

CHAPTER II

THEORITICAL REVIEW

A. The Nature of Vocabulary

1. A Word / Definition of Vocabulary Size

Vocabulary is a list or set words for particular language or a list or set of words that individual speakers of language might use (Hatch and Brown, 1995). It is the focus of language words that sounds and meaning interlock that is used to communicate with another, and it is a word that we arrange together to make sentences, conversations, and discourse of all kinds. It is also one of the materials which is studied in learning language by students of all levels in Indonesian students. They often speak, read, listen and write in English, so they have to master vocabulary enough.

A test of vocabulary size measures how many words a learner knows. It typically measures a learner's knowledge of the form of the word and the ability to link that form to a meaning. A receptive vocabulary size measure looks at the kind of knowledge needed for listening and reading. A receptive test measures whether learners can provide or choose a meaning when they see the form of the word. A productive measure looks at the kind of knowledge needed for speaking and writing, so it measures whether learners can provide a word form to express a meaning. In this study we are concerned with measuring receptive vocabulary knowledge, particularly the knowledge required for reading.

According to Bates and Goodman (1997) it is vocabulary knowledge which drives the development of grammar. In addition, vocabulary size is clearly linked to the acquisition of competence in reading (see for example Ouellette 2006; Snow, Tabor, Nicholson, Kurland 1995) and, in turn, to success in school (Biemiller & Boote 2006; Bornstein & Haynes 1998; Tymms, Merrell & Henderson 1997).

From the definition above, the writer concludes that vocabulary size is measures how a person's ability in doing the test vocabulary and with the holding of the test vocabulary is expected one can add words that they had not know before.

2. Types of vocabulary

Nation (1990: 29) has divided vocabulary in the specific reference, such a word.

- a). Respective Vocabulary : knowing a word involves being able to recognize it when it is heard (what is the sound like?) or when it seen (what does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to judge if the word form sound s right or look right.
- b). Productive Vocabulary: Knowing a word involves being able topronounce the word, how to write and spell it, how to use it in grammatical pattern along with the word in usally collocates with it, it also involves not using the word too often if it is typically a low freuency word and using it in a suitable situation usig the word to

stand for the meaning it represents and being able to think of suitable substitutes for the word if there are any.

From those types of vocabulary above, it can be concluded that types of vocabulary is always used in daily activity, such as reading, writing, listening and speaking.

B. Level of vocabulary size

The Vocabulary Size Test is designed to measure both first language and second language learners' written receptive vocabulary size in English. The test measures knowledge of written word form, the form-meaning connection, and to a smaller degree concept knowledge. The test measures largely decontextualised knowledge of the word although the tested word appears in a single non-defining context in the test.

Using Read and Chapelle's (2001) framework, the Vocabulary Size Test is a discrete, selective, relatively context-independent vocabulary test presented in a multiple-choice format. The test is available in monolingual and bilingual versions testing up to the 20th 1000 word level. Test-takers are required to select the best definition or translation of each word from four choices. The test is available in hard copy and computerised formats.

Table 1: Vocabulary sizes needed to get 98% coverage (including proper nouns) of various kinds of texts (Nation, 2006)

The goal of around 8,000 word families is an important one for learners who wish to deal with a range of unsimplified spoken and written texts. It is thus helpful to know how close learners are to this critical goal.

Initial studies using the test indicate that undergraduate non-native speakers of non European backgrounds successfully coping with study at an English speaking university have a vocabulary size around 5,000-6,000 word families. Non-native speaking PhD students have around a 9,000 word vocabulary.

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 highfrequency, mid-frequency, and low-frequency words.

The Vocabulary Size Test can be used to test both native speakers or non-native speakers. The general rule of thumb for predicting the vocabulary size of young native speakers is to take two or three years away from the age of the native speaker and multiplied this figure by 1000. So, an average 13 year old native speaker knows between 10,000 and 11,000 word families receptively ($13-2 = 11 \times 1000 = 11,000$). At any age level however, there may be a wide range of vocabulary sizes.

C. Criteria Assesment of Vocabulary Size

Score	Criteria
91- 100	Very Good
76-90	Good
61-75	Enough
51-60	Medium
< 50	Less

Based on the table, students who are able to do about the vocabulary test with the all answers correctly included in the very good category. Students who are able to do about the vocabulary test with the average approach all

answer correct included in the good category. Students who are able to do about vocabulary test with the number of the answer is quite a lot of included in the enough category. Students who are able to do about the vocabulary test with the number of the answer is not appropriate included in the medium category. Students who do the vocabulary test with the average all answer wrong included in the less category.

D. Aspect of Vocabulary Zise

1. Noun

Noun is a word that explain about a word that names people, places, things, events, or ideas.

2. Verb

Verb is a word that explain about word that conveys action, occurrence, or a state of being.

3. Adjective

Adjective is a word that modifies a noun or pronoun.

E. Basic Assumption / Hipotesa Vocabulary Size of Students in English Education Department

Vocabulary is an element of language that is essential in learning English. The user of language has to master it, because it is the basic component of language and no language exists without words. If we master many vocabulary, we will be able to communicate and express our idea easier.