## 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



By Ana Nela Royyana NIM D05215001

ENGLISH LANGUAGE EDUCATION DEPARTMENT FACULTY OF EDUCATION AND TEACHER TRAINING UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA SURABAYA 2020

### **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.

Surabaya, 14 Januari 2020

Advisor I,

Dra. Arbaiyah, YS.MA NIP. 196405031991032002

Advisor II,

<u>Hilda Izzati Madjid, MA.</u> NIP. 198602102011012012

## EXAMINER APPROVAL SHEET

This Thesis by Ana Nela Royyana entitled "Receptive vocabulary size of English Language Education Department Students UIN SunanAmpel Surabaya" has been examined on 27<sup>th</sup> of February 2020 and approved by the board examiners

Dean Prof. Dr. H. Ali Masud, M.AgM.PdI 196301231993031002 NIP. Examiner I Drs. Muhtarom, M.Ed. Grad. Dipl. TESOL NIP. 196512201992031005 Examiner II Rakhmawa A.Pd NIP. 197803172009122002 Examiner III m Dra. Arbaivah Ys, MA NIP. 196405031991032002 Examiner IV

RizkaSathiyani, M.Pd. NIP. 198409142009122005

#### 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 ware 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

Yang bertanda tangan dibawah ini:

Nama	: Ana Nela Royyana
NIM	: D05215001
Semester	: X
Fakultas/Prodi	: Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris

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.

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Surabaya, 01 Januari 2020 Pembuat pernyataan

599842008

Ana Nela Royyana NIM. D05215001



E-Mail: perpus@uinsby.ac.id

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Nama	: Ana Nela Royyana
NIM	: D05215001
Fakultas/Jucusan	: Fakultas Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
E-mail address	: ananela34@gmail.com

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#### ABSTRAK

Royyana, Ana Nela (2020). Receptive vocabulary size of English Education Department Students UIN Sunan Ampel Surabaya. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Dra. Arbaiyah, YS. MA, Pembimbing II: Hilda Izzati Madjid M.A

Kata kunci: Ukuran kosakata reseptif, Tes, Pendidikan Bahasa Ingrris.

Kosa kata reseptif merupakan salah satu jenis kosa kata yang mempunyai peran yang cukup penting terhadap kemampusan siswa dalam berbahasa inggris yang bersifat reseptif. Penelitian ini bertujuan untuk mendeskripsikan ukuran kosakata reseptif mahasiswa Pendidikan Bahasa. Penelitian ini dilakukan dengan menggunakan metode deskriptif kuantitatif serta menggunakan test yang distandarisasi untuk mrndapatkan data jumlah kosa kata mahasiswa Pendidikan Bahasa Inggris. Subjek penelitian yang terlibat dalam penelitian ini di ambil dari mahasiswa Pendidikan Bahasa inggris tahun ajaran 2018. Hasil penelitian yang di dapatkan menunjukkan bahwa mahasiswa Pendidikan Bahasa inggris mempunyai vocabulary dalam rentang 2100 kata hingga 7900 kata. Meskipun jumlah rata-rata kosa kata yang di miliki oleh mahasiswa Pendidikan Bahasa inggris belum mencapai 5000 kata, hal itu merupakan hal yang normal mengingat mengingat mahasiswa Pendidikan Bahasa Inggris UIN Sunan Ampel Surabaya adalah pelajar dimana Bahasa inggris merupakan Bahasa asing. Dari hasil penelitian tersebut juga dapat di ketahui bahwa mayoritas mahasiswa Pendidikan Bahasa inggris dikategorikan mempunyai kosa kata yang cukup untuk mengekspresikan dirinya mayoritas kosakata yang ada pada topik yang maoritas bersangkutan dengan kehidupan sehari-hari nya seperti keluarga, hobi, sesuatu yang menarik, pekerjaan, perjalanan, dan peristiwa tertentu.



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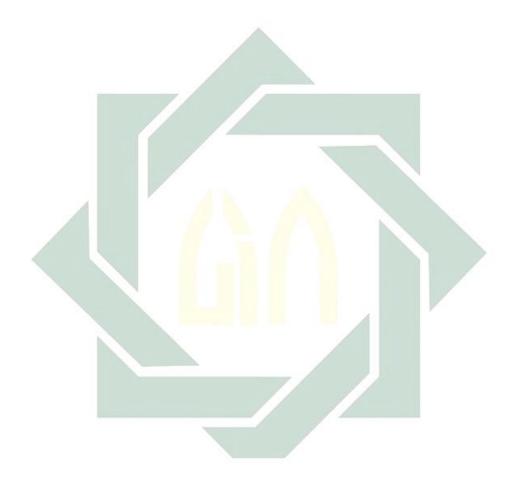
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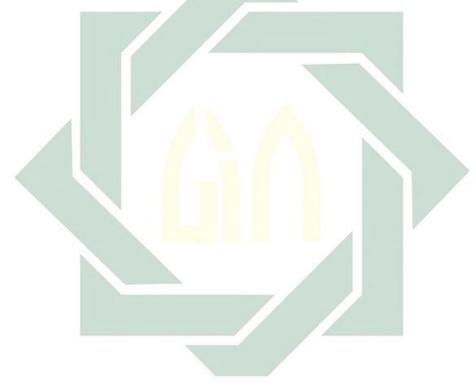


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# LIST OF ABBREVIATION

- 1. UIN : Universitas Islam Negeri
- 2. EFL : English as Foreign Language
- 3. IQ : Intelligence Quotient
- 4. KKM : Kriteria Ketuntasan Minimal
- 5. GSL : General Service List
- 6. VLT : Vocabulary Level Test
- 7. VST : Vocabulary Size Test



#### **CHAPTER I**

#### **INTRODUCTION**

This chapter provides background of the study which describes reason of researcher in conducting this study. The statement of the research problem is formulated as well as the cobjective of the study. It is followed by significances of the study which inform the beneficial of this study. Furthermore, this chapter also presents the scope and limitation of the study. The last part of this chapter described the definition of key terms which are used in this study.

#### A. Background of The Study

Language is the primary source of communication. It is a mean which people can use to share the ideas and thoughts one another. Among the languages exists in the world, English is one of international language mostly used to have communication activity. It was mentioned in the magazine of British Council that English has been spoken by 1.75 billion people from the worldwide<sup>1</sup>. As international language, English is not only used in communication activity only but also in learning activity. David Crystal stated in his book that the total number of English learners has reached 430 million learners worldwide<sup>2</sup>. In Indonesia, English has been involved in education field. It is included in subjects learned by students at school. Although English in Indonesia is as foreign language, it is not a new thing

<sup>&</sup>lt;sup>1</sup> British council, *The English Effect* (London: British council, 2013).

<sup>&</sup>lt;sup>2</sup> David Crysta, *English as Global Language* (Cambridge: Cambridge university press, 2003).

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 activity<sup>3</sup>. In addition to this statement, the curriculum stated that out of four skills contains of listening, speaking, reading, and writing, the main emphasis is on reading skill because it is believed that the acquisition of reading in a second language or foreign language is a main priority.

In addition, reading is a good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is also needed in every level of field of study. Particularly in cases where students need English materials for their own special subject.

