CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

III.1 PRESENTATION OF THE DATA

The vocabulary test in SD Negeri Bunulrejo I was given to the students on January 31, 2001. It was attended by 34 (97.1%) out of 35 students. In SD Negeri Bunulrejo II the test was given on February 1, 2001 attended by 36 (97.3%) out of 37 students. From 70 students, the writer only took 60 students as the respondents since the others get very low score in the test.

Male students' achievement on vocabulary test are presented as follows:

Table 6. Male Students' Achievement on Vocabulary Test

NO	NAME OF STUDENTS	SCORE
1	Rizky Sandi H	87
2	Agus Prastiyo	80
3	Anugrah	75
4	Bambang	75
5	Nanda Amarilla	73
6	Sigit P	72
7	Asdita	70
8	I Gusti Made	70
9	Reza P	70
10	R. Kari S	70
11	Wedhap Eko T	67
12	Agung Mulyono	67

13	Gannis	67
14	Hafis	67
15	Rizky Adi	67
16	Teguh P	64
17	Agil Okta Johan F	63
18	Galang	63
19	Oki Handoyo	60
20	Fahmi S	57
21	Fini Romadhoni A	57
22	Henderik	57
23	Wahyu Rubianto	57
24	Anjar	57
25	Dion	55
26	Sigit Tri S	50
27	Gofar	50
28	Junaedi	50
29	Agung Wahyu Pratama	47
30	Ben Satiri Pandawa Amin	43

The table represents male students' performance in vocabulary mastery. From the data, it can be seen that six students (20%) have the score above 70. Four students (13.3%) get the score that is equal to 70 and twenty students (66.7%) get score less than 70. The highest score is 87 and the lowest score is 43. The mean value of male students' achievement is 63.6.

Students' scores which are the same as or more than 70 indicate the high level of vocabulary mastery. Those who belong to this level know the meaning of words (nouns, verbs and adjectives) including their synonyms and antonyms and have a good word choice (diction) although sometimes they get difficulty in determining the meaning of metaphor. The students

who have score less than 70 means that their mastery of Indonesian vocabulary is low.

Table 7. Female Students' Achievement on Vocabulary Test

NO	NAME OF STUDENTS	SCORE
1	Choirotul Fadhila	92
2	Ika Wijayanti	92
3	Sri Ariny Nuryanti	90
4	Sendi Nurul Indiana	90
5	Novella Perdana Sari	90
6	Ratih Puspita Sari	90
7	Novi Fadriana	87
8	Reni Pungkas Sari	87
9	Rica	87
10	Siti Rojika	80
11	Winda E	80
12	Dian Novita Sari	80
13	Yunita Carolina Mewo	80
14	Nanda Setiani	78
15	Novi Sri Nurbiati	78
16	Ria Sella Meidita	77
17	Siti Mariam	77
18	Ani Indi Sari	77
19	Ari Asmoro W	75
20	Ayu W	74
21	Dita Luki Reza	74
22	Dyah Saraswati	74
23	Milda Friz Jayanti	74
24	Tripujiastuti	70
25	Chytra Mahanani	70
26	Niken Prita Kurnia	70
27	Thyara Mahanani	70
28	Hartini	70
29	Fitri W	65
30	Tri Febri Yanti	65

The table shows the female students performance in mastering Indonesian vocabulary. Twenty-three out of the 30 female students or 76.7% get the score above 70. Their abilities are determined by the number of correct answers in which more than half of the items are answered correctly and the composition was done well. They can be categorized to have good abilities in mastering Indonesian vocabulary. They have been familiar with the words and are able to use them in their daily conversation. Five students or 16.7% belong to the average level with scores equal to 70. They know the meaning of words and their synonyms or antonyms although sometimes they still face some difficulties. For instance, they can answer the synonym of *rumah penginapan* or the synonym of *pemandu wisata* correctly but they do not know the meaning of *darah biru* and *meja hijau*. The remaining two students or 6.7% get the score below 70. They have poor abilities in mastering Indonesian vocabulary. They face many difficulties in answering questions in the vocabulary test. The highest score is 92 and the lowest score is 65. The mean value of female students' achievement is 78.8.

