

THE EFFECTS OF VOCABULARY MASTERY AND STUDENT'S PERCEPTION ON TEACHING MATERIAL TOWARDS WRITING SKILL

Agus Wilson

Program Studi Teknik Informatika
Fakultas Teknik, Matematika dan Ilmu Pengetahuan Alam
Universitas Indraprasta PGRI
Jl. Nangka No.58 Tanjung Barat, Jakarta Selatan, Indonesia
wilson_aw25@yahoo.com

Abstract

This research is aimed as follows : To get emperical data and analyze the effects of vocabulary mastery and student's perception on teaching material towards writing skill at State Senior High Schools in South Tangerang. The research was held at SMAN 5 and SMAN 6 in South Tangerang, the population of 400 students with a sample that is taken randomly about 40 students. Data collective done by giving test for writing skill (make a composition or an essay about their life), test for vocabulary mastery (multiplechoice/ 20 items), and test for student's perception on teaching material (questioner/20 items) given to class at SMAN 5 and SMAN 6. The result of study identifies there are effectsbetween Vocabulary Mastery and Student's Perception on Teaching Material towards Student's Writing Skill.

Keywords: Vocabulary Mastery, Students' perception on Teaching Material, and Writing Skill.

PENGARUH PENGUASAAN KOSAKATA DAN PERSEPSI SISWA ATAS BAHAN AJAR TERHADAP KEMAMPUAN MENULIS

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan antara penguasaan kosakata dan persepsi siswa atas bahan ajar terhadap kemampuan menulis. Penelitian diadakan di SMAN 5 dan SMAN 6 kelas XI dengan total populasi 400 siswa dan diambil sampel secara acak untuk penelitian sebanyak 40 siswa. Metode yang digunakan adalah survey. Semua data variabel diambil melalui tes. Data yang diambil berupa tes esai untuk tes kemampuan menulis, soal pilihan ganda untuk penguasaan kosakata, dan soal angket untuk tes persepsi siswa atas bahan ajar. Data menunjukkan terdapat pengaruh yang signifikan antara penguasaan kosakata dan persepsi siswa atas bahan ajar terhadap kemampuan menulis.

Kata kunci: Penguasaan Kosakata, Persepsi Siswa atas Bahan Ajar dan Kemampuan Menulis.

INTRODUCTION

English is the most widely used in world society. Nevertheless, English is an international language, formally or informally, in the parts of societies in many countries. Indonesia as one of developing countries needs to communicate or interact to English to conduct social relationship, commercial and educational activities. Realizing that English as an important tool of communication, the government has decided that English is used as the first foreign language and as one of the compulsory subjects in the junior and senior high school and universities.

There are four skills that have to be mastered by the students. The four skills are reading, listening, speaking and writing. All of these are expected to be performed as an unity, but the emphasis is on reading. Vocabulary is also taught to support the language skills..

Writing ability as one of the four skills should be mastered, proceeded by listening, speaking and reading. The writing is a complex skill to express ideas or feelings in a clear, correct and comprehensible way. Often what the students write contain ideas that are not really relevant to what actually they want to express. It is clear that writing is not the same as speaking. Speaking is a spontaneous activity but writing is a conscious process which can and should be planned and organized. Brookes and Grundy (1991:1) state that a writing is more 'attended to' than speech, i.e. we are more conscious of what we are doing and tend to attach more importance to correctness of every kinds.

In order to be able to write or to make a composition clearly and correctly in English, students have to be supported by

the mastery of two important subsystems or components of language, namely vocabulary and grammar at once. Although they have mastered the basic grammar, they still cannot convey their ideas without mastering an adequate knowledge of words and their meanings.

To be able to write, students should be encouraged to use techniques and materials or materials of interest. The teacher needs to find ways to keep students interested so that students can write well. We have to use the right approach and the selection of functional materials that have a very important role in determining the success of the process of learning a foreign language.

In the modern education system, the teacher functions as a messenger agent - the message seems to be supplemented with education educational media to the learning process in particular and education in general, the process can take place effectively and efficiently. This was due, among other things, teaching materials will be delivered increasingly diverse and broad view of the development of science and technology is growing rapidly. Therefore the problems of teaching materials play an important role in order to help students achieve the standards of competence specified in the curriculum.

Judging from the teacher, the teaching material should be taught or presented in the learning activities. Judging from the students' teaching materials that students need to learn in order to achieve the standards of competence and basic competencies to be assessed using the assessment instrument is based on indicators of learning achievement.

It can be concluded, teaching materials is one of the tools in the learning activities in

compliance shall be in accordance with the standards of competence, basic competence, and the subject matter to be mastered by students. Without understanding this, the teacher will have difficulty in designing teaching materials as needed.

The writer found that the students find difficulty in writing or make a composition. Ideally, the students who have practice more in writing are able to understand the English test. It can be seen that the failure of writing or composition in this school are caused by the less motivation of the teacher in developing the teaching of vocabulary and the less mastery of vocabulary by the students. The teacher takes the material of vocabulary from the text book only. Consequently their vocabulary is very limited.

