

ABSTRACT

Endrawan, Antonius Rendy. 2007. *A Study on the Depth of Vocabulary Knowledge Acquired by the Third Semester Students of English Education Study Program of Sanata Dharma University.*

Vocabulary learning is central to language acquisition whether the language is a first, second or foreign. In the past years, vocabulary was often neglected in the language teaching and learning because it was thought that learners could learn it by themselves. Recently, the studies addressing the issues on second language vocabulary teaching and learning have got special attention. It could be seen from the flourish of experimental studies and materials development related to second language vocabulary teaching and learning. However, the studies mostly are focused on the measures of vocabulary sizes rather than on the depth of vocabulary knowledge (quality of learners' vocabulary knowledge) of specific words or the degree of such knowledge, on the growth of L2 lexicons and on the number of words gained or forgotten over time.

The present study is intended to study the depth of vocabulary knowledge acquired by the third semester students of English Education Study Program of Sanata Dharma University. It tried to answer just one research question: What is the depth of vocabulary knowledge acquired by the third semester students of English Education Study Program of Sanata Dharma University?

The research was a descriptive qualitative study. The participants of the research were the third semester students of English education study program of Sanata Dharma University. A test was conducted to gather the data. The participants were asked to give a self-report on the knowledge of the meaning of ten English verbs. The instrument used was the modified version of Vocabulary Knowledge Scale proposed by Wesche and Paribakht. Due to the large amount of data, only the meanings of five verbs were analyzed.

The results of the study showed that the depth of vocabulary knowledge of the students varies on every tested verb. It may confirm Jiang's statement that a learner's mental lexicon may contain second language vocabularies that are at various stage of development. The results of the study also showed that the students may no longer rely on the Indonesian translations equivalent in recognizing the meaning of the tested verbs indicating that they have built L2 lexical networks in their lexicon.

ABSTRAK

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Kosakata adalah suatu hal yang pokok dalam pengenalan bahasa baik itu bahasa ibu, bahasa kedua, ataupun bahasa asing. Dahulu kosakata sering diabaikan dalam pengajaran dan pembelajaran bahasa karena murid-murid dianggap bisa mempelajarinya sendiri. Baru-baru ini penelitian membahas isu tentang pembelajaran dan pengajaran kosakata bahasa kedua mendapatkan perhatian khusus. Ini bisa dilihat dari berkembangnya penelitian-penelitian dan pengembangan materi yang berhubungan dengan pengajaran dan pembelajaran kosakata bahasa kedua. Tetapi, penelitian-penelitian itu kebanyakan lebih difokuskan pada penghitungan *vocabulary sizes* daripada *depth of vocabulary* atau kualitas peangetahuan arti kosakata bahasa kedua.

Penelitian ini dimaksudkan untuk meneliti *depth of vocabulary knowledge* dari mahasiswa semester tiga, program study pendidikan Bahasa Inggris di Universitas Sanata Dharma. Penelitian ini mencoba menjawab satu rumusan masalah: Apakah *the depth of vocabulary knowledge* dari mahasiswa semester tiga, program studi pendidikan Bahasa Inggris, Universitas Sanata Dharma?

Penelitian ini termasuk dalam penelitian deskriptif kualitatif. Subjek penelitian ini adalah mahasiswa-mahasiswa semester tiga, program studi pendidikan Bahasa Inggris, Universitas Sanata Dharma. Untuk mengumpulkan data digunakan sebuah tes yang meminta subjek penelitian untuk memberikan self-report tentang pengetahuan dari arti sepuluh kata kerja Bahasa Inggris. Instrumen yang digunakan adalah modifikasi dari Vocabulary Knowledge Scale yang dibuat oleh Wesche dan Paribakht. Dikarenakan besarnya jumlah data, hanya arti dari lima kata kerja yang diteliti.

Hasil dari penelitian ini menunjukkan bahwa *depth of vocabulary knowledge* dari mahasiswa bervariasi pada setiap kata kerja. Hasil tersebut mungkin membuktikan pernyataan Jiang bahwa mental lexicon dari pelajar mungkin berisi kata-kata bahasa asing yang berada pada level perkembangan yang berbeda. Penelitian ini juga menunjukkan bahwa para mahasiswa mungkin tidak lagi bergantung pada persamaan kata dalam bahasa Indonesia untuk mengenali arti kata kerja yang di-tes-kan yang juga mengindikasikan bahwa mereka sudah mempunyai *L2 lexical network*.