

**Receptive and Controlled-Productive Vocabulary of English as a Foreign
Language College Student**

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Abstract

The purposes of this study were to see the development of students' receptive and controlled-productive vocabulary and to determine the relationship between mastery of receptive vocabulary and controlled-productive vocabulary. This study uses a cross-sectional design to see the development in every level of students in the direct time and a quantitative correlation research design to find out the relationship between receptive and controlled-productive vocabulary. Vocabulary Size Test was used to measure students' receptive vocabulary level and Productive version of Vocabulary Level Test was used to find controlled-productive vocabulary level. The results showed that most students could recognize 3300 words families in the receptive vocabulary mastery test and only around 1800 families could be used productively-controlled by students. The value of the receptive vocabulary mastery test and productive-controlled vocabulary correlates with each other with a moderate correlation (.637) and has a positive significant relationship.

Keywords: vocabulary, receptive vocabulary, controlled-productive vocabulary.

For a large majority of the English Language learners, the ultimate goal of studying is to be able to communicate in English sufficiently. So, English language learners have to master all of the skills and components of English. English skills consist of reading, writing, listening, and speaking. Then the components are vocabulary, pronunciation, and grammar. One of the important components which has to be mastered is vocabulary. Khoii and Sharififar (2012, p. 199) conjointly same that "Vocabulary is commonly viewed as an essential tool for second language learners since a restricted vocabulary in a very second language impedes fortunate communication."

Vocabulary is defined as “all the words in a particular language” (Wehmeier, et al., 2005, p. 1707). Vocabulary is precisely the key foundation for the event of reading comprehension, listening comprehension, speaking, and writing. We tend to may state that Vocabulary is incredibly necessary to master to ease individuals to speak victimization English as an overseas language. Wilkins (2002, p. 13), “Without descriptive linguistics little may be conveyed; while not vocabulary nothing may be conveyed”.

Vocabulary knowledge is the ability to make sense of a word and skill to activate the word automatically for productive purpose. There is a common way to divide vocabulary knowledge into receptive knowledge and productive knowledge. Milton (2009, p. 13) outlined the term “receptive knowledge” since the words that are recognised when heard or read, and the term “productive knowledge” since the words that can be called to mind and used in speech or writing.

The study conducted by Webb (2008) was regarding the link between receptive and productive vocabulary sizes of L2 learners. He asked eighty three native speakers of Japanese from three intermediate English as a Foreign Language (EFL) category at a university in Japan. During this study, the result confirmed that learners’ receptive vocabulary size is larger than their productive vocabulary size; it absolutely was doubtless that the link varies from cluster to cluster. Within the receptive take a look at, the L2 varieties of the target words cued responses of the L1. On the opposite hand, within the productive take a look at, the participants got L1 meanings and asked to put in writing their L2 forms. Laufer and Paribakht (1998) found that the gap between receptive and productive vocabularies was smaller for EFL students than ESL students and suggested that this was because of learning differences. Vocabulary instruction and the proficiency level of students are two factors that were likely to

have substantial effect on vocabulary size. Thus, Webb (2008) suggested to investigate the relationship between receptive and productive vocabularies for different level of learners.

Research Problems

1. Introductory statement: The development of college students' receptive and controlled-productive vocabulary.
 - 1.1 How does the mean of receptive vocabulary of each level differ?
 - 1.2 How does the mean of controlled-productive vocabulary of each level differ?
2. Is there any relationship between students' receptive and controlled-productive vocabulary?

Method

The participants in this study were English Department students from the 1st semester up to 5th semester. The students have some characteristics in which they got the same curriculum that was KKNI or *Kerangka Kualifikasi Nasional Indonesia*, they were given the test before they sign to the university, and they were taught by the same lecturers in some courses. Fifty six of freshmen, thirty of 3rd semester's students and forty seven of 5th semester's students in this college were chosen in this study. The total of 133 students from morning class of 1st, 3rd, and 5th semester were included in this research. The researcher used purposive sampling to take the sample.

Research Instruments

The research instruments were in the form of two kinds of test. They are the Vocabulary Size Test version fourteen 1000 BNC (British National Corpus) word list (Nation & Beglar, 2007) to elicit students' receptive vocabulary, and the Productive version of Vocabulary Level Test (PVLТ) by Laufer and Nation (1999) to elicit students' controlled productive vocabulary. In the

first test, the Vocabulary Size Test (VST) version fourteen 1000 BNC (British National Corpus) word list, participants should choose one option that has the closest meaning to the key word.

