AN ANALYSIS ON THE STUDENTS' ABILITY IN UNDERSTANDING VOCABULARY AT FIRST YEAR STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM (TBI) STAIN PADANGSIDIMPUAN

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ABSTRACT

Penelitian ini mengangkat masalah penguasaan kosa kata bahasa Inggris mahasiswa Program STudi Tadris Bahasa Inggris STAIN Padangsidimpuan. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif dimana peneliti ingin mendeskripsikan tentang penguasaan kosakata bahasa Inggris mahasiswa. Dari hasil penelitian ditemukan bahwa mahasiswa lemah dalam memahami kosa kata terkaitdalam penggunaan prefix, suffix, synonym, antonym, polisemy, homonym dan hyponym. Dalam mengatasi masalah tersebut dosen menjelaskan dan memberikan contoh – contoh tambahan serta memberikan tugas - tugas terkait, dan juga selalu memebrikan motivasi agar mahasiswa belajar dengan lebih baik.

Key Word: Analysis, Students' Ability, Vocabulary, and Understanding Vocabulary

INTRODUCTION

Vocabulary is very important in daily life. Vocabulary is need by human in communication. The human does not do communication or does not use language without comprehending vocabulary. Vocabulary can be arrange becomes a sentences and the sentences can be use as a language. Besides, vocabulary is basic element of English material. The students does not have skill in English without mastering English vocabulary.

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Allah SWT said in Holy – Qur'an (Q.S : Al – Baqarah : 31) .

وَعَلَّمَ ءَادَمَ ٱلۡأَسۡمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمۡ عَلَى ٱلۡمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسۡمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمۡ صَـٰدِقِينَ ﴿٣١﴾

Meaning : " And He taught Adam the names (of everything), then He showed to Angels and said : "Tell Me the names of these if you truthful".[3]

From above verse told us that first, Allah SWT taught Adam as the names (of everything). Allah SWT taught Adam as by Angle. Angle taught Adam as about names of Angles and family of Adam as. Then Allah SWT asked to Angle about the names studied by Adam. Then Angle said to They (Adam) : "those things and its names". After those Allah SWT said to Adam as "Told Me the names of these if you truthful".

Further vocabulary can develop easily with understanding vocabulary likes ; word formations such as ; prefix, suffix and synonym, antonym, polysemy, homonym and hyponym. Its can help the students to comprehend English easily and the students can develop four skills.

Actually, the students of the first year at TBI STAIN Padangsidinpuan did not use English well in daily life and the students did not develop four skills because the students did not understand vocabulary. The students did not have many vocabularies. The students were understood vocabulary few.

Based on the above descriptions, the researcher interesting in conduct a research in the title **An Analysis on the Students' Ability in Understanding**

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[3] Muhammad Muhsin Khan, *The Noble Qur'an in the English Language* (Saudi Arabia : Islamic University Al-Madina Al-Munawwara, 1994), p. 8.

Vocabulary at First Year Students of English Education Study Program (TBI) STAIN Padangsidimpuan.

METHODOLOGY

This research was done qualitative descriptive. This research was done a content analysis method with kind is manifest coding. It was used to describe the students' ability in understanding vocabulary at first year students of English Education Study Program (TBI) STAIN Padangsidimpuan.

The source of data this research consist of : primary data to the class TBI– 3 first year second semester was 37 students and secondary data, the data was collected from vocabulary lecturer**.** The instrument of collecting data, the researcher was chosen the instrument of collecting data in this research. There were: interview and test.

The techniques of data analysis, the researcher was used tabulation of the data was done to accounted and it was given the score to students answered though the test and the researcher was taken on the table that consist of alternative answer, frequency any percentage those all, to obtain the percentage of the students' answered and the researcher was put the students scores on the table by using the formula below:

$$P = f / N \times 100 \%$$

Explanation:

F = Frequency

N = Sum of the samples

P = Percentage.

THEORETICAL DESCRIPTION

Analysis

Analysis is collect information that can be used to develop a profile of the language needs of a group of learners in order to be able to make decision about the goals and content of a language course.[4] Analysis is study of planned complex series of procedures to decide the quickest, most efficient order for carrying out those procedures.[5] According to Simon Blackburn said that analysis is the process of breaking a concept down into more simple parts, so that its logical structure is displayed.[6] Based on the explanations above that analysis is collect information that can be used to develop a profile of students in understanding vocabulary.