Being able to read in English is very important. We know that success in reading is the most necessary because it is a basic tool of education. All the subjects of elementary school such as mathematics, science, language, and others depend on the ability to read. In senior high school and college, reading ability becomes even more important because students are more active to gain written information, that is why reading comprehension is an asset to be success in university.

Nowadays, the ability to comprehend English is necessary for millions of people. By understanding English, people are able to communicate in English and also able to read many kinds of English texts. The ability to read varieties of texts is crucial for people in contemporary society. People can find lots of English written text either from holiday brochures, academic books, newspaper, pamphlets,

<sup>&</sup>lt;sup>3</sup> Nur Cahyo, 'A Correlative Study between Students Lexical Knowledge of Collocations toward Their Reading Comprehension' (IAIN Salatiga, 2015).

magazines, traffic directions, or advertisement, etc. Therefore, the ability to read English text in any form will give a great deal of advantages in our lives. Specially for English language teaching, one of the purposes of teaching English as a foreign language to Indonesian people is that they can read, gain the idea and understand the books written in English. To achieve those purposes, students need a lot of words of English to master. As Norbert said that vocabulary is one of the most important skills in a language<sup>4</sup>. So, to achieve the success in language teaching and learning process, vocabulary is one of important aspect to master. Since vocabulary is one of language aspects which is important to master. It is impossible to acquire and master a language easily without vocabulary. That is why learning vocabulary is necessary for language learning.

As individuals that have been learning English for more than 6 years, undergraduate students of English Language Education Department are expected to have good English skill, either in reading, listening, writing or even speaking since they have been learning English for longer time. Yet, the result of preliminary research images out that the students practicing English is still in the low level. Among 25 participants, 88% participants of the survey only do 10% - 40% activity in practicing English, while the rest, it is only 12% participant who reaches 50% -60% activity in practicing English in their daily. According to the study of Hendra hermansyah titled "Speaking problems faced by the English department students of

<sup>&</sup>lt;sup>4</sup> Irwan Ro'iyal, 'The Correlation Between Students Vocabulary Mastery And Students Reading Comprehension' (UIN Syarif Hidayatullah, 2010).

Syiah Kuala University", it is stated in his finding that the most problem faced by the respondents in speaking English is that they had limited vocabulary<sup>5</sup>. Burkart also mentioned in his study on the title "Spoken Language, What It Is and How to Teach It" to have good proficiency of language there are two knowledges which should be mastered includes the knowledge of grammar and the knowledge of vocabulary<sup>6</sup>. from those study it indicates that the students of English language education department might have limited vocabulary. The vocabulary that the students acquired might not reached the target number of vocabularies which should be mastered by university students. Schmitt mentions the most frequent 2.000 words as the most commonly cited initial goal for beginners and agrees that these have to be taught explicitly. Meara claims that these are so essential for any real language use that it might be a good idea to teach them right at beginning of language, the accord among applied linguists is about 3.000 to 5.000-word family to suffice<sup>7</sup>.

Dealing with that phenomenon, the researcher was then interested to study the students' vocabulary size of English Language Education Department to describe the number of vocabulary that the students acquired

<sup>&</sup>lt;sup>5</sup> Hendra Heriansyah, 'Speaking Problems Faced by the English Department Students of Syiah Kuala University', Lingua Didaktika, 6.1 (2012), 37–44.

<sup>&</sup>lt;sup>6</sup> Grace stoval Burkart, 'Spoken Language: What It Is and How to Teach It', Iroro: A journal of the faculty of arts and social sciencesBendel state university, 15 (2012), 26–40.

<sup>&</sup>lt;sup>7</sup> James Milton, *Measuring Second Language Vocabulary Acquisition* (Exeter: Short run press, 2009).

up to now. The vocabulary size which would be studied in this research is vocabulary which deals with students' receptive skill or also known as receptive vocabulary. The researcher was interested to deal with receptive vocabulary due to the statement of en expert, Melka Teichroew, that receptive vocabulary and productive vocabulary are placed as continuum which means that the students receptive vocabulary gradually moves to productive mastery as a result of the students process of their vocabulary learning consistently.

Aswal Syarifudin, Rismaya Marbun, and Dewi Novita have conducted the study of vocabulary to 25 students of junior high school. The result of this study explains that student's vocabulary mastery is classified as poor to average. The researcher found that there are 50% students of the sample who can reach a score above 60 from 40 questions and 25% of them reach a score under 60. From that condition, the researcher found that the average score of the students is 57.82 which the KKM score of the school is 75. These findings however can't represent the vocabulary knowledge of the students since there are some types of vocabulary from different perception<sup>8</sup>.

<sup>&</sup>lt;sup>8</sup> Aswal Syarifuddin, Rismaya Marbun, and Dewi Novita, 'An Analysis on The Students Vocabulary Mastery: A Descriptive Study On The MTS', Jurnal Pendidikan dan Pembelajaran Khatulistiwa, 3.9 (2014), 18–28.

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. Regarding to the student's vocabulary knowledge, it is important to identify the student's vocabulary knowledge by focusing on one of vocabulary knowledge either on the receptive vocabulary or productive vocabulary in this present study. From those two kinds of vocabulary knowledge, mastering receptive vocabulary is very important since it is so likely and will be difficult for someone to spell the words and use it correctly before they understand the meaning of it. Additionally, investigating the receptive vocabulary size of the students of English Language Education Department is needed since the fact that they have low frequency of practicing English that might be caused by the lack of vocabulary. In conclusion, the researcher also will investigate the students' vocabulary knowledge such the previous study. However, in the present study, the researcher will investigate specifically on the receptive vocabulary of the students and also specify in the total number of it into 1000-worl 10.000-word level. Therefore, the researcher is interested to conduct the study entitled "Receptive vocabulary size of English Language Education Department Student of UIN Sunan Ampel Surabaya"

#### **B.** Research Question

Related to the background of the study explained above, the researcher formulated a question dealing with the receptive vocabulary size as the question beow:

What is the receptive vocabulary size of the students of Engish Language Education Department of UIN Sunan Ampel Surabaya?

#### C. Objectives of The Study

Recalling the research question above, the researcher did the study which aims to identify the receptive vocabulary size of the students of English Language Education Department of UIN Sunan Ampel Surabaya.

#### **D.** Scope and Limits of The Study

This study investigated the students' vocabulary size of English Language Education Department UIN Sunan Ampel Surabaya. In the following chapter, the researcher gave the information about types of vocabulary which consists of receptive vocabulary and productive vocabulary of the students.

The limit applied in this study is on the object of the research. The object of this research was taken from students of English Language Education Department of UIN Sunan Ampel Surabaya in from 2018 academic year. While other students who are not from 2018 academic year were not included in the object of this study

#### E. Significance of The Study

#### 1. English Language Education Department

The finding of this study has expected to be beneficial for English Language Education Department as one of references to evaluate and reflect the receptive vocabulary size of the students in English Language Department so that it can result some considerations for the better curriculum in English Language Education Department

#### 2. Further Researcher.

This study is also hoped to be beneficial for further researcher who has the same topic about vocabulary size or receptive vocabulary as one of references to have deeper information and explanation for conducting their research.

