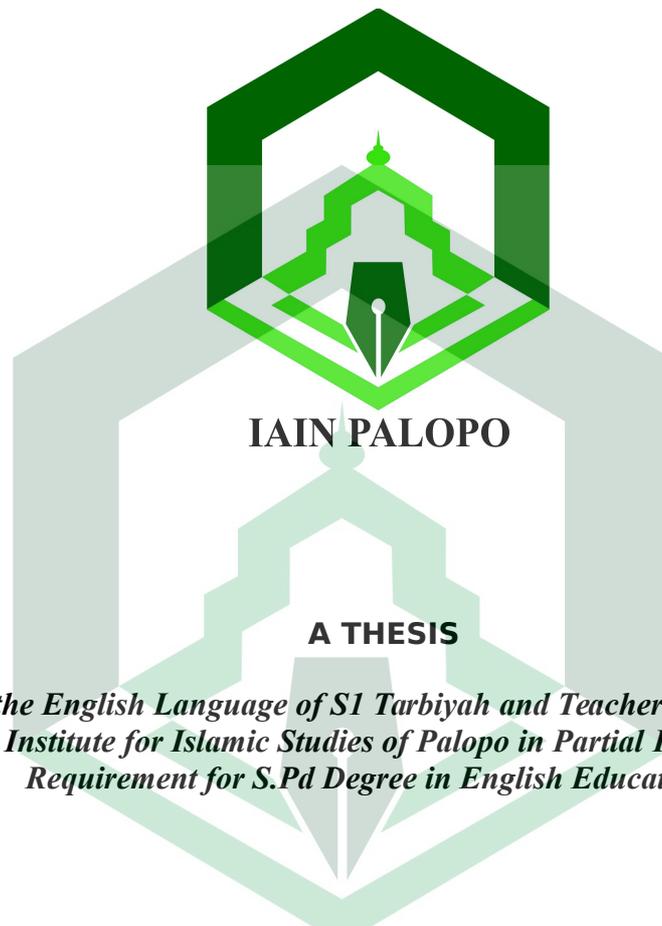


**THE STUDENTS' ABILITY IN ENGLISH VOCABULARY AT THE
SECOND SEMESTER OF ENGLISH DEPARTEMENT IAIN
PALOPO**



IAIN PALOPO

A THESIS

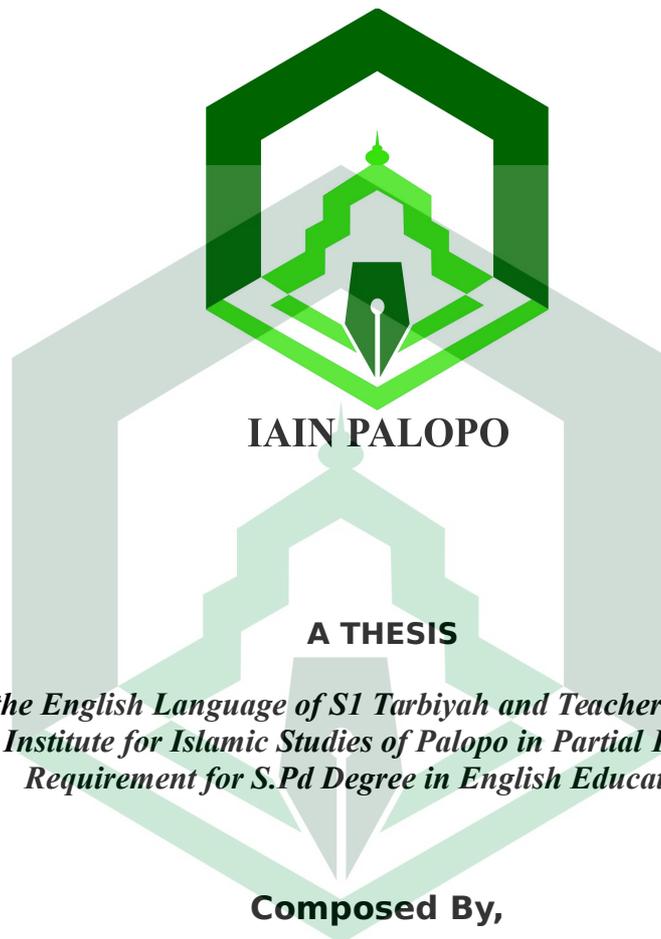
*Submitted to the English Language of S1 Tarbiyah and Teacher Training Faculty
of State Institute for Islamic Studies of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree in English Education*

