



VOCABULARY IN FANTASY STORIES BY CLASS VII STUDENTS OF SMP NEGERI 1 PAKIS

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ABSTRACT

The paper aims to describe the use of vocabulary found in students' fantasy story text based on (1) type of vocabulary, (2) content, and (3) based on form. This paper uses a qualitative approach and uses a type of research in the form of text analysis. This research was conducted at SMP Negeri 1 Pakis with data collected in the form of vocabulary in fantasy story texts. The instruments in this study were (1) the researchers themselves and (2) assignment instruments and data collection guides. Based on the research findings, there are three research results. First, the use of vocabulary by type includes the variety of regions/dialects and the variety of foreign languages. The findings that were mostly found in the students' essays were the variety of Javanese and Betawi dialects/regions, and the foreign language used, namely English. Second, the use of vocabulary based on varied contents and includes nine categories according to Haley. Third, found vocabulary that can be examined based on its form. Forms found in students' fantasy story texts include basic forms, affix forms, repetition forms, and compound forms

INTRODUCTION

Indonesian is one of the subjects that students must learn with the aim of improving their ability to communicate both orally and in writing. Indonesian is covered at all levels of education in Indonesia.

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This learning uses an independent learning curriculum that emphasizes creative freedom of thought (Aziz et al., 2020). Learning Indonesian has four skills, one of which is writing skills. Writing skills are language skills with a variety of writing that are obtained through an academic process (Kurniawan, 2014).

Writing skill is a person's ability to express thoughts in written language (Tantawi, 2020). However, the important thing that must be understood and prepared in expressing thoughts is mastering vocabulary. Vocabulary is the basic foundation for mastering a language well (Santoso, 2023). Therefore, creativity is needed when having the right vocabulary to use in writing skills have various forms, one of which is the skill of writing fantasy texts.

Fantasy is used as a means to create things that are illogical even beyond human reason. When viewed from the terminology, fantasy or illusion is a belief about something that is clearly not true (Saragih et al., 2021). Students have different fantasy worlds, therefore fantasy texts are chosen in order to enhance students' imaginations as outlined in writing (Febriyanti et al., 2017). Imagination in general is an idea in the form of an image so as to give birth to the concept of knowledge (Priyantoro, 2019). Fantasy story texts learned in seventh grade, to express story ideas as a whole, this is a good means of expressing ideas (Nurmina, 2014). Judging from its suitability, fantasy story text is divided into two, namely total fantasy stories and sliced fantasy stories (Novita et al., 2022).

Learning Indonesian text as a basis for learning can help students achieve cognitive, affective and psychomotor competencies (Syahriar et al., 2022). Therefore, by choosing fantasy text students can express and express their thoughts in the text. One of the schools that teaches writing fantasy story texts is SMP Negeri 1 Pakis based on KD 4.4, namely presenting creative ideas in the form of imaginary stories orally and in writing taking into account structure, use of language, and oral aspects. In the learning process at Pakis 1 Public Middle School, students are given basic material about writing fantasy story texts, besides that students are asked to make fantasy stories according to their own ideas. The socio-cultural background of students also influences the idea of thoughts in fantasy story texts. For example, where students live, tourist attractions in the environment, students' habits of accessing the internet by viewing various kinds of films, comics, and short stories can influence the choice of vocabulary used by students. Therefore, this research

was conducted to find out the vocabulary used by students in conveying story ideas through three research focuses, namely types of vocabulary, content, and form of vocabulary.

LITERATURE REVIEW

The theoretical basis in this study is used to strengthen the explanation of research problems that have been written before. The theoretical basis developed in this study is described as follows:

Fantasy stories are a type of narrative text and are categorized under children's fiction (Solihat, 2021). Fantasy story texts have elements of mystery, supernatural powers, or other supernatural things (Rozak et al., 2021). Fantasy story is an essay that has an imaginary nature in the form of the author's imagination that describes experiences, scenes in imagination or presumption. In addition, in the text of fantasy stories, readers often find sentences that don't make sense. Therefore, it is hard to believe that this is happening in the real world. Fantasy story text has the aim of entertaining and enhancing the imagination of the reader.

