ a movie yesterday. (seen/see/saw)
- The birds are _____ above my house. (flying/trying/crying)
- He is a _____ man in the city. He has many assets. (reach/rich/read)
- My friends never tells me the _____. She always lies to me (true/three/truth)
- Miss Grace And Miss Nava are _____ in the English class. (teach/teaching/trying)

Part 4. Fill the blanks with the word provided and change the form of the words into past tense if necessary.

The Cows on the Lion

There _____ (is) a village near a jungle. The village cows used to go up to the jungle in search of food. In the forest, there _____ (live) a wicked lion. He used to kill a cow now and then eat her. This was happening for quite sometimes. The cows _____ (are) frightened.

One day, all the cows _____ (hold) a meeting. An old cow _____ (say), " Listen everybody, the lion _____ (eat) one of us only because we go into the jungle separately. From now on we will all be together". From then on all the cows _____ (go) into the jungle in a herd. When they _____ (hear) or _____ (see) the lion all of them were united too moo and _____ (chase) him away.

VOCABULARY TEST 02

Name: Elio Ego Date: Kemay
 Class: VIII Score: 23-11-2023 (32)

Part 1. Translate the words into Indonesian.

1. Village: <u>Desa</u>	11. Explain: <u>menjelaskan</u>
2. Hungry: <u>Lapar</u>	12. Bitter: <u>asam</u>
3. Forest: <u>Hutan</u>	13. Fat: <u>gemuk</u>
4. Lucky: <u>Beruntung</u>	14. Horse: <u>kuda</u>
5. Catch: <u>menangkap</u>	15. Ability: <u>kemampuan</u>
6. Help: <u>Membantu</u>	16. Weight: <u>berat</u>
7. Grade: <u>Kelas</u>	17. Tabernacle: <u>tempat ibadah</u>
8. Busy: <u>siagian</u>	18. Confident: <u>percaya diri</u>
9. Lazy: <u>Malas</u>	19. Towel: <u>handuk</u>
10. Crazy: <u>Gila</u>	20. Lettuce: <u>selada</u>

Part 2. Circle the correct class of each word below.

1. Starving	: Noun	Verb	(Adjective)
2. Star	: Noun	Verb	(Adjective)
3. Act	: Noun	Verb	(Adjective)
4. Amazing	: Noun	Verb	(Adjective)
5. Brave	: Noun	Verb	(Adjective)
6. Action	: Noun	Verb	(Adjective)
7. Fire	: Noun	Verb	(Adjective)
8. Classroom	: Noun	Verb	(Adjective)
9. Tall	: Noun	Verb	(Adjective)
10. Cheap	: Noun	Verb	(Adjective)

Part 3. Complete each sentence with correct words.

- Her father _____ seven years ago (death/died/dead)
- The _____ is unpredictable. Today is sunny but maybe tomorrow will be raining. (weather/feather/leather)
- I am _____ I need to eat something. (thirsty/hungry/sleepy)
- We _____ to go on beach vacation next summer (plan/plans/plains)
- My friend is a _____ person (succeed/succesd/successful)
- My brother _____ a movie yesterday. (seen/see/saw)
- The birds are _____ above my house. (flying/trying/crying)
- He is a _____ man in the city. He has many assets. (reach/rich/read)
- My friends never tells me the _____. She always lies to me (true/three/truth)
- Miss Grace And Miss Nava are _____ in the English class. (teach/teaching/trying)

Part 4. Fill the blanks with the word provided and change the form of the words into past tense if necessary.

The Cows on the Lion

There _____ (is) a village near a jungle. The village cows used to go up to the jungle in search of food. In the forest, there _____ (live) a wicked lion. He used to kill a cow now and then eat her. This was happening for quite sometimes. The cows _____ (are) frightened.

One day, all the cows _____ (hold) a meeting. An old cow _____ (say), " Listen everybody, the lion _____ (eat) one of us only because we go into the jungle separately. From now on we will all be together". From then on all the cows _____ (go) into the jungle in a herd. When they _____ (hear) or _____ (see) the lion all of them were united too moo and _____ (chase) him away.