The original version of the test provides the key words from the 1st to the 14th word level for each level contained 1000 word families. Webb and Nation (2008) stated that administering the test up to the 5th word level is enough to measure knowledge of the most frequent 5000 word families for less advanced learners. Another study that investigated the need of vocabulary in reading and listening showed that a vocabulary size of the most frequent 4000 word families may be required to comprehend novels and newspapers at 95% coverage (Nation, 2006 (as cited in Webb and Nation, 2008, p. 2). Hence, in this study, the researcher measured participants' vocabulary size from the 1st to the 5th word level. There were ten key words for each level, so there were 50 key words. The researcher gave the participants 50 minutes to do this test. The example of test item from the 1st Level is displayed below.

1. See: They <saw it>.
 - a. Closed it tightly
 - b. Waited for it
 - c. Looked at it
 - d. Started it up

The following item is also from the 5th Level of Vocabulary Size Test.

2. Weep: He <wept>.
 - a. Finished his course
 - b. Cried
 - c. Dried

d. Worried

Beside Vocabulary Size Test, there is one popular test that is frequently used by previous researchers which is Vocabulary Level Test developed by Schmitt et al. (2001). In the test, the test takers are asked to match three of the six words on the left with the definitions given on the right, as shown below.

- | | | |
|---|----------|---------------------------------|
| 1 | business | |
| 2 | clock | _____part of a house |
| 3 | horse | _____animal with four legs |
| 4 | pencil | _____something used for writing |
| 5 | shoe | |
| 6 | wall | |

This test contains 5 levels. They are 2nd, 3rd, 5th, Academic Word List, and 10th level. There is no Academic Word List part in the Vocabulary Size Test and the words from the Academic Word List can be found from the 1st to the 10th level of the Vocabulary Size Test. There are two advantages that the researcher can take if using the Vocabulary Size Test. First, the Vocabulary Size Test provides 1st, 4th and 6th to 9th levels to fill the gaps in the Vocabulary Level Test. Second, the Vocabulary Size Test is more demanding than the Vocabulary Level Test. In the Vocabulary Size Test, test takers need to develop the idea of the meaning of word in order to choose the options as the correct answer and the distractors usually share elements of meaning. On the other hand, the Vocabulary Level Test has distractors which are not related in meaning to the tested word. Thus, the researcher used the Vocabulary Size Test instead of the Vocabulary Level Test.

Unlike receptive vocabulary test, productive vocabulary tests are few. Therefore, the researcher used the most popular and appropriate test to measure the controlled-productive vocabulary which is Productive Version of Vocabulary Level Test (PVLTV). After finishing the Vocabulary Size Test, the researcher gave participants the PVLTV. The test consists of 54 sentences. Each sentence contains one uncompleted word with the first letters as the clue. The participants should complete the blanks with the expected words. The clues are useful to prevent the participants from completing the blanks with other words that have similar meaning with the expected word (Laufer and Nation, 1999, p: 37). The developers of the test did not give any clue on how many number of the letter in an expected word. Here is an example of the test item.

1. I 'm glad we had this opp_____ to talk.

The expected word is "opportunity". The participants just need to write the next letters as the example below.

1. I 'm glad we had this opp ortunity to talk.

Productive vocabulary is not easy to measure. Therefore, Laufer and Nation (1999) divide the productive vocabulary into two types: the controlled productive and the free productive. In their study, they use the term "controlled productive vocabulary" and define it as "an ability to use word when compelled to do so by a teacher or researcher, whether in a constrained context such as a sentence-writing task, or in a constrained context such as a fill-in task where a sentence context is provided and the missing target word has to be supplied" (Laufer and Nation, 1999:37).

Procedure

On September 29th 2018, the researcher collected the college students' data base from Administration Office. The data reported that there were total 56 students of freshmen in morning class. For the third semester students, there were total 30 students in morning class. Then, for fifth semester students there were total 47. To sum up, there were total 133 test takers in this study. On October 16th and 17th 2018, the instruments were tried out with 92 students who were taken from the sample to test the reliability and validity of the instruments.

After analyzing the reliability and validity, Vocabulary Size Test (VST) and the Productive version of Vocabulary Level Test (PVLTV) were administered on 6th and 7th October and 20th December 2018. The researcher came to each class accompanied by the lecturer to open the class. The tests were conducted at 10.50 AM to 12.30 PM. The researcher gave the both VST and the PVLTV at once. One test took about 100-120 minutes. The data sources of this study were VST score and PVLTV score.

