**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

In this chapter, the researcher will present about definition of vocabulary, teaching vocabulary, Silent Way Method, the procedures of applying the Silent Way Method, and testing Vocabulary.

1. **Vocabulary**
2. **Definition of Vocabulary**

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. Vocabulary is list of words with their meanings, especially in a book for learning a foreign language (Richards, 2003:4).

Meanwhile, Hornby (2003:482) states that “’Vocabulary is as unique to a content area as unique of finger prints are to human being”. A content area is distinguishable by its language, particularly the special and technical terms that label the concepts under the girding the subject matter. Meanwhile, Richards and Renandya (2002:255) have a different statement. They state that “vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write”. In other word, the teachers know they must do something with the language of their content areas and provides much of the basis for how well learners speak, listen, read and write.

Vocabulary includes of words that are used in communication through language, whether using language in the manner of spoken or written (Djiwandono, 1996:42). Similiarly, Jackson and Amuela (2000:11) state that vocabulary is the total of words in a language. It is also stated that Vocabulary is more than lists of target language words (Nunan, 1999:101).

Advanced learners can generally communicate well, having learnt all the basic structure of the language. However, they need to broaden their vocabulary to express themselves more clearly and appropriately in a wide range of situations.

Students might even have a receptive knowledge of wider range of vocabulary, which means they can recognize the item and recognize its meaning. Nevertheless, their productive use of wide range of vocabulary is normally limited and this is one of the areas that greater attention.

1. **The Importance of Vocabulary**

Eisentein states as quoted by Celce-Murcia and Olshtain (2000:78) that vocabulary is obvious area for language variation. Vocabulary is an important factor in the language teaching and learning, especially in English because words are essential for communication. Someone who has limited vocabularies will difficult to communicate with other. For the learner who learns English, vocabuary helps them in learning four basic skills (speaking, listening, writing, and reading).

Our personal vocabulary reflects our background and previous experience (Guth, 1975:2). As long as we continue to grow and learn, our language grows along with us. It helps us label and understand the things we see in the society around us. It helps us identify and take in things that are new and starnge.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies in acquiring new vocabulary, learners often achieve less than their potential and maybe discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.

The basic of teaching learning English is concerned with the students’ abilities to use four language skills. In using language skills, they need many vocabularies because they have important role in language learning. Without having many vocabularies, it is impossible to build communication. They will difficult to understand what other people say to them.

1. **The Kinds of Vocabulary**

Our vocabulary study seemed consistently to revolve around the dull routines of looking up defining and memorizing words and using them in sentences.

Such as instructional pattern resulted in meaningless, purposeless activity en end in itself, rather that a means to an end. Although there was nothing inherently wrong with looking up, defining and memorizing words and using them in sentences, the approach itself was to narrow for us to learn words in depth instead, we memorized definitions to pass the Friday quiz and forgot them on Saturday.

Having students learn lists of words is based on the ill founded conclusion that the acquisition of vocabulary is separate from the development of ideas and concepts in a content area. Teaching vocabulary often means assigning a corpus of words rather than exploring words meanings and relationships that contribute the student’s conceptual awareness and understanding of a subject. Once teacher’s clarity the relationship between words and concepts, they are receptive to instructional alternatives.

There are several different types of vocabulary, such as listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.

1. Listening vocabuary.

Listening vocabulary is all the words that can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

1. Speaking vocabulary.

Speaking vocabulary is all the words which can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misused - though slight and unintentional - may be compensated by facial expressions, tone of voice, or hand gestures.

1. Reading vocabulary.

Reading vocabulary is all the words that can recognize when reading.

1. Writing vocabulary.

Writing vocabulary is all tha words that can employ in writing .

With reference to the four language skills, “listening and reading are require receptive understanding of vocabulary, speaking and writng are require produtive us vocabulary” (Celce-Murcia and Olshtain, 2000:77).

One classification involves the three types of reading vocabulary found in textbooks (Richard and Jo Anne, 1999:316):

1. The first type, general vocabulary, it consists of everyday words with widely acknowledge meanings in common usage.
2. The second type, special vocabulary, it is made of words from everyday vocabulary that take on specialized meanings in a particular content area.
3. The third type, technical vocabulary, it consists of words that are used only in a particular area.

