

ABSTRACT

This research was motivated by an interest in the process of vocabulary acquisition by English learners who wanted to take English proficiency test which was IELTS. The mixed methods design was utilized to gather and to analyze the data. It was started by creating a comprehensive word list derived from a number of reading passages in Cambridge practice test books for IELTS. There were 10 books used as the data sources in this current research. All corpus data contained 35,245 word types and 184,437 word tokens. The word list consisted of 380 word families within the 32,819 word tokens outside of the General Service List (GSL). Moreover, this current research integrated the word list into vocabulary principles (Graves, 2016; and Kwary & Jurianto, 2017), and also implemented vocabulary instructions (Akar, 2010) in Reading IELTS class in Test English School Kampung Inggris Kediri. Therefore, the teaching vocabulary presented in reading IELTS class gave a significant improvement toward students' Reading scores. It was proved by the t-test value of deviation scores in control and experimental groups which was 0.0127. Additionally, most of students in experimental group had positive attitudes toward teaching vocabulary done in the classroom. They agreed that vocabularies taken from the word list helped them to comprehend Reading passages, and they also supported the teaching vocabularies to be continued in the other classes.

Keywords: Graves, IELTS, reading, teaching vocabulary, word list