For the first research problem, the researcher took the mean of all levels and then compared one to another. The researcher used the descriptive analysis from SPSS 20.0 to figure out the data. After finding out the data, the researcher compared the freshman mean score with the 3rd semester students' mean score. Next, the researcher compared the freshman mean score with the 5th semester students' mean score. The last, the researcher compared the 3rd semester students' mean score with the 5th semester students' mean score. The researcher compared the receptive mean score first and then continued with controlled-productive mean score.

For the second research problem, after getting the scores of receptive and controlled-productive vocabulary test, the researcher was able to analyze the correlation between the

receptive and controlled-productive vocabulary by using statistical analysis. The researcher utilized SPSS 20.0 (the Statistical Package for the Social Sciences) to analyse the data effectively and efficiently. Since the data were classified as interval type data, the researcher used Pearson product-moment correlation coefficient to elicit the correlation between the two variables. The result was presented into tables. Critical value could be seen in the resulted table as “Sig. (2-tailed)”. If the “Sig. (2-tailed)” shows the value that is or smaller than 0.01, therefore the null hypothesis that might say that there is no correlation between the two variables, is rejected (H_0). For the visual representation of the analysis result, she provided the scatter grams to make the results more understandable. With those results, the researcher drew a conclusion.

Findings and Discussions

Receptive Vocabulary

The first research problem of this study meant to find the development of students’ receptive and controlled-productive vocabulary by looking for the difference between the freshmen mean score and the 5th students mean score. The table 1 showed the descriptive statistic of the freshmen and the 3rd semester students while the table 2 showed the freshmen and the 5th students’ Receptive and Controlled Productive Vocabulary.

Table 1. Descriptive statistics of the Vocabulary Size Test for Receptive of Freshman and Third Semester Students (N=86)

	N	Min	Max	Mean
	Statistic	Statistic	Statistic	Statistic
Freshman	56	20.00	49.00	32.6
Third Semester	30	22.00	48.00	36.2
Valid N (listwise)	30			

Table 1 interpreted the scores of freshmen and third semester students. The minimum number of the correct answers in receptive vocabulary was 20 while the maximum number was 49 of the total 50 items. It was found that the mean of receptive vocabulary of freshman was 32.6. If in the form of percentage, it was 65.2%. Whereas, the minimum number of correct answers in third semester students were 22 while the maximum was 48 from the total 50 items. Then, the mean of receptive vocabulary of the freshman was 32.6. In the form of percentage, it was 57.9%. While third semester students' mean was reaching 36.2. Surprisingly, freshman got the higher score in VST in the number of 49 out of 50 although the minimum score of VST was gained better by third semester students. There was an increasing number of the mean in the point of 3.6 or 11% from freshmen to the third semester students.

Table 2 Descriptive statistics of the Vocabulary Size Test for Receptive of Freshman and Fifth Semester Students (N=103)

	N Statistic	Min Statistic	Max Statistic	Mean Statistic
Freshman	56	20.00	49.00	32.6
Fifth Semester	47	17.00	43.00	34.06
Valid N (listwise)	47			

Table 2 showed the descriptive statistic of freshman compared with 5th semester students. The minimum number of the correct answer in receptive vocabulary gained by freshman was 20 while the minimum number of fifth semester students was 17 of the total 50 items. If those scores were compared the freshman had a higher number in the minimum and maximum score that reached 20 for the minimum and 49 for the maximum. However, it was found that the mean of receptive vocabulary of 5th semester students was 34. It showed that the 5th semester students get higher receptive vocabulary mean than freshman that was only 32. There was an increasing number of the mean in the point of 1.46 or 4.4% from freshmen to the fifth semester students.

From the table 1 we could see that the increasing number of freshman to third semester students was higher than the increasing number of freshman to fifth semester students.

Table 3. Descriptive statistics of the Vocabulary Size Test for Receptive of Third Semester and Fifth Semester Students (N=77)

	N Statistic	Min Statistic	Max Statistic	Mean Statistic
Third Semester	30	22.00	48.00	36.2
Fifth Semester	47	17.00	43.00	34.06
Valid N (listwise)	47			

Table 3 showed the descriptive statistic of the third semester students compared with fifth semester students. The minimum number of the correct answer in receptive vocabulary gained by 3rd semester students was 22 while the minimum number of fifth semester students was 17 of the total 50 items. There were 5 points lower in this descriptive statistic. Surprisingly, the maximum score of this test is gained better by third semester students than fifth semester students. Furthermore, it was found that the mean of receptive vocabulary of 3rd semester students was 36.2. It showed that the 3rd semester students get higher receptive vocabulary mean than 5th semester students that was only 34.06. There was a decreasing number of the mean in the point of 2.14 or 6.2 % from third semester students to the fifth semester students.

