# COMPARATIVE STUDY OF STUDENTS' VOCABULARY MASTERY ON 1000 LEVEL TEST BETWEEN THE EIGHTH GRADE OF SMPN 3 PURWOREJO AND SMPN 14 PURWOREJO 

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#### Abstract

This research is aimed to find out whether or not there is significant difference of the students' vocabulary mastery in 1000 level test between SMPN 3 Purworejo and SMPN 14 Purworejo. This research belongs to quantitative research with a causal-comparative research as its research design. The researchers uses test to collect the data. Descriptive analysis and inferential analysis are employed to analyze the data. After having a series of computation, the researcher has some findings. First, the mean score of SMPN 3 Purworejo is 69.27 and SMPN 14 Purworejo is 64.11. Second, the result of hypothesis testing shows that $Z_{\text {value }}$ is higher than $Z_{\text {table }}$ ( $8.905>1.96$ ) which means that Ha is accepted and Ho is rejected. The researcher can make conclusion that there is significant difference of the students' English vocabulary mastery on 1000 level test between the eighth grade of SMPN 3 Purworejo and SMPN 14 Purworejo in the academic year of 2018/2019.


Keywords: Comparative, 1000 Level Test, Vocabulary, SMPN 3 Purworejo and SMPN 14 Purworejo

## INTRODUCTION

Human being as a social creature always do communication each other by using certain tool named language. Language here has function to convey ideas, thoughts, meaning and others from the speaker to the listener or from the writer to the reader. People are trying to master more than one language which is known as second language. The goal too enlarge the communication especially to the people coming from different country. One of the language mostly learned by people is English.

Learning English should be taught from elementary school until university and it is one of the compulsory subject for national examination. In learning English, there are four basic language skills such as speaking, reading, listening, and writing. For teaching and learning language, there are four aspects supports those four language skills such as grammar, vocabulary, spelling, and pronunciation. Vocabulary is the backbone of any language. On the other hand, vocabulary does help language leaners to form sentences and express themselves in meaningful ways. The more words we learn, the more ideas we should we have. So, we can communicate the ideas more effectively

As people knows that there are so many of teaching vocabulary in English education. It is not easy to teach vocabulary, especially in junior high school students, because teaching needs explanation for each part. Yet, at the other time a teacher should see that the meaning and the use of words should also be given a lot attention.

In fact, the schools environment between junior high schools in urban and rural areas they will have different vocabulary mastery. The students who come from different areas they will have different vocabulary mastery. Besides, they also have different attitude toward learning. That is the reason of the researcher to conduct a research related to vocabulary mastery.

## 1. Vocabulary

Vocabulary is one of the language components which have to be mastered by the students in learning a new language. The students will get difficulties in using English if they are reluctant on vocabularies. According to Alizadeh (2016:22) vocabulary is the knowledge of words and words meaning. Meanwhile, Hernawati (2015:203) states that vocabulary is the words that people understand both their meaning and usage. Someone must have sufficient vocabulary to understand what is read and heard, to speak and write the right words that could be understood by the others.

According to the definitions above it can be concluded that vocabulary is knowledge of words in a language, that people understand both their meaning and usage, that considered as system communication. There are two kinds of vocabulary, they are receptive vocabulary and productive vocabulary.
a. Kinds of Vocabulary

In addition, Alqahtani (2015:25) mention that there are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

## 1) Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which that cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

## 2) Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.
b. Importance of Vocabulary Mastery

According to Alqahtani (2015:22), the importance of vocabulary is demonstrated daily in and out the school. In addition, Cahyono \& Widiati (2008:1) vocabulary is one of language elements which needs to be mastered. If students master vocabulary, they can easily improve the language skills such as listening, speaking, reading and writing.
From the theories above, the researcher comes to an assumption that mastering vocabulary is very influential in language skills. Vocabulary is important in daily life. Daily life needs vocabulary to improve the language
skills such as listening, speaking, reading and writing to keep up with the times now.

## 2. Test

Arikunto (2013:193), test is a sequence of questions or exercises and other tools used to measure skill, knowledge intelligence, ability or talent possessed by individual or groups. In addition Brown (2004:3) states that test is a method of measuring a person's ability, knowledge, or performance in a given domain.

