**CHAPTER II**

**REVIEW OF LITERATURE**

 This chapter discusses about definition of young learner, the characteristics of young learners, definition of vocabulary and mastery, kinds of vocabulary, the important of vocabulary, teaching and learning of vocabulary, the techniques of teaching vocabulary, the definition of games, the purpose of language games, the values of games, the principle of using games, little shop of treasures game and testing vocabulary.

1. **The Young Learners**
2. **Definition of Young Learners**

Learning English for children is called English by young learners (EYL). The students of EYL are young learners who are learning English. Generally, they are the beginner learners and it must be remembered that the teacher can’t equalize them by giving the same task and same learning activity. Children in different age have different ability and skill in learning English. Besides having different development, some of young learners have high motivation and develop rapidly. Some others have low motivation and develop slowly to learn, so their development slowest than their friends.

 Nowadays many students of preschool or students in kindergarten that also learn English, so we can arrange them in a group namely very young learner groups (Suyanto, 2007:15). The young learners are the students of the elementary school from the age of 6-12 years old. They can be subdivided into two groups: they are younger group (6-8 years old) and older group (9-12 years old). According to their level, they are called as students of lower classes (first, second and third year students) and upper classes (fourth, fifth and six year students). Meanwhile, Scot and Yterbeg (1990:18) subdivided them into two groups: they are level one (5-7 years old) and level two (8-10 years old).

1. **The Characteristics of Young Learners**

 Generally, characteristics of young learners are the children (5-7 years old) have egocentric where they like to connect between what they are doing and their self, the children (5-7 years) still have difficult to difference both of concrete and abstract, the children have imaginative and active learning, their feeling are easy to boring, the children’s life are colorful and happiness, the children like story as game, younger group more like to do something by their self with friends, young learners (8 -10 years) have enough aware and ready to study the language and basically, the children like conversation about their own with their language, finally, and the children like learning by doing ( Suyanto, 2007:16).

 According to Scot and Ytreberg (1990:1) the characteristic of English for young learners divided into two groups:

1. Five to seven year olds

Young learners are five to seven year olds have characteristics such as they can talk about what they are doing, they can tell you about what they have done or heard, they can plan activities, they can argue for something and tell you why they think what they think, they can use logical reasoning, they can use their vivid imaginations, they can use a wide range of intonation patterns in their mother tongue, and they can understand direct human interaction.

Other characteristics of the young language learner are they know that the world is governed by rules. They may not always understand the rules, but they know that they are there to be obeyed and the rules help to nurture a feeling of security, they understand situation more quickly than they understand the language used, they use language skills long before they are aware of them, their own understanding come s through hands, eyes and ears, they are very logical. What you say first happens times, they have a very short attention and concentration span, young children sometimes have difficulty in knowing what fact is and what fiction is, young children are often happy playing and working alone, but in the company of others, they will seldom admit that they don’t know something either, young children cannot decide for themselves what to learn, young children love to play and learn best when they are enjoying themselves, young children are enthusiastic and positive about learning ( Scott and Ytreberg, 1990:2).

1. Eight to ten year olds

Whereas, characteristic of eight to ten year olds are their basic concepts are formed, they have very decided views of the world, they can tell the difference between fact and fiction, they ask questions all the time, they rely on the spoken word as well as the physical world to convey and understand meaning, they are able to make some decisions about their own learning, they have definite views about what they like and don’t like doing, they have a developed sense of fairness about what happens in the classroom and begin to question the teacher’s decisions, they are able to work with others and learn from others (Scott and Ytreberg, 1990:3).

 The young children especially those up the ages of nine or ten learn differently from older children, adolescents and adult. According to Harmer (2007:82) that the young children have difference in learning like they respond to meaning even if they do not understand individual words, they often learn indirectly rather directly that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught, their understanding comes not just from explanation but also from what they see and hear and crucially have a chance to touch and interact with, they find abstract concepts such as grammar rules difficult to grasp, they generally display an enthusiasm for learning and a curiosity about the world Around them, they have a need for individual attention and approval from the teacher, they are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom, they have a limited attention span; unless activities are extremely engaging, they can get easily bored, and losing interest after ten minutes or so.

