

The Vocabulary Profile of the Questions Towards SBMPTN Documents in English Sections: A Content Analysis

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Abstrak

Sebagian besar siswa Indonesia yang telah lulus SMA diproyeksikan untuk melanjutkan studi ke perguruan tinggi. Selain itu, mereka harus lulus tes pemahaman tertentu yang disebut "SBMPTN" (Seleksi Bersama Masuk Perguruan Tinggi Negeri). Dalam tes itu, peserta didik akan disajikan dengan bagian bahasa Inggris yang terdiri dari beberapa bagian bacaan dengan lima belas pertanyaan. Dengan demikian, penelitian ini adalah analisis isi yang akan menguji kata dalam pertanyaan SBMPTN yang perlu dipelajari di tingkat sekolah menengah atas dengan menggunakan profil kosakata, selain itu penelitian ini juga meneliti jenis pertanyaan yang harus diketahui peserta atau peserta didik, untuk membuat peserta mampu menjawab pertanyaan dengan benar dan tepat dalam waktu yang terbatas. Hasilnya sebagian besar pertanyaan terdiri dari kata-kata dan kata-kata akademis dengan frekuensi tinggi, sedangkan dari segi jenis pertanyaan sebagian besar pertanyaannya adalah meminta pemahaman, gagasan utama dan kesimpulan. Penelitian ini juga memberi guru daftar kata dan jenis pertanyaan yang harus difokuskan untuk tahun senior sekolah menengah.

Kata kunci : Profil Kosakata, Frekuensi Kata, Jenis Soal, SBMPTN

Abstract

Most of Indonesian students who have graduated from high school are projected to continue their study in the university. Moreover, they need to pass the certain kind comprehension test called as "SBMPTN" (Seleksi Bersama Masuk Perguruan Tinggi Negeri). In that test, learners would be serve with English sections which consist several reading passages with fifteen questions. Thus, this research is content analysis that would examine the word within SBMPTN questions that necessary to be learn at senior school level by using vocabulary profiling, moreover this study also examine the questions types that participant or learners should be familiar, in order to make the participant able to answer the questions correctly and precisely in the limited time. The result is most of question consist of high frequency of word and academic words, while in terms of question types mostly the questions are asking for comprehension, main ideas and inferences. This research also provides teachers with a word list and kind of question types that should be focused for the senior year of high school.

Keywords : Vocabulary Profiling, Word Frequency, Question type, SBMPTN

INTRODUCTION

More than seven hundred students graduated from high school are interested to participate in high institutional enrolment throughout the years. According to the Kementerian Riset dan Pendidikan Tinggi (2019) there are 714.652 students are registered for SBMPTN

(Seleksi Bersama Masuk Perguruan Tinggi Negeri) and only around 8% students are passed the exam. This is also implied that there are unrevealed factors that make more than 80% students are failed besides the institutional student capacity. The examination done by using computer assisted in order to minimize the fraud during exam, however the content of the examination is closely to prior years. For instance, English sections there are 15 numbers of

questions with reading passages and all of the questions types most likely the same with previous year.

Focusing on the English section in SBMPTN, the section is full of reading passages and participant are required to answer 3 to 4 questions subjected to the reading passages. Participant would spend a lot of time to read a quite long reading passages before going to answer the question. The reading passages presented in the exam have around 5 to 6 long paragraphs with unknown vocabulary within. Yet, participant no need to worry about the vocabulary because EFL learners should not know all of vocabulary level. As stated by (Nation & Waring, 1997) that a language learner need to know the vocabulary based on how often the word occurs. Learners actually need to comprehend 95% vocabulary in the reading text, however it might seem difficult for novice learners if teachers do not provide them with learning vocabulary through context.

On the other hand, participant need to be familiar with several words that often come out in the reading passages questions, in order to make them easier to comprehend the questions presented and immediately looking for the answer throughout scanning method. According to (Harmer, 2001), scanning is a reading technique to help readers to find specific information throughout the reading passages quickly. Scanning techniques could be used for learners to comprehend the reading passages in a limited time during SBMPTN enrolment exam.

The questions presented in the exam are based on high ordered thinking from Bloom's Taxonomy as cited in such as remembering, understanding, applying, analysing, evaluating and creating (Anderson, Krathwohl, & Bloom, 2001). This quite challenging for learner during exam enrolment which the question applying Bloom Taxonomies because it would require students to comprehend the whole paragraph in a limited time.