According Heaton (1974:5) there are two ways of vocabulary:

1. Active vocabulary.

Active vocabulary is a number of words which students use in speaking and writing.

1. Passive vocabulary.

Passive vocabularyis a number of words which students should be able to recognize and undersatand when they are listening to someone or when they are reading.

Nation (2001:11) states that we can distinguish four kinds of vocabulary in the text: high-frequency words, academic words, technical words, and low-frequency words.

1. High - frequency words

There is a small group of high frequency which very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language.

1. Academic words

The text is from academic textbook and contains many words that are common in different kinds of academic text: policy, phase, adjusted, sustained. Typically these words make up about 9% of the running words in the text.

1. Technical words

The text contains some words that are very closely related to the topic and subject of the text. These words include indigenous, regeneration, pod carp, beech, rimy, and timber. These words are reasonably common in this topic area but no so common else where. As soon as we see them we know that topic is being dealt with. Technical words like this typically cover about 5% of the running words in a text.

1. Low - frequency words

This group included words like zoned, pioneering and perpetuity, aired and pastoral. They make up over 5 % of the words in an academic text. There are thousands of them in the language, by far the biggest group of words. They consist of the technical words for other subject areas, proper nouns, words that almost got the high – frequency list and words that we rarely meet in our use in the language.

 Gattecno distinguishes between several classes of vocabulary, they are:

1. Semi – luxury vocabulary.

Semi – luxury vocabulary consist of expressions common in the daily life on the target language culture. This refers to food, clothing, travel, family life, and so on.

1. Luxury vocabulary.

Luxury vocabulary is used in communicating more specialized ideas, such as political and philosophical opinions.

1. **Teaching Vocabulary**
2. **Definition of Teaching Vocabulary**

Teaching is complex behavior. To interpret it in simple terms lend to misunderstanding. This in fact, is what is done by many non – educators, and result in distored nation about the role of teacher and the needs of schools. More tragically, some teachers are also guilty of this kind simplistic, if well intentioned. Thinking as reflected in classroom approaches that disegard professionally endorsed pedagogy and rely on unexamined traditional likely to be bag of tricks that synthesis of sound principles (Richard, 1996:5).

Teaching vocabulary is clearly more than just presenting new word. This may, of course have its place but there are other issues too. It means that when the teacher teaches vocabulary to students, he should know their characteristics, so that can choose suitable techniques or methods which make the students enjoy and and active in learning vocabulary in the classroom. It will increase English ability in general.

1. **Background of Teaching Vocabulary**

According to Nunan (2003:133), vocabulary teaching and learning must fit into the broader framework of a language course. On a way to make sure that here is a balanced range of learning opportunities is too see a language course as consisting of four strands, they are as follow:

1. Learning from meaning – focused input – learning through listening and writing.
2. Deliberate language – focused learning – learning from being taught sounds, vocabulary, grammar, and discourse.
3. Learning from meaning – focused output – learning by having to produce language in speaking and writing.
4. Developing fluency – becoming quick and confident at listening, speaking, reading, and writing.
5. **The Procedures in Taeching Vocabulary**

A procedure is a series ofclearly defined steps leading to a learning goal. Teacher apply procedure that words are repeated and that various aspect of what is knowing a word are covered(Richard, 2002:262).

1. Say the word out loud.

You might be able to recognize the word as one you have already heard, but even if you don’t recognize it, sounding it out loud are the first step to really learning the word.

1. Look for roots.

Noticing the prefixes, roots, and suffixes, and knowing what they mean is a powerful way to improve your vocabulary. I will be teaching you many Latin and Greek prefixes, roots, and suffixes this year.

1. Use context to guess meaning.

This is the most important step. Look at everything i surrounding sentences, pictures, and think about everything you know about the story. Use what yu know to come up with a good detailed guess as to what the word might mean.

1. Check your guess in the original sentence!

I fit make sense, then write down the word, source, guess, and keep reading. If it doesn’t make sense, guess again!

1. Look it up in the dictionary.

When you are done reading, look up the word and check each definition in the original sentence to see which one the author meant. You only need to write down the definition that fits in the original sentence.

1. Use it in a new sentence.

This is the most difficult step, but also the most important when it comes to learning a word thoroughly. In your sentence, try to show that you know what the word means.