VOCABULARY TEST 02

Name: Amel P. R. R. M. S. Date: 23/11/2023
 Class: VIII Score: 29

Part 1. Translate the words into Indonesian.

1. Village: <u>Desa</u>	11. Explain: <u>menjelaskan</u>
2. Hungry: <u>Lapar</u>	12. Bitter: <u>asam</u>
3. Forest: <u>Hutan</u>	13. Fat: <u>gemuk</u>
4. Lucky: <u>Beruntung</u>	14. Horse: <u>kuda</u>
5. Catch: <u>menangkap</u>	15. Ability: <u>kemampuan</u>
6. Help: <u>Membantu</u>	16. Weight: <u>berat</u>
7. Grade: <u>Kelas</u>	17. Tabernacle: <u>tempat ibadah</u>
8. Busy: <u>siagian</u>	18. Confident: <u>percaya diri</u>
9. Lazy: <u>malas</u>	19. Towel: <u>handuk</u>
10. Crazy: <u>gila</u>	20. Lettuce: <u>selada</u>

Part 2. Circle the correct class of each word below.

1. Starving	: Noun	Verb	(Adjective)
2. Star	: Noun	Verb	(Adjective)
3. Act	: Noun	Verb	(Adjective)
4. Amazing	: Noun	Verb	(Adjective)
5. Brave	: Noun	Verb	(Adjective)
6. Action	: Noun	Verb	(Adjective)
7. Fire	: Noun	Verb	(Adjective)
8. Classroom	: Noun	Verb	(Adjective)
9. Tall	: Noun	Verb	(Adjective)
10. Cheap	: Noun	Verb	(Adjective)

Part 3. Complete each sentence with correct words.

- Her father _____ seven years ago (death/died/dead)
- The _____ is unpredictable. Today is sunny but maybe tomorrow will be raining. (weather/feather/leather)
- I am _____ I need to eat something. (thirsty/hungry/sleepy)
- We _____ to go on beach vacation next summer (plan/plans/plains)
- My friend is a _____ person (succeed/succesd/successful)
- My brother _____ a movie yesterday. (seen/see/saw)
- The birds are _____ above my house. (flying/trying/crying)
- He is a _____ man in the city. He has many assets. (reach/rich/read)
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Part 4. Fill the blanks with the word provided and change the form of the words into past tense if necessary.

The Cows on the Lion

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One day, all the cows _____ (hold) a meeting. An old cow _____ (say), " Listen everybody, the lion _____ (eat) one of us only because we go into the jungle separately. From now on we will all be together". From then on all the cows _____ (go) into the jungle in a herd. When they _____ (hear) or _____ (see) the lion all of them were united too moo and _____ (chase) him away.