#### F. Definition and Key Term

#### 1. Receptive Vocabulary

Nation defines receptive vocabulary as the vocabulary that the one can recognize or understand when it is encountered either in reading or listening<sup>9</sup>. In the current study the receptive vocabulary is vocabulary that an individual can recognize or understand when they find it in the form of written text.

#### 2. Vocabulary Size

Anderson and Freebody also breakdown vocabulary into two types of vocabulary. Those two types of vocabulary are breadth of vocabulary and depth of vocabulary<sup>10</sup>. Vocabulary breadth its self is also recognized as vocabulary size which refers to the quantity of words knowledge that a person has. In this study vocabulary size can be defined as the number of vocabularies acquired by English Language Education Department students.

The classification of vocabulary size in this study was referred to the vocabulary size test as the instrument of this research which consist of "first

 $<sup>^9</sup>$  Qing Ma, Second Language Vocabulary Acquisition (Bern: Peter Lang, 2009).  $^{10}$  Ma

thousand" which means 1000 words. "second thousand" which means 2000 words, "third thousand" which means 3000 words. "fourth thousand" which means 4000 words. "Fifth-thousand" which means 5000 thousand word. "sixth thousand" which means 6000 word. "seventh thousand" which means 7000 words. "eighth thousand" which means 8000 words. "ninth thousand" which means 9000 words, and "tenth thousand" which means 10.000 words

# 3. The students' of 2018 academic year of English Teacher Education Department of UIN Sunan Ampel Surabaya

The term of students of 2018 academic year refers to the students of English Teacher Education Department who had been declared as students who successfully pass the selection phase of new student's admission of UIN Sunan Ampel Surabaya in 2018 academic year and they also have fulfilled their obligations administratively

#### CHAPTER II

#### **REVIEW OF RELATED LITERATURE**

This chapter presents the theory related to the topic of this research and previous stud. In the theoretical framework. It explains about receptive vocabulary size, the importance of vocabulary, the role of vocabulary size in reading and listening skill and also tools for measuring vocabulary size. Those are the topic of theoretical construct in this study. Then the following part explains about several previous studies which have similar topic with this study. Review of related study is used to reflect similarities and differences of this study.

### **A. Theoritical Framework**

This research uses several theories from experts which is related to the topic of this study discussing about receptive vocabulary size. The theories are used by researcher to support the current study and it is explained in the following description below.

1. Vocabulary

#### a. Definition of Vocabulary

Vocabulary is the important element in learning English. It is the first step for learners if they want to achieve their goal in learning English skill. Several experts defined the terminology of vocabulary differently. According to Hornby, vocabulary is all the words that are known and used in all particular language<sup>11</sup>.

<sup>&</sup>lt;sup>11</sup> Budi Setiawan, 'Improving The Students Vocabulary Mastery through Direct Instruction' (Universitas Negeri Surakarta., 2010).

While Richard and Renandya describes vocabulary as a core component of proficiency which provides basis of how well learners can commit four language skills including speaking, listening, reading and writing<sup>12</sup>. Other experts such Lehr, Osborn and Hiebert explained vocabulary as knowledge of words or the meaning of it either in the form of oral language, written language, productive form, or receptive form<sup>13</sup>.

From those explanation about the terminology of vocabulary defined by some experts, we can understand that vocabulary is all of words in every language that people use in any form either in the written form, oral form, and etc.

### b. The Importance of Vocabulary

Vocabulary plays a big role in the knowledge of every language since it is the core component of the language. Nation and Krashen mention that a person cannot master a language without vocabulary<sup>14</sup>. It is also supported by Wilkins' statement that without grammar it is very little that can be conveyed, but without vocabulary nothing can be conveyed<sup>15</sup>.

Wilkins' statement images out that it becomes a reason why without vocabulary students will have lots of difficulties in learning a language. Through

<sup>&</sup>lt;sup>12</sup> Zahrotul Izzah, 'The Use of Word Chain Game to Improve Vocabulary Mastery Of Eight Grade Students at SMPN 3 Kalibagor' (Universitas Muhammadiyah Purwokerto, 2015).

<sup>&</sup>lt;sup>13</sup> Christine Dugan, *Strategies for Building Vocabulary in Language Arts* (Huntington beach: Shell Education publishing Inc, 2010).

<sup>&</sup>lt;sup>14</sup> Yougen Lou and Liyou Chen, 'A Study on Vocabulary Learning Strategies by Chinese EFL Graduate Learners Published In' (presented at the 2014 International Conference on Social Science and Management, Lancester).

<sup>&</sup>lt;sup>15</sup> Milton.

vocabulary, the students will be able to master four language skill consists of listening, speaking, reading and writing. Therefore, the knowledge of vocabulary significantly determines the mastery towards four language skills.

According to Hubbard, vocabulary is powerful supply of meaning<sup>16</sup>. So, without establishing vocabulary very well, comprehension and some other language uses will not be able to be achieved easily. Maruli and Susan argued that vocabulary is the heart of oral language comprehension<sup>17</sup>. Additionally, Laufer suggest that to comprehend a text successfully learners should have vocabulary at least 3.000 up to 5.000-word family<sup>18</sup>. It is also supported by Nation need to know 98% - 99% of the vocabulary in a text for an adequate of understanding of a text<sup>19</sup>. This shows us that comprehension of language depends on the amount of words known by the reader. Students will be able to understanding vocabulary in a text, a learner may have serious obstacles in understanding the message of what they read. Therefore, word knowledge is crucial in comprehension skill of the students and it significantly determines how well the students will be able to comprehend the text they read. So,

<sup>&</sup>lt;sup>16</sup> Rabie Salih Hassan Gabriel, 'Investigating EFL Stuents' Use of Pronouns and It's Effect on Writing' (University of The Holy Quran and Islamic Science, 2018).

<sup>&</sup>lt;sup>17</sup> Robert J. Marzano, Katie Roger, and Simms Julia A., *Vocabulary for The New Science Standards* (Bloomington: Marzano research, 2015).

<sup>&</sup>lt;sup>18</sup> Angela Carrasquello and Vivian Rodriguez, *Language Minority Students in The Mainstream Classroom* (Clevedon: Cromwell press, 2002).

<sup>&</sup>lt;sup>19</sup> Norbert Schmitt, Xianjing Yiang, and William Grabe, 'The Percentage of Words Known in a Text and Reading Comprehension', The Modern Language Journal, 9.5 (2011), 26–43.

having a large number of vocabularies is essential for comprehending language skill of the students.

Not only for leading the students in language comprehension skill. Vocabulary also helps students in language production activity. Hubbard mentioned that the more vocabulary a student knows, the more precisely the students can express the exact meaning that they want to<sup>20</sup>. Based on that statement, it is known that to communicate effectively students need to know large number of words' meaning. An expert, Cardenas, state that vocabulary is used to determine the proficiency that the students have in oral context<sup>21</sup>. It means that vocabulary can influence students' performance in communication activity since it becomes essential component which is able to determine how much a student can do communication well. When the students have large vocabulary, they will be able to solve their lacking of vocabulary so that effective communication can be accomplished

#### c. Types of vocabulary

Some experts divide vocabulary different types. Harmer distinguishes vocabulary types between active vocabulary and passive vocabulary<sup>22</sup>. The first type of vocabulary, active vocabulary, refers to vocabularies that the students have learned and they are expected to be able to use them in the language use.