1. **The Nature of Vocabulary and Mastery**
2. **Definition of Vocabulary and Mastery**

Vocabulary refers to the words that people must know to communicate effectively. it means that vocabulary is words that people use to communicate one another. The words must be understandable between the speaker and hearer.

A vocabulary is a set of words known to a person or other entity, or that part of a specific language. Vocabulary is all the words of a language. Vocabulary plays important part in learning to read and also to speak. Children learn the meaning of most words indirectly, through everyday experiences with oral and written language.

Vocabulary can be defined roughly as the words teachers teach in the foreign language (Ur, 1996:60). It means that all words in foreign language that has been taught by teachers in order that the students can use those words in sentences or daily communication.

It has been said by Virginia (1983:7) that there is one English word that is known everywhere. The word is cowboy. This remark has certain amount of truth. Such words as rock star and cowboy seem to be known (by almost every young person, at least). Indeed such English words are usually learned without being taught, without being explained or drilled in class. All too often, however, a student who has easily acquired cowboy and rock star seems unable to master the words in the textbooks, even after teacher’s explanation. It is unfortunate condition, as experienced teachers know. Much of the vocabulary in English textbooks must be learned. Without it, no one can speak or understand the language. The question is what teachers can do while presenting the textbooks words, so that students will learn them as well as rock star and cowboy. It means that some words are not learned; especially the most common words but the other words like the words or vocabulary in English textbooks must be learned.

Vocabulary becomes one of important aspects in teaching language. Eisenstein also states (in Celce, 1989) that vocabulary is also an obvious area for language variation. Language variation is influenced by the age of the speakers because the speakers who have difference the age would speak in different vocabulary. According to Hatch and Brown (in Celce, 1989:78) some vocabulary variation is due to the age of speakers such that expression of positive assessment by the speaker have changed from generation to the generation.

In language component there are vocabulary, pronunciation and grammar. As language component, vocabulary has important role in teaching and learning English because to communicate effectively someone should has good vocabulary. Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention (Rirchards,2001:4) , so vocabulary become one of basic components to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The older students master vocabulary the better they perform their language.

Vocabulary is the collection of words that is possessed by a language and gives meaning when we use language (Suyanto, 2007:43). There are more than 500 words that are necessary to learnt by students of elementary school. Vocabulary is one of the language components that are important to support to be taught to use language well because we are able to speak, write and listen nicely we have to know vocabulary first. Vocabulary also one of the keys to be successful in mastering English and it also can be the foundation to build English ability because by mastering vocabulary the students can improve their abilities in four skills. There are listening, speaking, reading and writing. Therefore, vocabulary is very important because without it, they won’t know or understand numerous words and without mastering vocabulary they will get trouble in developing their language skills.

 The teacher should make the children happy in learning, so the teaching English in elementary schools should emphasizes vocabulary. This is reasonable since vocabulary is an important aspect of foreign or second language learning. Vocabulary is a basic element of communication and it is also very important for children’s language acquisition process. Vocabulary is a core component of language proficiency and it provides much of the basis for how well learners speak, listen, read and write (Cahyono, 2010:153). It means that vocabulary as one of the language elements is a useful means to facilitate and support the learners in learning the skill of the language. Brown states (in Cahyono, 2010:153) that the larger vocabulary size one has the better one’s performance in all aspects of English language works will be.

Mastery means natural or acquired facility in a specific activity: ability, adeptness, art, command, craft, expertise, expertness, knack, proficiency, skill, technique. It can be said that mastery is possession of skill, ability, and technique in conducting a certain activity.

From the explanation above vocabulary mastery means an ability to use the sum of words in conducting communication, and students understand the set of words. It also can be said that the set of words likely to be used by those students when constructing new sentences.

1. **Kinds of Vocabulary**

 Vocabulary is knowledge of words and word meanings. Usually, the words have meaning in relation to other words. According to Harmer (1991:156) that the first to realize about vocabulary items is that frequently have more than one meaning. However, vocabulary is more complex than this definition suggests. Firstly, word comes in two forms that are oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Secondly, word knowledge also comes in two forms that are receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that use when we speak or write.