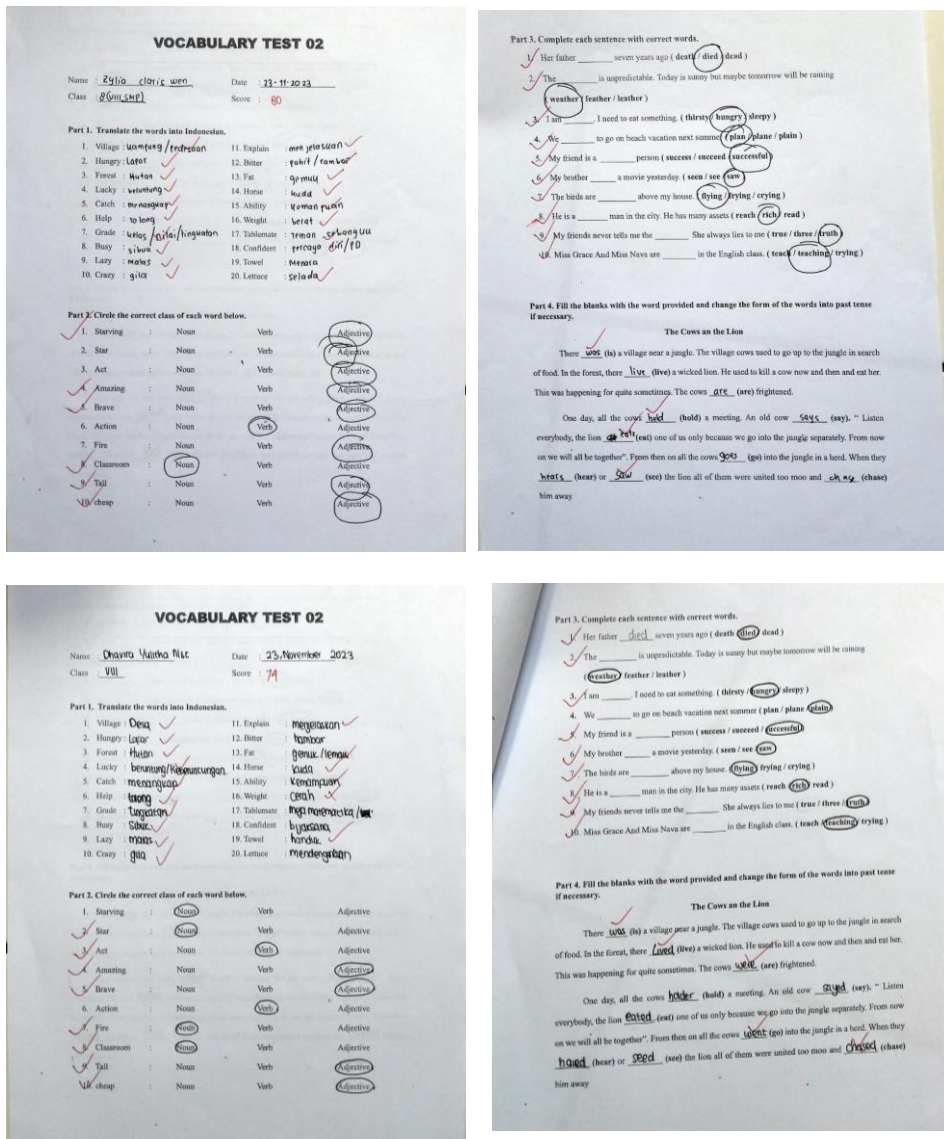


Figure 5. Instrument and Result of Vocabulary Test 2

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the findings of the test's vocabulary results and interview sessions with students, the researcher came to numerous conclusions from this study:

1. Based on the vocabulary provided to students, we can assume that the majority of students continue to struggle with answering the questions presented during tests 1 and 2
2. This is demonstrated by the results of just 9 students who achieved a score of 75 or higher on the test. First, while in the second test only 2 students managed to get a score above 75. Meanwhile, most of the students got a score below 70

3. Researchers determined from interviews with students that they enjoyed learning English but found it difficult to take the examinations given due to a lack of vocabulary knowledge.
4. From interviews with students, researchers concluded that many students had difficulty answering questions because some of the words in the questions were new to them or they did not yet know.
5. Based on student interviews, they think the greatest way to learn vocabulary is to write down and recall new terms provided to them, or to use a dictionary. The students also believed that to improve their vocabulary mastery, they needed to watch learning videos on YouTube as well as listen to English songs.

Recommendations

Following an investigation, researchers will provide the following suggestions:

1. English professors should develop new approaches for teaching vocabulary to students.
2. In Every lesson, English teachers must present new words to students to enhance their vocabulary.
3. Students should increase their vocabulary by reading more English books, singing English songs, and looking up definitions in dictionaries. Students can also use YouTube to find learning materials.
4. Teachers and students must collaborate to boost students' self-esteem when practicing language skills.

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The researcher sincerely hopes that this study can be beneficial for researchers, especially, and generally for readers, contributing to the advancement of the education world, particularly in English language learning.

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