

## **PRONOUNCEMENT**

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**Palopo, 20 Mei 2013**  
**Yang Membuat Pernyataan,**

**MURSALIM**

## **COSULTANT APPROVAL**

Thesis Entitled : **The Competence of the Eleventh Year Students of  
SMK Negeri 2 Palopo in Mastering Vocabulary**

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**Yth. Ketua Jurusan Tarbiyah STAIN Palopo**  
**Di-**  
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*Assalamu Alaikum Wr. Wb.*

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut dibawah ini:

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**Judul Skripsi : The Competence of the eleventh year  
students of SMKN 2 Palopo in mastering  
technical terms vocabulary**

Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

*Wassalamu Alaikum Wr. Wb.*

**Pembimbing I**

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The writer realizes that the existence of this thesis was by receiving much advice, guidance, encouragements, and comments from many people, even though this thesis still far from being perfect. Therefore the writer would like to express his deepest gratitude to them.

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Finally, the writer dedicates this thesis may ALLAH SWT, bless them. Amin.

**Palopo, 19 January 2013**

**The Writer**

**Mursalim**

## LIST OF CONTENTS

<b>TITLE PAGE</b> .....	i
<b>NOTA DINAS PEMBIMBING</b> .....	ii
<b>CONSULTANT APPROVAL</b> .....	iii
<b>PRONOUNCEMENT</b> .....	iv
<b>ACKNOWLEDGEMENT</b> .....	v
<b>LIST OF CONTENT</b> .....	vii
<b>ABSTRACT</b> .....	viii
<b>CHAPTER I INTRODUCTION</b>	
A. Background .....	1
B. Problem Statement .....	4
C. Objective of The Research .....	4
D. Significance of The Research .....	5
E. Scope of The Research .....	5
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Previous Study .....	6
B. Some Pertinent Ideas .....	7
1. English For Specific Purpose .....	7
2. Vocabulary .....	13
3. Types of Vocabulary.....	15
4. The Important of Learning Vocabulary .....	17
5. Principle in Selecting Vocabulary.....	18
6. The Class of Words .....	20
C. Definition of Mechanical Engineering .....	50
<b>CHAPTER III METHOD OF THE RESEARCH</b>	
A. Research Method .....	42
B. Population and Sample .....	42
C. Instruments of the Research .....	42
D. Procedure of Collecting Data .....	43
E. Data Analysis Technique .....	43
<b>CHAPTER IV FINDING AND DISCUSSION</b>	
A. Findings .....	45
B. Discussion .....	54
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusions .....	58
B. Suggestions .....	58
<b>BIBLIOGRAPHY</b>	
<b>APPENDIX</b>	

# CHAPTER I

## INTRODUCTION

### *A. Background*

English is one of the main subjects in SMK. It is important for the students there to master English since English is one of the subjects that is evaluated in National examination. In addition, in the global era, the alumni of SMK are required to have not only skill in their department but also they have to be able to speak English.

Based on the curriculum for SMK, the main objective of teaching and learning a foreign language is to provide the learner with communicative competence, linguistics competence and cultural competence. In SMK, the learner will expect to use the target language to convey messages in occupational context. Furthermore, in SMK the main focus is the communicative as well as the written need of professional and workers, giving primary importance to many language professional environments. The teaching of English is aimed at preparing learner for real world situation. The students at SMK are usually introduced to the various benefits of language study for interpersonal, cultural, global and professional communication.

There are some factor that influence the teaching and learning at SMK. First, the institutional factors namely (a) time allotted for learning English, the time is still very short to learn. (b) classroom and learning condition include the

size of class (40-60 students) could be a big problem. (c) attitude of the institution head and staff. Second, the teacher factors, the competence as well as the confidence of the teacher in using English is extremely paramount in addition to their qualification. Then, the teachers' attitude can also be either encouraging and discouraging. Some teachers might consider English is difficult to learn or it is just like another subject which can be learned by anyone. Another essential aspect on the part of teacher is teaching strategies used by teacher. The methodologies or technique must suit the learning needs of the learners. Otherwise, some learners might find the learning process to be boring or unsuitable for their age and occupations. Third, the students or the learner factors, it include the students' attitude and the students' personality (extrovert and introvert), and the students affective (attitude, motivation and anxiety). There are many students have low motivation in learning English.

After graduating from SMK, the students will get their own job, the main problem that has become the main problem for them is the mastering of English. Some companies need their workers are able to have good communication skills in English. Therefore, the teaching and learning at SMK should be developed in order to meet the need of students after finishing their study.

Related to the teaching vocabulary at SMK, one of the main focuses is the vocabulary that related to the students' profession in the future. The students at SMK especially at automotive department need to understand some specific term about spare parts of automotive, some tools in automotive etc. In addition, Jack C.



Richard and will A. Renandya states that 3000 to 5000 word suggested for learners continuing to tertiary education studies.<sup>1</sup> It can be said that when a learner in senior high school include in SMK, the target vocabulary is about 3000 to 5000 vocabulary.

One of the important elements of English language that needs to be developed is vocabulary. Vocabulary is useful especially for understanding the English text, even the simple one. Without knowing most of the words, the students will find some difficulties to cope with the text.<sup>2</sup>

Vocabulary is considered playing a central role, because through vocabulary we can communicate ideas, emotions and desires, beside, by a good command of vocabulary on language. It can express ideas effectively and efficiently.<sup>3</sup>

Vocabulary includes in all skill that have been mentioned previously. It can not only communicate ideas better but also can actually think through ideas and problems with greater accuracy, clarity, and precision. In other words it must be admitted that with vocabulary, language any form of mental and physical, creativities, and activities can be communicated and conveyed.

One reality in some school is that they still cannot convey their ideas in English well. It is believed that one problem that they have is related to their

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<sup>1</sup>Jack C. Richard and Renandya, *Methodology in Language Teaching*, p. 256.

<sup>2</sup> Ur, Penny. *A Course In Language Teaching*. New York: Cambridge University Press.1996. p14

<sup>3</sup>Jeremi Harmer. *The Practise of English Language Teaching*,(New York: Longman, 1991). P.26

vocabulary. It is impossible for the student to speak English fluently without having enough vocabulary although they understand the patterns

The mastery on term in the profession that someone working is very important. For example for the students, they need to know about some term in technical especially about mengopersikan komputer. Therefore, it is very important to find out the mastery of students in technical term in SMKN 2 Palopo. In fact, based on observation at SMKN 2 Palopo it is also found that the student were still lack of vocabulary in English generally, and they were lack of mechanical term particularly.

Based on the explanation above, the writer is interested to do a research with the title “The Competence of the eleventh year students of SMKN 2 Palopo in mastering vocabulary”.

### ***B. Problem Statements***

Based on the background above, the writer formulates the following problem statements as follows: “How is The Competence of the eleventh year students of SMKN 2 Palopo in mastering technical terms vocabulary?”

### ***C. Objective of the Research***

In relation to the problem statement above, the objective of the research is to find out the competence of the eleventh year students of SMKN 2 Palopo in mastering vocabulary.

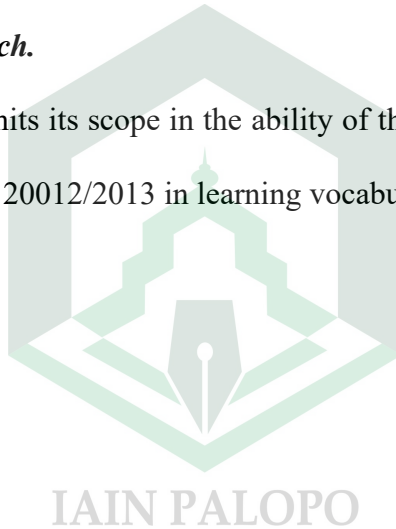
***D. Significance of the Research.***

The result of this the research is expected to be useful information for teacher and students at SMKN 2 Palopo in general especially for teaching and learning vocabulary at SMKN 2Palopo.

For students, as feedback for their ability in mastering vocabulary. While for the teacher as information about their students difficulties in learning vocabulary.

***E. Scope of the Research.***

This research limits its scope in the ability of the first year students of SMKN 2 Palopo academic year 20012/2013 in learning vocabulary.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this part, the writer presents the previous studies and some pertinent concepts related to vocabulary.

#### *A. Previous Study*

There were many language researchers have conducted the used of various method in teaching English especially in teaching vocabulary namely :

1. Wahyu, The ability of the first year students at SMK Keperawatan Gafur yahya in mastering nursing terms vocabulary. A thesis at Cokroaminoto Palopo. He describes that the students' ability was still low. Then it needs to be improved. Picture in teaching vocabulary at SD Bara Palopo, she finds that by using picture, it can effective to improve the students vocabulary.