Besides, there are two kinds of vocabulary:

1. High frequency vocabulary is one of vocabulary which is often used by the speakers
2. Low frequency vocabulary is one of vocabulary which is rarely used by the speakers, usually called difficult vocabulary because the vocabulary is unfamiliar to the listeners.

 According to Sen (in Cahyono, 2010:154) learning vocabulary can be done actively and passively. Active vocabulary is used when the learners produce words and expressions in writing and speaking, while passive vocabulary is used for reading and listening.

 Vocabulary said that it can support the learners to learn the language skill. A large vocabulary helps the learners to express their idea because vocabulary really supports the learners to learn the skill of the target language. By having many stocks of words, the learners can catch other people’s talking well, give responses, speak fluently and write some kinds of topic. The aims of teaching vocabulary are enable the learners to understand the concepts of unfamiliar words, to gain a greater number of words and to use words successfully for communication purposes.

1. **The Importance of Vocabulary**

Vocabulary has important factor in the language teaching and learning especially in English because words are essential for communication. Someone who has limited vocabularies will find difficulties to communicate with others. Actually, vocabulary can help someone in learning four language skills that are speaking, listening, reading and writing. Vocabulary is a core component of language proficiency and provides much of the basis for how well someone learners speak, listen, read and write (Cahyono, 2010: 153). The extensive vocabulary and strategies for acquiring new vocabulary is very necessary.

The basis of teaching learning English is concerned with the student’s abilities to use four language skills and language components. In using language skills, the learners need many vocabularies because they have important role in learning. Without having many vocabularies, it is impossible to build communication. They will find difficulties to understand what other people say.

1. **Teaching and Learning of Vocabulary**

 According to Virginia (1983:8) in teaching vocabulary, teacher must notice about learning vocabulary in and out of classes:

 “In some years ago, students were learning words for familiar objects such as words in the mother tongue. Quite probably, each word came to the child’s attention as part of an experience that had special importance for him. Perhaps the words for window and door were learned when he heard an adult said (in the home language),”Grandma’s gone, but we’ll go to the window and wave goodbye, ‘and “Daddy’s here! Let’s go to door and let him in.”Of course we don’t know what really occurred on the day when the child learned those words in his own language, but one thing is sure. We do know what he was told, for example, “Here are some words to learn. You will need someday. The first word is window. Window means……” Yet that is how vocabulary is often presented in language class”.

To think about vocabulary in this way, there are five facts that must be considered:

1. Foreign words for familiar objects and persons are important to teach, but we cannot expect most members of the class to learn them easily.
2. Teaching such words will require special skills because students often feel their native-language words for familiar objects and persons are all they really need.
3. Students are very likely to feel that foreign words for familiar objects are not really needed when the foreign language is not used for communication outside the language calls.
4. When a student feels no real need to learn something, a feeling of need must be created by the teacher.
5. To create in students’ minds a sense of personal need for a foreign language word. It is not enough to say, “Here is a word to learn.” Here is what the word means.” The word will be useful to you someday.” (Astuti, 2008:16).

It can also be said that teachers should teach foreign words for familiar objects and persons and remember not all the students learn new vocabulary easily. Beside that teaching such words need teacher’ special skill like creating motivation and good environment to conduct enjoyable activities that later on they will need to use these words.

In classes where one language is not mastered by all the students, the teacher needs particular skill. Teacher must provide definition in English, using words the class can understand for vocabulary lesson for the first stage of English instruction, especially for beginners, teachers use three ways to show the meaning of vocabulary:

1. Pictures
2. Explanation in the students’ own language
3. Definition in simple English, using vocabulary that the students already know.

In all three cases teachers call attention to the meaning after calling attention to the English word. It is really best raw students’ attention first to the new word, then to its meaning. It is interesting to compare this order with the order of events in learning of vocabulary in one’s mother tongue. During a child’s early years, what happens first is this: the child has an experience with some objects (perhaps a new toy truck). While his attention is on the truck, the child then hears the name of the object which attracted his interest. (Perhaps some adults say, “What a nice truck!” or “Put away that truck and come to dinner”). First the child’s attention is drawn to the truck; then the child gets the word that names it.

