

# Comparing English Vocabulary Level of D-III Culinary Management Class A and Class F Students of Bali International Institute of Tourism

*By Denok Lestari*

## Comparing English Vocabulary Level of D-III Culinary Management Class A and Class F Students of Bali International Institute of Tourism

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### Abstract

Vocabulary is one of the important skills that EFL students need to learn. This article aimed to discover the mastery level of vocabulary of the first-semester students at Bali International Tourism Institute. By implementing Nation's Vocabulary Level Test (VLT), consisted of 14 levels, this article analyzed the extent of vocabulary level in two classes, i.e. Class A (25 students) and Class F (24 students), at Culinary Management program. An analysis, to identify whether the vocabulary level in both classes were significantly different, was also conducted by applying SPSS. The findings showed that p value is  $.20 > 0.05$ , thus the difference was insignificantly on 0.05 probability.

### Keywords

EFL students, vocabulary mastery, Nation's VLT, SPSS

### INTRODUCTION

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385). Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury (2002, 2) states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words. Hornby (1995) defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". While Ur (1998) states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. There are two main methods to measure vocabulary size: "one is based on a sampling from a dictionary and the other is based on a corpus or a frequency list derived from a corpus" (Nation 2010, 363). For the first method, a sample of words is extracted from a dictionary and learners are tested on these words. Corpus-based studies, on the other hand, are drawn on language use and are useful to identify and test high frequency words; this type of test has been extensively used for non-native speakers whose proficiency is limited. Among the many studies carried out to measure the receptive vocabulary of learners, the focus will be on recognition/receptive vocabulary size tests. Receptive vocabulary research studies have been undertaken in several countries. Liu (2016) conducted a research using VLT to get the initial performance on their receptive vocabulary mastery. The participants were 108 freshmen in Jiangsu University of Technology, China. That study specifically examined the Chinese learners' performance on Vocabulary Levels Test (VLT) to the profiling of their textbook. Results showed that 81.48% of the participants had mastered the 2,000-word

level and the vocabulary of the textbook was within the vocabulary knowledge of the participants. Another research was conducted by Novianti, (2016) This study examined university students' vocabulary knowledge in Indonesia by using the Vocabulary Level Test (VLT). It also compared the receptive vocabulary size of students who obtained extra hours of English instruction with those who had not. The participants were 52 undergraduate students with more than half of the participants (n=27 or 52%) had joined an English course outside school. They were second year students of the English Education Programme in a college located in West Java, Indonesia. The results showed that their receptive vocabulary scores are lower than 2000 words and no significant difference was found between the students who had extra hours of English instruction and those who had not. Then it can be stated that even after they had gained extra hours of English instruction, their average vocabulary knowledge was still lower than the 1000 estimated word level in the VLT.

This research, similar with Liu (2016) and Novianti (2016) used the same instrument to gain perspective of the vocabulary mastery level of the participants, by administering VLT to two classes, i.e. first semester Class A (25 students) and Class F (24 students), at Culinary Management program, seeks to find out the vocabulary size of the participants at the first (1<sup>st</sup>) 1000 to the fourteenth (14<sup>th</sup>) 1000 levels. Then by comparing the participants' performance on VLT, The result of the mastery level of vocabulary of the first-semester students at Bali International Tourism Institute can be analyzed

### 40 METHODOLOGY

#### 2.1 Participants, Setting of Place and Time

The participants of this research are two groups of different classes, DIII Culinary Management first semester class A and class F students of Bali International Institute Of Tourism which consist of 25 participants from class A and 24 participants from class F with total of 49 participants. The test was given to the students and administered by the writer during their English period on Monday 3<sup>rd</sup> September 2018 for participants in class A and Tuesday 4<sup>th</sup> September 2018. The test was conducted for a period of 2 hours between the 15.00 p.m to 17.00 p.m.

