

**A STUDY ON STUDENTS' VOCABULARY SIZE AT JUNIOR AND  
SENIOR HIGH SCHOOL STUDENTS**

**(Undergraduate Thesis)**

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## **ABSTRACT**

### **A STUDY ON STUDENTS' VOCABULARY SIZE AT JUNIOR AND SENIOR HIGH SCHOOL STUDENTS**

By

**Mey Indriyani**

This research aims to find out the vocabulary mastery of students in Junior and Senior High School consisted of State and Private School. Those schools were located in Bandar Lampung and Tanggamus. The curriculum has set the amount of the vocabulary size should be mastered by students. However, there is no specific test designed by the curriculum to measure students' vocabulary size. To answer these questions, survey method has been used in order to find out students' vocabulary size in Junior and Senior High School. The researcher used The Vocabulary Level Test developed by Webb et. al. (2017), The 6000 Level Vocabulary Level Test by Beglar (2010), and questionnaire consisted of students' demography and perception. The research shows almost all of the schools involved in this study were passed the curriculum, requirement. The result found that the schools who got high score were SMAN 2 Bandar Lampung (5340 words) from Senior High School and SMP Al-Kautsar (4275 words) from Junior High School. The research also found there are some differences of the vocabulary size between the students of State / Private School and Urban / Non-urban school. In conclusion, there are some factors that indicated influence students' vocabulary size; learning facility, English course participation, students' experience in learning English, and etc.

**Keywords: Vocabulary size, Senior High School, Junior High School**

**A STUDY ON STUDENTS' VOCABULARY SIZE AT JUNIOR AND  
SENIOR HIGH SCHOOL STUDENTS**

**By:  
MEY INDRIYANI**

**Undergraduate Thesis**

**Submitted in a Partial Fulfilment of**

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**in**

**The Language and Arts Department of  
Teacher Training and Education Faculty**



**ENGLISH EDUCATION STUDY PROGRAM  
ARTS AND LANGUAGE EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
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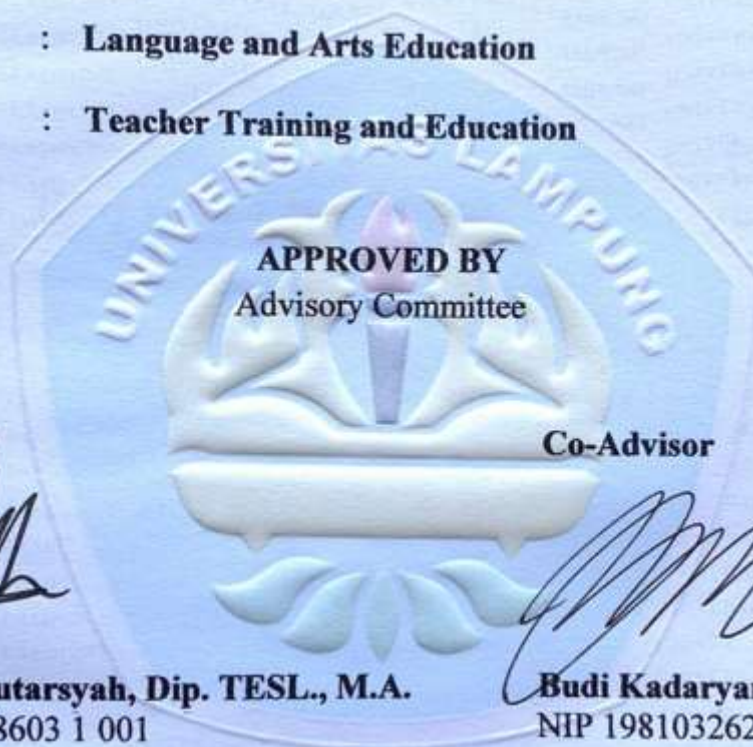
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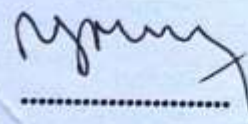
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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **CURRICULUM VITAE**

Mey Indriyani was born in Gisting, Tanggamus, Lampung, on May 9<sup>th</sup> 2001. She was the 3<sup>rd</sup> child of the greatest parents, Suparman and Jumirah. She has two brothers named Revi Irawan and Agung Pangestu.

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## **DEDICATION**

With all gratitude to Allah SWT for all the conveniences He has given. This script is gratefully dedicated to:

1. My beloved parents, Suparman and Jumirah, who never stop giving me prayers, encouragement and support. Without them, it is like a body waliing without legs.
2. My beloved brothers, Revi Irawan and Agung Pangestu, for all the prayers and the supports they have given.
3. All my beloved friends.
4. My Almamater, English Study Program, Lampung University.