Based on the statement above, it can be concluded that in teaching vocabulary teachers should create their need in learning language, create sense of need for words, and show the meanings of words that can support their learning about vocabulary.

According to Ur (1996:60-62) there are some aspects of vocabulary that should be taught or mastered by the students in learning foreign language, as follows:

1. Form: pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be preserved by the learner when encountering the item for the first time. In teaching, teachers need to make sure that other these aspects are accurately presented and learned.

1. Grammar

The grammar of new item will be necessary to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as teachers teach base form. When teaching a new verb, for example, teacher must give also its past form, if this irregular (think, thought). Similarly, when teaching noun, teachers may wish to present its plural form, if it is irregular (mouse, mice).

1. Aspect of Meaning (1): denotation, connotation, appropriateness

The meaning of word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. For example, dog denotes a kind of animal; more specifically, a common, domestic carnivorous mammal; and both dank and moist mean slightly wet.

A less obvious component of the meaning of an item is its connotation: the association, or positive or negative feeling it evokes, which may or may not be indicated in a dictionary definition. The word dog, for example, as understood by most British people, has positive connotation of *friendship* and *loyalty.*

A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. For example, learners may know that *weep* is virtually synonym in denotation with *cry*, but it is not formal, tends to be used in writing more that in speech, and is in general much less common.

1. Aspects of Meaning (2): meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationship: here are some of the main ones.

1. Synonyms: item that mean the same, or nearly the same; for example, bright, clever, smart may serve synonyms of intelligent.
2. Antonyms: items that mean the opposite; rich is an antonym of poor.
3. Hyponyms: items that serve as specific examples of general concepts; dog, lion, mouse are hyponyms of animal.
4. Co-hyponyms or co-ordinates: other items that are the ‘same kind of thing’; red, blue, green and brown are co-ordinates.
5. Super ordinates: general concepts that ‘cover’ specific items; animal is the super ordinates of dog, lion, mouse.
6. Translation: words or expressions in the learners’ mother tongue those are more or less equivalent meaning to the item being taught.

Based on the explanation there are some aspects such as pronunciation, spelling, grammar especially to make simple sentences, meaning relates to denotation, super ordinates, hyponyms, which are used by the researcher to conduct teaching vocabulary and used in test the students’ vocabulary mastery.

1. **The Techniques of Teaching Vocabulary**

 Many people said that teaching English to young learners is full of fun (Suyanto, 2007:87). It is really fun and enjoyable if the teacher masters many kinds of methods in teaching and learning process by using books that are in the class. Although, the teacher also need special skills to choose and apply methods in teaching in order the students are interested in teaching and learning process.

 Therefore, beside the teachers have English ability that are sufficient, the teacher need to master the various of methods in teaching and learning English in order teaching and learning process is not bored for the students (Suyanto, 2007: 88). In presenting materials for the students need ways or technique that is various and interesting because if the teacher used interesting method will make the students enjoyable.

 According to Suyanto (2007:88) there are some techniques that can be used in teaching vocabulary for EYL:

