



TESTING VOCABULARY IN ELT

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ABSTRACT

Vocabulary is a collection of several words that are combined, so that they have meaning. Vocabulary test is a test to measure the ability in vocabulary. This study aims to investigate the aspects of vocabulary testing as well as the purpose of vocabulary testing. The design of this research is library research. The data was collected from literature review, such as books and articles. The data is then analyze using descriptive-deductive techniques, in which the researcher presents data on the aspects of vocabulary testing, namely the researcher presents data on the definition of vocabulary, aspects of vocabulary testing, and the purpose of vocabulary testing. Vocabulary teaching in English language teaching has several benefits. First, a strong vocabulary allows learners to understand reading, listening, and conversations better, as one expert, Wardani (2015), said that, "vocabulary is an important aspect of language, because it appears in every language skill, including listening, speaking, reading, and writing skills. It is important for English teachers to give sufficient attention to vocabulary teaching and develop appropriate teaching strategies to facilitate learners' vocabulary development. The results of this study show that learning is more effective and provides knowledge on how to answer vocabulary tests properly. The purpose of vocabulary testing is to find students' progress in vocabulary, measure how much vocabulary students know, find students' difficulties in learning, and help students become familiar with vocabulary.

Keywords: Vocabulary, testing, ELT

1. INTRODUCTION

As the lingua franca of the world, mastery of English is not only used as an academic requirement and is also not limited to knowledge of the language but also as a global communication tool (Shobikah, 2017). Until now, English is considered a global language that plays a role in global interaction and communication. Thus, mastery of English is Vocabulary as one of the components in English, has an important role in developing 4 skills in English. Without having adequate vocabulary, students will find it difficult to develop in learning English. To have adequate vocabulary requires different processes and methods, tailored to the needs.

According to Scott Thornbury (2004) in his book *How to Teach Vocabulary*, says: "Vocabulary is largely a collection of items. At the most basic level, knowing a word involves knowing its form and its meaning." 1 Vocabulary is a collection of a very large number of terms. 1 Vocabulary is a very large collection of terms. At the most basic level, knowing a word involves knowing its form and meaning. Homophones are words that sound the same even though they have different spellings and meanings. Homophone learning is one way to increase students' vocabulary, because they have the same sound but different spellings. For example write and right, the pronunciation is the same, but the spelling is different, write means to write while right means right, right, right. Vocabulary learning can be developed by using various teaching techniques so that students are interested in learning English vocabulary. One of the techniques for teaching vocabulary, especially in spelling homophone vocabulary, is the drilling technique. In homophone, the pronunciation of the same word but has a different spelling, drilling technique will help students to distinguish the spelling of the word that sounds the same.

Software testing is a process that is made in such a way as to identify discrepancies in the performance of a program or system to get the expected results (Novianti, 2014). Vocabulary is the words in a language, whether they are single words or phrases or a combination of several words that have a specific meaning, or words that stand alone. In the context of ESL teaching, it makes sense that vocabulary teaching should be prioritized over grammar teaching, especially in today's growing use of communicative approaches where limited vocabulary is a major cause of students' inability to express what they want to say in communicative activities.

Knowing the importance of vocabulary in language teaching, it makes sense that we can assess vocabulary. Such measurement can provide information to teachers about how much vocabulary students have mastered, whether the teaching has been effective. Thornbury (2002) argues that vocabulary tests can also provide two additional advantages for teachers in recycling vocabulary. Provided that students are informed in advance that vocabulary is part of the assessment, students can review and recall vocabulary in class.

2. METHODS

According to Sugiyono (2005: 21), the descriptive method is a method used to describe or analyze a research result but is not used to make broader conclusions. Sutrisman (1987) referred to in Samosir (1997:80) defines the deductive approach as a way of teaching developed based on deductive reasoning, so the deductive approach is an approach that starts from a definition then followed by examples.

The research method for testing vocabulary with descriptive-deductive techniques is an approach that combines descriptive methods and deductive methods. This method is commonly used in linguistic research and language education to analyze and explain the characteristics or patterns of vocabulary use in a particular context or population.

Procedure

- **Determination of Research Objectives:** Clearly define the purpose of your research. For example, do you want to analyze the differences in vocabulary used in different types of books or articles, or do you want to look at changes in vocabulary usage over time.
- **Data Source Selection:** Choose books or articles that match your research objectives. Make sure the data sources you choose are relevant and cover the aspect of vocabulary you want to research.
- **Data Collection:** Collect data by reading and observing the vocabulary usage in the book or article you choose. You can make notes or save relevant quotes related to the vocabulary you want to analyze.
- **Descriptive Analysis:** Once you have collected the data, conduct a descriptive analysis to identify patterns and characteristics of vocabulary usage in the sources. Identify key words that appear frequently, classify the types of vocabulary used, and look for specific patterns or trends.
- **Hypothesis Formulation (Optional):** If possible, you can also formulate hypotheses based on the descriptive analysis you have done. The hypothesis can serve as a guide to test the validity of your findings.