1. Read your new sentence out loud to an adult and ask them it if sounds right. This is essential as at this point you know what the word means, you have only seen it used grammatically once. Once they think your new sentence sounds right, ask them to put a (√) next to the sentence.
2. **The Principles of Teaching Vocabulary**

According to Nunan (2003:135) there are four principles for teaching vocabulary:

1. Focus on the most useful vocabulary first.
2. Focus on the vocabulary in the most appropriate way.
3. Give attention to the high frequency words accross the four strands of course of a course.
4. Encourage learners to reflect on and take responsibility for learning.
5. **Silent Way Method.**

 There are many methods used in teaching vocabulary. One of them is Silent Way method. The following will be explained about the Silent Way Method.

1. **The Definition of Silent Way Method**

Silent way is the name of the method of language teaching devised by Caleb Gattecno in the 1960s. Gattegno's name is well known for his revival of interest in the use of colored wooden sticks called Cuisenaire rods and for his series Words in Colour, an approach to the teaching of initial reading in which sounds are coded by specific colors.

In this method, the role of language teachers is relatively less silent so that language learners are encouraged to be more active in producing as much language as possible. A language teacher should encourage language learners to take a role in learning activities (Setiyadi, 2006:76). In other words, the time of learning teaching interaction should be given to language learners, not to the teacher.

According to Nikki (2007) the Silent Way is based on the theory that individuals should be at the center of their own learning, and that the teacher should largely be silent and subtly provide feedback while the students explore their own abilities. The method somewhat tries to mimic how we learn our native language, through independent exploration.

 Elements of the Silent Way, particularly the use of color charts and the colored Cuisenaire rods, grew out of Gattegno's previous experience as an educational designer of reading and mathematics programs. (Cuisenaire rods were first developed by Georges Cuis­enaire, a European educator who used them for the teaching of math. Gattegno had observed Cuisenaire and this gave him the idea for their use in language teaching).

1. **Theory of Language.**

 According to Sari (2005) in her review:

1. A structural syllabus is used to organize the language to be taught. Language is seen as groups of sounds arbitrarily associated with meanings and organized into sentences by grammar rules.
2. Language is taught artificially through artificial situations. Language is separated from its social context.
3. Phonological and supra segmental (stress, intonation, pitch, etc.) elements are emphasized. Pronunciation is focused.
4. Vocabulary has a great importance in this method. There are two types of vocabulary which are:
5. Semi-luxury vocabulary: expressions that are commons in the daily life in the target language culture. These include food, clothing, travel, family life and so on.
6. Luxury vocabulary: more specialized vocabulary, for example words used in talking about politics and philosophy (Richards and Rodgers 1986).
7. **Theory of Learning**

According to Gattegno in Sari’s review (2005):

1. Learning is a problem-solving, creative and discovering activity in which the learner is a very important and principle actorrather than a passive listener.
2. Learning will be more motivating and permanent if physical objects such as rods and wall-charts are used. These objects gather students’ attention and create memorable images for student recall.
3. At thebeginning, the teacher needs to look for progress, not perfection, Learning takes place in time. Students learn at different rates.
4. Only the learner can do the learning.

 Richard and Rodgers in Brown (2004:28) summarized the theory of learning behind the silent way;

1. Learning is facilitated if the learner discovers or creats rather than remembers and repeats what is to be learned.
2. Learning is facilitated by accompanying (mediating) physical objects.
3. Learning is facilitated by problem solving involving the material to be learned.
4. **The Objective of Silent Way Method.**

Students should able to use the language for self-expression to express their thougths, perceptions, and feelings (Larsen-Freeman, 1986:62). In order to help them achieve this, teachers emphasize self-reliance.Students are encouraged to actively explore the language, and to develop their own inner criteria as to what is linguistically acceptable.

Students become independent by relying on themselves. The teacher, therefore, should give them only what the absolutely need to promote their learning (Larsen-Freeman, 1986:62).

1. **The Teacher’s and Learner’s Roles.**

As Gattecno says, “the teacher works with the students, the students work on the language” (Larsen-Freeman, 1986:63).

**1)**     **Teacher’s Roles:**

a. The teacher should besilent as much as possible in the classroom to encourage the learner to produce as much language as possible.

b. The teacher is expected to create an environment that encourages student’s risk taking that facilitates learning.

c. The teacher should give only what help is necessary. In other words, the teacher makes use of what students already know (Larsen-Freeman, 1986:62). The more the teacher does for the students what they can do for themselves, the less they will do for themselves.