Table 8. Male and Female Students' Achievement on Vocabulary Test

NO	MALE STUDENTS	SCORE	NO	FEMALE STUDENTS	SCORE
1	Rizky Sandi	87	1	Choirotul F	92
2	Agus P	80	2	Ika W	92
3	Anugrah	75	3	Sri Ariny	90
4	Bambang	75	4	Sendi N	90
5	Nanda A	73	5	Novella	90
6	Sigit P	72	6	Ratih Puspita	90
7	Asdita	70	7	Novi F	87
8	I Gusti Made	70	8	Reni Pungkas	87
9	Reza P	70	9	Rica	87
10	R. Kari S	70	10	Siti Rojika	80
11	Wedhap	67	11	Winda E	80
12	Agung M	67	12	Dian Novita	80
13	Gannis	67	13	Yunita	80
14	Hafis	67	14	Nanda S	78
15	Rizky Adi	67	15	Novi Sri	78
16	Teguh P	64	16	Ria Sella	77
17	Agil Okta	63	17	Siti Mariam	77
18	Galang	63	18	Ani Indi	77
19	Oki Handoyo	60	19	Ari Asmoro	75
20	Fahmi S	57	20	Ayu W	74
21	Fini R	57	21	Dita Luki	74
22	Henderik	57	22	Dyah	74
23	Wahyu R	57	23	Milda	74
24	Anjar	57	24	Tripujiastuti	70
25	Dion	55	25	Chytra M	70
26	Sigit Tri	50	26	Niken Prita	70
27	Gofar	50	27	Thyara M	70
28	Junaedi	50	28	Hartini	70
29	Agung W	47	29	Fitri W	65
30	Ben Satiri	43	30	Tri Febri	65

From the table we can see the differences between male and female students' achievement on vocabulary test. Male students' score range from 43 to 87 while female students' score range from 65 to 92. There are two female students who got the highest score (92) which represents their excellent mastery of vocabulary, and only one student got the lowest score (43) representing his poor vocabulary mastery. However, the number of female students who get scores above or equal to 70 is bigger than the number of male students. There are ten male students or 33.3% got score above or equal to 70 and twenty-eight female students or 93.3% got above or equal to 70. This condition may happen because of : internal and external factors. The internal factors such as motivation to read books or other sources and readiness of students in doing the test. The external factors are teaching method obtained by the students, teacher, family, etc. Since the mean value of female students' vocabulary score (78.8) is higher than the mean value of male students' vocabulary score (63.6), we can say that generally the vocabulary mastery of female students is better than that of male's.

III.2. QUANTITATIVE ANALYSIS

In order to prove the correlation between variables the writer uses *Pearson Product Moment* (Correlation Coefficient). If we talk about correlation we cannot avoid involving regression because correlation and regression have very close relationship. Regression is used to determine the constant value of regression line and the percentage of independent variable's contribution to dependent variable (Sokal and Rohlf, 1991: 302). In this study the independent variable (X) is sex and the dependent variable (Y) is vocabulary. Since sex consists of male and female, we can say that there are two independent variables: X_1 is female and X_2 is male. That is why the writer uses *Dummy Regression* to analyze the data. In *Dummy Regression*, we should make a parable. Here female students are assumed as zero (0) while male students are assumed as one (1).

According to Faisol (1982: 317) approximation of the degrees of correlation is interpreted in the following way:

0.00 – 0.20   very low correlation very low (there is a slight correlation and usually ignored)

0.20 – 0.40   low correlation

0.40 – 0.70   normal or obvious correlation

0.70 – 0.90   high or very obvious correlation

0.90 – 1.00   very high or extreme correlation.

From the statistical computation, the value of correlation coefficient is equal to –0.641. It indicates quite significant correlation between the variables of the study: sex and vocabulary mastery. It is a negative relation which means the decreasing number of X reflects the increasing number of Y (Sudjana, 1996: 8), or the lower the sex the better vocabulary mastery people have. If the sex is female (X = 0) the vocabulary mastery is high and if the sex is male (X = 1) the vocabulary mastery is low. The relationship between variables can be seen in the following figure:

Figure 3. The Relationship between Sex and Vocabulary Mastery
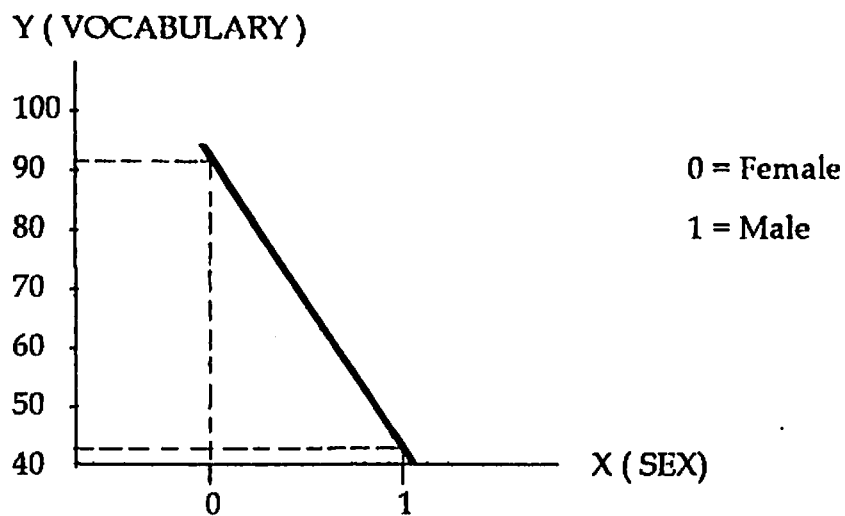
In this study the writer proposes two hypotheses:

