DESIGNING A VOCABULARY SIZE TEST
FOR THE FOURTH-YEAR ELESP STUDENTS OF SANATA DHARMA UNIVERSITY

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Riyo Irfan Subrata
Student Number: 121214151

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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Approved by

Advisor
Agustinus Hardi Prasetyo, S.Pd., M.A.

15 July 2016
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Defended before the Board of Examiners on 25 July 2016 and Declared Acceptable

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Chairperson: Yohana Veniranda, M.Hum., M.A., Ph.D.
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Yogyakarta, 25 July 2016
Faculty of Teachers Training and Education
Sanata Dharma University
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Rohandi, Ph.D.
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I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 25 July 2016

The Writer

Riyo Irfan Subrata
121214151
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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Nama : Riyo Irfan Subrata
Nomor Mahasiswa : 121214151

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Dibuat di Yogyakarta
Pada tanggal: 25 Juli 2016

Yang menyatakan

Riyo Irfan Subrata
ABSTRACT

Subrata, Riyo Irfan (2016). Designing a Vocabulary Size Test for the Fourth-Year ELESP Students of Sanata Dharma University, Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Measuring vocabulary size is really important as it affects the ability to perform in English skills. However, ELESP does not have a standardized test to measure it, especially for fourth-year students prepared for global workforce. This research aims to elaborate the steps of designing and to present the form of vocabulary size test for the fourth-year ELESP students. Research and Development (R & D) method was used by applying Kemp’s instructional design model. There were 3 steps used in designing the test: (1) observing learners characteristic by administering Nation’s vocabulary size test to find out the students’ current vocabulary size and to determine the features of the designed test, (2) developing test by implementing Nation’s specifications for making the test, namely sampling the words for the items, making the stem, writing the choices, and the order of the items in the test, and (3) evaluating instrument by conducting expert validation. The designed test used the meaning-in-context type of multiple-choice question format. There were 100 test items, with 10 items from each level, which were taken from General Service List (GSL) consisting of 2284 word families. It was also provided with answer sheet and answer key to facilitate test administration.

Keywords: test, design, vocabulary size, the fourth-year ELESP students
ABSTRAK

Subrata, Riyo Irfan (2016). Designing a Vocabulary Size Test for the Fourth-Year ELESP Students of Sanata Dharma University. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Mengukur besaran kosakata sangatlah penting karena hal tersebut mempengaruhi kemampuan untuk melakukan keterampilan bahasa Inggris. Namun, PBI tidak memiliki tes standar untuk mengukurnya, terutama untuk mahasiswa tingkat akhir yang dipersiapkan untuk tenaga kerja global. Penelitian ini bertujuan untuk menguraikan langkah-langkah dalam merancang dan menyajikan bentuk tes besaran kosakata untuk mahasiswa PBI tingkat akhir. Metode Research and Development (R & D) digunakan dengan menerapkan model desain instruksional dari Kemp. Ada 3 langkah yang digunakan dalam merancang tes: (1) mengamati karakteristik mahasiswa dengan memberikan tes besaran kosakata yang dibuat oleh Nation untuk mengetahui besaran kosakata siswa saat ini dan menentukan fitur-fitur dari tes yang dibuat, (2) mengembangkan tes dengan menerapkan spesifikasi dari Nation untuk membuat tes, yaitu mengambil sampel kata, membuat kerangka, menulis pilihan, dan mengurutkan item tes, dan (3) mengevaluasi instrumen dengan melakukan validasi oleh ahli. Tes yang dirancang adalah menggunakan jenis makna dalam konteks dengan format pertanyaan pilihan ganda. Ada 100 item tes, dengan 10 soal di setiap tingkat, yang diambil dari General Service List (GSL) yang terdiri dari 2.284 kata. Tes ini juga dilengkapi dengan lembar jawab dan kunci jawaban untuk memfasilitasi pengerjaan tes.

Kata kunci: test, design, vocabulary size, the fourth-year ELESP students
ACKNOWLEDGEMENTS

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I would also like to thank the experts who were involved in the expert validation for this research project: Dr. Emanuel Sunarto, M.Hum., Mega Wulandari, S.Pd., M.Hum., and Drs. Barli Bram, M.Ed., Ph.D. Without their passionate participation and input, the expert validation could not have been successfully conducted.

Finally, I must express my very profound gratitude to my parents, my classmates, my friends and to my partners, Kadek Wardana and Ardhi Cahyanto, for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this thesis. This accomplishment would not have been possible without them.

Riyo Irfan Subrata
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CHAPTER I
INTRODUCTION

This chapter is divided into 6 parts. First, background of the study part covers the reason why the research is worth conducted. Second, problem formulation part explains questions that will be discussed. Next, problem limitation part contains the scope of the research. Then, research objectives part reveals the purposes of conducting the research. Next, research benefits part elaborates the contribution of the research for some parties and the development of knowledge. Lastly, definition of terms part defines specific and important key terms to avoid misunderstanding and wrong interpretation of this study.

A. Research Background

The importance of vocabulary knowledge in mastering a second language is becoming the main focus in second language research literature (Milton, 2009). It has a big role to the ability to perform in a foreign language, especially in the four language skills of reading, writing, listening and speaking (Milton, 2013). This awareness has been developing along with the idea of vocabulary knowledge concerning more than simply knowing the meaning of words. Vocabulary knowledge is described in the research literature as a rich and complex construct (Read, 2000, as cited in Lemmouh, 2010).

One of the aspects contributing the vocabulary knowledge is vocabulary size. It is the total number of words learners know regardless of how well they
know them (Ishii, 2005). Some research has proven that receptive skill on vocabulary size has consistently higher results than productive skill since the test takers get better score on it (Laufer, 1998; Laufer & Goldstein, 2004). According to Read (2000), receptive (passive) knowledge is the knowledge of learners in comprehending the input (recognition). In other words, learners are able to perceive the form of the word and retrieve its meaning or meanings. Listening and reading are the activities associated to this knowledge.

Some research on receptive vocabulary size of EFL learners has been conducted. Nurweni and Read (1999) tested a large sample of Indonesian university students on the 2000 most frequent words in English in addition to the 800 words in the University Word List (UWL). Then, Barrow, Nakashimi, and Ishino (1999) investigated Japanese college students on the 4000 most frequent words sampled from the Japan Association of College Teachers (JACET) ‘4000 Basic Words’ word list. There was also research on designing test for measuring receptive vocabulary size. The Receptive Vocabulary Levels Test (RVLT) is the test designed by Schmitt, Schmitt, and Clapham (2001) based on the word frequency data in Thorndike and Lorge’s (1944) list. It consists of items testing words at various levels of frequency (the first 2,000 words, 3,000 words, 5,000 words and 10,000 words) and the Academic Word List (AWL). Another is from Nation and Beglar (2007). They created Vocabulary Size Test (VST) to investigate non-native speaker’s vocabulary size. The test items were taken from fourteen 1000 British National Corpus (BNC) word lists developed by Nation (2006).
Since they were purposed to measure the level of learner’s vocabulary size, both RVLT and VST were arranged to some levels of word list. This background knowledge leads into this present study. Since English Language Education Study Program (ELESP) of Sanata Dharma University is a department in which English becomes the major subject, it is important to know how much vocabulary size the students have. The ability of students to use vocabulary can be pictured from their tasks. It shows how well they know and implement the words in accordance with the context of sentences. Then, the lecturers can analyze their vocabulary size and evaluate the quality of student’s tasks in order for the students to reach vocabulary they should master. The lecturers in the same time can also improve the way they teach the students by adjusting the teaching method, assessments, and learning media to guide the students to reach a certain level of vocabulary. These things will affect the study program to be better in the next following semester. However, until now, ELESP does not have a standardized test to measure vocabulary size. In addition, it also has not been found yet a vocabulary size test for specific semester. Both RVLT and VST are not designed for a specialized level of student. Therefore, designing a test to measure the student’s vocabulary size is something urgent and needed.

Looking at the benefits and urgency, the researcher decided to design a vocabulary size test for the fourth-year students. The reason for choosing these students is to give useful information for the study program about teaching practices, students’ ability, and learning outcomes after 4 years studying. Another reason is that the students are prepared for the global workforce since English is a
basic skill which must be mastered for functioning in the global society (Graddol, 2006). Designing vocabulary size test is also appropriated to be applied since the students are writing their thesis or final paper in which the ability to use vocabulary is important. The main objective of designing this test is to diagnose the state of the student’s vocabulary size. Diagnostic test is a test to measure students’ understanding of a subject area or skill base. Later, the lecturers are able to determine goals and take actions for the students to reach vocabulary size that they have to acquire.

To accomplish the purpose of the test, the researcher will design the test in line with the characteristic of the students and the courses they have taken. Therefore, the form of the questions will have contextualized items. As seen in the RVLT and VST, there will be some levels of words that need to be answered. The levels are meant to measure the size of vocabulary from high-frequency words to low-frequency words. The features contained in the test are also adjusted to the purpose of the test. Therefore, the test will be appropriate to be applied for the students.

B. Research Problems

From the background stated above, the research questions are formulated as follows:

1. How is a vocabulary size test for the fourth-year ELESP students designed?
2. What does a vocabulary size test for the fourth-year ELESP students look like?

C. Problem Limitation

In this study, the researcher only focuses on designing receptive vocabulary size test. The test is only intended for the fourth-year ELESP students. Therefore, the test is adjusted to the characteristics of the students.

D. Research Objectives

Based on the problem formulation, the research is intended for two goals. First, the research will elaborate the steps of designing the vocabulary size test. Second, the research will present the form of vocabulary size test which is suitable for the fourth-year ELESP students.

E. Research Benefits

There are some advantages of conducting this study. They are stated as follows:

1. For the Researcher

This research gives an opportunity to improve the ability to develop educational products. It also trains the critical thinking and creativity of researcher in dealing with problems around.
2. **For the Students**

This research can help the students find out the current ability of their English vocabulary and compare to other students’. The students can also have self-reflection to decide steps they take to improve their ability.

3. **For the Lecturers**

The information provides students’ learning outcomes. This is useful for them to reflect on their tasks to students, teaching method, assessments, and learning media from learning process. Therefore, the lecturers can improve their quality in teaching.

4. **For the Study Program**

The vocabulary size test, which is the product of the research, is actually a great opportunity for the study program to measure vocabulary size of ELESP students. The information from the test enables the study program to evaluate and boost the service. Thus, the study program can perform better.

5. **For Future Researchers**

The research can be used as references for conducting research in relevant with the topic.

**F. Definition of Terms**

1. **Vocabulary Size**

Vocabulary size is divided into receptive and productive distinction. However, in this study, only receptive knowledge is discussed. According to
Laufer and Goldstein (2004), receptive vocabulary size means the learners are supplied with L1 words and they need to choose the meaning of the words.

2. **The fourth-year ELESP Students**

ELESP is one of study programs in Sanata Dharma University. This study program has English as the main subject that is taught to the students. In this semester, most of the students take a few courses. Thus, it is common for them not to go to campus. All the fourth-year students are writing a thesis or final paper. They are from batch 2012. Some of them are either still taking *Program Pengalaman Lapangan* / Internship Program or Service Program Design (SPD) course. Their age is in a range between 22-23 years old.

3. **Instructional Design**

Instructional design is a systematic approach to implementing the instructional design process for a specific educational initiative (Morrison, Ross, & Kemp, 2004). The model used in this study is Kemp’s model. It consists of nine elements arranged in a continuous cycle in a form of an oval shape.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses the theories underlying the study which are used to answer the problem questions. It is divided into two parts, namely theoretical description and framework. Theoretical description elaborates the theories from experts used in this study. Later, the theories are the references for making the framework.

A. Theoretical Description

1. Vocabulary Testing

In order to be able to design a vocabulary size test for learners, the tester needs to know the kinds of vocabulary for them. Nation (2008) argues that high frequency and low frequency vocabulary are important in this case. High-frequency words occur very frequently in formal and informal uses of language, in spoken and written form, in novels, conversation, newspapers, and academic texts (Nation, 2008). These words consist of around 2,000 word families composed of 169 function words and 1831 content words.