<sup>&</sup>lt;sup>20</sup> Gabriel.

<sup>&</sup>lt;sup>21</sup> Libia Maritza Perez and Roberto Alvira, 'The Acquisition of Vocabulary through Three Memory Strategies', Colombian Applied Linguistic Journal, 19 (2017), 103–6.

<sup>&</sup>lt;sup>22</sup> Andi Patimah R.A and Andi Asrifan, 'The Chinese Mime Game on EFL Classroom', Proceedings . of the 65th TEFLIN International Conference, 65 (2018), 28–34.

Meanwhile, the second type of vocabulary, passive vocabulary, refers to the words which the students will recognize when they see them, but they might probably not be able to use it in the language task.

As same as Harmer, Jo Ann Aebersold and Mary Lee Field also classify vocabulary into active and passive vocabulary<sup>23</sup>. Vocabulary referring to some item of words which the learner can use it appropriately in speaking or writing is called active vocabulary or also mentioned as productive vocabulary. This type is often used in speaking and writing skill. Although it is quietly more difficult to practice, the students still need to be familiar with the collocation, understand the meaning of the word and know how to pronounce it when the students is about to use the productive vocabulary. While vocabulary referring to some words which can be recognized and understood in the context of reading and listening skill is called as passive vocabulary which is also known as receptive vocabulary.

Other experts such as Anderson and Freebody also breakdown vocabulary into two types of vocabulary. Those two types of vocabulary are breadth of vocabulary and depth of vocabulary<sup>24</sup>. Vocabulary breadth its self is also recognized as vocabulary size which refers to the quantity of words knowledge that a person has. It is also can be simply defined as the number of words which a learner has or how many words that people have in the vocabulary knowledge. On the other hand,

<sup>&</sup>lt;sup>23</sup> Jo Ann Aebersold and Mary Lee Field, From Reader to Reading Teacher (Cambridge: Cambridge university press, 1997). <sup>24</sup> Ma.

vocabulary depth refers to the quality of the knowledge which also can be defined as how well the people know the words from various aspects<sup>25</sup>.

Haycraft quoted by Hatch and Brown indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary<sup>26</sup>. 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

<sup>&</sup>lt;sup>25</sup> Beatriz Gonzales and Norbert Schmitt, *The Routledge Handbook of Instructed Second Language Acquisition* (New York: Routledge, 2017).

<sup>&</sup>lt;sup>26</sup> 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.

vocabulary involves a process from meaning to form<sup>27</sup>. So, the students without the receptive vocabulary knowledge or productive vocabulary will not understand the words but also be able to apply or practice it through speaking or writing,

Meanwhile Djlinushah and Azimar Enong divided vocabulary into two. They are general vocabulary and special vocabulary<sup>28</sup>. General vocabulary words that are used in general. There is no field or user which is limited. Whereas special vocabulary is the words that are used in the certain field or job.

Nation in the other hand also broke down vocabulary into 3 types based on the frequency it is used in the language uses. The first is high-frequency vocabulary, it contains vocabulary which occurs so frequently in all texts and makes up the majority of running words of the texts. Therefore, this vocabulary is extremely useful for learners especially in the early stage of learning a language. Learning this vocabulary will provide learners with the highest output for their learning efforts since the learners will often meet and use it. Nation and Meara strongly suggests any words within this category to be the first and main vocabulary goal for learners, and encourage both teachers and learners to do as many efforts as possible to ensure these words are learned well. Although this vocabulary makes up the majority of running words in all texts, it only consists of small number of words. This is considerably a fortunateness for the learners. In English, high-frequency vocabulary has traditionally been thought to consist of around 2.000 most frequent

<sup>&</sup>lt;sup>27</sup> Aebersold and Field.

<sup>&</sup>lt;sup>28</sup> Paul Nation, 'Teaching Vocabulary', Asian EFL Journal, 7.3 (2005), 21–30.

words families. The origin of the 2.000 figure is largely from the influence of West's General Service List (GSL) and the reinforcement by research over 50 years old<sup>29</sup>.

In contrast to high-frequency vocabulary, low frequency vocabulary consists of vocabulary that occurs so infrequently in all texts. This vocabulary is found to be the largest group of words among others but only covers small proportion of the running words of any text<sup>30</sup>. It counts for 5% of the total running words in most text. This vocabulary includes all the remaining words which are not in the high-frequency vocabulary, not in the academic vocabulary or technical vocabulary for particular subject area<sup>31</sup>. In the more operational description, vocabulary scholars se vocabulary level band to define what words are in this group and to set its boundary. The traditional boundary was thought at the 10.000+ level which means it includes any vocabulary existing beyond the 10.000 vocabulary level. More recently, Schmitt proposed in order to lower this boundary to the 9.000+ level on the basis of a more recent corpus study by Nation. In which it can be concluded that the most frequent 8.000 to 9.000 word family are sufficient to provided the vocabulary resources needed to be able to comprehend a wide range of English authentic texts.

<sup>&</sup>lt;sup>29</sup> Norbert Schmitt and Diane Schmitt, 'A Reassassment of Frequency and Vocabulary Size in L2 Vocabulary Teaching', Language Teaching, 47.3 (2012), 484–503.

<sup>&</sup>lt;sup>30</sup> Paul Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge university press, 2001).

<sup>&</sup>lt;sup>31</sup> Paul Nation and Teresa Mihwa Ching, 'Technical Vocabulary in Specialised Text.', Reading in a Foreign Language, 15.2 (2002).

Mid-frequency vocabulary is a new category of words coined by Schmitt. The previous sections have mentioned that high frequency vocabulary consists of the most 2.000-word family and that the low frequency vocabulary starts from 9.000 frequency level. This suggest that there remains a great gap between 3.000 and 9.000 levels which are not completely covered in both academic and technical vocabulary. Schmitt then introduced mid-frequency vocabulary to label this vocabulary which is between both vocabularies<sup>32</sup>.

From the explanation above, we know that every expert in every book has different view in classifying the types of vocabulary. This might happen since every person has different way in seeing every single thing, describing their thought, and defining the ideas. Some of them who emphasize vocabulary to the items which the learners can use appropriately in speaking or writing and to the language items that can be recognized and understood in the context of reading and listening and some of them classify vocabulary into general and special. And also the classification into high frequency vocabulary, mid-frequency vocabulary, and low frequency vocabulary. Even the classification made are different, but the point is the same because their classifications are based on the different sides and aspects.

#### d. Vocabulary in Foreign Language Learning

Vocabulary plays important role in foreign language learning. The development of rich vocabulary is important when the learners acquire English as foreign language. Vocabulary becomes an essential part in foreign language

<sup>&</sup>lt;sup>32</sup> Schmitt and Schmitt.

learning. Vocabulary which is taught in foreign language learning depends on the objectives of the course and the amount of available time for teaching.