## **MOTTO**

*“Allah does not lay a responsibility on anyone beyond his capacity.”*

*(Al-Baqarah: 286)*

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All praises to Allah SWT, the Most Beneficent, the Most Merciful, with all the ease, favors, and strengths that He gives until this script was created. This script entitled “A Study on Students’ Vocabulary Size at Junior and Senior High School Students” is submitted as a partial fulfillment of the requirement in accomplishing S-1 Degree at the Language and Arts Education Department of Teacher Training and Education Faculty, Lampung University.

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I would like to sincerely deliver my gratitude for those who has great contributions in supporting and helping me finishing this script. Thus, with all humility I would like to express my gratitude and respect to:

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Finally, the writer realizes this script is far from perfection. Therefore, comments, suggestions, and constructive critics are always opened for the improvement of further research.

The writer hopes this script can give positive contribution and benefit to the readers and further researcher.

Bandar Lampung, June 2023

The writer,

Mey Indriyani



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## **I. INTRODUCTION**

This chapter mainly discusses about the introduction of the research involving background of the problem, research question, research objective, uses of the research, research scope, and terms definition.

### **1.1 Background of the Problem**

Language is a tool used by humans to communicate with each other. There are various languages that exist in this world. In language, there are four basic skills which are categorized as macro-skills; Listening, Speaking, Reading, and Writing Skills. Along with macro-skills, there are micro-skills consisting of grammar, vocabulary, pronunciation and spelling. According to Firda, et al. (2021), language is communication tool in everyday life. The language is divided into several components or a level that is inseparable.

Vocabulary is a form of word that has a meaning. Vocabulary is the core of a language which is also the core for students to speak, listen, read, and write well (Firda, et al. 2021). Vocabulary is like the base or the foundation of the language.

When people want to master a new language, the most important thing they have to learn is vocabulary. It is the same as when someone wants to learn English, knowing a lot of words will help learners know the target language better. Vocabulary will support the performance of students in learning

English. Learning vocabulary is a very significant phase for students while studying English. The learners need to learn and master lots of English vocabulary in order to learn English easier. Students' vocabulary knowledge determines how well they understand a text. Through the knowledge of the vocabulary possessed by the readers, they try to scanning every meaning of the words in the text to understand the contents of the text. The statement is in line with what Nagy (1988) said that vocabulary is the basis to understand diverse text, thus the vocabulary teaching is very essential in language education. Vocabulary is a basic part of the language that will cover almost all aspects in it.

When students want to acquire new language it is important for them to enrich the vocabulary to support their language skills (Machmud, 2021). Mastering a large number of vocabulary will increase students' comprehension in foreign language learning. According to the curriculum, students of Senior High School (Sekolah Menengah Atas (SMA)) should possess at least 4000 words, whereas for the students of Junior High School (Sekolah Menengah Pertama (SMP)) the approximately words is around 1500.

Mastering vocabulary is extremely important for the students. Since vocabulary is one of the crucial part of language which support students in learning the language. Students with high vocabulary knowledge can understand every part in English language learning better than those who have a little knowledge of vocabulary by mastering more vocabulary. Moreover, mastering vocabulary in large number will help students in developing their language ability. (Sutarsyah, 2021)

Improving English skill can be done by enriching vocabulary. Nagy (1988) said increasing vocabulary is the basic phase in the education process. Furthermore, Nagy stated that the lack of vocabulary brings obstacles for students. Since the vocabulary is the foundation of language learning that involved in every part of the language. Therefore, it is important for the students to improve and increase their vocabulary mastery.

Vocabulary can contribute extensive influence to some skills in English; listening, speaking, reading, and writing, which may increase students' English skill. The basic skills as speaking, listening, writing, and reading are needed in language learning. In expanding those skills, mastering vocabulary is an essential step to do by the students (Machmud, 2021). In addition, to be the main thing in communication skills, vocabulary allows students to develop other abilities (Srimongkontip & Wiriyakarun, 2014). By possessing more vocabulary, the students have more diction to use in communication. The communication will not only getting better, but it also can be varied because of various vocabulary that can be used by the students.

In conclusion, vocabulary can help students to upgrade their performance in English skill. By having good performance, means they will gain good feedback from the teacher or the instructor. Based on Kilic (2019), vocabulary knowledge can be used to predict students' performance in productive language skills. Students who master lots of vocabulary are certainly different from students who master a little number of vocabularies. Those who possess more vocabulary definitely have good performance in English learning activity. Based on the



statements above the vocabulary mastery will also have an impact on student learning outcomes.

Students are mostly feeling uninterested in learning English because of unknown vocabulary. They might feel lazy at the beginning of the learning activity because they do not understand the contexts on what they are currently learn. According to the research conducted by Rohmatillah (2014), it was found that the students experience difficulty in pronouncing the words, writing and spelling the words, and using the correct grammatical pattern. The study revealed that vocabulary was one of the students' difficulties in learning English. Based on the statements above, the vocabulary teaching should be developed in increasing students' vocabulary mastery.