**2)**     **Learner’s Roles:**

1. The learner is expected to become independent, autonomous, and responsible in language.
2. Learners are expected to interact with each other and suggest alternatives to each other. They must learn to work cooperatively rather than competitively. The teacher’s silence encourages group cooperation.
3. In order not to miss what the teacher says, learners must give the teacher their attention. Learner-attention is a key to learning.
4. **The General Principles and Characteristics of The Method**
5. A general principle of the Silent Way is respect for the students’ capacity to work out language problems and recall information on their own with no verbalization and minimal help from the teacher.
6. Errorsare indispensable and natural part of the learning process. Self-correction and peer-correction are emphasized. The teacher corrects the language only as a last resort.
7. Teachers can help more frequently and more effectively if they stop interfering.
8. Repetitionconsumes time and encourages the scattered mind to remain scattered. If the teacher avoids repetition strictly, this will force alertness and concentration on the part of the learner. By this way the efficiency in learning will be increased and the time will be saved for further learning.
9. Type of interaction: students’ verbal interaction is desired and encouraged. The teacher’s silence is one way to achieve this.
10. Students’ native language: native language can be used to give instructions when it is necessary. Also native language can be used during the feedback sessions (at least for beginner levels). If the native language is not very essential then it is avoided.
11. Evaluation: although the teacher does not have to give a formal test, she/he assesses student learning all the time. One criterion of whether or not students have learned is their ability to transfer what they have been studying to new contexts.
12. **The Advantages of Silent Way Method.**

According to Sari (2005) in her review, there are three advantages of silent way method:

1. This method fosters cooperative learning between individuals.
2. It embodies a new approach to education in general, a respect for the individual and an awareness of the individual’s extraordinary cognitive powers.
3. If it is succeeded to teach the language the by using the rods without repeating too much, it will really save time and energy for both teachers students. The advocates of the Silent Way claim that theshort-term memory is used artificially but well. The self-esteem of the students will be increased and this will enhance learning. By this way students will say ‘I learned instead of I was taught well.
4. **The Techniques and the Materials.**

 According to Larsen-Freeman (1986:66) there are many techniques and materials can be used in silent way, they are:

1. Sound colour chart.

The chart contains blocks of colour, each one representing a sound in the target language. The teacher and later the students, points to blocks of colour on the chart to form syllables, words, and even sentences. Although we didn’t see it in this lesson, sometimes the teacher will tap a particular block of colour very hard when forming a word. In this way the teacher can introduce the stress pattern for the word. The chart allows students to produce sound combinations in the target language without doing so through repetition. The chart draws the students’ attention and allows them to concentrate on the language, not on the teacher. When a particular sound contrast is new for students and they can’t perceive which sound of the two they are producing the sound colour chart can be used to give them feedback on which sound they are making.

 Finally, since the sound-colour chart presents all of the sounds of the target language at once, students know what they have learned and what they yet need to learn. This relates to the issue of learner autonomy.

1. Teacher’s silence.

The teacher gives just as much help as is necessary and then is silent. Or the teacher sets up a situation, put a language structure into circulation (for example, “take a \_ \_ \_ rod” and then is silent. Even in error correction, the teacher will only supply a verbal answer as a last resort.

1. Peer correction.

Students are encouraged to help another student when he / she is experiencing difficulty. It is important that any help be offered in a cooperative manner, not a competitive one. The teacher monitors so that it is helpful, not interfering.

1. Rods.

Rods can be used to provide visible actions for any language structure, to introduce it, or to enable students to practice using it. The rods trigger meaning. Situations with the rods can be created each a way that the meaning is made clear, then the languages conducted to the meaning. At the beginning level, the rods can be used teach colours and numbers. Later on they can be used for more communicated structures, for example, statements with prepositions (“the blur rod is between the green one and the yellow one”) and conditionals (“if you give me a blue rod, then I’ll give you two green ones”). They can be used abstractly as well, for instance for students to make clock when learning to tell time in the target language, or to make floor plan of their house, which they later describe to their classmates.

 The rods are very versatile. They can be used as rods more abstractly to represent other realities. They allow students be creative and imaginative, and they allow for action to accompany language.