Before discussing low-frequency words, the tester has to look at the special purpose of the test. For education field, academic words need to be acquired by the learners. These words are not included in the most frequent 1,000 or 2,000 words but are used in the specialized area. Next, technical words are more specific compared to academic words. These words are very common in one
particular area, such as the vocabulary of linguistic, literature, or education. Nation (2008) says that the running words in most technical texts contain at least 20% technical words. The words probably “range in size from around 1,000 words to 5,000 words depending on the subject area” (Nation, 2008, p.10).

The last group of words must be known by the learners is low-frequency words. The low-frequency words make up the biggest and most diverse group of words. They include (1) words that are not quite frequent or wide range enough to be high-frequency words, (2) technical words from other areas, and (3) words that just occur rarely. Nation (2008) elaborates that L2 students at least have to acquire a vocabulary of low-frequency words around 20,000 word families over 100,000 word families. These groups become the concern of measuring vocabulary size since it measures high-frequency words to low-frequency words. Next, the researcher will talk about the vocabulary size.

2. Vocabulary Size

It is generally recognized within L2 vocabulary research that a definition of vocabulary knowledge should at least comprise two dimensions, breadth and depth of vocabulary knowledge (Read, 2000; Nation, 2001). Vocabulary size is categorized as breadth dimension. It is the number of words for which a learner has at least some minimum knowledge of meaning.

a. Receptive and Productive Distinction

According to Read (2000), there are two different ways of defining receptive (passive) and productive (active) knowledge. One way of distinguishing
reception and production is by defining the former as recognition and the latter as recall. Another way of distinguishing reception and production is by perceiving the difference in terms of the contrast between comprehension and use.

Passive knowledge is associated with comprehension in listening and reading and implies that the learners are able to comprehend the input (recognition). It means that they are able to perceive the form of the word and retrieve its meaning or meanings. Active knowledge is associated with the use in speaking and writing and implies that learners can retrieve the appropriate spoken or written word form of the meaning that they want to express (recall) (Read, 2000; Laufer & Goldstein, 2004).

b. How Many Words Learners Need to Know

For academic settings, the students are required to master specialized vocabulary to support their performance on spoken and written tasks. Thus, there is a certain number of words that students should have. A great deal of research has been conducted to determine what kind of lexical coverage a learner needs to obtain sufficient comprehension of a text. In the research literature, there are mainly two overall types of texts that have been investigated. One is non-academic texts representing everyday language use, such as reading a novel or watching a TV program. The other is academic texts representing the type of texts a learner might encounter when studying English or through the medium of English at the university.

Francis and Kucera (1982, as cited in Nation & Warring, 1997) have found the correlation between the vocabulary size and text coverage in written discourse.
It is stated that around 2,000 words are needed to reach 80% text coverage of written text. It means that students knowing high-frequency words have been able to know 80% of the words in a text. The vocabulary size and text coverage are shown in the table 2.1.

Table 2.1 Vocabulary Size and Text Coverage in Written Discourse (Francis & Kucera, 1982)

<table>
<thead>
<tr>
<th>Vocabulary size</th>
<th>Text coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>72.0%</td>
</tr>
<tr>
<td>2000</td>
<td>79.7%</td>
</tr>
<tr>
<td>3000</td>
<td>84.0%</td>
</tr>
<tr>
<td>4000</td>
<td>86.8%</td>
</tr>
<tr>
<td>5000</td>
<td>88.7%</td>
</tr>
<tr>
<td>6000</td>
<td>89.9%</td>
</tr>
<tr>
<td>15,851</td>
<td>97.8%</td>
</tr>
</tbody>
</table>

However, Hirsh and Nation (1992) find that the most frequent 2,000 words do not provide adequate coverage for pleasure reading. They suggest that learners need to have a vocabulary size of around 5,000 word families. Laufer (1992) also has the same opinion that students need to be familiar with 95% of the words in a text (i.e., 95% text coverage) for unassisted reading. It indicates that a vocabulary size of 5,000 word families would be required to read texts written for native speakers. However, Nation (2006) suggests that the vocabulary needs to gain 98% coverage in various kinds of written texts, including proper nouns. Further, independent comprehension based on knowing 98% of the words in a text shows that the knowledge of 8,000 to 9,000 word families is needed for comprehension of written texts such as newspapers and novels, and 6,000 to 7,000 for spoken texts such as lectures and movies (Nation, 2006).
Webb and Rodgers (2009) suggest 5,000 to 9,000 word families provide 98% coverage of television programs in different genres. Depending on whether the goal is 95% or 98% text coverage, the threshold vocabulary size for using the language effectively in a broad range of contexts could range between 5,000-8,000 words.

c. Measuring Vocabulary Size

As stated in Chapter 1, this study only focuses on receptive vocabulary size. There was some previous research on measuring receptive vocabulary size. Two of them were dealing with the test design, namely Receptive Vocabulary Level Test (RVLT) and Vocabulary Size Test (VST).

1) Receptive Vocabulary Level Test (RVLT)

RVLT (Nation, 1983, as cited in Schmitt et al., 2001) is the test based on the word frequency data in Thorndike and Lorge’s (1944) list. It consists of items testing words at various levels of frequency: the first level 2,000 words, the second level 3,000 words, the third level 5,000 words and the fourth level 10,000. The fifth level is from the Academic Word List (AWL). The total of test items is 150 items in which there are 30 items in each level. The words are randomly selected from the lists and the test scores indicate the proportion of the total number of words at each frequency level the learner knows. For each item, three

### Table 2.2 Vocabulary Sizes to Get 98% Coverage in Various Kinds of Written Texts

<table>
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<th>Texts</th>
<th>98% Coverage</th>
<th>Proper Nouns</th>
</tr>
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<tbody>
<tr>
<td>Novels</td>
<td>9,000 word families</td>
<td>1-2%</td>
</tr>
<tr>
<td>Newspapers</td>
<td>8,000 word families</td>
<td>5-6%</td>
</tr>
<tr>
<td>Children’s movies</td>
<td>6,000 word families</td>
<td>1.5%</td>
</tr>
<tr>
<td>Spoken English</td>
<td>7,000 word families</td>
<td>1.3%</td>
</tr>
</tbody>
</table>
words are required to be selected from a group of six in order to match them with a corresponding paraphrase (Schmitt et al., 2001). The example of the test item is shown below:

1. business  ____ part of a house
2. clock  ____ animal with four legs
3. horse  ____ something used for writing
4. pencil
5. shoe
6. wall

The levels are supposed to reflect different learning objectives with the 2,000 and 3,000 levels representing high frequency vocabulary needed to function effectively in English. The 5,000 level represents the upper limit of low frequency vocabulary worth spending time on in class. The AWL level comprises words necessary to read academic texts at the university level. Lastly, the 10,000 word level contains the more common low-frequency words (Read 2000).

2) **Vocabulary Size Test (VST)**

Nation and Beglar (2007) developed VST in which the frequency count of the test items is based on fourteen 1000 British National Corpus (BNC) word lists (Nation, 2006). The test has 14 clusters. Each cluster is representing a 1000-word frequency band and containing ten items which represent 100 words within that frequency band. Thus, the test consists of 140 items. The test is using multiple-choice format and the tested words are in the form of a short non-defining context. The example of the test item is shown below:
Azalea: This azalea is very pretty.

a. Small tree with many flowers growing in groups
b. Light material made from natural threads
c. Long piece of material worn by women in India
d. Sea shell shaped like a fan

VST has a different goal compared to RVLT. It measures the receptive vocabulary size of a non-native learner. Then, it is more about a proficiency measure. The test would like to see whether the learner has enough vocabulary in performing certain tasks which cover 98% text coverage (Nation, 2006). There is no AWL in the test. It is already fused into 1st 1000 until 10th 1000 cluster. To measure the total of vocabulary size, the learner’s total score needs to be multiplied by 100 (Nation, 2012).

d. Sources of Word Frequency

There are a number of commonly used sources of word frequency. The General Service List (GSL) developed by West (1953) contains a list of high-frequency words which contains about 2000 basewords. It covers around 80% of all words in written texts (90% of words in spoken English). It was used as the basis of EFL course books, dictionaries, and graded readers for many years. This list is also important for anyone using the AWL (Academic Word List). The fact is that some words from GSL were compiled to AWL.

Two other sources of word frequency are Thorndike and Lorge’s and Kucera and Francis’ list (Lemmouh, 2010). Although these word frequency lists are outdated, they have been widely used as sources of word frequency data for a number of currently employed vocabulary size tests. Bauman and Culligan (1995) adapted the GSL and ranked the word families in frequency order. They added
some words and ended up with 2284 words. A more up-to-date source of word frequency data is Nation’s (2006) fourteen 1000 British National Corpus (BNC) word lists which contain the 14 thousand most common word families in the BNC corpora.

There are also two other word lists that have been used as word sample sources for both vocabulary size and depth tests that are not frequency based. These are the University Word List developed by Xue and Nation (1984, as cited in Schmitt et al., 2001) and the Academic Word List (AWL) developed by Coxhead (2000, as cited in Nation, 2008). Both are lists of vocabulary items common in academic texts. The newer AWL has replaced the UWL as the standard list of academic words. It consists of 570 word families divided into 10 groups. This list makes up 8.5% - 10% of the running words in academic texts.

3. How to Make a Good Vocabulary Test

The decision on which format(s) to use will be the key to successful vocabulary assessment. When selecting a format, the tester must take three main issues into account. First, the idea of test validity needs to be taken into consideration. Content validity is the idea that it tests what it wants to measure. Nation (2008, p. 153) argues that “the knowledge and skills learners use to take the test are as close as possible to the knowledge and skills involved in the vocabulary knowledge being measured”. It means that the test must be in accordance with the level of the learners. It will also be more valid if the test-takers do the test seriously without cheating.
Other cornerstones of testing, namely practicality and washback, should also be taken into consideration. From a practicality standpoint, the test should not take a long time to make and take the test (Nation, 2008, p. 154). The selected formats must be easy to mark and give results that are easy to interpret. The formats that he chooses should also have a positive washback effect on teaching and learning. Or as Nation (2001) puts it “answering the item should provide useful repetition of the vocabulary and perhaps even extend learners’ knowledge” (p. 373).

When deciding on the number of items to include, it is important to understand the concept of test reliability. Reliability refers to the degree of consistency of test scores. In general, the more items on a test, the more reliable it is considered to be. As far as vocabulary tests are concerned, Nation (2001) recommends a minimum of 30 items for a reliable vocabulary test. As far as an upper limit on the number of items on a vocabulary assessment, there is no suggested number put forward in the literature. However, the fatigue factor should be taken into account and teachers should use common sense when constructing vocabulary assessments. The number of items the tester includes will also depend on a certain extent on the format the tester chooses. When selecting test formats, the tester should select only those that students have had experience with. “Students should never have to encounter a new format in a testing situation (Nation, 2008, p. 153)”. There are two common formats for assessing receptive vocabulary. They are multiple-choice questions and matching.
a. Multiple-Choice Question (MCQ) Format

Multiple-choice question format is one of the most common formats in professionally-developed language tests. They are widely used to assess learning at the recall and comprehension levels (Coombe, Folse, & Hubley, 2007, as cited in Coombe, 2011). The form takes many forms but their basic structure is stem and response options, which include the key or correct answer and the distractors or incorrect responses. The learner must then identify the correct or best response choice. The learners construct meaning through dependence on the context clues that are provided in the stem. Sometimes more than one sentence stem is needed for beginning level students. There are four main advantages associated with this format. First of all, they are very reliable because, if written well, there is only one correct answer. Another advantage is they are quick and easy to mark and thereby deemed very practical from a teacher’s perspective. Versatility is another advantage, as it can be used to assess knowledge at various levels from beginning to advanced. A final advantage is that students from most parts of the world are familiar with the format.

According to Read (2004, as cited in Coombe, 2011), a number of guidelines must be followed in writing effective MCQ stems. First, the stem should provide as much context as possible. He recommends a stem of one to two sentences or a context of between 10-20 words. The blanks in the stem should be of a uniform length. Grammatically, the stem should consist of one or two simple declarative sentences, without a subordinate clause (Read, 2004, as cited in Coombe, 2011). When using two sentence contexts, the sentence which does not
contain the blank should provide contextual clues as to the meaning of the word being tested. Most importantly, however, the stem should present the word in a ‘natural, authentic’ semantic and grammatical context.