To know whether the mastery of vocabulary and student's perception on teaching material's determine the writing skill, conducting a research is much needed. Based on the explanation above, the writer would like to find out the effect of vocabulary mastery and student's perception on teaching material towards writing skill in state senior high school in South Tangerang.

DISCUSSION

THEORETICAL REVIEW

Vocabulary Mastery

Vocabulary is an object in language as linguists who are involved in the teaching of methodology of any foreign language, as we know from the statement in the former chapter that vocabulary is one of the language aspects which is very important to master the language competence. That vocabulary influence the mastery of English

is stated by Richard and Renandya (2002:255). They further state that vocabulary is a core component of proficiency and provides much of basis of how well learners speak, listen, read and write.

Vocabulary as a means of thought, expression, interpretation and communication, as Kufaishi (1988:42) states, is a vehicle for thought, self-expression, interpretation and communication. Vocabulary also basic to communication. When someone wants to follow in the conversation, so he or she must understand the words used by the speakers.

According to Webster's Ninth new Collegiate Dictionary (1984:1320), vocabulary is:

1. "A list or collection of words or phrases usually alphabetically arrange and explained or defined"
2. "A list or collection of term or codes available for use."

Based on the above theories, it can be concluded that vocabulary is a component of language consisting of a collection of words or codes with a brief meaning that someone knows used in a certain activities.

Student's Perception on Teaching Material

Perception is a process of sensory cues and relevant past experience which is organized to provide a structured and meaningful picture of the particular situation. Perception intertwined with how to obtain specific knowledge of the events at a given time, and then the perception can occur at any time if there is a stimulus that drives the senses. In this case the perception is defined as the process of knowing objects and objective

events by means of senses. This sensory input consists of nerve impulses. They carry a sort of raw, undigested information about the environment. The individual must convert it into meaningful information. Perception, then, is the organization of sensory input into meaningful experiences (Chaplin, JP, 1999: 358). Meanwhile, according to Davidoff, LL, perception is the process of organizing and combining the data of our senses to be developed in such a way, so that we can be aware of our surroundings, including the self-awareness (1988:232). As an organized activity, then the whole person and the whole existing within the individual actively play a role in the perception. Based on Suharnan (2005:23) quotes the opinion of Marlin and Solso, it's said that perception is the earliest stage of a series of information processing.

Perception is a process of using existing knowledge (stored in memory) to detect or acquire and interpret the stimulus received by the human senses. Based on the understanding of perception is the process of interpreting or interpreting the information obtained through the human sense organ system, which includes two simultaneously processes between the engagement aspects of the outside world (stimulus - experience information) with a person in the world (and have relevant knowledge stored in memory).

In the process of perception is required individuals to provide an assessment of an object that can be either positive or negative, good or bad, agree or disagree, right or wrong, and etc. With perception as a biological function (through the sensory organs) and also psychological functions that enable individuals receive and process information from the

environment and hold the changes in their environment.

Based on such understanding can be concluded that perception is a complex process in which individuals receive and extract information from the environment, integrating or organizing and interpreting an object with the external aspects (stimulus - experience information) and the world in a person (the relevant knowledge and has been stored in memory), so as to understand the existing object before us.

Walgito (1991:54-55) refer to as internal (i.e. factors that exist within the individual itself) and external (i.e. external factors such as the individual environment: the parents, society, friends, teachers, market share and other stimulus factors in this case English subjects). Based on the above theories, it can be concluded that a student's perception in capturing information or events are influenced by the following factors: 1) those that form their own perceptions, in particular internal condition (needs, fatigue, attitudes, interests, motivations, expectations, past experiences and personality), 2) stimulus in the form of a particular object or event (objects, people, processes, etc.), 3) the formation of perceptual stimulus which it occurs either place, time, atmosphere (sad, happy, etc.).

Writing Skill

Etymologically, skill is ability to do something expertly and well; Particularly kind of learning a foreign language (Hornby, 1987:805). It meant that if we are able to do something expertly and well especially in learning of foreign language so we have to have the skill.

Bloom (1997:84) explained that the function of the skill is to be able to perform, or today's attitude, classified the skill into observing, calculating, measuring, classifying, correlating, researching, interpreting, interference, predicting, applying and communicating. Related to studying, skill is needed, so one can have skill based on their ability about something.

In the areas of second language acquisition research and second language teaching. Writing has always been the most forgotten and least researched of the four macro skill (speaking, reading, writing and listening). According to Helgesen, Brown and Nunan (2007:4) for year's people thought of listening and reading as passive skills while speaking and writing were active skills.

Writing is one of four language skills. Writing is perhaps the most demanding skill of English. It has to be deliberately cultivated. Unlike listening and speaking, it is not something which is natural to human. It is skill which has been develop in civilized society to past on knowledge or message beyond constrains of here and now.