1. Listen and Repeat, teacher says something and the students only listen. Then, the teacher says again and asks them to repeat what the teacher says.
2. Listen and Do, the teacher says something and the students listen carefully. Then, the students do what the teacher says. The students respond it by doing what their teacher says.
3. Question and Answer, the teacher starts to ask something and give the sample of the answer. Then, the students imitate. After that the teacher asks something and the students answer the question. Before answering the question, the students must listen and understand about the questions
4. Substitution, the teacher loose one part of the sentence and asks the students to substitute with other similar word.
5. Draw and Color, the teacher gives the picture appropriate what the students like or what the students have. The picture should be appropriate with contexts or facts that are in the real life. This technique is suitable for the students in kindergarten or elementary school. This activity can be added with drawing and coloring activity after the students know words, nouns and colors such as rabbit, carrot and green.
6. Listen and Identify, in this activity, the teacher gives two similar sounds by using interesting way, For example by using “minimal pair” for vowel and some consonants.
7. See Differences, this technique practices the students to do observation and find the similarity and difference two objects of pictures. This activity practice carefulness and it is enjoyable activity for students in elementary school.
8. In Pair, this activity is done by the students in pair or two students to practice students in interaction and communication. This activity will make the students to interact, study and appreciate someone’s opinion.
9. Group Discussion, the teacher gives the problem to the group and then the group discuss about it. It helps the students to be more active.
10. Cooperative Learning, every student learns to together. They must work together to give reports or tasks that are given by the teacher.
11. Questioning and Inquiry, questioning is done by the teacher to support, guide and assess student’s ability in thinking. Questioning is also done to get information when the students do the activity that basis inquiry. Inquiry activity is begun by observation activity, ask and then analyze and finally make conclusion. These activities can be done individually or in group.
12. Modeling and Demonstration are the strategy to give example to the students about how they do, learn and make something.
13. Concept mapping, this activity is used to lead the students hook some concepts or things that are known with other concept. The teacher can use it to connect new with known thing.
14. Brainstorming is technique that can be used to make students active. If the teacher asks all of the students in the class to mention examples as much as possible in short time called by brainstorming. In this case, the students usually are braver to propose opinions because of the teacher will not say wrong.
15. Outdoor Activity, this techniques enriches the student’s vocabulary because they will find something new not taught by their teacher in the class (Richards and Renandya, 2002:88).

As teachers before teaching, the teachers should know the various method of presenting the vocabulary in order that the students can understand their explanation. There are some methods for teaching new words among others say the word clearly and written in the board, get the class to repeat the word in chorus, translate the word into the students own language, ask students to translate the word, draw the picture to show what the word means, give English example to show the word is used and ask question using new word.

 Teaching vocabulary for lower classes usually use listening and repeating method or listen and point to while teaching vocabulary for upper classes (5 and 6) have variation introduce new vocabulary, for example give the simple definition, give the synonym or antonym, give the amount of subject or object such as pens, books, and rules, draw the picture or give the illustration, and give the meaning in the first language or translate ( if it is needed) ( Suyanto, 2007:49).

According to Suyanto (2007:48) teaching vocabulary can be done through 4 steps:

1. introduction
2. Applying 2) Modeling
3. practicing
4. Introducing is the teacher recognize new vocabulary with clearly and good pronunciation by using the picture or real thing.
5. Modeling is the teacher gives the example with doing as model
6. Practicing is the teacher practices the students to imitate and practice
7. Applying is the students apply in the exact condition with the teacher aid
8. **Games in Language**
9. **The Definition of Games**

Smaldino, et al., (2005:26) state that a game is an activity in which participations follow prescribed rules that differ from those of real life as they strive to attain a challenging goal. Brown, et al., (1977:292) define game as a structured activity with set rules for play in which two or more students interact to reach clearly designated instructional objectives. Competition and chance are generally factors in the interaction, and usually there is a winner.

Based on the definition above it can ber concluded that games are considered as a way to help students not only to enjoy and entertain with the language they learn, but also practice it incidentally.

1. **The Purpose of Language Games**

In Astuti (2008:23) Sudiargo said that language games have become more widely used in recent years. He mentions two reasons. Firstly, research on language learning has revealed that students’ motivation and affective atmosphere in the classroom have great influence in the acquisition of language competence. Secondly, in games there is real communication. If a game works properly, it will stimulate within the students the desire to communicate in target language.

Furthermore, Larcabal (in Astuti, 2008:24) states a game can help those who play to develop their inner self, help them relate to others more efficiently and cooperatively, train them in creative freedom as they feel less embarrassed or afraid and become more self-confident, and finally bring them and facilitator closer, which eventually help to lower the tension and anxiety that prevent students from acquiring the language.

Rixon (1996:5) also states that the aim of the games is often get students talking to one another rather than always addressing their remarks to the teacher or having him mediate what they say to one another. He further mentions that all teachers must have had experience of the students who refuse to look at anyone other than the teacher even when he is asked to say something to one of his classmates.

Although games can be used to practice certain language items at certain stages in the acquisition process, the main aim of the games should be to develop communication skills. Thus, games will cease to be just a reward or relaxed after working hard on other aspects of the course, and will become a stimulating and interesting way to help students acquire the target language without even realizing it.