All distractors should be the same part of speech as the word being tested. The exception to this rule, of course, is if the tester is testing word forms. In general, they should come from the same frequency level as the word being tested (i.e., first 1,000, second 1,000 or AWL). The selected distractors should not be related to tested word in terms of meaning. In other words, the distractors should not be ambiguous. This format can assess vocabulary knowledge in some ways, including: synonym, definition recognition, meaning in context, and odd one out (Coombe, 2011).

1) Synonym Recognition

In this test, students are asked to choose the similar word with the target word, for example:

The teacher was *furious* when she heard the students talking during the test.

a. Angry  
b. Calm  
c. Happy  
d. Delighted

From the question above, the correct answer is angry (C). It is because the word “furious” has the same meaning with “angry”.

2) Definition Recognition

In this test, students are asked to identify the definition of the target word, for example:
She is someone I absolutely adore.

a. Give a round of applause to
b. Feel attraction for
c. Am revolted by
d. Disapprove of

From the question above, the definition of adore is feel attraction for. Therefore, the answer is (B).

3) Meaning In Context

In this test, the students are asked to find the best answer to complete the blank word, for example:

The townspeople were ______ by the typhoon that hit their coastline. Everyone had to move to a new area.

a. Minimized
b. Violated
c. Displaced
d. Rewarded

The sentence should read, “The townspeople were displaced by the typhoon that hit their coastline. Everyone had to move to a new area”. Therefore, the answer is (C).

4) One Odd Out

In this test, the students are asked to choose one of four words that is different from the other three choices, for example:

One of four words or idioms is different from the other three. Circle the letter of your choice.

a. Construction
b. Electrician
c. Decorator
d. Surveyor
The answer of the question above is construction (A). It is because the option B, C, and D refer to “person”. The option A refers to “thing”.

b. **Matching Format**

Matching questions usually present the test takers with two columns of information. Their task is to find the matches between the two columns. Items in the left-hand column are called premises and the items in the right-hand column are called options. Coombe (2011) argues that the tester must include more options than the premises. The options are also shorter than the premises. Both options and premises are in the one theme. The example is shown below:

| 1. When you are introduced to someone new. | a. I’m sorry |
| 2. To apologize to someone. | b. Stop it |
| 3. You don’t know the answer to a question. | c. Nice to meet you |
| 4. When you are joking with someone. | d. I’ve got it |
| | e. I’m just kidding |
| | f. I give up |

After discussing things that need to pay attention to the format of the test, Nation (2012) explains the specific steps in designing the test.

4. **Procedures in Designing Vocabulary Size Test**

Nation (2012) elaborates the specifications for making Vocabulary Size Test (VST). There are 5 important steps that he explained. Each step is described below:

a. **Sampling the Words for the Items**

The items in the test are representing the various frequency levels of word families that occurred in the British National Corpus according to Bauer and
Nations (1993 as cited in Nation 2012). Because the goal of the test is to measure total vocabulary size, the test should measure frequency levels beyond the test-takers' likely vocabulary size. Ten items per level are taken to be the samples of test items. It is expected that the scores will decrease by the levels and the total score for the test is what matters.

b. Making the Stem

The test uses a stem plus a 4 choice in multiple-choice format. The item stem consists of the word followed by a very simple non-defining sentence containing the word. The non-defining sentence has the roles of (1) indicating the part of speech of the word, (2) limiting the meaning of the word where words may have a homograph or very different senses, and (3) slightly cueing the meaning by presenting an example of use. The words represented by distractors should fit sensibly within the stem.

c. Writing the Choices

The distractors are the same part of speech as the correct answer, and in most cases the distractors are the meanings of words from around the same 1,000 word frequency level as the correct answer. The occurrence of the correct answers is roughly spread evenly across the four choices of a, b, c, d. Because of its focus on vocabulary, sitting the test should require very little knowledge beyond vocabulary knowledge and reading skill. Thus, the choices must be written in a much easier language than the tested word.
d. The Order of the Items in the Test

The items in the test are usually arranged in frequency order. The frequency order may lead learners to give up during the later levels, so it is probably better to mix the levels, with higher frequency words appearing through the whole test. Such an order is more likely to maintain engagement with the test.

e. Piloting

Piloting the test can be done by getting applied linguists who are native speakers of English to individually read and comment on the test. It is replacing the target word with the nonsense word, getting a test-wise native speaker to try to choose the correct answer, and running the tests through the Range program to check the frequency levels of words used in the contexts and choices.

Since the test is designed to the fourth-year ELESP students, it is important to know the description of these students. It is useful to determine the format of the test for them.

5. The Fourth-Year ELESP Students

English Language Education Study Program is a department where English is used as the main language in all subjects. The fourth-year ELESP students are the students who are supposed to be in the last semester of studying in ELESP. They are from batch 2012. They have taken Basic English skill courses (reading, listening, writing, and speaking), linguistic courses (sociolinguistic, morphology, etc.), literature courses (drama, poetry, etc.). Since they are prepared to be educators, they also learn teaching courses (school management, micro
teaching, etc.). In the last semester, they are usually taking Service Program Design (SPD) course, *Program Pengalaman Lapangan* / Internship Program, and writing their thesis or final paper. There are around 170 students. Their age is in a range between 22-23 years old.

**B. Theoretical Framework**

Since ELESP does not have a standardized test to measure vocabulary size students have, the researcher decided to design vocabulary size test, especially for the fourth-year students. To answer the first question about how the test is designed, the researcher uses the theories of specifications for making vocabulary size test from Nation (2012) and instructional design model by Kemp. The theory from Nation (2012) is used to elaborate the steps of designing the vocabulary size test. These steps are integrated into Kemp’s model which will be explained in the next chapter. Kemp’s model offers the big framework of designing the test. It explains the stages from planning the test until evaluating the test.

To answer the second question about the form of the test, the researcher uses the theories of test features by Nation (2008) and test format by Coombe (2011). Nation (2008) clearly states three features that are useful in evaluating a vocabulary test, namely validity, reliability, and practicality. Those features are important in determining elements in the test, such as the number of test items, test format, and test level. They will also become points that include in the evaluation of the design test. Coombe (2011) really digs deeper into the test
format, especially multiple-choice question format. Her theory is used to determine the type of test format which is suitable for the fourth-year students.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the reasons for choosing the method and analyzing the data in the research. It is divided into six parts. It describes research method, setting, participants, instruments and data gathering technique, data analysis technique, and research procedure.

A. Research Method

The aim of this research is to design educational products, in this case a vocabulary size test. Therefore, Research and Development (R & D) method was used in this research by applying instructional design model from Morrison, Ross, and Kemp (2004). Instructional Design Model is visualized representations of an instructional design process, showing the main elements in order to create a product. Kemp’s model is most useful for large-scale products involving groups of people and multiple resources. The approach of this model is based on the learner’s perspective than content. The oval shape of Kemp model gives the designer the sense that the design and development process is a continuous cycle that requires constant plan, design, development and assessment to insure effective instruction. The model is systemic and nonlinear and seems to encourage designers to work in all areas as appropriate. Thus, this model is flexible and adaptable for the designers to suit their own needs.
From the figure 3.1, there are nine core elements which construct this model. Each element is explained below:

1. **Instructional Problems**

   The first element is identifying the instructional problems and specifying relevant goals of an instructional course. This includes what the students need to learn or the skills needs to acquire.

2. **Learner Characteristics**

   The focus of the second element is examining learner’s characteristics based on instructional decisions. This phase is on the learning styles and needs of students associated with relevant tasks, topics, and procedures.

3. **Task Analysis**

   The third element is identifying subject content and analyzing task components related to stated goals and purposes. It is a very important element
because it helps the designer to begin thinking about the overall content of the course in relation to the characteristics of the learner.

4. **Instructional Objectives**

The fourth element is stating instructional objectives for the learner. It is the phase that most specifically focuses on the whole learner and determines the depth of understanding of new materials that the learner should be able to demonstrate. Bloom’s taxonomy can be used for helping ascertain the level that a learner can be expected to process new information.

5. **Content Sequencing**

The fifth element is ensuring that the content for each instructional unit is structured sequentially and logically to facilitate learning. In this phase, the designer analyzes the broad learning objectives of the course and translates them into more specific and defined goals.

6. **Instructional Strategies**

The sixth element is designing instructional strategies for each learner to master the objectives. It is the design of activities that will assist in course facilitation.

7. **Designing the Message**

The seventh element is planning the instructional message and delivery. The designer decides what instructional resources are necessary to allow teachers to effectively teach and students to effectively learn.
8. Development of Instruction

The eighth element is selecting resources to support instruction and learning activities. The designer gathers all elements to create instructional activities.

9. Evaluation Instruments

The final element is developing formative and summative evaluation instruments to assess objectives. This is very useful to inform whether the materials are effective.

Revision encircles all nine elements of this model. The two outer ovals illustrate the feedback feature, which allows the designer to make changes in the content or treatment of elements at any time during the development cycle. The idea is to improve any weak parts of the program as they are discovered to better ensure learners will be able to accomplish the instructional objectives at a satisfactory level.

The nine elements form a logical, clockwise sequence. However, the starting point and order in which the designer addresses the individual elements is not predetermined. The elements are also not connected with lines or arrows, which would indicate a linear, sequential order. All programs or projects may not require all nine elements.

Since this research is designing a test that does not need all nine steps, only some steps were taken. There were 3 steps, namely (1) learners characteristic, (2) in this case, development of the test, and (3) evaluation instrument. The first step was to determine the test which was contextualized to
the students’ characteristics. The second step was to design the test. Lastly, the third step, the designed test was evaluated by experts to find out the performance.

B. Research Setting

The study was conducted in *Kampus I* Sanata Dharma University located on Mrigan, Yogyakarta. The preliminary test was distributed to the fourth-year ELESP students in April. For designing test and evaluating the test, they were conducted in the last week of May until the first week of July 2016.

C. Research Participants

In this study, there were two groups of participant. First, the fourth-year ELESP students were the participants of the preliminary test. There were 21 students as the test takers of the preliminary test. The sampling of selecting the students used convenience sampling. Since the fourth-year students had a few courses, they were not active anymore on campus. Then, the participants of the preliminary test were the students that accidentally came to campus. As the test is designed for the fourth-year ELESP students, it is important to know relevant information of these students before designing the test. Second, three ELESP lecturers who were teaching vocabulary subject were the participants of validating the test. The sampling of selecting the lecturers used purposive sampling. They were chosen because they had translation mastery. They were given a questionnaire to give comments, evaluation, and feedback on the designed test.
D. Instruments and Data Gathering Technique

The researcher conducted research by using a test and questionnaire. Both instruments were used in different steps. First, the researcher did a preliminary test to 21 students of the fourth-year ELESP students. The importance of it was to gather current information on vocabulary size of those students. Vocabulary Size Test by Nation and Beglar (2007), as seen in Appendix 1, was implemented as the test questions. The researcher chose the Nation’s test since it was suggested by Nation (2008) saying that Vocabulary Size Test was related to a diagnostic test. The test was in the form of multiple-choice question format and it was categorized as a definition recognition test for testing receptive vocabulary size. The students had to find the English meaning of the target words in simple sentences. There were 140 test items, with 10 items from each 1000 word families. The 14,000 word families were taken from BNC word lists composed by Nation (2006). He also compiled the words with the first 1000 of West’s (1953) General Service List for the first and second 1000 word families. “For words from the 3000 word level upwards, the defining words were drawn from the first 2000 of West’s General Service List” (Nation, 2012: 3). The students needed to choose the correct one of four answers given. The time allocation for the preliminary test was 40 minutes for the students to do the preliminary test as also suggested by Nation (2012).

