



## DESCRIPTIVE STUDY OF VOCABULARY MASTERY IN SD IT AL KAUTSAR SECANGGANG

Yusrah<sup>1)\*</sup>, Neneng Sri Lestari<sup>2)</sup>, Syafii<sup>3)</sup>  
<sup>1,2,3</sup>STKIP AL Maksum Langkat

\*Email : [yusrah.mpd@gmail.com](mailto:yusrah.mpd@gmail.com)

### ABSTRACT

This paper investigates the translation shifts on Andrea Hirata's *Laskar Pelangi* Into *The Rainbow Troops* By Angie Kilbane as the consequence of interference of mother language in translating SL into TL. It focuses on the shifts occur in Source Text and Target Text in term of Catford's category shifts. The Descriptive Translation Studies (DTS) is used in analyzing the texts. The texts are separated in clauses and analyzed based on Catford's category shifts. It is argued that the interference of First Language affect in translating ST into TT. It was found that: a) unit shift, class shift and the very common one- the structural shift occurred i translating the text, b) expanding text occurs in which the TT has explained the more detail than the ST, c) It was also found that there are two kinds of interference between ST and TT i.e. Syntactic/Grammatical interference and Lexical/Semantic interference as shifts are the reflection of the translator's first language interference)

**Keywords:** Interference, Descriptive\_Translation\_Studies, Translation\_Shifts.

### I. INTRODUCTION

Learning English is more important because English is used internationally. Most of the knowledge concerning science and high technology is written in English. Because of the fact, English, which is taught as a foreign language in Indonesia, become compulsory subject in junior high school, senior high school and University. There are four skill that should be mastered by the student in learning English. There are reading, listening, speaking and writing. And to mastered its skill the student should mastery the vocabulary.

English in academic field is taught as a subject matter. By learning English the learners are hoped to be able to communicate about anything in English. To achieve the communicative function, we need general knowledge and skill of English and language components. The language components involve vocabulary, grammar, and pronunciation. In fact, all language components are important, but the most important one in language teaching is vocabulary. The more words we know, the more we will be able to understand what you hear and read; and the better we will be able to say what we want to when speaking or writing. By having and adequate mastery of vocabulary, students can

learn language more easily. Besides, there is a direct relationship between a successful career and large vocabulary.

A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a foreign language.

Vocabulary can be defined as a list words, usually, in alphabetical order and with explanation of their meanings, less complete than a dictionary. When we talk about the process of mastering vocabulary, we have to deal with the ways of enriching vocabulary. In first grade, an advantaged student knows about twice as many words as a disadvantaged student. Generally, this gap does not tighten. This translates into a wide range of vocabulary size by age five or six, at which time an English-speaking child will know about 2,500–5,000 words. An average student learns some 3,000 words per year, or approximately eight words per day. After leaving school, vocabulary growth reaches a plateau. People may then expand their vocabularies by engaging in activities such as reading, playing word games, and participating in vocabulary programs.

If students could master and always remember all the vocabularies learned at school, they have possessed their vocabulary of English would be adequate enough. After they have finished their study at SMP and SMA, however, it turns out that they just loose to many of their English words, only a very limited number are remembered. Of course, this will not apply to those who take English Department in the university. It is one of the phenomena happening in the process of mastering vocabulary in SMA today. Beside, the importance of vocabulary is improved at students are :

- An extensive vocabulary allows expressions and communication.
- Vocabulary size has been directly linked to reading comprehension.
- Linguistic vocabulary is synonymous with thinking vocabulary
- A person may be judged by others based on his or her vocabulary.

Learning vocabulary is one of the first steps of learning a foreign language, yet a learner never finishes vocabulary acquisition. Whether in one's native language or a second language, the acquisition of new vocabulary is a continual process. Many methods can help one acquire new vocabulary. To know more about how students master the vocabulary the writer will have a look for at the mastering of words meaning, suffixes and prefixes that can be used to enrich vocabulary. Because without knowing the words meaning, suffixes and prefixes that they want to take in their writing, speaking, listening, and reading skills, they will not be able to use the language effectively.