Composed By,

IAIN PALOPO
NUR ASMA RIYANTI
Reg. Num. 13.16.3.0028

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
PALOPO
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Consultants

Wahibah, S.Ag., M.Hum

Wisran, S.S., M.Pd

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY**

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الحمد لله رب العالمين والصلاة والسلام على أشرف الانبياء

والمرسلين وعلى

آله وصحبه أجمعين أما بعد

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The researcher hopes this thesis can give some values to the students of English departement and English teacher. The researcher admits that this thesis is not perfect, so that the researcher will accept suggestion from the readers in order to make better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher dedicates this thesis May ALLAH SWT, bless us.

Amin.

Palopo, 16th Juni 2017

The researcher

Nur Asma Riyanti



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ABSTRACT

Nur Asma Riyanti 2017, "The Students Ability In English Vocabulary At The Second Semester Of English Departement IAIN Palopo"

"Thesis, English Study Program and Teacher Training Faculty Institute of Islamic State (IAIN Palopo). Under supervisors":

(1) Wahibah S.Ag., M.Hum. (2) Wisran, S.S., M.Pd

This study, is concerning about students ability in English vocabulary at the second semester of English departement IAIN Palopo. The Problem statements, the researcher formulates a research question, "How good is the students' ability in English Vocabulary at the second semester of English Departement IAIN Palopo?"

It aims to find out the students ability in English vocabulary of the second semester at English departement of IAIN Palopo. The population of this research is the student at the second semester English study program and Teacher Training Faculty institute of Islamic State Palopo. The sample took by using random Sampling. The number of sample is 20 students.

Significance of this research is expect to be useful information to the lecture of English about ability of the students and the result of this research to find out the good materials to help the lecture to improve their ability in students vocabulary skill. This research used descriptive quantitative method.

The Ability of Student Vocabulary at the Second Semester was low. It was proven by the students' mean score each test. The mean score of vocabulary student ability in irregular verb is 46.6%, the mean score of vocabulary student ability in regular verb is 32.8%, the mean score of vocabulary student ability in recognize abstract noun is 45.3%, the mean of vocabulary student ability in recognize concrete noun is 35.4% and the other showed the mean score of vocabulary student ability in change the word from adverb into adjective or adjective into adverb is 62.2%. To sum up the data above researcher gave five tests of vocabulary, 1) irregular verb, 2) regular verb, 3) abstract noun, 4) concrete noun and 5) change adverb to adjective. From five kinds of the test researcher got only one mean score above from 50% was change adverb into adjective or adjective into adverb.

CHAPTER I

INTRODUCTION

A Background

Vocabulary plays an important role in learning English. It is a core component of language proficiency. In mastering English well, students should have sufficient vocabulary because vocabulary is needed in four language skills; they are listening, speaking, reading and writing. Those skills support each other. 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.¹

In English, we need much vocabulary to support our skills such as in speaking, reading, listening and writing. In speaking, without vocabulary we cannot express our ideas orally. In reading, By having enough vocabulary, it is easy for us to understand the text. In listening, the vocabulary mastery will give us good competence to get meaning messages that we listen. In writing, without vocabulary we cannot write and construct a sentence. In addition, by having enough vocabulary to make students easily understand what he heard and can organize their ideas for

¹ Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. New York: Longman.

being a good sentence. The more vocabulary that someone has, then it will be more easily in mastering English.

There are some difficulties that can be faced by the students in learning vocabulary. Some students are difficult in memorizing and understanding the meaning of the vocabulary. Furthermore, in the classroom activities students often find problems in vocabulary and how to differentiate between a verb, adjective, adverb and noun. In addition, the lack of awareness and motivation of students to be more active memorize and recall vocabulary, and the absence of a strategy and a lack of understanding of the importance of the students memorize and remember vocabulary in learning English.

In the learning and teaching process, there are some important reasons why we should get information about the students' ability in vocabulary. It can become information as a needs analysis to design materials. Secondly, it is easy to increase the quality of vocabulary mastery by deciding appropriate strategies and methods. Then, by knowing the vocabulary ability of students early, it can facilitate the teacher to make students' level in learning process.