Fantasy stories have five characteristics, including having fictional characteristics, having open story ideas, having characters who have unique characteristics, being unique in plot and setting, and the miracles that the characters have (Nurhayati, 2022). Fantasy stories have types that are divided into two, namely total and sliced fantasy stories and contemporary and cross-time fantasy stories (Harsiati, 2017). A literary work has one marker or feature that must exist, that marker is the structure of the text. There are three text structures in fantasia story text, namely orientation (introduction), complication (problem emergence), and resolution (problem resolution) (Harsiati, 2017).

Indonesian language learning learns various kinds of language skills, one of which is writing skills. Writing fantasy story texts, students must pay attention to the use of vocabulary. Vocabulary is the wealth or treasury that a person has in a language (Sirait, 2022). Another opinion says that vocabulary has limitations that are arranged alphabetically in a language, in other words, a collection of words that are owned by each language holder with certain rules (Yusuf et al., 2022). In fantasy stories, the characteristics of the vocabulary used are divided into several categories, namely: (a) based on the type of vocabulary; (b) based on the contents of the vocabulary; and (c)

based on the form of vocabulary.

Vocabulary based on its type can be seen from the variety of languages or language variants used in writing a literary work. The variety of vocabulary arises because of several causes that result in the variety of vocabulary usage arising. (Chaer et al., 2010) explains that apart from using Indonesian as the national language, Indonesian people also use two types of variety, namely regional variety and foreign language variety. Not only that, the vocabulary of a language is equivalent to the wealth of knowledge about objects that are owned by the speaking community. According to Haley (Suyitno, 2015) the content in the vocabulary of fantasy story texts can be grouped into nine categories, namely (a) human, which leads to human behavior and traits, (b) animate, is a vocabulary that refers to fauna or Animals, (c) living, is a category that leads to plants that have multiple functions for humans, (d) object, which is a category that is physical or describes a vocabulary of objects, (e) terrestrial, a category that refers to everything related to land and water expanses, (f) substance, is a category that refers to objects that have the characteristic of evaporating, (g) energy, is a vocabulary that refers to something that occupies space and can move, (h) cosmos, is vocabulary that focuses on space objects, (i) being, is a vocabulary that refers to things that have abstract properties that lead to adjectives.

The problem of tenses is commonly discussed in the grammar of every language. According to the theory (Keraf, 1991) aspects of Indonesian vocabulary form are divided into four types, including (a) basic words, which are words that are not affixed. Basic words can be seen from the word class. Word classes are word groups in language units based on function categories. Several classifications of word classes according to (Alwi et al., 2003), namely verbs or verbs, adjectives or adjectives, nouns or nouns, adverbs or descriptions. (b) affixed words, namely basic words that have been added with affixes so that they change form. (c) repeated words, are words that are repeated either in part or in whole words. Repetition consists of five types, namely pure repetition, partial repetition, pseudo repetition, sound changing repetition, and affixed repetition. (d) compound words, namely words that combine two or more words, giving rise to a new meaning.

METHOD

The method used in this research is qualitative. The qualitative method is a

method that does an in-depth description of the subject with a special context (Hariyanto, 2012). The design used in this research is descriptive research, because it produces data that is described using detailed words. The data in this study were verbal data in the form of vocabulary from the works of class VII A students at SMP Negeri 1 Pakis in the form of fantasy story texts. The data source used was a collection of fantasy story text documents for VII A students at SMP Negeri 1 Pakis. The research instrument greatly influences the reliability of the data obtained during the research (Sukendra, 2020). The researcher is the key instrument of this study and supporting instruments in the form of task orders to write fantasy story texts, fantasy story text worksheets, and vocabulary aid guides.

The steps taken to obtain data were (1) giving assignments, (2) scanning text, (3) selecting text based on conditions, and (4) sorting text based on focus. This analysis of data research uses three stages, namely data reduction, data presentation, and data verification. Checking the validity is done by reading it over and over again, checking with colleagues, and checking with experts.

RESULT AND DISCUSSIONS

Vocabulary Use Based on Vocabulary Types in the Text of Fantasy Stories Written by Students of SMP Negeri 1 Pakis

Based on the results of the analysis, some of the students' essays showed a variety of dialect/regional vocabularies. There are two types of regional/dialect variations in student essays, namely Betawi and Javanese. In addition, a variety of foreign languages are also found in student essays, the language used is English.

