MEASURING ENGLISH STUDENTS' VOCABULARY SIZE AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMPN 5 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

A Thesis

Submitted as a Partial Fulfillment of
the Requirements for Munaqosah

By:
Aulia Husnanissa
NPM. 1211040118

English Education : Study Program

Advisor   : Iwan Kurniawan, M.Pd
Co-Advisor   : Rohmatillah, M.Pd

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2019/2020

ABSTRACT

MEASURING ENGLISH STUDENTS' VOCABULARY SIZE AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMPN 5 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

By
Aulia Husnanissa

The students at the first semester of the eighth grade of SMPN 5 Bandar Lampung are supposed to be able to understanding and using vocabulary in learning English. However, most of students still faced difficulties to understanding and using vocabulary in learning English. Therefore, this research was intended to measuring English students' vocabulary size.

This research was conducted based on descriptive quantitative. This research used simple random sampling because the classes are the same. From 3 classes, one class will use as tryout, so the test is about 2 classes that will be taking as the source of sample. The researcher dertermined class A and class B as the sample of test, total students was 76 students. In collecting the data, the researcher used students vocabulary test. After collecting the data, researcher collected test finding and calculated the data of students' vocabulary size.

In maesuring English students' vocabulary size researcher used 0-500 high frequency word list that appropriate for basic non-native learner The researcher showed the class that get the highest and the lowest vocabulary size. In addition, the 1st 500 words its mean the students get less than 500 words then, the 2nd 500 words it means students have reached the standard vocabulary size.

After conducting test on each class, it was found that class A got 397 words and class B got 385 words with the total score was 782 words and after divided with number of classes, so it was found 391 words as average score of students vocabulary size. This number was actually average for students junior high school in Indonesia, as a basic learner and English as foreign languange. By having 391 words in the first semester of the eight grade of SMPN 5 Bandar Lampung were able to read well around 78% of a written English text for basic learner English.

Keyword: Measuring Vocabulary Size, Descriptive Quantitative.

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

APPROVAL

Title	:	**MEASURING ENGLISH STUDENTS' VOCABULARY SIZE AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMPN 5 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**
Students' Name	:	Aulia Husnanissa
Students' Number	:	1211040118
Study Program	:	English Education
Faculty	:	Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University
Lampung

Advisor,   Co-Advisor,

Iwan Kurniawan, M .Pd   **Rohmatillah, M.Pd**
NIP. 197405202000031002   NIP.198105082007102001

The Chairperson of
English Education Study Program

Meisuri, M.Pd
NIP: 198005152003122004

iv

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

ADMISSION

A thesis entitled: **"MEASURING ENGLISH STUDENTS' VOCABULARY SIZE AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMPN 5 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018"**, By:**Aulia Husnanissa**, NPM: **1211040118**, Study Program: **English Education**, was tested and defended in the thesis examination session on Thurusday, January 9th 2020.

Board of Examiners:

Moderator	: Dr.Achi Rinaldi, M.Si	( )
Secretary	: Dian Reftyawati,M.Pd	( )
Primary Examiner	: M.Sayid Wijaya,M.Pd	( )
Secondary Examiner	: Iwan Kurniawan,M.Pd	( )
Co Advisor	: Rohmatillah,M.Pd	( )

The Dean of
Tarbiyah and Teacher Tranining Faculty

Prof.Dr.Hj.Nirva Diana,M.Pd
NIP: 196408281988032002

iii

DECLARATION

Hereby, I State This Thesis Entitled "MEASURING ENGLISH STUDENTS'
VOCABULARY SIZE AT THE FIRST SEMESTER OF THE EIGHTH GRADE
OF SMPN 5 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018."
is completely my own work, I am fully aware that I have quoted some statement and
theories from various sources and they are properly acknowledged in the text.
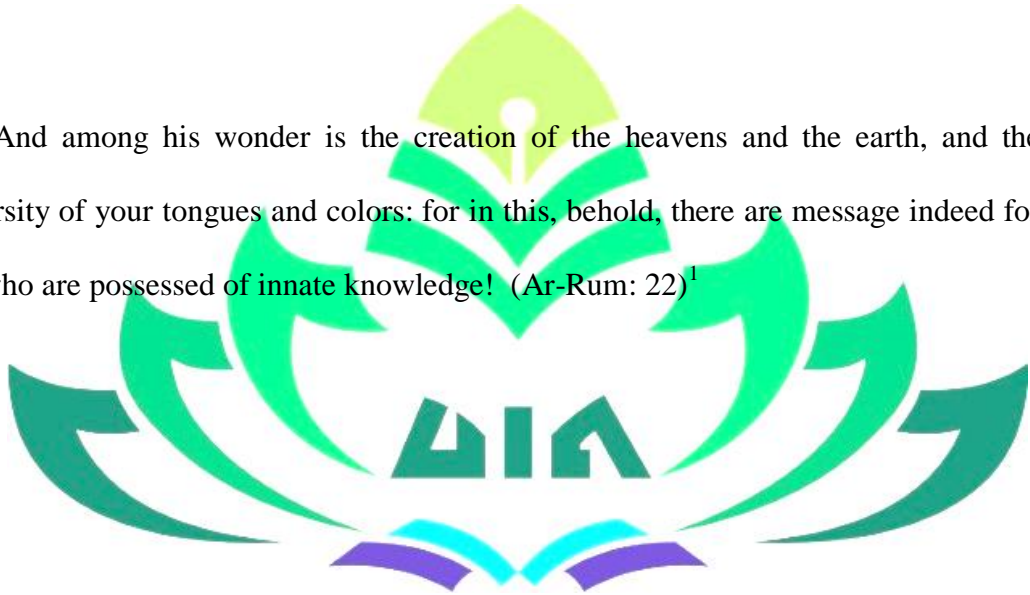
Bandar Lampung,