Controlled-Productive Vocabulary

Table 4 Descriptive statistics of the Productive Vocabulary Level Test for Controlled-Productive of Freshman and Third Semester Students (N=86)

	N Statistic	Min Statistic	Max Statistic	Mean Statistic
Freshman	56	21.00	43.00	31.37
Third Semester	30	14.00	50.00	33.93
Valid N (listwise)	30			

After describing and comparing the VST score of receptive vocabulary of freshman, third semester, and fifth semester students, table 4 and the following would compare the PVL T score of controlled-productive of those three different level of college students. As table 4 showed, the minimum score got by freshman was higher than the minimum score got by third semester students. However, the maximum score achieved by third semester students was higher than the freshman that was 50 out of 54, while freshman only achieved 43 out of 54. Furthermore, the mean of third semester students was higher than freshman in the point of 33.93. There was an increasing number for the point of 2.56 or in the percentage of 8.1%

Table 5 Descriptive statistics of the Productive Vocabulary Level Test for Controlled-Productive of Freshman and Fifth Semester Students (N=103)

	N Statistic	Min Statistic	Max Statistic	Mean Statistic
Freshman	56	21.00	43.00	31.37
Fifth Semester	47	14.00	44.00	34.78
Valid N (listwise)	47			

Next, the minimum number of correct answer of fifth semester students in controlled productive vocabulary was 14 while the maximum was 44 from the total 54 items. It could be described that 5th semester students get the lower number of minimum score than freshman that

was only 14 while the freshman was 21. However, the maximum score of controlled productive vocabulary of 5th semester students was higher than the freshman that was 44 while the freshman was 43. The mean of controlled productive vocabulary of the 5th semester students was 34.7 while the freshman was 31.3. Thus, from the interpretation of the tables, it could be concluded that 5th semester students got higher mean scores than freshman. The increasing number was in the point of 3.4 or 10%.

Table 6. Descriptive Statistics of the Productive Vocabulary Level Test for Controlled-Productive of Third and Fifth Semester Students (N=77)

	N Statistic	Min Statistic	Max Statistic	Mean Statistic
Third	30	14.00	50.00	33.93
Fifth	47	14.00	44.00	34.78
Semester				
Valid N (listwise)	30			

The table 6 presented the minimum score got by freshman was equal to fifth semester students. The freshman mostly got 14 out of 54 items in this PVL T test while the fifth semester students reached 14 out of 54 items too. Surprisingly, the third semester student achieved higher than fifth semester student showed by maximum score in the point of 50 out of 54 items. However, the fifth semester students mostly achieved higher than third semester students in the point of 34.78. The increasing number was only 0.85 or in the percentage of 2%.

The Correlation between the Receptive and Controlled-Productive Vocabulary.

According to the data analysis using SPSS 20.0, the scores of the Vocabulary Size Test (VST) for Receptive Vocabulary Test were displayed into the following descriptive statistics in Table 7. It showed mean, standard deviation and variance of the scores of the test.

Table 7. Descriptive statistics of the Vocabulary Size Test for Receptive Vocabulary Test (N=133)

	N	Min	Max	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Receptive Valid N	133	17.00	49.00	33.9549	.57960	6.68429	44.680

Table 7 illustrated the mean score for receptive vocabulary test of freshman, 3rd semester students and 5th semester students. It was 33.9. The standard deviation of the score for receptive vocabulary test was 6.7 and the variance was 44.6. Standard deviation and variance were the measures of variability. They indicate whether the group score is homogeneous or heterogeneous. The result showed that the score was quite heterogeneous. The minimum score of VST was 17 and the maximum was 49. Based on the interpretation of the VST scores in Chapter III, each correct item represented 100 word families. It could be interpreted that the students' highest vocabulary size was 4900 out of 5000 word families that had been tested. Most of students achieved 3300 word families in their receptive vocabulary size and at least it was 1700 word families that the students could recognize for the lowest size in this test.

