VOCABULARY SIZE OF EFL STUDENTS AT TERTIARY LEVEL IN BANDAR LAMPUNG

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Article Information	Abstract
	The research aims to know what is the vocabulary size of first-semester students at English Department and how significance of the vocabulary size towards EFL undergraduates' students. Furthermore, by administering the Nation and Beglar vocabulary size tests, the research aims to provide a thorough grasp of vocabulary size so that teacher may gauge their students' vocabulary levels. Therefore, measuring students' vocabulary size is essential for determining their level of language proficiency, creating efficient learning plans, and guiding the creation of curriculum and language support services. It is an essential part of teaching and learning languages, and its importance affects students' success both academically and professionally. Moreover, the research also employs quantitative as research method. The average vocabulary size for the first semester of the English Department is 5.998 word-families. Students had sufficient vocabulary for basic oral communication, as evidenced by the fact that 98.4% of participants had 2000 word-families or more. Additionally, because they have 3000 word-families and more, 94.8% of the students are able to read real authentic text. Keywords: Vocabulary size; EFL Student; Tertiary Level

Introduction

The ability to recognize words in a language is crucial for language acquisition. Vocabulary is a fundamental aspect of language proficiency and forms a large part of the foundation for how students talk, listen, read, and write, as emphasized by Richard and Renandya (2002). It means that learning vocabulary is very important compared to the other language components. This statement also supported by Wilkins in Sullivan and Alba (2010) saying that very little can be communicated without grammar and nothing at all without vocabulary.

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Basuki (2018) also argues that vocabulary is very important, it is as the core of language complexities and as starting point of those who are learning a new language. Students who have a vast vocabulary have access to a greater variety of reading resources, and their communication skills improve with increased vocabulary. Students' capacity to communicate through speaking, listening, and writing is also enhanced by having a large vocabulary. Nation (2006) emphasized that in order to perform in a second or foreign language, a language learner must have a large enough vocabulary. He estimates that in order for students to successfully use the language without the use of aids, they must have a vocabulary of between 8000 and 9000 words for written texts and between 6000 and 7000 words for spoken texts.

On the other hand, Adolphs and Schmitt (2003) assume that students need to know between 2,000- and 3,000-word families to communicate effectively at a basic level. Similarly, Laufer, as cited in Staehr (2009), argues that possessing a vocabulary of 3,000-word families enables students to read authentic texts.

In measuring vocabulary size, researchers frequently use vocabulary size tests. One of vocabulary size test is created by Nation (2012). According to Nation and Waring (2019), this test is suitable for determining the vocabulary proficiency of students. Studies include those examining vocabulary and reading comprehension (Masrai, 2019), vocabulary size and listening (Teng, 2014), and vocabulary size and speaking, writing, and listening skills (Staehr, 2008). However, there is not much public data on certain students, particularly those majoring in English education departments.

For Indonesian context, few research, like the one by Kurniawan (2017), have been done to determine how many vocabularies Indonesian students majoring in English education possess. Sudarman (2018), Siregar (2020), Kirana and Basthomi (2020). The first study was conducted by Kurniawan (2017). The research participant is 209 students as sample. The research findings show the first-year students have an average vocabulary size 1400 words. The students having the vocabulary size less than 1000 words is about 11 students or only 6% students. On the other hand, the number of students who have the vocabulary more than 1000 words is about 192 students or 94% students. The second study was conducted by Sudarman (2018), 33 students as the participants were given VLT test. The result of the study revealed that how incredibly low the participants' mastery level was. They did not even reach the academic vocabulary or high frequency word levels of 2,000 or 3,000. Next study was conducted by Siregar (2020), the study investigates between vocabulary size and level in extensive reading program. 40 undergraduate students from a private institution in West Java who were enrolled in reading courses for the second semester were the subjects of the study. According to the study, just 10 students are proficient in words between 1000 and 5000, and 92.5 percent of participants had a vocabulary with a size between 6000 and 15.400 word-families. The Vocabulary Level Test was also given by Kirana and Basthomi (2020) to 319 English majors at Institut Agama Islam Negeri Ponorogo. Participants included students from the first through the fifth semesters. They found that students were only familiar with 1,366-word families on average.