Second, the questionnaire was used in expert validation as seen in Appendix 3. The statements of the questionnaire were based on the principle of assessment (Brown, 2004). Three lecturers teaching vocabulary course in ELESP were asked to give an assessment of the designed test. These participants
evaluated the features contained in the test. The researcher used close-ended questions in the form of Likert Scale and open-ended questions. A Likert scale was used in the closed-ended questions. The experts were given 12 closed-ended statements. The evaluators were provided a range of responses to choose. The range was in the range of 1 up to 4. The range 1 indicated that the respondent strongly disagrees with the statement and the range 4 indicated that the respondent strongly agrees with the statement. For the open-ended questions, the lecturers were provided two questions, namely overall comment and suggestions for the designed test. The use of open-ended question is to give a depth response from the evaluator by answering it with his/her own words.

E. Data Analysis Technique

There were two ways of analyzing the data conducted by the researcher. For the Vocabulary Size Test, the researcher summed up the correct answers from the test and multiplied them by 100 as stated in Nation (2012). The total score pictured the current information of vocabulary size of the students. To make it easier, the researcher calculated the score of VST by using application created by Cobb (n.d.). The application will give the results automatically when inserting the students’ answer. Then, the researcher tried to find out the mean, median, and mode of the score in order to know data distribution of the test.

Next, the questionnaire was analyzed by calculating the total scores from the Likert scale. The scores then were drawn in the percentage and description of words. The formula to obtain the percentage from the results is described below:
F. Research Procedure

This part elaborates the steps of designing the test. Since Kemp’s model is very flexible for the designer to design the test, which every element does not have to be included in all steps, the researcher decided to make 3 steps. The steps are described as follows:

1. Observing Learner Characteristics

The preliminary test was used to find out information of vocabulary size fourth-year students of ELESP have. The results of this preliminary test were useful to evaluate feasibility, time, cost, vocabulary level of the students, word list in an attempt to predict the design of the suitable test for the students. From the courses the students have taken, they could determine the test format.

2. Developing Test

This part was arranged into 4 activities as suggested by Nation (2012). First, the designer took samples of test items from word lists. The test items were chosen randomly from word lists. Second, the researcher made the stem. It was the basic structure of the questions in the test according the selected test format. Third, the researcher made the distractors. They were taken from the same level of words. Lastly, the order/level of test items had to take into account by the
designer. The researcher must also determine the amount of level that the students administer and time allocation for doing the test.

3. Evaluating Instrument

   The researcher used expert validation to assess the test. This step is also the last step by Nation (2012) for piloting the designed test. The researcher asked the three ELESP lectures to give responses about the test. This step was important for the designer to revise the test to be better.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study. The two questions in the problem formulation part are answered here. It includes the steps of designing the test and data presentation from expert validation.

A. Observing Learner Characteristics

Before designing the test, the researcher observed the characteristics of the students by conducting a preliminary test. It was done to collect information about vocabulary size of the students using Nation’s VST. Then, the researcher analyzes the results to determine the features of the designed test.

1. Preliminary Test Results

Nation’s vocabulary size test was administered to 21 ELESP students. Based on the test results, as seen in Appendix 2, the mean score of the students’ vocabulary size was 79.43. To find out the vocabulary size, the score is multiplied by 100 (Nation, 2012). Therefore, the mean score 79.43 suggests that the students’ average vocabulary size was 7,943 words. The score ranges of the test were between 43 and 96. It implies that the students’ lowest vocabulary size was 4,300 words and the highest vocabulary size was 9,600 words.

The median score of the results was 84. It implies that half of the students had score ranges from 84 to 96. It can be concluded that more than 50% of the total students (20 people) already had a vocabulary size above 5,000 words. As
stated by Hirsh and Nation (1992) and Laufer (1992), having a vocabulary size of around 5,000 word families should give enough contribution to enable learners to read authentic texts. From the results, it is turned out that actually most ELESP students are lexically ready to read texts containing 88.7% text coverage according to Francis and Kucera (1982, as cited in Nation & Warring, 1997). It means that with around 5,000 words, students are already familiar with almost 89 words per 100-word text. The mode of the results was 86 which implies that most students had vocabulary size of 8,600 words. The test was scored based on the level of difficulty illustrated by the frequency level in the test. The distribution of the total scores for each frequency level can be seen in the following table.

**Table 4.1 The Students’ Total Scores for Each Frequency Level of the Test**

<table>
<thead>
<tr>
<th>Frequency Level</th>
<th>Students’ Total Scores</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 1,000</td>
<td>184</td>
<td>1 (highest)</td>
</tr>
<tr>
<td>2nd 1,000</td>
<td>178</td>
<td>2</td>
</tr>
<tr>
<td>3rd 1,000</td>
<td>149</td>
<td>6</td>
</tr>
<tr>
<td>4th 1,000</td>
<td>150</td>
<td>5</td>
</tr>
<tr>
<td>5th 1,000</td>
<td>154</td>
<td>4</td>
</tr>
<tr>
<td>6th 1,000</td>
<td>111</td>
<td>8</td>
</tr>
<tr>
<td>7th 1,000</td>
<td>122</td>
<td>7</td>
</tr>
<tr>
<td>8th 1,000</td>
<td>163</td>
<td>3</td>
</tr>
<tr>
<td>9th 1,000</td>
<td>97</td>
<td>9</td>
</tr>
<tr>
<td>10th 1,000</td>
<td>75</td>
<td>12</td>
</tr>
<tr>
<td>11th 1,000</td>
<td>82</td>
<td>10</td>
</tr>
<tr>
<td>12th 1,000</td>
<td>76</td>
<td>11</td>
</tr>
<tr>
<td>13th 1,000</td>
<td>52</td>
<td>14 (lowest)</td>
</tr>
<tr>
<td>14th 1,000</td>
<td>71</td>
<td>13</td>
</tr>
</tbody>
</table>

From the table, it can be seen that the students performed well in the first five 1,000 levels. It is because the words in those levels are categorized as high-frequency words. The students are familiar with the words. Therefore, they got
better scores on them. On the other hand, in the last two levels, students’ ability to answer the words is low. It shows that the scores on those levels are minimum. This happens because the words were taken from the low-frequency words which occur in specific contexts and specific texts. The lowest score was in the 13th 1,000. Only 52 of the total 210 words (10 items x 21 students) could be answered, which means averagely only 2 or 3 numbers were answered correctly. It can be concluded that, in average, the 2012 ELESP students are already familiar with around 5,000 most frequent word families which cover 88.7% text coverage.

2. Preliminary Test Analysis

The test results provided useful information in designing the test. Thus, the researcher could determine the test features related to the designed test. Each feature is described as follows:

a. Deciding Word List

Selecting word list is important to do as the test items are taken from it. From the results in Table 4.1, it is clear that the students are encouraged to acquire more low frequency word list. The students had minimum scores from the tenth level to the last level in which the test items dealt with low-frequency words. Therefore, the word list used in the test needs to provide low-frequency words. Since the form of the test is a diagnostic test, it is needed to measure both high-frequency words and low-frequency words. General Service List (GSL) was suitable to be applied in the test. This list contains high frequency words in English and is intended for English learners, in this case ELESP students. To fulfill the needs of low frequency words, GSL also provides academic words
which are important for these students. Academic words are considered as the low-frequency words in a specialized area, especially in educational courses.

b. Deciding the Number of Test Items and Time Allocation

Based on the results as seen in Appendix 2, the students had minimum scores in last levels. One of the reasons is the students did not have enough time to do the test. Nation’s test has 140 items which must be done in 40 minutes. It means that Nation’s test had too many items and a short time for the students to finish it. Thus, it can be concluded that it is needed to decrease the number of the test items and add more time when designing the new test. Then, the researcher decided to make 100 test items with time allocation of 50 minutes. The decision of adding the time allocation and decreasing the number of the items will make the result of the designed test more valid since the students will be able to finish it. The number of 100 items also gives practicality in scoring the test.

c. Deciding Test Format

Another way to find out students’ characteristic is by observing the courses the students have taken. Since they are in the last semester, the ability to know and use English words is better than students who are in lower semesters. It is because they have passed all courses in ELESP. They are also writing thesis which requires the ability to use vocabulary in the sentence. Based on types of vocabulary size test presented by Coombe (2011), the researcher chose the meaning-in-context type of multiple-choice question format. This type is appropriate for the students since it is able to show the ability to use vocabulary with contextual meaning according to the sentence.
B. Developing Test

In this part, the researcher implemented 4 steps that are used by Nation (2012) in designing Vocabulary Size Test. Each step is described below:

1. Sampling the Words for the Items

The test items are word families occurring in General Service List (GSL) as adapted by Bauman and Culligan (1995). The words in GSL are listed based on the most frequent words of English. The first step is to define how many levels in the test. Since the test items are 100 items, there are 10 levels in the test. The reason of choosing 10 levels is because it is practical to determine word range of each level.

The next step is to divide the word list into 10 levels in order to find out the word range. GSL has around 2300 word families which are needed to divide into 10 levels. Therefore, each level has word range of 230 word families.

The number of test items on each level is determined by calculating the total number of test items (100 items) divided by the number of levels (10 levels). It is turned out that the number of test items on each level is 10 items. From the word range, it was used interval sampling to obtain what words used as the test items. The test items were the content words emerging in the word range in multiples of ten. Content words were selected as these words carry information or meaning in the sentence. They are usually categorized as noun, verb, adjective, and adverb. This the example of selecting the test item based on the figure 4.2.
Figure 4.2 Example of Sampling for the Test Items

<table>
<thead>
<tr>
<th>58</th>
<th>1673</th>
<th>year</th>
<th>years, yearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>59</td>
<td>1618</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>1596</td>
<td>take</td>
<td>lakes, took, taken, taking</td>
</tr>
<tr>
<td>61</td>
<td>1577</td>
<td>come</td>
<td>comes, came, coming</td>
</tr>
<tr>
<td>62</td>
<td>1575</td>
<td>these</td>
<td>this</td>
</tr>
<tr>
<td>63</td>
<td>1531</td>
<td>know</td>
<td>knowledge, knows, knew, knowing</td>
</tr>
<tr>
<td>64</td>
<td>1520</td>
<td>see</td>
<td>sees, seen, seeing</td>
</tr>
<tr>
<td>65</td>
<td>1512</td>
<td>use</td>
<td>uses, used, using, useful, usefulness, useless, user</td>
</tr>
<tr>
<td>66</td>
<td>1488</td>
<td>get</td>
<td>gets, got</td>
</tr>
<tr>
<td>67</td>
<td>1430</td>
<td>like</td>
<td>likely, likes, liked, liking, unlike</td>
</tr>
<tr>
<td>68</td>
<td>1377</td>
<td>than</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>1361</td>
<td>first</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>1346</td>
<td>any</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>1315</td>
<td>work</td>
<td>words, worked, working, workings, worker, workman, workshop, workmanship</td>
</tr>
<tr>
<td>72</td>
<td>1314</td>
<td>now</td>
<td>nowadays</td>
</tr>
<tr>
<td>73</td>
<td>1307</td>
<td>may</td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>1303</td>
<td>such</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>1270</td>
<td>give</td>
<td>gives, given, gave, giving</td>
</tr>
<tr>
<td>76</td>
<td>1239</td>
<td>over</td>
<td>overcome, overtop</td>
</tr>
<tr>
<td>77</td>
<td>1225</td>
<td>think</td>
<td>thinks, thought, thinking, thinker</td>
</tr>
<tr>
<td>78</td>
<td>1203</td>
<td>most</td>
<td>mostly</td>
</tr>
<tr>
<td>79</td>
<td>1179</td>
<td>even</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>1086</td>
<td>find</td>
<td>finds, found, finding</td>
</tr>
<tr>
<td>81</td>
<td>1077</td>
<td>day</td>
<td>daily, daylight, days</td>
</tr>
</tbody>
</table>

From the figure above, there are three words that emerge from the interval sampling (k=10), namely take (60), any (70), and find (80). However, the words that meet the criteria of content words are take (verb) and find (verb). Any is categorized as a determiner. In conclusion, the words that can be used as the test items are take and find. To see what words were tested and their range, it can be seen in the table 4.3.
### Table 4.3 The Word Distribution of the Designed Vocabulary Size Test