Table 8 Interpretation of the Vocabulary Size Test Total Score for Receptive Vocabulary (N=133) based on Beglar (2010)

Word Families	Number of Students (N=98)
< 1000	0
1000-1900	1
2000-2900	30
3000-3900	72
4000-4500	25
4600-5000	5

Generally, it can be observed from Table 4.8 that 1 out of the 133 students had not mastered the 2000 word families yet. 30 out of the 133 students successfully identified above 2000 word families even up to 2900 word families. Furthermore, 72 of the 133 students could recognize from 3000 up to 3900 word families and even from 4000 up to 4500 word families were recognized by 25 out of the 133 students. These were high numbers, which indicated that around 99% of the students (132 out of the 133 students) had mastered above 2000 word families receptively. Although there were only 5 who could identify 4600 word families above, fortunately, there was no student mastered below 1000 word families.

Mean and standard deviation of the Productive version of Vocabulary Level Test (PVLTL) scores for Controlled-Productive Vocabulary were presented in Table 9 below.

Table 9. Descriptive statistics of the Productive version of Vocabulary Level Test score for Controlled-Productive Vocabulary (N=133)

	N	Min	Max	Mean	Std. Deviation	Varian ce
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Controlled – Productive	133	14.00	50.00	33.1579	.58712	6.77097
Valid N	133					45.846

Table9 showed that the average score for the controlled-productive vocabulary was 33.1. The variability of the score was less than the receptive vocabulary score. If we expressed the score in term of numbers of word families, the total of 33.1 represented 61% of the total 3000 words from 2000-word, 3000-word, and 5000-word levels and it equaled roughly 1800 word families that could be used controlled-productively. If we compare this test result, we could see that the number of word families that had been mastered in this test was below the VST score that reached 67.8% of the total 5000 word families (3300 out of 5000 word families).

Table 10 Interpretation of the Productive version of Vocabulary Level Test Total Score for Controlled-Productive Vocabulary Based on the Levels (N=133) based on Laufer and Nation (1999)

Students' Percentage Score (%) of total 3000 word families*	Word families	Number of Students
25%-30%	750-900	2
30.1%-40%	903-1200	6
40.1%-50%	1203-1500	18
50.1%-60%	1503-1800	34
60.1%-70%	1803-2100	32
70.1%-80%	2103-2400	34
80.1%-95%	2403-2850	7

* 3000 word families from 2000-word, 3000-word, and 5000-word levels

Table 10 showed the interpretation of total score of PVL.T. It presented that 2 out of the 133 students only produced less than 30% of 3000 word families from 2000-word, 3000-word, and 5000-word levels and it equaled 750-900 word families. 6 out of the 133 students had used controlled-productively around 903-1200 word families. Next, 18 out of the 133 students had used controlled-productively around 1203-1500 word families. 25% of the students (34 out of the 133 students) successfully used above 50% up to 60% of 3000 word families from the three levels. After that, 32 out of 133 students reached about 60% up to 70% word families or equal with 1803-2100 word families. Another 34 students reached about 2103- 2400 word families. Surprisingly, there were 7 out of the 133 students who could exposed above 80% to 95% of 3000 word families and it was around 2403 to 2850 word families.

After analyzing the descriptive statistic of the scores of the two tests, the scores were analyzed by Pearson Product moment Correlation analysis that could be found in SPSS in order to investigate the correlation between the two scores. This table could answer the first research problems in this study.

Table 11. Pearson Product moment Correlation between the Receptive Vocabulary Test and the Controlled-Productive Test (N=103)

		Receptive	Controlled-Productive
Receptive	Pearson Correlation	1	.637**
	Sig. (2-tailed)		.000
	N	133	103
Controlled-Productive	Pearson Correlation	.637**	1
	Sig. (2-tailed)	.000	
	N	133	103

** Correlation is significant at the 0.01 level (2-tailed).

For the correlation analysis, Pearson correlation was used instead of Spearman because the dependent and independent variables were considered to be interval variables. Table 11 showed the Pearson correlation coefficient between the scores on the vocabulary size test for receptive vocabulary and productive version of vocabulary level test for controlled-productive vocabulary for 133 participants of the study. Based on SPSS output, the probability that the correlation is due to sampling error is .000 which is much smaller than .001, therefore the null hypothesis that might say that there is no correlation between the two variables, was rejected (H_0).