Students' Ability

According to Hornby state that the students is a person studying at a school, college, university, etc.[7] while in Indonesia dictionary the student is a learner especially on the grade of elementary, junior, and senior high school.[8] Ability is capacity or power.[9] Mariam says that "Ability is a quality or being able, especially in physical, mental or legal power to perform".[10]

Based on the definitions above that the researcher concluded that the student is a person have capacity or power in understanding vocabulary that the students is studying in university.

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[4] Jack C. Richards, *Curriculum & Development in Language Teaching* (America : Cambridge University Press, 2011), p. 90.

[5] A.S. Hornby, A P Cowie, et. al., *Oxford Advanced Learner's Dictionary of Current English* (New York : Oxford University Press, 1974), p. 29.

[6] Simon Blackburn, *"Oxford Dictionary of Philosophy"* (*htt.www.co.au accessed* at June 04, 2013 retrieved on 11 pm).

[7] A.S. Hornby, A P Cowie, et. al, *Op. Cit*., p. 1344

[8] Tim Penyusun Kamus Pusat Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2005), p. 1077

[9] A.S. Hornby, A P Cowie, et. al, *Op. Cit*., p. 2.

[10] A. Mariam Webste, *Webster's Colegiate Thesaurus* (USA : Massa Chusettes 1976), p. 33.

Definition Vocabulary

Vocabulary is one of the most obvious components of language and one of the first things applied linguistic turned their attention.[11] Vocabulary is groups of word should be learned as units.[12] According Shirly Burnidge says "Vocabulary is all the words in language list of words in lesson or books, all the word that one person knows".[13]

According to Hornby stated that the vocabulary as the total number of words which (with rules for combining them).[14] According to Penny said that : "Vocabulary can be defined, roughly, as the words we teach in the foreign language".[15] According to Barnhart said that vocabulary as : "...(1) Stock of words used by person, class of people, profession, etc. (2) A collection or list of words, usually in alphabetical order and defined".[16]

According to Jack C. Richard and Willy A Renandya says "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write". [17] According to Thomas Nelson says "Vocabulary is a list of word explained in alphabetical order".[18]

Based on the definitions above the researcher concluded that vocabulary is a language component which vocabulary give information or explanation in a language terms.

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[11] Jack C. Richards, *Op. Cit.,* p. 4.
[12] David Nunan, *Practical English Language Teaching* (New York: Mc. Grown-Hill Companies Inc, 2003), p.131.
[13] Shirly Burnidge, *Oxford Basic English Dictionary* (New York : Oxford University Press, 1981), p. 477.
[14] A.S Hornby, A P Cowie, et. al., *Loc. Cit.*
[15] Penny Ur, *A Course in Language Teaching: Practice and Theory* (Tkt: CambridgeUniversity Press, 1991), p. 60.
[16] Cynthia A. Barnhart, *The Facts on File Student's Dictionary of American English,* Facts on File (America : Inc. 2008), p. 697.
[17] Jack C. Richard & Willy A Renandya, *Methodology in Language Teaching an Anthology of Carrent Practice* (USA : Cambridge Universiry Press, 2000), p. 225.
[18] Thomas Nelson, *The Award Compact English Dictionary,* (London: Award Publication, 1985), p. 612.

Understanding Vocabulary

Understanding is one of the most appropriate uses for pictures is for the presenting and checking of meaning.[19] Understanding is realizing other persons' feelings of point or view.[20] Understanding is the ability or the power to understand something.[21] Based on the definitions above that understanding is the ability persons' feeling of point for view to understand something. It means the students have ability feeling of point for view to understand about vocabulary.

Based on the explanation above that understanding vocabulary is the ability to understand the list of words. It means that the students have ability in understanding and using the words and meaning.

In learning vocabulary there are some materials that relation with word formation likes; prefix, suffix and synonym, antonym, polysemy, homonym and hyponym. Those can help students in understanding vocabulary deeper.

Word formation

Word formation is a word that constructed by adding prefix, suffix, in base word and root. Affixation is a process of adding affix or singular in order to form a new word. In word formation discuss about affixes. Affixes may be described as relational marters that fit words use in syntax.[22] Affixes is a letter or sound, or group of letter or sounds (A morpheme) which is added to a word and which changes the meaning or function of the word.[23] Based on the statements above, the researcher concluded that affixation is the process of adding words at the beginning and ending of words which change the meaning of basic words. There are :

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[19] Jeremy Harmer, *The Practice of English Language Teaching* (America : Longman, 2000), p. 135.