As previously explained the finding of the researches is revealed that the students of English department still lack of vocabulary. It also indicated that the students still difficult to perform in using English. To overcome the problems, vocabulary researchers propose using teaching and learning strategy to increase vocabulary for students in order to address the issue. In identifying the most effective teaching technique and what vocabulary should be learned by students, it is needed to do diagnostic test like VST (Vocabulary Size Test) by Nation and Beglar (2007) is crucial to obtaining data regarding students' vocabulary knowledge. The result of vocabulary knowledge test can be used for the teachers as a tool to track vocabulary growth in their students, monitor how well a program is working toward its goals, and determine which curriculum, materials, and instruction are best for their students when it comes to language learning (Beglar, 2010). Therefore, the current research wants to know how many vocabularies sizes do the first semester English Department students have and how significant is the vocabulary size of first-semester students in the English Department.

The rationale underlying this research is that the need to know the students' vocabulary size and significant of the vocabulary size students have. By knowing how much vocabulary students

have, the teacher can set vocabulary learning goals and designing syllabuses. By investigating the students' size and level, this research aims to give the contribution to the development of vocabulary knowledge.

Measuring students' vocabulary size has both theoretical and practical significances in the context of language learning and teaching. Theoretically, first vocabulary size plays a crucial role in reading comprehension. The more words a reader knows, the better they can understand the meaning of a text. Second, acquisition of a language is highly correlated with vocabulary size. Learners can speak and express themselves more efficiently the more words they are familiar with. Practically, vocabulary size is frequently used to measure the students' academic success and language ability. By measuring vocabulary size, teachers receive information from the vocabulary test regarding to the vocabulary level of the students, including the levels they have mastered and those they don't. The teacher better adapt their lessons to the needs of their students. It also helps teachers or lecturers motivate and teach them using good way to increase their vocabulary size. On the other hand, by knowing the vocabulary size the students can improve their own self in increasing vocabulary.

Methods

The research employs quantitative research since the data are gathered in form of number. According to Ary et al. (2010), quantitative research aims to evaluate current theories and their applicability in actual contexts. The participant of the research includes all students who enrolled in the first-year batch of English Education Program at University A in Bandar Lampung which is consisted of 167 students from class A, B, C, D, E, F, G, H, I. In recent research the students have to do online vocabulary tests. The test is from VST of Nation and Beglar (2007) 20.000 test version contains 100 multiple choice items. Word frequency lists from the British National Corpus (BNC) are included in the VST.

The format of the test is a four-option multiple-choice that requires test takers to recognize the written form of words. The test can be accessed at https://my.vocabularysize.com/.

A quantitative analysis is done on the data. When calculating the VST outcome, the study adheres to Nation and Beglar's (2007) advice. The correct answers of students who finished the 20.000 test version are multiplied by 200. As a result, a learner's vocabulary size is reported as 12.000 words when they are able to accurately answer 60 questions.

Findings and Discussion

Figure 1 shows the students' vocabulary size for class A, the total of students is 18 students. No one student who has 0-1001 word- families. The are two students who know between 1001-2000 word-families (11.1 %), No one student knows 2001-3000 word-families, two students know between 3001-4000 word-families (11.1%), three students who know between 4001-5000 word-families (16.7%), four students who know 5001-6000 word-families (22.2%), four students who know 6001-7000 word-families (22.2%). One student knows between 7001-8000 word-families (5.6%), one student knows between 8001-9000 words families (5.6%), one student knows between 9001-10000 word-families (5.6%) and no one who gets for more than 10.000 word-families.
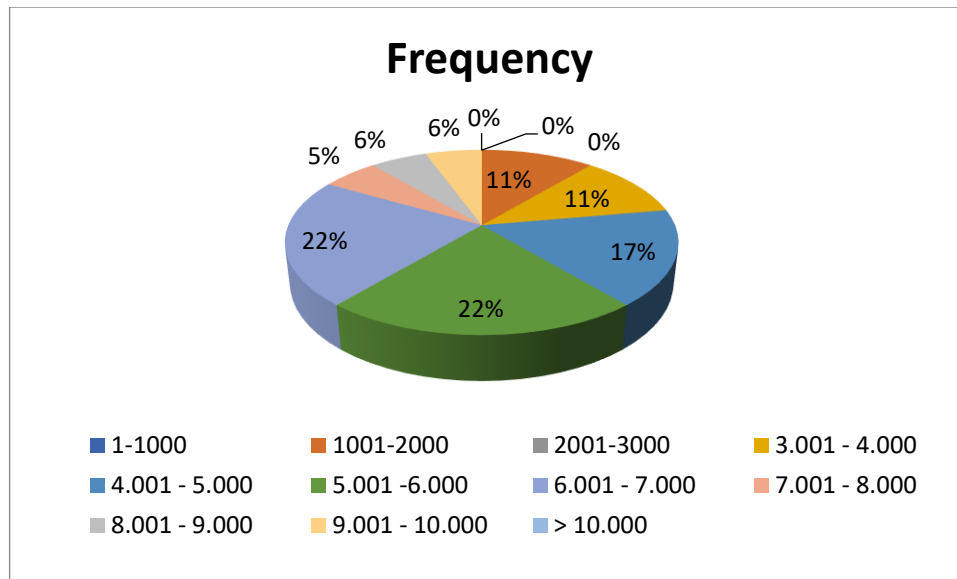
Figure 1. The Result of Vocabulary Size for Class A