1. Self-correction gestures

We already examined some self-correction techniques in the Direct Method. Some of the particular gestures of the silent way could be added to this list. For example, in the class observed, put his plants together and then moved them outwards to signal to students the need to lengthen the particular vowel they were working on. In another instance, the teacher indicated that each of his fingers represented a word in a sentence and used this to locate the double spot for the student.

1. Word chart

The teacher, and later the students, points to words on the wall charts in a sequence so that they can read aloud the sentences they have spoken. The way the letters are coloured (the colours from the sound-colour chart are used) helps the students with their pronunciation. These are twelve English charts containing about 500 words. The charts contain the functional vocabulary of English. Although we didn’t see them in this lesson, students also work with silent way wall pictures and books to further expand their vocabularies and facility with the language.

1. Fidel charts

According to Gattegno (1976:16-17) as quoted by Sidhakarya, Fidel is an Ethiopian word used for displaying a sound, or in its plural form, fidels, used for displaying both the totality of  sounds of a language and the totality of spellings accorded in each language to those sounds**.** The teacher, and later the students, points to colour-coded Fidel charts in order that students associate the sounds of the language with their spelling. For example, listed together and coloured the same as the colour block for the sound /ey/ are “ay,” “ea,” “ei,” “eigh,” etc., showing that these are all ways of spelling the /ey/ sound in English. Because of the large number of ways sound in English can be spelled, there are eight Fidel charts in all.

1. Structured feedback

Students are invited to make observations about the day’s lesson and what they have learned. The teacher accepts the student’s comments in a non defensive manner, hearing things that will help give him direction for where he should work when the class meets again. The students learn to take responsibility for their own learning by becoming aware of and controlling how they use certain learning strategies in class. The length and frequency of feedback session vary depending on the teacher and the class.

 According to Setiyadi (2006:85), language teacher may use other physical objects, whose purpose is to make meaning perceptible through concrete objects or by presentation of experience. Language teacher can begin with ones he / she thinks easier. By using rods, language teacher deals more with speaking and listening for beginning learners and by word charts and pictures he / she can deal with reading and writing.

1. **The Procedures of Applying the Silent Way Method**

The silent way procedures begin by introducing the sounds of the target language before attaching them to meanings to prepare learners to learn the target language (Setiyadi, 2006:84). The teaching of the sounds of the target language is typically presented as follows:

1. At the beginning of the stage, the teacher will model the appropriate sound after pointing to a symbol on the chart.
2. The teacher will silently point to individual symbols and combinations of symbols, and monitor student utterances.
3. The teacher may say a word and have a student to guess what sequence of symbols comprised the word.
4. The pointer is used to indicate stress, phrasing, and intonation. Stress can be shown by touching certain symbols more forcibly than others when pointing out a word. Intonation and phrasing can be demonstrated by tapping on the chart to the rhythm of the utterance.
5. After language learners able to produce the sounds of the target language, language teacher continues teaching the language by using rods and word charts. Or, language teacher may use other physical objects, whose purpose is to make meaning perceptible through concrete objects or by representation of experience. Language teacher can begin with the ones he / she thinks easier. By using rods, language teacher deals more with speaking and listening for beginning learners and by word charts and pictures he / she can deal with reading and writing.

An Example of a Classroom Application proposed by Gattegno as quoted by Setiyadi (2006:86-87):

The language to teach: a rod

T : take as many as rods as there are learners or more.

T : show rods in different colors and sizes one after another, pause, and after each say “a rod”.

T : ask all language learners to take one rod for everyone and say “a rod”.

SS : take a rode and say “a rod”.

T : ask each students to take one rode and signal him / her to say “a rod”.

 The following is the example of correcting errors in the silent way (Setiyadi, 2006: 91):

T : put two blue rods on the table, pause, and say “two blue rods” (pronounce the sound /s/ very istictively).

T : put three blue rods, pause, and say “three blue rods”, then point to the two blue rods and give a signal to the language learners to speak.

SS : say “a blue rod’ instead of “two blue rods” (error!).

T : signal all learners (not only S1) that there is an error without mentioning it and give an opportunity to S1 to correct if he / she knows.

S1 : (no correction)

T : signal any student to respond to the utterance produced by S1.

