A POTRAIT OF SENIOR HIGH SCHOOL STUDENTS' VOCABULARY ACQUISITION MEASURED WITH VOCABULARY USED IN NATIONAL EXAM

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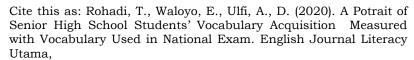E-mail: triaincrbn@gmail.com

Abstract:
The aim of this research is to investigate the senior high school students' vocabulary acquisition measured with vocabulary used in national examination. Initially, this research compares between the number and kinds of vocabulary used in national examination and those stipulated in 2013 National Curriculum to find out the gap. Then, this research finds out whether or not the vocabulary are already acquired by the students. The data of vocabulary used in English National Examination (UN) and those proposed in the curriculum are gathered through documentation while the data of vocabulary acquired by students are obtained via decontextualized and contextualized vocabulary tests. Both data are analyzed qualitatively and quantitatively. The results of the comparison show that the number of vocabularies contained in national examination outnumber vocabulary covered in curriculum which is 83% compared to 17%. Furthermore, the results of the test show student's acquired vocabularies are still low about 40% in de-contextualized test but show a little better in contextualized vocabulary test about 60%. It turns out that getting a low score in decontextualized vocabulary test does not rule out the possibility of getting a more score in contextualized vocabulary test. It is because the contexts of the texts provide assistance to students in understanding the appropriate vocabulary to use.

Keyword:
vocabulary; acquisition and National Examination.

INTRODUCTION

English is the international language used as the language of communication among all nations and countries around the world. In this modern world with a lot of challenges and competition, one is advised not only to have high level of education but also special skills. One of the most needed skills today is a good command of English. English is a global language which needs to master if one wants to be one step ahead (Pattymahu, 2012). One component that supports language skills is the acquisition of vocabulary. Vocabulary is a set of words that are known for their meaning and can be used by someone in a language. A person's vocabulary is defined as a set of all words that are understood by the person or all the words that are likely to be used by the person to compose a new sentence. The wealth of person's vocabulary is generally considered to be an illustration of intelligence or level of education. Vocabulary's acquisition is generally considered as an important part of the learning process of a language or the development of one's ability in a language that has been mastered. Senior high students are often taught new words as part of certain subjects that is considered as an interesting and educational activity. In the context of foreign language, vocabulary mastery is the most basic thing a person must master in learning English. How can a

person express a language if she/he does not understand the vocabulary of the language? Especially if what is being learned is a foreign language, so the language vocabulary mastery is something that should absolutely be possessed by language learners. If a student has an adequate English vocabulary, he/she will automatically support the achievement of the four English language competencies. English is one of the subjects in the UN (National Exam). English lessons become one of the things which are important to continue the education up to college. Therefore, early learning should be done to make it easier access to more comprehensive English learning. The three objectives used by the National Education Ministry as an reason that learning English is considered very important, including: developing communication skills both written and oral using English which is often referred to as four competencies in English learning (listening, speaking, reading and writing); develop awareness of students about the nature and importance of English as a foreign language that is used as a tool in learning; and fostering understanding from one culture to another culture and facilitating students to have broad intercultural insight and be involved in it. The Ministry of National Education also stipulates that the ability that must be owned by Indonesian students is to understand and reveal information, thoughts, feelings, and develop knowledge, technology, and culture using English.

Vocabulary is very important in English teaching and learning. If the learners do not know the meaning of the words, they will have difficulty in understanding what they see, read, and learn. Their vocabulary will increase if they read more words. This reason makes vocabulary very important; a bad vocabulary will cause bad understanding of the text.

Vocabulary is generally defined as "a set of lexeme, including single words, compound words, and idiom (Richard, 2010). In the other hand, Olmos (2009) specifically states that vocabulary is the basic tool for shaping and transmitting the meaning for language users. It indicates that the learners have to know well about the words. If they knew words without the denotation of the function, it would be less effective for the meaning. Learners with sufficient vocabulary knowledge will be able to express their own ideas, easy to learn new concepts, and will be able to communicate with others. In order to achieve the goal of learning, learners should recognize at least 95% of the running words (Nation, 2001).