## 2.2 Instrument and Data collection

In this research, the data was collected from a Vocabulary Level Test (VLT) 14,000 version by Paul Nation (1990). As stated by Nation, I.S.P. & Beglar, D. (2007). The 14,000 version containing 140 multiple-choice items, with 10 items from each 1000 word family level. A learner's total score needs to be multiplied by 100 to get their total receptive vocabulary size. To collect the data, the writer checked the participants' tests and analyzed the data using SPSS 22 then compared both classes performance on 14,000 VLT using T-Test to get the idea whether between two classes has any significant difference in their vocabulary mastery level.

## 41 RESULTS

### 3.1 VLT scores of class A

The participants have completed the 14,000 VLT with satisfactory results from 1<sup>st</sup> thousand to 14<sup>th</sup> thousand although the scores gradually decreased as the tests become harder each level. The 1<sup>st</sup> thousand works as a preliminary level to the following tests level as the words used are high frequency words and as the opposite, the 14<sup>th</sup> thousands works as the final level test as the words used are of those low frequency words. Table 1 shows the results of participants' scores from 1<sup>st</sup> to 14<sup>th</sup> thousand VLT, from the total of 25 participants the 1<sup>st</sup> thousand comes with the highest mean of 7.2 it means that out of 10 question the participants were able to answer 7 questions correctly while the lowest mean comes from 14<sup>th</sup> thousand with only 3 questions were answered correctly.

VLT	Minimum	Maximum	Sum	Mean
VLT1	3.00	10.00	180.00	7.2
VLT2	2.00	9.00	143.00	5.7
VLT3	3.00	10.00	168.00	6.7
VLT4	2.00	10.00	142.00	5.7
VLT5	1.00	10.00	142.00	5.7
VLT6	1.00	9.00	115.00	4.6
VLT7	1.00	8.00	105.00	4.2
VLT8	0.00	9.00	113.00	4.5
VLT9	1.00	8.00	92.00	3.7
VLT10	2.00	8.00	93.00	3.7
VLT11	2.00	8.00	111.00	4.4
VLT12	0.00	6.00	100.00	4.0
VLT13	2.00	6.00	95.00	3.8
VLT14	1.00	5.00	83.00	3.3

**Table 1** Frequency Statistics of class A

To find out the total receptive vocabulary size of the participants of class A, the total correct scores from 1<sup>st</sup> to 14<sup>th</sup> thousand with 140 questions must be multiplied by 100. The result can be seen from table 2

Participants	Av. Total score	RVS
1	92	9200
2	63	6300
3	78	7800
4	70	7000
5	72	7200
6	78	7800
7	62	6200
8	115	11500
9	77	7700
10	71	7100
11	61	6100

12	55	5500
13	75	7500
14	63	6300
15	72	7200
16	67	6700
17	65	6500
18	51	5100
19	43	4300
20	88	8800
21	55	5500
22	40	4000
23	52	5200
24	64	6400
25	53	5300

**Table 2** Total Receptive Vocabulary Size Class A

The table 2 above shows how many words the participants have mastered based from their VLT results, with the highest individual score of 115 means the participant's vocabulary receptive size is 115,000 word families.

### 3.2 VLT scores of class F

The counter part participants from class F have also completed their part on the 14,000 VLT with mediocre results. Table 3 shows the results of participants' scores from 1<sup>st</sup> to 14<sup>th</sup> thousand VLT, from the total of 24 participants the 1<sup>st</sup> thousand comes with the highest mean of 5.8 it means that out of 10 question the participants were able to answer 5 to 6 questions correctly while the lowest mean comes from 14<sup>th</sup> thousand with only 3 questions were answered correctly.

VLT	Minimum	Maximum	Sum	Mean
VLT1	2.00	9.00	137.00	5.7
VLT2	0.00	8.00	108.00	4.5
VLT3	2.00	9.00	126.00	5.3
VLT4	1.00	7.00	110.00	4.6
VLT5	0.00	6.00	79.00	3.3
VLT6	0.00	9.00	109.00	4.5
VLT7	1.00	7.00	89.00	3.7
VLT8	0.00	6.00	77.00	3.2
VLT9	0.00	6.00	69.00	2.9
VLT10	0.00	5.00	70.00	2.9
VLT11	1.00	5.00	77.00	3.2
VLT12	0.00	5.00	78.00	3.3
VLT13	0.00	6.00	68.00	2.8
VLT14	1.00	5.00	73.00	3.0

**Table 3** Frequency Statistics of class F

To find out the total receptive vocabulary size of the participants of class F, the same treatment was conducted on the VLT scores from the participants from class F. The total correct scores from 1<sup>st</sup> to 14<sup>th</sup> thousand with 140 questions must be multiplied by 100. The result can be seen from table 4.