S2 : say “two blue rod” (error!) instead of ‘”wo blue rods”.

T : ask a student who has produced the proper utterance.

S3 : say “two blue rods”.

T : ask S1 to repeat in non judgmental mammer.

S1 : say “two blue rods”.

T : ask S2 to repeat with the same manner.

S2 : say “two blue rods”.

 As cited by Sidhakarya (2002):

“In order to meet the students' social and/or communicative needs, I recommend that the first step be for the students to work on the sounds of the language, and secondly, to work on the language for personal information.  Immediately after these two steps, numbers and colors, greetings and leave-takings, and the language of daily routines should be introduced.  Concepts of numbers and colors are best introduced with rods (as are commonly used by Silent Way practitioners) by first introducing the word balok 'rod.'  Just as a name is introduced first with a single word leading up to a full sentence, and then to a question-answer type of exchange, it is also a nice way to introduce the word balok 'rod,' leading up to a sentence such as Saya punya dua balok merah.  "I have two red rods." and its interrogative variations.  This is a very nice way of spiraling the language, starting from what the students know, and adding new information one step at a time”.

 Based on to the procedures and the example above, not all the procedures are appliyed in this research. The researcher used physical object and picture as media. And also used teacher’s silence technique. The steps of the classroom application are follows:

Step1 : the teacher opens the box and draws out of it one physical object or picture and shows it to the class while saying the word.

Step 2: the teacher puts it down in silence and picks up another of a different physical object or picture and says the word.

Step 3: the teacher shows the physical object or picture and signal the students to say the word.

Step 4: the teacher shows a different physical object or picture, then signal the students to say the word.

Step 5: if there is an error, signal all students (not only S1) that there is an error without mentioning it and give an opportunity to S1 to correct if he /she knows.

Step 6: if S1 no correction, the teacher signal any student to respond to the utterance produced by S1. Ask the student (S2) who has produced the proper utterance.

Step 7: without judgmental manner, ask S1 to repeat what the S2 say.

Step 8: after the students understand about the materials, ask the students to come forward and show the physical object or picture that be said by the teacher.

Step 9: if there is an error, without judgmental manner, the teacher say the word that the physical object or picture shown by the student in error.

Step 10: if the student have corrected, ask him/her to make a sentence based on the word in different context from the text.

1. **Testing Vocabulary**

A good knowledge of English vocabulary is important for anyone who wants to use the language. So knowledge of vocabulary is often tested. The debate on testing vocabulary is equal to the testing of vocabulary. Clearly, knowledge of vocabulary is essential to the development And demonstration of linguistic skill. But according to some people, that does not mean that it should be tested separately. On other hand, some argue that sometime should devoted to the regular, concious teaching of vocabulary. Thus, it is important to test vocabulary as an achievement test of vocabulary after teaching.

 Vocabulary testing is useful to measure student’s vocabulary mastery. By using testing, the teacher will know how far the students understand and develop their vocabulary. It is done to know their achievement after teaching and learning process is done.

 There are kinds of testing vocabulary, among other things are (Harris, 1969:48):

1. Selection of the best word.

 The selection of the vocabulary test words is relatively easy in achievemet tests, in as much as these can be drawn directly from the particular textbooks that have been used in class in general proficiency testing, however the problems of selecting appropriate lexical items is considerably more complicated, and it is with this problem that the following remarks will be concerned.

 The first decision that must be made is whether to test the students’ activeor passive vocabulary thatis the words should be using in their speech and writing or those they will need merely to comprehend expecially in their reading.

1. The testing of idioms.

All the item types described below lend themselves as well to the testing of such idioms add of single words, the item types are:

1. Definition (multipe-choice).

It can be called the classic the classic type of vocabulary item consist of a test word followed by several possible definitions or synonyms.

Example:

 Nap

1. a brief sleep
2. a happy song
3. a sharp rock
4. a short meeting

 A variation of the foregoing reverses the order and places the definition first.

 A brief, light, sleep

1. nap
2. yawn
3. stroll
4. hug
5. Completion (multiple-choice).

A second item type places the problem words in context.

Example:

The old woman was too.....to push open the heavy door.

1. Feeble
2. Sincere
3. Deaf
4. Harsh
5. Paraphrase (multiple-choice).

A third method of testing vocabulary, combining elements of two of the previously discussed devices is to underline a word in context and provide several possible meanings.

