MEASURING THE SIXTH SEMESTER STUDENTS' ENGLISH VOCABULARY AT ENGLISH EDUCATION STUDY PROGRAM OF FKIP UKI TORAJA

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Abstract: The problem statement of this research is "how is the sixth-semester students' English vocabulary size at English education study program of FKIP UKI Toraja". The objective of this research is to know the sixth-semester students' English vocabulary size at English education study program of FKIP UKI Toraja. The method used in this research namely the quantitative method. There were 30 students' of the sixth semester students' at English education study program of FKIP UKI Toraja which is taken randomly as the participants of this research. The students' vocabulary size was measured using with Nation VST formula.

Based on the data analysis, the researcher found that the sixth-semester students' English vocabulary size at English education study program of FKIP UKI Toraja at level 2.000-word level with 10 students' who passed this level. Only 3 students' passed the next level 3.000. At level 5.000, only 1 student' passed. At the university level, only 1 student' passed this level. No student' can reach this level 10.000 since it comprises technical terms from different fields of study, and nouns that we rarely meet in our language use.

In summary the sixth-semester students' English vocabulary at English education study program of FKIP UKI Toraja is still at the high-frequency level, with a vocabulary size of 2,000-word. As a result, individuals are still classified as having a low vocabulary and must enhance their vocabulary by studying the vocabulary of simplified reading books.

Keywords: Measuring; English vocabulary level; vocabulary size

INTRODUCTION

Structure, vocabulary, pronunciation, and spelling are all common qualities supported by language acquisition. Each linguistics skill necessitates the mastery of vocabulary. It indicates that one of the English components that learners should grasp is vocabulary, which plays a crucial role in all languages.

In English foreign language learning, vocabulary is crucial. When learning English as a foreign language, it is critical to build a large vocabulary. Furthermore, as stated by Nation, a wide vocabulary makes the abilities of hearing, speaking, reading, and writing simpler to practice (Wero, 2021). It may be stated that the amount of one's vocabulary is mostly determined by one's language competency, especially for students learning English as a foreign language (Wero, 2021).

Along with other components such as grammar and pronunciation, vocabulary is an important component in teaching English as a foreign language. Learning vocabulary can begin with simple vocabulary that is regularly used in everyday life, related from Thornbury, albeit there are numerous forms of vocabulary based on the context and application in various disciplines. Students can naturally gain this ability via practice (Baru, 2020).

The importance of vocabulary in language teaching and learning cannot be ignored, as evidenced by some of the points presented above. One of the keys to bettering English performance is expanding one vocabulary. It will be difficult for students to understand the lecturer's information if they are unfamiliar with the vocabulary employed in the learning process. As a result, students must learn additional words to aid their learning.

At UKI Toraja there are many faculties occupied including teacher training and education faculty. On teacher training and education faculty, there are some majors there including English education study program. The students' of the English study program in the sixth semester, have learned vocabulary from the first semester, and next semester they learned morphology. The researcher wants to research the sixth-semester students' English vocabulary at English education study program of FKIP UKI Toraja because they have passed many subjects, especially linguistics and they are studying semantics except discourse analysis. Moreover, most of the students' at the UKI Toraja English study program give little attention to the importance of learning vocabulary. A student' who is attempting to discern the meaning of a word but not comprehending the meaning of that word tries. As a result, some individuals tend to open up repeating dictionaries when taking a test or exam, resulting in them spending longer time completing projects or tests.

From the explanation above, the researcher is interested to conduct research, entitled "measuring the sixth-semester students' English vocabulary at English education study program of FKIP UKI Toraja.

The research question is based on the background of the problem that has been explained in the introduction. The researcher formulates the research question: "how is the sixth-semester students' English vocabulary size at English education study program of FKIP UKI Toraja?"

There are many definitions of vocabulary and in this related to Richard vocabulary

is a set of lexemes that can be in the form of single words, compound words, and idioms Campillo stated that vocabulary is the total number of words (Kurniawan, 2016). From the two definitions above a conclusion can be made that vocabulary is the total number of words that someone has. These words can be single words, compound words, or idioms (Kurniawan, 2016).