The use of various dialect/regional vocabulary types can be seen clearly in a conversation. This can be seen in the following quotation.

"Hai para pasukanku! terima kasih telah melewati perjalanan dengan damai dan tenang. Sebelum kita menjalankan misi utama kita untuk melakukan persebaran mari kita berdoa kepada Tuhan"

"Siap komandan!!!"

*"Lakukan misi ini dengan senang agar **kembang** dapat bertumbuh dengan **godhong sing apik** atau daun yang bagus" (Paragraf 3)*

(05/PPK/JK) (Ind)

("Hey my troops! thank you for passing the journey in peace and quiet. Before we carry out our main mission to spread let's pray to God"

"Yes Sir!!!"

"Do this mission happily so that the **kembang** can grow with **godhong sing**

apik or good leaves") (Paragraph 3)

(05/PPK/JK) (Trans)

Based on the quote, if you look at the use of vocabulary and sentences that contain various types, the Javanese regional language, namely *kembang* which means "flower" and *godhong sing apik* which means "nice leaf".

"Elu udah pada siap belum?" kata Haryo

"Udah, gue udah siap. Takut sih sedikit" Veli

"Tenang ada kite-kite" Arya. (Paragraf 1)

(19/P/JK) (Ind)

("Are **you** ready yet?" Harry said

"Okay, **I'm** ready. I'm a little scared" Veli

"Relax there are **kite-kite**" Arya.) (Paragraph 1)

(19/F/JK) (Trans)

Based on the quote, if you look at the use of vocabulary that contains various types, the Betawi regional language, namely *elu* which means "you", *me* which means "me", and *kite-kite* which means "we". This is in line with the opinion (Chaer et al., 1995) that a child must have a first language, especially in Indonesia the first language is the regional the regional language, while Indonesian is the language a person acquires while studying.

The use of English in the type of foreign language vocabulary can be seen clearly in a conversation. This can be seen in the following quotation.

Ibu dan Ica sudah sampai di Mall, Ibu langsung menuju bagian peralatan rumah tangga, bagian itu ditandai dengan tulisan-tulisan seperti chair, table, spoon, fork, dan lain-lain. Sedangkan Ica mengelilingi bagian boneka yang lucu-lucu. (Paragraf 2)

(27/SB/JK) (Ind)

(Mother and Ica arrived at the Mall, Mother went straight to the household appliances section, that section was marked with writings such as **chair, table, spoon, fork**, and so on. Meanwhile, Ica surrounds the cute part of the doll.) (Paragraph 2)

(27/SB/JK). (Trans)

Based on these quotations, it can be seen that there are several uses of vocabulary that contain various types of foreign languages. The use of the vocabulary uses English as a foreign language used in student essays. The results of this study are supported by (Tingang, 2023) which states that using the world language or English in composing is considered to have prestige.

Vocabulary Use Based on the Content in the Text of Fantasy Stories Written by Students of SMP Negeri 1 Pakis

Based on the research that has been done, there are nine categories of content contained in students' essays in writing fantasy story texts, including the human, animate, living, object, terrestrial, substance, energy, cosmos, and being categories. Each student essay has categories in the content. The use of human category content in student fantasy story text can be seen clearly in a paragraph. This can be seen in the following quotation.

*Di Sabtu pagi yang cerah, ada dua anak yang sedang bermain bulutangkis di halaman rumah mereka. Dua anak itu bernama **Mahen dan Jamal**. Dua anak itu memiliki sifat yang berbeda, si Mahen memiliki sifat yang **penyabar** dan rasa keingintahuannya rendah, sedangkan si Jamal memiliki sifat yang **keras kepala** dan rasa keingintahuannya tinggi. (Paragraf 1)
(12/CA/MI) (Ind)*

(On a sunny Saturday morning, there were two kids playing badminton in their yard. The two children were named **Mahen and Jamal**. The two children have different characteristics, Mahen is **patient** and has low curiosity, while Jamal is **stubborn** and has high curiosity.) (Paragraph 1)(12/CA/MI) (Trans)

Based on these quotations, there is the use of human category vocabulary because it relates to the names and characteristics possessed by humans. This agrees with (Suyitno, 2015) which states that there are several examples of human classification, namely person's name, personal pronoun, occupation, person's character, and so on.