2. Husni, the use of games in teaching Vocabulary at SMPN 3 Palopo, a thesis English Department STAIN Palopo. It is finds that the vocabulary of the students can improve by games at SMPN 3 Palopo.

3. Rumisa, The Effectiveness of Using Total Physical Response Method in Teaching Vocabulary at SDN 74 Pajalesang Palopo, a thesis English Department Cokroaminoto University, describes the effectiveness of using total physical response method in teaching vocabulary at SDN 74 Pajalesang Palopo. She says that total physical response method is effective significantly in teaching vocabulary at SDN 74 Pajalesang Palopo.

Based of these researchers above, many methods we can use in teaching vocabulary especially to improve the students' vocabulary. In this research, the writer only focus on the students' ability in mastering vocabulary about technical terms.

### ***B. Some Pertinent Ideas***

#### 1. English For Specific Purpose

##### a. Definition English for Specific Purposes

English For Specific Purposes (ESP) is a learner-centered approach to teaching English as an additional language, which focuses on developing communicative competence in aspecific discipline, such as accounting, agrology, business, education, engineering, IT technology, academic writing and learning. Students are also exposed to Canadian business or academic culture and real world communication practice

##### b. ESP : Characteristic and Subcategories

###### Absolute characteristics

- 1) Design to meet specific needs of the learners .
- 2) Related in content to particular discipline ,occupation and activities.
- 3) Centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, study skills, and analysis of this discourse.

Variable characteristics.

ESP may be , but not necessarily:

- 1) Restrictive as to the language skills to be learned .e.g. reading only.
- 2) Not taught according to any pre-ordained methodology.

The claims for ESP are:

- 1) Being focused on the learner's needs- waste no time.
- 2) Is relevant to the learner.
- 3) Is successful in imparting learning is more cost effective than General English.

Similarly , Robinsonsformulates ESP characteristics in the following:

- 1) ESP course is normally goal directed.

This means that the student study English not because they are interested in the English Language but because they need English for study or work purposes.

- 2) ESP course is based on a need analysis.

This means that the ESP course aims to specify as closely as possible what exactly it is that the students have to do through the medium of English.

- 3) The students of an ESP course are likely to be adults rather than children.

More frequently the students on ESP courses are in post secondary education. Tertiary education or are experienced members of a workforce. However, in some countries like Indonesia, ESP course are taught in vocational schools (SMK) at secondary level such as English for Business at SMEA and English for Technology at STM.

- 4) ESP courses may be written about as though they consist of identical students.

The learners in ESP class are involved in the same kind of work or specialist studies. Of course in some cases, a class may compose of all employees of a company who share knowledge of the company or overall objectives.

### c. Subcategories of ESP

In general, ESP can subcategorized into two main types; EOP (English For Occupational Purposes), and EAP (English For Academic Purposes). EOP involves mostly work-related needs and training while EAP involves academic and study needs. Cutting between those is EST ( English for Science and Technology ) which can refer to both work and study related needs.

English for vocational purposes (EVP) is for those preparing for job training. EVP students learn the language of training in specific trades, such as English in order to study auto mechanics, EVP classes are frequently held right at vocational training schools, and are sometimes even taught simultaneously with vocational courses, through collaboration between English and vocational instructors. When this is also done with bilingual support, it is called Bilingual Vocational Training ( BVT). Upon graduation from EVP and trade-specific training, to learn into trade jobs may still need to learn the English of the work place, or English for Occupational purposes(EOP).

English for academic purposes(EAP) is for those preparing for study to enter the profession . many scholars feel English for science and technology(EST), actually pre-dates EAP in the development of ESP ( Hutchinson and Waters, 1987). It can be said that, historically,EST gave rise to the now broader category of EAP, which

includes science and technology, EAP, then encompasses the range of academic disciplines, from business to medicine, agriculture to engineering .

#### d. Objectives of teaching and learning ESP

The main objective of teaching and learning a foreign language is to provide the learners with communicative competence, linguistic competence and cultural competence. With these competencies, learners are expected to be able to use the language proficiently enough in the target language. This objective sounds very reasonable since anyone who learns a foreign language shares a common goal that is to be proficient enough to use the target language to communicate effectively in social context. The learners will expect to use the target language to convey messages in purely academic or occupational context, to define their own attitudes, to protect themselves from criticisms, to express preference, sympathy and disapproval, and many other purposes.

ESP is international in scope and specific in purposes (Swales, 1988). It focuses on the communicative as well as the written needs of professionals and workers, giving primary importance to many language professional environments. Thus , ESP is generally involved pragmatic, experience- based instructions and are aimed at preparing learners for real world situation. Learners are usually introduced to the various benefits of language study for interpersonal, cultural, global, and professional communication.



e. English for Specific Purpose

1) ESP Characteristics

ESP courses can be characterized by some features, but in practice it is common to find courses which the organizers wish to think of as ESP courses but which do not seem to fit the agreeable criteria. Therefore, it is essential that the subject be addressed clearly based on the common ground and similar perception and understanding among ESP practitioners- teachers, course designers/material researchers, and organizers. Strevens claims that ESP needs to be distinguished from absolute and two variable characteristics.

a) Absolute Characteristics

ESP consists of English language teaching which is;

- (1) Designed to meet specific needs of the learner,
- (2) Related in content to particular discipline, occupation and activities,
- (3) Centered on language appropriate to those activities in syntax, lexis, discourse, semantics, and analysis of this discourse.

b) Variable Characteristics

ESP may be, but not necessarily,

- (1) Restricted as to the language skill to be learned. E.g. reading only
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This means that ESP course aims to specify as closely as possible what exactly it is that the students have to do through the medium of English.

c) The students of an ESP courses are likely to be adults rather than children

More frequently, the students of ESP courses are in post secondary education, tertiary education or are experienced number of work force. However, in some countries like indonesia, ESP courses are taught in vocational school (SMK) at secondary level such as English fo business at SMEA and English for Technology at STM.

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The learners in ESP class are involved in the same kind of work or specialis studies. Of course in some cases, a class may be compose of all employees of a company who share knowledge of the company or overall objectives. <sup>1</sup>

2) Subcategories of ESP

In general, ESP can be subcategorized into two main types: EOP (English for Occupational Purposes), and EAP (English for Academic Purposes). EOP involves mostly work-related needs and training while EAP involves academic and study needs. Cutting between those is EST (English for Science and Technology) which can refer to both work and study related needs.

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<sup>1</sup> Muhammad Basri Wello, Hafsa Amin, *an Introduction to ESP*, (Ujung Pandang: C.V. Sunu Baraya. 1999 ). P. 6.

English for Vocational purpose (EVP) is for those preparing for job training. EVP students learn the language of training in specific trades, such as English in order to study auto mechanics. EVP classes are frequently held right at vocational training schools, and are sometimes even taught simultaneously with vocational courses, through collaboration between English and vocational instructors.<sup>2</sup>

## 2. Vocabulary

### a) Definition of Vocabulary

Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing vocabulary. Vocabulary is one of the components of language and there is no language exists without words. More words we know, more ideas we can explore. So, we can communicate the ideas effectively.

Oxford Learner's Pocket Dictionary, New Edition states that vocabulary is the total number of word in a language, words known to a person; the of a here year old, last of words with their meanings, especially at the back of for teaching a foreign language.<sup>3</sup>

Richard states that

“Vocabulary or word also called a base word or a word family is defined as including the base form (e.g.: make) and its inflections and derivatives (e.g., makes, made, making, maker and markers). Since the meaning of these

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<sup>2</sup> Muhammad Basri Wello, Hafsaah Amin, *an Introduction to ESP*, (Ujung Pandang: C.V. Sunu Baraya. 1999 ). P. 7.

<sup>3</sup> Martin H. Manser, *Oxford Learner's Pocket Dictionary*,(New Edition University Press, 1995). p. 23.

different forms of the word is closely related, it is assumed that little extra effort is needed to learn them".<sup>4</sup>

Hornby in *Advanced Learner's Dictionary of Current English* says that vocabulary is :

- 1) All the words that person knows or use
- 2) All the words in a particular language
- 3) The words that people use when they are talking
- 4) A list word with their meaning especially in a book for learning a foreign language.

Good defines that vocabulary as the words having meaning when heard or seen even though not produced by the individual himself to communicate with others is the words that considered essential for minimal use of language.<sup>5</sup>

Gavestates that vocabulary is a sum of words of a language that employed by individual, group or work in relation to a subject.

Another definition is from Flexner states that vocabulary is the stock or words used by or know to a person.

Good defines vocabulary as :

- 1) The content and function words at language which are learned so thoroughly that they become a part of understanding speaking, and later reading and writing vocabulary.

