



confused by listening to a speech containing unfamiliar vocabulary and phrase. For example: first, in the sentence “..... but I was thinking if I could be able to find an \_\_\_\_\_”, the correct answer to complete this sentence is “**internship**”, but students tended to answer it with the word “intensive” or “entrance”. Second, in the sentence “I think it's best to \_\_\_\_\_ and just, you know maybe study a little bit more till the economy gets better.....”, the correct answer to this sentence is “**lay low**”, but most of the students fail to answer it. They mistook the correct answer with “lawyer”, “leave on”, “little low”, “lay on” and even “reload”. Lay low itself means to take time off and think about the future plans. Third, when students listen to the phrase “**speaking** of which”, students likely mistook the word “speaking” with “picking”, “thinking”, “breaking”, and even “backing”. Students often hear the words “speaking”, but they just know a little about the phrase “speaking of which” so they confuse it with the other words. Speaking of which itself is used when someone else begins talking about a topic that reminds us of something similar. Moreover, the fact that English words are similar to one another (e.g. wine/one, comment/common/command, night/nice, cash/cast/catch, stuff/staff) complicates the task for the listener.

Scholfield as cited in Schmitt shows that there are a number of things a student must be able to do to find the correct entry and meaning sense for a word, they are: (1) the word's spelling must be guessed, even if it has only been heard, (2) alphabetical order must be known to define the word, and (3) in the plenty of



Knowledge of Vocabulary Depth versus Vocabulary Breadth”. This previous study examines the relationship between language proficiency, vocabulary depth, and vocabulary breadth of 80 Iranian EFL learners at upper and lower intermediate levels. The result of this study also finds that there is positive correlation between vocabulary size and language proficiency. Higher correlation is existed in upper-intermediate group, producing a correlation of 0.874. Meanwhile, the correlation for lower-intermediate group is 0.812. Besides, this study finds that 59% of the variation in language proficiency is affected by the depth and breadth of vocabulary knowledge.

Third, a study by Lars Stenius Stæhr entitled “Vocabulary Size and the Skills of Listening, Reading and Writing”. This previous study examines the relationship between vocabulary size and the skills of listening, reading and writing. The subjects are 88 EFL learners from lower secondary education. The result of this study finds that reading is highly correlated with vocabulary size, producing a correlation of 0.83. Then, writing produces a correlation of 0.73 with vocabulary size. In contrast, listening shows the weakest association with vocabulary size, producing a correlation of 0.69.

Those previous studies show that vocabulary size plays an important role on ESL and EFL students’ English proficiency and skills. One of the measures widely used to assess the students’ vocabulary size is called by Vocabulary