## **II. LITERATURE REVIEW**

### **The Definition of Vocabulary**

Vocabulary is the base of language. There are four skill in English, listening, reading, speaking and writing. And the first way to get its skill is with vocabulary. Mastering the vocabulary is the first measure to develop our English skill.

Productive vocabulary, therefore, generally refers to words which can be produced within an appropriate context and match the intended meaning of the speaker or signer. As with receptive vocabulary, however, there are many degrees at which a particular word may be considered part of an active vocabulary. Knowing how to pronounce, sign, or write a word does not necessarily mean that the word has been used

to correctly or accurately reflect the intended message of the utterance, but it does reflect a minimal amount of productive knowledge.

Vocabulary of language in communication must be understood and recognized, because without understanding and recognizing the vocabulary of the target language, the verbal communication will not run well for the learner who is in this effort to master or understand the rules of vocabulary of the target language.

Vocabulary is commonly defined as "all the words known and used by a particular person". *Knowing* a word, however, is not as simple as simply being able to recognize or use it. There are several aspects of word knowledge which are used to measure word knowledge.

Once a student has mastered the fundamental grammatical patterns of language, his next task is to master its vocabulary – or at least that part of its vocabulary that he needs.

According to Red John (2000: 16) vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language.

Broadly defined, vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear and see them. Productive vocabulary includes words that we use when we speak or write.

## **Concept of Vocabulary Mastery**

### **Introduction of Vocabulary**

Several definitions of vocabulary are listed below. Hornby (1995:1331) states that vocabulary is the total numbers of words which (with rules of combining them) make up a language. In addition, Dupuis et al (1989: 67) state that vocabulary refers to "a set of words or phrases which label the parts of material to be learned and which are necessary for students to use in talking and writing about the material." Vocabulary mastery is a great skill of knowledge about a set of words known by a person as a part of specific language.

Vocabulary is one of the aspects of language besides grammar and pronunciation. Vocabulary mastery is crucial to language acquisition. One of the greatest inhibitors to communication in the target language is the lack of vocabulary. Barnett (1989:60) states that "foreign and second language students repeatedly claim that lack of vocabulary knowledge is a major problem when reading." Moreover, Levine (1965:1) states that "research has established a close correlation between vocabulary and intelligence". Student is identified as that of superior mental ability if she/he has good vocabulary. It means that she/he has done wide reading since reading is the principal way of developing a good vocabulary. It enables students to find new words and their meanings in different context. By reading much, their vocabulary will develop greatly.

According to Russo (1983: 25), an individual's vocabulary, in the native tongue and the target language, falls into two categories: passive and active. The passive vocabulary includes the reading and writing vocabulary. It encompasses more words because its individual components appear in a context which allows the reader or writer time for reflection and comprehension of meaning based on contextual clues. The passive vocabulary is generally much more extensive than the active vocabulary. The active vocabulary refers to the words that students have been taught or have learnt and they are expected to be able to use them.

Many students realize that their vocabulary is limited so that they have difficulties in expressing their idea. Vocabulary mastery is very important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the words.

### **Types of Vocabulary**

Donoghue (1990) cited in Risdiana (1997:3) states that there are four categories of vocabulary.

#### **1. Listening Vocabulary**

Listening vocabulary refers to all the words that children recognize and understand when they hear them in oral context. It is the first vocabulary to develop during the language acquisition stage and is also the one that continues to grow most rapidly during Elementary school years. A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

#### **2. Speaking Vocabulary**

Speaking vocabulary includes all the words that children use in everyday speech. It forms the basis for development of the reading and writing vocabulary. A person's speaking vocabulary is all the words he or she uses in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.

#### **3. Reading Vocabulary**

Reading vocabulary consists of all the words that children recognize and understand in writing. The students' vocabulary mastery is generally limited when they enter schools. By the time they reach reading maturity in the upper grades, their reading vocabulary overtakes and surpasses their oral vocabulary. The more students read, the larger is their reading vocabulary.

A literate person's reading vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

#### 4. Writing Vocabulary

Writing vocabulary is the last to develop and includes only the words that children can use in written compositions. It is closely tied to spelling instruction. Words used in various forms of writing from formal essays to Twitter feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating: for example

- if there are a number of synonyms, a writer will have his own preference as to which of them to use.
- he is unlikely to use technical vocabulary relating to a subject in which he has no knowledge or interest.