In relation to the problem of vocabulary faced by the students, the writer would like to search the student's ability in English vocabulary and their interest in learning vocabulary. Considering the statement above, the writer will carry out the

research under the title “The student’s ability in English Vocabulary at the second semester of English Departement IAIN Palopo”

B Problem Statement

Based on the background above, the researcher formulates a research question, “How good is the students’ ability in English Vocabulary at the second semester of English Departement IAIN Palopo”

C Objective of the Research

Based on the problem statement, the objective of the research is formulated as follows: to find out the students ability in English vocabulary of the second semester at English departement of IAIN Palopo.

D The Significances of the Research

The significance of this research is expect to be useful information to the lecture of English about ability of the students and the result of this research to find out the good materials to help the lecture to improve their ability students in vocabulary. And for the researcher, it can add experience and knowledge about vocabulary.

E The Scope of the Research

The researcher focused on the student’s active vocabulary ability. This research is restricted on content words (verb, noun, adjective, adverb.)

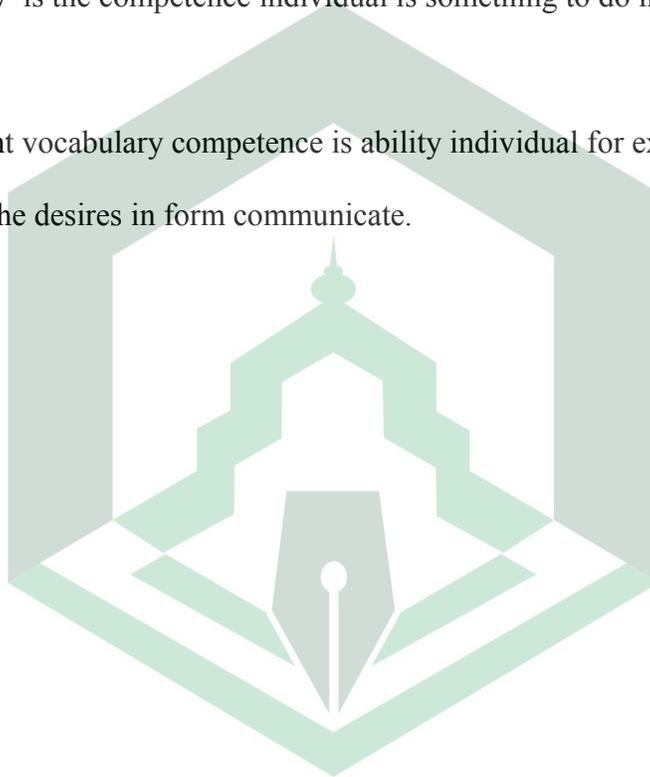
F Operational Definition

The researcher gives definitions as follow is:

Vocabulary is fundamental requirement and through vocabulary we can communicate our ideas, emotion and the desires.

Ability is the competence individual is something to do in practical and theoretical.

Student vocabulary competence is ability individual for expressing idea, emotion and the desires in form communicate.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

Haerum in his thesis that was written under the title, “The Interest of Students in Learning Vocabulary through Open at SDN 364 Labokke Puty” suggests that the teacher should present interesting materil which can motivate the students to learn vocabulary because there is no students’ learning interest if the students are not motivaed and teacher should improve their vocabulary because four English skill such as speaking, listening, reading and writing can hardly be mastered without good mastery of vocabulary.¹

Yahya Tahrin in his thesis that was written under the title, “The competence of the computer departement students in mastering Computer English Vocabulary on Computer at SMKN 2 Belopa. The research used total sampling in which 30 students. The instrument of the research was vocabulary test. The finding which gained through the research were tabulated into scoring classification, tabulating and percentage technique. mastering computer terms vocabulary. Then the student’sdifficulties in learning vocabulary need to be improved by teacher and also by the students.²

¹Haerum, *The Interest of Students in Learning Vocabulary through Open Area at SDN 364 Labokke Puty*(Palopo: STAIN Palopo, 2008),p.53

²Yahya Tahrin, *The Competence of The Computer Departement Students in Mastering Computer Englih Vocabulary on Computer at SMKN 2 Belopa*, (STAIN Palopo,2014).

B. Concept of Vocabulary

1. Vocabulary

Vocabulary is one of the central problems, because to be successful in the implementation of communication, the acquisition and the learning vocabulary is fundamental requirement and through vocabulary we can communicate our ideas, emotion and the desires. Before we go any further, let us see some of the definition of vocabulary.