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<sup>4</sup> Jack C Richard and Willy A Renandya, *Methodology In Language Teaching*, (United State of America: Cambridge University Press, 2002). P.42

<sup>5</sup> Good CV, *Dictionary of Education*, (New York: Mc Brown Hill Book co, 1959). P. 43.

2) The words having meaning when heard or seen even though not produced by the individual himself.<sup>6</sup>

While Webster states that vocabulary is a list of words and sometimes, phrases usually arranged in alphabetical order and defined : a dictionary, glossary or lexicon. All the words used by a particular person, class, profession, etc. Sometimes all the words recognizes and understood by particular person although not necessary used by him.

Based on definitions above, the writer concludes that vocabulary is all words which have a meaning and it is used in language especially in writing, reading, listening and also to speak with others.

### 3. Types of Vocabulary

Nation states that there are two words lists, one of function words and one containing a basic 2.000 word of English vocabulary. In addition, there is a list of suffixes to be used with 2.000 word list. The list of function words contains about 230 words of very high frequency. They were not chosen solely on the basis of frequency, but on the basis of grammatical function. The list consists of articles, auxiliary verbs, prepositions, conjunction, pronouns, noun determiner, substitute nouns, intensifiers, and contain often specialized expressions.<sup>7</sup>

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<sup>6</sup> Good CV, *Dictionary of Education*, (New York :Mc Brown Hill Book co, 1959). P.45

<sup>7</sup> Nation ISP, *Teaching and Learning Vocabulary*, ( Boston: Heinle and Heinle Publisher, 1990). P.37

Harmer divides vocabulary in two groups, namely:

- a. Active vocabulary refers to vocabulary that has been learned by the students. They are expected to be able to use it.
- b. Passive vocabulary refers to words which students will recognize when they meet them, but they probably not are able to produce it.<sup>8</sup>

Thomas in Rita divides vocabulary into four kinds, as follows:

- a. Oral vocabulary, consist of words actively used in speech. The significant character of oral vocabulary is that the speaker in un rehearsed situation actively use it.
- b. Writing vocabulary are the words which are actively used in writing.
- c. Listening vocabulary, is the stock of words to which one responds with meaning and understands meaning and understanding in the speaking with others.
- d. Reading vocabulary, are the words which one responds with meaning and understanding in teh writing of others.

Based on the description above it is clear that both active and passive vocabularies are very important.

Good divides vocabulary into four kinds, they are :

- a. Oral vocabulary refers to words that a person employs them in expressing ideas orally and actively.
- b. Writing vocabulary refers to words that commonly used in writing.

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<sup>8</sup>Jeremy Harmer, *The Practise of English Language Teaching*,(New York: Longman, 1991). P.38

- c. Listening vocabulary refers to words that commonly used in writing.
- d. Reading vocabulary refers to words that someone can recognize them when he finds them in written form.<sup>9</sup>

Based on the explanation above, it can be concluded that there are many kinds of vocabulary that we can in four skill of language, namely oral vocabulary, writing, listening, reading vocabulary and also active and passive vocabulary

#### 4. The importance of learning vocabulary.

Learning a language means learning the words of the language because words are the vital organs in language. Through vocabulary we can express our feeling and meaning.

Harmer says that if you want to describe how you feel at this very moment you have to be able to find a word, which reflects to complexity of your feeling.<sup>10</sup>

Goodman and Mohr state that vocabulary is a basic part of reading comprehension. It means that we are going to have trouble to understand the text if we don't know most words in the text.<sup>11</sup>

Rivers in Nunan also argues that the acquisition of an adequate vocabulary is essential for successful second language learners because without an extensive

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<sup>9</sup> Good CV, *Dictionary of Education*, (New York :Mc Brown Hill Book co, 1959). P.61

<sup>10</sup> Jeremy Harmer, *The Practise of English Language Teaching*, (New York: Longman, 1991). P.40

<sup>11</sup> Goodman DJ and Mohr C, *Building Vocabulary Skills*, (New Jersey : C. Meriam Co, 1991). P.27

vocabulary, we will be unable to use the structure and function we may have learned for comprehensible communication.<sup>12</sup>

Based on the explanation above, it can be concluded that vocabulary is very important in language, because by mastering vocabulary we can describe our feeling, we can understand the text and also we can communicate to other

#### 5. Principle in Selecting Vocabulary

One of the problems in teaching and learning vocabulary is how to select words. Harmer presents criteria which are rather scientific and have been used in words selection as follows :

##### a) Frequency

In teaching and learning vocabulary, words which are most commonly used are the ones we should present first.

##### b) Coverage

A word is more useful if it covers more meaning than it only has a very specific meaning.<sup>13</sup> Besides Wallace, Rita indicates in detail nine principles of teaching and learning vocabulary as follows :

##### 1) Aims

In teaching vocabulary we have to know how many of the vocabulary listed that learners are expected to be able to know.

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<sup>12</sup> David Nunan, *Language Teaching Methodology. A Textbook for Teachers*. (Hertfordshire: Prentice Hall International, 1991). P.34

<sup>13</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1991). P.59



## 2) Quantity

Quantity had decided on what involved in vocabulary learning, we may decide on the quantity of vocabulary to be taught the number of new words, that students can learn. If we expect that words will be taught become part of the students active vocabulary put the number of words as low as round ' five to seven ' new word then clearly the actual number will depend on a number of factors varying from class and learners. There are too many new words, that the students may become confused, discourage and frustrated.

## 3) Need

In most cases the choice of vocabulary thought student, the teacher in choosing the vocabulary that is going to be taught will relate to the aims of course and the objectives of individual lessons. It is also possible for the teachers, in a sense to put the responsible of choosing the vocabulary to be taught to the students. In order words they need, as they need using the words as the information.

## 4) Frequent Expose and Repetition

In teaching and learning vocabulary, has to be certain amount of repetition until there is an evidence that the students have learnt the target words. The simplest way of checking that the learning has been done is seeing whether the students can recognize the target words and identity the meaning. If the words have to be part of the students productive vocabulary. They must be given an opportunity to use them, as often necessary for them to recall the words at all, with the correct spelling, and pronunciation and identify the meaning.

### 5) Meaningful Presentation

In presentation vocabulary lesson, the students must have a clear and specific understanding of what word denotes or refers to. This requires that the words presented in such a way their denotation and references are perfect and unambiguous

### 6) Situation Presentation

The words presented are appropriate to the students situation with a favorable condition, enough time consuming and a convenient method, the students will automatically succeed in learning vocabulary.

### 7) Presentation in Context

Words very seldom occur in isolation is important for the students to know the usual collocation that word occurs in. So from the beginning the words must appear in its natural environment as it were among the words, naturally collocates with. Collocation are words, which are commonly associated.

## 6. The class of words

### a. Function words

By 'Function word' we mean a word that does not belong to one of the four major parts of speech in English (noun, verb, adjective, and adverb). Their purpose is not only to express meaning but to relate other words to each other. These are the words you must know in order to speak or understand English with any fluency at all. Not only among the most frequent in the language, but they are also indispensable in forming sentences. Function word is also called form words, empty words function.

Among the function words are articles, auxiliary verb, conjunctions, preposition, pronouns, noun-determine, substitute nouns, intensifiers, and other specialized expressions. They also include numerals, day of the week, and month of the year. Many of the words can be used in more than one way.

Function words are those that often have little meaning in the dictionary sense but which serve important function in relating other words in the language to each other. Examples are: is, at, to, which, for, by, he, etc. since these are the words that occur most frequently in the language, they are sure to be mastered in any good elementary language course. You simply cannot say much of any looking them up in the dictionary is not of much use. Since they acquire most of their meaning from the sentences in which they are used, it is rather pointless to discuss them in isolation.

The other function of words is the basic building in speech and writing. No one can communicate without words that convey exact meaning. The purpose the words are not only to express meaning but to relate other words to each other. These are the words we must know in order to speak or understand English with any fluency at all. Not only among the most frequent in the language, but they are also indispensable in forming sentences.

Among the function words are articles, auxiliary verbs, conjunctions, prepositions, pronouns, noun determines, substitutes nouns, intensifies and other specialized expressions. They also include numeral, days of the week, and months of year. Many of the words can be used in more than one way.

## 1) Article

Article is word that place in front of noun and it function as determines or divides noun in a sentence. Their traditional term for a, an, and the, the correct use of these little words is extremely important in English.<sup>14</sup> There is a lot of different between “man”, and “the man”, for instance. Some should be included among the articles, since it is used before plural count nouns the way a/an is used before singulars: “a man”, ”some man”.

A and an are used in front of singular count nouns. A and an have the same meaning. A is used in front of words that begin with consonants: b, c, d, f, g, h, k, etc.

