A SURVEY OF ENGLISH VOCABULARY SIZE IN SENIOR HIGH SCHOOL

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui penguasaan kosa kata bahasa Inggris di sekolah menengah atas yang berada di Bandar Lampung, perbedaan penguasaan kosa kata bahasa Inggris antara sekolah negeri dan swasta, penguasaan kosa kata bahasa Inggris dalam jurusan IPA dan IPS. Peneliti menggunakan desain t-test dalam penelitian ini. Hasil dari penelitian ini ditemukan bahwa ada perbedaan dalam penguasaan kosa kata bahasa Inggris di sekolah menengah atas yang berada di bandar lampung. Hasil dari penelitian ini juga menunjukkan bahwa ada perbedaan dalam penguasaan kosa kata bahasa Inggris antara sekolah negeri dan swasta. Hasil yang terakhir juga menunjukkan bahwa ada perbedaan penguasaan kosa kata bahasa Inggris dalam jurusan IPA dan IPS yang di tunjukkan dalam nilai rata-rata siswa jurusan IPA 3250 lebih besar dibandingkan nilai rata-rata siswa jurusan IPS 2794,5.

The purpose of this study was to determine students' vocabulary of English vocabulary size in high school located in Lampung, difference vocabulary size between public and private schools as well as in science and social studies department if there is a difference also. Researcher use t-test design in this study. The result of the research show that there is a difference between students vocabulary size in senior high school, there is a difference between students vocabulary size in public school and private school, there is a difference between students' vocabulary size in science and social science students also. The data shows that the average value of 3250 students majoring in science is greater than the average value of 2794.5 Social Sciences students.

Keywords: *vocabulary size, word definition matching format.*

INTRODUCTION

Theoritically, vocabulary is one of language components that is very important to help students   learn English language. Rivers (1970:462) states that it would be impossible to learn a language without vocabulary. When students start to study and also before students learn further about the four skills i.e. listening, speaking, reading, and writing; the first aspect that they have learn is vocabulary. It is also important to understand for students when they learn those skills. On the other hand, many students still lack of vocabulary. But they have studied English for a long time and also passed the lesson which has basic competence and standard competence in their school.

Furthermore, the problem in learning process may come from how teachers really use basic competence and standard competence as criteria to permit the students continue their study to pass the lesson. The criteria can be a hope and purposes requirement and provision. It can be stated that this problem is an external problem that comes from the interaction of the students to the teacher's action in learning process but it can be an internal problem that comes from the vocabulary size of them. In the classroom, vocabulary size of students to makes them interested in learning vocabulary in the class and also can support and motivate the student to learn vocabulary. So, the teachers should have other ways to know their vocabulary size and make them more interested to 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 relation to the above statement the students who sit on second grade of Senior High School are supposed to master vocabulary in order to be able to communicate whether in spoken or written form. Learning English particularly vocabulary is very important for supporting the ability of speaking, listening, writing and reading. Without mastering vocabulary one will face difficulties in improving the ability of communication with others, like the expert states that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." This is how the linguist David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent course book (Dellar H and Hocking D: 1953).

Normally, in curriculum, there is a core and basic compentence and goal that defines that in second grade of senior high school students, the students must achieve 3000 words of vocabulary. The main problem was how to measure the vocabulary size of the students because there was no the measuring instrument. In general view the vocabulary size of second grade of senior high school students were low. So, the researcher made the measuring instrument in order to know the vocabulary size of second grade of senior high school students.

For the seek of brevity, there is something wrong in learning process, or the teachers' personality in teaching in front of the class. To overcome this situation, some researchers have investigated many techniques, and media to help teachers teach vocabulary in the class. There are some researchers who focus on increasing students' achievement in learning vocabulary. But, there is a little research about the way of measuring students' vocabulary size based on word frequency count.

Vocabulary size of students in the class may affect learning processes. A Learning process which is followed by a great interaction and good motivation may create students' good understanding. So, vocabulary size is one of the important things to make learning process more effective.

During to the points described previously, this study focuses on how kind of students in different school appears when they are learning vocabulary after knowing their vocabulary size. The researcher assumes that learning vocabulary by knowing vocabulary size will 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.

Therefore, the researcher formulates the research question as follow:

1. How big students' average vocabulary size in senior high school?

2. Is there any difference in vocabulary size between public school and private school?

3. Is there any difference in vocabulary size between science students (MIA) and social science students (IIS)

METHOD

This research was designed as a quantitative research. In conducting the research, the researcher applies *causal comparative study* for Vocabulary Levels Test in the Nation (2001:416). Causal-comparative research attempts to determine the cause or consequences of differences that already exist between or among groups of individuals. The basic causal-comparative approach is to begin with a noted difference between two groups and then to look for possible causes for, or consequences of, this difference (Jack R Frankel, 2006). Level test design is student will get the score of each person at each level (the person's score profile). The result can compare these score profiles between people and between groups, to see if different people are scoring better than each other at particular levels or overall.

