

Sundanese Language Vocabulary in Narrative Essay of Elementary School Students

Leli Salimatul Hapsah
PGMI Study Program
STAI Tasikmalaya
Tasikmalaya, Indonesia
hpsahlelimalimatul@gmail.com

Taopik Rahman
Study Program of Early Child Education Teacher Training
(PG PAUD)
Universitas Pendidikan Indonesia
Tasikmalaya, Indonesia
opik@upi.edu

Abstract—The principle of language teaching is to enable students to use the language competently. The quantity and quality of language skills can be measured from the quantity and quality of vocabulary mastered. The lack of research on the vocabulary of elementary school students is the basis of this research. The purpose of the research is to find out and describe two things, i.e. the types of vocabulary in the narrative essays of elementary school students and the suitability of vocabulary with the development of elementary school students. The research uses a qualitative approach, and the method used is descriptive method. Data analysis techniques used is direct element analysis techniques. From 16 essays, 650 words are found with the frequency of use of 2520 words. After conducting the analysis on the types of vocabulary, the findings are as follows: there are 216 basic words, 126 borrowed words, and 74 function words. From the narrative essays written by elementary school students, the words used are relatively in accordance with the development of student age. This is evident from 650 words only 10 of them are considered as words normally used by adult speakers.

Keywords—*vocabulary; elementary school students*

I. INTRODUCTION

The principle of language teaching is to enable students to use the target language competently. Language skills include listening, speaking, reading and writing. The quantity and quality of one's language skills can be measured from the quantity and quality of vocabulary mastered. Vocabulary enables students to get broader experiences. In teaching vocabulary at school, students learn new words and their meanings. First, students are introduced to the new words, and then they find the meaning of those words. After knowing the meaning, students will learn to apply them to their own lives. In short, vocabulary can change the lives of students.

The development of vocabulary is closely related to conceptual mental development. Vocabulary and mental abilities show causality relation. The quality and quantity of vocabulary determines the quality of students' mental abilities.

The teaching of vocabulary, especially in elementary schools, is integrated into the teaching of language skills. Based on empirical data on teaching in elementary schools, many problems are found in teaching Sundanese related to vocabulary. Some students do not know the meaning of the

words in the texts from the textbook. This results in students having difficulty in answering questions in their school assignments. In addition, students do not read the text fluently and do not understand the meaning of the words they read. Vocabulary mastery is closely related to reading skills. One factor that makes reading difficult is the limited mastery of vocabulary.

II. LITERATURE REVIEW

A. Types of Vocabulary

Vocabulary in English is called lexicon. It is derived from the Greek word lexicon which means word [1].

1) *Basic vocabulary*: Basic vocabulary refers to words that are not easily changed or are not likely borrowed from other languages [2]. Basic vocabulary consists of terms showing family relationship, names of body parts, pronouns, numerals, verbs, adjectives, and nouns [3].

2) *Active and passive vocabulary*: Active vocabulary refers to words used in written or oral form. For examples: *angin, kembang, cai* etc. (Sundanese words meaning wind, flowers, water respectively). Passive vocabulary refers to words that are rarely used in written or oral forms in everyday life, but it is often used in literary terms. For example: *galih, surya, sukma*, etc. (Sundanese words meaning heart, solar, soul, etc. respectively) [4].

3) *Borrowed words*: Borrowed words are words adopted from other languages. For examples: *kitab, almanak, siamay, jsb* (Sundanese words meaning book, calendar, siamay (a kind of food originated from China), etc. respectively) [4].

4) *Common and specialized vocabulary*: Common vocabulary refers to words that are widely used while specialized vocabulary refers to words with limited use [4].