[20] A.S Hornby, A P Cowie, et. al, *Op. Cit*., p. 939.

[21] Merriam Webster, "Dictionary/ Comprehension" (*http:www.com accessed* at June 05, 2013 retrieved on 15:45 pm).

[22] Howard Jackson & Etienne Ze' Ampela, *Words, Meaning and Vocabulary* (London and Newyork : Cassel, Tht), p. 71.

[23] Jack C. Richards, *Longman Dictionary of Language Teaching and Applied Linguistics* (Tkt : Longman, Tht), p. 11.

Prefix

Prefix is a letter or group of letters added at the beginning of word. According Nirmala Sari prefix is added to the beginning of free morphemes or other prefixes.[24] The concluding on the statement above that prefix is adding at the beginning of words.

Table I

Examples of Prefix

No	Prefixes
1.	Dis + connect = Disconnect.
2.	Super + man = Superman.
3.	Poly + gamy = Polygamy.
4.	Syn + onym = Synonym.
5.	Super + market = Supermarket.
9	Try + cycle = Trycycle.
6.	Under + stand = Understand.
7.	En + able = Enable.
8.	Ambi + tion = Ambition.
10.	Extra + ordinary = Extraordinary.[25]

Suffix

Suffix is a syllable or group of syllables added to the end of a word root to form a new word.[26] According to oxford's dictionary define suffix is a letter, sounds or syllable added the end of a word to make another word.[27] According to Nirmala Sari said suffix is added to the end of free morpheme or other suffixes.[28] The concluding on the definitions above that suffix is a group of letters place at the end of a word to made a new word.

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[24] Nirmala Sari, *An Introduction to Linguitics* (Jakarta : Departemen Pendididkan dan Kebudayaan, 1988), p. 96.

[25] Jayanthi Dakshina Murthy, *Contemporary English Grammar* (Delhi : Book Palace, 2003), p. 347-38.

[26] Ruby Diamond, *Writing and Grammar Communication in Action Platinum Level* (Tkt : Prentice Hall, Tht), p. 776.

[27] A.S Hornby, A P Cowie, et. Al, *Op. Cit.*, p. 7.

[28] Nirmala Sari, *Op. Cit.*, p. 7.

Table II

Examples of Suffix

No	Suffixes
1.	-dom = Free + dom = Freedom → Used to form a noun.
2.	-ed = Look + ed = Looked → Used to form verb.
3.	-al = Verb + al = Verbal → Used to form of adjective.
4.	-ance = Assist + ance = Assistance → Used to form of noun.
5.	-ant = Assist + ant = Assistant → Used to form of adjective.
6.	-ee = Employ + ee = Employee → Used to form a noun.
7.	-en = Eat + en = Eaten → Used to form a verb.
8.	-ion = Act + ion = Action → Used to form a noun.
9.	-ism = Social + ism = Socialism → Used to form a noun.
10	-ary = Necess + ary = Necessary → Used o form a adjective.[29]

Synonym

The term 'synonym' comes from a Greak word (Sunonumon) means having the same meaning.[30] Synonym is a word which has identical meaning is called a synonym. [31] Synonym is the similarity of meaning. [32] The concluding on the explanations obove that synonym is the words or phrase having the same meaning.

Table III

Examples of Synonym

No	Synonyms	
1.	Custom	Habit
	Shaking hands is a **custom** of the British.	He has no bad **habit**.
2.	Alow	Permit
	She **allowed** me to park my car in her compound.	My father **permitted** me to read the letter.
3.	Cool	Cold
	A **cool** breeze was	I can not endure **cold** climate.

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[29] Jayanthi Dakshina Murthy, *Op. Cit.,* p.349-350.

[30] Howard Lacson & E. Z. Amelia, *Word, Meaning and Vocabulary an Introduction to Modrn Lexicology* (Great Britain : The Cramwell Press, 2000), p. 91.

[31] Jayanthi Dakshina Murthy, *Op. Cit.,* p. 407.