#### 5. Focal Vocabulary

Focal vocabulary is a specialized set of terms and distinctions that is particularly important to a certain group: those with a particular focus of experience or activity. A lexicon, or vocabulary, is a language's dictionary: its set of names for things, events, and ideas. Some linguists believe that lexicon influences people's perception of things.

### **III. RESEARCH METHOD**

This research uses a descriptive study. It tries to describe the students' ability in vocabulary mastery. In this case, the writer wants to know whether the students are able to master all vocabularies learned at school or not. In order to know the students' ability in remembering them. The writer prepares a set of test. As Wilkinson (2000, p. 7) stated that the resulting data is presented in the form of descriptions. So, the data in this research is in the form of descriptions. According to Wilkinson (2000, p.79), qualitative data is usually analyzed by subjecting it to some form of coding process.

#### **Population and Sample**

“A population refers to the aggregate of all observations of interest to the researcher” (Sax, 1997 : 180). The population is the total number of human beings living in a given area. The population is going to be researched in this occasion is the students of SDIT Al Kautsar Secanggang. The students are limited to those who belong to the 2020/2021 the sixth year students. There are one class of the sixth year students. Sax, furthermore, states that “a sample is a limited number of elements selected from a population is to be representative to that population” (Sax, 1979 : 180). It means that not all of population is researched since it will be hard for the researcher to do it, and will spend a lot of time and expanses. A number of students are selected random sampling technique. “If the subject of population not enough until one hundred, so all of the subject of population is used to the research and it's called by the population research, but if the subject of population more than one hundred, it can be taken the subject from 10 - 15% or 20 - 25% to be the sample” (Suharsimi arikunto, 2006 : 134).

This research, takes 35 students of each class to become the respondents which each class is represented by 20 students.

**TABLE I**  
**POPULATION AND SAMPLE**

CLASS	POPULATION	SAMPLE
VI SDIT Al Kautsar	40	20

### Reaserch Instrument

In this research, the instrument that used to collect the data is a test. The purpose of the test to find out the students' ability in mastering vocabulary. The writer uses:

1. The Objective Test. They are :

Multiple choice

Matching

### The Technique of Collecting Data

Any researches need data. In order to get the data the writer prepares the instrument in collecting data. It is a set of test. The test which is used in obtaining the data is objective test (multiple choice and matching). At objective test, the students are ordered to choose the right answer by crossing and matching.

After finishing the student do the test, the students' result are scored in order to get the data.

### The Technique of Analyzing the Data

There are many ways in analyzing the data of any research. In this case, the writer analyze the data based on the students' result in answering the test. After collecting data, so the next step is to score it.

### Students' ability word remembering

This point describes that the students' ability in doing a test and remembering a word may differ from one another. In other to know their differences, it is important to make the scale of score based on Depdikbud system. They are :

Qualitative system

Quantitative system

In the first system refers to the students' achievements on word remembering of scale is between 0 – 10 or 0 – 100. While in the second one is to point out of students' achievement in qualitative itself. To make it more clear, it can be seen in the following table :

**TABLE III**  
**THE SCALE OF THE SCORES**

Qualitative Form	Quantitative Form	
	Scale 0 – 10	Scale 0 – 100
Excellent	10	96 – 100
Very good	9	86 – 95
Good	8	76 – 85

Good enough	7	66 – 75
Bad	6	56 – 65
Very bad	5	46 - 55

(source: Drs. AriefFurchan, 1982 : 267)

## CHAPTER IV RESEARCH RESULT AND DISCUSSION

### The Result of the Research

The test was administrated to the sixth year students of this test is to measure the vocabulary mastery of students in using words meaning and nouns. After the test had been contributed, the writer prepared some tables. The tables consist of the students' ability in understanding: words meaning and nouns.

After the test had been collected, they are analyzed to get the scores. The scores were determined by counting the specification previously given.

Here are some scores obtained from the data in the following table.

