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ISSN 2655-7150
Proceedings Quality Improvement Innovation in ELT
(COETIN) Vol 1, 2018

Table of Contents

Critical Literacy and Meaningful Language Learning: A Reflective Study in Academic Debate Class
Oleh: Sueb, Lina Purwaning Hartanti *01*

Linguistic Feature Proximity for Acquiring English Pronunciation among Indonesian EFL Learners: Arabic as the Bridge
Oleh: Riski Lestiono, Rosalin Ismayoeng Gusdian *06*

Technology Use in 'No Private Devices' Boarding Junior High School
Oleh : Diah Fakhmawati *10*

An Analysis of Student's Ability in Using Past Tense in Writing Narrative Text
Oleh : Muhamad Azizul Chakim, Haris Dibdyaningsih *16*

Students' Need or Stakeholders Need? A Survey Study on the Development of Syllabus in Translation Class
Oleh : Rizky Lutviana, Siti Mafulah, Sugeng Hariyanto, Faisal Rahutomo *18*

Improving the Students' Speaking Skill Using Flipped Classroom Strategy through Students' Minimovie Project
Oleh : Dian Maya Kurnia, Reky Lidyawaty *23*

The Investigation into Primacy Effect on Student's Vocabulary Memorization
Oleh : Delli Sabudu *27*

Character-Based Materials Development for Kindergarten Students
Oleh : Iin Inawati *32*

Integrating Multiliteracies Skills through Station Rotation in ESP Reading Program
Oleh : Herlin Afiyanti *37*

Digital Storytelling for Promoting Autonomous Learning Model
Oleh: Rochmatika Nur Anisa *43*

Need Analysis in learning English for Chemical for Industry Students at SMKN 5 Surabaya
Oleh: Rizka Safriyani *47*

Utilizing Audio Recording Feature in PowerPoint to Help EFL Teachers Develop Teaching Materials
Oleh: Dini Kurnia Irmawati, Novita Rosyida, Debri Haryndia Putri, Dian Novita Dewi, Tri Mega Asri *52*

A Study of Role Play with Comic Strips Implementation in Improving the EFL Students' English Communicative Competence
Oleh: Anja Arowana E.L *56*

Laugh and Learn: Improve Comedy as a Learning Tool for Speaking Class
Oleh: Ary Rahmad Wijaya 60

Fostering Emergent Learning in Technology- Enhanced Extensive Listening and Viewing Programs
Oleh: Fransisca Maria Ivone 65

The Extents and Constraints of Video: Colleagues Insights on Instructional Video Implementation in Teaching Speaking
Oleh: Sri Fatmaning Hartatik 71

English for Specific Purposes: Materials Designing for Dokar Driver in Kuta and Denpasar, Bali
Oleh: Luh Eka Susanti 74

Error of Omission in QQ Online Chatting: A Study on Chinese ESL Learners at University of Muhammadiyah Malang
Oleh: Desi Rohayati, Erlyna Abidasari 81

Improving the EFL College Learners' Reading Comprehension through Skimming Technique
Oleh: Mahmud Miftakhul Huda, Rasyidah Nur Aisyah 85

The Role of ICT Integration in Teaching and Learning English for EFL Students
Oleh: Retma Sari 95

The Role of Lexical Knowledge and Processing Skills in L2 Reading Outcomes: A Trade-off between Accuracy and Processing Skill Development
Oleh: Sahiruddin 99

Students Perceptions towards the Implementation of Google Classroom as Media
Oleh: Rizha Galih Faturrochman 107

The Use of Wordfast as Translation Tool in Translation Class
Oleh: Trisno Tunggal Rahayu Wilujeng, Siti Mafulah 111

Application of Problem Based Learning and Cooperative Based Learning to Improve Environmental Analysis Ability for Students
Oleh: Yulist Rima Fiandari 115

Students' Perceptions towards English Learning Materials and Classroom Activities: A Survey of Senior High School Students in Samarinda
Oleh: Weningtyas Parama Iswari, Noor Rachmawaty 119

Exploring Teacher Beliefs and Classroom Practice of Teaching EFL Writing in Higher Education
Oleh: Amelia Dwi Imanda 124