In addition to the human category, this study also received results from the animate category. The animate category is a category related to fauna or animals. The use of this content in the animate category in student fantasy story text can be seen clearly in a paragraph. The quote can be seen as follows.

***Kancil** pun punya ide bagaimana cara melewati sungai tersebut. Si **kancil** itu memanggil **buaya** di sungai tersebut. "kenapa kau memanggilku" kata **buaya** tersebut. "aku ingin menyebrang sungai ini" kata si kancil. "enak saja, kalau mau serahkan **rusa** kamu ke kami" kata si buaya. **Kancil** pun memberi tahu ada **rusa** sebesar **sapi** di sebelah barat. (Paragraf 4)
(33/SKAC/MI) (Ind)*

(**Kancil** also had an idea how to cross the river. The **deer** called the **crocodile** in the river. "Why did you call me" said the **crocodile**. "I want to cross this river" said the mouse **deer**. "It's fine, if you want to leave your deer to us," said the **crocodile**. **Kancil** also told that there was a deer the

size of a **cow** to the west_. (Paragraph 4)
(33/SKAC/MI) (Trans)

In the data (33/SKA/MI) above, the words "kancil", "crocodile", "deer" and "cow" are included in the animate category. This is because these words are the names of animals. This is supported by (Suyitno, 2015) regarding the animate category which refers to animals or fauna, both animal names, animal behavior, and everything related to fauna.

The use of the content of the living category in the student's fantasy story text can be seen clearly in a paragraph. This can be seen in the following quotation.

*Dalam perjalanan pulang, boneka tersebut berbisik pada telinga Ica "lihatlah bunga dipinggir jalan itu **mekar** dengan sangat baik" dengan perasaan gembira. Sepertinya Dino belum pernah melihat bunga **mekar**, dan masih banyak lagi bisikan yang dilontarkan pada Ica dengan hati yang gembira.*
(Paragraf 4)
(27/SB/MI)

(On the way home, the doll whispered in Ica's ear "look at the flowers on the roadside that **bloom** very well" with a feeling of joy. It seemed that Dino had never seen a flower **bloom** before, and there were still many whispers hurled at Ica with a happy heart). (Paragraph 4)
(27/SB/MI)

Based on the data (27/SB/MI) above, there is the use of content in the living category, namely the vocabulary "blooming". The use of this vocabulary refers to the state of plants, besides that the word "bloom" has a function as an environment, namely as a place for pollination to take place. This is confirmed by (Suyitno, 2015) who argues that the category of living generally has broad functions for humans, has many functions, one of which is the function of the environment.

The use of object category content in student fantasy story text is contained in a paragraph. This can be seen in the following quotation.

*"Ica, siap-siap yuk nak" Ibu sudah memanggil. Ica bersiap untuk pergi menggunakan **bedak, pensil alis, lipstick**, tidak lupa menggunakan **pewangi** yang disemprotkan ke **baju** merah mudanya saat ini.* (Paragraf 2)
(27/SB/MI) (Ind)

("Ica, let's get ready son" Mother has called. Ica got ready to go using **powder, eyebrow pencil, lipstick**, and didn't forget to use the **fragrance** that was sprayed on her current pink shirt). (Paragraph 2)
(27/SB/MI) (Trans)

Based on the data (27/SB/MI) above, there is the use of content in the object

category, this category can be seen from some of the vocabulary shown in the data above, these vocabulary include "powder", "eyebrow pencil", "lipstick" ", "fragrance", and "clothes". The use of the vocabulary leads to the form of categories that have physical properties. The object category is a category that refers to a noun. Therefore, these vocabularies are included in the object category.

The use of terrestrial category content in student fantasy texts is contained in several paragraphs, one of which can be seen in the following quotation.

*Pada suatu hari ada segerombolan rumput yang sedang tumbuh di dekat **persawahan**. Namun, tanah yang ada di bawah rumput tak terima dan berkata, wahai rumput ini adalah wilayahku kamu sebaiknya tak berada di sini. (Paragraf 1)
(31/RDT/MI) (Ind)*

(One day there was a bunch of grass growing near the **rice fields**. However, the ground under the grass didn't accept it and said, oh this grass is my territory you shouldn't be here). (Paragraph 1)
(31/RDT/MI) (Trans)

Based on the data (31/RDT/MI) above, there is the use of content in the terrestrial category, this category can be seen in the vocabulary which is clearly visible in the data above. The vocabulary is "rice field". The use of the vocabulary "paddy field" in the paragraph quote refers to something related to expanse. This agrees with (Suyitno, 2015) which states that the terrestrial category is a category that leads to a broad expanse. Expanse consists of two types, namely waters and plains. The expanse of land is also divided into two, namely stretches of swing and crowds.