5) *Denotation and connotation vocabulary*: The denotation of a word or the denotative is a word that has explicit and direct meaning and shows the concept of an object [1]. For example: *Rina keur ngahampas kalapa*. (Sundanese meaning: Rina is squeezing the coconut milk). The connotation of a word is a word that has a connotative meaning, which is an addition to the direct meaning. For

example: *Imas mah kaasuup béntang kelas di sakolana* (Sudanesse meaning: Imas is considered one of the stars at school)

6) *Function words*: Function words are words that serve to explain the sentence and its parts. The function words have characteristics as follows: difficult to change forms, having a grammatical meaning, used to combine sentences and sentence parts, and having the function of adding and connecting sentences [3].

B. Psycholinguistic Theory

Psycholinguistics is a linguistic theory based on language which is considered as a system of elements that are closely related. Based on the teaching theory of behaviorism, psycholinguistics is a theory of language teaching as a system of character and ability that connects symbols to behaviors [5]. According to Piaget and Vygotsky in Resmini, the stages of child language development are as shown in table 1 below [6].

TABLE I. LANGUAGE DEVELOPMENT TABLES

Age	Language Development Stage
0,0 – 0,5	First Pralinguistic
0,5 – 1,0	Second Pralinguistic: nonsensical words
1,0 – 2,0	Linguistics I: Holophrastic; One word sentence
2,0 – 3,0	Linguistics II: Sentence of Two Words
3,0 – 4,0	Linguistic III: Grammar Development
4,0 – 5,0	Linguistic IV: Pre-Adult Grammar
5,0 --	Linguistic V: Full Competence

Based on the table 1, elementary school students already have full language competence, although in practice they still need teacher guidance and direction. Language will serve a function to improve language skills. Language skills will increase if the quantity and quality of the vocabulary increases. Therefore, teachers, in their teaching, need to aim at improving the quality of students' vocabulary [2].

There are two ways in which students can learn to speak, first by listening to their parents' utterances, friends, television and radios, playground, stores, markets, or supermarket. Second, from what they experience saying the words together, food, something that they can hold, smell, or drink [7].

The mother tongue is closely related to the social and identity development. For the students to understand their mother tongue, there are a number of elements related to the cognitive development, namely, their understanding of time, space, modality, and causality. Consequences. The language development of elementary school students is increasing from spoken language to written language.

C. Narrative Essay

1) *Definition of narrative essay*: Narrative is a form of discourse whose main goal is a series of behaviors arranged into a series of events in a certain time. Narrative Essay can also be interpreted as a form of discourse that clearly describes the events that have been experienced [8].

2) *Structure of narrative essay*: An object or thing is called having a structure if the object or thing is formed by

parts that functionally influence one another. Narrative essay structure can be seen from the components that form it, one of which is a plot. The plot is an important basic framework in the story. The plot is divided into three parts, i.e. introduction, development, and closing.

The introduction explains the basic situation. The introduction should attract the readers' attention so that they can understand the next events. The development part or middle part is the main part in the narrative essay. The middle part is the part in which the complications in the story increases. The closing section is the part where the readers are able to see the whole meaning of the story. This section shows the structure and meaning of its function [8].

III. RESEARCH METHODS

This research is conducted using a qualitative approach using descriptive method with inductive data analysis. According to Guba and Lincoln in Alwasilah one of the characteristics of qualitative research is that data analysis is done inductively [9].

Inductive method is chosen rather than deductive method because this method allows researchers to identify various kinds of reality in the field, making interactions between researchers and respondents more explicit, visible, and easy to do; and allows identification of aspects that influence one another [9].

The research has been conducted by taking the following steps: determining the problem, conducting a preliminary study to get initial information, and then formulating the problem. From the formulation of the problem, the researcher determined and prepared the instrument. Then, the researcher moved into social situations. Next the researcher made a reduction on all existing data to analyze and draw conclusions. After all the stages have been completed, the researcher wrote a report on the research.

The research data is in the form of narrative essays. The source of research data is the fourth grade students of SDN Galunggung, Tawang District, Tasikmalaya. Data collection techniques applied are test technique and documentation technique.