Vocabulary seen as incident to the main purpose of language teach, namely the acquisition of grammatical knowledge about language.³ Vocabulary is a list of words used in certain book arranged in alphabetical order.⁴

Besides that according Pieter A. Nopa, explains that vocabulary is one of the component of 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.⁵

Cambridge Academic Content Dictionary states vocabulary as all the words used by a particular person, or all the words that exist in a particular language subject. While Hatch and Brown states that that vocabulary refers to a list or set of words for a

³Jeremy Harmer, *The practise of English Language Teaching*, p.154.

⁴Tanti Yuniar Sip, *Kamus Inggris Indonesia*, (Surabaya, 2007), p.347

⁵Pieter, A. Napa, *Vocabulary Development Skills*, p.145

particular language or a list or set of words that individual speakers of language might use.

Gave states that vocabulary is a sum of words of a language that employed by individual, group or work in relation to a subject. Vocabulary is one language elements that need to be acquired by English learners. This opinion indicates that vocabulary has the same level as phonology and grammatical in supporting the English learning to master a language skill mastery of the vocabulary (productive) is usually related to speaking and writing, because when someone speaks or writes they produces vocabulary. While, the mastery of receptive vocabulary is usually related to reading and listening.

Vocabulary is very important for study the English Language Students, because with vocabulary we can make a sentence. As we know that sentence that we produce are built by vocabulary. In teaching English vocabulary teacher should know many words and understand which words are important to learn. Because many words difficult to memorize.

According to Tarigan, vocabularies are words that not easy change and it is difficult to adopt from the other language. It is indicates that in teaching or learning English vocabulary should uses an appropriate method.⁶

In English dictionary, John M. Echols and Hasan Shadily say that is means that all of the word which registered.⁷ According to Martin Mansher in his dictionary oxford learner's pocket dictionary say that "vocabulary is total number of words in a

⁶Tarigan, *Pengajaran Kosakata*, (Cet. I; Bandung; Angkasa, 1993), p. 3.

language, words known a person, list of word with their meaning, especially in a book for learning foreign language.⁸ Hermawati states vocabulary is the words of language which have meanings and function, the important point of the definition is that vocabulary of word influence people to make up a language.⁹

Vocabulary is one of the components of language and not language exists without words. Without vocabulary we cannot communicated each other, so we have to learn and memorize many vocabulary in order we can speak English well. And vocabulary is the one item in a language for the purpose of teaching and learning activities.

Vocabulary is a listing of the word used in some enterprise a reference book containing words, usually with their meaning, a language user knowledge of words, the physiological result of perception learning and reasoning, the mental faculty or power of vocabulary, communication, the system of technique or symbol serving as a means of expression, the creation of beautiful or significant things, system a assumption and standards that sanction behavior and give it meaning.

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⁷Jhon. M. Echols & Hasan Shadily, *Kamus Inggris Indonesia* (Jakarta: PT. Gramedia Pustaka Utama, 1997), p. 631

⁸Martin Mansher *oxford dictionary* (New Edition; New York: oxford university press, 1995), p. 1331

⁹Hermawati, *Using Mother Tongue in teaching vocabulary A Thesis SI* (Palopo: STAIN 2009), p. 5

According to Wilga M. Rivers:

“It will be impossible to learn a language without vocabulary or words. Vocabulary is the main part in sentences, very important to be mastered. We cannot organize our idea in sentence without words”.¹⁰

Vocabulary is one language elements that need to acquire by English learners. This opinion indicates that vocabulary has the same level as phonology and grammatical in supporting the English to master a language skill mastery of the vocabulary productive is usually related. While the mastery of receptive vocabulary is usual to the reading and listening.

Vocabulary can be defined, roughly, as the word we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, *post office* and *mother-in-law*, which are made up of to two or three words but express a single idea. There are also multi-word idioms such as *call it a day*, where the meaning of the phrase cannot be deduce from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary ‘items’ rather than ‘words’.¹¹

¹⁰Wilga M. River, *Teaching Foreign-Language Skills* , p. 468

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.

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

Good defines vocabulary as :

- a. The content and function words at language which are learned so throughly that they become a part of understanding speaking, and later reading and writing vocabulary.
- b. The words having meaning when heard or seen even though not produced by the individual himself.¹²

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.