From the explanation above, the researcher concludes that test is a sequence of questions, measurements instrument, and measuring a person's ability by given domain.
a. Type of Test

1) Based on question types

According to Arikunto (2018:111), test is divided into four models, there are as follow:
a) True-false test
b) Multiple choice test
c) Matching test
d) Completion test
2) Based on measuring test

In addition, Creswell (2012:152) states that types of tests follows as:
a) Achievement test: norm-referenced tests
b) Criterion-referenced tests
c) Intelligence test
d) Aptitude test
e) Interest inventory
f) Personality assessment
3) Based on purposes

According to Brown (2004:379), there are four main reasons for testing:
a) Placement test
b) Diagnostic test
c) Progress or achievement test
d) Proficiency test
4) Based on response

According to Read as cited in Christiani and Manik (2016:11) there are two kinds of tests based on response, they are subjective test and objective test.
b. Characteristic of a Good Test

According to Jackson (2009:65), in order to judge the effectiveness of any test it is sensible to lay down criteria against which the test can be measured, as follows:
$\checkmark$ Reliability refers to the consistency or stability of a measuring instrument. In practice, 'reliability' is enhanced by making the test instructions absolutely clear, restricting the scope for variety in the answers, and making sure that test conditions remains constant.
$\checkmark$ Validity refers to whether a measure is truthful or genuine. It indicated whether the instrument measures what it claims to measure.
c. Importance of Test

Dodeen (2015:108) states that test are the most common assessment tools in most of the educational system in the world. Nowdays, the importance of tests has become beyond schools. Many critical decisions that affect people's life are made based on specific tests.

## 3. Urban and rural area

In Indonesia, urban and rural areas had different affecting especially in education. The students who come from different areas they will have different vocabulary mastery. According to Wijayanti and Suparmini (2015:44) states that urban areas are filled with high numbers and population densities, dense settlements with the existence of large office and commercial buildings, and equipped with complete facilities and infrastructure. Some residents work in the non-agricultural sector. There are different urban area definitions for each country. The definitions mostly depend on how populated the country is and if the definition shows a true percentage how urbanized the country is.

According to Wijayanti and Suparmini (2015:45) states that rural areas is low population, not dense settlements, close social relations, the majority of the population works in the agricultural sector. And the availability of facilities and infrastructure is still limited.

Based on those definitions above, it can be concluded that urban area is an area where many people live and work close together, the areas are usually cities and towns, most inhabitants of urban areas have non agricultural jobs and complete of facilities. Opposite with rural areas have low population density and large amounts of undeveloped land, agricultural sector is the majority jobs for people in rural areas and limited facilities.

## 4. Previous Study

In this study, the researcher has previous study as comparison. The study entitled "Comparative Study on Reading Comprehension between Students of Junior High Schools in City and Rural Area (A comparative Study at SMPN 1 Cilegon, SMPN 1 Serang and SMPN 1 Picung, SMPN 3 Banjarsari)" which is written by Lilis Sholihah (2013). Based on the description, the mean of reading comprehension test for students in city (SMPN 1 Serang and SMPN 1 Cilegon) is 65.15. and the mean of reading test in rural area (SMPN 1 Picung and SMPN 1 Banjarsari) is 53.425. The variance of score reading comprehension tets in city is 175,77 and the variance in rural area is 158,635 .

The similarities between the previous study is on the research design. The research design that used in the both research is comparative research and the subject of the research which is on the urban and rural area. The difference between Sholihah's research and the researcher's lie on the type of the research (Reading Comprehension in comparison with Vocabulary Mastery).

## METHOD

In this research, the researcher uses causal-comparative research. One type of non-experimental quantitative research in which the investigator compares two or more groups in terms of a cause (or independent variable) that has already happened (Creswell, 2014:41). This research is conducted to find out whether or not there is significant difference of the students' vocabulary mastery on 1000 level test between SMPN 3 Purworejo and SMPN 14 Purworejo. This research was held in SMPN 3 Purworejo and SMPN 14 Purworejo in the eighth classes. The research was done for one month from March up to April.