Declared by,

Aulia Husnanissa

NPM. 1211040118

MOTTO

وَمِنۡ ءَايَٰتِهِۦ خَلۡقُ ٱلسَّمَٰوَٰتِ وَٱلۡأَرۡضِ وَٱخۡتِلَٰفُ أَلۡسِنَتِكُمۡ وَأَلۡوَٰنِكُمۡۚ إِنَّ فِي ذَٰلِكَ لَأٓيَٰتٍ لِّلۡعَٰلِمِينَ ۝

22. And among his wonder is the creation of the heavens and the earth, and the diversity of your tongues and colors: for in this, behold, there are message indeed for all who are possessed of innate knowledge! (Ar-Rum: 22)[1]

---

[1] *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Ar-Rum: 22, p.790.

DEDICATION

From the bottom of my heart, I would like to dedicate this thesis to:

❖ My beloved mom: Neti Komala Sari, S. Hi who always pray for my success and give me motivation to study hard until now.

❖ My beloved husband: M. Niko Ratama Sanjaya S. Pt. MM who always gives me spirit and suggestion for my success.

❖ My beloved parent in law: H.Hidarsan Bachtiar,S.H. MM and Hj.Umaidah,S.E who always gives me spirit and suggestion for my success.

❖ My beloved sons : Genio Afkar Athafariz Sanjaya and Al Ghazi Atharazka Sanjaya who always gives me spirit and suggestion for my success.

❖ My beloved brother and sister who always gives me spirit and suggestion for my success.

❖ My beloved friends who always support me to finish this thesis.

❖ My beloved Almamater Raden Intan State Islamic University, Lampung.

CURRICULUM VITAE

The writer's name is Aulia Husnanissa She was born in Bandar Lampng on 31 may 1995, She is the third child from four children of Mr. Drs. Khoirul Ngatman Muchtadin and Mrs. Neti Komala Sari, S. Hi She has two sister and one little brothers.

She began her study at elementary school of SDN 1 Kotabumi Ilir in 2000 and graduated in 2006. Then, she continued at Junior High School of SMP N 2 Kotabumi Kota in 2006. After graduating from Junior High School in 2009, she continued again at Senior High School at SMK N 1 Muhammadiyah Metro in 2009 and graduated in 2012.She continued her study in Raden Intan State Islamic University Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.Then, She once attented at Himpunan Mahasiswa Islam extracurricular in 2012.

ACKNOWLEDGEMENT

Praise be to Allah SWT., the Almighty God, the most Merciful, and the most Beneficent, for His blessing so that the researcher can finish the thesis. Sholawat be to our prophet Muhammad SAW, with his family and followers. The thesis entitled "Measuring English Students' Vocabulary Size at the First Semester of the Eighth Grade of SMPN 5 Bandar Lampung in The Academic Year of 2017/2018" is submitted as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah Faculty, Raden Intan State Islamic University Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, or support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. Hj.Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.

2. Meisuri, M.Pd, the chairperson of English Department, and Rohmatillah, M.Pd, the secretary of English Department, who give the researcher opportunity to study until the end of this thesis composition.

3. Iwan Kurniawan, M.Pd, the first advisor for his guidance, help and countless time given to the researcher to finish this final project.

4. Rohmatillah, M.Pd, the second advisor, who has always patiently guided, helped, supervision especially in correcting and given countless time for the writer to finish this thesis as well.

5. Nirmala, S.Pd, English Teacher at the first semester of the eighth grade of SMPN 5 Bandar Lampung for being helpful during the research process and giving suggestion during the research

6. All lecturers of English Department of Raden Intan State Islamic University Lampung, who have taught the researcher since the first year of her study.

7. All friends of the English Department of Raden Intan State Islamic University Lampung, especially beloved friends in class C, then all of her best friends who always give suggestion and spirit in framework of writing this research.

8. All of people who have completed the researcher's life. Thank you.

Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung,

The Researcher,

Aulia Husnanissa

NPM. 1211040118

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

REFERENCES

APPENDICES

LIST OF TABLES

Page

LIST OF FIGURES

Page

CHAPTER I

INTRODUCTION

A. Background of the Problem

We know that vocabulary is one of the components that important in teaching English as a foreign language, besides the other components like grammar and pronunciation. Thornbury stated that another components such as grammar, only contribute a little thing rather than vocabulary since without vocabulary nothing can be conveyed.[2] It means that vocabulary is a very important part in learning English. If the students are lack of vocabulary, they cannot express their ideas to say, write, and to read something thus they cannot understand what the meaning of vocabulary itself.

Mastering of vocabularies are very crucial in the Junior High School. Vocabulary is one key to improve the English achievement. Students who have lots of vocabularies are easier in their study and learning process. Without good vocabulary mastery, students will face difficulties in their study. When they do not know how to enrich their vocabulary, students often gradually lose interest in learning.