The populations of this research are the second grades students of SMA Bandar Lampung comprising state and private schools and including favorite and non favorite schools. Although a survey research involves a lot of source of data, the

subjects still need limitation. Therefore, a sample should be determined. Based n some considerations and random sampling theory, the sample includes :

- State schools, as favorite public schools, are represented: SMAN 2 Bandar Lampung, SMAN 10 Bandar Lampung, SMAN 3 Bandar Lampung.

- State schools, as non-favorite public schools, are represented: SMAN 15 Bandar Lampung, SMAN 4 Bandar Lampung, SMAN 1 Bandar Lampung,

- Private schools, as favorite schools, are represented: SMA YP UNILA Bandar Lampung and SMA AL-Kautsar, Bandar Lampung.

- Private schools, as non-favorite schools, are represented by SMA Budaya Bandar Lampung and SMA Perintis Bandar Lampung.

This research used Word Definition Matching Format is used as the kind of the vocabulary level test (Sutarsyah 2006). Then, the vocabulary level test is includes four levels. A number of words is selected randomly from different levels, e.g. the first 1.000 words, the second 1.000 words, and the third 1.000 words, and the University Word List as the sample. The test consist of 40 items in each levels. The test were given to the subject in order to know their vocabulary size.

The procedures of this research were first, Determining the research problem. Second, Determining the population and sample. Third Determining the research instrument. The last, analyzing the test results. The analysis of the results was aimed to know whether there are have differences in the value of English vocabulary size between science student and social science student or not. The researcher analyzed the data by using SPSS.

Hypothesis of this research was:

Ho : There is no different score in vocabulary size between science students and social science students.

Hi : There is have different score in vocabulary size between science students and social science students.

RESULT AND DISCUSSION

The research used vocabulary level test as the instruments to collect the data. The test was Vocabulary test (Word Definition Matching Format).

Graph 1. Student Vocabulary size in all Schools
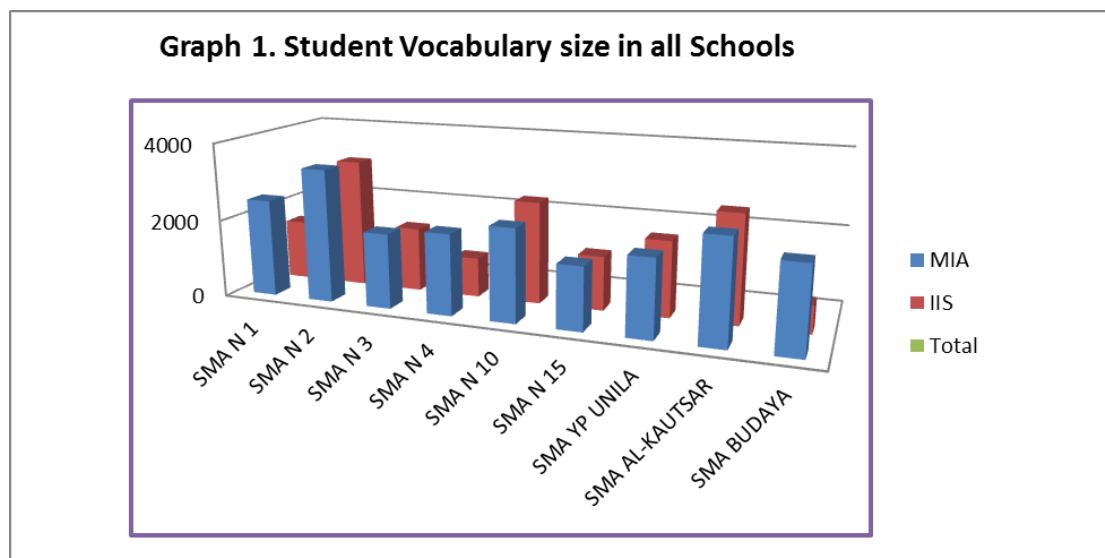
The data that were analyzed based on the average words mastered by the student in their class. The graph shows that the biggest size of vocabulary that is mastered by the students is from SMAN 2, for both MIA and IIS. We can also see that the least number of words or VS for MIA class is from SMAN 15. This data is really unpredictable because it is assumed that public schools are usually better than private schools, take for example, SMA Budaya since this schoo get the least words for IIS

class, 717 words, see the Table 1 and Table 2. The rank order of the VS that the students get can be seen Table 1.