<table>
<thead>
<tr>
<th>Level</th>
<th>Range</th>
<th>Tested Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>1-230</td>
<td>go (50), take (60), find (80), place (110), write (120), develop (130), point (150), home (160), problem (180), face (190).</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>231-460</td>
<td>report (240), nature (250), expect (270), direct (280), care (300), active (310), body (320), control (330), measure (340), street (350).</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>461-690</td>
<td>explain (470), modern (480), farm (490), judge (510), island (520), share (530), private (540), exist (550), represent (570), attempt (580).</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>691-920</td>
<td>size (700), length (710), current (720), shape (740), join (750), progress (760), travel (770), danger (780), base (790), burn (800).</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>921-1150</td>
<td>refuse (930), mountain (940), circle (950), stick (960), yard (970), seat (980), perfect (990), admit (1000), instrument (1010), ring (1030).</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>1151-1380</td>
<td>sheet (1160), depth (1170), hurry (1180), victory (1190), passage (1200), branch (1210), remind (1220), earn (1230), brain (1240), guilt (1250).</td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>1381-1610</td>
<td>accuse (1390), solve (1400), extra (1410), wooden (1420), wing (1430), burst (1440), worship (1460), insurance (1470), interference (1480), mud (1490).</td>
</tr>
<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>1611-1840</td>
<td>pipe (1630), sugar (1640), noble (1650), slope (1660), straighten (1670), convenient (1680), widow (1690), possession (1700), nest (1710), crown (1720).</td>
</tr>
<tr>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>1841-2070</td>
<td>resign (1880), kneel (1890), bush (1900), hay (1910), wreck (1920), simplicity (1940), damp (1950), essence (1960), preference (1980), insult (1990).</td>
</tr>
<tr>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>2071-2284</td>
<td>disgust (2110), annoyance (2130), spill (2140), rivalry (2150), fry (2160), deceive (2170), enclosure (2190), slippery (2210), lighten (2220), rubbish (2230).</td>
</tr>
</tbody>
</table>

2. **Making a Stem**

In this stage, the basic structure of each question is written based on the selected test items. The test used a stem and a 4 choice multiple-choice format. The item stem was a fill-in-the-blank question where students are given a statement with a blank and they are required to fill it in with the best answer by
choosing the provided options. As stated by Read (2004, as cited in Coombe, 2011), the length of a sentence is between 10 – 20 words.

The test item became the keyword of making the question. It also has function as the blank word that needs to be answered by the students. The example is shown below:

take: I forgot to _____ my bag with me.

The word “take” is the test item. Then, the sentence was made by using the word, I forgot to take my bag with me. After that, “take” is omitted in the sentence. The fill-in-the-blank question has the roles of (1) minimalizing the chance of students guessing the answer, (2) providing hints to help students arrive at an answer, (3) indicating the part of speech of the word students are seeking. The words represented by the distractors should fit sensibly within the stem.

3. Writing the Choices

The occurrence of the correct answers is roughly spread evenly across the four choices of A, B, C, D. The distractors are the same part of speech and taken from the same level as the correct answer. The method used in choosing the distractors was purposive sampling. The distractors had to fit the stem. It is given an example of test questions:

1. The storm is _____ to have killed five people.
   A. read (verb)
   B. waited (verb)
   C. reported (verb)
   D. acted (verb)
The best answer of the question above is “reported”. This word is located in the range of 231-460 (2nd level). Therefore, the distractors are also from the same range and part of speech. *Wait* (423), *read* (256), *act* (273) have the same part of speech as verb, same as *report* (240). Some GSL words in the options were modified because GSL only provides base words. Through the example above, it can be seen that the verb *report, wait, and act* are given suffix –ed to be passive verbs (V3) while *read* is in the past participle form (V3). Thus, when the answer is put in the missing word, the sentence is grammatically correct.

4. **The Order of the Items in the Test**

This stage showed how the each level in the test was adjusted. The items were arranged based on frequency order. For that reason, the difficulty is increasing from the first level to the last level. The higher the level, the more low-frequency words appear in the test. Therefore, the first level in the designed test provided more high-frequency words compared to the tenth level.

C. **Evaluating Instrument**

The last step is the evaluation of the designed test through expert validation. Three lecturers have given their responses to the questionnaire. According to Nation (2008), there are three important things in evaluating the test, namely validity, reliability, and practicality. In this part, the researcher would like to discuss the findings from the questionnaire. The statements of the questionnaire were based on the principle of assessment. Each of them represented the
evaluation of the test features. The results of the questionnaire can be seen in Appendix 4.

The first part is the designed test content and face validity. The test is considered valid if the test measures what it is supposed to measure. The statement number 3, 4, 5, 6, 8, and 12 presents the finding of the test content and face validity.

From the results of the questionnaire in Appendix 4, most respondents chose agree and strongly agree at those statements. First, the test items in the designed test were stated in clear and simple language. They also had correct answer and distractors. Based on statement number 5, the designed test was suited to the fourth-year students’ level. The language used in the question was also suited to students’ current knowledge of English. Thus, it enables for the students to answer the questions. From the statement number 8, the respondents agreed that the test items were also well-formulated based on the level of difficulty. It means that the degree of difficulty to answer the questions is increasing from the first level to the last level. Lastly, the designed test corresponded to its purpose for the diagnosis of students’ vocabulary size. It can be concluded that the designed test validity is good.

The second part is the designed test reliability. The test is considered reliable if the test keeps giving the same result for the same person even though it was administered and marked by different people, as well as taken under slightly different conditions. The statement number 1, 2, and 7 presents the finding of the test reliability.
It can be seen from the results of the questionnaire that all respondents chose agree and strongly agree at every statement. From the statement number 1, it can be seen that the instruction to do the test was easy to understand. It was clear that the students had to answer the test by crossing the letter on the answer sheet. Next, the implementation of meaning-in-context format was also suited to the fourth-year students. Then, although there were 100 items in the test, all respondents agreed that the number of the test items was sufficient. It can be concluded that the designed test reliability is good.

The last part is the designed test practicality. The test is considered practical if the test is easy to use. The statement number 9, 10, and 11 presents the finding of the test practicality.

It can be seen from the results of the questionnaire that most respondents chose agree and strongly agree at every statement. From the statement number 9, two respondents agreed that the time allocation to do the test was sufficient. For 100 items, it is needed 50 minutes to finish them. Therefore, 1 item takes 30 seconds. Next, the test was easy to score because all respondents agreed with it. Since there are 10 items on each level, the tester is able to score each level easily. The existence of difficulty level from 1 to 10 also eases the tester to interpret the score. It means that he/she can know the level of students’ vocabulary size either high-frequency word level or low-frequency word level. Thus, most respondents agreed that the test was easy to interpret. The designed test was also accompanied with answer sheet. The purpose of it was to make copies of the test for the learners not expensive. Answer key was also provided in order to facilitate the tester to
check the answers of the test easily. It can be concluded that the designed test practicality is good.

In conclusion, the overall of the designed test is good. However, the lecturers also gave suggestions from the open-ended questions. First, it was suggested to add more variety of question types in measuring the vocabulary size. The test must measure not only how well the students can memorize the vocabulary, but also how well they can use the vocabulary. Second, it was suggested to provide a rationale before the instruction to do the test. The students need to know the purpose of doing the test. Third, the instruction must be clear. It was suggested to change the phrase “correct answer” into “best answer”. “Correct answer” can carry meaning of grammatical context. Since the focus of the test is semantic context, “best answer” will fit the instruction. There was also a suggestion for the format of the options. The letter of the options must be capitalized followed by the choice in lowercase letter. The reason is that the choice will fit the stem when the option is inserted in the blank word. The capitalized letter of the options has a function to differentiate between the answer and determiner, especially “a”. 
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter will discuss the conclusions of the research results on designing vocabulary size test for the fourth-year ELESP students. It also offers some suggestions and recommendations to follow up this research. The discussions will be presented according to the order of the research questions.

A. Conclusions

In designing the vocabulary size test, it was used Research and Development method by applying an instructional design model proposed by Morrison et al. (2004). There were three stages used in this study, namely (1) observing learner characteristics, (2) developing instruction, and (3) evaluating instrument. The first stage was done by administering Nation’s Vocabulary Size Test as preliminary research to the fourth-year ELESP students and deciding test features. Next, the second stage used Nation’s specifications for making the test (2012). There were 4 steps in this stage. They were sampling the words for the items, making the stem, writing the choices, and the order of the items in the test. Lastly, for evaluating the designed test, expert validation was done by distributing questionnaires to some ELESP lecturers to gain feedback. Based on the findings, the test was well worth to use.

The purpose of the designed test is to diagnose vocabulary size of the fourth-year ELESP students. The format of the test is multiple-choice questions by
applying meaning-in-context type. The test items were taken from General Service List (GSL) as adapted by Bauman and Culligan (1995) in which the words are selected to represent the most frequent words of English and are taken from a corpus of written English. The sampling method of selecting the words was interval sampling from the total number of 2284 words. The test items were the content words emerging in the word list in multiples of ten. There were ten levels on this test. Each of them had 10 items. The difficulty was increasing from the first level to the last level (high-frequency words to low-frequency words). Since GSL has a list consisting of around 2300 words, each level of the test had a range of 230 words. The answer and distractors of each question were taken from the same part of speech and level. The test was also provided with answer sheet and answer key (see Appendix 5).

B. Recommendations

Based on the conclusions, there are some recommendations addressed to the following parties:

1. Lecturers of English Language Education Study Program

It is recommended that the time allocation for administering the designed test is 50 minutes. It can be done in one of classroom meetings. The validity of any test also depends strongly on how seriously learners sit the test. For the scoring system, a learner’s total score on the 100 item test needs to be multiplied by 23 to find the learner’s total vocabulary size.
2. **Students of English Language Education Study Program**

   It is recommended that students increase their vocabulary size by learning independently and reading broadly many types of text genres.

3. **Future Research**

   It is recommended that productive vocabulary knowledge should be included in improving the designed test. That knowledge is important to know students’ vocabulary size more accurately. The designed test can also be used as guidelines for those who are interested in measuring the fourth-year ELESP students’ vocabulary size.

   This test used the words from GSL. This list only contains high-frequency words. To optimize the measurement of vocabulary size, especially low-frequency words, it is needed to add more list which has more word families.
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Milton, J. (2013). Measuring the contribution of vocabulary knowledge to proficiency in the four skills. In C. Bardel, C. Lindqvist, & B. Laufer (Eds.), *L2 Vocabulary Acquisition, Knowledge and Use: New Perspectives on Assessment and Corpus Analysis* (pp.57-78). Euro SLA.


APPENDICES

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX 1
Nation’s Vocabulary Size Test
Vocabulary Size Test

Circle the letter a-d with the closest meaning to the key word in the question.