---

[2] Scott Thornburry, *How to Teach Vocabulary*, Longman : London, 2002, P.13

The students need to be motivated in vocabulary learning, engage in vocabulary instruction, and meet vocabulary learning standards to pursue the required accomplishment. It supported by Richard and Renandya :

> Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language to radio, listening to radio, listening native speakers, using the language in different context, reading, or watching TV. [3]

From some arguments above, it can not denied that the role of vocabulary is very crucial in language teaching and learning. Vocabulary is one key to improve the English achievement. If the students did not know vocabularies that used in learning prosess, they will be difficult to understand the material that given by the teacher. Therefore, the students need to enrich vocabularies in order to solve their difficulty in learning prosess.

According to English curriculum, English teaching covers four skills: reading, listening, speaking and writing. The four skills are supported by the learning of language elements; they are structure, vocabulary, pronunciation and spelling. The mastery of vocabulary is needed by each language skill. It means that vocabulary is one of English components that should be mastered to the learners, because vocabulary has the primary role for all languages.

---

[3] Jack C Richard and Renandya, *Methodology in Language Teaching*, Cambridge University Press : England, 2002,

[3] Edward David Allen and Rebecca M. Valette, *Classroom Technique, Foreign Language And English As A Second Language,* New York: Harcout Brave Javanovich, 1997, p. 149.

In *Curriculum 2013* as present curriculum in Indonesia, vocabulary plays an important role in supporting language skills like listening, reading, writing and speaking that are hoped to be applied in literary level through formative, functional, informational, and epistemic.

In addition, in Junior High School, English is just targeted in functional indicated with ability both oral and written communication to solve the problem in daily activity. Vocabulary is one of the importance factors in all languages teaching, student must continually be learning words as they learn structure and as they practice sound system.[4] From the statement above, it is clear that vocabulary is the first thing in language teaching. Structure and pronunciation are the next step after learning vocabulary. In addition, vocabulary is one of the important factors in teaching and learning language. In teaching and learning language is needed vocabulary. Then to measure the student vocabulary is needed vocabulary size test.Vocabulary size test for predicting the students vocabulary. According to Izzura and Read, there are some well known vocabulary size tests that used around the words. The first one is vocabulary Level Test (VLT).

Vocabulary level test is proposed by Nation and based on word frequency. This test estimates vocabulary size from number of words correctly selected by

---

[4] Jack C Richard and Renandya, *Methodology in Language Teaching*, Cambridge University Press : England, 2002,

3 Edward David Allen and Rebecca M. Valette, *Classroom Technique, Foreign Language And English As A Second Language,* New York: Harcout Brave Javanovich, 1997, p. 149.

students taken from five different frequency levels. The frequency levels range from the most frequent to the least frequent and grouped in the bands of 1000 words: the first 2000 words ,3000 words, 5000 words the university level.

The Vocabulary Size Test can be used to test both native speakers or non-native speakers. The general rule of thumb for predicting the vocabulary size of young native speakers is to take two or three years away from the age of the native speaker and multiplied this figure by 1000. So, an average 13 year old native speaker knows between 10,000 and 11,000 word families receptively (13-2 = 11 x1000 = 11,000). At any age level however, there may be a wide range of vocabulary sizes. [5]

Based on preliminary research conducted on August 9th 2017, researcher got the data from English teacher Mrs. Nirmala, S.Pd. She said that the students' vocabulary mastery of eighth grade at SMPN 5 Bandar Lampung is still low. There are many students who still have difficulties in understanding and using vocabulary in learning English. e.g. when the students answer question about synonym of the word or have conversation with someone who speaks English; however vocabulary is very important to help student use English as language of

---

[5] Nation, I.S.P. and Beglar, D. (2007) A vocabulary size test. The Language Teacher, 31(7), 9-13.

communication. Some students claim that their primary problem acquiring English is lack of vocabulary; this is the one of students' problem in learning English language. It was found that most of the Students failed to have conversation with their friends in English language.The learning process shows that some of students were still passive in the class and felt shy to speak English because they had lack of vocabulary. This condition can affect students' interaction in the class. The students' lack of vocabulary because they had low motivation to know the meaning of the words. Therefore, the vocabulary mastery of students is low. So, the teachers should have other ways to know their vocabulary size and make them more interested is study vocabulary. It is interested in measuring instrument which can be found out vocabulary size and motivate them to enjoy studying vocabulary and passing the lesson.

In this research there are some previous research from Rahman,Arif Hakim states in his thesis entitled "A Descriptive Study on th Students' Mastery of English Vocabulary at the Eighth Grade of SMPN 4 Martapura in Academic Year 2010/2011. [6] It was aimed to find out the description of the students' vocabulary mastery of the eighth grade students of SMPN 4 Martapura. The result of the test indicates that the students' English vocabulary mastery of the eighth grade

---

[6] Rahman, Arif Hakim, *A Descriptive Study on the StudentsMastery of English Vocabulary at the Eighth Grade of SMPN 4 Martapura in Academic Yea of 2010/2011* , Lambung Mangkurat University: Banjar Masin, 2011. (https://jhamielach.wordpress.com/2012/03/19/a-descriptives-study-on-the-students-mastery-of-english-vocabulary-at-the-eighth-grade-of-smp-negeri-4-martapura-in-academic-year-20102011/) accessed on 7th October 2018

students of SMPN 4 Martapura in test 1 is 55, 91 and in test 2 is 58, 02 according to the category 55, 91, and 5, 02 is classified into enough level. The result of questionnaire showed that the students got problem in doing the test because the test was difficult. In summary, English vocabulary mastery of the eighth grade students of SMPN 4 Martapura in academic year of 2010/2011 is in average level compared to level of vocabulary mastery that should be mastered by them.

