

# Vocabulary Adequacy Of Efl Learners (Academic Year 2015) In Learning English At Fkip Uhn Pematangsiantar

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Contents:

<b>Vocabulary of EFL Learners (Academic Year 2015) in Learning English at FKIP UHN Pematangsiantar</b> Bertaria Sohnata Hutaaruk	01-12
<b>Mapping Spatiotemporal Markers in <i>Laskar Pelangi</i> Novel</b> Maria Tamarina Prawati	13-18
<b>Grammatical Error of the Third Semester Students in Writing Report Text at Nommensen HKBP University, Pematangsiantar</b> Bobby Pramjit Singh Dhillon	19-31
<b>Words Indicating Fuel in Vietnamese in Contrast with English</b> Nguyen Van Thao	32-39
<b>The English Teachers' Design of Lesson Plan Based on 2013 Curriculum</b> David Berthony Manalu	40-53
<b>Improving Students' Speaking Skill through Debate</b> Christian Neni Purba	54-72
<b>The Use of Direct Method in Teaching Speaking Descriptive at the Second Year of SMA Negeri 2 Pematangsiantar</b> Firinta Togatorop	73-95

**VOCABULARY ADEQUACY OF EFL LEARNERS (ACADEMIC YEAR 2015) IN  
LEARNING ENGLISH AT FKIP UHN PEMATANGSIANTAR**

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**ABSTRACT**

This research discusses the vocabulary adequacy of the students in learning English at FKIP UHN. Concerning to the background of the research, there are two questions raised in this research they are (1) How many vocabularies do university students typically have at Vocabulary class on semester III at FKIP UHN? And (2) What specific program or learning strategy should be given to increase vocabulary size to make the vocabulary class success? The objectives of the research are: (1) To find out how many the vocabulary an average students typically have at vocabulary class on semester III at FKIP UHN and (2) to find out some methods and techniques that are appropriate to increase vocabulary size to make the vocabulary class success. This research, the writer hope will bring some benefit to parties involved in the learning system. For the teachers, this is to help them turn around their objective or teaching to be more lexically, and not structurally oriented. For the authority in Education Ministry, of course this is also a helpful means creating the national curriculum KKNI. Last but not least, for the ones interested in vocabulary learning research this study can be used as a stepping stone to carry out further research that enrich our knowledge on vocabulary. The theories used in this research are by many authors: (Carter, 2000), Nation (2001), Grabe and Stoller (1997). There are two subjects that the writer will analyze in this research. Firstly, the 1953 General Service List. The writer used FSL as one of the subject in this research to find out the content of it to find out the appropriate methods to teach those words in the list. Another research subject of the research is the students (academic year 2015) taking Vocabulary subject at English. the writer found several data from the list. The first one is the inclusion of related forms under a headword. If all related forms are considered the headword, the GSL consists of 2,000 items. But this is clearly not the case. To take an extreme example, these derived forms are listed under Effect: effectively, efficient, effective, efficiently and affect. This entry for Effect does not represent a single learning unit for a student of English. Using the family word base, the GSL consists fewer than two thousand words. Secondly, reading transcription of the frequency members of the words is tedious task. Not many readers need the actual frequency number since they only concentrate on the rank order. Thirdly is the issue of whether the frequency numbers of related forms should always be added to the headwords before the words are related. If not, in which cases should the numbers be added? The last concern is related to the age of the written material that the frequency numbers come from.

**Keywords:** Vocabulary, Adequacy, Learning

## **I.INTRODUCTION**

### **1.1 Background of the Research**

Indonesian English Learners have learned English more than six years. Having had three years of formal English learning in the Junior High school, the students have had three years in Senior High School. In general, the students have a lack linguistic competence but also lack of communicative competence: grammatical , sociolinguistic, discourse, and strategic competence. The ability of the students studying English as 'not having language skills needed for their daily life' such as understanding what people speak in television, radios or films as well as understanding written passages in books, newspaper or letters. One of the reasons behind the inability in understanding English language is that they lack vocabulary knowledge. For example they do not know many word meanings of a reading passage even if they are to guess from the context. There are many factors claimed to the lack of vocabulary of the students, for example low understanding, students' motivation, teachers' role in teaching English, and teaching materials as the reasons behind the low level of understanding of English.