The lack of vocabulary mastery may leads to the low level of Indonesian students' English proficiency. Based on Machmud (2021), vocabulary is the essential thing that should be mastered by the students when learning English. Students' lack vocabulary will obstruct the process of learning language cause the limit of known English words. Vocabulary is extremely crucial in language proficiency, since it is the foundation or the base of language. Therefore, it is important for students to possess vocabulary knowledge before they learn other parts of the language. In Indonesia, the students usually get their first vocabulary teaching in the primary school. The teacher teaches basic vocabulary like kinds of fruit, animal, etc. The lower level of vocabulary knowledge affects to students' language proficiency. Having limited vocabulary knowledge may obstruct students' language development. The other problem is about students' motivation in reading that led to the lower vocabulary size.

Vocabulary teaching is an essential part in language teaching. Therefore the vocabulary teaching should be prioritized in the English language teaching. Accentuating vocabulary learning as an important part in language teaching and learning might be the effective way in intensifying students' vocabulary mastery. In order to gaining new language, the learners need to know what level of vocabulary they have to master. It is the same as the students that learn English. In English language teaching, teachers need to know how far students' competency on English. By knowing students' competency, teachers can adjust which material can be given to the students based on their level of vocabulary.

Vocabulary size test purposed to provide an estimation of vocabulary mastery for second and foreign language learners in both general and academic English. By knowing the vocabulary size of the learners, the teacher can estimate how far the previous learning is achieved. The vocabulary size measurement is significant in planning, diagnosis, and research. To design and develop student's vocabulary, it is extremely crucial to know the extent to which the vocabulary mastered by students (Nation & Beglar, 2007). The size of students' vocabulary can also be a reference for the teacher in mapping out the upcoming teaching learning activity.

As an instrument of vocabulary proficiency, vocabulary size also can be used in defining whether the students have fulfilled teacher's goal or not. According to Nation (2006) the vocabulary size standard that has to be possessed by high school students is around 5,000 words, whereas for students at the university level is approximately 10,000 words. Furthermore, Nation (2006) estimates that to use language spontaneously, the learners need to master around 6,000 to 7,000 word-family vocabulary for spoken texts and for written texts they need around 8,000 to

9,000 word family vocabulary. Besides, Adolphs & Schmitt (2003) stated that to communicate in daily basis communication, the learners need to possess the most frequent 2,000 to 3,000 word families.

A study conducted by Afriando (2015) titled “A Survey of English Vocabulary Size in Senior High School” revealed most students do not achieve the required vocabulary size. Whereas, students should possess approximately 3000 words to understand what they have been reading from the textbooks. The previous research indicates that measuring vocabulary size is important to know how far students’ mastering the vocabulary. Thus, the teacher or instructor can design the learning strategies to improve their vocabulary. The research shows there is a difference between students’ vocabulary size in State Senior High School and Private Senior High School. Students of State Senior High School got bigger vocabulary size than students of Private Senior High School.

Another similar research titled “Measuring Student’ Vocabulary Size of 2000 Wordlist” conducted by Ichwan (2015) shows most students of SMA Negeri 15 Bandar Lampung do not reach the targeted 1000 words. The study found there were only 19 students (28,36%) of the students gaining more than 1000 words. While, the overall average vocabulary mastery score of SMA Negeri 15 Bandar Lampung students’ is 833. The study shows the amount of vocabulary size of students in Bandar Lampung. The researcher aims to know how difference students’ vocabulary size from each region involved in the future study.

## 1.2 Research Questions

Based on the background above, the researcher formulated the research question as follows:

1. How much is the vocabulary mastery of State SMA Students in Bandar Lampung and Tanggamus?
2. How much is the vocabulary mastery of Private SMA Students in Bandar Lampung and Tanggamus?
3. How much is the vocabulary mastery of State SMP Students in Bandar Lampung and Tanggamus?
4. How much is the vocabulary mastery of Private SMP Students in Bandar Lampung and Tanggamus?
5. How much is the vocabulary mastery of State and Private SMA Students in Bandar Lampung?
6. How much is the vocabulary mastery of State and Private SMA Students in Tanggamus?
7. How much is the vocabulary mastery of State and Private SMP Students in Bandar Lampung?
8. How much is the vocabulary mastery of State and Private SMP Students in Tanggamus?
9. How is students' perception toward vocabulary mastery?

### **1.3 Research Objectives**

Based on the research problem above, the researcher aimed to:

1. Find out the vocabulary mastery of SMA Students in Bandar Lampung and Tanggamus.
2. Find out the vocabulary mastery of Private SMA Students in Bandar Lampung and Tanggamus.
3. Find out the vocabulary mastery of State SMP Students in Bandar Lampung and Tanggamus.
4. Find out the vocabulary mastery of Private SMP Students in Bandar Lampung and Tanggamus.
5. Find out the vocabulary mastery of State and Private SMA Students in Bandar Lampung.
6. Find out the vocabulary mastery of State and Private SMA Students in Tanggamus.
7. Find out the vocabulary mastery of State and Private SMP Students in Bandar Lampung.
8. Find out the vocabulary mastery of State and Private SMP Students in Tanggamus.
9. Find out students' perception toward vocabulary mastery.