Figure 2 shows the students' vocabulary size for class B, the total of students is 21 students. No one student who has 0-1001 word- families,1001-2000 word-families and 2001-3000 word-families, only one student knows between 3001-4000 word-families (4.8%), and also one student knows between 4001-5000 word-families (4.8%), five students who know 5001-6000 word-families (23.8%), four students who know 6001-7000 word-families (19 %). Four students know between 7001-8000 word-families (19%), two students know between 8001-9000 words families (9.5%), three students know between 9001-10000 word-families (14.3%) and one who gets for more than 10.000 word-families (4.8%).
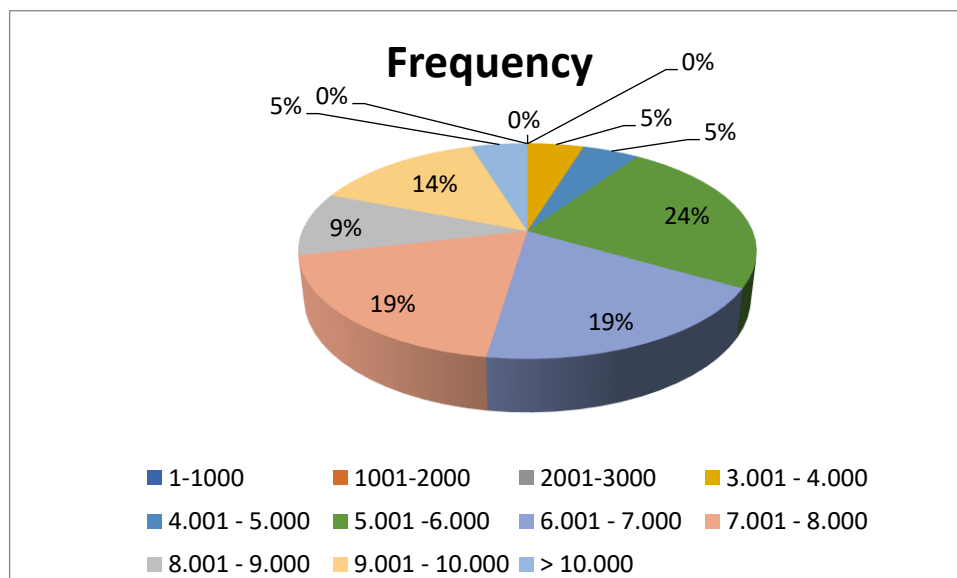

Figure 2. The Result of Vocabulary Size for Class B

Figure 3 shows the students' vocabulary size for class C, the total of students is 19 students. No one student who has 0-1001 word- families and 1001-2000 word-families, two students know 2001-3000 word-families (10.5%), three students know between 3001-4000 word-families (15.8%), four students know between 4001-5000 word-families (21.1%), three students who know 5001-6000 word-families (15.8%), three students who know 6001-7000 word-families (15.8 %). Two students know between 7001-8000 word-families (10.5%), no one student knows