Furthermore, Barry stated that in his thesis entitle" A Survey Of English Vocabulary Size In Senior High School at second grade of senior high school students at public and private senior high school in Bandar Lampung. The result showed that the students' mean score in science was 3250 while the social science mean score was 2794,5. The result also showed that there was a difference of the mean score. In conclusion, he said that science student in senior high school is better than social science students in vocabulary size.

From the statements above, it was stated that learners' vocabulary size is also different one another even though they learn at the same level but the results will be dissimilar. It was assumed that different learners may employ different level and result in acquiring vocabulary. It was assumed that learning vocabulary by knowing vocabulary size will be show some kinds of students' motivation and attitude in learning process. It is expected that knowing vocabulary size in learning vocabulary can create some kinds of students' motivation and attitude in the class that can be observed by the researcher to know the use of measuring

instrument itself on students' motivation and attitude that will be appeared from student in the class.

From the statement above, interested to conduct a research, entitled Measuring English Students' Vocabulary Size At the First Semester of the Eighth Grade of SMPN 5 Bandar Lampung in the Academic Year of 2017/2018.

B. Identification of the Problem

Based on the background above, the researcher identified the problems as follows:

1. The students were lack of vocabulary.
2. The students' have difficulties in mastering vocabulary.
3. Students are not interested in learning vocabulary.
4. The students have low motivation in learning English because of their limited knowledge of English vocabulary.

C. Limitation of the Problem

Focus to investigated the students' vocabulary size at the first semester of the eighth grade of SMPN 5 Bandar Lampung on academic year of 2017/2018. In this research covered aspect of vocabulary such as : Verb, adverb, noun, pronoun, adjective, preposition, and conjuction.

D. Formulation of the problem

Referring to the identification of the problem and limitation of the problem above, formulated the problems as follows:

1. How many words do the eighth grade students of SMPN 5 Bandar Lampung have?
2. Which class gets the highest vocabulary size the eighth grade of SMPN 5 Bandar Lampung?
3. Which class gets the lowest vocabulary size the eighth grade of SMPN 5 Bandar Lampung?

E. Objective of the Research

The objectives of this research were:

1. To found out the number of words toward students at the eighth grade of SMPN 5 Bandar Lampung.
2. To found out the number of highest vocabulary size at the eighth grade of SMPN 5 Bandar Lampung.
3. To found out the number of lowest vocabulary size at the eighth grade of SMPN 5 Bandar Lampung.
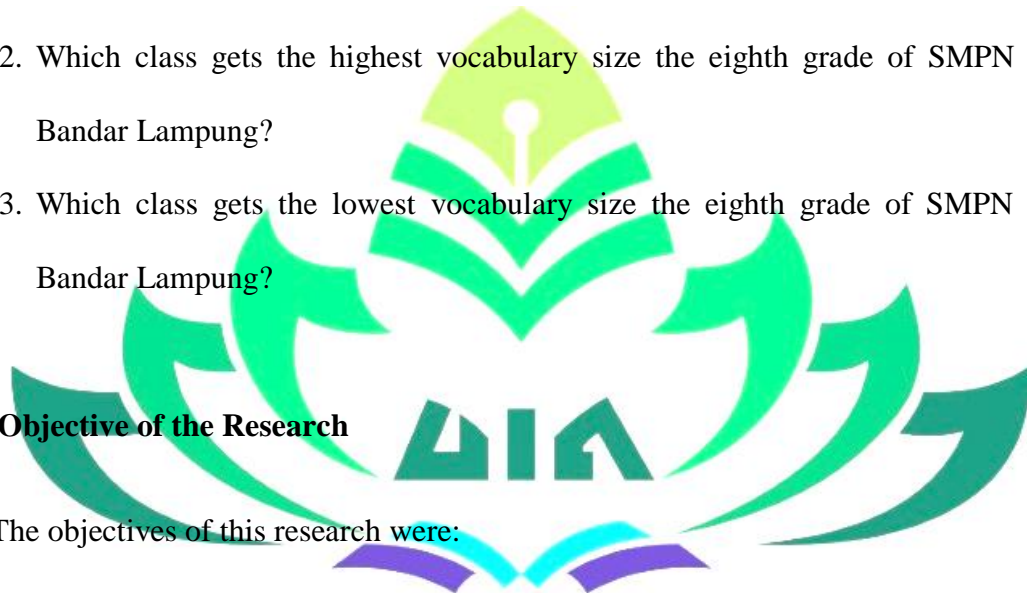
F. Use of the Research

1. Theoretically

   This research find new theory was contributed to enrich previous theory or generate of vocabulary size.

2. Practically

   a. For English teacher

      This research was an input to decided which words and how many words to teach and what technique which use for learning prosess.

   b. For the students

      This research could be information about how many words that students mastered. In other words, the students will realize which words they do not know. So, they can find the meaning of it words and learn more about words which they do not know.

G. Scope of the Research

1. Subject of the research

   Subject of the research was the students of the eighth grade of SMPN 5 Bandar Lampung.

2. Object of the Research

   The object of the research was vocabulary size of SMPN 5 Bandar Lampung.

