

**GENDER DIFFERENCES OF VOCABULARY SIZE: A STUDY
ON BILINGUAL CLASSES OF SMP ISLAM RAUDHATUL
JANNAH PAYAKUMBUH**

THESIS

*Submitted as Partial Fulfillment of Requirements to Obtain the Bachelor of
Education (B.Ed) English Language Department*



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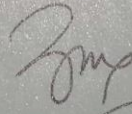
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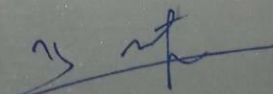


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
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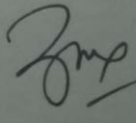
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ABSTRACT

Azzuhrah, Fatimmessiah. 2023. *Gender Differences of Vocabulary Size: A Study on Bilingual Classes of SMP Islam Raudhatul Jannah Payakumbuh*. A Thesis of English Department, Faculty of Language and Arts, Universitas Negeri Padang.

This study aims to find the gender differences of vocabulary size of bilingual classroom's students in SMP Islam Raudhatul Jannah Payakumbuh. This study used quantitative approach with descriptive-comparative design. The participants of this study were 94 students of bilingual class in SMP Islam Raudhatul Jannah Payakumbuh. The samples were chosen using purposive sampling. The data were collected using New Vocabulary Levels Test to measure the students' vocabulary size.

It was found that the vocabulary size of male students grade 7th, 8th and 9th were 2518.93 words, 3371.21 words, and 3381.94 words. While female students' vocabulary size fore grade 7th, 8th, and 9th were 2468.25 words, 2898.80 words, and 3842.59 words. There were no statistical significant differences found between the mean vocabulary size of male and female students grade 7th and 8th. The significant difference was found in vocabulary size difference of male and female students' in grade 9th.

It can be concluded that the vocabulary size of male and female students' were different and bigger than regular junior high school students. The significant difference of vocabulary size between male and female students was only found in grade 9th where female students possessed a bigger number of vocabulary size compared male students.

Key Words: *Bilingual Class, Gender Differences, Vocabulary Size*

ABSTRAK

Azzuhrah, Fatimmessiah. 2023. Perbedaan Jumlah Kosa Kata Antar *Gender*: Sebuah Studi di Kelas Bilingual SMP Islam Raudhatul Jannah Payakumbuh. Skripsi Jurusan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini bertujuan untuk menemukan perbedaan jumlah kosa kata antar *gender*. Penelitian ini menggunakan pendekatan kuantitatif dengan desain deskriptif-komparatif. Partisipan penelitian ini adalah 94 siswa kelas bilingual SMP Islam Raudhatul Jannah Payakumbuh. Sampel penelitian ini ditentukan dengan teknik *purposive sampling*. Data penelitian dikumpulkan dengan menggunakan New Vocabulary Levels Test untuk menghitung jumlah kosa kata yang diketahui siswa.

Dari penelitian ini, rata-rata jumlah kosa kata siswa laki-laki kelas bilingual adalah 2518,93 kata untuk kelas 7, 3371,21 kata untuk kelas 8 dan 3381,94 kata untuk kelas 9. Sedangkan untuk siswa perempuan, rata-rata jumlah kosa mereka berdasarkan urutan kelas adalah 2468,25 kata, 2898.80 kata dan 3842.59 kata. Tidak ada perbedaan signifikan secara statistik antara rata-rata jumlah kosa kata siswa laki-laki dan perempuan di kelas 7 dan 8. Perbedaan statistik signifikan ditemukan pada perbedaan rata-rata jumlah kosa kata siswa laki-laki dan perempuan di kelas 9.

Berdasarkan temuan penelitian, dapat disimpulkan bahwa rata-rata jumlah kosa kata siswa SMP, baik laki-laki maupun perempuan meningkat seiring dengan tingkat pendidikan. Ditemukan juga bahwa terdapat perbedaan rata-rata jumlah kosa kata pada siswa laki-laki dan perempuan, namun perbedaan signifikan secara statistik hanya ditemukan pada perbedaan rata-rata jumlah kosa kata siswa laki-laki dan perempuan di kelas 9 dengan siswa perempuan yang memiliki rata-rata jumlah kosa kata lebih besar. Siswa di kelas bilingual mengetahui lebih banyak kosa kata bahasa Inggris dibanding siswa SMP pada umumnya.

Kata Kunci: *Jumlah Kosa Kata, Kelas Bilingual, Perbedaan Gender*

CHAPTER 1

INTRODUCTION

A. Background of the Study

Vocabulary is frequently cited by English learners as one of their biggest challenges. It is troublesome because having a limited vocabulary can limit somebody's English understanding and expressions. Therefore, vocabulary is an aspect that serves the foundation of how well somebody could read, write, hear, and speak. Having a large vocabulary is important and surely beneficial in learning English. One of the keys for having an enormous number of vocabularies is by learning more vocabulary.

Learning vocabulary is a perpetual process that requires time and practice. Most of the time, learners simply think of vocabulary learning as a matter of memorizing L2 word lists. Therefore, learning English will be a process of learning equivalent L1 words for L2. To properly acquire English vocabularies, learners need to be discipline, spend time each day working on words they don't understand and put the words they encounter the most in the long term memory.

Only recently has the significance of vocabulary acquisition in learning new language been recognized. Previously, grammar and structure have always been valued as the most important matter to learn a new language. It is essential for a word to be understood before being used. This includes learning how to pronounce, spell and write a word after listening to it for the first time. Furthermore, knowing a word also

means knowing its use, form and meaning (Nation & Hunston, 2013). Therefore, knowing as many words as possible is essential in learning new language.