Vocabulary is the first basic important aspect for learning English by learners. By mastering vocabulary, they are able to communicate both orally and written as well. Also, by having a lot of vocabularies, the learners are hoped to master four skills in English such as reading, speaking, writing, and listening. According to Rivers as cited in Nunan (1991) vocabulary is essential for successful second language use because, without an extensive
vocabulary, the learners will be unable to use the structures and functions one may have learned for comprehensible communication.

There are some aspects in learning vocabulary. According to Lado as cited in Mardianawati (2012), there are some vocabulary aspects comprising of meaning, spelling, pronunciation, word classes, word use. In language learning, vocabulary is an essential component that links the four skills of listening, speaking, reading, and writing all together. There are many clarifications made by the experts in language area about the kinds of vocabulary. According to Aebersold and Lee (1997) vocabulary is divided into two: a. receptive vocabulary which is the vocabulary that readers have a general sense of a words meaning but are not sure of its many meanings or nuances of meaning and   Productive vocabulary which is the vocabulary that people actually use to speak or write.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) states that with deficiency of grammar mastery one can still convey something but without vocabulary nothing can be conveyed. This point reflects in different languages; even without grammar, with some useful words and expressions, one can often manage to communicate. Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) notes that learners carry around dictionaries and not grammar books. Teaching vocabulary helps students understand and communicate with others in English.

Recently methodologists and linguists emphasize and recommend teaching vocabulary because of its importance in language teaching. Ur (2019) states that vocabulary is the most important aspect of language to teach. You can understand a reading text and make yourself understood with almost no grammar, but you can't get anywhere without vocabulary. It is more important than reading strategies for understanding a text. It is also the best single measure of proficiency."

Furthermore, a good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of word, learners will be able to comprehend the reading materials, catch other talking, give response, speak fluently and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words used by those who address them, they will be unable to participate in conversation, unable to express some ideas, or unable to ask for information.

In learning vocabulary, students might get some difficulties. Some factors that often cause this problem are: pronunciation, spelling, length and complexity, grammar, meaning, range, connotation and idiomatic. Learning vocabulary seems to be one of the easiest things about learning a language, but it's also one of the hardest things to do. It is because learning vocabulary does not only learn about the meaning of word. When learning vocabulary, students will also learn about other aspects of word such as usage, pronunciation, grammatical, and so on. So it often makes difficulties for the students to comprehend the vocabulary.

Due to the importance role in language learning, vocabulary needs to be learnt as to enrich their knowledge so that the students become proficient in English. However, there is a problem that the learners encounter relating vocabulary learning especially in Indonesian context; they have difficulties in understanding vocabulary and it affects on their second language proficiency. According to Cahyono and Widiati (2008), the main problem of Indonesian learners is that their vocabulary limitedness. For the other problem in learning vocabulary was coming from the students who were taught grammar was more important than vocabulary. It indicated that the learners had lack of vocabulary.

National Examination which is commonly abbreviated as UN / UNAS is a national evaluation system of basic and secondary education standards and the quality of inter- regional education levels conducted by Pusat Kajian Pendidikan, Depdiknas in Indonesia based on Undang-undang Republik Indonesia nomor 20 tahun 2003 that in framework of quality control national education is evaluated as a form of accountability of education providers to interested parties. It was further stated that the evaluation was carried out by an independent institution periodically, comprehensively, transparently, and systematically to assess the achievement of national education standards and the process of monitoring the evaluation must be carried out continuously. The process of monitoring the evaluation is carried out continuously and continuously and eventually will be able to improve the quality of education. Improving the quality of education begins with standard setting.

Determination of standards that continue to increase is expected to encourage the improvement of the quality of education, what is meant by the determination of education standards is the determination of the cut-off score. Someone is said to have passed / competent if it has passed the limit value in the form of a limit value between students who have mastered certain competencies. If that happens on a national or school exam, the limit value serves to separate students who pass and do not pass, called graduation limits, the activity of determining graduation limits is called the standard setting.