1. **SEE**: They saw it.
   a. cut
   b. waited for
   c. looked at
   d. started

2. **TIME**: They have a lot of time.
   a. money
   b. food
   c. hours
   d. friends

3. **PERIOD**: It was a difficult period.
   a. question
   b. time
   c. thing to do
   d. book

4. **FIGURE**: Is this the right figure?
   a. answer
   b. place
   c. time
   d. number

5. **POOR**: We are poor.
   a. have no money
   b. feel happy
   c. are very interested
   d. do not like to work hard

6. **DRIVE**: He drives fast.
   a. swims
   b. learns
   c. throws balls
   d. uses a car

7. **JUMP**: She tried to jump.
   a. lie on top of the water
   b. get off the ground suddenly
   c. stop the car at the edge of the road
   d. move very fast

8. **SHOE**: Where is your shoe?
   a. the person who looks after you
   b. the thing you keep your money in
   c. the thing you use for writing
   d. the thing you wear on your foot

9. **STANDARD**: Her standards are very high.
   a. the bits at the back under her shoes
   b. the marks she gets in school
   c. the money she asks for
   d. the levels she reaches in everything

10. **BASIS**: This was used as the basis.
    a. answer
    b. place to take a rest
    c. next step
    d. main part

---

**Second 1000**

1. **MAINTAIN**: Can they maintain it?
   a. keep it as it is
   b. make it larger
   c. get a better one than it
   d. get it

2. **STONE**: He sat on a stone.
   a. hard thing
   b. kind of chair
   c. soft thing on the floor
   d. part of a tree

3. **UPSET**: I am upset.
   a. tired
   b. famous
   c. rich
   d. unhappy

4. **DRAWER**: The drawer was empty.
   a. sliding box
   b. place where cars are kept
   c. cupboard to keep things cold
   d. animal house

5. **PATIENCE**: He has no patience.
   a. will not wait happily
   b. has no free time
   c. has no faith
   d. does not know what is fair

6. **NIL**: His mark for that question was nil.
   a. very bad
   b. nothing
   c. very good
   d. in the middle

7. **PUB**: They went to the pub.
   a. place where people drink and talk
   b. place that looks after money
   c. large building with many shops
   d. building for swimming

8. **CIRCLE**: Make a circle.
   a. rough picture
   b. space with nothing in it
   c. round shape
   d. large hole

9. **MICROPHONE**: Please use the microphone.
   a. machine for making food hot
   b. machine that makes sounds louder
   c. machine that makes things look bigger
   d. small telephone that can be carried around

10. **PRO**: He's a pro.
    a. someone who is employed to find out important secrets
    b. a stupid person
    c. someone who writes for a newspaper
    d. someone who is paid for playing sport etc
Third 1000

1. SOLDIER: He is a soldier.
   a. person in a business
   b. student
   c. person who uses metal
   d. person in the army

2. RESTORE: It has been restored.
   a. said again
   b. given to a different person
   c. given a lower price
   d. made like new again

3. JUG: He was holding a jug.
   a. A container for pouring liquids
   b. an informal discussion
   c. A soft cap
   d. A weapon that explodes

4. SCRUB: He is scrubbing it.
   a. cutting shallow lines into it
   b. repairing it
   c. rubbing it hard to clean it
   d. drawing simple pictures of it

5. DINOSAUR: The children were pretending to be dinosaurs.
   a. robbers who work at sea
   b. very small creatures with human form but with wings
   c. large creatures with wings that breathe fire
   d. animals that lived a long time ago

6. STRAP: He broke the strap.
   a. promise
   b. top cover
   c. shallow dish for food
   d. strip of material for holding things together

7. PAVE: It was paved.
   a. prevented from going through
   b. divided
   c. given gold edges
   d. covered with a hard surface

8. DASH: They dashed over it.
   a. moved quickly
   b. moved slowly
   c. fought
   d. looked quickly

9. ROVE: He couldn't stop roving.
   a. getting drunk
   b. travelling around
   c. making a musical sound through closed lips
   d. working hard

10. LONESOME: He felt lonesome.
    a. ungrateful
    b. very tired
    c. lonely
    d. full of energy

Fourth 1000

1. COMPOUND: They made a new compound.
   a. agreement
   b. thing made of two or more parts
   c. group of people forming a business
   d. guess based on past experience

2. LATTER: I agree with the latter.
   a. man from the church
   b. reason given
   c. last one
   d. answer

3. CANDID: Please be candid.
   a. be careful
   b. show sympathy
   c. show fairness to both sides
   d. say what you really think

4. TUMMY: Look at my tummy.
   a. cloth to cover the head
   b. stomach
   c. small furry animal
   d. thumb

5. QUIZ: We made a quiz.
   a. thing to hold arrows
   b. serious mistake
   c. set of questions
   d. box for birds to make nests in

6. INPUT: We need more input.
   a. information, power, etc. put into something
   b. workers
   c. artificial filling for a hole in wood
   d. money

7. CRAB: Do you like crabs?
   a. sea creatures that walk sideways
   b. very thin small cakes
   c. tight, hard collars
   d. large black insects that sing at night

8. VOCABULARY: You will need more vocabulary.
   a. words
   b. skill
   c. money
   d. guns

9. REMEDY: We found a good remedy.
   a. way to fix a problem
   b. place to eat in public
   c. way to prepare food
   d. rule about numbers

10. ALLEGED: They alleged it.
    a. claimed it without proof
    b. stole the ideas for it from someone else
    c. provided facts to prove it
    d. argued against the facts that supported it
**Fifth 1000**

1. **DEFICIT:** The company had a large *deficit*.
   a. spent a lot more money than it earned
   b. went down a lot in value
   c. had a plan for its spending that used a lot of money
   d. had a lot of money in the bank

2. **WEEP:** He *wept*.
   a. finished his course
   b. cried
   c. died
   d. worried

3. **NUN:** We saw a *nun*.
   a. long thin creature that lives in the earth
   b. terrible accident
   c. woman following a strict religious life
   d. unexplained bright light in the sky

4. **HAUNT:** The house is *haunted*.
   a. full of ornaments
   b. rented
   c. empty
   d. full of ghosts

5. **COMPOST:** We need some *compost*.
   a. strong support
   b. help to feel better
   c. hard stuff made of stones and sand stuck together
   d. rotted plant material

6. **CUBE:** I need one more *cube*.
   a. sharp thing used for joining things
   b. solid square block
   c. tall cup with no saucer
   d. piece of stiff paper folded in half

7. **MINIATURE:** It is a *miniature*.
   a. a very small thing of its kind
   b. an instrument to look at small objects
   c. a very small living creature
   d. a small line to join letters in handwriting

8. **PEEL:** Shall I *peel* it?
   a. let it sit in water for a long time
   b. take the skin off it
   c. make it white
   d. cut it into thin pieces

9. **FRACTURE:** They found a *fracture*.
   a. break
   b. small piece
   c. short coat
   d. rare jewel

10. **BACTERIUM:** They didn't find a single *bacterium*.
    a. small living thing causing disease
    b. plant with red or orange flowers
    c. animal that carries water on its back
    d. thing that has been stolen and sold to a shop

**Sixth 1000**

1. **DEVIOUS:** Your plans are *devious*.
   a. tricky
   b. well-developed
   c. not well thought out
   d. more expensive than necessary

2. **PREMIER:** The *premier* spoke for an hour.
   a. person who works in a law court
   b. university teacher
   c. adventurer
   d. head of the government

3. **BUTLER:** They have a *butler*.
   a. man servant
   b. machine for cutting up trees
   c. private teacher
   d. cool dark room under the house

4. **ACCESSORY:** They gave us some *accessories*.
   a. papers allowing us to enter a country
   b. official orders
   c. ideas to choose between
   d. extra pieces

5. **THRESHOLD:** They raised the *threshold*.
   a. flag
   b. point or line where something changes
   c. roof inside a building
   d. cost of borrowing money

6. **THESIS:** She has completed her *thesis*.
   a. long written report of study carried out for a university degree
   b. talk given by a judge at the end of a trial
   c. first year of employment after becoming a teacher
   d. extended course of hospital treatment

7. **STRANGLE:** He *strangled* her.
   a. killed her by pressing her throat
   b. gave her all the things she wanted
   c. took her away by force
   d. admired her greatly

8. **CAVALIER:** He treated her in a *cavalier* manner.
   a. without care
   b. politely
   c. awkwardly
   d. as a brother would

9. **MALIGN:** His *malign* influence is still felt.
   a. evil
   b. good
   c. very important
   d. secret

10. **VEER:** The car *veered*.
    a. went suddenly in another direction
    b. moved shakily
    c. made a very loud noise
    d. slid sideways without the wheels turning
Seventh 1000

1. OLIVE: We bought **olives**.
   a. oily fruit
   b. scented pink or red flowers
   c. men's clothes for swimming
   d. tools for digging up weeds

2. QUILT: They made a **quilt**.
   a. statement about who should get their property when they die
   b. firm agreement
   c. thick warm cover for a bed
   d. feather pen

3. STEALTH: They did it by **stealth**.
   a. spending a large amount of money
   b. hurting someone so much that they agreed to their demands
   c. moving secretly with extreme care and quietness
   d. taking no notice of problems they met

4. SHUDDER: The boy **shuddered**.
   a. spoke with a low voice
   b. almost fell
   c. shook
   d. called out loudly

5. BRISTLE: The bristles are too hard.
   a. questions
   b. short stiff hairs
   c. folding beds
   d. bottoms of the shoes

6. BLOC: They have joined this **bloc**.
   a. musical group
   b. band of thieves
   c. small group of soldiers who are sent ahead of others
   d. group of countries sharing a purpose

7. DEMOGRAPHY: This book is about **demography**.
   a. the study of patterns of land use
   b. the study of the use of pictures to show facts about numbers
   c. the study of the movement of water
   d. the study of population

8. GIMMICK: That's a good **gimmick**.
   a. thing for standing on to work high above the ground
   b. small thing with pockets to hold money
   c. attention-getting action or thing
   d. clever plan or trick

9. AZALEA: This **azalea** is very pretty.
   a. small tree with many flowers growing in groups
   b. light material made from natural threads
   c. long piece of material worn by women in India
   d. sea shell shaped like a fan

10. YOGHURT: This **yoghurt** is disgusting.
    a. grey mud found at the bottom of rivers
    b. unhealthy, open sore
    c. thick, soured milk, often with sugar and flavouring
    d. large purple fruit with soft flesh

Eighth 1000

1. ERRATIC: He was **erratic**.
   a. without fault
   b. very bad
   c. very polite
   d. unsteady

2. PALETTE: He lost his **palette**.
   a. basket for carrying fish
   b. wish to eat food
   c. young female companion
   d. artist's board for mixing paints

3. NULL: His influence was **null**.
   a. had good results
   b. was unhelpful
   c. had no effect
   d. was long-lasting

4. KINDERGARTEN: This is a good **kindergarten**.
   a. activity that allows you to forget your worries
   b. place of learning for children too young for school
   c. strong, deep bag carried on the back
   d. place where you may borrow books

5. ECLIPSE: There was an **eclipse**.
   a. a strong wind
   b. a loud noise of something hitting the water
   c. The killing of a large number of people
   d. The sun hidden by a planet

6. MARROW: This is the **marrow**.
   a. symbol that brings good luck to a team
   b. soft centre of a bone
   c. control for guiding a plane
   d. increase in salary

7. LOCUST: There were hundreds of **locusts**.
   a. insects with wings
   b. unpaid helpers
   c. people who do not eat meat
   d. brightly coloured wild flowers

8. AUTHENTIC: It is **authentic**.
   a. real
   b. very noisy
   c. Old
   d. Like a desert

9. CABARET: We saw the **cabaret**.
   a. painting covering a whole wall
   b. song and dance performance
   c. small crawling insect
   d. person who is half fish, half woman

10. MUMBLE: He started to **mumble**.
    a. think deeply
    b. shake uncontrollably
    c. stay further behind the others
    d. speak in an unclear way
Ninth 1000
1. HALLMARK: Does it have a hallmark?
   a. stamp to show when to use it by
   b. stamp to show the quality
   c. mark to show it is approved by the royal family
   d. Mark or stain to prevent copying
2. PURITAN: He is a puritan.
   a. person who likes attention
   b. person with strict morals
   c. person with a moving home
   d. person who hates spending money
3. MONOLOGUE: Now he has a monologue.
   a. single piece of glass to hold over his eye to help him to see better
   b. long turn at talking without being interrupted
   c. position with all the power
   d. picture made by joining letters together in interesting ways
4. WEIR: We looked at the weir.
   a. person who behaves strangely
   b. wet, muddy place with water plants
   c. old metal musical instrument played by blowing
   d. thing built across a river to control the water
5. WHIM: He had lots of whims.
   a. old gold coins
   b. female horses
   c. strange ideas with no motive
   d. sore red lumps
6. PERTURB: I was perturbed.
   a. made to agree
   b. Worried
   c. very puzzled
   d. very wet
7. REGENT: They chose a regent.
   a. an irresponsible person
   b. a person to run a meeting for a time
   c. a ruler acting in place of the king
   d. a person to represent them
8. OCTOPUS: They saw an octopus.
   a. a large bird that hunts at night
   b. a ship that can go under water
   c. a machine that flies by means of turning blades
   d. a sea creature with eight legs
9. FEN: The story is set in the fens.
   a. low land partly covered by water
   b. a piece of high land with few trees
   c. a block of poor-quality houses in a city
   d. a time long ago
10. LINTEL: He painted the lintel.
    a. Beam over the top of a door or window
    b. small boat used for getting to land from a big boat
    c. beautiful tree with spreading branches and green fruit
    d. board showing the scene in a theatre