Writing is very complex. It is neither an easy as spontaneous activity. Writing needs some mental effort that must be combined and arranged. Writing needs hard working, when the students for writing. They not only have to keep minds but also considered the past opinion or ideas, which are relevant to their goal at the teaching.

Writing as a part of language learning is an activity that requires enough time to think about the specific topic, to analyze, to select and organize an experience according to a certain purpose. In

writing, the writer must keep in mind to his or her purpose, think about the facts and need suitable language to structure the ideas in forming of a coherent discourse. Writing motivates someone to develop his or her minds. The ideas of someone cannot understand clearly before it is written.

METHODOLOGY

The method that will be used in this research is Survey. Application of this method perform through tested instrument to the students by using multiple choice test for the vocabulary mastery and perception on teaching material, and writing test.

Object of this research class X, the total numbers of the students from the two schools that are being surveyed are 400 students. The source of data from vocabulary mastery variable and student's perception on teaching material, of above variables the answers of respondents (students) of all the questions based on the test given by the researcher. And so does the dependent variable writing skill is done by the test.

FINDINGS

In order to understand the distribution of data which was obtained from the research results, descriptive analysis was compared. Analysis of descriptive data was carried out to find out the range of data, the average, the median, the mean and the standard deviation.

1. The Effects of Vocabulary Mastery and Student's Perception on Teaching Material towards Student's Writing Skill From the descriptive data, after the correlation analysis which has been carried out, it is obtained that

the correlation coefficient of 0.850 and the coefficient determination of 72.2%. After the test carried out by SPSS programme, it was proved that the correlation coefficient was significant. It means that there are significant effects of independent variable of X1 (vocabulary mastery) and X2 (student's perception) towards a dependent variable Y (writing skill). While from the regression analysis, it was obtained the equation of the regression line $Y \hat{=} 11.325 + 2.631X1 + 0.566X2$. The constant score = 11.325 shows that with the lowest vocabulary mastery and student's perception, it was difficult for students to obtain a good writing skill score, while the score of coefficient regression of 0.566 and 2.631 shows that there are positive effects of independent variable X1 (vocabulary mastery) and X2 (student's perception) towards dependent variable Y (writing skill). Every increase of one score of vocabulary mastery, so there will be an increase of writing skill score of 2.631. And, every increase of one score student's perception, there will be an increase of writing skill score of 0.566. After having been tested, the regression line linearity using SPSS programme, it was obtained that the regression line is linear. From the significance test of regression coefficient also using SPSS programme, it was obtained that the regression coefficient is significant. It really means that there is a positive effect of independent variable X1 (vocabulary mastery) and X2 (student's perception) towards dependent variable Y (writing skill). From the quantitative information and theoretical aspects,

the researcher concluded that vocabulary mastery and student's perception on teaching material have significant effects towards the student's writing skill.

2. The Effect of Vocabulary Mastery towards Student's Writing Skill From the hypothesis test, it is obtained that the score of Sig = 0.000 and $t_{test} = 5.336$; while $t_{table} = 1,68$. Because the score of Sig < 0,05 and $t_{test} > t_{table}$ so H_0 is rejected, it means that there is a significant effect of independent variable X1 (vocabulary mastery) towards dependent variable Y (writing skill). From the quantitative information and theoretical aspects, the researcher concluded that vocabulary mastery has significant effect towards the student's writing skill.
3. The Effect of Student's Perception on Teaching Material towards Student's Writing Skill, from the hypothesis test, it is obtained that the score of Sig = 0.006 and $t_{test} = 2.940$; while $t_{table} = 1,68$. Because the score of Sig < 0,05 and $t_{test} > t_{table}$ so H_0 is rejected, it means that there is a significant effect of independent variable X2 (student's perception) towards dependent variable Y (writing skill). From the quantitative information and theoretical aspects, the researcher concluded that student's perception on teaching material has significant effect towards the student's writing skill.

CONCLUSION

The writer suggests that Vocabulary mastery also has a positive and significant effect towards student's writing skill. It is important for all teacher to develop their students' vocabularies by giving them more activities or assignments. And, it is also important for the students to practice their vocabularies regularly. Good mastery of vocabulary helps the learners express their ideas precisely. By having many stocks of words, learners will be able to comprehend the reading materials, catch someone's talk, give a response, speak fluently, and write some kinds of topics to practice their vocabularies regularly. Good mastery of vocabulary helps the learners express their ideas precisely.

By having many stocks of words, learners will be able to comprehend the reading materials, catch someone's talk, give a response, speak fluently, and write some kinds of topics. Next, the variables of student's perception on teaching material and vocabulary mastery have positive and significant effects towards writing skill. It is therefore, the role of the teacher to motivate and encourage students to make them studying, and to practice and develop their vocabularies. And, of course, those things will affect to the students achievement. Academic suggestions, the result of the research must be further evaluated and assessed. A further or specific research should be taken into consideration. In addition, this can be a reference to other researchers for the next research.

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