Benefits of final exam standard settings:

1. There is a graduation limit for each subject in accordance with the minimum competency demands.
2. The existence of the same standard for each subject as a minimum standard of achievement of competence.

National exam is a standard evaluation system of primary and secondary education in Indonesia. The Law of the Republic of Indonesia number 20 of 2003 states that in order to control the quality of education nationwide, so the result of national exam is to make decisions about the graduation

of students at school. According to the new policy, graduation of the students will be entirely under the authority of school based on the students' academic achievement at school. National exam is used as plan some corrective actions and funding scheme to support the improvement of the quality of education at school and district levels, map out the quality of education of instructional program, and consider selection purposes for the next levels of education (Saukah, Ali and Cahyono, 2015).

METHOD
The research used qualitative and quantitative methods. This study aims to describe and compare the vocabulary used in National Exam (UN) and the vocabulary covered in 2013 curriculum. This research was conducted using content analysis on the vocabulary used in the National Exam and test on the twelfth-grade students senior high. The first source of data is derived from student of twelfth grade student of MA Islamic Centre Cirebon comprising 49 student who are divided into 28 students from XII IIS and 21 students from XII MIA class. The second source of data is gained from the document of National Exam 2016/2017
.
The research instrument used in the study is vocabulary test. It has undertaken reliability and validity test to unsure valid and reliable data to collect. The test consists of 100 questions divided into 5 parts, including: 100 questions which are divided into 5 parts, among others: part 1 is de-contextual question having 30 match question, part 2 is de-contextual question which has 30 complete questions, part III is also de-contextual question that has 30 translated questions, while part I and part V are textual questions, each of which has 5 multiple choice questions with different text. There are two technique of data analysis in this research, namely content analysis and test. Content analysis is used to describe the vocabulary used in the English National Examination of Senior High School. In addition test is used to measure the students' vocabulary acquisition.

RESULTS AND DISCUSSION
The first finding of the research is the comparison between vocabulary used in the English National Examination of Senior High School and the vocabulary proposed in the 2013 curriculum. As shown on table 1, the vocabulary is classified into such word classes as noun, verb, adjective, adverb, preposition, conjunction, pronoun, and article.

Based on Table 1, there are totally 1.580 vocabularies contained on English national examination. They consist of 708 nouns, 420 verbs, 182 adjectives, 100 adverbs, 71 pronouns, 64 preposition, 25 conjunction, and 10 articles. While vocabulary in the curriculum, there are 320 vocabularies which consist of 155 nouns, 86 verbs, 48 adjectives, 15 adverbs, 10 prep, 7 pronouns, 4 conjunctions, 3 articles

From the data above, it indicates that the number of vocabularies in national examination surpasses the number of vocabularies proposed in 2013 curriculum. The total percentage of vocabularies in national examination cover 83% of the overall vocabulary, while vocabularies proposed in 2013 curriculum only encompass 17% of overall vocabulary. So, it can be concluded that the number of vocabularies in national examination are far beyond those in the curriculum. The detailed data are presented below

Table 1 Vocabulary Comparison between National Examination and Curriculum

Source	Adj	Adv	Art	Conj	Prep	Pron	N	V	Σ	%
National Examination	182	100	10	25	64	71	708	420	1.580	83%
Curriculum	48	15	3	4	10	7	155	86	328	17%
ΣSUM	230	115	13	29	74	78	863	506	1.908	100%

Note Code: adj (adjective), adv, (adverb), art (article), conj (conjunction) , prep (preposition), pron (pronoun), n (noun), v (verb), Σ (sum) % (percentage)

The second finding is the student vocabulary acquisition of senior high school measure with vocabulary used in National Exam presented on two tables. Table 2 is the result of the students'

vocabulary test from MA Islamic Centre Cirebon XII MIA (science class) and the result of the students' vocabulary test from MA Islamic Centre Cirebon XII IIS (social class).