Example:

John was astounded to hear her answer.

1. Greatly amused
2. Greatly relieved
3. Greatly surprised
4. Greatly angered
5. Paraphrase (supply type).

A variation of type 3, requiring a structured short answer supplied by examines is highly useful in informal classroom testing.

Example:

“John was greatly surprised to hear her answer,” John was amazed to hear her answer,” John was astonished to hear her answer.”

1. Pictures (objective).

In the testing of children who have not yet reached the reading stage, vocabulary may be measured with pictures. Two types of picture items have frequently been used.

1. Advice on item writing.

In as much as it is not possible in this brief treatment to discuss the writing of all the types of vocabulary items mentioned, we shall focusour attention on one typical item type,the simple definition plus test words. All the principle discussed below can, however, be applied to one or more of the other item types as well.

1. The definition should be expressed in simple words readily comprehensible to all examiners.

Bad item.

 To inflict great anguish

1. Precede
2. Resent
3. Adorn
4. Torment

 In the above example, the definition includes the words inflict and anguish, which may easily constitute comprehension problems as great as the test words in the chouses.

1. All the alternatives should be on approximately the same level of difficulty.

Bad item.

 Very evil

1. Nefarious
2. Delicious
3. Prosperous
4. Courageous

 The correct answer nefarious would certainly be much more difficult for most examinees than the other choices. Thus the correct answering of this item could mean only that a more equal set of choices would be:

1. Nevarious
2. Precarious
3. Delirious
4. Gregarious

Very pleasing to the taste

1. Prosperous
2. Delicious
3. Gracious
4. Obvious
5. Whenever possible, all choices should be related to the same general area or kinds of activity.

Bad item.

 A small bra

1. Twig
2. Frog
3. Doom
4. Plum

An examinee who knows only that he has seen twig in writings about the words could answer the above item correctly. The following set of choices would probably strengthen the item, in as much as they are all related to trees and other growing things:

1. Twig
2. Shrub
3. Reed
4. Wreath
5. The choices in each item should be of approximately the same length or be paired by length.

Bad item.

To think deeply about

1. Vex
2. Poll
3. Tug
4. Contemplate

In the above item, choice D is so different in appearance from the others that the problem-solving task has been complicated by the insertion of a purely visual factors.

1. Item should be kept free of extraneous spelling problems.

Bad item.

To cook by exposing to direct heat.

1. Roost
2. Strew
3. Fray
4. Broil

The above item, though deliberately exaggerated for purposes of emphasis, illustrate a common tendency of same less experienced item writers.

 According to Nation (2001:344) there are many different kinds of vocabulary test item:

1. A 1,000 word level true / false test.

Write T if a sentence is true. Write N if it is not true. Write X if you do not understand the sentence.

Example:

1. We cut time into minutes, hours,and days.
2. Some children call their mother Mama.
3. All the world is under water.
4. When you keep asking,you ask once.
5. A vocabulary depth test.

Choose four words that go with the test word. Choose at least one from each of the two boxes.

Example:

Sudden.

|  |  |
| --- | --- |
| beatiful quicksurprising thristy | change doctornoise school |

1. A definition completion test.

Choose one word from the list on the right to complete the sentence. Do not use the same word twice.

Example:

1. A journey straight to a place is faint
2. An illness that is very serious is acute
3. A river that is very wide is common
4. Part of your body that is not covered by any clothes is bare
5. Something that happens often is alien

 broad

 direct

1. A sensitive multiple-choice test.

Circle the choice that best gives the meaning of the underlined word.

Example:

Chronic means: a. Lasting for a long time

 b. dissatisfied

 c. to greatly decrease

 d. effective and harmless

 e. don’t know

1. A translation test.

Translate the underlined words into your first language.

Example:

1. You can see how the town has developed.
2. I cannot say much about his character.
3. Her idea is a very good one.
4. I want to hear only the facts.

 The vocabulary that can be used to measure the high-frequency words have been learned, and the progress of the learner in the learning of low-frequency vocabulary (Nation, 2001:21). The test is designed to be quick to take, easy to mark, and easy to interprate. It gives credit for partial knowledge of words. Its main purpose is to let teachers quickly find out low-frequency words, and roughly how much work needs to be done on these words.