[32] David Nunan, *Op. Cit.*, p. 130.

	bowing.	
4.	Able I shall be **able** to help you when I get money.	Capable She is **capable** of teaching English to young children.
5.	Adapt We have to **adapt** ourselves to changing times.	Adopt I **adopted** a novel technique in teaching.
6.	Assent The president gave his **assent** to the bill.	Consent He expressed his **consent** to sell the house.
7.	Enough They have **enough** money to spend.	Sufficient He accumulated **sufficient** wealth to his daughter.
8.	Beautiful Syahrini is **beautiful** girl.	Pretty Syahrini has a **pretty** face.
9.	Bring Please **bring** me a book from the library !	Fetch Could you please **fetch** me a cool drink ?
10.	Ceiling We have to get the **ceiling** of our house repaired.	Roof I saw a bird on the **roof** of my house.[33]

Antonym

Antonym is two sentences that differ in polarity like these are mutually contradictory.[34] Antonym is the words that have meaning disagree with another words.[35] Based on the explanations above that antonym is a word have opposite meaning or different in meaning.

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[33] Jayanthi Dakshina Murthy, *Op. Cit.,* p. 409.

[34] Charles W. Kreidler, *Introducing English Semantics* (London : Routledge, 2000), p. 100.

[35] Hendry Guntur Tarigan, *Pengantar Semantik* (Bandung : Angkasa, 1990), p. 36.

Table IV

Examples of Antonym

No	Antonyms	
1.	On	Off
	The television is **on** now.	The television is **off** now.
2.	Old	Young
	Mr. Adam is an **old** man.	Mr. Adam is a **young** man.
3.	Wide	Narrow
	The road is **wide** here.	The road is **narrow** here.
4.	Began	End
	Began discussion today let's say Basmallah.	**End** our metting today let's say Hamdallah.
5.	Open	Close
	Open the door !	**Close** your book !
6.	Thick	Thin
	My book is **thick**.	Datuk maringgih is **thin** man.
7.	Go	Comes
	I **go** to campus.	Sakhrulkhan **comes** to Indonesian.
8.	Teach	Learn
	Miss. Kholijah **teachs** Al-qur'an to all children muslim.	Aisyah **learns** Alqur'an from Miss. Kholijah.
9.	Agree	Disagree
	I **agree** your argument.	I **disagree** your argument.
	Clean	Dirty
	My sister **clean** my clothes.	My shoes **dirty**.[36]

Polysemy

Polysemy is refer to the situational where the same word has two or more different meanings (from Greek *poly*, 'many' + *semeion,* 'sign').[37] Polysemy is an lexem that have double meaning.[38] Polysemy is a word having two or more close related meanings.[39] Based on the explanations above the researcher concluded polysemy is a word that it have two or more meaning.

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[36] Jayanthi Dakshina Murthy, *Op. Cit.,* p. 399.
[37] Howard Jackson & Etienne Ze' Amvela, *Op. Cit.*, p. 58.
[38] Mansoer Pateda, *Semantik Leksikal* (Manado : Nusa Indah, 1986), p. 104.
[39] Jack C. Richards, et. al., *Op. Cit*., p. 282.

Table V

Examples of Polysemy

No	Polysemy
1.	Bank 1. A financial institution. 2. The building where a financial institution offers services.
2.	Book 1. A bound collection of pages. 2. A text reproduced and distributed (Thus, someone who has read the same text on a computer has read the same book as someone who had the actual paper volume.
3.	Wood 1. A piece of a tree. 2. A geographical area with many trees.
4.	Crane 1. A bird. 2. A type of construction equipment. 3. To strain out one's neck.
5.	To get 1. Procure (I'll get the drinks). 2. Become (She got scared).

Homonym

Homonym is a word which is similar and identical with another word in sound or pronounciation is know.[40] Homonym is refers to a situational where we have two or more words with the one shape.[41] Homonym is a word that have similar sound but have different meaning.[42] Homonym is two of words similarly but have different meanig.[43] Based on the explanations above that homonym is a word which same sounds or same pronunciation and sometimes same spelling but homonym have different meaning.

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[40] Jayanthi Dakshina Murthy, *Op. Cit.,* p. 434.
[41] Howard Jackson & Etienne Ze' Amvela. *Loc. Cit*.
[42] Hendry Guntur Tarigan, *Op. Cit.,* p. 91.
[43] Abdul Chaer, *Linguistic Umum* (Jakarta : PT. Rineka Cipta, 2003), p. 302.