Vocabulary is not usually learned for its own sake An important aim of a vocabulary program is to bring learners' vocabulary knowledge into communicative use Where learners are in a situation where there are demands upon them to make use of what they know (Laufer & Nation, 1995).

Related to Nation divided vocabulary into 4 categories namely: high-frequency words, academic words, technical words, and low-frequency words:

1. High-frequency words

   In the instance text, those words aren't marked at all and include feature words: in, for, the, of, a, and many others. The high-frequency phrases also encompass many content words: authorities, forests, manufacturing, adoption, represent, and boundary (Nation, 2001). The classic list of excessive-frequency words is a well-known provider listing of English words that incorporates around 2,000 phrase families (Nation, 2001). There is a small group of high-frequency words which are very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language.

2. Academic words

   The textual content is from an educational textbook and carries many not unusual words in extraordinary kinds of instructional texts: coverage, section, adjusted, sustained (Nation, 2001). Usually, those phrases make up approximately 9% of the jogging phrases within the text. The best listing of these is the educational word list (Coxhead, 1998).

3. Technical words

   The textual content contains a few phrases which are very intently related to the subject and challenging area of the textual content. Those words encompass indigenous, regeneration, podocarp, beech, rimu (a brand new Zealand tree), and timber (Nation, 2001). These phrases are moderately not unusual in this topic area but no longer so common elsewhere (Nation, 2001). As quickly as we see them we recognize what topic is being treated. Technical words like those typical cowls are approximately 5% of the strolling words in the textual content. They range from situation place to problem place. If we look at technical dictionaries, including dictionaries of economics, geography, or electronics, we typically find approximately 1,000 entries in each dictionary (Nation, 2001).

4. Low-frequency word

   The fourth organization is the low-frequency words. Right here, this institution includes phrases like zoned, pioneering, perpetuity, aired, and pastoral (Nation, 2001). They make up over 5% of the words in an educational text. There are thousands of them inside the language, by ways the most important group of phrases (Nation, 2001). They encompass all the phrases that aren't high-frequency

phrases, not instructional phrases, and not technical words for a specific challenge. They consist of technical words for different situation areas, right nouns, words that almost were given into the high-frequency listing, and words that we hardly ever meet in our use of the language (Nation, 2001).

To work out what learners should be doing to increase their vocabulary size, we need to relate the vocabulary size score to the three main frequency levels of high-frequency, mid-frequency, and low-frequency words (P. Nation, 2012).

A variety of vocabulary measures is useful diagnostically to see if particular aspects of vocabulary knowledge are being neglected in a course (Laufer & Nation, 2014). For example, learners who gain a high score on a Vocabulary size Test, but do not use the full richness of their vocabulary in writing, may need encouragement and well-designed tasks to help them draw more readily on what they know (Laufer & Nation, 2014).

There is also considerable value in having a range of well-thought-out vocabulary measures to draw on in research on vocabulary learning (Laufer & Nation, 2014). Related to Joe, for example, in her study of vocabulary learning from retelling tasks, used several measures of the same vocabulary and was thus able to measure degrees of strength of knowledge of the words in the study and relate this to the conditions under which they were learned (Laufer & Nation, 2014).

The test measures knowledge of written word form, the form-meaning connection, and to a smaller degree concept knowledge. The test measures largely contextualized knowledge of the word although the tested word appears in a single non-defining context in the test. Users of the test need to be clear about what the test is measuring and not measuring (P. Nation, 2012). It is measuring written receptive vocabulary knowledge which is the vocabulary knowledge required for reading. It is not measuring listening vocabulary size, or the vocabulary knowledge needed for speaking and writing (P. Nation, 2012). It is also not a measure of reading skill, because although vocabulary size is a critical factor in reading, it is only a part of the reading skill (P. Nation, 2012). Because the test is a measure of receptive vocabulary size, a test-takers score provides little indication of how well these words could be used in speaking and writing (P. Nation, 2012).

Related to Read measure vocabulary size validly and reliably, vocabulary size tests must consist of many items, such as a non-time-consuming administration procedure, which means that the test task has to be fairly simple (Husnanissa, 2020). One of the most famous vocabulary tests that covered these discrete is Nation VST.