ISSN 2655-7150
Proceedings Quality Improvement Innovation in ELT
(COETIN) Vol 1, 2018

Anxiety on Speaking Class Encountered by Students of English Education Deartment, University of Muhammadiyah Malang
Oleh: Jarum *131*

Combining Games with Buzz Groups in Grammar Class
Oleh: Dwi Taurina, Mila Wardhani *137*

The Use of Picture Media "Public Figure" to Improve Writing Skills on Descriptive Text for Students of Class VII-I SMP Negeri 01 Batu
Oleh : Desy Indriyani *141*

The Correlation between Students' Perceptions on Teacher Feedback and Writing Self-Efficacy
Oleh : Aridah, Agustina Firdhayanti *144*

Assessing Student Learning with Five Formative Assessment Activities
Oleh : Dwi Wahyuningtyas *151*

CLIL in Indonesia: The 4C's Framework of Adopted CLIL Approach in Elementary School
Oleh : Khoiriyah *154*

A Study on Foreign Language Writing Anxiety at The Third Semester of English Language Education Department in University of Muhammadiyah Malang
Oleh : Sulastri *161*

Vocabulary Development of EFL Undergraduates A Cross-sectional Study
Oleh : Kusumarasdyati; Farah Ramadhani *166*

Comparing English Vocabulary Level if D-III Culinary Management Class A and Class F Students of Bali International Institute of Tourism
Oleh : I Wayan Suadnyana; Denok Lestari *169*

Improving Students' Level of Tolerance by Using Multicutural Based Learning in IKIP Budi Utomo Malang
Oleh: Munawwir Hadiwijaya *173*

Improving Students' Creativity through Project-Based Learning at a Junior High School Level in Rural Area of Yogyakarta
Oleh: Yulia Nuzulul Hidayah, Ashadi 179

Teaching Science Using English Done by Primary School Teachers in Malang
Oleh: Pritha Anggiarima *186*

Teacher's Role in Promoting Classroom Language Interaction on Mix-Ability Students at Al-Islam Islamic Boarding School Nganjuk English workplace needs for Professional Engineers: The Contributing to the ESP Program in University
Oleh: Farizal Khusnul Khotimah *189*

Learning's Enthusiasm through Brainstorming at Vocational High School

ISSN 2655-7150
Proceedings Quality Improvement Innovation in ELT
(COETIN) Vol 1, 2018
Oleh: Hilda Suat, Nisrina Balqis Huwaida *193*

Students' Perspectives on the Use of Full English in English Learning Classroom
Oleh: Nisrina Balqis Huwaida, Hilda Suat *196*

The Implementation of Snake and Ladder Board Game in Teaching Simple Present dan Past Tense
Oleh: Achmad Anang Darmawan, Faishol Hadi *199*

Modifying the Traditional Ganes into English Instructional Media to Enhance English Communication
Oleh: Zaenal Abidin *202*

Critical Reflective Teaching of Pre-service English Teachers at UIN Sunan Ampel Surabaya
Oleh: Rakhmawati *216*

The Indonesian EFL Leraners' Attitudes toward Their Own English Accent
Oleh: Alimin Adi Waloyo *221*

Dominant Teacher in Using English as a Medium of Instruction in the Learning Process at SMK Muhammadiyah 1 Batu
Oleh: Ahlan *230*

Enhancing University Students' Higher Order Thinking through Mini Conference Class Based Learning
Oleh: Gusti Milla Quaidy, Afdhol Auliya *233*

English workplace needs for Professional Engineers: The Contributing to the ESP Program in University
Oleh: Lailatul Rifah, Muchtar 237

Nationalism Perception on Europe Language in Foreign Language Course
Oleh: Sri Hartiningsih *241*

Comic Books as an Aid to Learn English and Foster Noble Characters
Oleh: Mirjam Anugerahwati *247*

English Teachers' Perception on The Implementation of Character Education in Curriculum 2013
Oleh: Heni Puji Lestari, Bambang Widi Pratolo *250*

English Learning Community in Pare Kediri Indonesia:Its Social Emergence and School Community Partnership
Oleh: Uning Musthofiyah, Elfrida Silalahi *257*