Table 2 MA Islamic Centre Cirebon XII MIA and IIS 2018/2019

	I			II			III			IV			V		Total	
	Adj	N	V	Adj	N	V	Adj	N	V	FI	I	V	FI	I		
Test	7	12	11	6	13	11	9	12	9	63	55	15	90	111	424	100%
	30			30			30			133			201			
MIA	89	101	93	87	116	112	115	124	117	1123	983	285	1686	1270	6301	
	61%	40%	40%	69%	42%	48%	61%	49%	62%	85%	85%	90%	89%	54%		
	283			315			356			2391			2956		300	71%
	45%			50%			57%			86%			70%			
IIS	125	152	135	108	165	140	13	141	109	17	1540	420	1623	1786	8345	
	64%	45%	44%	64%	45%	45%	54	42%	43%	100	100%	100%	64%	57%		
	412			413			387			3			3409		298	70%
	49%			49%			45%			10			61%			

From the result of test in table 2, the results obtained 6.301 vocabularies from all parts which consisting 283 vocabularies in part I, 315 vocabularies in part II, 356 vocabularies in part III, 2391 vocabularies in part IV, and 2956 vocabularies in part V. So, the average students of MIA master 300 vocabularies per student.

There are nine students who get grades above eight, they are BS who gets 82, DC who gets 82, F who gets 85, FA who gets 83, J K who gets 81, MN who gets 81, R A S who gets 83, S A who gets 84, and S E who gets 84. There is one student who gets very low grades, namely P P G who gets 28. From the results of the test, student's vocabulary averages 61% of adjective, 40% of noun, and 40% of verb in de-contextual question (part I, part II & part III). While student's averages in contextual questions (part IV & V) are 85% of factual informational questions and 54% of inferencial questions. It shows that the low vocabulary acquisition in part I, II, and III does not empede the possibility of understanding the vocabulary on part IV and V.

From the result of test in table 3, the results obtained 8.345 vocabularies from all parts which consisting of 412 vocabularies in part I, 413 vocabularies in part II, 387 vocabularies in part III, 3724 vocabularies in part IV, and 3409 vocabularies in part V. So, the average students of IIS master 298 vocabularies per student.
There are six students who get grades above eight, they are D A P who get 89, HAA who get 91, IS who get 80, N who get 92, and T who get 91. There is one student who gets very low grades, namely H P who gets 59.

From the results of the tests, student's vocabulary averages 61% of adjective, 40% of noun, and 40% of verb in de-contextual question (part I, part II & part III). While student's averages in contextual questions (part IV & V) are 85% of factual information questions and 54% of inference. It turns out that getting a low score in part I, part II, & part III does not rule out the possibility of getting a big score in part IV because students are more accustomed to answering questions with their understanding that they think it is right, while when students face de-contextual questions they must understand and know the meaning of words by word.

As in the factual information and inference questions, the results are very different because the factual information question has an answer that is exactly like in the text, while the inference must conclude the answer itself even though basically it is in the text.

Based on content analysis, there are 1.580 vocabularies which consist of 182 adjectives, 100 adverbs, 10 articles, 64 conjunctions, 71 pronouns, 708 nouns, and 420 verbs. While vocabulary in the curriculum, there are 320 vocabularies which consist of 48 adjectives, 15 adverbs, 3 articles, 4 conjunctions, 7 pronouns, 155 nouns, and 86 verbs.

From table 2.3 indicated those vocabularies in national examination have more vocabulary compared with vocabulary in curriculum. In the national examination, it has 83% of the overall vocabulary, while in the curriculum it only has 17% of overall vocabulary. So, it can be concluded that vocabularies in national examination beyond the vocabulary are in the curriculum. This should

be used as an excuse to improve the curriculum so that the existing vocabulary is improved and the teacher must increase enrichment for students' especially 12th grade.

Based on the test, there are 100 questions consisting of 5 parts: part I, part II, part III, part IV, and part V. Part I, II & III are de-contextual of questions and part IV & V are contextual questions. In matter of part I there are 30 matching word with 30 vocabularies, part II there are 30 complete word with 30 vocabularies, and part III translate word with 30 vocabularies. While in the part IV there are 5 multiple choice and short text, and part V there are 5 multiple choice and long text.