**TABLE IV  
THE STUDENTS' ABILITY UNDERSTANDING WORDS MEANING**

Students Number	Specific Objectives				Total	Scale 10-100
	Sub Subject	Knowledge	Comprehension	Application		
1	2	3	4	5	6	7
	Words Meaning					
1		8	7	8	23	76
2		7	7	8	22	73
3		8	8	8	24	80
4		7	6	6	19	65
5		8	7	7	22	75
6		9	7	8	24	80
7		7	6	7	20	70
8		9	8	9	26	90
9		7	7	6	20	67
10		9	8	7	24	80
11		8	6	7	21	70
12		9	8	8	25	83
13		7	7	7	21	70
14		9	7	6	22	73
15		9	8	7	24	80
16		6	6	6	18	60
17		9	9	9	27	90
18		6	6	6	18	60
19		7	6	6	19	63

20		9	7	8	24	80
21		8	8	7	23	76
22		7	8	7	22	73
23		9	7	8	24	80
24		9	9	9	27	90
25		7	6	8	21	70
26		9	8	9	26	86
27		7	7	6	20	67
28		9	8	8	25	83
29		7	7	8	22	73
30		8	9	9	26	86
31		9	9	9	27	90
32		8	7	7	22	73
33		7	7	7	21	70
34		8	8	9	25	83
35		9	7	7	24	76
36		7	6	7	20	67
37		8	7	9	24	80
38		9	8	9	26	86
39		7	7	8	22	73
40		9	9	9	27	90
41		9	9	8	26	86
42		6	7	8	21	70
43		7	6	5	18	60
44		7	8	8	23	76
45		8	9	9	26	86
46		9	9	9	27	90
47		8	7	9	23	76
48		8	8	8	24	80
49		8	7	7	22	73
50		8	9	8	25	83
Total		397	372	383	1149	3834
Average		7,94	7,44	7,66	22,98	76,68

Based on the table mentioned above, it can be stated that the students can master word meaning. It can be known by looking at their average score is 76,68. It has been compared that the students' result in understanding words meaning, namely: 76,68. This result is according to the table III, in which this one is laid on 76 – 85. Based on the qualitative form is called “good”. So, the student's ability in mastering word meaning is good.

**TABLE V**  
**THE STUDENTS' ABILITY UNDERSTANDING NOUNS**



Students Number	Specific Objectives			Total	Scale 10-100	
	Sub Subject	Knowledge	Comprehension			Application
1	2	3	4	5	6	7
	Suffixes					
1		12	8	8	28	80
2		13	7	9	29	83
3		11	7	8	26	74
4		10	6	7	23	65
5		14	8	7	29	83
6		13	7	7	27	77
7		14	7	8	29	83
8		12	6	7	25	71
9		11	7	6	24	68
10		12	8	8	28	80
11		13	7	8	28	80
12		14	8	8	30	86
13		11	7	7	25	72
14		13	8	8	29	83
15		14	6	8	28	80
16		14	9	8	31	89
17		12	8	7	27	77
18		13	7	9	29	83
19		13	7	8	28	80
20		13	9	9	31	89
21		14	8	9	31	89
22		11	7	8	26	74
23		12	8	8	28	80
24		12	7	8	27	77
25		13	8	9	30	86
26		11	7	8	26	74
27		14	9	8	31	89
28		13	8	9	30	86
29		13	7	9	29	83
30		11	8	7	26	74
31		11	8	8	27	77
32		12	7	7	26	74
33		13	8	9	30	86
34		14	9	8	31	89
35		12	8	7	27	77
36		11	7	6	24	69
37		13	7	8	28	80
38		13	8	8	29	83
39		12	8	7	27	77

40		11	8	7	26	74
41		13	7	7	27	77
42		14	9	9	32	91
43		11	6	7	24	69
44		13	7	7	27	77
45		12	8	7	27	77
46		13	7	8	28	80
47		14	8	9	31	89
48		13	9	9	31	89
49		12	8	7	27	77
50		14	8	9	31	89
Total		627	379	392	1398	3996
Average		12,54	7,58	7,84	27,96	79,92

By looking at the table mentioned above, it can be stated that the students master to use of nouns well. It has been compared that the students' result in using nouns, namely 79,92. This result is according to the table III, in which this one is laid on 76 – 85.

After all students' result tabulated, which their result known, are gotten their average score in each of tabulation is assumed up to 78,51. This result is gained from the following computation :

1. The students' average of score in using words meaning is 76,68.
2. The students' average of score in understanding nouns is 79,92.