The Word Terror Used in Selected Online Media Headlines: Farming Analysis
Oleh: Rafika Rabba Farah *262*

ISSN 2655-7150
Proceedings Quality Improvement Innovation in ELT
(COETIN) Vol 1, 2018
Should We Move Our Classed to "McD"? The Impacts of Learning Environment and Culture on Learning Process and Behaviour
Oleh: Adi Suryani *265*

General Attributes and Learning-teaching Content of Seventh-grade English Textbook "When English Rings a Bell"
Oleh: Kurniawati Nur Fadhilah *272*

The Impacts Of Teacher's Direct And Indirect Feedback On The Students' Motivation In Intermediate Grammar At The Second Semester Students Of English Language Education Department Umm
Oleh: Thathit Manon Andini, Erly Wahyuni, and Santi Prastiyowati *282*

Comparing English Vocabulary Level if D-III Culinary Management Class A and Class F Students of Bali International Institute of Tourism

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Abstract
Vocabulary is one of the important skills that EFL students need to learn. This article aimed to discover the mastery level of vocabulary of the first-semester students at Bali International Tourism Institute. By implementing Nation's Vocabulary Level Test (VLT), consisted of 14 levels, this article analyzed the extent of vocabulary level in two classes, i.e. Class A (25 students)and Class F (24 students), at Culinary Management program. An analysis, to identify whether the vocabulary level in both classes were significantly different, was also conducted by applying SPPS. The findings showed that p value is .20 > 0.05, thus the difference was insignificantly on 0.05 probability.

Keywords
EFL students, vocabulary mastery, Nation's VLT, SPSS

INTRODUCTION

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385). Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury (2002, 2) states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words. Hornby (1995) defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". While Ur (1998) states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. There are two main methods to measure vocabulary size: "one is based on a sampling from a dictionary and the other is based on a corpus or a frequency list derived from a corpus" (Nation 2010, 363). For the first method, a sample of words is extracted from a dictionary and learners are tested on these words. Corpus-based studies, on the other hand, are drawn on language use and are useful to identify and test high frequency words; this type of test has been extensively used for non-native speakers whose proficiency is limited. Among the many studies carried out to measure the receptive vocabulary of learners, the focus will be on recognition/receptive vocabulary size tests. Receptive vocabulary research studies have been undertaken in several countries. Liu (2016) conducted a research using VLT to get the initial performance on their receptive vocabulary mastery. The participants were 108 freshmen in Jiangsu University of Technology, China. That study specifically examined the Chinese learners' performance on Vocabulary Levels Test (VLT) to the profiling of their textbook. Results showed that 81.48% of the participants had mastered the 2,000-word level and the vocabulary of the textbook was within the vocabulary knowledge of the participants. Another research was conduted by Novianti, (2016) This study examined university students' vocabulary knowledge in Indonesia by using the Vocabulary Level Test (VLT). It also compared the receptive vocabulary size of students who obtained extra hours of English instruction with those who had not. The participants were 52 undergraduate students with more than half of the participants (n=27 or 52%) had joined an English course outside school. They were second year students of the English Education Programme in a college located in West Java, Indonesia The results showed that their receptive vocabulary scores are lower than 2000 words and no significant difference was found between the students who had extra hours of English instruction and those who had not. Then it can be stated that even after they had gained extra hours of English instruction, their average vocabulary knowledge was still lower than the 1000 estimated word level in the VLT.

This research, similar with Liu (2016) and Novianti (2016) used the same instrument to gain perspective of the vocabulary mastery level of the participants, by administering VLT to two classes, i.e. first semester Class A (25 students) and Class F (24 students), at Culinary Management program, seeks to find out the vocabulary size of the participants at the first (1st) 1000 to the fourteenth (14th) 1000 levels. Then by comparing the participants' performance on VLT, The result of the mastery level of vocabulary of the first-semester students at Bali International Tourism Institute can be analyzed

40 METHODOLOGY

2.1 Participants, Setting of Place and Time

The participants of this research are two groups of different classes, DIII Culinary Management first semester class A and class F students of Bali International Institute Of Tourism which consist of 25 participants from class A and 24 participants from class F with total of 49 participants

The test was given to the students and administered by the writer during their English period on Monday 3rd September 2018 for participants in class A and Tuesday 4th September 2018. The test was conducted for a period of 2 hours between the 15.00 p.m to 17.00 p.m.