Example:

A bed	A language	a dog
A cat	a city	a book

An is used in front of words that begin with a, e, i, and o.

Example:

An apple	an idea	an ocean
An ear	an office	an apartment

Use an if a word that begins with “u” has a vowel sound: e.g. an uncle, an ugly picture. Use a if a word that begins with “u” has a /uw/ sound: a university, a university, a usual event.

Compare:

I have an uncle, and

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<sup>14</sup> GhufronMaba, *Guided in Mastering English*, (Surabaya: TerbitTerang, 1995). P.38

He works at a university.

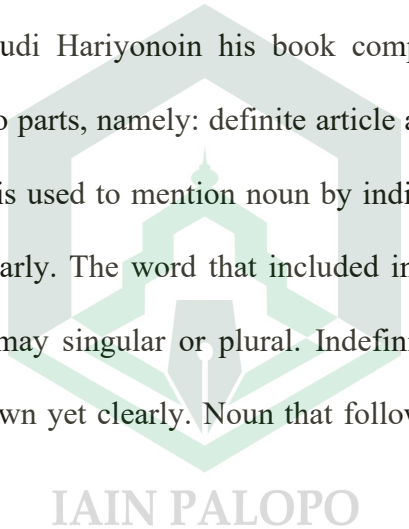
In some words that begin with “h” the “h” is not pronounced. Instead, the word begins with a vowel sound and an is used. E.g. an, an honor. In most words that begin with “h” that “h” is pronounced. Use a if the “h” is pronounced.

Compare:

I need a hour to finish my work, and

I live in a house. He lives in a hotel.<sup>15</sup>

According to Rudi Hariyonoin his book complete English Grammar, that articles divided into two parts, namely: definite article and indefinite article. Definite article is the word that is used to mention noun by individual or certain. In the case, its noun has known clearly. The word that included into definite article is the, and noun that pronounced may singular or plural. Indefinite article is used to indicate noun commonly or known yet clearly. Noun that follow infinite article form always singular.



## 2) Auxiliary Verbs

Auxiliary Verbs are “helping” verbs that combine with various part of other verbs phrases. The most common are: be, have, and do.<sup>16</sup> In addition, we have the modals: can, could, may, might, must, shall, should, will, would, as well as dare and need under certain condition. The phrases ought to, used to, and (be) Supposed to are

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<sup>15</sup> Betty S Azar, *Understanding and using English Grammar*, (The Second Edition. New Jersey : Prentice-Hall, Inc, 1989)

<sup>16</sup> Collier, *The key to English Vocabulary*, (London :McMillan Limited, 1971). P.39

included because they resemble modals, in spite of the fact that, unlike ordinary modals, they include the word to (Collier).

### 3) Conjunctions

Conjunctions is word that connects words, parts of sentences or connect sentence write sentence.<sup>17</sup>In other word, word that is used to connect words, phrase or clause in a sentence. Conjunctions join various parts of the sentence together. They are of two kinds: coordinating and subordinating..

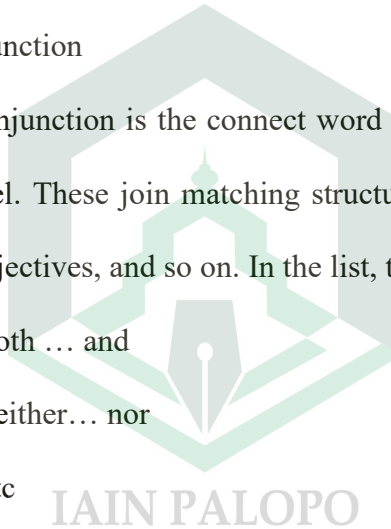
#### a) Coordinating Conjunction

Coordinating conjunction is the connect word that is used two clauses that is the same degree or level. These join matching structures, that is, they join nouns to nouns, verb to verbs, adjectives, and so on. In the list, they are:

And both ... and

But neither... nor

For etc



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#### b) Subordinate Conjunction

Subordinate conjunction is the word that connect two the same degree or level sentences. Each of the two sentences as main clause and subordinate clause, these are the words that introduce adjectival and adverbial clauses. The conjunctions they introduce contain subjects and verbs but cannot stand alone as independent sentences.

Here are the ones in the list:

Softer            although            because

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<sup>17</sup> Collier, *The key to English Vocabulary*, (London :McMillan Limited, 1971). P.46

Before	if	since
After all	besides	etc.

The questions words how, who, whom, what, which, when, why, and where also introduce subordinate clauses of a special type, usually called indirect question. The relative pronouns who, whom, which, whose, and that introduce subordinate clauses of another type, usually called relative clauses, which modify nouns.

#### 4) Preposition

Preposition is word placed before noun or pronoun to indicate the relation among the parts of other sentences. They are always followed by nouns or noun construction, and the whole phrase thus formed modifies some other word in sentences.

There are about fifty common one-word prepositions in English as well as a large number of phrases that function as prepositions. The prepositions in out of list of function word are these:

About	but	outside
Above	down	over
Along	from	etc. <sup>18</sup>

Remember that most of these words may also function as adverbs, if no noun follows.

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<sup>18</sup> Collier, *The key to English Vocabulary*, (London :McMillan Limited, 1971). P.47

## 5) Pronouns

Pronoun is word that is used to change noun in a sentence. It function in order there is no repeated word that monotone. While Ach.Muchlis states that “pronoun, is word that change noun or noun phrase”.A pronoun refers to a noun. It is used in place of a noun.

E.g. Kate is married She has two children. “She” is a pronoun. It refers to “Kate”. It is used in place of noun. Kate is my friend. I know her well. “Her” is a pronoun. It refers to “Kate”. “She” is a subject pronoun; “her” is an object pronoun. A pronoun is used in the same ways as a noun: as a subject or as an object of a verb or preposition.

According to Simanjuntak, there are nine kinds of pronouns, namely:

- a) Personal pronoun: I, you, he, she, we, they.
- b) Demonstrative pronoun: this, that, these, those.
- c) Possessive pronoun: my, mine, yours, his, hers, ours, theirs.
- d) Interrogative pronoun: who, which, what, whose, whom.
- e) Indefinite pronoun: same one, anyone, something.
- f) Reflexive pronoun: myself, yourself, himself, itself, ourselves, yourselves, themselves.
- g) Emphasizing pronoun.
- h) Reciprocal pronoun: one another, with one another, each other, to each other.



i) Relative pronoun: who, whose, which, that.<sup>19</sup>

These words take the place of nouns. The meaning they have depends on the noun they replace, called the antecedent. They have case (different forms according to their function in the sentence), number (singular vs. plural), and person (inclusion or Exclusion of the speaker and the person (s) addressed).

In addition, the third singular pronouns have gender (different forms according to certain categories of meaning expressed by the antecedent: male vs. female, animate vs. inanimate, etc).

6) Noun Determiners

These are the expression that signals the presence or the possibility or the presence of a following noun. (If there is no noun following, then the expression itself functions as a noun-a ‘substitute noun”)

7) Substitute Nouns

These expressions resemble the pronouns in that they echo, or replace, a noun in a context, but for grammatical reason it is convenient to separate them from the pronouns. Many of them can be noun determiners as well. These words in the list may be substitute nouns:

All	less	none
Another	(a) little	(the) other
Both	many	some
Enough	more	etc.

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<sup>19</sup> Simanjuntak, *BahasaInggrisSistem 52 Jam*,(Jakarta :Visipro, 2004). P.11

### 8) Intensifiers

These are traditionally called adverbs, but they behave in special ways and are better treated separately. They come just before adjectives or adverbs (except for *enough*, which follows them) and express a degree of the quality named by the latter word. Here are the ones on the list:

Almost          awfully          enough

Fairly          hardly          just.

### b. Content words

Content words are words which refer to a thing, quality, state, or action and which have meaning (lexical meaning) when the words are used alone.

#### 1) Noun

Manser states that “Noun is word that is the name of a thing quality, person, etc and be the subject of a verb”.<sup>20</sup>

Nouns have subclasses. They are pronoun and function nouns. Pronouns comprise eight words namely I, we, you, they, he, it, they and she. All of them have inflectional variants, but they do not have the plural suffix – (e)s, and the possessive suffix – ‘s as most nouns do. Function nouns consist of fifteen word which have the following characteristics:

a) They are morphemically identical with or closely related to certain noun determiners.

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<sup>20</sup> Martin H Manser, *Oxford Learner's Pocket Dictionary*, (University Press, 1980). P.36

- b) They are unchanging in form, showing neither of the characteristic noun inflections. – es and ‘s
- c) They have no noun-marking derivational suffixes.
- d) They may appear in mote of the structural positions usually occupied by nouns.