Like the students in vocabulary class (academic year 2015), many of the students are having lack vocabulary. The students could not understand to find out the basic meaning of the words, synonyms, antonyms and they were very difficult to understand the text in the teaching material. The importance of learning vocabulary is also stressed by Horwitz and Taylor (in Schmidt and Mc Carthy, 1997:201) who said that a member of ESL students completing the questionnaire either agreed or strongly agreed that most important part of learning a foreign language is vocabulary.especially for adult since it is the only area of language learning that does not appear to be slowed down by age. Actually, to be able to undertsand daily English utterances either spoken or written form, a secondlanguage learner should understand around 2,000 family words (Carer and McCarthy, 1998; Nation, 2001). This number of vocabulary size comes up after some considerations. Firstly, the General service List book of Michael West provides 2,000 words claimed of the General Service List, several reaches aslo supported the claim by stating that knowing 2,000 family words gives access to about eighty percent of the words in any written texts (Nation, 2001:15). Finally, native English speakers use about 2,000 core vocabularies in their daily conversation (Thornburry, 2000:6).

Achieving 2,000 family-words should not be difficult. If a student lerans one new family word a day, then after six years of studying he or she would have 2,200 words as their assets enabling him or her to communicate. This is not difficult to reach because a native speaker of English increases his or her vocabulary around 1,000 words every year (Thornburry, 2002-20). This is even much easier to reach because, as mentioned earlier, Mearn (in Thornburry, 2000) estimated that the target of 2,000 core vocabulary of high frequency words could be reached in forty weeks or one academic year if students learn fifty words a week. The low mastery of vocabulary who have studied English for more than six years raises a question on the material of the students and the curriculum the teachers use as the teaching material.do the curriculum implemented fit the students' need? More specifically, have the curricullum provided 2,000 words needed to learn further Enlgish programs at universities?

Curriculum must be revised once in a five years to achieve the target of the learnign during study. After 2009, English department at FKIP UHN has designed the new curriculum since 2015 up to 2016. By using the new curriculum namely KKNi (Kurikulum Kerangka Nasional Indonesia) based on government decision that undergraduate students at university level achieve at level four. In designing the new curriculum, Vocabulary subject is a compulsory subject and challenging for the students because it is a new subject. The subject of vocabulary is

offered for the students who sit on semester III. The poor condition remains in the higher education level: university. As a general picture, when the high school graduates continue their education at university, they are still learn English and depending on the university the subject areas they are taking. Some of the university provide Vocabulary subject and other do not provide it. The students do not have adequate skills and vocabulary size to participate in the program. This is due to the fact that their high school English teachers focus too much on the mastery of grmamatical points instead of the mastery of language skills and the improvement of vocabulary size. The term university students in this research refers to the students in where I conducted this research is Vocabulary class group A,B,C,D,E,F. The students are still on semester III (academic year 2015) at FKIP UHN Pematangsiantar. In order to have a more global of the research, the writer surveyed all students (180 students ). Conncerning to the background of the research, there are two questions raised in this research they are: (1) How many vocabularies do university students typically have at Vocabulary class on semester III at FKIP UHN? (2) What specific program or learning strategy should be given to increase vocabulary size to make the vocabulary class sucess? The objectives of the research are to find out how many the vocabulary an average students typically have at vocabulary class on semester III at FKIP UHN and to find out some methods and techniques that are appropriate to increase vocabulary size to make the vocabulary class sucess.

## **II. REVIEW OF RELATED LITERATURE**

### **2.1 Word Definition**

There are various definitions of words . first a word is defined as many sequence of letters or limited number of other characteristics such as hypens and apostrophes bounded on either side by a space or punctuation mark. This is called orthographic definition (Carter, 2000). This is a very common sense definition. An example of this definiton is that we write living room as two words but classroom as one word. An orthographic definition is a formalistic definition in the sense that we can easily claim a word a word as long as it is separated by a space. Secondly, a word can also be definedas the minimum meaningful unit aof language indicated by only one stresses syllable in it (Mathews, 1997).