3. Place of the Research

   The research was conducted at SMPN 5 Bandar Lampung.

4. Time of Research

The research was conducted at the first semester in the academic year of 2017/ 2018.

BAB II
REVIEW OF RELATED LITERATURE

A. Definition of Vocabulary

Vocabulary is one of the important parts in learning language. If the students' vocabulary is limited, they will find some difficulties in using English for communication in English. According to Webster," Vocabulary is a bank of number of words in a language or list of words with their meanings."[7] It means that vocabulary is number of words which have meaning of each word.

Linse states that vocabulary is the collection of the words that an individual knows.[8] By having many stocks of the words, learners may be able to catch an idea in a conversation, give a response, speak fluently and read well. Many people realize that their vocabulary is limited so that they have difficulties in expressing their ideas in communication.

Furthermore, Cameron states that vocabulary is to know a word if they can recognize its meaning when they see it.[9] It means that in learning vocabulary we have to know the meaning of the word to know what the context tells about.

---

[7] Webster, *The New Webster Dictionary of Current English, New York*. Oxford University Press.1988.P.23

[8] Linse Bauer. And I.S.P Nation.(in press). *Word Families. International Journal of Lexicography,* 2005, p.121

[9]Lyne Cameron, *Teaching Language to Young Learners*, Cambridge University Press, 2001, P.75

Therefore, we can get information about the context if we understand about vocabularies that used in context.

Moreover, Byrne states that in order to communicate effectively, the learners need an adequate mastery of vocabulary.[10] It is obvious that without mastery vocabulary, someone can convey nothing.

On the other hand, Thornburry states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.[11] It means that vocabulary has big contribution to supporting the successful of learning English. Even though we master the grammar of a certain language but we do not have any knowledge on this vocabulary, we will not able to communicate or to express our idea using the language. Based on the statement above, the researcher assumed that vocabulary is the basic element of language in form of words which will make a language meaningful.

Knowing vocabulary seems to be the basic things in learning language, even children learning their native tongue usually learn isolated words or phrases before piecing them together into more complex utterance. Vocabulary becomes one of critical component in learning a language that should be mastered because by mastering vocabulary we will be able to communicate although other components are still needed. We can still understand the language even if we

---

[10]Richard, J Byrne, *The elements of indirect speech : in tables and exercises*, (London : Longman Group Limited, 1976), p. 10

[11] Thornburry Scott, *How to Teach Vocabulary*, Longman : England, 2002, p.13

know nothing about grammar. In summary, language will tell us nothing if we know nothing about vocabulary. It shows that vocabulary contains more information than carried out by grammar.

B. Kinds of Vocabulary

Vocabulary such a crucial thing for everyone that needs to be learned it in order to understand someone else's utterance. In more specific, Fries classifies the vocabulary into four types as follow: [12]

1. Content words represent the name of objects or things, that is concrete nouns (*cow,dog*) action done by or with these things, that is verbs (*go,sit,read*), and the qualities of these things, that is adjectives (*handsome, slim*) and words that changes or simplifies the meaning of verb, adjective, other adverb, clause ,or sentence, that is called adverbs (*beautifully, slowly*).

2. Function words are words that express a grammatical or structural relationship with other words in a sentence. Function words include determiners for example, (*the,that*), conjuction (*and,but*), preposition *(in, of)*, pronouns (*she,they*), auxiliary verbs (*be, have*), modals (*may, could*) and quantifiers (*some,both*).

---

[12] Fries, Charles, *Teaching and Learning English Foreign Language*. (Ann Arbor: The University of Michigan Press, 1975), p.4

3. Subsitute words those that represented individual thing or spesification as substitute (*anyone, anybody*).

4. Distributed words are words that distributed in use according to grammatical matter as presence of a negative such as *either , too, or, yet*.

For the level of junior high school, especially in the first grade year's students, the writer will suggest that the material is focused on content word.

Content Words

Fries divided content word into four types, there are concrete nouns, verbs, adjectives , and adverbs.[13]

1. Concrete Noun

As we know concrete noun is part of speech that is used to name or identify a person, place, things, quality, or action. Most nouns have both singular and plural form. It can be proceed by an article and or more adjective, and can serve as the head of noun phrase. A noun or noun phrase can function as subject, direct object, inderect object, complement, appositive, or object of preposition. In addition, nouns sometimes modify other nouns to form compound nouns.

2. Verb

---

[13] *Ibid,* p.45

Verb is a word to indicate the action of the subject, showing the events or circumstances. Verb also devide into several kinds, there are :

- Transitive and Intrasitive

- Regular and Irregular

- Action and Stative

- Finite and Non-Finite

- Lingking Verb

- Causative

- Auxiliary Verb

- Subjunctive

- Indicative

- Verbal

3. Adjective

Adjective is a word used to describe a noun or pronoun that can be either: person, place, animal ,or things (objects,abstract,concepts).

For example : *My mother is very **beautiful.***

4. Adverb

Adverb is a word that is used to describe a verb, adjective, or another adverb. English adverb is one of the eight parts of speech that may be in the form of a simple (fast, there, usually) or shaped phrases. Adverb phrases are called can be either an adverb or a group of words with qualifiers such as : propositional pharse or infinitive phrase (very fast, at the office , to be better).