The use of content in the substance category in student fantasy texts is found in several essays, one of which can be seen in the following quotation.

*"Ica, siap-siap yuk, nak" Ibu sudah memanggil. Ica bersiap untuk pergi, menggunakan bedak, pensil alis, lipstick, tidak lupa menggunakan **pewangi yang disemprotkan** ke baju merah mudanya saat ini. (Paragraf 2)
(27/SB/MI)(Ind)*

("Ica, let's get ready, son" Mother called. Ica got ready to leave, used powder, eyebrow pencil, lipstick, and didn't forget to use the **perfume that was sprayed** on her current pink shirt). (Paragraph 2)
(27/SB/MI) (Trans)

Based on the data (27/SB/MI) above, there is the use of content in the substance category, this category can be seen in the sentence above. The sentence mentions "sprayed perfume", the word "sprayed" causes steam to be produced by "perfume".

This sentence refers to objects with the characteristics of evaporating, this is in line with the category of substance which means that all objects that have the properties and characteristics of evaporating are included in the category of substance.

The use of content with the energy category in student fantasy texts is found in several essays, one of which can be seen in the following quotation.

*Tirex mengeluarkan kekuatan **api** yang besar dan juga bisa menyala seperti lampu, kemudian pada dinosaurus juga mengeluarkan kekuatannya, kekuatan para dinosaurus yang memunculkan **cahaya** terang. (Paragraf 3)
(32/PD/MI) (Ind)*

(Tirex emits a great power of **fire** and can also light up like a lamp, then the dinosaurs also release their power, the power of the dinosaurs which gives off a bright **light**). (Paragraph 3)
(32/PD/MI) (Trans)

Based on the data (32/PD/MI) above, there is the use of content in the energy category, the energy category is the vocabulary "fire" and "light". The vocabulary refers to something that has space and can move. (Suyitno, 2015) mentions several examples of the energy category. These examples include, wind, light, fire, water, and others.

The use of cosmos category content in student fantasy texts is found in several essays. One of them can be seen in the following quotation.

*Semua pasukan semburat, keadaan sesaat menjadi kacau, seakan telah terjadi kiamat. Pasukan berceceran kesana kemari. Namun, keadaan hening pada saat benih bunga itu menancapkan diri pada wilayah masing-masing. Ketua sempat berpesan "Buatlah ribuan keturunan untuk menyelamatkan **bumi**" (Paragraf 4)
(05/PPB/MI) (Ind)*

(All troops burst into flames, the momentary state of chaos, as if the apocalypse had occurred. Troops scattered here and there. However, there was silence when the flower seeds planted themselves in their respective areas. The chairman had advised "Make thousands of descendants to save the **earth**"). (Paragraph 4)
(05/PPB/MI) (Trans)

The use of content vocabulary with the cosmos category is widely used by students. In one of the explanations above, the vocabulary that shows the cosmos category is "earth". This is in line with the understanding of the cosmos category which is space objects that have a space. For example, the earth, sun, moon, meteors, and others. The vocabulary "earth" is found in examples from the cosmos category.

The use of content in the category of being in student fantasy texts is found in several essays. One of them can be seen in the following conversation.

*"I dikurung, I diambil dan dikurung disini, tempat asliku di langit" Bintang itu terlihat **sedih**.*

"Kami bisa memmbantumu keluar dan kembali ke langit luas, kamu hanya perlu keluar".

*Bintang itu **senang** dan diambilnya bintang itu oleh kelima sahabat, dan diterbagkan menuju galaksi yang luas. (Paragraf 2)*

(19/P/MI) (Ind)

"I was locked up, I was taken and locked up here, my original place in the sky" The star looked **sad**.

"We can help you out and back into the big sky, you just need to get out."