### **2.2 Vocabulary Knowledge**

There are enomous studies on vocabulary knowledge conducted during the rise of the Lexical Approach in the 1990s. Many researchers were conducted to answer the questions such as: (1) How many words are there in a dictionary? (2) How many words does an average educated native speaker have? (3) How many words should a non-native speaker have to study in college? (4) What words are worth learning for a non-native speaker studying in college? And (5) What are the appropriate strategies to learn the vocabulary needed in the university level? The answers for those questions have also been obtained. The answer to the question number one for example, was based on a research conducted by Goulden, Nation and Read in 1990 (Nation, 2001:6). The research on the Webster's Third New International Dictionary, the largest non-historical dictionary of English, proves that the dictionary contains around 114,000 word families excluding proper nouns. Answering the question number two, a research by Zechmeister, et al. (1995, in Nation, 2001) estimates that **educated native speakers of English know around 20,000 word families**. In the following sections, the writer will discuss the researches more throughly about two questions on the preceding paragraph: (1) How many words should a non-native speaker have to study in college? (2) What words are worth learning for a non-native speaker studying in college?

### 2.3 Contrast of Lexemes and Words

Since definition of word mentioned above are not sufficient to make clear and appropriate definition of words., the notion lexeme is needed. A lexeme is the abstract unit that takes specific constructions of a word (Mathews, 1997). Thus, take is the lexeme that underlies different grammatical variants: took, taken, taking, takes, which we can refer to as word forms. Lexemes are the basic, contrasting unit of vocabulary in a language. Lexemes do not occur themselves in texts. Instead they comprehend different word-forms. In the dictionary, each lexeme merits a separate entry or sub entry (Carter, 2000). The term lexeme helps us to understand word definitions more clearly because it has a broader sense than word. For example despite a one-word form unit, a lexeme also comprises items that consists of more than one-word form considered as one word. Some lexical items such as multi-word verbs (to catch up on ), phrasal verbs (to come by), and idioms (in the same boat), are examples of lexemes. Secondly, the notion of lexeme also helps us to understand the polysemy- a single word having two or more related sense. Thus bank (a finance institution) and bank ( edge of a river) would have different lexeme meanings for the same word form.

### 2.4 Word Formation

Another notion related to the word definition is word formation. It is important to know the notion of word formation because the word formation covers a broader sense of a word so that we can discuss the word definition more comprehensively. To begin with, word formation comprises of two procedures: inflection and derivation. Take a look at these two categories of words as an example: (1) Develop, develops, developing, developed (2) Develop, development, developmental, developmentally. Inflection and derivation are different in several features. Initially, inflection is any form or change of form distinguishing different grammatical forms of the same lexical unit (Mathews, 1997). The word form under (1) involve inflection. The form changes because of the grammatical rules such as subject-verb agreement (develop-develops) and tenses (develop-developing-developed). However the change of the form does not change the grammatical class of the given item or the meaning of the word. Derivations signal lexical variants of a lexeme; they change noun into verbs, verbs into nouns and some others (Carter, 2000). The word forms under (2) are examples of derivative word form. A derivational word form can be substituted by another single word for example: a noun such as sign can be formed into verb: signal; and this verb is substitute of indicate.

### 2.5 Word Counting

Nation (2001) suggests four ways of deciding how words will be counted: tokens, types, lemmas and word families. Token is a simple way to count words. It counts every word form in a spoken or written text if the same word form occurs more than once, then each occurrence of it is counted. Tokens are sometimes called running word. So if we want to count how many words there are in the previous explanation of the definition token: it counts every word form in a spoken or written text and if the same word form occurs more than once, then each occurrences of it is counted for example: there are twenty eight words in it computer programs usually use the token system as the basis of counting words.