It means the correlation between the scores on the vocabulary size test for receptive vocabulary and productive version of vocabulary level test for controlled-productive vocabulary was significant. It was not due to sampling error. It can be seen from the table 11 that receptive vocabulary was significantly moderate correlated ($p < 0.01$) with controlled-productive vocabulary, producing a correlation coefficient (r) of .637. The correlation was moderate as the r was closer to the point (.5) as the r of high correlation is 1.0. Based on the sign (plus or minus) of correlation coefficient, the variables had positive correlation.

The scatter gram in Figure 1 shows that there is a degree of positive correlation between the score on the receptive vocabulary test and controlled-productive vocabulary test. As the scatter showed, the correlation was quite strong, since the dots group very closely round the straight line, the figure 1 shows that there was positive linear relationship between the scores on the two tests.

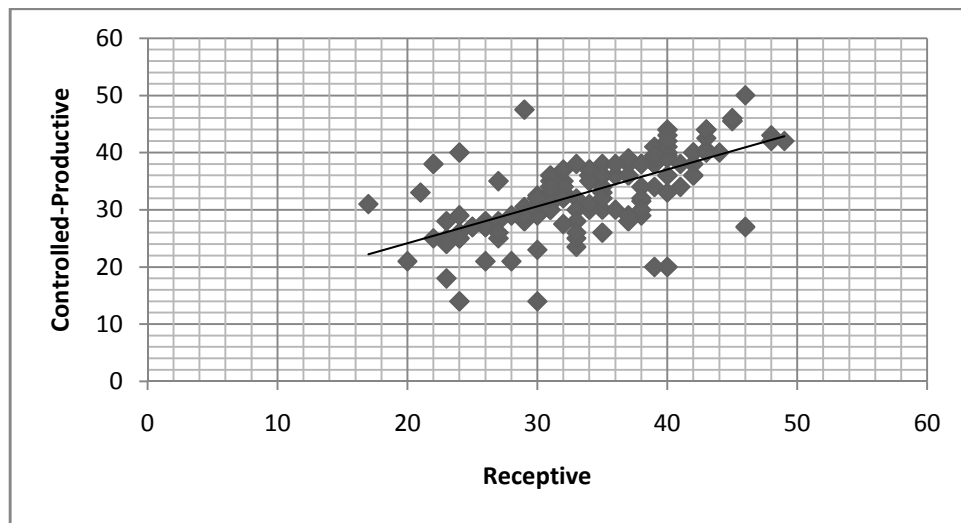


Figure 1 Scatter gram of Correlation between Receptive and Controlled-Productive Vocabulary of students in STKIP PGRI Jombang

Conclusions

The followings are the conclusions, based on the previous discussion. First, for the receptive vocabulary, the highest mean was reached by 3rd semester students in the point of 36.2, followed by 5th semester students in the point 34.06, and the lowest gained by freshman in the point 32.6. Next, for the controlled-productive vocabulary, the highest mean was reached by 5th semester students 34.78 out of 54 items, followed by 3rd semester students 33.93 out of 54 items, and the last reached by freshman 31.37 from 54 items.

Second, the vocabulary size test which was used to measure students' receptive vocabulary resulted in the higher mean score (33.3 equaled approximately 3300 word families) than productive version of vocabulary level test that was used to assess students' controlled-productive vocabulary (32 equaled roughly 1800 word families). Based on that result, it can be concluded that producing is more difficult than recognizing words in texts.

Although the scores on the controlled-productive test were not as high as on the receptive test, the Pearson Product Moment correlation analysis found that the scores of both tests were correlated. The correlation coefficient of these two test scores was .637 which means the tests were significantly moderate correlated each other. In other words, the good receptive vocabulary has tendency in controlled-productive vocabulary.

This study had some limitations that are needed to be improved by other researchers. In this case, investigating cause-effect relationship between receptive and controlled-productive vocabulary is one of the ways to improve this study. Similar study could be conducted by doing in-depth interview and careful observation to obtain detailed data about the vocabulary teaching and causal explanation how vocabulary teaching is related to low vocabulary size. Moreover, in order to get the most valid measure of students' vocabulary size, Nguyen and Nation (2011, p. 97) suggested the researcher to administer all fourteen levels in Vocabulary Size Test. Testing all five levels in Productive version of Vocabulary Level Test also seems to be urgent consideration to elicit the whole productive vocabulary of the students. In addition, the experimental research is expected to be carried out to investigate the effect of Extensive Reading program on the development of the students' receptive and controlled-productive vocabulary.

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