IV. FINDINGS AND DISCUSSION

A. Findings

This research was conducted in grade 4. From 16 essays, 650 words are found with the frequency of use of 2520 times. After conducting the analysis on the types of vocabulary, the findings are as follows: there are 216 basic words, 126 borrowed words, and 74 function words. The following are the results of the research data.

TABLE II. SUNDANESE VOCABULARY IN NARRATIVE ESSAYS

No. (1)	Word Data (2)	Word Using (3)	Frequency (4)
001	03.00 (K08/P02/KL13)	<i>Di tabuh 03.00 soré abdi pulang ka bumi abdi</i>	2

Table 2. Cont.

002	04.00 (K15/P02/03)	<i>tepikeun tabuh 04.00 soré</i>	1
003	05.00 (K05/P04/KL01)	<i>Bapa sok mulih ka bumi tabuh 05.00</i>	2
005	07.00 (K08/P01/KL12)	<i>Di tabuh 07.00 abdi mios ka sakola jeung diajar</i>	2
006	10 (K08/P01/KL02)	<i>Umur abdi 10 tahun</i>	2
007	10.30 (K17/P01/KL10)	<i>pami dinten Jumat jam 10.30</i>	1
008	12 (K17/P01/KL09)	<i>jam 12 beurang nganterkeun abdi emameun</i>	1
009	12.00 (K06/P02/KL02)	<i>Abdi tabuh 12.00 oge tos di rorompok</i>	2
010	13.00 (K05/P04/KL01)	<i>Kitu deui mamah sok mulih tabuh 13.00</i>	1
011	14.00 (K14/P02/KL02)	<i>jam 14.00 ogé tos di bumi</i>	1
012	15.00 (K05/P04/KL02)	<i>Kitu deui abdi uihna tabuh 15.00</i>	2
013	2 (K13/P01/KL02)	<i>Abdi gaduh tétéh 2,</i>	1
014	3 (K04/P01/KL07)	<i>Mamah mah uihna tabuh 3</i>	6
015	4 (K13/P02/KL01)	<i>Abdi téh ayeuna kelas 4</i>	1
016	6 (K10/P01/02)	<i>Abdi hoyong janten dokter ti umur 6 tahun</i>	1
017	A Apit (K14/P04/KL01)	<i>(A Apit)</i>	4
018	A Dédén (K14/P04/KL04)	<i>Tapi, A Dédén mah tos gaduh calon</i>	4
019	aa (K01/P02/KL02)	<i>Kunaon aa hoyong jadi tentara</i>	11
020	aammiinn (K14/P05/KL06)	<i>Aammiinn</i>	1
021	abdi (K10/P01/02)	<i>Abdi hoyong janten dokter ti umur 6 tahun</i>	189
022	abdina (K03/P02/KL03)	<i>Tapi abdina aim da hoyong janten TNI</i>	1
023	abi (K10/P03/01)	<i>Abi teh boga dulur</i>	19
024	acan (K14/P04/KL03)	<i>A Apit ayeuna acan nikah</i>	3
025	acuk (K08/P01/KL10)	<i>Terus maké acuk heula acukna seragam sakola</i>	1

B. Discussion

1) *Types of vocabulary in narrative essays of elementary school students*: The research on vocabulary was conducted at SD (Elementary School) Galunggung, Tasikmalaya City. The study was conducted in Grade 4. The theme of the essay is ideals. After the analysis, from the 16 essays on the narrative essay of elementary school students, 650 words were found with the frequency of use of 2520 words. The types of vocabulary found in the research data include (1) basic vocabulary, (2) borrowed words, and (3) function words.

Basic vocabulary refers to words that do not change easily and are less likely to be borrowed from other languages [2]. From the results of the study, seven types of basic words are found as follows: (1) terms related to family relationship, (2)

terms referring to the organs of the body, (3) pronouns, (4) numerals, (5) verbs, (6) adjectives, and (7) nouns.