In English learning, especially in vocabulary learning there are some factors that influence the students in mastering process. The factors are linguistic and nonlinguistic factors<sup>33</sup>. The linguistic factors are usually related to natural difficulty of the language. It can be caused by imperfect knowledge about English material. They cannot understand the relation between foreign language and mother tongue which have significant differences and styles and rules. The non-linguistic factors are divided into two factors. They are external factors and internal factors. External factors are related to curriculum, methods, classroom situation, family, and society. Meanwhile, the internal factors come from IQ of the learners, attention, motivation, attitude, etc.

#### 2. Vocabulary size

In this part, the researcher presents some explanation related to vocabulary size as the following description.

#### a. Definition of vocabulary size

It is generally recognized within second language vocabulary research that a definition of vocabulary should at least comprise two dimensions of vocabulary that is vocabulary breadth and vocabulary depth. Vocabulary size is recognized as vocabulary breath. It is a number of words for which a learner has at least some

<sup>&</sup>lt;sup>33</sup> Siti Khasinah, 'Factors Influencing Second Language Acquisition', Englisiana, 1 (2014), 256–69.

minimum knowledge of meaning. To get to know about the number of students' vocabulary size, applying a measurement towards the student is needed<sup>34</sup>.

There are some reasons for measuring non-native learners' vocabulary size<sup>35</sup>. One reason is to see how close the learner in having enough vocabulary to be able to perform certain task such as reading novel, reading newspaper, watching movies and listening conversations. Second reason to measure students' vocabulary size is to be able to figure out the growth of learner's receptive vocabulary since here is no virtually information on how quickly does the non-native speakers' grow. And the third reason for measuring students' vocabulary size is to be able to compare non-native speakers with native speakers. Such comparison could be useful in comparison rates of vocabulary growth in the second language setting and in determining whether there is threshold as suggested by 98% coverage figure, where further development brings unnoticeable effects on comprehension, reading pleasure or reading speed.

#### **b.** Tools of Vocabulary Size Test

In measuring the students' vocabulary size, there are several kinds of vocabulary test which are well known and used by the researcher around the world. Some of them are in the following description.

<sup>&</sup>lt;sup>34</sup> Zhifa Shen, 'The Roles of Depth and Breadth of Vocabulary Knowledge in EFL Reading Performance', Asian Social Science, 4.12 (2008), 135–37.

<sup>&</sup>lt;sup>35</sup> Paul Nation and David Beglar, 'A Vocabulary Siza Test.', The Language Teacher, 31.7 (2007), 9–12.

#### **1. Vocabulary Level Test**

This test is proposed by Paul Nation based on word frequency. This test estimates vocabulary size from number of words which are correctly selected the students. The vocabulary items of the test are taken from different frequency level. The frequency level ranged from the most frequent to the least frequent vocabulary. And it was grouped in the band of 1.000 words, 2.000 words, 3.000 words, 5.000 words, the university level and 10.000. According to Paul Nation the 200-word level and 3000-word level contains of high-frequency vocabularies which function effectively in language use such as speaking in daily life and easy reading texts. The 5.000 words are upper high frequency vocabulary that are important for class activities. For university word level, it will help the students to read textbooks and other academic reading materials. And the 10.000-word level is words which are rarely used in language use<sup>36</sup>.

#### 2. Eurocentres Vocabulary Size Test

This test was developed by Meara and Jones. It is a computerized test and uses first 10.000 words of Thorndike and Lorge frequency count. the test uses lexical decision paradigm and consist of 150 items. 2/3 items are real words and 1/3 items are invented non-words. The non-word item were non-sense words which were used to measure the reliability of the learners' answer<sup>37</sup>.

<sup>&</sup>lt;sup>36</sup> Ahmed Masrai and James Milton, 'Measuring the Contribution of Academic and General Vocabulary to Learners' Academic Achievement', Journal of English For Academic Purposes, 31 (2018), 44–57.

<sup>&</sup>lt;sup>37</sup> Sandy George, 'A Comparative Study of Measures of Vocabulary Knowledge and IELTS Profeciency Scores as Potential Predictors of Academic Performances' (Swansea University, 2014).

### 3. Vocabulary Size Test

Nation and Beglar developed Vocabulary Size Test in which the frequency count of the items is based on fourteen-thousand of British National Corpus word list. The test has 14 clusters. Each cluster is representing a 1000-word family frequency band. Thus, the test consists of 140 items. This test uses multiple choice format and the vocabulary items tested are in the form of a short non defining context. The figure of vocabulary size test can be seen in appendix 2.

This vocabulary size was designed to measure both first language and second language learners' written receptive vocabulary size in English. The teat would like to see whether the learner has enough vocabulary in performing certain tasks which covers 98% text coverage<sup>38</sup>.

## c. The Number of Vocabularies Needed to Perform Language.

The number of vocabularies that should be acquired by the learner is mentioned differently by the expert. Shmitt mentions the most frequent 2.000 words as the most commonly cited initial goal for beginners and agrees that these have to be taught explicitly<sup>39</sup>. Meara claims these are so essential for any real language use that it might be a good idea to teach them right at the beginning of the language course. Ehen learners move on to read authentic texts in the target language, the consensus among applied linguist seems to be that 3.000-word family till 5000

<sup>&</sup>lt;sup>38</sup> Paul Nation, 'The Vocabulary Siza Test'

<sup>&</sup>lt;(https://www.wgtn.ac.nz/lals/about/staff/Publications/paul-nation/Vocabulary-Size-Test-information-and-specifications.pdf> [accessed 11 April 2019].

<sup>&</sup>lt;sup>39</sup> Alqahtani.

word family should suffice. However, hazenberg and Hulstijn calculated that foreign students reading university texts need to have 10.000-word family to 11.000-word families at their disposal. And for communication in specific professional domains, it is recommended to have a solid base of high-frequency vocabulary, completed with the specialized vocabulary required for the domain in question<sup>40</sup>.

While related to CEFR Level, Zhao mentioned that DIALANG and AMMKIA projects include vocabulary size at different levels, the suggested vocabulary size for C1 level is 5000 words, while for B1 is only 2500 – 3000, words which is might be more limited than CECR. According to CECR, the vocabulary ranges for the four levels are: 3000 words for CSE5 which has the same level as CEFR B1, 5000 words for CSE 6 which has the same level as CEFR B1+, 6000 words for CSE 7 which has the same level as CEFR B2, and 8000 words for CSE 8 which has the same level as CEFR C1. Each level of CEFR has different meaning about students' ability towards vocabulary as the description below

BANDS	LEVELS	RANGE		
	C2	Has a good command of a very broad lexical repertoire including idiomatic expression colloquialism; shows awareness of connotative meaning		
Proficient user	C1	Has a good command of a very broad lexical repertoire allowing gaps to be readily overcome circumlocutions; little obvious searching for expressions or avoidance		

Table 2.1Vocabulary descriptors in the CEFR

<sup>40</sup> Milton.

idiomatic or matters st general to avoid s can still	
st general to avoid	
to avoid	
s can still	
Has a sufficient vocabulary to express	
utions on	
most topics pertinent to his/her everyday life	
est, work,	
ct routine,	
familiar	
sufficient	
e survival	
f isolated	
ılar	
ut ry es ct	

There are large amounts of words in English. Having known the large number of words existing in English, it does not mean that all of those words are known and mastered by native speaker. This condition may be due to the fact that as human, they have limited ability to memorize all the words. In a study conducted by Goulden, it was found that up to a vocabulary size of around 20.000-word family, it is expected that native speakers will add roughly 1.000-word family a year to their vocabulary size<sup>41</sup>. It means that when they are five-year-old and begin to study in schools, they have vocabularies around 4.000-word family to 5.000-

<sup>41</sup> Milton.

word family. Then, when they graduate from university, they will have vocabularies around 20.000-word family.