#### **1.4 Use of the Study**

##### **1. Theoretically**

Theoretically, this study helps other researchers who want to conduct a research with the same topic or similar topic regarding to the vocabulary size and level.

##### **2. Practically**

This study is considered important for students and teachers as the measuring tool or reference in increasing students' vocabulary size. Knowing the vocabulary size might help teachers in determining the learning strategies that will be applied in the class. For the students, knowing the level of the vocabulary size might help them to find out their capacity.

#### **1.5 Scope of the Study**

The study applied quantitative research which aimed to measure the size and the level of students' vocabulary in SMP and SMA. Vocabulary Level Test and Questionnaire were used as the research instrument. The subjects of the research involved 8 different SMP and SMA, which were SMA N 2 Bandar Lampung, SMA Al Kautsar Bandar Lampung, SMA N 1 Sumberejo, SMA Muhammadiyah Gisting, SMP N 22 Bandar Lampung, SMP Al Kautsar Bandar Lampung, SMP N 1 Gisting, and SMP Muhammadiyah 1 Gisting. Those schools were all located in Bandar Lampung and Tanggamus regency, Lampung province. The ninth and twelveth grade students were chose as the subject of the research. Each grade was represented by one class. Furthermore, to measure students' vocabulary size and level, the researcher used Vocabulary Level Test and Vocabulary Size Test.

## 1.6 Definition of Terms

The researcher used some terms in this research. In case the terms can be understood clearly and to avoid misunderstanding and ambiguity, the terms are classified bellows:

1. **Vocabulary** is a unit meaning from larger structures like sentences, paragraphs and whole form of a text (Read, 2000).
2. **Vocabulary Size** refers to the number of words that a person knows.
3. **Vocabulary Level Test** is used to determine the extent to which test takers could recognize the form-meaning connections of words at a certain level.
4. **State School** defines as a school that is funded and controlled by the government and for which no fees are charged.
5. **Private School** defines as a school supported and funded by a private organization or private individuals rather than by the government.

## **II. LITERATURE REVIEW**

This chapter discusses the theories that support this research consist of; the concept of vocabulary, measuring vocabulary, vocabulary size and level, vocabulary level test, and the reviews of previous related researches.

### **2.1 The Definition of Vocabulary**

Words are the foundation or the base of language. It is also means as a unit meaning from larger structures like sentences, paragraphs and whole form of a text (Read, 2000). According to Ghaedi & Shahrokhi (2016), vocabulary is the essential factor in a language since most of the meaning is lexically delivered. The initial step for learners in learning a language is mastering the words in the language itself. Mastering numerous vocabularies can support students improving another part in a language. As stated by Kurniawan (2016), vocabulary is the heart of the language. Words are the most significant element used in language. The activity of listening, speaking, reading, and writing are inseparable from the use of the vocabulary. Vocabulary knowledge is a significant element of linguistic competence (Kilic, 2019). Vocabulary is like the center part of the language that should be mastered prior to other parts. Hence, vocabulary is extremely essential for the learners since vocabulary take a significant role in the language.

Nagy (1988) said the basis for understanding various texts is influenced by vocabulary mastery, therefore the vocabulary teaching must be an integral



part of vocabulary learning. In Indonesia, the curriculum stated that students in Junior High School needs to master at least 1500 words, while for Senior High School students in approximately 4000 words. In line with the statement above, Sudarman & Chinokul (2018) stated scholars presume that vocabulary is an important component that determines the success of students in acquiring a language.

From the statements above, it can be concluded that in language learning, vocabulary is inseparable part and very crucial. Vocabulary helps someone to stringing words and communicates properly. Furthermore, vocabulary is one of the significant parts in language. Vocabulary is a component of word that builds the language.

## **2.2 Definition of Measuring Vocabulary**

Firda, et al. (2021) said that the measuring tool used to evaluate the learning outcomes is a test. Furthermore, they defined test as a way or procedure in the field of education measurement and assessment context. The test is used to measuring students' knowledge and determines how well the learning activity conducted. It is also can be used as an evaluating tools for the teachers in increasing students' knowledge.

Vocabulary needs tests to monitoring the progress of vocabulary learning and assessing how adequate the vocabulary mastered by students for communication skills (Read, 2000). The teacher can test the students regularly to know the progress of students' vocabulary mastery significantly. Therefore, the teachers can estimate how far the learning goal is achieved in the teaching learning activity.

Testing vocabulary to the students can motivates them to study, since the test is exhibit their knowledge and progress in learning new words (Machmud, 2021). Vocabulary test can be used as a reference on how far students are understood the vocabulary. After the students know their strengths and weaknesses in learning English vocabulary, they can define and develop the learning strategies in enriching vocabulary knowledge.