Beside counting words by using tokens, we can count the number of the words in a text by using its type. When we see the same in a text more than once, we do not count it again. In the case of our preceding text of defining what token is, there are only twenty five words because the words it, word, and form appear twice in the text. This method is used when we want to know how many vocabulary of someone has reached or how many words a dictionary contains. Another way of word count is based on the lemma. Lemma consists of headword and some of its

inflected and reduced form. Usually all the items included under a lemma, are the same parts of speech. Counting the number of words based on lemmas based reduced numbers of words in a text, sometimes significantly. Again taking the preceding text as our example, there are only twenty four words in the sentence because the words counts and counted are the same lexeme; so we consider them one word only. The reduction of the number is not significant. The figure will be very much different when we for instance take the research conducted by Bauer and Nation (in Nation, 2001) about the famous Brown Corpus. As we know the most recent computerized count on the Brown Corpus published in 1982 and the older version is 1994 of Thorndike Dictionary are two examples of lists using the lemma basis (Nation 2001) Using lemmas as the unit of counting significantly reduces the number of units in the Brown Corpus from 61,805 words using types base into 37,617 words using lemmas base

Finally the occurrence of numbers of words in a text can be detected in accordance with word family base. A word family consists of a headword (e.g. adapt), its inflected forms (adapts, adapted, adapting), and its closely related derived forms (adaptor, adaptation, adaptive, adaptively). When we count words using word family base, we must not consider the existence of the headword and its inflectional-derivational forms only, but the previous two procedures: token and lemmas base. In the case of our sentence, It counts every word form in spoken or written text and if the same word form occurs more than once, then each occurrence of it is counted, the number of words lessens to become only twenty three words since the words occur and occurrence are considered one word. The major problem in counting the word by using word family as the unit is to decide what should be included in a word family and what should not because learners' knowledge of the prefixed and suffixed develops as they gain more experience of the language. What might be a sensible word family for one learner may not be considered soon by another learner.

Of the four ways suggested by Nation (2001) in deciding words will be counted (tokens, types, lemmas and word family), the writer put the word family base as the method of counting words to determine the students' vocabulary size. Despite the fact there is a problem in counting words based on word family, counting word by using that method is considered the best to identify the vocabulary size. The rationale behind the use of the word family base is the fact that both the classic list of high frequency words of Michael West's General Service List of English Words and the Academic Word List (AWL) which the writer refers

## **2.6 Word Knowledge of University Students**

In Indonesia and some other countries where English is taught as a foreign language, school subjects in all levels of education, including the university level, are taught through the medium of the national language. With this situation, university students need to be able to read English language texts related to their study because most of the textbooks they are using are in English. Nurweni and Read (1998:161) for example found that more than 99% of the reference books suggested for English Departments of Teacher Training Faculty Students are in English. Further problems coming up with the situation mentioned above are whether such university students in Indonesia have already had a good reading knowledge of English in order to be able to undertake their studies successfully. Related to the ability of reading comprehension, a problem on an adequate vocabulary size also comes up since the adequate vocabulary size is a prerequisite for a good reading knowledge. Quoting a research on vocabulary size by Nation (1990:24 in Nurweni and Read, 1998:162), learners of English as a foreign language need a productive knowledge at least 3,000 high frequency English words to be able to cope with the university reading task. Compared to the previous research (Laufer, 1992; Sutarsyah et al, 1994,



in Nurweni and Read 1998) claiming that students need 4,000-5,000 words, 3,000 words required by Nation are more reasonable to reach.