The terms related to family relationship show how one person is related to another, such as parents (father and mother) and children. From the results of data analysis 17 words that indicate family relationship are found. The terms referring to family relationship are as follows.

- (017) A Apit (K14/P04/KL01)
- (019) aa (K01/P02/KL02)
- (027) ade (K04/P02/KL04)
- (074) bapa (K01/P01/KL05)
- (106) bunda (K17/P01/KL04)

From the data above it is clear that these words belong to the terms related to family relationship. The word AA is used to refer to older brothers in Sundanese Language. Usually when calling somebody, 'a' is used before the name of the person like A Agung. The word 'Bunda' is derived from the Indonesian language.

The terms related to the organs of the body are words that indicate or mention the organs of the body. From the results of the analysis, 1 word that indicates the organ of the body is found, i.e. 'patuangan' (stomach) (K08 / P01 / KL11). The pronoun is used to replace a noun that refers to a person or people. From the results of the analysis, 5 pronouns are found as follows:

- (021) abdi (K10/P01/02)
- (022) abdina (K03/P02/KL03)
- (023) abi (K10/P03/01)
- (054) arurang (K16/P07/KL01)
- (628) urang (K04/P04/KL02)

The data above shows the following pronoun, such as, *abdi*, *abdina*, *urang*, and *arurang*. The pronouns above belong to the first person pronouns. The words *abdi*, *abdina*, and *abi* belong to the first person singular. While the words *urang* and *arurang* belong to the first-person plural.

Numerals are words that indicate the number, sequence, and stages of things. Numerals can be in the form of primary numbers, random, fractions, stages, and critics. From the results of the analysis, 22 numerals are found. The examples of numerals can be found below.

- (001) 03.00 (K08/P02/KL13)
- (013) 2 (K13/P01/KL02)
- (241) kadua (K13/P01/KL02)
- (528) sasasih (K15/P02KL/05)
- (529) satengah (K11/P02/KL02)

From the data above, there are several types of numbers. Number 2 shows the primary number. The 03.00 belongs to the primary number that indicates time. The word 'kedua' belongs

to the ordinal number. The words 'sasasih' and 'satengah' belong to fraction.

A verb is a word that generally functions as a predicate in a sentence [3]. From the results of the analysis, 113 words are found. Examples of verbs in the narrative essays of elementary school students can be seen below.

- (045) *Basa abi angkat ka sakola* (K01/P01/KL07)
- (050) *Améh apal tentang cara menilang motor* (K15/P02/KL11)
- (071) *Kedah getol balajarna, entong maen game* (K01/P02/KL06)
- (139) *Unggal dinten abdi sakola dianterkeun bapa* (K05/P02/KL02)
- (189) *Abdi mah sok guntas-gentos cita-citana* (K07/P01/KL03)

Adjectives are words that describe the qualities or states. They usually describe the characteristics of objects. From the results of the analysis, 60 words are found. Below are examples of verbs in narrative essays of elementary school students.

- (040) *Soalna mobil alus pisan* (K02/P01/KL05)
- (084) *Engke teh bisi janten belet* (K10/P02/KL03)
- (092) *Dina mobilna abdi hoyong warna beureum* (K02/P02/KL06)
- (107) *Meh caket wargi* (K07/P04/KL08)
- (110) *Téh Agung téh meni cantik* (K14/P04/KL04)

Nouns are words that indicate objects or things that are considered objects. The characteristic of nouns is to mark an object that can stand alone in a sentence and not dependent on other words [10]. From the results of the analysis, 293 nouns are found. Examples of nouns in narrative essays of elementary school students can be seen below.

- (019) *aa* (K01/P02/KL02)
- (021) *abdi* (K10/P01/02)
- (025) *acuk* (K08/P01/KL10)
- (268) *kieu* (K01/P02/KL06)
- (280) *kumaha* (K05/P08/KL01)

From the data above, there are several types of nouns. The word 'Aa' belongs to a proper noun. The word AA is usually used to refer to an older brother. The word 'abdi' belongs to pronoun. The word 'acuk' belongs to common noun. The word 'kieu' belongs to demonstrative pronoun that show a thing/way. The word 'kumaha' belongs to a question word.