2.2 Instrument and Data collection

In this research, the data was collected from a Vocabulary Level Test (VLT) 14,000 version by Paul Nation (1990). As stated by Nation, I.S.P. & Beglar, D. (2007). The 14,000 version containing 140 multiple-choice items, with 10 items from each 1000 word family level. A learner's total score needs to be multiplied by 100 to get their total receptive vocabulary size. To collect the data, the writer checked the participants' tests and analyzed the data using SPSS 22 then compared both classes performance on 14,000 VLT using T-Test to get the idea whether between two classes has any significant difference in their vocabulary mastery level.

41 RESULTS

3.1 VLT scores of class A

The participants have completed the 14,000 VLT with satisfactory results from 1st thousand to 14th thousand although the scores gradually decreased as the the tests become harder each level. The 1st thousand works as a preliminary level to the following tests level as the words used are high frequency words and as the opposite, the 14th thousands works as the final level test as the words used are of those low frequency words. Table 1 shows the results of participants' scores from 1st to 14th thousand VLT, from the total of 25 participants the 1st thousand comes with the highest mean of 7.2 it means that out of 10 question the participants were able to answer 7 questions correctly while the lowest mean comes from 14th thousand with only 3 questions were answered correctly.

VLT	Minimum	Maximum	Sum	Mean
VLT1	3.00	10.00	180.00	7.2
VLT2	2.00	9.00	143.00	5.7
VLT3	3.00	10.00	168.00	6.7
VLT4	2.00	10.00	142.00	5.7
VLT5	1.00	10.00	142.00	5.7
VLT6	1.00	9.00	115.00	4.6
VLT7	1.00	8.00	105.00	4.2
VLT8	0.00	9.00	113.00	4.5
VLT9	1.00	8.00	92.00	3.7
VLT10	2.00	8.00	93.00	3.7
VLT11	2.00	8.00	111.00	4.4
VLT12	0.00	6.00	100.00	4.0
VLT13	2.00	6.00	95.00	3.8
VLT14	1.00	5.00	83.00	3.3

Table 1 Frequecy Statistics of class A

To find out the total receptive vocabulary size of the participants of class A, the total correct scores from 1st to 14th thousand with 140 questions must be multiplied by 100. The result can be seen from table 2

Participants	Av. Total score	RVS
1	92	9200
2	63	6300
3	78	7800
4	70	7000
5	72	7200
6	78	7800
7	62	6200
8	115	11500
9	77	7700
10	71	7100
11	61	6100
12	55	5500
13	75	7500
14	63	6300
15	72	7200
16	67	6700
17	65	6500
18	51	5100
19	43	4300
20	88	8800
21	55	5500
22	40	4000
23	52	5200
24	64	6400
25	53	5300

Table 2 Total Receptive Vocabulary Size Class A

The table 2 above shows how many words the participants have mastered based from their VLT results, with the highest individual score of 115 means the participant's vocabulary receptive size is 115,000 word families.

3.2 VLT scores of class F

The counter part participants from class F have also completed their part on the 14,000 VLT with mediocre results. Table 3 shows the results of participants' scores from 1st to 14th thousand VLT, from the total of 24 participants the 1st thousand comes with the highest mean of 5.8 it means that out of 10 question the participants were able to answer 5 to 6 questions correctly while the lowest mean comes from 14th thousand with only 3 questions were answered correctly.