between 8001-9000 words families and between 9001-10000 word-families and also no one who gets for more than 10.000 word-families.
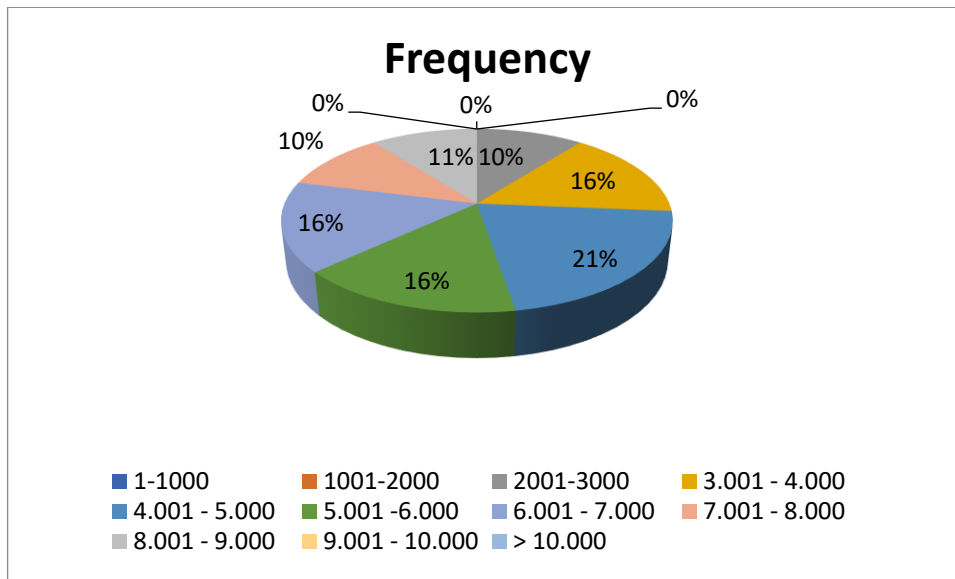

Figure 3. The Result of Vocabulary Size for Class C

Fuigure 4 shows the students' vocabulary size for class D, the total of students is 18 students. No one student who has 0-1001 word- families,1001-2000 word-families and 2001-3000 word-families, four students student know between 3001-4000 word-families (22.2%), and also seven students know between 4001-5000 word-families (38.9%), a student who know 5001-6000 word-families (5.6%), three students who know 6001-7000 word-families (16.7 %). A student knows between 7001-8000 word-families (5.6%), one student knows between 8001-9000 words families (5.6%), no one student knows between 9001-10000 word-families and one who gets for more than 10.000 word-families (5.6%).
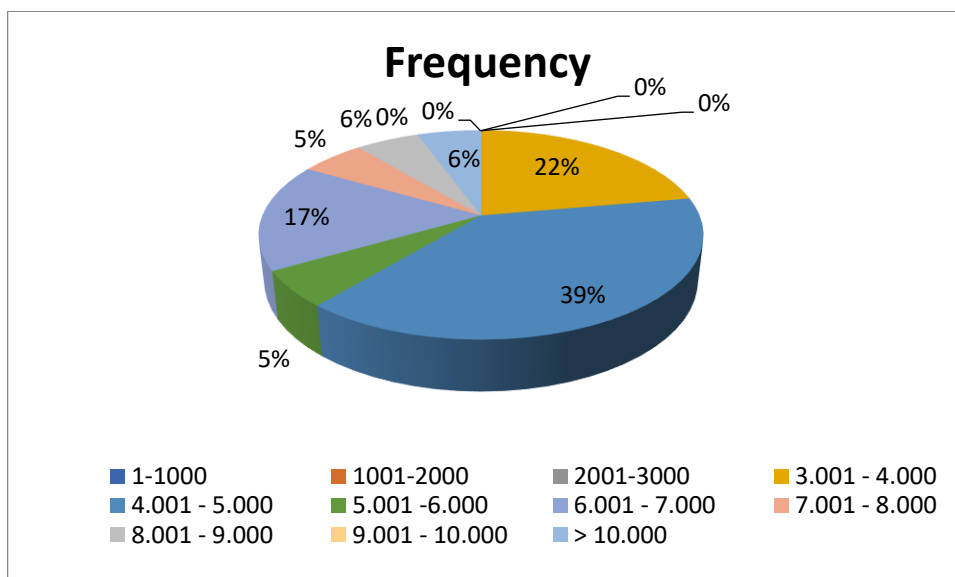