The star was **happy** and the five friends took the star, and flew it to the vast galaxy. (Paragraph 2)

(19/F/MI) (Trans)

In the data (19/P/MI) above there are two vocabularies that describe the category of being. The use of the category of being can be seen in the vocabulary "sad" and "happy" in the conversation. Vocabulary that has the category of being has properties or characteristics that are abstract but can be felt. Therefore, the vocabulary in the conversation above can be categorized as being category. The perceptions used in previous research discussed nine categories of content in student fantasy texts. It is the same with vocabulary based on content in this study which aims to describe the various categories contained in students' fantasy story text essays.

Vocabulary Based on Vocabulary Forms in the Text of Fantasy Stories Written by Students of SMP Negeri 1 Pakis

The use of vocabulary based on its form is found in every fantasy story text written by students both in the use of basic vocabulary, affixed vocabulary, repetition vocabulary, and compound vocabulary forms. The use of vocabulary based on its form can be seen in the following paragraph excerpts.

*Pada **siang** hari aku menemukan sebuah **buku** yang ada di semak-semak. Waktu itu aku sedang bersepeda menuju **rumah** tanteku. Tidak lama kemudian aku membawa buku itu ke rumah tanteku. (Paragraf 1)*

(07/AF/BK) (Ind)

(At the **afternoon** I found a **book** in the bushes. At that time I was cycling to my aunt's house. Not long after that I took the book to my aunt's **house**).

(Paragraph 1)

(07/AF/BK) (Trans)

The vocabulary "afternoon", "book", and "house" in the quotation above are included in the form of basic vocabulary because there are no affixes, both suffixes, prefixes, and infixes. In addition, the basic words above are also included in the word class. This agrees with (Adawiyah et al ., 2019) which states that the use of word classes can be seen from four categories, namely verbs, nouns, adjectives, and adverbs. The vocabulary "afternoon" shows the class of words, namely adverbs of time, the time used in the student's essay is during the day. The vocabulary of "books" in student essays is also included in the basic vocabulary which has word classes, namely nouns. Books are physical objects that can be touched. In addition, the vocabulary "house" in the student's essay is a vocabulary in the basic form that has word classes, namely adverbs of place. The house referred to in the essay is the residence of the aunt of the actor in the fantasy story text.

The use of vocabulary in the form of affixes is also seen in the text of fantasy stories written by students. According to (Dinihari, 2017) in the process of affixes, when viewed from the location of their use, they are divided into five, namely prefixes, infixes, suffixes, infixes, and simulfixes. In this study, three forms of affixes were found when viewed from the position attached to the basic form. The forms of the affixes found are prefixes, suffixes, and infixes.

Vocabulary with affixed forms can be found in student essays. This can be seen in the following text excerpts.

*Brielle **bertemu** dengan pangeran yang sangat tampan. Pangeran itu jatuh cinta **kepada** Brielle. Pangeran itu **memberi** sayap kepada Brielle. Selesai **pernikahan** mereka, Brielle **mengatakan** kepada pangeran itu jika ia ingin **bertemu** dengan ibunya. Tentu saja ibu sangat bahagia **melihatnya** kembali. Ibu **menerima** mereka berdua dan mereka semua hidup bahagia selamanya.
(Paragraf 3)
(08/B/KB) (Ind)*

(Brielle **meets** a very handsome prince. The prince fell in love **with** Brielle. The prince **gave** wings to Brielle. After their **wedding**, Brielle **told** the prince that she wanted to **meet** her mother. Of course mom is very happy to **see** him back. Mother **accepted** them both and they all lived happily ever after). (Paragraph 3)
(08/B/KB) (Trans)

Vocabulary "meet", "to", "give", "marriage", "said", "saw" and "received". The quotation above is included in the form of vocabulary that gets affixes. Vocabulary

with affixes at the beginning of words (prefixes) is found in the word "meet" which gets the affix (ber-) before the root word, "to" which gets the affix (ke-) before the root word, "gives" which gets the affix (mem-) before the root word, and "accept" which gets the affix (me-) before the root word. Vocabulary with affixes at the beginning of the root word and at the end of the root word (confix) is also found in the quotation above.

The vocabulary includes "marriage" which gets the affix (per-) at the beginning of the word and (-an) at the end of the root word. Vocabulary "say" which gets the affix (meng-) at the beginning of the word and (-kan) at the end of the base word. Vocabulary "see it" which gets the affix (me-) at the beginning of the root word and (-nya) at the end of the root word.