Table VI

Examples of Homonym

No	Homonyms	
1.	Floor	Flour
	The office is located at the ground **floor**.	We make pudding with wheat **flour**.
2.	Right	Write
	He wrote **right** answers to all question.	I wanted to **write** a novel for my brother.
3.	New	Knew
	I'm very keen at reading **new** books.	I **knew** Budi very well.
4.	Access	Excess
	I have god **access** to the chief minister.	**Excess** of smoking is injurious to health.
5.	Affect	Effect
	Mayora drinking **affect** his health.	Mario teguh sign **effect** many economic reforms.
6.	Air	Heir
	We need fresh **air** to breathe.	A person who in **heirs** some property.
7.	Angel	Angle
	Muhammad saw an **angel** in his dream.	I learnt the formation of different **angles**.
8.	Angel	Angle
	Muhammad saw an **angel** in his dream.	I learnt the formation of different **angles**.
9.	Berth	Birth
	I reserved a **berth** in the train.	I am physically handicapped person by **birth**.
10.	Allowed	Aloud
	I was **allowed** to go early.	I talked **aloud** to her.
	Blew	Blue
	She **blew** out the candle in the room.	Jhon has **blue** eyes. [44]

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[44] Jayanthi Dakshina Murthy, *Op. Cit*., p. 434.

Hyponym

Hyponym is items that serve as specifix.[45] Hyponym is a word not by any means a complete taxonomy, or a very accurate one.[46] Hyponym has relationship two words, in which the meaning of one of the words includes the meaning of the other word.[47] Based on the explanations above that hyponym is an words have relationship between general words and specifix words or an word of more specific meaning than an general or super ordinate term.

Table VII

Examples of Hyponym

No	Hyponyms
1.	Animals
	1. Lion,
	1. Mouse,
	2. Zebra, etc.
2.	Clothes
	1. Bathrobe,
	2. Shirt,
	3. Blazer, etc.
3.	Fruits
	1. Orange,
	2. Mango,
	3. Pine-apple, etc.
4.	Cates
	1. Pudding,
	2. Biscuit,
	3. Pizza, etc.
5.	Drinkes
	1. Tea,
	2. Coffee,
	3. Jouce, etc.
6.	Accessories
	1. Glasses,
	2. Hat,

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[45] Penny Un, *Acorse in Language Teaching* (Australia : Ambridge University Press, 1991), p. 62.

[46] Howard Jackson & Etienne Ze' Amvela, *Op. Cit.,* p. 102.

[47] Jack C. Richards, et. al., *Op. Cit.,* p. 160.

7.	3. Purse, etc. Tools 1. Knife, 2. Hammer, 3. Mallet, etc.
8.	Bodies 1. Tongue, 2. Foot, 3. Wrist, etc.
9.	Musics 1. Tamborine, 2. Trumpet, 3. Viola, etc.
10.	Buildings 1. Masque, 2. Hospital. 3. School.[48]

FINDINGS

The findings on the Research, based on the result interviewed the lecturer and the students and result test the students, the researcher can be concluded the students at first semester students of English Education Study Program (TBI) STAIN Padangsidimpuan were low categories.

Based on the problem above the researcher could concluded that the students' difficulties in understanding vocabulary at first year students English Education Study Program (TBI) STAIN Padangsidimpuan were : prefix, suffix, synonym, antonym, polysemy, homynym and hyponym.

Based on the explanations above that to overcome students' difficulties in understanding vocabulary. First, the students were practiced to wrote examples prefix, suffix, synonym, antonym, polysemy, homonym and hyponym often. Then, the students were memorized many vocabulary. Then, the students were read book in English, like ; oxford advanced learner's dictionary, complete English grammar and

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[48] Andreas Halim, *Kamus Lengkap 800 Milyard* (Surabaya : Fajar Mulya, Tht), p. 592 -598.

contempolary English grammar etc. Finally, the students were discussed in learning vocabulary together.

CONCLUSION

After getting the result of the research the researcher was done to the conclusions, the ability in understanding vocabulary at first year semester students of English Education Study Program (TBI) STAIN Padangsidimpuan was low categories mean score was 22.5 %. The students difficulties in understanding vocabulary, especially prefix, suffix, synonym, antonym, polysemy, homonym and hyponym. Based on the students difficulties, the efforts by Eli Nondang Saragih, S. S to overcame the students' difficulties in prefix, suffix, synonym, antonym, polysemy, homonym and hyponym. First, she was given explanations many times. Next, she was given the students excercises and she was commanded the students discussion together. Then, she was commanded the students memorized many vocabularies. Then, she was commanded the students were read oxford advanced learner's dictionary, the students were read contemporary English grammar, the students were read complete English grammar and the students were read article in English. Then, she also was commanded the students often were listened speech native speaker in the radio. Last, she was given the students motivations when learning process.

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