- **Interpretation of Results:** If you have formulated a hypothesis, use the deductive method to test the validity of the hypothesis. However, keep in mind that in research using literature review data, there is not always hypothesis testing as in experimental research. Interpret the results of your analysis carefully and provide appropriate explanations.
- **Conclusion and Discussion:** Draw conclusions based on your findings and discuss the implications of the research results. Explain the relevance of your findings to the research topic and how these findings can contribute to the relevant field of science.

3. RESULTS AND DISCUSSION

Vocabulary is a collection of several words that are combined, so that they have meaning or meaning. However, there are also those who define Vocabulary as words that are known by a person, words that people use for certain contexts, and all words in a language.

According to Charles D. Fries (1945: 959) that vocabulary is an essential part of learning a foreign language, where students are required to master word by word so as to enable the student's vocabulary to increase.

To measure the breadth of a student's vocabulary (breadth of knowledge) or test how well he or she knows individual words (depth of knowledge). In the classroom, vocabulary achievement tests usually try to measure how many words the students know of the subject of words they are studying. In testing a person's Vocabulary there are several types of questions that are commonly used, including:

A. Rearranging

This test is in the form of a scrambled sentence and then the student must make the correct sentence from the question. For example:

- a. Class-In-Your-Strongest-The-Are-Our.
- b. Is-He-My-The-IN-Youngest-Family.

B. Multiple-choice items

As the name suggests, this test will be in the form of multiple choices where it consists of questions and also multiple choices that must be chosen, as for example:

The black widow is the most dangerous spider living in the United States. It is most common in the southern parts of the country, but it can be found throughout the country. The black widow got its name because the female has been known to kill the male after mating and, as a result, becomes a widow. The black widow is rather distinctive in appearance it has shiny globular body, the size and the shape of a pea, and is marked on its underbelly with a red or no a yellow spot. The female is considerably more ample than the male, roughly four times larger on the average. If human is bitten by a black widow, the spider's poison can cause severe illness and pain. Black widow bites have occasionally resulted in death, but it is certainly not the norm for black widow bites to be mortal.

The question: In line 3, the word "widow" means ...

- a. A type of potion
- b. The dead male spider
- c. The human victim of the spider
- d. A female whose mate his died

This question asks about the meaning of the word widow. In this question, you are not expected to know the meaning of the word widow. Instead, you should understand from the context the female has been known to kill the male after mating and, as a result, become a widow. Answer (d) is therefore the best answer to this question.

C. Cloze Test

Is a test that usually contains incomplete reading and there is a word that will complete the reading. The example questions are as follows:

I was so (1) because it was my first time to visit the place. There are many interesting places to visit. First, I..... (2) Tangkupan Perahu. The place is just wonderful. After that, I went to Dago Street. I.....(3) some t-shirt there. Then, I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I

also did not forget to buy "peuyeum".Bandung is.....(4) for its "peuyeum".
Finally, went to a cafe nearby to have-lunch. I(5) Three days in Bandung and
that was really fun. Anyway, I will write to you again next time. Write to me as
soon as you can.

Bye

Sincerely.

Hana

<i>Visit</i>	<i>Happy</i>
<i>Buy</i>	<i>Famous</i>

D. Matching Items

In this Vocabulary test type test there are two tables containing several Vocabulary, which will be matched with each other. There are also examples of the questions as follows:

Colom A	Colom B
1. Elderly	A. Pathetic
2. Shame	B. Salary
3. Employer	C. Old
4. Paycheck	D. Worker
5. Personal	E. Tool to hit nail
6. Shocked	F. Wisdomly
7. Wisely	G. Surprised
8. Workmanship	H. Good working

9. Carpenter

I. Haouse builder

10. Hammer

J. Private

E. Completion Items

In this test students will be given incomplete sentences that contain words that will be completed so that the sentence makes sense.

As for the sample question:

- a. I feel depressed when....
- b. I never have an appetite when.....
- c. It was a great relief when....

There are several objectives of vocabulary testing, namely Finding students' progress in Vocabulary, measuring how much vocabulary students know, finding students' difficulties in learning, and helping students to become familiar with vocabulary.

4. CONCLUSION

Vocabulary is a collection of several words that are combined, so that they have meaning or meaning. This study aims to investigate the aspects of vocabulary testing as well as the purpose of vocabulary testing.

There are several aspects of vocabulary testing, namely first Rearranging This test is in the form of a scrambled sentence and then the student must make the correct sentence from the question. Second Multiple choice items As the name suggests, this test will be in the form of multiple choices where it consists of questions and also multiple choices that must be chosen. Third, Cloze test Is a test that usually contains incomplete reading and there is a word that will complete the reading.

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Completion items In this test students will be given incomplete sentences that contain words that will be completed so that the sentence makes sense.

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