Figure 4. The Result of Vocabulary Size for Class D

Figure 5 shows the students' vocabulary size for class E, the total of students is 19 students. No one student who has 0-1001 word- families and 1001-2000 word-families. There is only a student has 2001-3000 word-families (5.3%), three students know between 3001-4000 word-

families (15.8%), and also three students know between 4001-5000 word-families (15.8%), four students who know 5001-6000 word-families (21.1%), three students who know 6001-7000 word-families (15.8 %). No one student knows between 7001-8000 word-families, two students know between 8001-9000 words families (10.5%), no one student knows between 9001-10000 word-families and three students who get for more than 10.000 word-families (15.8%).
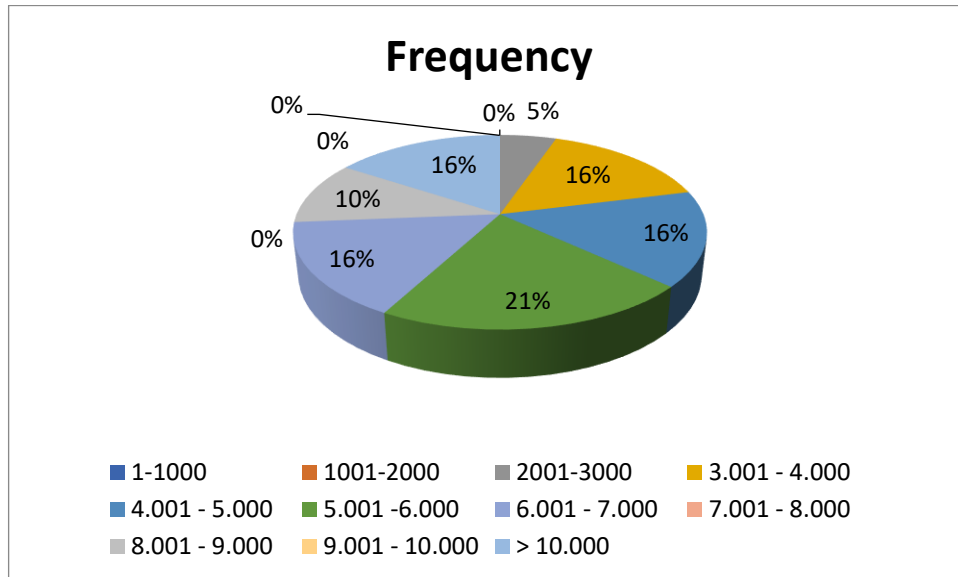

Figure 5. The Result of Vocabulary Size for Class E

Figure 6 shows the students' vocabulary size for class F, the total of students is 19 students. No one student who has 0-1001 word- families and 1001-2000 word-families. There is only a student has 2001-3000 word-families (5.3%), two students know between 3001-4000 word-families (10.5%), and also seven students know between 4001-5000 word-families (36.8%), four students who know 5001-6000 word-families (21.1%), a student who knows 6001-7000 word-families (5.3 %). One student knows between 7001-8000 word-families (5,3%), no one knows between 8001-9000 words families (10.5%), one student knows between 9001-10000 word-families (5.3%) and two who get for more than 10.000 word-families (10.8%).
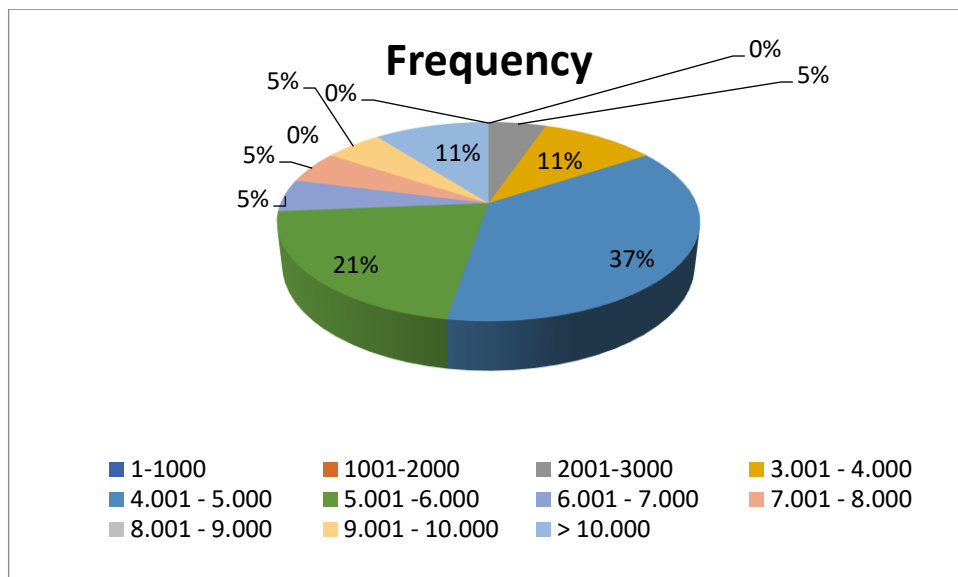