Thus, it is necessary to make participant more familiar with the vocabulary in the question presented in the SBMPTN. Due to this reason, this research would examine the vocabulary list that students especially high school level need to acquire for high institutional exam enrolment preparation. The vocabulary profile is derived from a software program for vocabulary profiler named Compleat Lexical Tutor (Lextutor.ca) programmed by Tom Cobb (2004), so that researcher would know exactly which word that repeated or unknown words. Lextutor.ca used the New General Service List and New Academic Word List arranged by (Culligan , Philips, & Browne, 2013) as the benchmarking for vocabulary profile. Besides the vocabulary, this research also discussed about the type of questions presented to select appropriate learning material for high institutional enrolment preparation conducted by the teachers.

Literature Review

Vocabulary define as a single word or even more than just a single word, according to the (Folse , 2004, p. 2), there are several vocabulary items like a single word, a set of phrases, variable, phrasal verbs and idioms. No one could not assume that vocabulary could be counted. Moreover, vocabulary could be divided into four levels depend on how often the word occurs and how wide it occurs.

(Nation I. S., 2008) explained that the four vocabulary level, the following are high frequency word, academic word, technical word and low frequency word. First, high frequency word (K1-K2), this level considered as the most important group of words which consist more than 2,000 word families. In addition, acquiring high frequency words knowledge is also necessary for learners to read newspaper, novels and writing assignment. Second, academic words, learners in a university, must be familiar with certain kind of academic words that mostly presented in the journal articles, textbook and any research. Academic words consist of 570 words listed developed by Coxhead (1998) and it covered 10% in the academic text from crossed discipline. Third, technical words, as it is name 'technical' means that learners would deal with vocabulary related to a certain study like nursery, medical, technic, trading etc. In addition, technical words also within the 2,000 words level. Fourth, off-list or low frequent word, off-list words counted beyond the preceding

level and this level is rarely used for communication whether spoken and written, however teachers could teach this word level explicitly in the classroom but it needs more effective learning strategy to make it powerful. To sum up, there are two urgent levels that need to have attention from the teachers the following are high frequency word and academic word.

In this research, we would like to focus on the vocabulary as the single words which the group is not only the items but also the frequent used items, so that the frequency of word could be counted. As stated by (Folse , 2004, pp. 11, 13) learners should not only knowing a word meaning but also need to know the frequency of occurrence of that words. Hayness (1993) as cited in (Folse , 2004, p. 13) assumed that word frequency is the major component in word difficulty which means that considering the word frequency is could be adapt for teacher to selecting the word difficulties.

(Leech, Rayson, & Wilson, 2001, p. 9) stated that knowing the word frequency of word is need and become such an urgent thing to in education, in order to gather the information related to the word that important for vocabulary grading and selection towards for example: language teaching, material writing, and etc. Intending to the selecting word, teachers could use the *lextutor.ca*, a vocabulary profiling online software program from Tom Cobb (2004) to check the more or less frequent and useful word for teaching. The researcher only copy paste or type the reading text or anything to the toolbox "Vocabulary Profile) then the result would immediately present (Ur, 2012, p. 36).

The profile vocabulary examined the NGSL, NAWL and Off-List word, as NGSL (New General Service List) and NAWL (New Academic Word List) are the benchmarking for analysing vocabulary profile in that platform. Those new list are arranged by (Culligan , Philips, & Browne, 2013), the NGSL covered 2800 words and NAWL with 960 words derived from 288 million corpus that included 36 world top best-selling academic book. In the analysis, NGSL itself divided into three different group, NGSL-1 (the first 1,000 word levels), NGSL-2 (the second 1,000 word levels) and NGSL-3 (the 800 word levels)

This research is emphasizing to the most frequent word from English comprehension question derived from SBMPTN enrolment examination. As the data are printed SBMPTN documents from the past four year and the English sections are fully high order thinking questions, it is required to know the terminology of 'text'. According to (Ur, 2012, p. 28) text is a piece of writing or speech that could be use during language teaching and learning. Throughout the text, there are immense ways to language learning intensively. Intensive means that the text not only understood but also studied in detail. For example, comprehension word, content language, content analysis, language items and soon.

SBMPTN especially in English section could be called as "TOEFL" like tested. As stated from (Brown, 2004, p. 204) TOEFL like tested is traditional way read the passage and answer three to four questions for each. Moreover, there eight questions feature the following are main idea, expressions/idiom/phrases in context, inference (implied detail), grammatical feature, detail (scanning for specifically stated detail), excluding facts not written (unstated details), supporting ides and vocabulary in context. The other version of type questions also proposed by Gallaudet University that stated there are six kinds of reading text questioned such as comprehension, detail questions, following direction, main idea, inference and sequence.

METHOD RESEARCH

This study used content analysis designed that applied both qualitative and quantitative approach to analysed the data. In order to profiling the vocabulary, the researcher used *Compleat Lexical Tutor (Lextutor.ca)* by Tom Cobb (2014) to determine the word frequency in the SBMPTN English sections. The result of *Lextutor.ca* would be in four different group of words those are NGSL-1, NGSL-2, NGSL-3, NAWL and Off-list words.