Table 1. The Rank Order of Average Vocabulary Size

1	SMAN 2	MIA	3416.3636
2	SMAN 2	IIS	3317.1667
3	ALKAL	IIS	2761.3158
4	ALKAL	MIA	2631.8182
5	SMAN 10	IIS	2619.2424
6	SMAN 1	MIA	2546.9444
7	SMAN 10	MIA	2368.3824
8	SMA Budaya	MIA	2188.0556
9	SMAN 4	MIA	2074.5161
10	YP Unila	MIA	1979.7368
11	YP Unila	IIS	1943.1818
12	SMAN 3	MIA	1919.4828
13	SMAN 3	IIS	1652.963
14	SMAN 15	MIA	1608.7097
15	SMAN 1	IIS	1547.449
16	SMAN 15	IIS	1390.4286
17	SMAN 4	IIS	1018.6486
18	Budaya	IIS	717.25

Table 1 shows the rank order of vocabulary mastery by the students; the first rank is SMAN 2, for both MIA and IIS. The bottom rank is from SMA Budaya, indicated by IIS class; but for MIA class, this school, surprisingly, get 8th rank, better than the other schools such SMAN 4, YP UNILA, SMANv 3, SMAN 15, and SMAN 1. It is suspected that the data is not valid. It might be that they were not supervised accordingly, or might be they used dictionary when they answer the questions.

Based on the analysis, it reveals that most students do not reach the required size of vocabulary. In order to read English text books easily the student should master 3000 words (Nation, 1990). However, only SMAN 2 students have reached the requirement.

Therefore the researcher compared the result of test from science students and test from social science students.

Table 2: Group statistics of the average score

group	N	Mean	Std. Deviation	Std. Error Mean
ex1 1	30	3250.00	374.601	68.392
2	30	2794.50	719.587	131.378

Group statistics showed us the summary of the average score and standard deviation from two comparisons group 1 (science students) and group 2 (social science students).

The main analysis from this output is:

Table 3 : Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
ex 1	Equal variances assumed	10.714	.002	3.075	58	.003	455.500	148.114	159.018	751.982
	Equal variances not assumed			3.075	43.643	.004	455.500	148.114	156.927	754.073

This result was used sampling from respresentative science student and social science student, from the table below is the result of a representative sampling of the students. researchers used random sampling by using odd-even number

Table 4: Result from representative private and public school

	MIA		IIS	
1	Ranizza	3455	Dewi	3420
3	Dipty	3275	Cahya	3455
5	Shofuro	2940	Ananta	3230
7	Della	3715	Deas	3360
9	Rendi	3685	Meiyudi	3275
11	Shovia	3145	Indriani	3570
13	Fatra	3595	Fiqih	3470
15	Nabila	3455	Imanda	2955
17	Elmira	3495	Delva	3290
19	Mariza	3370	Trisha	3250
21	Nadya	2260	Tiara	3485
23	Aina	3645	Nico	3245
25	Agustina	3225	Ratu	3350
27	Alifah	3735	Fetrus	3340
29	Cut h	3710	Diana	3595
35	Agung	2845	Ghea	2275
37	Salsabila	2740	Insan	1360
39	Nuzulia	2445	Febby	2680
41	Azura	3265	Ariqsi	1490
43	Yusuf	3040	Fadel	1055
45	Zidan	3090	Anggun	2860
47	Hana	3550	Rizka	2965
49	Annisa	3490	Rizaldi	2420
51	Ahmad	2790	Nugroho	2770
53	Nur	3105	Joni	1500
55	Rahma	3190	Rizky	2295
57	Yolanda	3175	Dita	2055
59	Widya	3570	Sarah	2850
61	Salsabila	3075	Amalia	2290
63	Arini	3425	Luthfi	2680

Mean		3250	2794,5
t-test	0,003205		
diff	455,5		

Finally, we can conclude there is have different between science student and social science student at senior high school in bandar lampung.

CONCLUSIONS

Based on the findings in the fields and from the statistical report in the last chapter, The interesting finding is that most students' vocabulary size is still low. In other words, the objectives stated in the curriculum have not been reached. Only one school has reached above 3000 words.

The purpose of this study was to determine students' vocabulary of English vocabulary size in high school located in Lampung and difference vocabulary size between public and private schools, as well as in science and social studies department if there is a difference also. Researchers using t-test design in this study. The result of the research show that there is a difference between students vocabulary size in senior high school, there is a difference between students vocabulary size in publicschool and private school, there is a difference between students' vocabulary size in science and social science students also. The data shows that the average value of 3250 students majoring in science is greater than the average value of 2794.5 Social Sciences students.

The implication of this reserach is the teachers can use this measuring instrument in the next academic year in order to know whether their students have reached the goal of curriculum or not.

SUGGESTIONS

In reference to the points in conlusions and discussion of study:

1. The teacher of English should keep measuring their students vocabulary size regularly to determine wheather the student have rich the goal of curriculum or not.

2. The teacher of English in private school should keep motivating their students and giving them new methods to increase the studnt vocabulary size and at least have as high as public school.

3. The teacher of English in social science should keep motivating their students and giving them new methods to increase the studnt vocabulary size and at least have as high as science students.

4. The students should be provided by varieties of reading materials so that they can develop their vocabulary.

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