

**RECEPTIVE VOCABULARY SIZE
OF ENGLISH LANGUAGE EDUCATION DEPARTMENT STUDENTS
UIN SUNAN AMPEL SURABAYA**

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana
Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL
S U R A B A Y A**

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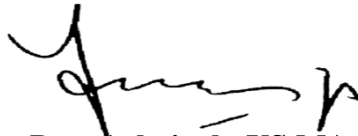
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ADVISOR APPROVAL SHEET

This Thesis by Ana Nela Royyana entitled “*Receptive vocabulary size of English Language Education Department Students UIN Sunan Ampel Surabaya*” has been approved by thesis advisors for further approval by the Board Examiners.

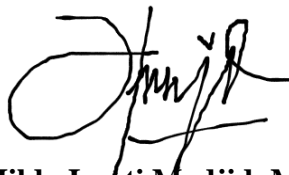
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ABSTRACT

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Keywords: Receptive vocabulary size, Test, English Language Education Department.

Receptive vocabulary size is one of vocabulary types which has significant role in the students' English language skill which is dealing with the receptive skill in language use. This research aims to describe the receptive vocabulary size of English Language Education Department students. The researcher used quantitative descriptive to accomplish the research and applied a standardized test to get the data of the students' vocabulary size which was then analysed based on the theory of Large and Chall. The students who were involved in the collecting data were English Language Education Department students from 2018 academic year. The result of the finding shows that the students vocabulary size is in the range of 2100-word family till 7900-word family with the minimum score is 2100-word family and the maximum score is 7900-word family. Even the average score doesn't reach 5000 words it is quite normal since the students of English Language Education Department are EFL learners. From that result it also can be known that the students of English Language Education Department are considered to have a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interest, work, travel, and current event

PERNYATAAN KEASLIAN TULISAN

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Dengan ini menyatakan sebenar-benarnya bahwa skripsi yang berjudul "*Receptive Vocabulary Size of English Language Education Department UIN Sunan Ampel Surabaya*" adalah benar-benar merupakan hasil karya sendiri. Segala materi yang diambil dari karya orang lain hanya digunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang ditetapkan oleh jurusan.

Demikian pernyataan ini dibuat dengan sebenar-benarnya, apabila pernyataan tidak sesuai dengan fakta yang ada, maka saya selaku penulis bersedia dimintai pertanggungjawaban sesuai ketentuan peraturan perundang-undangan yang berlaku.

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Pembuat pernyataan



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for students to learn English since they had studied that language from primary school level till senior high school or even in the college.

UIN Sunan Ampel Surabaya as one of educational institution of secondary level in Indonesia gives the contribution to education development by providing variates of department or major which not only focuses on religion or Islamic subject only. One of the majors provided in UIN Sunan Ampel Surabaya is English Language Education Department. In this department, students will be taught and trained to do learning activity and also apply what the students had learnt in teaching activity about English. As stated in Permendikbud number 24 in the year of 2016 about main competence and basic competence, the number of lessons and the contents learnt by the students are variated. It usually starts from the basic item of language aspect such as vocabulary.

Vocabulary is a crucial component in acquiring and understanding language. When we read some texts, when we read something it will be comfortable if we recognize and understand the words or vocabulary in the reading text. Because it will be able to help us in pronouncing the words, gaining the idea of the text of the reading text so that we will understand about what the text is about. Vocabulary is stock of words used in a language. The more vocabulary that the students have in a language, the better it will make their performance in the language task. Beside that, reading is considered as the most important foreign language skills. This is in line with Harry Madox said that reading is the most important single skill in learning

Suci Ayu Kurnia also conducted a descriptive research which focused on the students' vocabulary mastery and also the factors affecting vocabulary learning. To get the data about the students' vocabulary mastery, Suci as the researcher applied a test, namely Vocabulary Level Test, to the eleventh-grade students of SMAN 21 Makassar who became the subject of this research and also used questionnaire to get the data about what factors affecting the students' vocabulary learning. The data got from the students results that the eleventh-grade students of SMAN 1 Makassar have poor vocabulary since the students' vocabulary has not reached 2.000-word vocabulary size.