Tenth 1000
1. AWE: They looked at the mountain with awe.
   a. worry
   b. interest
   c. wonder
   d. respect
2. PEASANTRY: He did a lot for the peasantry.
   a. local people
   b. place of worship
   c. businessmen's club
   d. poor farmers
3. EGALITARIAN: This organization is egalitarian.
   a. does not provide much information about itself to the public
   b. dislikes change
   c. frequently asks a court of law for a judgement
   d. treats everyone who works for it as if they are equal
4. MYSTIQUE: He has lost his mystique.
   a. his healthy body
   b. the secret way he makes other people think he has special power or skill
   c. the woman who has been his lover while he is married to someone else
   d. the hair on his top lip
5. UPBEAT: I'm feeling really upbeat about it.
   a. upset
   b. good
   c. hurt
   d. confused
6. CRANNY: We found it in the cranny!
   a. sale of unwanted objects
   b. narrow opening
   c. Space for storing things under the roof of a house
   d. large wooden box
7. PIGTAIL: Does she have a pigtail?
   a. a rope of hair made by twisting bits together
   b. a lot of cloth hanging behind a dress
   c. a plant with pale pink flowers that hang down in short bunches
   d. a lover
8. CROWBAR: He used a crowbar.
   a. heavy iron pole with a curved end
   b. false name
   c. sharp tool for making holes in leather
   d. light metal walking stick
9. RUCK: He got hurt in the ruck.
   a. hollow between the stomach and the top of the leg
   b. pushing and shoving
   c. group of players gathered round the ball in some ball games
   d. race across a field of snow
10. LECTERN: He stood at the lectern.
    a. desk to hold a book at a height for reading
    b. table or block used for church sacrifices
    c. place where you buy drinks
    d. very edge
Eleventh 1000

1. EXCRETE: This was excreted recently.
   a. pushed or sent out
   b. made clear
   c. discovered by a science experiment
   d. put on a list of illegal things

2. MUSSEL: They bought mussels.
   a. small glass balls for playing a game
   b. shellfish
   c. large purple fruits
   d. pieces of soft paper to keep the clothes clean when eating

3. YOGA: She has started yoga.
   a. handwork done by knotting thread
   b. a form of exercise for body and mind
   c. a game where a cork stuck with feathers is hit between two players
   d. a type of dance from eastern countries

4. COUNTERCLAIM: They made a counterclaim.
   a. a demand made by one side in a law case to match the other side’s demand
   b. a request for a shop to take back things with faults
   c. An agreement between two companies to exchange work
   d. a top cover for a bed

5. PUMA: They saw a puma.
   a. small house made of mud bricks
   b. tree from hot, dry countries
   c. very strong wind that sucks up anything in its path
   d. large wild cat

6. PALOR: His pallor caused them concern.
   a. his unusually high temperature
   b. his lack of interest in anything
   c. his group of friends
   d. the paleness of his skin

7. APERTIF: She had an apertif.
   a. a long chair for lying on with just one place to rest an arm
   b. a private singing teacher
   c. a large hat with tall feathers
   d. a drink taken before a meal

8. HUTCH: Please clean the hutch.
   a. thing with metal bars to keep dirt out of water pipes
   b. space in the back of a car for bags
   c. metal piece in the middle of a bicycle wheel
   d. cage for small animals

9. EMIR: We saw the emir.
   a. bird with long curved tail feathers
   b. woman who cares for other people’s children in Eastern countries
   c. Middle Eastern chief with power in his land
   d. house made from blocks of ice

10. HESSIAN: She bought some hessian.
    a. oily pinkish fish
    b. stuff producing a happy state of mind
    c. coarse cloth
    d. strong-tasting root for flavouring food

Twelfth 1000

1. HAZE: We looked through the haze.
   a. small round window in a ship
   b. unclear air
   c. strips of wood or plastic to cover a window
   d. list of names

2. SPLEEN: His spleen was damaged.
   a. knee bone
   b. organ found near the stomach
   c. pipe taking waste water from a house
   d. respect for himself

3. SOLOLOQUY: That was an excellent soliloquy!
   a. song for six people
   b. short clever saying with a deep meaning
   c. entertainment using lights and music
   d. speech in the theatre by a character who is alone

4. REPTILE: She looked at the reptile.
   a. old hand-written book
   b. animal with cold blood and a hard outside
   c. person who sells things by knocking on doors
   d. picture made by sticking many small pieces of different colours together

5. ALUM: This contains alum.
   a. a poisonous substance from a common plant
   b. a soft material made of artificial threads
   c. a tobacco powder once put in the nose
   d. a chemical compound usually involving aluminium

6. REFECTORY: We met in the refectory.
   a. room for eating
   b. office where legal papers can be signed
   c. room for several people to sleep in
   d. room with glass walls for growing plants

7. CAFFEINE: This contains a lot of caffeine.
   a. a substance that makes you sleepy
   b. threads from very tough leaves
   c. ideas that are not correct
   d. a substance that makes you excited

8. IMPALE: He nearly got impaled.
   a. charged with a serious offence
   b. put in prison
   c. stuck through with a sharp instrument
   d. involved in a dispute

9. COVEN: She is the leader of a coven.
   a. a small singing group
   b. a business that is owned by the workers
   c. a secret society
   d. a group of church women who follow a strict religious life

10. TRILL: He practised the trill.
    a. ornament in a piece of music
    b. type of stringed instrument
    c. Way of throwing a ball
    d. dance step of turning round very fast on the toes
Thirteenth 1000

1. UBQUITOUS: Many weeds are ubiquitous.
   a. are difficult to get rid of
   b. have long, strong roots
   c. are found in most countries
   d. die away in the winter

2. TALON: Just look at those talons!
   a. high points of mountains
   b. sharp hooks on the feet of a hunting bird
   c. heavy metal coats to protect against weapons
   d. people who make fools of themselves without realizing it

3. ROUBLE: He had a lot of roubles.
   a. very precious red stones
   b. distant members of his family
   c. Russian money
   d. moral or other difficulties in the mind

4. JOVIAL: He was very jovial.
   a. low on the social scale
   b. likely to criticize others
   c. full of fun
   d. friendly

5. COMMUNIQUE: I saw their communiqué.
   a. critical report about an organization
   b. garden owned by many members of a community
   c. printed material used for advertising
   d. official announcement

6. PLANKTON: We saw a lot of plankton.
   a. poisonous weeds that spread very quickly
   b. very small plants or animals found in water
   c. trees producing hard wood
   d. grey clay that often causes land to slip

7. SKYLARK: We watched a skylark.
   a. show with aeroplanes flying in patterns
   b. man-made object going round the earth
   c. person who does funny tricks
   d. small bird that flies high as it sings

8. BEAGLE: He owns two beagles.
   a. fast cars with roofs that fold down
   b. large guns that can shoot many people quickly
   c. small dogs with long ears
   d. houses built at holiday places

9. ATOLL: The atoll was beautiful.
   a. low island made of coral round a sea-water lake
   b. work of art created by weaving pictures from fine thread
   c. small crown with many precious jewels worn in the evening by women
   d. place where a river flows through a narrow place full of large rocks

10. DIDACTIC: The story is very didactic.
    a. tries hard to teach something
    b. is very difficult to believe
    c. deals with exciting actions
    d. is written in a way which makes the reader unsure of the meaning

Fourteenth 1000

1. CANONICAL: These are canonical examples.
   a. examples which break the usual rules
   b. examples taken from a religious book
   c. regular and widely accepted examples
   d. examples discovered very recently

2. ATOP: He was atop the hill.
   a. at the bottom of
   b. at the top of
   c. on this side of
   d. on the far side of

3. MARSUPIAL: It is a marsupial.
   a. an animal with hard feet
   b. a plant that grows for several years
   c. a plant with flowers that turn to face the sun
   d. an animal with a pocket for babies

4. AUGUR: It augured well.
   a. promised good things for the future
   b. agreed well with what was expected
   c. had a colour that looked good with something else
   d. rang with a clear, beautiful sound

5. BAWDY: It was very bawdy.
   a. unpredictable
   b. enjoyable
   c. rushed
   d. rude

6. GAUCHE: He was gauche.
   a. talkative
   b. flexible
   c. awkward
   d. determined

7. THESAURUS: She used a thesaurus.
   a. a kind of dictionary
   b. a chemical compound
   c. a special way of speaking
   d. an injection just under the skin

8. ERYTHROCYTE: It is an erythrocyte.
   a. a medicine to reduce pain
   b. a red part of the blood
   c. a reddish white metal
   d. a member of the whale family

9. CORDILLERA: They were stopped by the cordillera.
   a. a special law
   b. an armed ship
   c. a line of mountains
   d. the eldest son of the king

10. LIMPID: He looked into her limpid eyes.
    a. clear
    b. tearful
    c. deep brown
    d. beautiful
APPENDIX 2
The Students’ Results of Preliminary Tes
## The Students’ Results of Preliminary Test

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APPENDIX 3
Questionnaire for Expert Validation
Questionnaire for Expert Validation

This questionnaire is purposed to gain the feedback on the designed test. The feedback will be used to revise and improve the designed test. Please complete the following information for research purpose. Your information or any personal data will be kept confidential.

Occupation : 
Educational Background : 
Teaching Experience : ______ years

I. Please give a tick (√) on the degree of agreements which represent your opinion about the statement below.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The instruction is easy to understand.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2</td>
<td>The test format is suited to the students.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Each item is stated in clear and simple language.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Each multiple-choice item has correct answer and distractors.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The test is suited to the level of the students.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The language of each item is in accordance with students’ current knowledge of English.</td>
<td></td>
</tr>
</tbody>
</table>
The number of test items is sufficient.
The test items are arranged systematically based on the level of difficulty.
The time allocation is sufficient to do the test.
The test is easy to score.
The test is easy to interpret.
The test adequately reflects the testing objective.

II. Please answer the following questions.
1. What is your comment on the designed test?

2. What is your suggestion to revise and improve the test?
APPENDIX 4
The Expert Validation Results
The Expert Validation Results

I. Please give a tick (√) on the degree of agreements which represent your opinion about the statement below.

1: Strongly Disagree   3: Agree
2: Disagree             4: Strongly Agree

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<td>1</td>
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<tr>
<td>1</td>
<td>The instruction is easy to understand.</td>
<td>1(33%)</td>
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<td>2</td>
<td>The test format is suited to the students.</td>
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<td>3</td>
<td>Each item is stated in clear and simple language.</td>
<td>2(67%)</td>
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<td>4</td>
<td>Each multiple-choice item has correct answer and distractors.</td>
<td>2(67%)</td>
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<td>5</td>
<td>The test is suited to the level of the students.</td>
<td>2(67%)</td>
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<td>6</td>
<td>The language of each item is in accordance with students’ current knowledge of English</td>
<td>1(33%)</td>
</tr>
<tr>
<td>7</td>
<td>The number of test items is sufficient.</td>
<td>1(33%)</td>
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<td>8</td>
<td>The test items are arranged systematically based on the level of difficulty</td>
<td>2(67%)</td>
</tr>
<tr>
<td>9</td>
<td>The time allocation is sufficient to do the test.</td>
<td>1(33%)</td>
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<tr>
<td>10</td>
<td>The test is easy to score.</td>
<td>1(33%)</td>
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<tr>
<td>11</td>
<td>The test is easy to interpret.</td>
<td>1(33%)</td>
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</table>
II. Please answer the following questions.

3. What is your comment on the designed test?
   a. The test is great
   b. There are some aspects that need to be clear.
   c. Guessing might be an issue

4. What is your suggestion to revise and improve the test?
   a. Add more variety. In vocabulary, we not only measure how well the students can memorize, but also how well they use the words.
   b. Provide the rationale before the instruction to do the test.
   c. Recheck the options.
   d. The option letter must be capital letter.
   e. Change the “correct answer” into “best answer”.

|   | The test adequately reflects the testing objective. | 2(67%) | 1(33%) |
APPENDIX 5
The Designed Vocabulary Size Test
Vocabulary Size Test

Students: Fourth-Year
Test Items: 100 items
Time allocation: 50 minutes

This test aims to diagnose the vocabulary size of the fourth-year ELESP students. There are ten levels in the test, with 10 items from each level.