5. Preposition

Preposition has function to show time and place. The words that belong to preposition such above, below, outside, on, at, in, near, nearby, since, bottom, up, under, inside, out, etc. for example : the campaign will start at 10 a.m.

6. Pronoun

Pronoun is the word that used to substitute the noun. There are three kinds of pronoun: personal pronoun, possessive pronoun and reflexive pronoun. The examples of pronouns are such as I , me, my, kine, myself, yourself, etc.

Based on Fries" category, the writer will conduct the research dealing with content words

focused in finding the students' achievement in English vocabulary.

C. Definition of Vocabulary Size

Vocabulary size is a test of vocabulary measures how many words a learner knows.[14] It designed to measure both first language and second language learners' written receptive vocabulary size in English. Furthermore, Vocabulary size refers to the degree of learners' vocabulary In short, vocabulary size is the breadth of vocabulary knowledge. It can simply be regarded as the number of words that a

---

[14] Coxhead, A., Nation, I. S. P., & Sim, D. (in press). *Creating and trialling six forms of the Vocabulary Size Test*. TESOLANZ Journal.

person knows. [15] According to Nation there are two steps to consider when looking at test of vocabulary size, they are:[16]

1. Selecting

Usually it is not possible to test all the words within a particular group. First, the researcher must exclude all the words that cannot easily be tested, for example: a, the, of, be. In fact, the test will be easier to make if we test only nouns, verbs, adjectives and adverbs. Second, after excluding the word, he/she must find a good way of choosing the test item from the words left. The best way is to the number of the words and then to select every tenth word if this will give enough word for the test.

2. Testing

There are so called recognition and recall tests. In a recognition test, we want to see if the learners know the meaning of a word when they hear or see it. In such test, the learners hear or see an English word and then write or say a mother tongue words, or English synonym or definition. While in recall test, we are interested in the learner's production of words. In such test, the learner listens or sees a mother-tongue word or a simple English synonym or definition, or they see a picture and then they express the English word.

---

[15] Read, J. *Research in Teaching Vocabulary. Annual Review of Applied Linguistics*, 2004), p. 146-161

[16] Nation, I. S. P.. *Teaching and Learning Vocabulary*. (Massachusetts: Heinle & Heinle Publishers,1990), p.78

Asking learners to respond with English synonyms or definitions requires the learners to have a reasonable proficiency in English. It can be used successfully with advanced learners.

3. Word Frequency and Text Coverage

Word frequency refers to how often the word occurs in normal use and text of the language. Nation (2001) suggests that there are 3 types of word frequency, that is, high-frequency words, specialized vocabulary (academic words), and low-frequency words. According to several studies, the high-frequency words approximately have 76.1% to 82.5% text coverage, academic Word Lists (570 word families) represent 8.5% to 10% of the tokens in a wide range of academic texts, and low frequency words rarely occur in textbooks and have low text coverage. As a general principle, Nation (1997) indicates that 2,000 word level is enough for productive use in speaking and writing.

Here are some figures showing what proportion of a text is covered by certain number of frequency words:

Table 1
Frequency of Words

Vocabulary Size	Text Coverage
1000	72.0%
2000	79.7%
3000	84.0%
4000	86.8%

5000	88.7%
6000	89.9%
15851	97.8%

Based on the table above high frequency words are known before lower frequency words. It shows that knowing about 2000 word families gives near to 80% coverage of written text.

D. Definition Measuring Vocabulary

Vocabulary size measurement is important for planning, diagnosis and research. It is not easy to plan a sensible vocabulary development program without knowing where learners are now in their vocabulary growth. The main purpose of vocabulary tests is to measure the comprehension and production of words in speaking and writing.[17] Specifically, a vocabulary test is usually divided into two types, breadth and depth of knowledge.

Freebody defined breadth of knowledge as the size of a learners' vocabulary (how many words are known), whereas depth involves a consideration of the quality of learners' vocabulary knowledge (how well are particular words known).[18] A test on breadth of vocabulary involves a lot of words to be covered

---

[17] Madsen, Harold.S. 1983. *Techniques in Testing.* (New York: Oxford University Press,1983)

[18] Anderson, R. C., & Freebody, P. *Vocabulary knowledge. In J. Guthrie (Ed.), Comprehension and Teaching: Research Reviews* . (Newark, DE: International Reading Association,1981) p.77

in the test and it requires a short response in relation to each word being tested .If it focuses on the depth of vocabulary knowledge, very few words can be included because it usually deals with the testing of words in context and usage and the use of words in different situations.

The Vocabulary Size Test was developed by Nation to provide a reliable, accurate, and comprehensive measure of a learner's vocabulary size. This allows a learner see how close s/he is to having enough vocabulary to be able to perform receptive tasks such as reading (novels, newspapers) listening and speaking efficiently. Data on the vocabulary sizes needed to perform such receptive tasks Nation indicates that learners need to have a vocabulary close to 8,000 word families to do this. The goal of around 8,000 word families is an important one to deal with a range of unsimplified spoken and written texts.[19] The data from Nation also shows the vocabulary sizes needed to reach 98% coverage of various kinds of text. When a learner has 98% coverage of a text, adequate unassisted comprehension is possible to occur.