Iwan Kurniawan also conduct a study about students' vocabulary size on the title "Assessing students vocabulary size of Lampung State Islamic University". This study aims to measure the vocabulary size so that it will be known the number of students who obtained more than 1000 words and also who obtained less than 1000 words. The researcher also applied a test to the students to get the data about vocabulary size of the students. The test applied to the students was arranged by the researcher himself by referring to the vocabularies in General Service List. While in the present study the researcher used Vocabulary Size Test which is established by Paul Nation since the researcher in the present study doesn't aim to find out the number of the students who gained more/less than 1000 words but to find out the number of vocabulary of the students in the rage 0 -14.000 words.

vocabulary depth refers to the quality of the knowledge which also can be defined as how well the people know the words from various aspects²⁵.

Haycraft quoted by Hatch and Brown indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary²⁶. Receptive vocabulary is words that learners recognize and understand when they are used in contexts. Basically, it is the words that the students recognize or know when they see or meet in the reading or reading context but they do not use it in writing and speaking. While productive vocabulary is words that learners can understand and pronounce it well and also use it constructively in speaking and writing.

Nation also broke down each aspect of the word knowledge into receptive vocabulary knowledge and productive vocabulary knowledge. Receptive vocabulary knowledge is defined as the knowledge of the form which means the ability to understand a word in listening or reading context. While productive vocabulary knowledge is defined as the knowledge of the use of vocabulary which means the ability to use a word in speaking or writing. Receptive vocabulary knowledge involves perceiving in language input. Productive vocabulary on the other hand expresses a meaning through speaking or writing, retrieving and producing the appropriate spoken or written word form. Thus, receptive vocabulary knowledge involves a process from form to meaning while productive

²⁵ Beatriz Gonzales and Norbert Schmitt, *The Routledge Handbook of Instructed Second Language Acquisition* (New York: Routledge, 2017).

²⁶ Mofareh Alqahtani, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education.*, 3.3 (2015), 21–34.

Makassar who became the subject of this research and also used questionnaire to get the data about what factors affecting the students' vocabulary learning. The data got from the students results that the eleventh-grade students of SMAN 1 Makassar have poor vocabulary since the students' vocabulary has not reached 2.000-word vocabulary size. This study by Suci Ayu Kurnia is aligned to the current study in that investigates on the students' vocabulary size. However, it is different from the current study in the case of that the current study focused the vocabulary size specifically on the receptive vocabulary size without investigating further information about the factors of the students' vocabulary learning, this study also uses a test to get the data about students' vocabulary size in which the test questions of the test uses English language instead of the students mother tongue⁵⁰.

Another related study was conducted by Aswal Syarifudin, Rismaya Marbun, and Dewi Novita that also investigates the students' vocabulary size of the students. The researchers of this study also applied a test to the subjects of the study which consists of 40 multiple choice questions and 10 matching word questions. The test answered by the students results the students' vocabulary size which is categorized as poor to average level since the score of the students' vocabulary test has not reached the minimum score based on KKM "75". This study is also somehow similar to the current study in the term of investigating the students' vocabulary size of the students. The difference of this study with the current study

⁵⁰ Suci Ayu Kurnia, 'The Analysis of Vocabulary Master and The Influencing Factors in Learning Vocabulary of Second Year Students of SMAN 21 Makassar. Vol. 2, No 1. September 2016, 18 - 28', *Cientifica*, 2.1 (2016), 18-28.

students who obtained extra hours of English with those who does not, and also identify the strategies in enhancing their vocabulary mastery. The researcher also uses a test to get the data. However, Rully applied a test called as VLT 2000-version while the present study used Vocabulary Size Test 14.000 version.