Based on the explanation above it can be concluded that games provide an enjoyable atmosphere, a situation in which communication is essential, and a distraction from the study of the language itself.

1. **The Values of Games**

In Astuti (2008:25) Sudiargo stated that in recommending games for vocabulary learning, the aim has not been to suggest pleasant ways of passing time. Time passes too quickly in most classes, and the entertainment of students is not a teacher’s responsibility. However, language teachers are responsible for creating conditions which encourage vocabulary expansion, and a well-chosen game can help the students acquire English words.

Games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game can’t be achieved. Guessing games, for example, create conditions in which the use of the target language is necessary for leading the players to the correct guess.

1. **The Principles of Using Games**

Sudiargo, et al., in Astuti (2008:25) state that before talking about the technique of using games in class, teachers should know some important considerations in conducting games in class, namely:

1. Games should be flexible
2. The teacher should pay attention that the focus of games is not competition
3. The teacher should avoid games that cause individuals to be singled and embrassed in front of the groups of peers
4. It is essential that errors made by poorer pupils attempting to their participations are not analyzed in detail in the form of grammar lesson
5. The main aim of the game should be to develop communication skills; talking about the technique of teaching games in class we often relate them to its procedures. We all know that every game has its own procedures
6. The teacher should be able to choose appropriate and good games for his students
7. The teacher should explain the rules of games as clearly as possible
8. Try to integrate the game into the lesson
9. Learners reluctant to participate might be asked to act as a judge or scorers
10. It is advisable to stop a game and change to something else before the learners become tired of it
11. The teacher should never interrupt a game which is flowing successfully in order to correct a mistake in language use
12. The teacher should set a limit of time.
13. **Little Shop of Treasures Game**

Little shop of treasures game is one of the hidden object game series from game house. It can be played online or as a game house. In this case, little shop of treasures game refer to hidden object game series that is played as game house. This game encourages students to learn the English vocabulary. It’s commonly use to help teach children how to increase their vocabulary. The teacher just prepares some small pictures to sell to the students and the students should to buy the pictures by the name of the pictures, not with money. It has unique appearance that can draw the students’ attention. So with this game, the teaching learning become more interest and meaningful than before.

There are some steps in playing little shop of treasures game and learning vocabulary as well:

Step 1 : the teacher prepares many kinds of picture that related with part of house (treasures) in front of the class. Every picture has different point.

Step 2 : the teacher prepares box that contains of small letter that written the name of those picture.

Step 3 : after the students are ready to play, the students can take one piece of the paper in the box and look for the meaning of the word and then match with the picture that are in front of the class.

Step 4 : before the students find the picture that is suitable with her/his paper, the students cannot take another paper in the box again.

Step 5 : after the students find appropriate picture, the students will get the point and the students can take the paper again in the box, and then match the picture again.

Step 6 : after the time is over, so the students must stop to play.

Step 7 : the students start to count the point that they get.

Step 8 : finally, the student who gets many point so he/she is the winner

1. **Testing Vocabulary**

Testing vocabulary is very important as an achievement test of vocabulary after teaching. The specification for vocabulary achievement test should be based on all items presented to the students in teaching vocabulary. Actually, testing vocabulary is so difficult. Information on receptive ability is regarded as sufficient. There are techniques that are suggested only for possible use in achievement test (Isnawati, 2011:50):

* Pictures

The use of pictures can limit the students to lexical items that we have in mind. Some pictures are provided and the students are required to write down the name of the objects. This method is obviously restricted to concrete nouns which can be draw.

* Definition

The teacher gives definition about vocabulary and the students guess it. Not all items can be identified using a definition. Nor can all words be defined entirely in words more common or simple than themselves.

* Gap filling

This technique can take the form of one or more sentence with a single word missing.

The first task for the writer of a vocabulary test is to determine the degree to which he or she wishes to concentrate on testing the student’s active or passive vocabulary. The next task is to decide whether thee lexical items in the test should be taken from the spoken or written language (Heaton, 1988:51). There are the four major language skills that are listening: passive/spoken, reading: passive/written, speaking: active/spoken, writing: active/written.

According to Heaton (1988) there are ways in testing vocabulary such as multiple choice items, matching items and completion items.