Based on the students' average of scores mention above, it can be stated that the students' ability in mastering vocabulary is good. This result is gotten from the total average scores of words meaning and nouns.

It is compared with the score 78,30 with table III is laid on the scale 76 – 85 (good).

### **The Students' Ability in Mastering Vocabulary**

It has been known the students' score in the test given that the students have good vocabulary mastery. But, some of them have still have the difficulties in mastering vocabulary, that is, remember words meaning to answer the questions. It can be known from the sample. So the student's ability in mastering vocabulary is good.

### **Students Difficulties in Mastering Vocabulary**

The difficulties faced by the student's vocabulary mastery are some of them have still the difficulties in knowing words meaning to answer the question. They only know the base word and they have still the difficulties to enrich their vocabulary. The students still have the difficulties to enrich their vocabulary because:

1. Only a few of them have known the meaning of words
2. Only a few of them have known how word is pronounced
3. Some of them make mistake in understanding vocabulary
4. Only a few of them use the new words in learning English

### **Research Discussion**

The students of SDIT Al Kautsar Secanggang are mastering vocabulary well. By looking at the students' achievement in answering the test given about vocabulary, they got 78,30 in which this score is laid in the scale of 76 – 85. This scale of score according table III mentioned previously in which it is called good. Based on the explanations mentioned above, the writer can state that her assumption in this research is accepted.

The difficulties faced by the student's vocabulary mastery are some of them have still difficulties to knowing words meaning and the way how to enrich vocabulary because :

1. Only a few of them have known how the words pronounced
2. Some of them make mistake in understanding vocabulary
3. Only a few of them use the new words in learning english

Based on the research result and research discussion the vocabulary mastery of the sixth year students of SDIT al Kautsar Secanggang 2020/2021 year is good.

## V. CONCLUSIONS

Based on the obtained data after carrying out the research, the writer then forwarded the conclusions as follows :

1. The mastery of SDIT Al Kautsar the sixth class students in understanding words meaning was good,
2. The mastery of SDIT Al Kautsar the sixth class students in understanding nouns was good,
3. The result of this research was accepted.

## REFERENCE

Arikunto, Suharsimi.2006.*Prosedur Penelitian*.Jakarta:Rineka Cipta

Fanani, Achmad. 2008. *Smart English Vocabulary*. Yogyakarta : Book Marks

Flynn, Robert James. 2011. <http://technologysource.org/extra/407/definition/1/>

<http://oaks.nvg.org/ys2ra10.html>

[http://en.wikipedia.org/wiki/Defining\\_vocabulary](http://en.wikipedia.org/wiki/Defining_vocabulary)

[http://reading.uoregon.edu/big\\_ideas/voc/voc\\_what.php](http://reading.uoregon.edu/big_ideas/voc/voc_what.php)

McCarthy, Michael. 2001. *English Vocabulary in Use Elementary*. Jakarta :Erlangga

- McCarthy, Michael. 2001. *English Vocabulary in Use, Upper-Intermediate & Advanced*. Jakarta :Erlangga
- Pora, Yusran. 2003. *Develop Your Vocabulary Grammar and Idiom*. Yogyakarta : PustakaPelajar
- Putri, Helena Friska. 2010. [www.scribd.com/doc/18475644/Vocabulary-Master](http://www.scribd.com/doc/18475644/Vocabulary-Master)
- Redman, Stuart. 2001. *English Vocabulary in Use, Pre-Intermediate & Intermediate*. Jakarta :Erlangga
- Siwi, Purwanto. 2007. *Vocabulary Building a Handbook For The First Year Students*. Medan :Universitas Muslim Nusantara Al-Washliyah Medan
- Sudijono, Anas. 2009. *Pengantar Statistik Pendidikan*. Jakarta :RajawaliPers
- Toury, Gideon. 1995. *Descriptive Translation Studies And Beyond*. Amsterdam and Philadelphia: John Benjamins.
- Venuti, Laurence. 2000. *The Translation Studies Reader*. London & New York: Routledge
- Wilkinson, David. 2000. *The Researcher's Toolkit*. London: Cambridge University