Srimongkontip & Wiriyakarun (2014) assume measuring vocabulary knowledge is important. It used to assess students' language ability that will contribute in their academic success at the higher education level. Teachers might want to know students' initial knowledge before participating in the learning activity. Based on the result of the tests, the teachers can design the learning strategy appropriate with students' ability. The process in knowing the meaning of words is covered in vocabulary knowledge. Therefore, the vocabulary test is intend to discovers students ability in matching the similar word (synonym), a dictionary-type definition or the equivalent word in their own language (Read, 2000).

Hence, measuring students' vocabulary mastery can be very beneficial for the teachers in improve or conduct the teaching activity. The teachers can use the result of the test as a reference in defining the learning strategies to be applied in the next learning activity.

### **2.3 Definition of Vocabulary Size and Vocabulary Level**

Vocabulary size refers to the number of words that a person knows. According to Srimongkontip & Wiriyakarun (2014), the vocabulary range used in daily communication is around 3,000 to 10,000 words. Furthermore, they mentioned

eight kinds of vocabulary knowledge that should be possessed by native speakers; knowledge of a word's meaning, spoken form, written form, grammatical patterns (part of speech and derivative forms), collocations, frequency, associations, and stylistic restrictions.

Sato (2021) assumed the more vocabulary that the learner knows will be better for students' understanding and easier them in communicating in the target language. Vocabulary is an essential part in communication. Thus, it is extremely important for students mastering lot of vocabulary. Quezada (2020) said students' vocabulary size is important as it was the determiner of their comprehension in English and take effect in their language proficiency of the language skills (reading, listening, writing and speaking). Having large vocabulary size means students are more capable in learning the language.

#### **2.4 The Vocabulary Level Test (The updated Vocabulary Levels Test)**

A test is an assessment tool used to measure students' knowledge to find out their ability (Firda, et al. 2021). In the language learning, the evaluation should be done to determine whether the learning outcomes are achieved or not. Moreover, the teachers and the students should know in which phase the students are in, thus both teachers and students can determine what improvements can be made to improve students' language skills. Those things can be done by conducting the test to measure students' knowledge.

The Vocabulary Level Test was originally developed by Nation (1983), and then, it was updated by Schmitt, Schmitt, & Clapham (2001). The previous types of Vocabulary Level Test is used to determine the extent to which test takers could

recognize the form-meaning connections of words at four word frequency levels (2000, 3000, 5000, 10000) and an academic vocabulary level. While, for the updated VLT developed by Webb, Sasao, & Ballance (2017) comes with 5 levels that will measure vocabulary knowledge at the 1000, 2000, 3000, 4000, and 5000 levels. There are 2 forms of the test, which are A and B in the newest version of VLT by Webb, Sasao, & Ballance (2017).

The test is freely accessible through the internet at Stuart Webb's homepage <http://www.edu.uwo.ca/faculty-profiles/stuart-webb.html>.

There are three principal changes regarding the updated version of VLT by Webb, Sasao, & Ballance (2017). First, the inclusion of 1000 word levels is added to the newest version of VLT. According to Webb, Sasao, & Ballance (2017), the 1000 word levels allow teacher to measure students' knowledge of the vocabulary that frequently used to communicate in English. Second, items involved in the updated version of VLT were sourced from Nation's (2002) BNC/COCA word frequency lists. Third, the inclusion of 4000 word levels explores lexical knowledge deeper than the previous version.

The updated VLT by Webb, Sasao, & Ballance (2017) used matching format with 10 3-items clusters per level (three keys and three distractors) and three definitions at each level of the test. The test is used to measure test takers' knowledge of the same proportions of nouns, verbs, and adjectives. The test takers have to match the correct choices with the corresponding definitions. Graph 2.1 shows an example from the 1000 word level.

### Graph 2.1. Vocabulary Test Example

	Enter	finish	happen	own	sing	worry
1. end						
2. go inside						
3. have something that is yours						

### 2.5 The Theory of Perception

The definition of perception based on Robbins and Judge (2013) is a process by which individuals organize and interpret their sensory impressions in order to make sense of their environment. Saifuddin (2020) states that perception is a process that begins with using the five senses to receive a stimulus, then it is organized and interpreted to understand what is perceived. Through some definitions of perception above, it can be concluded that perception is a process of interpreting information received from human receptors or instructions about objects and events in order to create meaning to the environment based on the experience and perception of each individual.

### 2.5.1 Types of Perception

According to Irwanto (2002), perception divided into negative and positive perception, the descriptions are explained below;

#### 1. Positive Perception

Positive perception is a perception describes all knowledge and responses that continue with the effort to use it. Furthermore, positive perception is positive interpretations that involve human evaluating something around them. If someone has positive perception, he will accept and support the object that is perceived.

#### 2. Negative Perception

Negative perception is a perception that describes all knowledge and responses that are not in harmony with the object in perception. It will proceed with passivity or reject and oppose the perceived object. If someone has negative perception, he will reject and defy every effort that is perceived.