Participants	Av. Total score	RVS
1	66	6600
2	54	5400
3	36	3600
4	68	6800
5	45	4500
6	39	3900
7	39	3900
8	33	3300
9	57	5700
10	79	7900
11	33	3300

12	45	4500
13	67	6700
14	65	6500
15	57	5700
16	59	5900
17	36	3600
18	56	5600
19	62	6200
20	60	6000
21	45	4500
22	63	6300
23	63	6300
24	43	4300

**Table 4** Total Receptive Vocabulary Size Class F

The table 4 above shows how many words the participants have mastered based from their VLT results, with the highest individual score of 68 means the participant's vocabulary receptive size is 68,000 word families.

### 3.3 Comparison VLT scores of class A and F

The scores were tabulated and analyzed using descriptive analysis to get the result of the descriptive statistics. Table 5 shows the mean difference of the participants from class A and class F on their 14,000 VLT.

Group	N	Mean	Std. Dev	Std. Error Mean
Class A	14	4.8000	1.20128	.32106
Class F	14	3.7786	.95931	.25639

**Table 5** Mean Difference of both classes.

It can be seen that the result of the participants performance of class A and B on the 14,000 VLT from the mean is slightly higher achieved by class A compares to class F, furthermore in order to get the assumption of how big the receptive vocabulary size of both classes, the average scores were taken and tabulated. Table 6 below shows the results of the participants' average word families they have mastered.

Group	Av. score	Total Word families	Percentage
Class A	67.28	6728	48%
Class F	52.92	5292	38%

**Table 6** Comparison of word families' mastery.

As can be seen on table 6 above, participants from class A have bigger word families mastery compared to participants from class F. Class A with average total score of 67.28 can be assume that the participants average receptive vocabulary size were 6,728 word families or 48% of total 14,000 VLT. On the other hand, the participants from Class F with average total score of 52.92 also can be assume only 5,292 word families mastery, 10% lower with only 38% receptive vocabulary size compared to Class A.

For the sake of the idea whether both classes have significant difference on their vocabulary mastery level, a T-Test analysis was conducted.

Levene's Test for Equality of Variances					t-test for Equality of Means				
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference				

.837	.369	2.486	26	.020	1.02143
		2.486	24.787	.020	1.02143

**Table 6** t-test result of both classes.

Table 6 above shows that p value is  $.20 > 0.05$ , thus the difference was insignificantly on 0.05 probability.

## 42 CONCLUSION

The aims of this research were to find out the average receptive vocabulary size of the participants from both classes and whether the results have significant difference.

From the result above it can be stated that from the participants of both classes achieved lower than 50% of the total 14,000 VLT. Which mean that the level of vocabulary mastery of the participants are low but slightly higher than average students in Indonesia as stated from the other researchers (Quinn, 1968; Barnard, 1963 as cited in Read & Nation, 1986; Abdullah, 2012) that vocabulary knowledge of university students in Asia is still inadequate and demonstrates a low level of vocabulary mastery.

## 43 STUDY LIMITATIONS

The main idea of this study is limited only to find out the average of total receptive vocabulary size and whether there is a significant difference of the participants result in comparison.

The participants were also limited to only 2 classes of A and F from Diploma III culinary management of Bali International Institute Of Tourism. They were chosen as they were convenient participants since the researchers were their own lecturers.

Further related research studies can be undertaken with a larger sample size and involving some higher departments and colleges/universities to compare the vocabulary word mastery in one region especially in Bali. Therefore, the results can be more convincingly comparable to other related studies from other regions in Indonesia or other countries.

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