It is significant for language learner to know 2000-3000 most frequently use words to receive information through reading and listening (Kavanoz & Varol, 2019). Knowing 2000-3000 words is also generally important to perform effective English (Nation, 1990). Junior high school graduates in Indonesia are expected to know at least 2000 English words (Mustafa, 2019). Therefore, Indonesian junior high school graduates are expected to capable of reading simplified English texts well.

In terms of individual factors that influence how many vocabularies a learner has, gender factors received lesser attention compared to other factors. Other individual factors that influenced a learner's vocabulary size are age, educational stage, and period of learning English. The number of words a learner knows is the definition of vocabulary size (Read, 2000). There aren't many studies that assess vocabulary while paying special attention to gender difference. Even though there aren't precise trends shown by previous studies about gender influencing vocabulary, it is granted that there are differences in vocabulary test results caused by gender difference (Catalán, 2010). Therefore, looking further for the potential of gender relation with the number of vocabulary learners know is needed.

There are various EFL programs in Indonesia, one of which is bilingual program. In Indonesia, bilingual classes begin to exist since 2004. Bilingual class refers to where students are taught both in English and Indonesia for subjects other than English. Being in bilingual classroom extents students exposure to English and also enable them to learn various vocabulary. Therefore, student who studies in bilingual classrooms are supposed to master more vocabulary than students who do not.

The present study focus is on vocabulary size differences concerning gender at educational stages. There are already some researchers (Llach, 2012; Fernandez-Fontecha, 2014; Catro-Garcia, 2017) who conduct vocabulary tests to see the vocabulary size difference concerning gender. Llach & Gallego (2012) examined the importance of gender in receptive vocabulary acquisition for young Spanish students of EFL. Participant receptive vocabulary knowledge was tested using Schmitt's Vocabulary Level Test. The result shows that males and females receptive vocabulary knowledge increased across grades with female students gaining higher scores in the receptive vocabulary test. Fernandez-Fontecha (2014) also tested learners' receptive vocabulary size to see the effect of motivation and gender to receptive vocabulary size. The participants were 55 Spanish speaking EFL learners in the fifth grade of primary education. On the contrary with Llach's study, Fernandez-Fontecha reveals that the total estimated words known by the male students is higher than the female students due to higher intrinsic

motivation. Another researcher who is also looking for receptive vocabulary size differences concerning gender is Castro-García (2017). It states that the receptive vocabulary size of Costa Rican high school students in two distinct schools demonstrates that boys have a somewhat larger receptive vocabulary size than girls in both schools.

From the previous studies, male students tend to outperform female students in total number of words they know during high school. Female students start to acquire more vocabulary than male students during primary school. Middle school is the transition period from primary school to high school. Being in the middle, not included in either primary school or high school, the vocabulary size tendencies of middle school students have not been clearly established, whether it tends to resemble those of primary school or high school students. To fill the gap, a study on gender difference of vocabulary size is needed to be held for middle school students. In addition, most of the vocabulary studies in Indonesia are taking general EFL classroom as the participants. Therefore, this research is intended to see how vocabulary sizes differ across the level of grade for middle-schoolers' concerning gender in bilingual classroom as well as checking whether bilingual program could actually make students exceeds the curriculum expectation.

B. Identification of the Problem

Based on the background of study above, the researcher identifies several problems. The first problem is that there are not many studies

middle school students vocabulary size in Indonesia. Second, there is no clear distinction between male and female vocabulary size in middle school. It could lead to the probability that maybe the learning strategies do not fit both genders. Lastly, most of the studies about receptive vocabulary size in Indonesia are conducted in regular EFL classes when there are a many types of EFL classes exist here.

C. Limitation of the Problem

Resulting from the identification of the problem, the researcher limits this study only to compare receptive vocabulary size of male and female students of bilingual classes in SMP Islam Raudhatul Jannah Payakumbuh.

D. Formulation of the Problem

Is there any differences of vocabulary size between male and female bilingual students of SMP Islam Raudhatul Jannah Payakumbuh?

E. Research Questions

1. What are the receptive vocabulary size of male students in grade 7, 8, and 9 bilingual of SMP Islam Raudhatul Jannah Payakumbuh?
2. What are the receptive vocabulary size of female students in grade 7, 8, and 9 bilingual of SMP Islam Raudhatul Jannah Payakumbuh?

3. Is there any significant statistical difference between vocabulary size of male and female students in bilingual classes of SMP Islam Raudhatul Jannah Payakumbuh?
4. How do the receptive vocabulary sizes of students in bilingual classes differ across grades concerning gender?

F. Purposes of the Research

1. To determine the receptive vocabulary size of male students in grade 7, 8, and 9 bilingual of SMP Islam Raudhatul Jannah Payakumbuh.
2. To determine the receptive vocabulary size of female students in grade 7, 8, and 9 bilingual of SMP Islam Raudhatul Jannah Payakumbuh.
3. To determine the differences of vocabulary size of male and female bilingual students in SMP Islam Raudhatul Jannah Payakumbuh.
4. To find the differences of receptive vocabulary size across the level of grades concerning gender in bilingual classes of SMP Islam Raudhatul Jannah Payakumbuh.

G. Significance of the Research

Diagnostic vocabulary tests are important to be held. The reason is for the teachers to be able to choose appropriate learning materials considering the students' stage of vocabulary knowledge. Therefore, the result of this research is expected to be useful for teachers to be able to

choose proper learning materials and methods and help students with learning difficulties. This research is also intended to help future researchers who would like to conduct similar research.

H. Definition of Key Terms

1. Bilingual Education

Bilingual education is a type of educational program where students are taught academic content in two languages.

2. Receptive Vocabulary

Receptive vocabulary is vocabulary needed to understand language for reading and listening activity.

3. Vocabulary Size

Vocabulary size is a measurement for the number of words a learner knows.

4. Gender

Gender refers to the social roles played by men and women and the power relations between them.