**Directions:** Questions from each level are incomplete sentences. Beneath each sentence, you will see four words, marked (A), (B), (C), and (D). Choose the one word that best completes the sentence. Then, on the answer sheet, find the number of the question and cross (X) the letter of the answer you have chosen.

Look at the following example.

**Example**

The detective was trying to accomplish the _____ of murder.

A. power
B. light
C. case
D. system

**Sample Answer**

```
  a  b  c  d
```

The sentence should read, “The detective was trying to accomplish the case of murder”. Therefore, you should choose (C).
Choose the best answer by crossing (x) the correct letter on the answer sheet!

Level 1

1. I have to _____ to Rome on business.
   A. go
   B. provide
   C. say
   D. need

7. This word is the main _____ of the article.
   A. people
   B. year
   C. point
   D. nation

2. I forgot to _____ my bag with me.
   A. make
   B. take
   C. state
   D. see

8. She always stays at _____ during holiday.
   A. public
   B. home
   C. city
   D. person

3. He needs to _____ a key to open the box.
   A. work
   B. like
   C. find
   D. hear

9. Let’s solve our _____ quickly.
   A. hand
   B. problem
   C. line
   D. fact

4. Beach is an interesting _____ for a picnic.
   A. place
   B. time
   C. man
   D. school

10. The expression on your _____ makes the baby cry.
    A. day
    B. life
    C. face
    D. plan

5. Please _____ your name at the top of the paper.
   A. help
   B. come
   C. stand
   D. write

6. The company _____ new software to support the application.
   A. becomes
   B. develops

Level 2

1. The storm is _____ to have killed five people.
   A. read
   B. waited
   C. reported
   D. acted

2. It is not in his _____ to be unkind.
A. nature  
B. room  
C. law  
D. boy

3. I _____ you to become a successful writer.  
A. start  
B. drive  
C. carry  
D. expect

4. There is a _____ link between smoking and lung cancer.  
A. direct  
B. far  
C. kind  
D. social

5. Nurseries are responsible for the children in their _____.
A. figure  
B. care  
C. business  
D. art

6. Bat is mostly _____ at night.  
A. big  
B. active  
C. recent  
D. easy

7. His strong _____ enables him to carry heavy things.  
A. voice  
B. body  
C. religion  
D. history

8. This remote is used to _____ the robot.  
A. cover  
B. sense  
C. control

9. The test will _____ your English ability.  
A. measure  
B. love  
C. step  
D. receive

10. The shop is just across the _____.
A. money  
B. age  
C. month  
D. street

Level 3

1. The teacher can _____ the material well.
A. explain  
B. plant  
C. charge  
D. dance

2. Mobile phone is _____ technology nowadays.
A. modern  
B. hard  
C. dark  
D. slow

3. The main product of my _____ is vegetable.
A. story  
B. beauty  
C. farm  
D. space

4. In Britain, the _____ wears wigs in court.
A. secretary  
B. judge  
C. officer
5. Bali is a beautiful _____ in Indonesia.
   A. park
   B. tree
   C. market
   D. island

6. He likes to _____ his food with me.
   A. ride
   B. permit
   C. share
   D. attack

7. She has a small office that is used for _____ discussions.
   A. bad
   B. cold
   C. dead
   D. private

8. I don't think ghosts _____.
   A. lie
   B. argue
   C. exist
   D. apply

9. She was chosen to _____ France at the Olympics.
   A. represent
   B. dance
   C. touch
   D. buy

10. I passed my driving test at the first _____.
    A. growth
    B. attempt
    C. rule
    D. sale

Level 4

1. There is no shirt that fits my _____.
   A. gun
   B. song
   C. size
   D. leg

2. The _____ of a snake can reach 2 meters.
   A. length
   B. population
   C. army
   D. mass

3. The infotainment always gives us _____ issues of celebrities.
   A. capital
   B. dry
   C. current
   D. quiet

4. The _____ of your face is oval.
   A. heat
   B. shape
   C. distance
   D. speed

5. He always asks me to _____ his club.
   A. join
   B. marry
   C. eat
   D. fly

6. The _____ of my assignment is almost 90 percent.
   A. opinion
   B. progress
   C. blood
   D. choice
7. My dream is to _____ around the world.
   A. travel
   B. replace
   C. push
   D. wash

8. Smoking is a serious _____ to health.
   A. date
   B. strength
   C. model
   D. danger

9. Fertile soil is a good _____ of a plant.
   A. wind
   B. director
   C. base
   D. oil

10. Exercise in the morning is effective to _____ the calories.
    A. shake
    B. roll
    C. burn
    D. examine

Level 5

1. The monk _____ to eat meat because he is a vegetarian.
   A. refuses
   B. tends
   C. prefers
   D. aims

2. Merapi is a _____ in Yogyakarta.
   A. mountain
   B. weapon
   C. telephone
   D. dust

3. Donut has the shape of _____.
   A. box
   B. stone
   C. clay
   D. circle

4. The old man uses a _____ to help him walk in the street.
   A. luck
   B. coat
   C. wine
   D. stick

5. His angled shot beat the goalkeeper from 20 _____.
   A. knees
   B. pages
   C. yards
   D. souls

6. Chairs, sofas and benches are different types of _____.
   A. seat
   B. railroad
   C. profit
   D. village

7. He got 100 on the test which was a _____ score.
   A. flat
   B. perfect
   C. weak
   D. fat

8. The thieves _____ their mistake in front of the police.
   A. thank
   B. admit
   C. struggle
   D. tear

9. Guitar is a music _____.
   A. sport
   B. battle
C. theatre
D. instrument

10. My mother wears a beautiful _____ on her finger.
A. ring
B. wheel
C. key
D. tie

Level 6

1. I need a _____ of paper again.
A. wire
B. sheet
C. colony
D. scale

2. The _____ of the children’s pool is only 0.85 meters.
A. depth
B. risk
C. angle
D. pack

3. Since you are late, please ______ to catch that train!
A. bend
B. hide
C. hurry
D. pray

4. They celebrate their _____ after winning the competition.
A. protection
B. pleasure
C. flesh
D. victory

5. A narrow _____ leads from one building to the other.
A. passage
B. avenue
C. operator

6. Do not hang on the weak _____ of the tree!
A. branch
B. charm
C. track
D. path

7. Please _____ me to post this letter before I forget it.
A. defeat
B. remind
C. suspect
D. admire

8. My father _____ much money from his work as a doctor.
A. defends
B. earns
C. hunts
D. adopts

9. There are many nerves in our _____
A. brain
B. liquid
C. fence
D. breath

10. He suffered such feelings of _____ over leaving his children.
A. wise
B. silence
C. guilt
D. confidence

Level 7

1. He has been _____ of murder.
A. blessed
B. excused
C. accused
D. disappoint
2. Scientists have been trying to _____ this puzzle for years.
A. dive
B. solve
C. cure
D. persuade

3. We need _____ time to finish this difficult test.
A. extra
B. mad
C. cheap
D. dull

4. A _____ ship is flammable.
A. golden
B. royal
C. holy
D. wooden

5. Birds use their _____ to fly.
A. steels
B. shells
C. wings
D. beams

6. That balloon will _____ if you blow it up any more.
A. burst
B. roar
C. relieve
D. whisper

7. The churches were built to _____ God.
A. insure
B. tremble
C. worship
D. elect

8. It is a legal requirement that you have _____ for your car.
A. anxiety
B. certainty
C. insurance
D. conscience

9. He moved to another town to escape his mother's _____ in his life.
A. interference
B. joke
C. grain
D. hunger

10. My car is stuck in the _____ . It won't shift.
A. weekend
B. mud
C. gate
D. grave

Level 8

1. The leakage was traced to an oil _____ in the cellar.
A. nail
B. plough
C. quarrel
D. pipe

2. _____ tastes sweet.
A. poison
B. soap
C. toe
D. sugar

3. She is very rich because she comes from a _____ family.
A. noble
B. mild
C. bound
D. precious

4. The roof is at a _____ of 30°.
A. brick
B. slope
C. lid
D. cape

5. She helped him _____ his tie.
   A. scratch
   B. resist
   C. straighten
   D. split

6. It's very _____ that you live near the office.
   A. bold
   B. delicate
   C. artificial
   D. convenient

7. She is a _____ now because her husband passed away long time ago.
   A. widow
   B. priest
   C. aunt
   D. gay

8. Police found a large quantity of drugs in his _____.
   A. classification
   B. invention
   C. possession
   D. reputation

9. Birds lay their eggs in their _____.
   A. cottage
   B. nest
   C. leather
   D. feather

10. The _____ wore by the king is made from diamonds.
    A. crown
    B. empire
    C. cap
    D. wealth

Level 9

1. He _____ as manager and takes a more challenging job.
   A. classified
   B. interrupted
   C. resigned
   D. imitated

2. I always _____ in front of the altar and pray.
   A. drown
   B. stiffen
   C. whistle
   D. kneel

3. She usually hides behind a _____ when playing hide and seek in the park.
   A. bush
   B. tray
   C. veil
   D. cage

4. Farmers try to harvest _____ to feed their livestock.
   A. grease
   B. hay
   C. wool
   D. fur

5. Divers explore the _____ to salvage some coins and jewelry.
   A. hook
   B. voyage
   C. wreck
   D. tide

6. Because of its _____, the test is easy to do.
   A. simplicity
   B. flavor
   C. delivery
   D. misery
7. Put those _____ clothes in the tumble dryer.
   A. shallow
   B. steep
   C. damp
   D. coarse

3. Please be careful, don’t _____ the juice on my new dress.
   A. leave
   B. scold
   C. spill
   D. mend

8. The perfume is fragrant because of the rose _____.
   A. essence
   B. cork
   C. silk
   D. lump

4. There's such _____ among two companies in selling the product.
   A. rivalry
   B. modesty
   C. conquest
   D. baggage

9. I have a _____ for sweet food over spicy.
   A. temper
   B. preference
   C. patience
   D. remedy

5. Please help me _____ the garlic in the pan.
   A. deafen
   B. sting
   C. ripen
   D. fry

10. It is very bad to _____ people’s intelligence.
    A. applause
    B. insult
    C. dip
    D. enclose

6. Don’t _____ her if you really don’t like her.
    A. deceive
    B. rejoice
    C. tame
    D. fatten

Level 10

1. She expressed her _____ at the programme by writing a letter of complaint.
   A. disgust
   B. sorrow
   C. secrecy
   D. greed

7. He built his horses an _____ in order not to make them escape.
   A. oar
   B. enclosure
   C. inn
   D. ounce

2. The greatest _____ in the night is being bitten by mosquitoes.
   A. hindrance
   B. annoyance
   C. avoidance
   D. obedience

8. You must be careful when walking in a _____ floor.
   A. slippery
   B. horizontal
   C. tidy
   D. sour
9. I brought the candle to _____ my room when the electricity went out.
   A. widen
   B. darken
   C. heighten
   D. lighten

10. The streets were littered with _____.
    A. quart
    B. feast
    C. rubbish
    D. thirst
**Answer key**

**Level 1**

1. A  
2. B  
3. C  
4. A  
5. D  
6. B  
7. C  
8. B  
9. B  
10. C

**Level 2**

1. C  
2. A  
3. D  
4. A  
5. B  
6. B  
7. B  
8. C  
9. A  
10. D

**Level 3**

1. A  
2. A  
3. C  
4. B  
5. D  
6. C  
7. D  
8. C  
9. A  
10. B

**Level 4**

1. C  
2. A  
3. C  
4. B  
5. A  
6. B  
7. A  
8. D  
9. C  
10. C

**Level 5**

1. A  
2. A  
3. D  
4. D  
5. C  
6. A  
7. B  
8. B  
9. D  
10. A

**Level 6**

1. B  
2. A  
3. C  
4. D  
5. A  
6. A  
7. B  
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ANSWER SHEET

Name/St. Number: _____________

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