According to J.D Murthy, the meaning or noun is a word used to name a person, place, thing, an idea or a quality of mind is defined as a noun.

Example:

- a) Mother Teresa is a great social worker
- b) Democracy is a form of government in which everyone has a share in the administration.
- c) Dictionary is useful for students
- d) Knowledge brings wisdom
- e) Love and hatred are common to all human beings.

(1) Common noun is a name given in common to every person or thing of the same class or kind, for example:

- (a) Boy                    - merchant
- (b) Woman                - traveler
- (c) Teacher               - city
- (d) Doctor                - village
- (e) Girl                    - town
- (f) Officer                - region
- (g) Poet                    - district

(h) Dramatist - place

(2) A proper noun is the name of some particular person or place, for example:

(a) Tagore - Bill Clinton

(b) Keats - India

(c) Mother Terese - Japan

(d) Shelly - America

(3) Collected noun is the name of collection of things or person, for example:

(a) Crowd - family

(b) Mob - nation

(c) Team - parliament

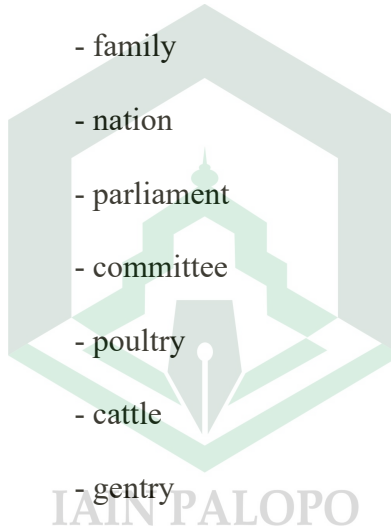
(d) Block - committee

(e) Heard - poultry

(f) Army - cattle

(g) Fleet - gentry

(h) Jury - class



(4) concrete noun is the name of a thing that can be touched or seen, for example:

(a) Room

(b) Sun

(c) Girl

(d) Boy

(5) Abstract noun is the name of a quality, action or state, for example:

- (a) Freedom - kindness
- (b) Liberty - childhood
- (c) Thought - admission
- (d) Jove - justice
- (e) Sorrow - life
- (f) Love - truth
- (g) Death - beauty
- (h) Goodness

(6) Countable noun is the name of a thing that can be counted or divided into singular or plural, for example:

- (a) Student - camera
- (b) Book - writer
- (c) Table - man
- (d) Pen - woman
- (e) Photograph - studio

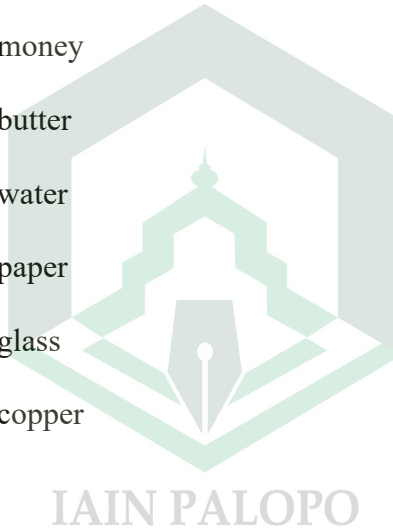
(7) Uncountable noun is the name of a thing that is counted or divided into singular and plural, for example:

- (a) Milk - justice
- (b) Rice - truth
- (c) Coffee - beauty
- (d) Tea - democracy

- (e) Ink - iron
- (f) Oxygen - wool
- (g) Liberty - money
- (h) Gold - honesty

(8) Material noun is the name of a material or substance of which things are made, for example:

- (a) Gold - ink
- (b) Silver - money
- (c) Wood - butter
- (d) Air - water
- (e) Clay - paper
- (f) Milk - glass
- (g) Steel - copper



## 2) Verbs

According to Manser Verb is word or phrase that shows what a person or thing does.<sup>21</sup>

According to Rasyid verbs have four inflections are:

- a) Inflection of the third singular person or present tense *-s* or *es*
- b) Inflection of the past tense: ***-ed*** and its variants
- c) Inflection of the past participle: ***-ed*** and its variants
- d) Inflection of the present participle: ***-ing***

<sup>21</sup> Martin H Manser, *Oxford Learner's Pocket Dictionary*, (University Press, 1980). P.38

Verbs occupy certain characteristic positions, a few of the verbs are distinguished from morphemically related to nouns and adjectives by the super fix.

According to J.D. Murthy the meaning of verbs is a word used to express action, condition or existence is known as a verb.

Example:

- a) I *wanted* for Padmaja
- b) She *is* technicaly
- c) There *are* spelling mistakes in his essay

The italicized words '*wanted*'; '*is*' and '*are*' are verbs. Because word '*wanted*' tells us what 'I' did in the first sentence, the word expresses condition in the second sentence, and the word '*are*' expresses existence in the third sentence.

Verb is described as a word which is used to indicate an action of a state of being of existence or possession.

Verbs are divided into three of kinds:

- a) Transitive verb

A verb which has an object is termed as transitive verb.

Example:

- (1) I like Padmaja
- (2) She speaks English well

Sometimes a transitive verb contains two objects, namely direct object and indirect object.

The following verb can be used with two objects:

Example:

Bring	lend	sell	make
Give	often	send	get
Hand	pay	show	leave
Play	sing	pass	promise

The indirect object should be placed before the direct object but the direct object may be placed before indirect object, if the above verbs are used with preposition.

b) Intransitive verb

A verb which has no subject is known as intransitive verb

Example:

I slept very well

I walked to the theatre

The ship shakes suddenly

He sat in the chair

Intransitive verb may be turned into transitive verb, if a preposition is used

Example:

She laughed at him

I looked at the painting

We talked about the film

They wished for happiness

I have asked for permission



c) Verb of complete predication

A verb which requires the help of some other word to complete its mean is known as verb of incomplete.

Example:

- (1) He is a teacher
- (2) She appears beautiful
- (3) My sister looked unhappy
- (4) The sky grew cloudy

The word which required completing the meaning of verb is known as the complement of the verb. If the complement refers to subject, it is subject complement and if the complement refers to object it is object complement.

3) Adjectives

Adjective is word that described a noun, e. g. green in garden grass. Adjectives were marked by their ability to fill certain positions and follow qualifiers. Adjectives are of two subclasses.

- a) Base adjectives get the inflectional suffix – er and – est in their comparative and superlative degrees. They form nouns with the derivational suffix –ness and form adverbs with the derivational suffix –ly
- b) Derived adjective are formed from various bases by derivational suffixes like –ours, al, and able.

A word used to describe or qualify noun is known as an adjective.

Example:

- a) Telugu is a *regional* language
- b) Pedmaja is a *beautiful* girl
- c) I read a *historical* novel
- d) Sex is *earthly* pleasure
- e) We are entitled to *fundamental* rights

The italic words are examples of adjectives because in the first sentence the word “regional” tell us something about language or describe the noun. In the same way, the word ‘beautiful’ tells us something about a girl in the second sentence and the word ‘ historical’ tells about novel in the third, the word ‘earthly’ about pleasure in the fourth, the word ‘ fundamental’ tells about rights in the fifth sentence.

A word used to express the quality, number and point out the person or thing is regarded as an objective.

There are two types’ uses of every adjective namely.

- a) Attributive use, an adjective used with a noun is known as attributive use

Example:

- (1) Beautiful girl
- (2) Worrying problem
- (3) Lovely flower
- (4) Clever student
- (5) Fair face

b) Predictive use, an adjective used with a verb is known as Adjective use

Example:

- (1) She is afraid
- (2) He is a live
- (3) He looked happy.
- (4) They are dead

Adjectives are divided into ten kinds

a) Adjective of quality

An adjective used total about the quality of a person or thing known as adjective of quality, such as: wealthy, regional, fundamental, industrial, elementary, primary.

Example: He is a wealthy person  
Telugu is a regional language

b) Adjective of quantity

An adjective used to talk about the quantity of things is known as adjective of quantity such as: little, no, whole, all, half, enough, much, any, some, great, sufficient.

Examples: There is a little milk in the jug  
My father earned enough money  
He showed much courage in the war

c) Adjective of number

An adjective used to talk about the number of things person is know as adjective of number, such as: five, few, no, many, all, some, most, several, first, any.

Example: Only a few people are kind to the poor

I got first class in my B.A

All students passed in the exam.

d) Demonstrative adjective

An adjective used to point out which person or thing we speak about is known as demonstrative adjective, such as: this, that, these, those, such

Examples: This book is very interesting

That girl is very beautiful

These flowers are lovely

e) Distributive adjective

An adjective used to refer to each and every person or thing separately is known as distributive adjective, such as each, every, either, any, none, both.