Iwan Kurniawan also conducted a study about students' vocabulary size on the title "Assessing students vocabulary size of Lampung State Islamic University". This study aims to measure the vocabulary size so that it will be known the number of students who obtained more than 1000 words and also who obtained less than 1000 words. The researcher also applied a test to the students to get the data about vocabulary size of the students. The test applied to the students was arranged by the researcher himself by referring to the vocabularies in General Service List. While in the present study the researcher used Vocabulary Size Test which is established by Paul Nation since the researcher in the present study doesn't aim to find out the number of the students who gained more/less than 1000 words but to find out the number of vocabulary of the students in the rage 0 -14.000 words.

quantitative research and the data collection technique used is test. The researcher used test question instrument. The test instrument used by researcher to collect the data was adopted from vocabulary size test which was established by Paul Nation and Beglar. Instead of other test as the instrument of the research, the researcher chose vocabulary size test as the researcher needed a test which finally result students' vocabulary size in the form of number clearly. And vocabulary size test provided level of test more specifically from 1000-word level till 14.000 word.

As stated in the previous chapter, in the chapter of theoretical Framework that vocabulary size test consists of multiple-choice questions in 14 clusters in which each cluster of the test consist of 10 questions which represents 1000 word. The researchers chose this kind of test because it is the most suitable test to obtain students' vocabulary level in which it provides questions specifically from 1.000-word family till 14.000-word family level consisting of 10 questions for each thousand level.

In calculating the result of the vocabulary size test of the students, Lorge and Chall described the method that if a person knows all the words sampled from the commonest thousand words, one-half of the words sampled from second thousand level. One-fourth of the words from third thousand level, and none from the fourth thousand or the subsequent thousands, he or she is credited with a knowledge of 1750.

28	FAI	48	4800
29	LKB	48	4800
30	RAL	48	4800
31	ZIZ	48	4800
32	YAC	47	4700
33	GRE	47	4700
34	NON	47	4700
35	FAR	46	4600
36	ZUL	46	4600
37	NOM	46	4600
38	LIL	45	4500
39	RIA	45	4500
40	NAD	44	4400
41	SIS	44	4400
42	WAC	44	4400
43	IMR	44	4400
44	CHI	43	4300
45	ARN	43	4300
46	CHR	42	4200
47	NUC	42	4200
48	TIA	42	4200
49	ANS	42	4200
50	WAN	42	4200
51	COW	41	4100
52	ELD	41	4100
53	NOI	41	4100
54	DAM	41	4100
55	FIR	41	4100
56	ANI	40	4000
57	YUS	40	4000
58	CAC	40	4000
59	ANN	39	3900
60	AMA	39	3900
61	ERV	38	3800
62	ALA	38	3800
63	NOV	37	3700

word-family and 6000-word family, it is about 2 students reaching this vocabulary size. for 5400-word family and 5300-word family, it is gained by 1 student only who can reach this vocabulary size for each. The researcher then found 2 students reach the vocabulary size in 5100-word family. while in the size 5000-word family, there are 4 students reached this vocabulary size. the researcher also found 2 students the same number as 5100-word family reached their vocabulary size in 4900-word family. while in 4800-word family, the researcher found 4 students reached this vocabulary size. for 4700-word family and 4600-word family, there are 3 students gained this vocabulary size. and for 4500-word family it was gained by 2 students. in the 4400-word family the researcher found two students gaining this vocabulary size while in 4300-word family the researcher found 2 students gaining this vocabulary size. then the researcher found 5 students reached 4200-word family and also 5 students reached 4100-word family. Next, the researcher found 3 students gained 4000-word family and 2 students gained 3900-word family. in 3900-word family, 3800-word family, 3700-word family and 3600-word family, there are 2 students who reached the vocabulary size for each. While in 3500-word family it is found 1 student only who reached this vocabulary size. In the following vocabulary size, there are 3 students who has reached 3400-word family. while in 3300-word family and 3000-word family there are 1 student gained this vocabulary size for each. For 2800 there are 3 students reached this vocabulary size while in the 2700-word family, 2400-word family, 2200-word family, and 2100-word

ranked, the result of the students' vocabulary size also indicated the most frequent words which was answered correctly. It was found from the result of the students' vocabulary size test that there are two words which were answered correctly by all the students as test taker in the vocabulary size test. those two words are the word *See* and *Time*. These two words are answered by 79 students or all the students of English Language Education Department which means there is no students who gave wrong answer in this part of question.