VLT	Minimum	Maximum	Sum	Mean
VLT1	2.00	9.00	137.00	5.7
VLT2	0.00	8.00	108.00	4.5
VLT3	2.00	9.00	126.00	5.3
VLT4	1.00	7.00	110.00	4.6
VLT5	0.00	6.00	79.00	3.3
VLT6	0.00	9.00	109.00	4.5
VLT7	1.00	7.00	89.00	3.7
VLT8	0.00	6.00	77.00	3.2
VLT9	0.00	6.00	69.00	2.9
VLT10	0.00	5.00	70.00	2.9
VLT11	1.00	5.00	77.00	3.2
VLT12	0.00	5.00	78.00	3.3
VLT13	0.00	6.00	68.00	2.8
VLT14	1.00	5.00	73.00	3.0

Table 3 Frequecy Statistics of class F

To find out the total receptive vocabulary size of the participants of class F, the same treatment was conducted on the VLT scores from the participants from class F. The total correct scores from 1st to 14th thousand with 140 questions must be multiplied by 100. The result can be seen from table 4.

Participants	Av. Total score	RVS
1	66	6600
2	54	5400
3	36	3600
4	68	6800
5	45	4500
6	39	3900
7	39	3900
8	33	3300
9	57	5700
10	79	7900
11	33	3300

12	45	4500
13	67	6700
14	65	6500
15	57	5700
16	59	5900
17	36	3600
18	56	5600
19	62	6200
20	60	6000
21	45	4500
22	63	6300
23	63	6300
24	43	4300

Table 4 Total Receptive Vocabulary Size Class F

The table 4 above shows how many words the participants have mastered based from their VLT results, with the highest individual score of 68 means the participant's vocabulary receptive size is 68,000 word families.

3.3 Comparison VLT scores of class A and F

The scores were tabulated and analyzed using descriptive analysis to get the result of the descriptive statistics. Table 5 shows the mean difference of the participants from class A and class F on their 14,000 VLT.

Group	N	Mean	Std. Dev	Std. Error Mean
Class A	14	4.8000	1.20128	.32106
Class F	14	3.7786	.95931	.25639

Table 5 Mean Difference of both classes.

It can be seen that the result of the participants performance of class A and B on the 14,000 VLT from the mean is slightly higher achieved by class A compares to class F, furthermore in order to get the assumption of how big the receptive vocabulary size of both classes, the average scores were taken and tabulated. Table 6 below shows the results of the participants' average word families they have mastered.

Group	Av. Total score	Word families	Percentage
Class A	67.28	6728	48%
Class F	52.92	5292	38%

Table 6 Comparison of word families' mastery.

As can be seen on table 6 above, participants from class A have bigger word families mastery compared to participants from class F. Class A with average total score of 67.28 can be assume that the participants average receptive vocabulary size were 6,728 word families or 48% of total 14,000 VLT. On the other hand, the participants from Class F with average total score of 52.92 also can be assume only 5,292 word families mastery, 10% lower with only 38% receptive vocabulary size compared to Class A.

For the sake of the idea whether both classes have significant difference on their vocabulary mastery level, a T-Test analysis was conducted.

Levene's Test for Equality of Variances		**t-test for Equality of Means**			
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
.837	.369	2.486	26	.020	1.02143
		2.486	24.787	.020	1.02143

Table 6 t-test result of both classes.

Table 6 above shows that p value is .20 > 0.05, thus the difference was insignificantly on 0.05 probability.

42 CONCLUSION

The aims of this research were to find out the average receptive vocabulary size of the participants from both classes and whether the results have significant difference.

From the result above it can be stated that from the participants of both classes achieved lower than 50% of the total 14,000 VLT. Which mean that the level of vocabulary mastery of the participants are low but slightly higher than average students in Indonesia as stated from the other researchers (Quinn, 1968; Barnard, 1963 as cited in Read & Nation, 1986; Abdullah, 2012) that vocabulary knowledge of university students in Asia is still inadequate and demonstrates a low level of vocabulary mastery.

43 STUDY LIMITATIONS

The main idea of this study is limited only to find out the average of total receptive vocabulary size and whether there is a significant difference of the participants result in comparison.

The participants were also limited to only 2 classes of A and F from Diploma III culinary management of Bali International Institute Of Tourism. They were chosen as they were convenient participants since the researchers were their own lecturers.

Further related research studies can be undertaken with a larger sample size and involving some higher departments and colleges/universities to compare the vocabulary word mastery in one region especially in Bali. Therefore, the results can be more convincingly comparable to other related studies from other regions in Indonesia or other countries.

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