Nation and Waring commented that the need of vocabulary of second language learners depends on what their language learner intends to use English for. Therefore, there are different number of words for every foreign language learner in countries. It depends on his purpose in studying English. Furthermore, Kweldju stated that generally most Indonesian learners have very poor vocabulary. Even students of university have average 15% out of vocabularies which native students have<sup>42</sup>. This condition is very apprehensive since a person needs at least 5.000-word family of high frequency vocabulary to read enjoyably. Meanwhile, a person needs 7.000 words to read novels, and students at university needs 10.000 words to read their lecture material. Based on the statement above, we can take a conclusion that vocabulary size of Indonesian Learners is very poor. They have not mastered very well the vocabularies in the number of words that are suggested.

# d. The role of vocabulary in reading and listening comprehension

Vocabulary knowledge is the fundamental part for reading comprehension. A person cannot understand a text without knowing most of the words exists in the text. Several researches have documented the strength of the relationship between vocabulary and comprehension. The proportion of difficult words in a text can be

<sup>&</sup>lt;sup>42</sup> Rachma Insan Nikmawati, 'A Case Study Of Studets' Size And Level In Mastering Vocabulary' (Universitas Negeri Semarang, 2017).

the most powerful predictor of text difficulty. And readers' general vocabulary knowledge is the best predictor of how well the reader can understand a text.

According to Hubbard, vocabulary is the powerful carrier of meaning<sup>43</sup>. So, without establishing strong vocabulary, comprehension and use of language will not be achieved easily. Maruly and Susan Neuman argue that vocabulary is the heart of oral language comprehension<sup>44</sup>. Additionally, Laufer suggests that to comprehend a text successfully we must have enough vocabulary at least 3.000word family to 5.000-word family<sup>45</sup>. It is also supported by Nation that readers need to know 98% - 99% of the vocabulary in a text for an adequate understanding of a text<sup>46</sup>. This shows us that the comprehension of a language depends on the amount of words that are known. Students also need to have sufficient word knowledge to understand what they read. Students will be able to understand the point of the writer on a text if the students have known the meaning of most of words in a text. With no understanding for vocabulary in a text, a learner may have serious trouble in understanding the message, that is why vocabulary knowledge is very essential for determining how well the students will be able to comprehend the texts they read.

However, Hirsh and Nation find that the most frequent 2.000 word does not provide adequate coverage for pleasure reading. They suggest that the learners need

<sup>&</sup>lt;sup>43</sup> Gabriel.

<sup>&</sup>lt;sup>44</sup> Marzano, Roger, and Julia A.

<sup>&</sup>lt;sup>45</sup> Carrasquello and Rodriguez.

<sup>&</sup>lt;sup>46</sup> Schmitt, Yiang, and Grabe.

to have a vocabulary size around 5.000-word family. Laufer also has the same opinion that students need to be familiar with 98% of the words in a text for unassisted reading. It indicates that a vocabulary size of 5.000-word family would be required to read texts written for native speaker. Nation suggest that the vocabulary needs to gain 98% coverage in various kind of written text including proper noun, therefore the individual comprehension ability based on knowing 98% of the words in a text shows that the knowledge 0f 8.000-word family to 9.000-word family is needed for comprehension of texts such as newspaper and novels, while 6.000-word family to 7.000-word family is needed for spoken text such as lecturers and movies<sup>47</sup>.

Although research on the relationship between vocabulary knowledge and listening comprehension has not been plentiful, existing studies generally show a positive correlation between vocabulary size and listening comprehension. Staehr found a moderate relationship between vocabulary knowledge and listening comprehension for low-level EFL learners, but the relationship was a strong one for advanced EFL learners. Staehr studied the effect of learners' vocabulary size and depth on the students listening comprehension and the results suggest that vocabulary size is major component for successful listening comprehension whereas depth of vocabulary gives little contribution towards students' listening

<sup>&</sup>lt;sup>47</sup> Paul Nation, 'How Large a Vocabuary Is Needed for Reading and Listening', The Canadian Modern Language Review, 63.1 (2006), 59–82.

comprehension<sup>48</sup>. However, one of the shortcomings of Staehr's work is that the recording for listening comprehension was played twice for the learners. This is the unreal scenario since in the reality learners would need to understand what they hear in the first time they listen to it. Since vocabulary size and listening comprehension are positively related each other, it is also important to determine the vocabulary size required for adequate listening comprehension. Nation suggest a vocabulary size of 6.000-word family to 7.000-word family<sup>49</sup>. However, a more recent study by Van Zeeland and Schmitt study compared to Nation's as understanding any listening discourse also depends on the genre of the listening text. In assessing learners' listening comprehension, Van Zeeland and Schmitt used four informal narrative passages of similar difficulty. Nation on the other had used children movie and two parts of the wellington corpus of Spoken English to drive the proposed vocabulary.

## **B.** Previous Study

There are several related studies conducted by other researchers. One of them is the study by Suci Ayu Kurnia. It is descriptive research 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

<sup>&</sup>lt;sup>48</sup> Feng Teng, 'An In Depth Relation Investigation into the Relationship between Vocabulary Knowledge and Academic Listening Comprehension', The Electronic Journal for English as Second Language, 20.2 (2016).

<sup>&</sup>lt;sup>49</sup> Milton.

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 size in which the test questions of the test uses English language instead of the students mother tongue<sup>50</sup>.

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.

<sup>&</sup>lt;sup>50</sup> 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.

is that the current study does not describe the students' vocabulary size in the category of level but the researcher describes the students' vocabulary size from the final score of the vocabulary size<sup>51</sup>.

The next is the study which was conducted by Kamariah Yunus, Mahani Muhamed and Bordin waelateh. It aims to investigate the comparison of the students' vocabulary size from the first year and first semester of two English language faculties, they are freshman from faculty of language and communication of University of Ultan Zainal Abidin Malaysia and the freshmen of humanities and social sciences faculty of Prince Sonkhla University Thailand. This study is quite similar to the current study which both studies also try to find out the learners' vocabulary size in university level and also use a test to find out the data. However, the present study only focused on one subject only that is English language education department, the researcher in the present study do not compare the students' vocabulary size of English language education department from 2018 academic year to other students from different department, faculty or even university.<sup>52</sup>

The next is Rully Noviaty from Queens University Belfast who conducted a study on a title "A study of Indonesian university students' vocabulary mastery with vocabulary level test". This study aims to examine the students' vocabulary size, to compare the students' vocabulary size of the

<sup>&</sup>lt;sup>51</sup> Syarifuddin, Marbun, and Novita.