The population of this research is the eighth grade students of SMPN 3 Purworejo and SMPN 14 Purworejo. In this research, the researcher takes 124 students as a sample by employing purposive sampling technique. The sample is taken from four classes, those are VIII D and VIII E from SMPN 3 Purworejo with 60 students and SMPN 14 Purworejo are VIII A and VIII B with 64 students. The researcher uses test consist of multiple choice as the instrument to collect data. To get the data, the researcher carried out some steps, those are compiled the research instrument based on 1000 level test book by Edward Rosset, asking to the expert (the teachers from each schools) about the instrument based on the curriculum, giving test to the student and checking the students' answer sheet. To analyze the data, the researcher uses descriptive and inferential analysis.

## RESULT AND DISCUSSIONS

From the data and computation, the researcher gets the finding and it will be discussed below.

Table 1: The descriptive analysis of SMPN 3 Purworejo and SMPN 14 Purworejo

| Score | M | Me | Mo | SD | V | R | Max | Min |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SMPN 3 <br> Purworejo | 69.27 | 70.00 | 62.00 | 8.94 | 79.86 | 40.00 | 84.00 | 44.00 |
| SMPN 14 <br> Purworejo | 43.22 | 42.00 | 44.00 | 10.57 | 111.82 | 66.00 | 76.00 | 10.00 |

Where:

| M | : Mean |
| :--- | :--- |
| Me | : Median |
| Mo | : Mode |


| SD | : Standard Deviation |
| :--- | :--- |
| V | : Variance |
| R | : Range |
|  |  |
| Max | : Maximum Score |
| Min | : Minimum Score |

1. English vocabulary mastery of the students at the eighth grade of SMPN 3 Purworejo and SMPN 14 Purworejo in the academic year of 2018/2019
a. The students' vocabulary mastery in SMPN 3 Purworejo

From the data, the highest score of the students of SMPN 3 Purworejo is 84 and the lowest score is 44 , the standard deviation score is 8.94 , and the variance score is 79.86 . Seeing from the mean score, the score of students' SMPN 3 Purworejo is 69.27. It is included in the interval of 65-71, based on criteria-referenced scale, students' SMPN 3 Purworejo belong to good category. From 60 samples, there are 29 students ( $23.38 \%$ ) is categorized in good category.
b. The students' vocabulary mastery in SMPN 14 Purworejo

From the data, the highest score of the students of SMPN 14 Purworejo is 76 and the lowest score is 10 , the standard deviation score is 10.57 , and the variance score is 111.82 . Seeing from the mean score, the score of students' SMPN 14 Purworejo is 43.22 . It is included in the interval of $34-45$, based on criteria-referenced scale, students' SMPN 14 Purworejo belong to fairly sufficient category. From 64 samples, there are 40 students $(32.26 \%)$ is categorized in fairly sufficient category.
2. The difference of the students' English vocabulary mastery on 1000 level test between the eighth grade SMPN 3 Purworejo and SMPN 14 Purworejo in the academic year of 2018/2019
a. The comparison of student' vocabulary mastery on 1000 level test

From the result of normality test, the data shows that it has abnormal distribution. After knowing the data has abnormal distribution, the researcher used Mann Whitney U-Test as a technique to find out whether or not the hypothesis is accepted. From the computation of Mann Whitney U-Test, it shows that $Z_{\text {value }}$ is higher than $Z_{\text {table }}(8.905>1.96)$ which means that the alternative hypothesis is accepted and the null hypothesis is rejected. It can be said that there is significant difference of students' English vocabulary mastery on 1000 level test between the eighth grade of SMPN 3 Purworejo and SMPN 14 Purworejo in the academic year of 2018/2019. This finding support the theory Dollah and Rahman (2016:114) that the rural schools students are less proficient compared to their counterparts in the urban schools. The urban schools are more competitively than rural schools because most school have a different location can be affected for learning. School in urban has many source for learning, different with school in rural area.

## CONCLUSIONS

Based on the data that have been collected and analyzed, the researcher concludes that student in SMPN 3 Purworejo in good category, while student in SMPN 14 Purworejo is categorized in fairly sufficient category. Because of $Z_{\text {value }}$ is higher than $Z_{\text {table }}(8.905>1.96)$, it concludes that there is significant difference of students' English vocabulary mastery on 1000 level test between the eighth grade of SMPN 3 Purworejo and SMPN 14 Purworejo in the academic year of 2018/2019.

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