Thus, positive or negative perception will always affect person to do an action. Moreover, positive perception or the negative perception depends on how person describe any knowledge of an object that is perceived.

### 2.5.2 Factors of Perception

Perception is determined by individual perception and situational factors (Fuady et. al, 2017). According to Fuady et. al (2017), some factors influence a person's perception as follows:

- a) Internal Factors: feelings, attitudes, desires or hopes, attention (focus), learning process, physical state, psychiatric disorders, values and needs are also interests and motivation.
- b) External Factors: family background, sex, information obtained, knowledge, intensity, size, resistance, repetition and motion, new and familiar things, or alienation of an object.

### **2.6 Previous Studies on Students' Vocabulary Size**

In the first study, Srimongkontip & Wiriyakarun (2014) conducted a study titled Measuring Vocabulary Size and Vocabulary Depth of Secondary Education Students in a Thai-English Bilingual School. The study aims to investigate two dimensions of vocabulary knowledge, the vocabulary size and depth. The participants of this research are taken from the 12th grade students of a Thai-English Bilingual Program in The Suksa Bilingual School. The instruments used in this research are Vocabulary Levels Test (VLT) version 2 and Depth of Vocabulary Knowledge Test (DVK). The research found the students did not gain the targeted 3000 word level. It is also shows that the mean scores of students' vocabulary size at Academic Word List level (AWL) and students' depth of vocabulary knowledge is still below the required target. The study contributes in

knowledge of the procedure of data collection. The difference of the previous research and recent research is the instrument used.

In the second study, Sudarman & Chinokul (2018), with the title *The English Vocabulary Size and Level of English Department Students at Kutai Kartanegara University*, aimed to investigate the mean score of vocabulary size and vocabulary level mastery of English department students Kutai Kartanegara University, East Kalimantan Province. The subjects of the study were 33 students in the first-year majoring English Education Department are taken from at Kutai Kartanegara University. The Vocabulary Level Test (VLT) was used as the instrument in this research. The study shows the students only possessed around 1,273 word families. The study also indicates the students' vocabulary mastery is still low. Students could not pass the 2,000 or 3,000 high frequency word level and the academic vocabulary level.

In the third study, Wero, et.al (2021), conducted a research titled "The Study on Students' Vocabulary Size." This study aims to measure the eight-semester English Department Students' vocabulary size. The participants of the research were taken from 21 students from 122 students of English Department, Universitas Negeri Gorontalo. In conducting the research, Receptive Vocabulary Size Test (RVST) and Productive Vocabulary Size Test (PVST) were used as the instruments of the study. The finding shows students' receptive and productive vocabulary size was 3,110 words and 1,841 words respectively. However, the researcher stated the result of the vocabulary size still categorized in low level for the eight-semester students. The benefit of the previous in the recent research is



the previous research contributes the methodology in analyzing the data. The difference of the previous research and the present research is about the subject.

In the fourth study, *A Study of Indonesian University Students' Vocabulary Mastery with Vocabulary Level Test* conducted by Novianti (2016) aimed to examine university students' vocabulary knowledge and compare the receptive students' vocabulary size obtaining extra hours of English instruction and those who had not taking it. A total of 52 undergraduate students from the second year of English Education Programme in West Java, Indonesia, were participated in the study. The data collection of the study used the 2000 word frequency band from the receptive version of VLT (Vocabulary Level Test) and the questionnaire. The study found that students' receptive vocabulary scores are lower than 2000 words. There is also no difference in students who had extra hours of English instruction and those who had not.

In the fifth study, Mustafa (2019) conducted a research titled *English Vocabulary Size of Indonesian High School Graduates: Curriculum Expectation and Reality*. The study aimed to find the list of vocabulary that required by the curriculum of junior high school and senior high school. This research is used the instrument that developed by Nation and Beglar (2007). The finding reveals that reading texts in national final examination have around 62% of the first 1000 vocabulary in the year of 2015 examination and 70% in the year of 2016.

### **III. METHODOLOGY**

The chapter discusses the design of the research, the instrument of the research; population and sample, research instrument, technique of data collection, procedure of data collection, and analysis of the data.

#### **3.1 Research Design**

Research design plays a role as the guide for the researcher in conduct the research. It is also acts as the references and guidelines in doing the study. In conducting the research, the writer applied quantitative method. Sugiyono (2014) defines quantitative method as a method that used numbers in represent the data and analyzed by statistics. In addition, Marczyk, DeMatteo, & Festinger (2005), defined quantitative as a research involving statistical analysis in gaining the findings.

Ex post facto research was used in this study. Based on Simon and Goes (2013), ex post facto is ideally used for the researcher when conducting social research where the characteristic of human participants is not possible to manipulate.

This research aims to find the level and the size of students' vocabulary that currently in middle and high school. The data of the research obtained from students' scores in Vocabulary Level Test and the questionnaire.