H_0 : There is no correlation between sex and vocabulary mastery

H_1 : There is a correlation between sex and vocabulary mastery

In order to test the tenability of the null hypothesis [$H_0 : r = 0$] we deal with the significant level of the correlation. If the significant level is less than 0.05 it means that there is a correlation between sex and vocabulary mastery (H_0 is rejected and H_1 is accepted). If the significant level is more than 0.05 it means that there is no correlation between sex and vocabulary mastery (H_0 is accepted and H_1 is rejected). From the statistical computation we get, the significant level of the data is equal to 0.000 (0.000 < 0.05) and it means there is a correlation between sex and vocabulary mastery. Therefore the null hypothesis is rejected at the 95% level of confidence.

By using regression, the value of determination coefficient [r^2] can be decided (Sokal and Rohlf, 1991: 305). The fact that r^2 is equal to 0.411 can be stated that 41.1% of the mastery of vocabulary is influenced by sex and the remaining 58.9% is determined by other factors such as motivation to read books, teacher, and teaching method. 41.1% is quite high value upon consideration that there are many factors influenced the mastery of vocabulary. Therefore we can say that sex is one of the important factors which influenced children's vocabulary mastery.

From figure 3 we can see that the relationship is linear. The linear relationship is indicated by the Y means for each value of X falls on a straight line. The general linear equation is $Y = a + \beta X$ (Sudjana, 1996: 10).

the function equation which is fulfilled the above case is $Y = 78.767 - 15.2X$ with the mean value of female students' vocabulary mastery equals to 78.767 and male students vocabulary mastery equals to 63.567. Since the significance value of this data equals to 0.000 (0.000 < 0.05) the writer concludes that the regression coefficient is significant at the 95% level of confidence.

III.3. INTERPRETATION OF THE RESULT

Mastering a language involves so many factors: internal and external factors. It also happens in mastering vocabulary. The factors which influenced children's mastery of vocabulary are linguistics knowledge, sex, and other supporting factors.

III.3.1 The Main Factors Influencing Children's Vocabulary Mastery

The outcome of the study suggests two important factors that influence children mastery of vocabulary: linguistic knowledge and sex. The important role of both factors is shown by the scores that male and female students get on the vocabulary test.

Children's language is different from adult language because children have their own linguistic knowledge. It fits to Noam Chomsky's theory that a child is born with some built in knowledge about the basic principles of language which is reflected in some fashion in basic neurological

functioning (Bee, 1992: 321). Children do indeed construct language and they may indeed start with basic operating principles. It may happen because children possess powerful cognitive skills that enable them to structure and interpret their experience on a nonlinguistic basis, that is to develop notion of agency, spatial location, causality, possession, and so on. When language starts to come in, it does not introduce new meanings to the child. Rather, it is used to express only those meanings the child has already formulated independently of language. Related to this case, it is shown from the observation in which children cannot answer a question correctly because they never heard the word asked. Then they formulate their own meaning. For instance, they consider that *raja siang* is a phenomenon that they find in the afternoon. Some of them consider it as *matahari* and other students consider it as *awan*.

However, it also supports Santrock's statement that during middle and late childhood, a change occurs in the way children think about words. They become less tied to the actions and perceptual dimensions associated with words. The increasing ability of elementary school children to analyze words helps them understand words that have no direct relation to their personal experiences. This allows children to add more abstract words to their vocabularies.

Besides, children's mastery of vocabulary is also influenced by their sex. It is supported by Gage and Berliner's statement that on measures on verbal fluency, girls usually do better than boys. Girls learn to talk, to use sentences and to use greater variety of words a little earlier than boys. They also speak more clearly, read earlier, and do consistently better than boys in tests of spelling and grammar. Women usually out-perform men on almost all measures of language ability. They tend to be more fluent in speaking and writing, they have bigger number of vocabularies and they are more sensitive to grammar (1984:200). The value of determination coefficient [r^2 = 0.411] sustains Gage and Berliner's idea about the difference between boys and girls vocabulary mastery. It means that 41.1% of children's vocabulary mastery is influenced by sex. It is quite high value since there are many factors which influenced children's mastery of vocabulary.