Example: Each boy was a warded a diploma

Every Indian is entitled to adult franchise

Neither party has got majority in the recent elections

f) Interrogative adjective

An adjective used to question is known as interrogative adjective, such as: what, which, whose.

Example: What advice shell I give you?

Which places do you wish to visit?

Whose hand writing is this?

g) Possessive adjective

An adjective used to talk about ownership possession is known as possessive adjective, such as: my, your, our, his, her, its, and their.

Examples: My mother is a teacher

Your father is a doctor

Our country is India

h) Emphasizing adjective

An adjective to emphasize a noun is known as emphasizing adjective such as: own, very.

Example: I saw with my own eyes

That was the very book I was looking for

i) Exclamatory adjective

The word 'what' is known as an exclamatory adjective, such as: what.

Example: What a beauty

What an insult

What a tragedy

j) Proper adjective

An adjective derived from a proper name is known as a proper

Example: *Indian army*

*American president*

*English grammar**Russian parliament*

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.

In the following examples, the highlighted words are adjectives:

- (1) The truck-shaped balloon floated over the treetops.
- (2) Mrs. Morrison papered her kitchen walls with hideous wall paper.
- (3) The small boat foundered on the wine dark sea.
- (4) The coal mines are dark and dank.
- (5) Many stores have already begun to play irritating Christmas music.
- (6) A battered music box sat on the mahogany sideboard.
- (7) The back room was filled with large, yellow rain boots.

An adjective can be modified by an adverb, or by a phrase or clause functioning as an adverb. In the sentence,

- (1) My husband knits intricately patterned mittens”

For example, the adverb "intricately" modifies the adjective "patterned."

Some nouns, many pronouns, and many participle phrases can also act as adjectives. In the sentence,

- (2) Eleanor listened to the muffled sounds of the radio hidden under her pillow.

For example, both highlighted adjectives are past participles. Grammarians also consider articles ("the," "a," "an") to be adjectives.

#### k) Possessive Adjectives

A possessive adjective ("my," "your," "his," "her," "its," "our," "their") is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase, as in the following sentences:

- (1) I can't complete my assignment because I don't have the textbook.

In this sentence, the possessive adjective "my" modifies "assignment" and the noun phrase "my assignment" functions as an object. Note that the possessive pronoun form "mine" is not used to modify a noun or noun phrase.

- (2) What is your phone number.

Here the possessive adjective "your" is used to modify the noun phrase "phone number"; the entire noun phrase "your phone number" is a subject complement. Note that the possessive pronoun form "yours" is not used to modify a noun or a noun phrase.

- (3) The bakery sold his favourite type of bread.

In this example, the possessive adjective "his" modifies the noun phrase "favorite type of bread" and the entire noun phrase "his favorite type of bread" is the direct object of the verb "sold."

(4) After many years, she returned to her homeland.

Here the possessive adjective "her" modifies the noun "homeland" and the noun phrase "her homeland" is the object of the preposition "to." Note also that the form "hers" is not used to modify nouns or noun phrases.

(5) We have lost our way in this wood.

In this sentence, the possessive adjective "our" modifies "way" and the noun phrase "our way" is the direct object of the compound verb "have lost". Note that the possessive pronoun form "ours" is not used to modify nouns or noun phrases.

(6) In many fairy tales, children are neglected by their parents.

Here the possessive adjective "their" modifies "parents" and the noun phrase "their parents" is the object of the preposition "by." Note that the possessive pronoun form "theirs" is not used to modify nouns or noun phrases.

(7) The cat chased its ball down the stairs and into the backyard.

In this sentence, the possessive adjective "its" modifies "ball" and the noun phrase "its ball" is the object of the verb "chased." Note that "its" is the possessive adjective and "it's" is a contraction for "it is."

#### 1) Demonstrative Adjectives

The demonstrative adjectives "this," "these," "that," "those," and "what" are identical to the demonstrative pronouns, but are used as adjectives to modify nouns or noun phrases<sup>22</sup>, as in the following sentences:

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<sup>22</sup> Waluyo and Hariyanto, *English Grammar Complete Edition*.(Jakarta: Mahirsindo Utama 2011), p. 20.



(1) When the librarian tripped over that cord, she dropped a pile of books.

In this sentence, the demonstrative adjective "that" modifies the noun "cord" and the noun phrase "that cord" is the object of the preposition "over."

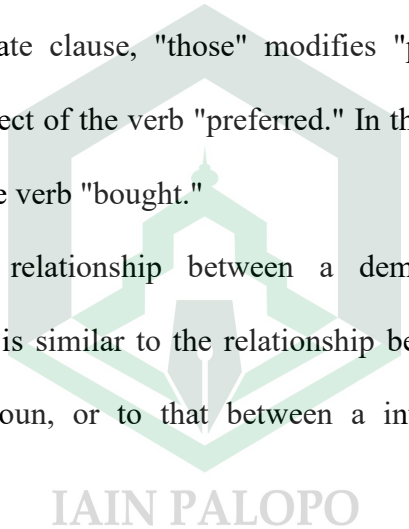
(2) This apartment needs to be fumigated.

Here "this" modifies "apartment" and the noun phrase "this apartment" is the subject of the sentence.

(3) Even though my friend preferred those plates, I bought these.

In the subordinate clause, "those" modifies "plates" and the noun phrase "those plates" is the object of the verb "preferred." In the independent clause, "these" is the direct object of the verb "bought."

Note that the relationship between a demonstrative adjective and a demonstrative pronoun is similar to the relationship between a possessive adjective and a possessive pronoun, or to that between an interrogative adjective and an interrogative pronoun.



#### m) Interrogative Adjectives

An interrogative adjective ("which" or "what") is like an interrogative pronoun, except that it modifies a noun or noun phrase rather than standing on its own (see also demonstrative adjectives and possessive adjectives):

Which plants should be watered twice a week?

Like other adjectives, "which" can be used to modify a noun or a noun phrase. In this example, "which" modifies "plants" and the noun phrase "which plants" is the subject of the compound verb "should be watered":

What book are you reading?

In this sentence, "what" modifies "book" and the noun phrase "what book" is the direct object of the compound verb "are reading."

n) Indefinite Adjectives

An indefinite adjective is similar to an indefinite pronoun, except that it modifies a noun, pronoun, or noun phrase<sup>23</sup>, as in the following sentences:

- (1) Many people believe that corporations are under-taxed.

The indefinite adjective "many" modifies the noun "people" and the noun phrase "many people" is the subject of the sentence.

- (2) I will send you any mail that arrives after you have moved to Sudbury.

The indefinite adjective "any" modifies the noun "mail" and the noun phrase "any mail" is the direct object of the compound verb "will send."

- (3) They found a few goldfish floating belly up in the swan pond.

In this example the indefinite adjective modifies the noun "goldfish" and the noun phrase is the direct object of the verb "found":

- (4) The title of Kelly's favourite game is "All dogs go to heaven."

Here the indefinite pronoun "all" modifies "dogs" and the full title is a subject complement.

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<sup>23</sup> Waluyo and Hariyanto, *English Grammar Complete Edition*.(Jakarta: Mahirsindo Utama 2011), p. 20

#### 4) Adverb

As we know that adverb is part of grammar in English learning so there is several definition of adverb as follows:

Adverb is a word modify a verb, an adjective or another adverb or used to explain how, where, when and why an action is performed is known as an adverb

Examples: They lived *happily*

Patima is very *beautiful*

She speaks English *quite* well.

The italicized word 'happily', 'very' 'quite' are adverb in the first sentence the word 'happily' modifies the verb, the word 'very' modifies the adjective beautiful. In the third sentence the word 'quite' modifies another adverb well.

Adverb is word that adds information to a verb, adjective, phrase or another adverb, e.g. quickly in run quickly.

According to Hariyono the kinds of adverb are:

a) Adverb of manner is the adverb which is used to explain the situation or to explain how the activities happen.

Example:

(1) Fast - well

(2) Hard - late

b) Adverb of place is the adverb which shows the place of something happen.

Example:

(1) Here - above

(2) There - at school

c) Adverb of time is the adverb which used to explain when the activities happen.

Example:

(1) Now

(2) Tomorrow

(3) Yesterday

(4) At seven o'clock.

Adverb is marked by their ability to appear in utterance-final position following a nouns functioning as complement. A few adverbs, mostly those which are identical with adjectives (flat adverbs), use the inflectional suffixes – as and – est to form comparative and superlative degrees. According to Murthy adverb are divided into eight kinds on the basis of their use:

d) Adverb of manner

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An adverb used to show how an action done is known as an adverb of manner.

E.g. quickly, bravely, happily, hard fast well clearly, soundly, probably, possibly, evidently, unfortunately, luckily, sadly.