In addition, the result of the test also does not only come up with the frequent words which are correctly answered but also the frequent words which are wrongly answered. There is one word only which has the highest number of students who gave wrong answer in this question. The word is *Lectern* which has been wrongly answered by 76 students of English Language Education Department. This means that there are 3 students of English Language Education Department who had given correct answer in this part of question.

B. Discussion

The test which was applied to the students resulted varieties of number from 2100 word till 7900 word. Referring to Zhao et.al about Vocabulary descriptors in CEFR, the students' vocabulary was addressed in 4 level. The students who gained 7000 words or more are considered to reach B2 Level in CEFR in which they Have a good range of vocabulary for matters connected to their field and most general topics and can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumstances. And the

students who gained 3000 words are considered to reach B1 level in which they have a sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interest, work, travel, and current event. While the rest of the students who gained less than 3000 words are considered to reach A1 level which Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics, has a sufficient vocabulary for coping with simple survival needs or A2 level which Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.

According to Kweldju, It is stated that generally most of Indonesian learners have very poor vocabulary. Even university students have average 15% out of vocabulary which native students have. While the number of vocabulary of native speaker mentioned in the study of Goulden was about 20.000 words when they are in the university level. From both theory, it means that most Indonesian learners even university students have average vocabulary for about 3000 words. And it is in the same line as the previous study “A study of Indonesian university students’ vocabulary mastery with vocabulary level test” by Rully Noviaty from Queens University Belfast. The finding generally illustrated that the receptive vocabulary size of second year undergraduate students in an Indonesian college are lower than 2.000 words. The finding revealed that there were 17.3% of the students were estimated as having about 0 to 333 words. And 15.4% of the students were estimated as having about

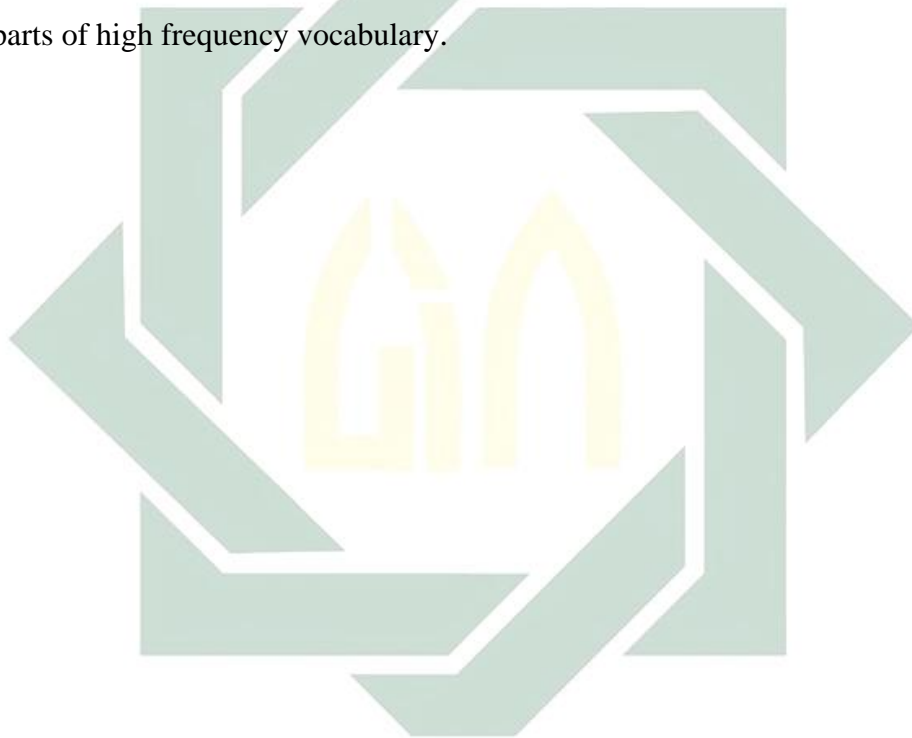
1067 words – to 1333 words. Most of the students, 34.6% of them were estimated as having 400 words to 667 words and 30.8% of them were estimated as having 733 words to 1000 words. Meanwhile, only one student (1.9%) had between 1400 words to 1667 words. And none of them reached 1733 words till 200 words. Recalling the result of the students' vocabulary size of the students in English Language Education Department. The finding in the present study contradicts with the theory and previous study as stated in the explanation above, since the vocabulary size obtained by the students of English Language Education Department which is from university students can reach more than 3.000 words which is over than 15% of English Native Vocabulary Size.