The data sources derived from the SBMPTN scanned documents start from year of 2018 up to 2015. There are four and three reading passages and 15 questions for each, the researcher copy and paste the questions to be analysed in the *Lextutor.ca*. Even though this

is printed document but the question is similar with the computer tested year of 2019 and 2020. What make both different just the way examination be held. The researchers only focusing on the lexical words, so that the grammatical word like (she, he, it, be, more, most etc.) are skipped prior to the functions.

For the questions analysis, the researcher is intended to analysed the questions into six different type, those are comprehension, detail questions, following direction, main idea, inference and sequence and it underlined in different colours (see Appendices)

No.	Data Source	Year	Reading Text
SBM 1	SBMPTN TKPA Bahasa Inggris	2018	4
SBM 2	SBMPTN TKPA Bahasa Inggris	2017	4
SBM 3	SBMPTN TKPA Bahasa Inggris Kode Naskah 330	2016	4
SBM 4	SBMPTN TKPA Bahasa Inggris Kode Naskah 602	2015	3
Reading Text Total			15

RESULTS AND DISCUSSION

In terms of vocabulary profiling there are some unknown vocabulary revealed in those reading questions from NGSL-1, NGSL-2, NGSL-3 NAWL and Off-list. From the NGSL-1 (the first 1,000 words level) the participant or learners would meet the words such as Above, according, agree, assumes, author, based on, best, closest, communication, completes, deal, discuss, example, except, explain, first, following, give, hold, idea, likely, line, meaning, mention.

Those words commonly appear in the SBMPTN English sections questions. NGSL-2 (the second 1,000 words level) and NGSL-3 (the 800 words level) the participant would often found words such as apparently, assumption, attitude, effectively, illustrates, implied, mainly, passage, phrase, predicted, reminds, sentence, text, topic, bias, false, paragraph, summarized. Moreover, in terms of NAWL and Off-list words, participant would need to be familiar with words like comparative, manual, non, preceding, verbal, hypothesized, inferred, inline (see Appendix).

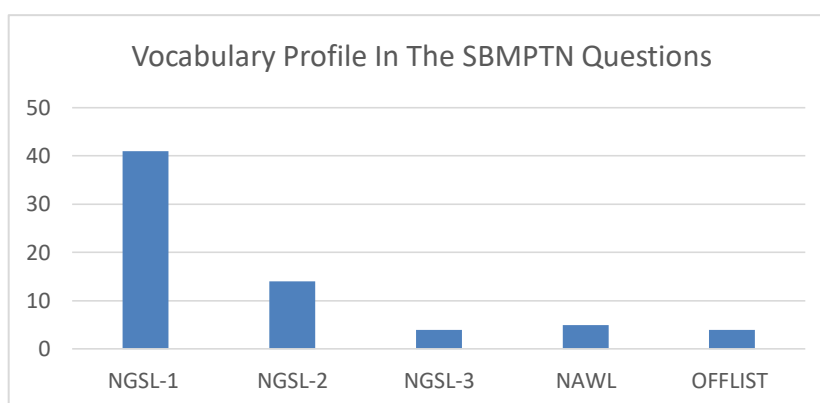


Chart 1

Thus, according to the Chart.1 above, the composition of each word level are variated, the most frequent words found in the questions belong to NGSL-1, followed by

NGSL-2, NAWL, Off-list and the latest is NGSL-3.

In terms of questions type, based on to the pie charts below, 50 percent of questions are belonging to the comprehension such as Which of the following best restates the sentence ... inline 1?, The false idea that the author may hold about ... is that, The word "manual" in paragraph 1 means ..., The following statements are true based on the passage, except ...