In order to find out the vocabulary size of the Indonesian university students, Nurweni and Read (1998) conducted a survey of first year university students with a large sample (a total of 1,447 respondents). The research is also significant because it investigated not only whether the students knew the word translations but also their semantic meanings. The research applied three test instruments: a translation test, a word associated test, and an interview. A translation test was designed to estimate the students' breadth knowledge of vocabulary size by asking the students to give the meaning of the word by supplying an Indonesian similar meaning word. The word associate test was given to measure the depth of vocabulary knowledge-how well learners know high frequency words that have a range meanings and uses. The last test interview test, was an oral interview that was intended to dig the students knowledge of the target language. The result of the research showed a dissatisfying but common figure of the English vocabulary size of the Indonesian students. In the average, the students have some knowledge of 1,226 English words, a figure that falls far short of the 3,000-5,000 word range that is widely considered threshold level (Nurweni and Read, 1998:161). The researchers admit that they could not claim that the same result would necessarily be obtained elsewhere in Indonesia since the research was carried out in a single provincial university in Sumatra where the majority of the students also come from the same province (Nurweni and Read (1998: 173). Besides the research finding could not legitimate the relationship between the students vocabulary size and their reading comprehension. Despite the weakness, the research has shown an inadequate vocabulary size of average Indonesian university students in learning English. With the inadequate vocabulary size, Indonesian university students are not ready to individually learn the course subjects through reading their textbooks.

The readiness of the university students learning the courses also becomes the attention of the researchers in other countries where English is the foreign language. In Papua New Guinea, Marshall and Gilmour (1993) conducted a research to find out whether or not university students are agreed ready to have an English for Academic Purposes courses. The result of the research shows that Papua New Guinean students are deficient not only in their knowledge of technical vocabulary, but also in sub-technical vocabulary. Furthermore, Marshall and Gilmour (1993:75-76) classify the ability of understanding a text of the average Papua New Guinean students into not skill reader. This classification refers to Cheon and Meyer's term (in Marshall and Gilmour, 1993: 70) which states that the 'not skilled readers' problems of comprehension are not caused by word specific to the subject matter (i.e. technical words such as electricity, molecule and entropy). Instead, the problems are caused by general English words (i.e. subtechnical words as because, instant and either...oroO and other context-independent words that occur less generally but with high frequency across disciplines (i.e. sub-technical words such as limit, theory and sequence).

There are two things we can conclude about the word knowledge of university students: first, vocabulary plays an important role in improving reading ability; the larger the learners' vocabulary knowledge, the more he or she understands the reading materials. Secondly, in ESL/EFL countries such as in Indonesia, high school graduated are not ready to study at universities where the textbooks are mainly in English. Fresh university students lack knowledge needed in understanding textbook used in university.

### **2.7 Vocabulary Learning Strategies**

The other problems on vocabulary study are finding appropriate vocabulary needed in the university level as well as tailoring teaching/learning strategies to develop the learners' reading ability. These are important to solve since a research by Grabe and Stoller (1997) states that vocabulary knowledge has strong correlation with reading ability, a skill needed by university students. According to them, vocabulary knowledge supports reading development, while reading improves vocabulary knowledge. The larger the vocabulary size a student has, the more he or she understands the reading text; and the more time a learner spends on reading, the more vocabulary size he or she will obtain. Reading effectively in order to develop the learner's vocabulary size needs appropriate reading strategies. Some researchers share their ideas on the way to improve the vocabulary size. One of the strategies is through a system called concordance developed by Thurston and Candlin (1998). They conducted the research to provide students with some of the most important vocabularies on academic English. Further, the project developed the materials for classroom use and independent learning intended for native speakers of English and students of non-English speaking background (Thurston and Candlin, 1998: 267). The rationales behind the project are the decision to focus on a restricted set of vocabulary items and the use of concordancing techniques to provide the students with the intensive exposure to the use of these items. The research used the University Word List (Nation, 1990) to develop categories of vocabulary items in line with the various purposes served in academic writing and select items according to the frequency of use. Finally, the researchers created a 150 word-list classified in accordance with the purpose. The research also used the concordancing program, Microconcord and Microconcord Corpus of Academic Texts in which students were first given multiple examples of the vocabulary items in the context. The students, then examined the concordances to discover how the words were used. Lastly, the students had to answer questions to ensure that they are using the items appropriately.

### **III. METHODOLOGY**

#### **3.1 Research Subjects**

There are two subjects that the writer will analyze in this research. Firstly, the 1953 General Service List. The writer used FSL as one of the subjects in this research to find out the content of it to find out the appropriate methods to teach those words in the list. Another research subject of the research is the students (academic year 2015) taking Vocabulary subject at English Department at FKIP UHN Pematangsiantar. Using vocabulary level Test taken from Nation (2001) the writer administered that test to those students who find out the vocabulary level of the students.