New word formation is a borrowed word or word adopted from a foreign language. From the results of the analysis, 74 words are found including the formation of new words. Examples of new word formations can be seen in the data below.

- (048) *an-naziat* (K14/P02/KL05)

- (071) *balajarna* (K01/P02/KL06)
- (073) *bangun* (K08/P01/KL07)
- (113) *catering* (K05/P01/KL03)
- (117) *chef* (K07/P01/KL04)

From the data above there are several words belonging to new word formations. These words experience interference from Indonesian, English, and Arabic. The word 'naziat' is a borrowed word from Arabic. The word 'balajarna' and 'bangun' are derived from Indonesian Language. The word 'chef' and 'catering' are borrowed from English Language.

Function words serve certain functions in a sentence. They can add, associate, and connect sentences. From the results of the analysis, 126 function word are found. Here are some examples of function words.

- (126) *da* (K02/P01/KL03)
- (329) *meni* (K14/P04/KL04)
- (354) *mung* (K13/P03/KL02)
- (059) *atos* (K01/P02/KL01)
- (093) *bisa* (K03/P01/KL06)
- (041) *ambéh* (K16/P05/KL02)
- (020) *aammiinn* (K14/P05/KL06)

From the data above, the vocabulary in the narrative essay written by fourth grade students shows that nouns are more commonly used than verbs and other words. This is in accordance with previous research regarding Indonesian vocabulary in grade 2 of elementary school. From the research conducted by Kusmayati, the ability to write single sentences belonging to the category of verbal sentences because the words that function as predicates are in the form of verbs. While nouns are spread across the sentences as either the subjects or objects of sentences. Thus, students master the noun more than verbs. In this regard, experts have their own views [11]. Bloom and Tandif explained that students mastered verbs earlier than nouns. Whereas Gentner has the opposite view. Gentner explained that students master nouns earlier and in bigger number [11].

From narrative essays written by elementary school students there are two problems, i.e. spelling and problems of interference. The issue with spelling is found in every essay. For example, how to spell the following words.

- (528) *Seer pisan* (K01/P03/KL07)
- (529) *ulah seeur melid* (K10/P02/KL01)
- (535) *Bapa Fisca seueur mobil* (K05/P01/KL04)

The words above are function words that have the same meaning. But in the essay the word is written differently. The correct word is the word number 3. This shows that elementary school students still cannot write words correctly. Students cannot write words that contain vowel elements e, é, and eu.

The issue of interference is also found in narrative essays. The interferences found are caused by Indonesian, English, and Arabic interference. Indonesian interference arises because of several possibilities. First, students' families are not native speakers of Sundanese Language, both the mother and father. So the language used every day is not Sundanese. Secondly, one of the parents of the student is not a Sundanese, so they do not use Sundanese in their communication. Third, both parents are Sundanese but in everyday life communication, they use Indonesian more than Sundanese. Because of the above factors, students get the experience of learning Sundanese language only at school. In addition, students gain experience in the Sundanese language from the surrounding environment, which does not guarantee the correct use of the language, eventually students get a language experience with vocabulary belongs to Coarse (not refined) Sundanese Language.

The development of technology, communication and information can be one of the factors of English Language interference. Nowadays online games are easily accessible. Foreign terms often appear through TV shows, advertisements, and other entertainment programs. The presumption of facing the era of globalization has led the public to believe that using English is better and must prioritized over using Sundanese. Many elementary school students take English tutorial programs. This does not mean we should not learn and use English. But Sundanese is also important to use in order to preserve our own language. In Sundanese, there is a saying that goes "*basa téh cicirén Bangsa. Leungit basana ilang bangsana*". Language is a national identity. If the language is lost, so is the nation. From several articles, it is revealed that to master a foreign language, students need to master their mother tongue. This affects the ability to learn the structure of foreign languages. If someone masters his mother tongue, he will easily learn and understand the structure of the foreign language he is learning. Vice versa, if he does not master his native language, he will be confused when learning the structure of foreign languages.