In part I used 30 vocabularies which consist of 7 adjective, 12 nouns & 11 verb; the part II used 30 vocabularies which consist of 6 adjective, 13 nouns & 11 verb; the part III used 30 vocabularies which consist of 9 adjective,12 nouns & 9 verb; the part IV used 133 vocabularies which consist of 63 vocabularies in 2 factual information questions, 55 vocabularies in 2 inference questions; and 15 vocabularies in a question of vocabulary, and the part V used 201 vocabularies consisting of 90 vocabularies used in 2 factual information questions & 111 vocabularies used in 3 inference questions.

From the results of the tests, student's vocabulary averages 61% of adjective, 40% of noun, and 40% of verb in de-contextual question (part I, part II & part III). While student's averages in contextual questions (part IV & V) are 85% of factual information questions and 54% of inference. It turns out that getting a low score in part I, part II, & part III does not rule out the possibility of getting a big score in part IV because students are more accustomed to answering questions with their understanding that they think is right, while when students face de-contextual questions they must understand and know the meaning of words by word.

As in the factual information and inference questions, the results are very different because the factual information question has an answer that is exactly like in the text, while the inference must conclude the answer itself even though basically it is in the text.

This finding is in line with what Laufer (1991, pp. 82-83) claims about what knowing a word actually implies. There are five separate categories: form, word structure, syntactic behaviour meaning, and lexical relations. In addition, Miller (1999) proposed that word knowledge in a similar way, knowing a word is not a static category within the learner.

CONCLUSION

There are 1.580 vocabularies which consist of 182 adjectives, 100 adverbs, 10 articles, 64 conjunctions, 71 pronouns, 708 nouns, and 420 verbs. While vocabulary in the curriculum, there are 320 vocabularies which consist of 48 adjectives, 15 adverbs, 3 articles, 4 conjunctions, 7 pronouns, 155 nouns, and 86 verbs.

From table 2.3 in chapter 2 indicated those vocabularies in national examination have more vocabulary compared with vocabulary in curriculum. In the national examination have 83% of the overall vocabulary, while in the curriculum only 17% of overall vocabulary. So, it can be concluded that vocabularies in national examination beyond the vocabulary are in the curriculum. This should be used as an excuse to improve the curriculum so that the existing vocabulary is improved and the teacher must increase enrichment for students' especially 12th grade.

The analysis of the National Exam was also carried out by Praeksa in his research entitled "Analysis of National Questions in the study year 2013/2014 using Digital Mark Reader (DMR) at *SMP Negeri 1 Tanon.*" In his research, the same uses content analysis in analyzing the vocabulary in national exam questions but has a different research objective than this research.

This research is also almost the same as the one from Dariskah research entitled "*An Analysis on Classroom Technique on Reading Class for Facing National Examination at the Third Grade of SMP N 1 Jatipurno in 2017/2018 Academic Year.*" The aim of this research about facing National Examination but having a difference in the subject under research, if Dariskah research focus on classroom technique on reading class then this research focuses on the vocabulary used in national exam.

From the results of the tests, student's vocabulary averages 61% of adjective, 40% of noun, and 40% of verb in de-contextual question (part I, part II & part III). While student's averages in

contextual questions (part IV & V) are 85% of factual information questions and 54% of inference. It turns out that getting a low score in part I, part II, & part III does not rule out the possibility of getting a big score in part IV because students are more accustomed to answering questions with their understanding that they think is right, while when students face de-contextual questions they must understand and know the meaning of words by word.

As in the factual information and inference questions, the results are very different because the factual information question has an answer that is exactly like in the text, while the inference must conclude the answer itself even though basically it is in the text.

The findings of the research problem in this research almost similar to the *Lumapow* research entitled "*Identification of Difficult Items in English National Examination of the Language Stream*". Lumapow focuses on national exams in two packages: A package, & B package. While this research focuses on national exam based on one package used in two majors: MIA & IIS.

The researcher concluded that the vocabulary contained in the national exam was more than that in the curriculum. So it was natural if the students difficult to answer the national exam and get low scores.

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