#### **3.2 Vocabulary Students at FKIP UHN**

The other research subjects of the research are the students at Vocabulary class group A,B, C,D,E,F at FKIP UHN Pematangsiantar who are taking Vocabulary subject as the new subject in 2016. There are 180 students taking the course which divided into 6 classes. The students are divided into six classes consisting about 30 students in each class. To make the subjects more homogeneous. The writer will not consider the repeaters as the subject of vocabulary, but for the sake of fairness to all the students, the writer will also ask them to do the test. The writer will inform to the students that the test is for semester grade to make all the students pay serious attention to the test.

#### **3.3 Test Instrument**

To test the vocabulary size of the subject that the writer will use is the Vocabulary Level test devised by Nation in the early 1980. This test instrument is found simple and has been used by classroom teachers in New Zealand and many other countries (Read, 2000:118). It has proved helpful for the teachers to develop a suitable vocabulary teaching-learning vocabulary testing of migrant or international students when they first arrive at a secondary school in an English speaking country (Read,2000). The 1990 test version comprises of five parts representing five levels of word frequency in English: the first 2,000 words, 3,000 words, 5,000 words, the university word level, and 10,000 words. The test is found reliable and valid since it refers to the word –frequency data in 1944 Thorndike dictionary and the GSL of Michael West. Nation (1990:261) claims that the 2,000 and 3,000 word levels contain the high frequency words that all learners need to know in order to function effectively in English. The 5,000 word level represents the upper limit of words at the university level should help students in reading their textbooks and other academic reading material. Finally, the 10,000 level covers the lower-frequency words of the language.

### **3.4 Research Procedures**

Using the Microsoft excel program, the data from the GSL was analyzed through the following steps. First, the data are regrouped into three columns to get the word list separated from the rank order and frequency number columns. The word list then will be arranged by the parts of speech. The list will be arranged alphabetically to easily find the word formation word list to see how many word formation words there are in the GSL. Subsequently the data of the students' vocabulary level will be collected by administering the VLT test to six classes available. The data are sorted according to the batches. Taking out only 20013 batch, the data will be scored to the test level: 2000, 3000, 5000, the university word level, and 10,000 word level. Doing these procedures, the writer will finally find what level the students really on.

## **IV.FINDINGS**

This chapter discusses the research findings. There are three points that the writer found from the research. They are (1) to find out whether the vocabulary learning target is in line with the vocabulary list in GSL; (2) to find out how many words a student has when he or she starts learning vocabulary subject; (3) to share the methods and techniques that are appropriate for learning vocabulary.

### **4.1 The Content of General Service List (GSL)**

Examining GSL, the writer found several data from the list. The first one is the inclusion of related forms under a headword. If all related forms are considered the headword, the GSL consists of 2,000 items. But this is clearly not the case. To take an extreme example, these derived forms are listed under Effect: effectively, efficient, effective, efficiently and affect. This entry for Effect does not represent a single learning unit for a student of English. Using the family word base, the GSL consists fewer than two thousand words. Secondly, reading transcription of the frequency members of the words is tedious task. Not many readers need the actual frequency number since they only concentrate on the rank order. Thirdly is the issue of whether the frequency numbers of related forms should always be added to the headwords before the words are related. If not, in which cases should the numbers be added? The last concern is related to the age of the written material that the frequency numbers come from. Since the data was originally published in 1938 and 1949, is this data relevant to the present situation? For example the word television must be common nowadays, but that word does not come up in the list. The result of the group can be seen in the following table:

Parts of Speech	Number of words
Nouns	1177
Verbs	568
Adjectives	358
Adverbs	99
Prepositions	42
Conjunctions	24
Pronouns	14
Interjections	2
Total of words	2,284

The writer found that nouns came up the most frequent (1,177 words), followed by verbs (568 words), adjectives (358 words), adverbs (99 words) and other kind of parts of speech (prepositions, conjunctions, pronoun, and interjections) totaling up to 2,284 words. Secondly, the writer separated the list into stems and formed words. From the separation, the writer found 625 words related to suffixation-both the stems and suffixed words. The number would be greater if we put prefixation and similar base words (every, some) before words.