The test measures knowledge of written word form, the form-meaning connection, and to a smaller degree concept knowledge. The test measures largely contextualised knowledge of the word although the tested word appears in a single non-defining context in the test. Users of the test need to be clear what the test is measuring and not measuring. It is measuring written receptive

[19] Nation., I. S. P.. *Learning Vocabulary in Another Language*. New York: Cambridge University Press,2001.

vocabulary knowledge that is the vocabulary knowledge required for reading. It is not measuring listening vocabulary size, or the vocabulary knowledge needed for speaking and writing. It is also not a measure of reading skill, because although vocabulary size is a critical factor in reading, it is only a part of the reading skill. Because the test is a measure of receptive vocabulary size, a test-taker's score provides little indication of how well these words could be used in speaking and writing. Using Read and Chapelle's framework, the Vocabulary Size Test is a discrete, selective, relatively context-independent vocabulary test presented in a multiple-choice format. The test is available in monolingual and bilingual versions testing up to the 20th 1000 word level. Test-takers are required to select the best definition or translation of each word from four choices. The test is available in hard copy and computerised formats.[20] Another way to measure vocabulary is to focus on words which are of greater importance and to test only those words. The advantage is that by focusing on a more narrow range of words, you can test more items and presumably arrive at more accurate estimates of what learners know. Beglar and Hunt did that with several versions of the 2,000 word level and University Word List tests. They trial original pools of 72 items with native speakers of Japanese, selected the best performing 54 items for each test and made two 27-item parallel forms.[21]

---

[20] Read, J., & Chapelle, C.A., *A framework for second language vocabulary assessment*. Language Testing, (2001) p.32.

[21] Beglar, D., & Hunt*, A.Revising and validating the 2000 word level and the university word level vocabulary tests. Language Testing*, (1999), p. 131-162.

E. General Service Test

The General Service List (GSL) is a list of roughly 2,000 words published by <u>Michael West</u> in 1953.[22] The words were selected to represent the most frequent words of English and were taken from a <u>corpus</u> of written English. Supported by Gilner and Morales General Service List (GSL) was created by Michael West (1953) based on previous work by Lorge and Thorndike (1938). In its original form, the GSL includes 2,000 words with frequency and semantic information. [23] In other hand, Schmitt stated that vocabulary should best be taught to foreign language learners according to a cost – benefit perspective. He mentions the most frequent 2000 words as the most commonly cited initial goal for beginners and agrees that these have to be taught explicitly. [24] It can be concluded that there are 2000 common words which generaly used as foreign language.

There are two kinds of proficiency tests based on Paul Nation those that measure total vocabulary size (How many words someone knows), and those that measure knowledge of particular frequency levels of words (for example, the first 1000 and second 1000 words).

The Vocabulary Size Test which covers 20,000 word families can be used with native speakers and non-native speakers. The 14,000 version is best used with

---

[22] West, M. 1953. *A General Service List of English Words*. London: Longman, Green and Co.

[23] Gilner Leah and Morales Franc, *A Phonetic Guide to the General Service Lis*t, P 171

[24] Eyckmans June. *Measuring Receptive Vocabulary Size*. Katholieke Universiteit Nijmegen : Netherland. P 10-11

only non-native speakers. There are some bilingual versions of the tests and these should be preferred ahead of monolingual versions especially for lower proficiency learners. [25] There is a 14,000 version containing 140 multiple-choice items, with 10 items from each 1000 word family level. A learner's total score needs to be multiplied by 100 to get their total receptive vocabulary size. On the other hand, a research done in Newzealand indicated that native speaker of English get around 1000 words family a year after 3 years old so that in 13 years old, a kid has about 10, 500 words family. For a 17 years old teenager possesses around 14000 or 15000 word family. In short, this research used 500 words in order to measure the students' vocabulay size.

According to West in Hinkel, learner given the most common 500 high Frequency Words.[26] On the other hand ,Czekala Stated there are 6 language level that learner should know, it can be seen the table below :[27]

Table 2
Language Level

Language Level	Number of Base Words Needed
A1	500
A2	1000
B1	2000

[25] Nation Paul. A *Vocabulary Size Test*. Victoria University of Wellington: Victoria. Available : https://www.wgtn.ac.nz/lals/about/staff/paul-nation
[26] Eli Hinkel. *Effective curriculum for Teaching L2 Writing*. Principles and Technique .2002. P.82
27

B2	4000
C1	8000
C2	16000

F. Why Test Students' vocabulary and what to test

The purpose to test students' vocabulary is to know how effective our teaching is. Without a test, we never know the progress of our students in acquiring English vocabulary, so it can show the students' learning progress and motivation. A teacher can improve his teaching by choosing a better strategy or add more unknown words to be memorized by students. Teacher also can predict students' progress and diagnose weakness in vocabulary learning etc. A test also has positive backwash that is if students know that they will be measured, they will learn more diligently. The test will push them to see back their vocabularies. The test result also can prediction to determine whether or not they are ready for study at certain level of education such as undergraduate or graduate level in English speaking countries. Moreover, test vocabulary result also valuable for syllabus designer when planning a course for students.

G. How to Prepare a vocabulary size test

To get the data of the test, a well designed test definitely must be prepared. Nation (2013) mentions there are two kinds of methodology that can be used to measure vocabulary size, they are:[28]

1. Dictionary based sampling

   This kind of method relies on a dictionary. The steps are follows: the writer finds out how many words exist in a dictionaryis known.

2. Frecuency based sampling

   The person who has developed this way is Thordike in the 1920s and 1930s economic depression. He developed word frequency list which then used to create vocabulary size test and the sampling words were taken from the high, medium, and low frequency.