From the observation we know that female students' scores on vocabulary test is higher than that of male's. Most of female students got scores above 70 while most of female students got scores below 70. The mean value of female students' score (78.8) is higher than male students' scores (63.6). The observation result supports the theory about the difference between male and female students' mastery of vocabulary. In this case we can say that sex plays an important role upon children's mastery of vocabulary.

III.3.2 Other Factors Influencing Children's Vocabulary Mastery

Beside those two important factors, there are many other factors that affect children's mastery of vocabulary. The factors can be divided into internal and external factors. Internal factors are factors inside the respondent consisting of motivation to read books or other sources and readiness of students in doing the test. Motivation to read books and other sources may help students to enrich their vocabulary. From books, magazines or newspapers students will get much information and find new vocabularies. Although they only read fictions and comics, the motivation to read any sources gives meaningful contribution to the development of their vocabulary. From the interview, the writer found that most female students (93.3%) have reading as their hobby. They usually read children's magazines such as *Bobo* and *Mentari* or comics. Sometimes they read newspaper. On the other hand, only few male students (33.3%) like reading. Male students who like reading would rather read comics than magazines. Therefore, the writer concludes that female students have higher motivation to read than male students do.

About the readiness of students in doing the test, the writer found that most of the students (63.3%) are ready to do the test. It is because their teachers have announced the time of the vocabulary test. Besides, the

materials of the test have been learned by the students. The materials of the

test are taken from Bahasa Indonesia books for the third and fourth class of

Elementary School especially *Aku Cinta Bahasa Indonesia* jilid 3A, 3B and

4A. However, the remaining 36.7% of the students did not do any preparation

to face the test.

The external factors are factors outside the respondent such as

teaching method, the teacher and family. Teacher is the main factor for

students' success in their study (Afifudin, 1988: 113). The way teacher

explains the materials affects the success of studying process. Teachers should

be communicative and always give clear explanation to the students. Not

only the teacher but also students should be active participants in the

classroom. In the observation, the writer found that the teachers only use one

book as their reference and they seldom ask the students to discuss a topic

with their friends. Some students said that they only learn or memorize the

vocabularies found in their lesson book when they have a test on Bahasa

Indonesia. Therefore, they get very limited information and they cannot

enrich their vocabularies optimally. The teacher plays an important role in the

studying process. According to Afifudin (1988: 119) a good teacher should

fulfill the following criteria:

1. Able to coordinate the aim and method of teaching which is suitable with students' development, need and background.

2. Know where the student's mistake and shortage in order to improve it.

3. Give a proper evaluation towards students' studying achievement.

4. Give clearer explanation to students who need special guide and instruction.

5. Be aware that education is given not only in school but also outside the school.

Another factor is the family. The members of family give meaningful contribution towards students' vocabulary. Usually children who have brother or sister will often build more conversations than those who are the only child in their family. According to the students who have brother and sister (80%) sometimes when they are talking with their brother or sister they found a new thing. Their brother or sister often uses a new word in their conversation. That new word unconsciously enriches the students' vocabulary. Sometimes they also imitate words used by their father, mother, brother and sister. This phenomenon supported Crystal's idea that children do imitate a great deal, especially in learning sounds and vocabulary (1989:

234). Students who are the only child in their family (20%) stated that they often talk more to their friends than to their mother and father. Sometimes they know a new word from their friends. When they do not know the meaning of a new word, most of them (75%) said that they would rather ask their father than their mother. It is because they assumed that their fathers are cleverer than their mothers or because their fathers give clearer explanation than their mothers. About this phenomenon Crystal stated that fathers tend to be more intense and demanding in their communication, using more direct questions and a wider range of vocabulary (1989: 235). However, they can get the information not only from their parents but also from their grandparents, their uncle or their aunt. Crystal said that the primary caregivers may not be the parents at all, but the developing child may receive linguistic stimulation from other adult relatives or neighboring families(1989: 235).

There are obviously other factors which contribute to children's vocabulary mastery. It is because in learning a language, including vocabulary, we should also consider many things related to the language. However, children must build a vocabulary, acquired the standard meaning of words and learn to use words as adults do to broaden the horizon of communication.

CHAPTER IV

CONCLUSION