<sup>&</sup>lt;sup>52</sup> Kamariah Yunus, Bordin Waelateh, and Mahani Mohamad, 'The Breadth of Vocabulary Knowledge among English Major University Students', Journal of Nusantara Studies, 1.1 (2016).

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.

### **CHAPTER III**

### **RESEARCH METHOD**

This chapter provides explanations about research methodology which is used by the researcher to collect and analyse the data of the study. It involves approach and research design, research population and sample of the study, research data collection technique and the instrument then followed by technique of analysing the data.

## A. Research Design

Research design is defined as the overall plan which is used to answer the research questions<sup>53</sup>. It deals with how researcher employs strategies to collect and analyse the data intended for analysing the students' vocabulary size of English language education department<sup>54</sup>, the researcher conducted a quantitative descriptive research. Sugiyono states that quantitative descriptive research is a scientific, empiric, objective rational and systematic method. Therefore, research data is derived in the form of numbers and statistic table. It is named quantitative for research data is shaped as numbers<sup>55</sup>. Cresswell also defines quantitative research asks specific questions to obtain measurable data on variable through instrument then analyse those using statistical procedure. Therefore, the researcher analysed the data using descriptive quantitative through statistical procedure.

<sup>&</sup>lt;sup>53</sup> Phyllis Tharenou, *Management Research Methods* (New York: Cambridge University Press, 2007).

<sup>&</sup>lt;sup>54</sup> Paul S. Gray, *The Research Imagination: An Introduction to Qualitative and Quantitative Methods* (New York: Cambridge University Press, 2007).

<sup>&</sup>lt;sup>55</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: CV Alfabeta, 2011).

Regarding to the data analysis used in this research, the researcher employed descriptive quantitative analysis. In descriptive quantitative, the researcher purposely organized, summarized and described what happened in that data without making conclusion in general. It describes the basic feature of the data and present quantitative description in manageable form<sup>56</sup>. as discussed in the previous explanation, this study only attempted to investigate students' vocabulary size. Having measured and found the vocabulary size of the students of English Language Education Department, the researcher then presented and described the size based on the result of the test having been taken by the students.

### **B.** Population and Sample

## **1.** Population

Population is all the subjects in the study. The population of the study is the entire students of English Language Education Department in 2018 academic year of UIN Sunan Ampel Surabaya. Here is the number of students of English Language Education Depatment from 2018 academic year.

The number of Students of PBI UINSA 2018 Academic year		
Male	25	
Female	58	
Total	83	

Table 3.1The number of Population of the study

<sup>&</sup>lt;sup>56</sup> Donald Ary, *Introduction to Research in Education* (Belmont CA: Wadsworth, 2009).

Table 3.1 shows the number of English Language Education Department Students from 2018 academic year. From The table above it is known that the population of this study is about 83 students from English Language Education Department 2018 academic year.

### 2. Sample

Sample means part of the population<sup>57</sup>. Therefore, the sample must be seen as a picture of the population and not the population itself. Since the population of the study is the entire students of English Language Education Department from 2018 academic year which the total number of the students is no more than 100 students, the researcher recalled the theory of Arikunto which states that if the population does not reach 100 students, the sample of the study used will include all of the population of the study. If the number of the population reach more than 100 subjects, the sample can involve 10%, 15%, 20% till 25% of the population or more<sup>58</sup>. According to that theory, the researcher took all the population of the study which consists of 83 students as the sample of this study as the number of the population doesn't reach 100 subjects.

<sup>&</sup>lt;sup>57</sup> Coladarci Theodore, *Fundamentals of Statistical Reasoning in Education* (New Jersey: Willey Education publishing, 2011).

<sup>&</sup>lt;sup>58</sup> Irwan Hermawan, *Metode Penelitian Pendidikan* (Kuningan: Hidayatul Quran Knuningan, 2015).

## **C. Data Collection Technique**

According to Arikunto, data collection technique is a method used by researcher to get the data of the research<sup>59</sup>. Since the researcher would like to find out the students' vocabulary size. The data collection method used in this research was a test. There are several kinds of test that can be used in collecting data of research. Such as criterion-referenced test, norm-criterion test or standardized test. Criterion Test can be defined as one of testing instruments which is used to measure the minimum level of students' performance. While standardized test is defined as testing instruments used to measure the differences among individuals being tested. As the example of standardized test is achievement test and aptitude test. Achievement test is one of testing instruments which is commonly used to assess individual's knowledge or proficiency in particular content area. While aptitude test is a testing instruments designed to predict someone's ability in performing certain skill<sup>60</sup>. From those variates of data collection techniques, the researcher applied achievement test to collect the data of the study about students' vocabulary size.

The achievement test used by the researcher is namely as Vocabulary size test. The test was applied to the students during the last meeting of the educational philosophy class. It was applied on 20th - 24th of May 2019 in 3 classes. The number of the students involved during the data taken in the class was about 79

<sup>&</sup>lt;sup>59</sup> Dr. Sandu siyoto and M. Ali Sodik, *Dasar Metodologi Penelitian* (Sleman: Literasi media publishing, 2015).

<sup>&</sup>lt;sup>60</sup> Dr. Jeffrey Glanz, *Action Research: An Educational Leader's Guide to School Improvement* (Boston: Pearson Education, 2012).

students and completed in 1,5 hours. To control the process of the data taken and to avoid unwanted thing occurred during the process of taking the data, the researcher was also stand by in the class and distribute the test by herself so that the result of the data was based on the real ability of the students.

## **D.** Research Instrument

Instrument is a tool for measuring, observing, or documenting data. It is identified before the researcher collected the data, the instrument may be a test, questionnaire, tally sheet, log, observational check list, inventory, or assessment instrument. Researchers uses instruments to measure achievement, assess individual ability, observe behaviour, develop psychological profile of an individual, or interview a person<sup>61</sup>.

According to Black instrument of the research is decided based on the data collection techniques used in the research<sup>62</sup>. When the data collection technique of the research is Interview, the instrument used by the researcher is interview checklist. If the data collection techniques used in the research is Questionnaire, it means that the research instrument is Questionnaire. And if the data collection technique of the research is observation, so the research instrument is namely observation checklist. While for test as data collection technique, the research instrument is called as test or test questions. Since this research is included in

 <sup>&</sup>lt;sup>61</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Maryland: Rowman & Littlefield, 2014).
<sup>62</sup> siyoto and Sodik.

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 1.000word 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 fouth thousand or the subsequent thousands, he or she is credited with a knowledge of 1750.

### E. Data Analysis Technique

In this research, the researcher employed descriptive quantitative analysis. In descriptive quantitative, the researcher purposely organizes, summarizes and describes observations<sup>63</sup>. Descriptive statistic is used to analyse the data by describing what happened in that data without making conclusion in general. It describes the basic feature of the data and present quantitative description in manageable form. in this research the data which was collected from the teat was analysed in the following steps:

- 1. The researcher applied vocabulary size test to the students of English Language Education Department from 2018 academic year
- 2. The researcher checked or matched the students' answer of the test with the answer key.
- 3. The researcher calculated the right answer of the test belonging to each student.
- 4. The researcher calculates the students' vocabulary size based on the result of the test and the theory of Lorge and Chall.
- The researcher categorized the students' vocabulary size in several ranges per-1.000 word in the form of chart
- 6. The score of the students' vocabulary size was described according to theories and previous studies having been explained in the chapter of literature review

<sup>63</sup> Ary.