According Thonbury, one way to measure students' vocabularies is by using dictionary and choosing random words – say every tenth word on every tenth page- and join them to be a test.[29] The test could be multiple choice and students are simply asked to choose the translation of a word in four options. The number of words correctly chosen will represent the proportion of words in dictionary. For example, a student knows thirty from a hundred words randomly selected (30%) and there are 10,000 headwords in the dictionary, so a rough estimation of a student's vocabulary size is 30% of 10,000 or 3,000 words.

---

[28] Nation Paul. *How to teach Vocabulary*. Esssex Pearson Education Limited. 2002. P.130

[29] Scott Thonbury, *How to Teach Vocabulary*, Esssex, Pearson Education Limited, 2002, p, 130

To set the vocabulary size test based on word frequency researchers commonly use list of word frequency such as the teacher's word book, general service list, and Brown university Corpus. These word lists are created from big corpora from spoken and written text. They are also believed as the most effective tool estimate students' vocabulary size and research also shows that is valid. In this research, General Service list from west will be used as the basis of sampling that consists of words from 2000 because for a long time this list is considered comprehensive and and concise until the publication of British Corpus which contains 100 millions words. [30]

There are some steps that a vocabulary test designer must take care because this kind of test is discrete.

1. The test user must decide the goal of the test. the test can be used to measure first language or second language. The test measures written receptive vocabulary knowledge.

2. Test user must prepare the test specification that is sampling words for the items.

3. The stem of the test has four multiple choice form and followed by non-defining sentence that includes the word in it. The test is available in the form of monolingual and bilingual. In this case, bilingual test will be used. The test takers must choose translation of a word in four options in

---

[30] Siskova, *Lexical Rchness in EFL Students Narrative. Languages Studies working Paper Vol 2*, University of Reading , 2012, p. 20

their first language that is Indonesian. The test wil be in hardcopy and bilingual form. For example:

1. Soldier. John is a soldier.

   a. Siswa

   b. Tukang sol sepatu

   c. Prajurit

   d. Bisnismen

4. The order of the test should be mixed all level of the word frequency and avoid arranging in frequency order. The reason is the frequency level may trigger the test takers surrender at the next level, so mixing high frequency words in entire test is a good idea.

   There are some types of test which often used in vocabulary test.

   1. Multiple choice

   2. Gap-filling

H. Frame of thinking

Vocabulary is one of the components that important in teaching English as a foreign language, besides the other components like grammar and pronunciation. Mastering of vocabularies is very crucial in the Junior High School. Vocabulary is one key to improve the English achievement. Students who have lots of vocabularies are easier in their study and learning process. Without good vocabulary mastery, students will face difficulties in their study. When they do not know how to enrich their vocabulary, students often gradually lose interest in

learning. The result of the test also can be reflection for the teacher. For research, the result of vocabulary test can be use useful input for additional investigation such as how to improve students' vocabulary by using certain technique or method. From explanation above, the writer thinks that it is beneficial to conduct a research to find out students vocabulary size and this is the reason to purpose this research.

REFERENCES

Anderson, R. C., & Freebody, P. 1981 *Vocabulary knowledge. In J. Guthrie (Ed.), Comprehension and Teaching: Research Reviews* . (Newark, DE: International Reading Association

Bauer , Linse. And I.S.P Nation.(in press). 2005. *Word Families. New Zealand: International Journal of Lexicography*

Beglar, D., & Hunt. 1999. *A.Revising and validating the 2000 word level and the university word level vocabulary tests. Language testing*

Cameron, Lyne. 2001. *Teaching Language to Young Learners*, Cambridge : University Press

David Allen, Edward and Rebecca M. Valette. 2001. *Classroom Technique, Foreign Language And English As A Second Language,* New York: Harcout Brave Javanovich

Fries, Charles. 2001. *Teaching and Learning English Foreign Language*. (Ann Arbor: The University of Michigan Press,

Kurniawan ,Iwan. 2016. *Assessing English Students' Vocabulary Size* , IAIN Raden Intan Lampung: Lampung

Madsen, Harold.S. 1983. *Techniques in Testing.* New York: Oxford University Press

Moh Kasiram, 1994. *Teknik Analisis Item* , Surabaya : Usaha Nasional,

Nation, I. S. P. 1990. *Teaching and Learning Vocabulary*. (Massachusetts: Heinle & Heinle Publishers,

_____. 1999. *The Vocabulary size Test,*

 available:http://www.victoria.ac.nz/lals/staff/paul-nation.aspx,

Hakim, Arif Rahman.2011. *SMPN 4 Martapura in Academic Year of 2010/2011* , Lambung Mangkurat University: Banjar Masin

Read, J. 2004 . *Research in Teaching Vocabulary. Annual Review of Applied*

Linguistics

Richard, J Byrne. 1976. *The elements of indirect speech : in tables and exercises*, (London : Longman Group Limited

Richard, Jack C and Renandya. 2002. *Methodology in Language Teaching*, England : Cambridge : University Press

Setiadi, Bambang. 2002. *Metode Penelitian untuk Pengajaran Bahasa Asing* , Jakarta: Graha Ilmu,

Thornburry Scott, 2002. *How to Teach Vocabulary*, Harlow: Pearson Education Limited Longman

Webster. 1988. *The New Webster Dictionary of Current English. New York*: Oxford University Press