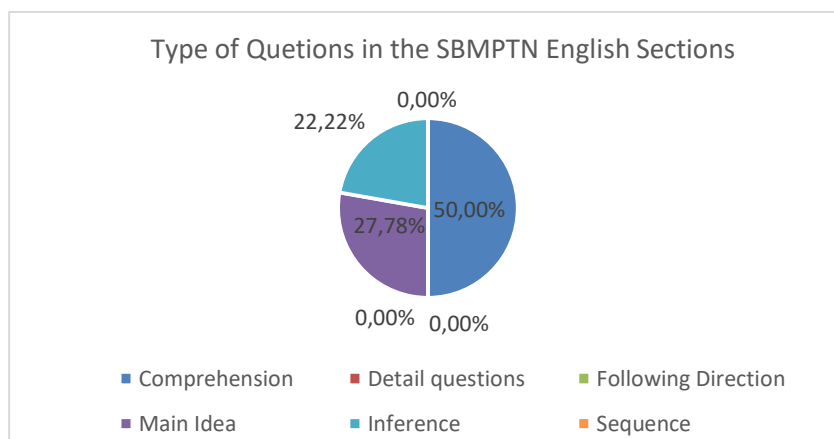


Chart 2

Moreover, the same amount of question types found in the two following kind of questions. There around 20 percent of the other two types, those are main idea and inference each. There are 27,78 percent questions about asking for main idea for example like What topic does the paragraph preceding the the passage most likely discuss, What is the best summary of the passage, Which of the following is the best summary of the passage?, What topic does the paragraph preceding the passage most likely discuss?. In addition, there are 22,22 percent questions about asking for inference The author would apparently agree that, Regarding the author assumes that, The author would apparently agree that, The author holds an assumption that....(see Appendices)

DISCUSSION

The words counted in the result above shows that NGSL-1, NGSL-2 and academic words need to becomes the teachers' focused especially for comprehending SBMPTN questions. NGSL-1 and NGSL-2 means the word in 2,000 level, which inferred that the most highest frequency that learners need to be familiar is the first 2,000 word level, followed with some academic words level as (Nation I. S., 2008) proposed that teachers in high school need to teach the high frequent words and academic words rather than low frequency words. So that learners would accustomed with those kind of word like apparently, assumption, attitude, effectively, illustrates, implied and soon.

NGSL and NAWL also have its own word lists, the high school teachers should be prepared the learning materials that consist of certain kind of words. The researcher could not predict in what factors that the rest 80 percent participant are failed in the SBMPTN exam enrolment, but it needs to be considered there are internal and external factors that might give impact to the participant's failure. In terms of English sections, the failure might be the limited time because of participants are more focused on the previous sections, they could not comprehend what is being asking for in the question or might be they have less motivation to read the long reading passages. Any factors could be happened on the SBMPTN examination enrolment and this is could be another research to follow up.

Moreover, as a means for participant preparations, in the senior high school especially the senior year, teachers need to prepare more learning materials for the sake of

preparing learners to be able to answer the SBMPTN English section questions. The teacher could find any learning resource that provides English passages with similar questions like TOEFL online preparation which is free-paid. The stakeholders need to consider that in the senior years, teachers and learners should not focus on the general learning outcomes like tenses, writing certain kind of text, or etc. because it could be done a year or two years before senior years, for high school learners which most of the learners are projected to continue their study in higher institution or university.

Participant of SBMPTN examination enrolment mostly have graduated from high school at that particular year of exam or one up to two years before, however whatever the year it is necessary for participant to be able to adapt reading techniques because they only have limited time to read the long reading passages which called TOEFL- tested by (Brown, 2004). The participant could read the question first, after they already know what to look for in the reading passages, they could be using skimming or scanning reading techniques, it would have saved their times to continue to answer the previous sections. In the contrary, participant need to be familiar with the word within the questions offered so that the participant could read the questions first, then after they have already known what is being asked about, they could have skimmed or scanned the reading passages to find out the best answers.

High school teachers could help learners to be familiar with certain kind of questions as the questions mostly about comprehending, searching for main idea and inferences. There is actually a keyword that implies which one comprehension question, which one is searching main idea and inferences. For instance, comprehension questions mostly written like According to this paragraph, . . ., According to this passage, . . ., This means . . ., It is clear from this passage that . . ., after knowing that this is how comprehension question is written about, the participant could find the answer in the options directly that consist in the reading passages' keyword. Meanwhile, for searching main ideas, most of questions are started with This paragraph is mostly about . . ., Passage talks mainly about . . ., Text tells as a whole . . . In the searching main ideas, participant could take a look on the first and last paragraph. While the last is inferences, inference questions could be written such as We can guess that . . ., We can expect that . . ., The writer seems to expect . . .

Thus, teachers need to prepare some learning materials which provide high school learners in senior years to be accustomed to answer the kind of questions. As the researchers, we cannot predict what kind of question types that probably comes out next year in the English sections, but as we could see the four SBMPTN documents have a same kind of questions types. So that teachers, need to consider how necessary for learners to be familiar with answering reading sections, not only for SBMPTN, but in the future, it would help learners to have better result in English language proficiency test such as TOEFL, TOEIC or IELTS, because of these proficiency result is become one of the requirements for university entrance.

CONCLUSION

The result of this research are mostly the questions consist of the first 2,000 words level and academic words, so that teachers should teach that kind of word level. In this research also provides teachers which a list of word that should be teach in the classroom especially for the senior year of high school learners as a means of SBMPTN exam enrolment preparations. In terms of question types, learners need to be familiar with comprehension, main idea and inference type of question by only guessing the key set of phrase or word by skimming, so that they would not spending their times to read the whole paragraph, questions and answer options.

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