In previous chapter of literature review about the number of vocabularies that should be acquired. There are 2.000 words needed to perform the language in the basic level. While for reading authentic texts in the target language 3.000 words till 5.000 words are needed to comprehend the text well. Based on this theory, all the students in English Language Education Department are considered to be able to perform the language in the basic level since the vocabulary size acquired by the students had reached more than 2.000 words. However, some of the students might not be able to easily comprehend authentic texts in the target language since their vocabulary size has not reached 3.000 words as the minimum number of words required. On the contrary of the students' ability in performing language in basic level, all the students of English Language Education Department are considered to be uneasily

comprehend the text which is included in the level of foreign student university reading text which is about 10.000 words. While the students' vocabulary size of English Language Education Department is about 4500 words. In the fact that the students' vocabulary size reached 4.500 words, it is quite normal for the students of English Language Education Department since the students of English Language Education Department are English Learners as Foreign Language. This condition is aligned with the vocabulary size of the students from University Sultan Zainal Abidin Malaysia who have average score of the vocabulary size on the number 4.400 words.

It is stated in the previous chapter that Nation divided vocabulary types into 3 types which one of them is low frequency vocabulary. It is vocabulary that occurs so infrequently in texts which is not in the 2.000 most frequent words in high frequency of vocabulary. The terminology and the lists of low frequency vocabulary support the result of the finding in this study about vocabulary which wrongly answered by most of students in English Language Education Department. Another type of vocabulary from Nation is high-frequency vocabulary. It is the words that occur very frequently in all kinds of language uses. Those words are classified from the 2.000 most frequent word families in General Service List. The words listed in 2.000 frequency vocabulary support the finding that several vocabularies which are answered correctly by most of the students of English Language Education Department are high frequency vocabulary words. The words which are answered correctly and included as high frequency vocabulary are *see*

and *time*. Therefore, there are a lot of students of English Language Education Department recognized the words and get correct answer of the vocabulary test item. Suci Ayu Kurnia also Conducted the research about students' vocabulary size. Her finding reveals that most of the students have not covered high frequency vocabulary however the present study did not support the previous study conducted by Suci Ayu Kurnia since most of vocabulary answered correctly by the students are parts of high frequency vocabulary.



Dealing with the CEFR level, the students who gained 7000 words or more are considered to reach B2 Level in CEFR in which they Have a good range of vocabulary for matters connected to their field and most general topics and can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumstances. And the students who gained 3000 words are considered to reach B1 level in which they have a sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interest, work, travel, and current event. While the rest of the students who gained less than 3000 words are considered to reach A1 level which Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics, has a sufficient vocabulary for coping with simple survival needs or A2 level which Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.

Regarding the vocabulary item on the test, vocabulary size test consists of 100 items of vocabulary. Among those 100 items of vocabulary in the test. the result of the test of the students of English Language Education Department found the most vocabulary answered correctly by the students of English Language Education Department. It consists of two words *See* and *Time* which are common in the language use or also known as high-frequency vocabulary. The results also reveal the most vocabulary which is wrongly answered by the students of English Language Education Department. The words is *Lectern* which is included in Low-frequency vocabulary as it is not included in high

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