Figure 6. The Result of Vocabulary Size for Class F

Figure 7 shows the students' vocabulary size for class G, the total of students is 20 students. One student who has 0-1001 word- families (5%) and no one student has 1001-2000 word-families. Two students have 2001-3000 word-families (10%), three students know between 3001-4000 word-families (15%), and also five students know between 4001-5000 word-families (25%), six students who know 5001-6000 word-families (30%), no one student who knows 6001-7000 word-families. Two students know between 7001-8000 word-families (10%), one knows between 8001-9000 words families (5%), no one student knows between 9001-10000 word-families and for more than 10.000 word-families.
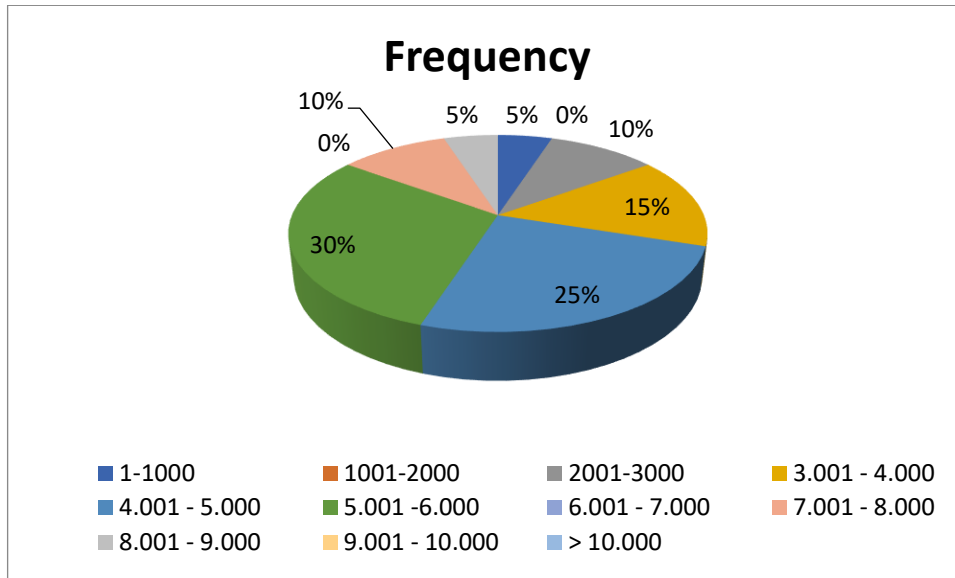

Figure 7. The Result of Vocabulary Size for Class G

Figure 8 shows the students' vocabulary size for class H, the total of students is 13 students. No one student who has 0-1001 word- families, 1001-2000 word-families and 2001-3000 word-families, two students know between 3001-4000 word-families (15.4%), and also one student knows between 4001-5000 word-families (7.7%), one student who knows between 5001-6000 word-families (7.7%), four students who know 6001-7000 word-families (30.8%). three students know between 7001-8000 word-families (23.1), no one student knows between 8001-9000 words families, one student knows between 9001-10000 word-families (7.7%) and one student knows for more than 10.000 word-families (7.7%).
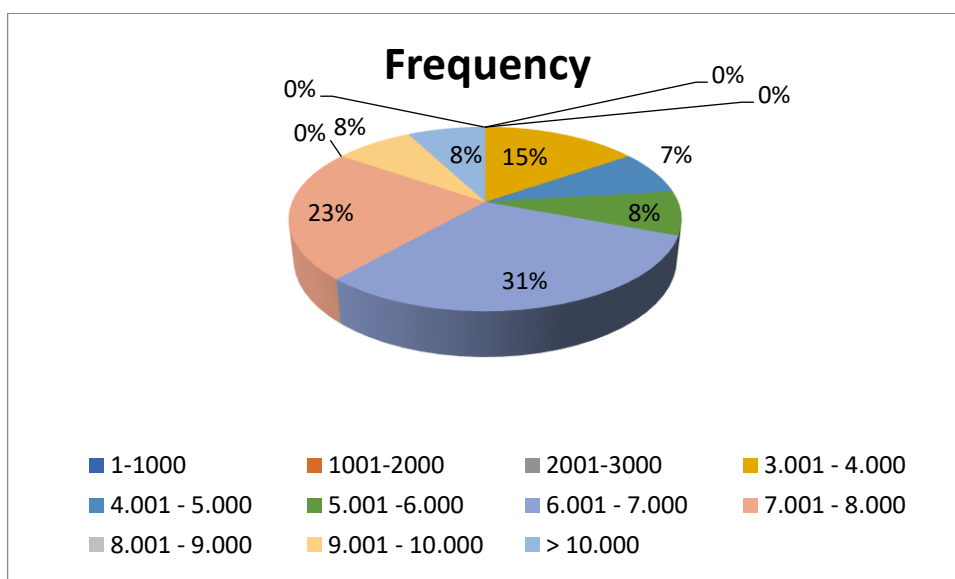
Figure 8. The Result of Vocabulary Size for Class H