This test is for measuring the written receptive vocabulary size that defines "as the number of words that are partially recognized when the meaning sense of the target words is given stated (Wero, 2021). This receptive vocabulary size test (RVST) is divided into four separate sections of frequency levels: 2000, 3000, and 5000 words frequency level, also includes an academic word list (AWL) for the learner in the academic context (Wero, 2021). Here is an example of a receptive vocabulary size test (Laufer & Nation, 2014):

     1. Business
     2. Clock   *6   part of a house*

    3. *Horse*   <u>*3*</u> *animal with four legs*

    4. *Pencil*   <u>*4*</u> *something used for writing*

    5. *Shoe*

    6. *Wall*

In this test, the learners have to match three of six words on the left with the correct meaning on the right (Laufer & Nation, 2014). The test has 30 items for each level, which means for four words frequency level it will be 120 items for the totality (Laufer & Nation, 2014). All the words used in this test are representative of all the words in each level.

METHOD

The research design of this research was a quantitative method, quantitative is aimed at discovering many people think, act, or feel in a specific way. Quantitative projects involve a large sample size, concentrating on the number of responses. According to (Surjaweni, 2014), quantitative research is the type of research that produces achievable findings (obtained) using a statistical procedure or other means of quantification (measurement). The population of this research was the sixth-semester students' at English education study program of FKIP UKI Toraja which consists of four classes. The total number population was 132 students divided into four classes. They were: class A, class B, class C, and class D. The researcher used random sampling in this research, a random sampling technique with certain considerations. The sample of the research was 30 students' that chosen from the two classes, there are classes C and D Kakondongan. In collecting the data, the researcher applied a vocabulary test. The vocabulary size test used for measuring the participant's vocabulary size test adapted from Nation. The written test was multiple-choice done offline.

RESULT

This section discusses the vocabulary size, and students' correct answers are concluded using with Nation VST formula. The students' mastery of vocabulary can be decided to employ calculating the quality of accurate responses in every vocabulary level check. Vocabulary size consists of five frequency levels with 18 items in each frequency-level, there are 90 total items for the whole thing. Each item gives one point for the correct answer, and zero for the incorrect answer. Based on the result, the sixth-semester students' English vocabulary size at English education study program of FKIP UKI Toraja is classified as can be seen in Table 4.1 shows that below:

Table 4.1 Rough Result Data 30 Students'

Students' Number	Frequency level and Students' Score Correct Answer				
	Level 2,000	Level 3,000	Level 5,000	UWL	Level 10,000
1	12	6	9	3	1
2	9	5	4	2	0
3	15	10	7	6	3
4	15	10	8	3	4

5	14	7	9	7	1
6	14	10	12	7	7
7	7	5	7	2	1
8	10	8	8	5	3
9	6	7	1	2	0
10	15	9	7	7	3
11	10	9	10	9	1
12	14	15	11	6	1
13	7	7	4	4	1
14	6	6	2	1	0
15	10	7	0	4	6
16	2	2	0	1	1
17	5	7	0	0	0
18	16	16	13	13	9
19	14	15	8	6	2
20	13	12	10	9	2
21	8	8	7	2	0
22	6	8	6	4	0
23	8	7	9	3	2
24	8	6	5	9	0
25	5	7	3	8	4
26	14	12	6	9	7
27	8	5	5	6	3
28	11	10	11	5	3
29	9	8	8	1	0
30	5	5	2	1	0
Total score	296	249	192	145	65

A. Level 2.000

From the data above, it can be seen that only four students' were able to answer 15 to 16 words correctly from 18 numbers 83.33%-88.89%. There were five students who got correct answers of 11 to 12 words 77.78%. Then there were five students' who had an answer of 50% to 55.56% with a correct answer of 9 to 10, and four students' who got 44.44% by answering 8 correct answers. But there were also five students' who got a lower score than with 33.33%-38.89% correct answer 6 to 7, 3 students' who got 27.78% with 5 correct answers, and only one student' who got 2 correct answers with 11.11%.