Table Word Formation of the GSL

Word forms	Number of words
Stems and their suffixation	625
Prefixation and similar stems	68
Stems/base word	1,591
Total number of words	2,284

#### 4.2 Strategies in Vocabulary Learning

Some strategies on vocabulary learning are intensive reading practice, scanning, skimming, instructional treatments and guessing the word from context. From interviewing the students in vocabulary class, the writer found some strategies carried out by the subjects to guess the meaning of a word. They are (1) finding the similar word in Indonesian either the spelling or the pronunciation, for example: copy/kopi and dozen/dosen; (2) finding the similar word in English either in spelling or pronunciation for example, pride/price, gift/give, slide/slight/light, size/seize; (3) finding the related word either in Indonesian or in English for example trip/business, birth/born, motor/engine, sport/winning and theater/unwanted sound. In line with some researches on guessing the word meaning from context such as Parry's (1993) and Arnaud and Savignon's (1997), the writer found some misleading answers of the subjects using the guessing strategy. Despite the correct guess such as motor/engine, birth/born, and copy/kopi. Most guesses ended up with wrong meaning. Word pairs such as pride/price, seize/size, and slight/light/slide, of course are not the same meaning. From probing the content of the GSL, the writer found that learning parts of speech and word formation is usable to develop the vocabulary. As already well known, learning parts of speech will lead us to a better understanding on a sentence. By knowing the function of each word as a subject, predicate, or an object in a sentence, we may know what parts of speech a word is. Furthermore, by learning word formation we can create other words from different parts of speech. Despite the claim that understanding a new word by creating it using word formation technique does not mean that someone has enlarged his or her vocabulary, the writer found the word formation is useful to guess meaning of a word, moreover the GSL that claims it is formed by word type, also uses word family.

## V. CONCLUSIONS AND SUGGESTIONS

### 5.1 Conclusions

Beside other factors such as students' motivation, teaching material, and teachers' role, the low point of vocabulary size of Indonesian students learning English vocabulary also influences their mastery of the English language. Several researches have shown that vocabulary indeed plays a significant role in mastering a language. Thornbury (2002) for example believes that vocabulary plays a more important role than grammar. With regards to the vocabulary size, the writer conducted a case study research to find out the vocabulary size of the Indonesian students by using the Vocabulary Level Test developed by Nation (Nation:2001) as the test instrument. From the research, the writer found that the result of the test was not satisfying. The mean of the score is 2,000 word level was 22.1 with thirty points as the highest score and standard deviation showed was 5.40. This figure shows that in the average, the vocabulary size of the subjects was around 1470 words ( $22.1/30 \times 2000$ ), far below the expected 2000 words. However, the vocabulary size of the subjects in the research was higher than the result in the study conducted by Nurweni (Nurweni and read, 1998) that claimed that the vocabulary size of the subjects in their research was only 1,226. Related to vocabulary learning strategies, there is not a single teaching strategy/method that could be applied appropriately including the technique of guessing the meaning from the context. From this research, the writer concludes that this strategy cannot be applied in guessing the meaning of a word in a sentence because there is too little information that we can get from a sentence. The writer also concludes that learning parts of speech and word formation are appropriate to enlarge vocabulary size.

### 5.2 Suggestions

The following are suggested for further research: (1) Whether or not the current national curriculum is perceived as an important tool to improve the students' mastery of a foreign language. Related to this topic, it is also necessary to compare the results of schools using the national curriculum only and national curriculum plus. (2) In relation to the Vocabulary Language Test, it is vital to find out whether or not guessing a word meaning through the context as proposed by Amoud and Savignon (1997) is helpful to find the correct answer in the test. (3) Of the teaching strategies offered in this research, it is also fundamental to find out the most appropriate strategy in improving the vocabulary size to be able to learn the English Academic Purposes as at the universities.

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