### 3.2 Population and Sample

The population of this study consisted of students from 8 different schools including SMP and SMA. The involvement of those schools expected to be the representative of students' vocabulary size in a certain place or region. The schools were SMA N 2 Bandar Lampung, SMA N 1 Sumberejo, SMA Al Kautsar Bandar Lampung, SMA Muhammadiyah Gisting, SMP N 22 Bandar Lampung, SMP N 1 Gisting, SMP Al Kautsar Bandar Lampung, and SMP Muhammadiyah 1 Gisting. The schools located in Bandar Lampung and Tanggamus, Lampung. The sample of this study was represented by one class from each grade. Table 1 below shows the population of the study.

**Table 1. The Population**

Region	SMP		SMA	
	State	Private	State	Private
Bandar Lampung	SMP N 22 Bandar Lampung	SMP Al-Kautsar Bandar Lampung	SMA N 2 Bandar Lampung	SMA Al-Kautsar Bandar Lampung
Tanggamus	SMP N 1 Gisting	SMP Muhammadiyah 1 Gisting	SMA N 1 Sumberejo	SMA Muhammadiyah Gisting

Sample is a part of the population taken with a certain technique. The sample is select to represent the population (Marczyk, et al. 2005).

In sampling the population, the researcher used Purposive Sampling. Sugiyono (2014) defines purposive sampling as the technique of sampling and defining the sample with certain considerations. The sample involved in the research is the

students in the final year or grade 9<sup>th</sup> in SMP and grade 12<sup>th</sup> in SMA as much as 30 students from each representation. The sample of the research is shown by the table below.

**Table 2. Number of Sample**

SMA (Grade 12 <sup>th</sup> )				SMP (Grade 9 <sup>th</sup> )			
SMA N 2 Bandar Lampung	SMA N 1 Sumberejo	SMA Al-Kautsar Bandar Lampung	SMA Muhammadiyah Gisting	SMP N 22 Bandar Lampung	SMP N 1 Gisting	SMP Al-Kautsar Bandar Lampung	SMP Muhammadiyah 1 Gisting
32	36	34	27	29	30	28	30
Total: 246							

### 3.3 Instruments of the Research

This part deals with the instruments used in the study. The instruments are the vocabulary level test and questionnaire.

#### 3.3.1 The Vocabulary Level Test

##### 1. The Updated Vocabulary Level Test

The newest version of Vocabulary Level Test developed by Webb, Sasao, & Ballance (2017) was used to measure vocabulary level (1.000-5.000 words). The Vocabulary Level Test was originally designed by Nation (1983) and then updated by Schmitt, Schmitt, & Clapham (2001).

The new forms of the VLT developed by Webb, et al. (2017) were validated based on Messick's (1989, 1995) framework since it has been

accepted as a useful means of validation by researchers in language testing (Bachman, 1990, 2000; Bachman & Palmer, 1996; Chapelle, 1999; McNamara, 2006; Read & Chapelle, 2001) and also in psychology and education (e.g., APA, AERA, & NCME, 1999).

Based on Messick (1995), the content aspect of construct validity intends to clarify “the boundaries of the construct domain to be assessed.” This aspect includes: content relevance, representativeness, and technical quality of the items (Smith, Jr. 2004). Content relevance molds to the relationship among the test items and the construct that being measured (the receptive knowledge of the form-meaning relationship of words). The new forms of the VLT were considered to be representative of the construct domain, since target words were selected based on stratified random sampling method (from each 1000-word frequency band) and the ratio of 3 parts of speech reflected the actual language use (Noun : Verb : Adjective = 3:2:1). Technical quality may be investigated by examining the degree in which the empirical data fit the Rasch model (Smith Jr., 2004). The technical quality of the 2 new forms of the VLT by Webb, Sasao, and Balance (2017) should be high because the items were selected from the ones that fitted the Rasch model.

The word-frequency consist in VLT is taken from the BNC and Corpus of Contemporary American English (COCA). The test consists of 30 questions of matching format. The test is used to measure test takers' knowledge of the same proportions of nouns, verbs, and adjectives in 1.000-5.000 words level. The test options were translated into Bahasa

Indonesia since it was the mother tongue of the test takers (Sutarsyah (2006). The example of Indonesian version of 1000 word level test is shows in Graph 3.1.

**Graph 3.1.Vocabulary Test Example (Indonesian Translated)**

	choice	computer	garden	photograph	price	week
1. harga						
2. gambar						
3. ladang						

## **2. The Sixth Level of Vocabulary Size Test by Beglar (2010)**

The Vocabulary Size Test used to measure the first language and second written receptive vocabulary size of language learners' in English. Furthermore, the vocabulary size test is measures the written word form, the form-meaning connection, and a smaller degree concept of knowledge. The frequency levels of the test were obtained from British National Corpus according to Bauer and Nation's (1993) levels up to Level 6.

### **3.3.2 Questionnaire**

The questionnaire consisted of 11 questions. It covered students' demography and students' perception.