Example: They lived happily

Nancy walks gracefully

She speaks beautifully

e) Adverb of place

An adverb used to show where an action done is known as an adverb of place.

E.g here, up, down, near, below, above, away, out, in, every, where, back ward, within, by.

Example: I went there

She shoots near the gate

Please come here

f) Adverb of time

An adverb used to show when an action done is known as an adverb of time.

E.g. Now, the, today, tomorrow, early, soon, still, yet, before, late, ago, lately, daily, already, never, since, formally.

Example: My father is not at home now

She will come here soon

She came late yesterday

g) Adverb of frequency

An adverb used to show how often an action is done is known as an adverb of frequency, such as: once, twice, often, never, always, occasionally, again, seldom, frequency, sometimes.

Example: They talked to each other again

We visited Agra twice

They never go to films

## h) Adverb of certainly

An adverb used to show definition of the action is known as an adverb of certainly. E.g. certainly, serely, definitely, obviously

Example: Serely, she loves me

I shall certainly help me

Ramya is obviously very clever

## i) Adverb of degree

An adverb used to show how much or in what degree or to what extent an action is done is known as an adverb of degree, such as: very, rather, fairly, quite, too, almost, hardly, fully, enough, so, altogether, no, pretty, any, party.

Example: We have eaten enough

I am feeling much better

He is very great

## j) Interrogative adverb

An adverb used to ask question is known as an interrogative adverb.

e.g. where, when, why, how

Example: When do you come?

How long will you stay in Delhi?

Where did you go yesterday?

## k) Relative adverb

An adverb used to relate two clauses or statements is known as a relative adverb.

E.g. Where, when, why.

Example: I did not you where she had gone


Do you know when Nancy came here?

I don't know why she went to Hyderabad.

### Automotive Terms Vocabulary

In technical profession, there are some general terms. List of technical terms

as follows:

- 
- 1) Accelerator = Pedal gas
  - 2) Battery = Aki
  - 3) Brake = Rem
  - 4) Clutch = Kopling
  - 5) Fuse = Sekering.
  - 6) Fan Belt = Tali kipas
  - 7) Mirror = Spion
  - 8) Hand Brake = Rem Tangan
  - 9) Horn = Klakson
  - 10) Piston = Seher
  - 11) Parking light = Lampu Parkir
  - 12) Tire = Ban
  - 13) Speedometer = Meteran Kecepatan
  - 14) Jack = Dongkrak
  - 15) Visor = Kelep

- 16) Seat = Kursi  
17) Lugs = Bagasi  
18) Muffler = Saringan  
19) Spark Plug = Busi  
20) Key = Kunci  
21) Etc

### ***C. Definition of Mechanical Engineering***

Mechanical engineering is a diverse subject that derives its breadth from the need to design and manufacture everything from small individual parts and devices (e.g., microscale sensors and inkjet printer nozzles) to large systems (e.g., spacecraft and machine tools). The role of a mechanical engineer is to take a product from an idea to the marketplace. In order to accomplish this, a broad range of skills are needed. The mechanical engineer needs to acquire particular skills and knowledge. He/she needs to understand the forces and thermal environment that a product, its parts, or its subsystems will encounter; to design them for functionality, aesthetics, and the ability to withstand the forces and the thermal environment they will be subjected to; and to determine the best way to manufacture them and ensure they will operate without failure. Perhaps the one skill that is mechanical engineer's exclusive domain is the ability to analyze and design objects and systems with motion. Since the skills are required for virtually everything that is made, mechanical engineering is

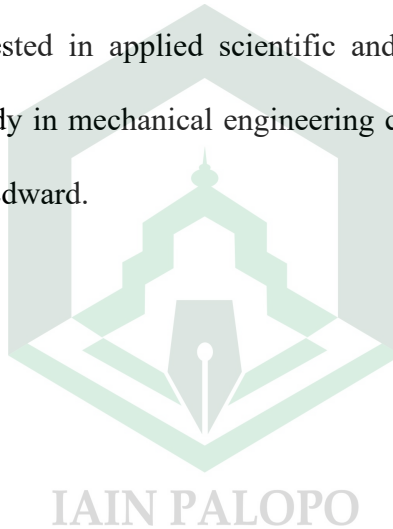


perhaps the broadest and most diverse of engineering disciplines. Mechanical engineering play a central role in such industries as automotive (from the car chassis to its every subsystem engine, transmission, sensors); aerospace (airplanes, aircraft engines, control systems for airplanes and spacecraft); biotechnology (implants, prosthetic devices, fluidic system for pharmaceutical industries); computers and electronics (disk drivers, printers, cooling systems, semiconductor tools); microelectromechanical system, or MEMS (sensors, actuators, micropower generation); energy conversion (gas turbines, wind turbines, solar energy, fuel cell); environmental control (HVAC, air-conditioning, refrigeration, compressors); automation (robots, data and image acquisition, recognition, control); manufacturing (machining, machine tools, prototyping, microfabrication).

To put it simply, mechanical engineering deals with anything that moves, including the human body, a very complex machine. Mechanical engineers learn about materials, solid and fluid mechanics, thermodynamics, heat transfer, control, instrumentation, design, and manufacturing to understand mechanical systems. Specialized mechanical engineering subjects include biomechanics, cartilage-tissue engineering, energy conversion, laser-assisted materials processing, combustion, MEMS, microfluidic devices, fracture mechanics, nanomechanics, mechanisms, micropower generation, tribology (friction and wear), and vibrations. The American Society of Mechanical Engineers (ASME), currently lists 36 technical divisions, from advanced energy systems and aerospace engineer to solid-waste engineering and textile engineering. The breadth of the mechanical engineering discipline allows

students a of career options beyond some of the industries listed above. Regardless of the particular path they envision for themselves after they graduate, their education will have provided them with the creative thinking that allows them to design an exciting product or system, the analytical tools to achieve their design goals, the ability to overcome all constraints, and the teamwork needed to design, market, and produce a system. These valuable skills could also launch a career in medicine, law, consulting, management, banking, finance, and so on.

For those interested in applied scientific and mathematical aspect of the discipline, graduate study in mechanical engineering can lead to a career of research and teaching. William Edward.



## CHAPTER III

### RESEARCH METHOD

This chapter deals with research design, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

#### ***A. Research Method***

This research uses descriptive method. Descriptive method is the method to make describing detail about social situations.<sup>1</sup> It aims at finding out difficulties in learning technical terms vocabulary by the students of SMKN 2 Palopo.

#### ***B. Population and Sample***

##### **1. Population**

The population of this research is the second year students of SMKN 2 Palopo academic year 2012/2013. There are three classes with 40 students for one class. So, the total number of population is 120 students.

##### **2. Sample**

The writer will use random sampling technique. So the writer take 15 students for each class as sample. Then, the total number of sample will be 45 students.

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<sup>1</sup> S. Nasution, *Metode Research (Penelitian Ilmiah)*, (Ed. 1, Cet. 10, Jakarta: Bumi Aksara, 2008), P. 24.

### ***C. Instrument of the Research***

The instrument of the research is vocabulary test. The test will be used to find out the competence of the students in mastering technical terms vocabulary.

### ***D. Procedure of Collecting Data***

In collecting data the writer distribute the test to the students. And explain about the aim and how to do that in 5 minutes. After that the students has to do the test in 60 minutes then collect it.

### ***E. Technique of Data Analysis***

The data analysis technique involved some steps that are elaborated as follows:

1. Scoring the students' correct answer by following the formula:

$$\text{Score} = \frac{\text{Students' Correct Answer}}{\text{Total Number}} \times 10$$

Then, the students' score will be classified: to understand the level of the student' score the following classification will use:<sup>2</sup>

- |    |             |             |                              |
|----|-------------|-------------|------------------------------|
| a. | Excellent   | = 9.5 – 10  | is classified as excellent   |
| b. | Very Good   | = 8.6 – 9.5 | is classified as very good   |
| c. | Good        | = 7.6 – 8.5 | is classified as good        |
| d. | Fairly Good | = 6.6 – 7.5 | is classified as fairly good |

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<sup>2</sup> J.B. Heaton, *Writing English Language Test*, (New York: Longmen, 1988), P. 98.