Arabic language interference in the narrative essays of elementary school students arises because of the education system in the family environment. This can be seen from the narrative essays written by students. Words such as an-Naziat, Daarul Ilmi Cendikia, Umrah, and solat belong to the words that are influenced by Arabic. The word Daarul Ilmi Cendekia shows a place. Daarul Ilmi Cendekia is a place to study religious knowledge or in the form of madrasah diniyah awaliyah, which in Sundanese society is often called "sakola agama". This shows that religious education is the basis of family education. In addition, the word *solat* in the community usually has several variations such as Netepan and Allah. The word '*netepan*' is used both by children and by adults. The word Alloh is often used by parents to their children referring to solat.

2) *Vocabulary compatibility with elementary school age development*: Psycholinguistics is a linguistic theory based on language which is considered as one element that influences one another. According to the teaching theory of behaviorism, psycholinguistics is the theory of language teaching as one of

the behavioral systems and abilities that connects symbols with behaviors [5].

Psycholinguistic theory is closely related to language teaching. Psycholinguistics has three focuses, namely language acquisition, language learning and language teaching. Therefore, all problems related to the three focuses are included in the psycholinguistic study. Language acquisition is related to mother tongue, while language learning is related to second language teaching.

According to Piaget and Vygotsky in Resmini, there are several stages of student language development. In the age of five and above, students already have full competence. This means that students of primary school age (6-12 years) already have skills in communication even though they still need guidance from the teacher and the surrounding environment [6].

A systematic program of vocabulary mastery helps the student develop a flexible mental file for storing and retrieving words. A new words isn't of much value if it is filed and lost. So a mental filing system must be active. This mental file can become a lightning – fast computer to help remember and figure out the meaning of word [7].

Systematic program of vocabulary mastery will improve mental ability to master and retrieve the words. New words will not be of any benefit if only memorized and then forgotten. Therefore, the mental system must be active. Because mental ability can be a very useful tool for remembering and explaining the meaning of words.

From the results of the data analysis, 650 are found with the frequency of use of 2520 words. It can be seen that the words used by fourth grade students of SD N Galunggung, Tasikmalaya are relatively in accordance with the development of their age. This is evident from 650 words, there are 640 words (98.46%) which are generally used by fourth grade students of elementary school. The remaining 10 words (1.54%) belong to the words for adult speakers such as the words '*bogoh, calon, calég, and modif*'. These words belong to the words for adult speakers because they are often used by adult speakers. In addition, these words have complex meanings and are closely related to the lives of adult speakers.

The narrative essays written by students reflect the student's background and daily activities in their families. These words have become part of the student's vocabulary repertoire due to several things. The family background and environment of students affect their vocabulary. The development of technology and communication also has an influence on the development of student vocabulary.

V. CONCLUSION

Vocabulary in the narrative essay of elementary school students demonstrates the ability of students to express their experiences and stance in written form. From 16 essays, 650 words are found with the frequency of use of 2520 words. After conducting the analysis on the types of vocabulary, the findings are as follows: there are 216 basic words, 126 borrowed words, and 74 function words. In the opinion of experts, students will master more nouns than verbs. From

narrative essays written by elementary school students, words that experience interference from other languages can also be found. The interferences found are caused by the interference from Indonesian, English, and Arabic languages. From the narrative essays written by grade 4 students, the vocabulary used is relatively in accordance with the development of the student's age. After being analyzed, the following data is found, 64 words are in accordance with the development of the student's age. In addition, there are 10 words that are considered suitable for adult speakers.

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