### **3.4 Data Collecting Technique**

This research is intended to gain data in students' vocabulary mastery of Junior and Senior High School. The research used survey (vocabulary test) in collecting

the data. According to Sugiyono (2014), survey method used to gain data by giving questionnaire, test, interview, and so on. Furthermore, survey method is involving the process of experiment and collecting the data (including questionnaire, test, and structured interview). The data was gained from below:

1. Vocabulary Level Test

The students were given Vocabulary Level Test of 160 questions consist of 150 word matching format and 10 multiple choice. The test aimed to measure students' vocabulary mastery.

2. Questionnaire

An additional data gained from questionnaire that includes students' perceptions toward vocabulary mastery.

### **3.5 Procedures of Data Collecting Technique**

Data collection is a significant thing in research, so that the data can be analyzed to find the result or the conclusion from the research itself. The writer collected the data by using the Vocabulary Level Test, the students took the vocabulary level test (VLT) of Webb, Sasao, and Ballance (2017). As an addition, the researcher added the sixth level of Vocabulary Size Test by Beglar (2010). The researcher adapted the test by translate it into Indonesian. The test used to measure students' vocabulary level. The description defined below:

1. Giving Vocabulary Level Test

The participants were given 60 minutes to do the Vocabulary Level Test that consists of 30 questions in each level and the addition of 10 questions. The test

takers were advised to not do blind guessing or gambling. On the contrary, they could skip the answer if they do not know the answer. It was done in order the result will show the extent of words truly known by the test takers. The test takers were informed that the participation of the study is voluntary and the data obtained from the study will not affect their school grades.

## 2. Distributing Questionnaire

The questionnaire was giving to the participants by spreading the list of the questionnaire in order to find out students' perception regarding vocabulary mastery.

### **3.6 Data Analysis**

The data of this research obtained from Vocabulary Level Test and Questionnaire.

The description defined below:

#### 1. Scoring students' vocabulary mastery

The analysis followed the recommendation of Webb, Sasao, and Ballance (2017). Therefore, the cutting point for mastering 1.000 to 3.000 word-level is set 97%, or it is similar to 27 correct answers out of 30 questions. Furthermore, for mastering 4.000 and 5.000 word-level is set at 80%, or it is similar to 24 correct answers out of 30 questions (Webb, Sasao, & Ballance (2017)).



In estimating the vocabulary size mastered by the students, the researcher used the formation below:

**Number of representative words in each word frequency**

$$\times \% \text{ mastery}$$

For example: 1000 word level (1000 x 85%) = 850 words

In analyzing the data, this study applied numerical descriptive statistic. Numerical statistic descriptive is defining the mean, the minimum and maximum score, and standard deviation.

2. Collecting students' responses to the questionnaire

Close-ended questionnaire was provided using the form of 4 point Likert Scale with following format:

Statements	Options
	Strongly Agree
	Agree
	Disagree
	Strongly Disagree

## **IV. CONCLUSIONS AND SUGGESTIONS**

The last chapter covers the conclusion and the suggestion.

### **5.1 Conclusions**

Based on the results of the data analysis and discussion, the researcher would like to conclude as follows:

#### **1. State & Private Schools**

There is an assumption stated state school is better than private school. However, the research found that the private school (SMP Al-Kautsar Bandar Lampung) got the highest score of vocabulary size beaten two state schools. Therefore, it can be conclude that private school can has good performance rather than state school, obviously with the support of several factors like learning facility, effective teaching method, friendly school environment, etc.

#### **2. Bandar Lampung & Tanggamus Schools**

Schools in Bandar Lampung as a school located in urban area are assumed to have good performance rather than non-urban area schools which are Tanggamus schools. As what have been found on the study, SMAN 2 Bandar Lampung got the highest score of vocabulary size among all of the SMA's schools included in the research, followed by SMA Al-Kautsar Bandar Lampung in the second place. Meanwhile, in the level of SMP, SMP Al-Kautsar is the school who got the highest score of vocabulary size followed by SMPN 22 Bandar Lampung.

One of the factors that influence student's vocabulary size in urban and non-urban area is the facility in learning English. The students in urban area tend to have more access to various facility rather than the students in non-urban area. Apart from that, the study found that the participation in English course of the students in non-urban area is lower than the students in urban area. The lower participation of English course may cause by the least number of English language course institutions in non-urban area and the lack of student interest in taking English course.

## **5.2 Suggestions**

Suggestions are given to the participants who are closely related to this research. The suggestions are made based on the conclusions of this research. They are presented as follows:

### **1. For teachers**

Based on the analysis of the result, it was found that there are some students that do not feel pleasant with the way the English teacher teaches. Considering those finding, the English teachers suggested to upgrade or modify the teaching styles or visualize the materials in case to make the students fully engaged in learning activity.

### **2. For further researchers**

The research still needed further improvement. For further researchers who want to conduct related to the recent research are suggested to add more level of the vocabulary size in order to know how wide the vocabulary mastered by the

students. Another suggestion for further researcher is involving more participants to give more variation of the data.

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