#### **CHAPTER IV**

## **RESEARCH FINDING AND DISCUSSION**

This chapter is divided in two parts, they are research finding and discussion. In research finding, the researcher reports the result of collected data. Then the discussion part describes the data analysis of this study. The discussion of the analysis includes the explanation about receptive vocabulary size of the students of English Language Education Department from 2018 academic year.

### A. Research Finding on the students' receptive vocabulary size

This study analysed the vocabulary size of the students of English Language Education Department from 2018 academic year. Vocabulary size test was applied to investigate the data to answer the research question. The test had been applied on 23<sup>th</sup> of May 2019 till 24<sup>th</sup> May 2019. There were 79 students who were involved in the process of taking the data of this study. In order to identify the receptive vocabulary size of the students of English Language Education department the researcher referred to the scoring guide provided by Laufer and Chall. They explained that if a person knows all the words sampled from the commonest thousand words, one-half of the words sampled from second thousand level. Onefourth of the words from third thousand level, and none from the fouth thousand or the subsequent thousands, he or she is credited with a knowledge of 1750. Since each thousand level consists of 10 questions, the theory from Lorge and Chall means that each correct answer is multiplied by 100 score to get the estimation of students' vocabulary size. And according to that theory, the researcher gives score about 100 to each correct answer of the students. And the results of the vocabulary size of English Language Education Department students from 2018 academic year are presented in the table below:

No	Name	Number of Right answers	Vocabulary size
1	JIB	79	7900
2	OVI	71	7100
3	FEB	67	6700
4	VIE	65	6500
5	NUR	65	6500
6	AST	64	6400
7	VIC	62	6200
8	MAG	62	6200
9	CAE	<mark>6</mark> 0	6000
10	PUT	60	6000
11	ELZ	59	5900
12	AZI	58	5800
13	ACH	58	5800
14	LAI	57	5700
15	MOC	57	5700
16	RAC	56	5600
17	SYA	56	5600
18	IHB	54	5400
19	ANT	53	5300
20	DIZ	51	5100
21	VIR	51	5100
22	ELO	50	5000
23	SHE	50	5000
24	ADI	50	5000
25	NAF	50	5000
26	LKF	49	4900
27	AIS	49	4900

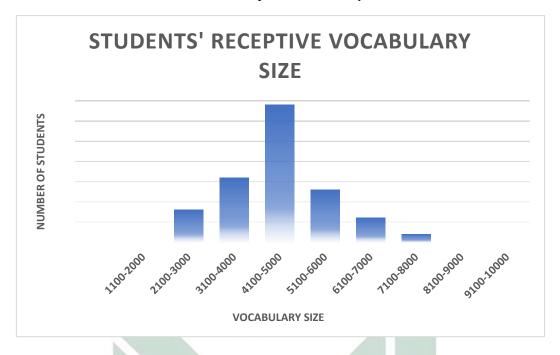
Table 4.1Students Receptive Vocabulary Size

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		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

64	ELL	37	3700
65	ALI	36	3600
66	ZAI	36	3600
67	ALF	35	3500
68	LIN	34	3400
69	ADI	34	3400
70	SAN	34	3400
71	NIL	33	3300
72	JEN	30	3000
73	HUM	28	2800
74	ELY	28	2800
75	BIL	28	2800
76	MAS	27	2700
77	ARI	24	2400
78	ELE	22	2200
79	MIL	21	2100

Table 4.1 above shows the result of the receptive vocabulary size that the researcher got from the test applied to the students of English Language Education Department. From that table, it is shown that the students reach different vocabulary size. From the table above it can be known that of 79 students of English Language Education Department, there are 1 student reached 7900-word family and followed by 1 student reached 7100-word family and 1 student reached 6700-word family. in the following vocabulary size, there are 2 students reached 6500-word family. while for 6400-word family, there are 1 student only reaching this vocabulary size. For 6200-word family and 6000-word family, the researcher found 2 students who had reached this vocabulary size. And in 5900-word family there is 1 student only reaching this vocabulary size. in the size 5900-word family, 5700-word family and 5600-word family.

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 4200word 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 family there is 1 student gaining this vocabulary size. Table 4.1 that shows the students receptive vocabulary size can also be simplified in the following chart



*Chart 4.1 Students' Receptive vocabulary size* 

As seen in the chart 4.1, the final score of vocabulary size test address the result of the students' vocabulary size in the range of 2100-word family till 7900-word family in which the high vocabulary size of the students is 7900-word family and the lowest vocabulary size is 2100-word family with average score of the students vocabulary size is about 4500 words.

According to the result of the finding, from 100 items of Vocabulary Size Test questions, the researcher then ranked the words tested in Vocabulary size test based on its frequency of that it is answered correctly in the table of Appendix 3

From the whole items of the vocabulary size test questions which has been

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.

### **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 Departmenr 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.

#### **CHAPTER V**

## **CONCLUSION AND SUGGESTION**

This chapter presents about the conclusion and the suggestion of the study. In the conclusion researcher presents about the summary of the study about students' vocabulary size in English Language Education Department of UIN Sunan Ampel Surabaya. Then it is also followed by suggestion from the researcher. Based on the analysis and finding, the result of the data analysis is concluded as the following explanation.

## A. Conclusion

This study was carried out by researcher to describe the receptive vocabulary size of the students of English Language Education Department from 2018 academic year. The result of the finding in this study can be concluded that this research has answered the research problem formulated in the earlier chapter. the research finding shows the students receptive vocabulary size of English Language Education Department in 2018 academic year as the following description. From 10.000-word family of vocabulary size test questions, the students' vocabulary size reached vocabulary size in the range 2100-word family till 7900-word family with average score is about 4.500 words. The average score of the students reflects good ability in performing language in basic skill but might be uneasily comprehend the text which is included in the level of foreign student university text. However, most of the students will be able to comprehend authentic texts in target language well which is not for foreign students' university text.

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

frequency vocabulary and academic word list.

# **B.** Suggestion

Regarding to the finding and the conclusion of the study, the researcher the made some suggestion which are given to:

## 1. English Language Education Department

Recalling the result of the test about the students' vocabulary size that the students' vocabulary size is in the range of 2100-word family till 1900-word family, it is better that the students of English Language Education Department get some subjects which involves vocabulary learning regularly. The students' vocabulary size should also keep being measured to determine whether the students have reached the goal of curriculum or not.

However, the finding of this research also shows that the most vocabulary answered correctly by the students of English Language Education Department are indicated as the common words in language use or also named as high frequency vocabulary. In this case, the students need to get learning process which makes them go deeper with academic vocabulary of higher level of vocabulary frequency.

# 2. The further researcher.

There are many chances to analyze the vocabulary size of the students. But this study is focusing on receptive vocabulary only. Whereas there are other types of vocabulary size that can be analyzed as well such as productive vocabulary of the students

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