The use of vocabulary in the form of repetition is widely used by students in composing fantasy story texts. This can be seen with some of the repeated vocabulary in the following quotations.

Quote 1

*3 haripun telah berlalu, bibit itu tumbuh dengan cantik, disaat wanita itu memandangi kelopak bunga itu **tiba-tiba** muncul anak dari kelopak bunga.
(Paragraf 2)
(08/B/BK) (Ind)*

(3 days have passed, the seedling grew beautifully, while the woman was looking at the flower petals, a child **suddenly** appeared from the flower petals). (Paragraph 2)
(08/B/BK) (Trans)

Quote 2

*Saat itu ia **berlari-lari** untuk mencari teman-temannya, namun ketika ia menemukan **teman-temannya**, tetapi teman ia tidak bisa melihat mereka berdua karena mereka berdua terlalu kecil, mereka terus berteriak dan mengejar teman mereka, namun tidak ada satupun yang bisa melihat mereka.
(Paragraf 2)
(09/2KK/KB) (Ind)*

At that time he was **running** around looking for his friends, but when he found **his friends**, but friends he couldn't see the two of them because they were both too small, they kept screaming and chasing their friends, but no one could see them . (Paragraph 2)
(09/2KK/KB) (Trans)

There are two quotations above, if you look at these quotations there is a repetition vocabulary. Recurring vocabulary is both basic and affixed vocabulary

that is repeated. There are three types of vocabulary with the form of repetition in the quotation above. The vocabulary with the repetition form is "suddenly" which is included in the category of pseudo-repetitive words. Pseudo repeated words cannot be omitted one of the words, if omitted it can change the meaning. The word "run-ran" is included in the repetition form because there is a repetition after the base word, the word is included in the repetition of affixes category, because the base word before the repetition is given an affix, while the word "friends" is included in the repetition category in part because it is given affix after the base word. This agrees with (Keraf, 1991) which states that repeated words consist of five types, namely, pure repetition, partial repetition, pseudo repetition, sound changing repetition, and affixed repetition.

The use of vocabulary with multiple forms is found in several student essays composing fantasy story texts. This can be seen with some compound vocabulary in the following quotation.

*Dua anak itu bernama Mahen dan Jamal. Dua anak itu memiliki sifat yang berbeda, si Mahen memiliki sifat yang penyabar dan rasa keingintahuannya rendah, sedangkan si Jamal memiliki sifat yang **keras kepala** dan rasa keingintahuannya tinggi. (Paragraf 1)
(12/CA/KB) (Ind)*

(The two children were named Mahen and Jamal. The two children have different characteristics, Mahen is patient and has low curiosity, while Jamal is **stubborn** and has high curiosity). (Paragraph 1)
(12/CA/KB) (Trans)

In the quotation above, there is a vocabulary included in the category of compound words. The use of compound words can be seen in the word "stubborn" in the paragraph. The compound word form combines two words that give rise to a new meaning. This agrees with (Haykal et al., 2020) which states that the characteristics of compound words are that they form new meanings, basic words, and cannot be replaced by other words.

CONCLUSIONS

The use of vocabulary by type in fantasy texts written by Pakis 1 Public Middle School students found two findings, namely the variety of Javanese dialects/regions with a total of 3 data, and Jakarta (Betawi) with 2 data. The use of a foreign language (English) has 4 data. The use of vocabulary is based on the content contained in the students' fantasy story text, namely the human category has 8 data, the animate

category has 5 data, the living category has 6 data, the object category has 5 data, the terrestrial category has 7 data, the substance category has 2 data, the energy category has 5 data, the cosmos category has 3 data, and the being category has 12 data. The use of vocabulary based on form in students' fantasy story text contains basic words with four types of word classes, there are 10 data, affixes have various types, namely prefixes, suffixes, and confixes. In this study, there are 8 data containing affixes. This study found four types of repetition forms, namely pure repetition, partial repetition, pseudo repetition, and compound repetition. The results obtained from the loop form are 10 data. In addition, this study found 3 data containing compound words.

From the results of the research that has been done, Indonesian language teachers can know vocabulary and serve as a guide as teachers to find appropriate methods in honing students' vocabulary. In addition, other researchers are expected to conduct more in-depth research on vocabulary.

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