Figure 9 shows the students' vocabulary size for class I, the total of students is 20 students. No one student who has 0-1001 word- families, 1001-2000 word-families and 2001-3000 word-families, two students know between 3001-4000 word-families (10%), and also eight students know between 4001-5000 word-families (40%), three students who know between 5001-6000 word-families (15%), two students who know 6001-7000 word-families (10%). Two students know between 7001-8000 word-families (10%), no one knows between 8001-9000 words families and 9001-10000 word-families and three students know for more than 10.000 word-families (15%).
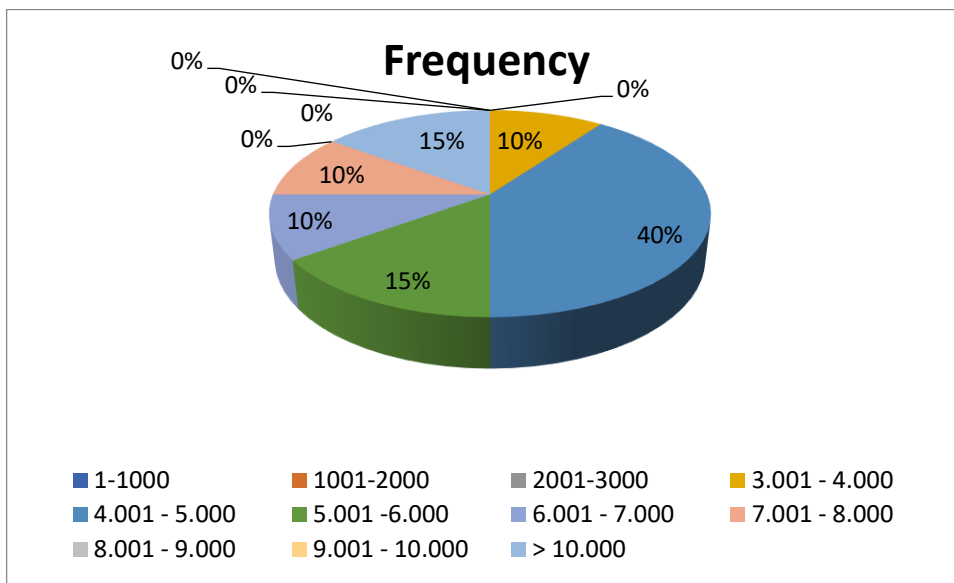

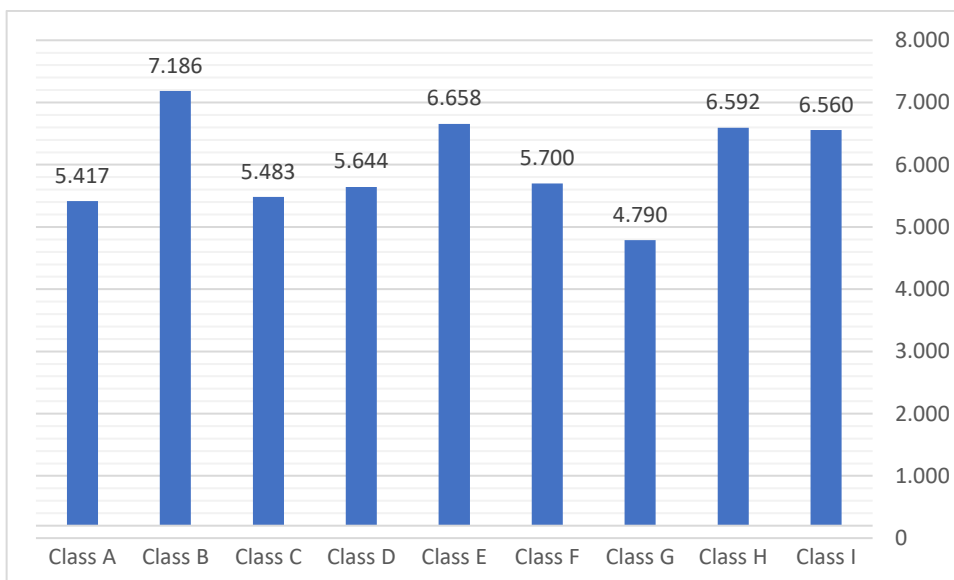Figure 9. The Result of Vocabulary Size for Class I