B. Level 3.000

At this level, only 3 out of 30 students' were able to properly answer 15-16 out the of 18 questions with a percentage ranging from 83.33%-88.89%, then there were two students' who had correct answers 12 out of 18 questions of 66.67%. Additionally, some students had correct answer of 9-10 on 18 questions, totaling 6 between 50% and 55.56%, in the meantime, four students received an 8 score with 44.44%. Then, 10 out of 30 students' can only respond correctly to 6-7 out of 18 questions, which 33.33%-38.89% correct answer range. The last, four students' got 5 correct answers with 27.78%, and only one student got 11.11% with 1 correct answer.

C. Level 5.000

In this level, only one student' got 13 correct answers from 18 questions with 72.22%, and other students' get 11-12 correct answers from 18 questions with 61.11%-66.67%. The next three students' had 9-10 correct answered with 50.00%-55.56%, the next four students got 44.44% with 8 correct answers. The six students' got 6-7 correct answered with a 33.33%-38.39%, four students' got 4-5 correct answers with 22.22%-27.78%, and one student' got 16.67% with 3 correct answers. Then 2 students' were only able had 2 correct answers with 11.11%, one student' got 1 correct answer of 5.56%, and 3 students' got zero (0) from 18 questions with 0.00%.

D. University level

At the university level, only one student' can answer questions with 13 accurate answers from 18 questions with 72.22%, four students had nine correct answers with 50.00%, one student' had eight correct answers with 44.44%, seven students' had 6-7 correct answers with 33.39%, while there were students' who were only able to answer 4-5 correct answers with 22.22%-27.78%. Four students' could only answer two of the questions correctly with 11.11%, four students' could only answered one of the questions correctly with 5.56%, and one got zero correct answer from 18 question.

E. Level 10.000

At level 10.00, only student' was able to answer with 9 accurate answers from 18 questions with 50.00%, three students' had 6-7 valid answers with 33.33%-38-89%, two students' had 4 correct answers percentage of 22.22%, five students had 2 correct answer with 11.11%, and seven students were only able to answer 1 correct answer with 5.56%.

To see the results of the group size of the students' vocabulary at which level we will see in the table below:

Table 4.2 Students' Vocabulary Size Group

Level	Word Families	Students
High frequency	1,000-2,000	10
Mid-frequency	3,000-9,000	4
University level		1
Low frequency	>10,000 on	-

Table 4.2 indicates that 10 of the students' samples in the English education study program of FKIP UKI Toraja are classified into the high-frequency level, 4 students' in the mid-frequency level, 1 student at the university level, and no students at a low-frequency level.

DISCUSSION

The vocabulary size test reveals in this research that 20 of the 30 students in the sample are in the high-frequency category. A high-frequency level indicates that their vocabulary has 1.000 to 2.000-word families. There were four (4) students in the mid-frequency level, which means their vocabulary size ranged from 3.000 to 9.000-word families. Nation defines vocabulary size as the average quantity of vocabulary size mastered by ESL or EFL learners. One (1) student category at the university level received a score of 72.22% on 18 questions. The largest vocabulary size level for ESL or EFL is considered to be the low-frequency level of vocabulary size. The average score for the students' vocabulary size is 10.000-word, which no student can achieve.

Compared to the earlier studies, the two studies are equally important, and the commonality is that the students still need to enhance their vocabulary to reach the level of academic vocabulary. It is because the sixth-semester students should be able to read tough English books in the same study.

Based on the table 4.1 above, the sixth-semester students' English vocabulary size at English education study program of FKIP UKI Toraja is reported to be low. They are still at the average level of 2,000-word, so they must expand their vocabulary by general service list study, intensive and comprehensive reading, and advanced English.

CONCLUSION

Based on the finding that had been discussed, the researcher concluded that the sixth-semester students' English vocabulary at English education study program of FKIP UKI Toraja is still at the high-frequency, with a vocabulary size of 2,000-word level, only one student' categorized able to reach university level and 29 students' are not at the threshold established by the Nation. As a result, individuals are still classified as having a low vocabulary and must enhance their vocabulary by studying the vocabulary of simplified reading books.

The researcher hopes that this research can guide them as references and use better techniques to conduct the next research..

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