- e. Fairly = 5.6 – 6.5 is classified as fairly
- f. Fairly Poor = 3.6 – 5.5 is classified as fairly poor
- g. Poor = 0 – 3.5 is classified as poor



**CHAPTER IV**  
**FINDINGS AND DISCUSSIONS**

**A. Findings**

1. Test Analysis

In the previous description, it has been explained that the data analysis in this research used descriptive quantitative. Those descriptions explain the result of the research (vocabulary post-test). The data analyzed and performed in the following table:

a. The score of students in vocabulary-test

**Table 1. The Score of Students in vocabulary-test**

<b>Respondents</b>	<b>Value of Students' Correct Answer</b>	<b>Score</b>
001	37	6.1
002	37	6.1
003	36	6
004	29	4.8
005	24	4
006	23	3.8
007	23	3.8
008	20	3.3
009	19	3.1
010	16	2.6
011	13	2.1
012	10	1.6
013	21	3.5
014	18	3
015	17	2.8
016	25	4.1
017	22	3.6
018	27	4.5
019	25	4.1
020	29	4.8
021	17	2.8

022	22	3.6
023	34	5.6
024	33	5.5
025	36	6
026	31	5.1
027	34	5.6
028	34	5.6
029	46	7.6
030	40	6.6

The table above shows the value of students' correct answer and their score in doing the pre-test. It shows that all students taken as sample in this research got very low score. The highest score was "7.6" and just one student got it, and the lowest score was "1.6". It means that, the students' vocabulary at the eighth year students of SMKN 2 Palopo is still low.

b. Rate Percentage of Students' Score in vocabulary test

The score of students in pre-test and post-test are illustrated in the following table:

**Table 3. Rate Percentage of Students' Score in Pre-test ( $X_1$ )**

No.	Classification	Score	Frequency	Percentage
1.	Excellent	9.6 – 10	-	-
2.	Very good	8.6 – 9.5	-	-
3.	Good	7.6 – 8.5	1	3%
4.	Fairly good	6.6 – 7.5	1	3%
5.	Fair	5.6 – 6.5	7	24%
6.	Poor	3.6 – 5.5	12	40%
7.	Very poor	0 – 3.5	9	30%
<b>Total</b>			30	100%

The table above shows that in the pre-test, the number of students taken as sample in the research there were 9 (30%) students got very poor score, there were 12 (40%) students got poor score, there were 7 (24%) students got fair score, there

were 1 (3%) student got fairly good score, and just 1 (3%) student got good score. It means that all the students' vocabulary is still low, because just one student got expected score; another students got unexpected score.

c. Mean Score of students in vocabulary test

$$M = \frac{\Sigma X_i}{N}$$

$$M = \frac{131.7}{30}$$

$$M = 4.4$$

## ***B. Discussion***

The result of testing that has been described above can prove that the students' mastery on automotive engineering terms of Automotive Engineering Department at SMKN 2 Palopo is still low.

On other hands, the students at SMK Keperawatan should be able to master the automotive engineering terms, since they will work on the profession of automotive industry which is needed ability in knowing about those automotive term.

The table 6 shows that the mean score of students in vocabulary test about automotive engineering terms is 4.4 (fair). This indicates the low ability of students in mastering vocabulary. In addition, this reality is predicted as a result of the learning and teaching process especially in English at SMKN 2 Palopo especially at automotive department is not effective yet.



There are some students failed to translate the vocabulary since they try to translate word by word. This indicates that they don't really understand about the terms. They just try to transfer the meaning but do not care about the context in automotive parts term in English.

Furthermore, the students still do not familiar with some words in automotive terms. They are still confused about the meaning of specific words in specific context. Therefore, they got so many mistakes during doing the vocabulary test about automotive terms.

Some factors that can contribute to the learning and teaching of English especially at SMKN 2 Palopo. One of them is the low motivation of students in learning. The Students seems do not realize the importance of learning English. They consider English as additional subject which is not needed in their future. Motivation is a force of doing something in someone's action. This is about why somebody does it and what are aimed of doing the action. Motivation has close relationships with the aims and ambition of doing something. If someone has a high desire to reach his or her aims means that the more motivation that he or she has.

Motivation of students has very significant influences in learning process. If someone doesn't have motivation, he or she will not study hard. This condition is caused by the reality that he or she doesn't get stimulus to support him/her in studying.

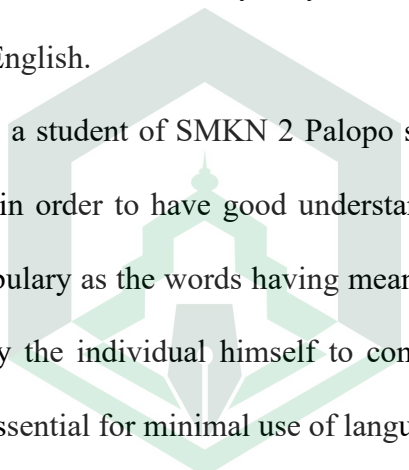
There are two kinds of motivation in learning, they are intrinsic motivation and extrinsic motivation. Both of those motivation can be measured by using

observation and using questionnaire. In addition, in order to be able to find out the motivation of students, someone can make an interview directly to the target.

Furthermore, based on the preliminary observation that the researcher did at SMKN 2 Palopo, it is found that at SMKN 2 Palopo, the students have low spirit in studying English. It is an indicator that they have less motivation. One of the factors that contribute to this situation is that they do not realize about the importance of English for their future. Most of them do not realize yet about the importance of English.

Another factor that contributes to the learning vocabulary is the teacher. The teacher still lack of experience with the teaching of health terms. Most of the teachers are general English oriented. That is why they need to improve their method and techniques in teaching English.

On the other side, a student of SMKN 2 Palopo should be familiar with some certain terms in health in order to have good understanding in their profession. As Good defines that vocabulary as the words having meaning when heard or seen even though not produced by the individual himself to communicate with others is the words that considered essential for minimal use of language.<sup>1</sup>



IAIN PALOPO

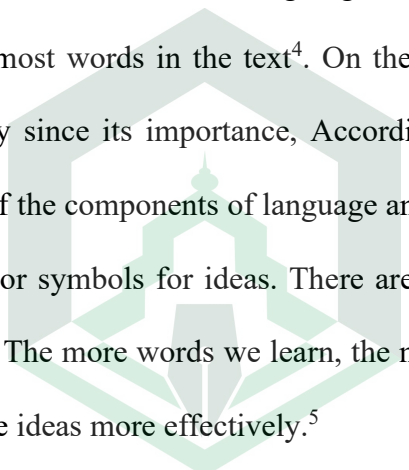
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<sup>1</sup> Good, C.V. *Dictionary of Education*. New York : Mc Brown Hill Book co. (1959:642)

In addition, every profession has their own specific terms include the health world profession. Webster states that vocabulary is a list of words and sometimes, phrases usually arranged in alphabetical order and defined: a dictionary, glossary or lexicon.<sup>2</sup> All the words used by a particular person, class, profession, etc. Sometimes all the words recognize and understood by particular person although not necessary used by him.

Then, Gave states that vocabulary is a sum of words of a language that employed by individual, group or work in relation to a subject<sup>3</sup>.

The importance of vocabulary has a big relationship with the development of a professional job. Goodman and Mohr state that vocabulary is a basic part of reading comprehension. It means that we are going to have trouble to understand the text if we don't know most words in the text<sup>4</sup>. On the other side, a student should have a good vocabulary since its importance, According Pieter A. Nopa, explains that vocabulary is one of the components of language and that language exist without words. Words are sign or symbols for ideas. There are the means by which people exchange their thought. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.<sup>5</sup>



IAIN PALOPO

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<sup>2</sup> Webster. Massachusetts : C. Meriam Co. (1966:59) Webster. 1990.

<sup>3</sup> Gave. Philip Babcock. *Webster Third New International Dictionary*. Massachusetts : C. Meriam Co. 1990.

<sup>4</sup> Goodman and Mohr. *Building Vocabulary Skills*. New Jersey : C. Meriam Co. 1991 p.12.

<sup>5</sup> Pieter. A. Napa, *Vocabulary Development Skills*, (Cet. I; Yogyakarta: Kornisius, 1991), p. 6.

Overall, the students at SMKN 2 Palopo still need to improve their ability in mastering vocabulary related to the automotive terms in English.



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## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter deals with conclusion of the research and suggestions based on the data analysis.

#### ***A. Conclusion***

Based on data analysis and discussion in the previous chapter, the writer concludes as follows:

The tenth year students of SMKN 2 Palopo get fair score in mastering vocabulary about automotive engineering terms. This indicates that the students at SMKN 2 Palopo still have low ability in mastering automotive engineering terms.

#### ***B. Suggestions***

In relation to the improvement to students knowledge of English in general and vocabulary mastery in particular, the writer puts toward some suggestions as follows:

1. The students should be guided and motivated in order that they can give more attention in learning vocabulary especially related to automotive engineering terms.
2. The teacher should choose good technique in teaching vocabulary to make the students easy to learn vocabulary about automotive engineering terms.

3. The assignments of vocabulary should be given more in order that they practice more for it is important to improve their vocabulary mastery in automotive engineering terms.



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