Figure 10. The Average Vocabulary Size for All Classes

Figure 1 shows the average vocabulary size from class A until class I. The average vocabulary size for class A is 5. 417, class B has 7.186, class C has 5.483, class D has 5.644, class E 6.658, class F has 5.700, class G has 4.790, class H has 6.592 and the last class or class I has 6.560.

From the average vocabulary size, class G is the class which gets the lowest vocabulary size, that is 4.790 and class B is the class which gets the highest vocabulary size, that is 7.186.

Size estimate (Word - families)	Frequency	Percentage
1-1000	1	0,6
1001-2000	2	1,2
2001-3000	6	3,6
3.001 - 4.000	22	13,2
4.001 - 5.000	39	23,4
5.001 -6.000	31	18,6
6.001 - 7.000	24	14,4
7.001 - 8.000	16	9,6
8.001 - 9.000	9	5,4
9.001 - 10.000	6	3,6
> 10.000	11	6,6
Total	167	100,0
Mean	5.998	
SD	354	
Highest score	16.400	
Lowest Score	900	

Table 1. Students' Vocabulary Size

Table 1 presents the result of students' vocabulary class from class A until class I. The total number of students who participated in doing VST is 167 students. From the table, it can be seen that the mean score of the students' vocabulary size is 5.998 word-families, the standard deviation is 354. The lowest score is 900 word-families and the highest score is 16.400 word-families. The finding also reveals that a student knows between 1-1000 word-families, 2 students have 1001-2000 word-families, 6 students have 2001-3000 word-families, 22 students have 3001-4000 word-families, 39 students have 4001-5000 word-families, 31 students have 5001-6000 word-families, 24 students have 6001-7000 word-families, 16 students have 7001-8000 word-families, 9 students have 8001-9000 word-families, 6 students have 9001-10.000, and more than 10000 word-families they are only 11 students.

The finding indicates that most of the students (98.4%) have enough vocabulary to get involved in speaking. It is in line with Adolphs and Schmitt who assume that 2000 to 3000 words-families are needed by the students to be able to speak basic communication. If the students have less than 2000 word-families, they don't have enough vocabulary to get involved in oral conversation. Meanwhile, Staehr (2009) claims the students can read authentic text if they have 3000 word-families. The research finding reveals that there are 94.8 % students who have 3000 word-families and more, meaning that they can read authentic text.

In addition, to get involved in reading novels and newspaper, watching children's movies and also spoken English based on Nation (2012), learner should have 9000 words-families, 8000 words-families, 6000 words-families, 7000 words-families. Based on the finding, there are 3.6 % students are able to read a novel, 5.4% students are able to read newspaper, 14.4% students who can watch children movies and 9.6 % students are able to speak.

More recent research of students' vocabulary size also conducted by Fenty (2020). In her research the average vocabulary size is 8.732,5 word-families. The result of students' vocabulary size is higher than the current research, that is 5.998 word-families. However, the result of this research is higher than the students' vocabulary size from Diploma student in Malaysia. The research was conducted by AbManan et al (2017). The student's average vocabulary size is only 3.652 word-families.

Conclusion

Based on finding and discussion, the research found that the average of vocabulary size for the first semester of English Department is 5.998 word-families. 98.4% of the participants have 2000 words families and more, meaning that the students have enough vocabulary in basic oral communication. Furthermore, 94.8 % of the participants have 3000 word-families and more, meaning that they can read authentic text. Thus, to be able in reading novel and newspaper, to watch children movies and also be able in spoken English, the students are still need to increase their mastery in vocabulary. The result of VST is to inform the teacher and the learners related to vocabulary knowledge breadth, syllabus design and strategy in increasing the learners' vocabulary mastery. The current research only involved the first semester of English Department for one batch. It is hoped the other research can use more participants for different batch.

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