11 Penny Ur, *A Course in Language Teaching*, (Cet. I ; New York; Cambridge University Press , 1996) ,p.60

12 Good CV,*Dictionary of Education*, (New York :Mc Brown Hill Book co, 1959). p.45

2. *The Use of Vocabulary*

Vocabulary is important in case it could be help the students to enjoy their classes.

One who masters enough vocabulary will find fewer difficulties than those who have fewer vocabularies. When they read a certain text, they will easily get the information from it since they can understand every word in the text. On the other sand, those who lack of vocabulary will face a lot of problems. Mastery of vocabulary will be useful for the process of achieving language – teaching objectives. That is the mastery of language skills (Listening, Speaking, Reading and Writing).

If we want to communicate with others in certain language, we must master the language they belong to especially to know enough vocabulary of those language. Yang Zhihong who say that. Words are the basic unit of language from supports it. Withou vocabulary, one cannot communicate to effectively or express idea. He also states that having a limited vocabulary is also barrier.¹³

3. *The Importance of Learning Vocabulary*

Vocabulary learning is very important for people who learn English both as foreign language and as second language. Tozcu and Coady (2004: 473) point out learning vocabulary is an important aspect of language two and foreign language acquisition and academic achievement and is vital to reading comprehension and

¹³Yang Zhihong, *Learning words*. English Teaching Forum. Vol.38.No.3 July 2000

proficiency, to which it is closely linked¹⁴. Moreover, Heubener (1965: 88) states that learning of vocabulary is based on the formation of specific habits. Since this involves the association of symbols and their meaning, it is clear that an enrichment of the meaning of the word is as important as its frequent repetition.

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.¹⁵

According to David Nunan also argues that the acquisition of an adequate vocabulary is essential for successful second language learners because without an extensive vocabulary, we will be unable to use the structure and function we may have learned for comprehensible communication.¹⁶

In addition, according to Grauberg (1997: 15) the process of learning vocabulary involves four stages:

¹⁴Tozcu , A and J Coady. 2004. *Successful Learning of Erequent Vocabulary Through CALL also Benefit Reading Comprehension and Speed*. Retrieved from [Http://www.tandfonline.com](http://www.tandfonline.com).

¹⁵ Goodman DJ and Mohr C, *Building Vocabulary Skills*, (New Jersey : C. Meriam Co, 1991). p.27

¹⁶ David Nunan, *Language Teaching Methodology. A Textbook for Teacher*. (Hertford Shire :Prentise Hall International, 1991). p.34

- a. **Discrimination** This is the basic step. It involves the ability to distinguish sounds, letters from those next to them, and from the sounds and letters of similar words when listening and reading; to keep them distinct when speaking and writing. As will be seen later, failure to discriminate is a frequent source of error.
- b. **Understanding meaning**
This means understanding the concept of the foreign word or phrase.

Often this is straightforward because the word can be related to its referent by direct association or because there is equivalent word in English.
- c. **Remembering**
The next step after introducing and explaining new material is to ensure its retention. Once learners have found out the meaning of a word, they have no reason to attend to it anymore, and it will be forgotten.
- d. **Consolidation and extension meaning**
Learning new words is not an instantaneous process if it were, and if presentation were the only critical variable involved, then words would not be forgotten and need to be relearned. As it is, however, it seems that words are absorbed slowly overtime, and that only gradually do they become fully integrated into the learner's personal stock of words, when he can use them with the same sort of fluency that characterizes the words he uses in his native language (Meara as cited in Grauberg (1997: 22).

Achieving lexical command is a slow process. If one tries to analyze this process by relating it to linguistic description of vocabulary learning, pronunciation and spelling are probably acquired first, after the

understanding of meaning, control over morphological forms and syntactic links comes next and full semantic knowledge is last.

4. Teaching and Learning Vocabulary

According Harmer (1991:161) the ways that are used in teaching vocabulary to the students are :

- a. Realia: one way of presenting words is to bring the things they present into the classroom. The teacher holds up the object (or points to it), says the words and then gets students to repeat it.
- b. Picture: picture can be used to explain the meaning of vocabulary items; teachers can draw things on things on the board or bring in the picture. They can illustrate concept such us above or the opposite
- c. Mime, action and gesture: it is impossible to explain the meaning of words and grammar either through the use of realist or in pictures. Actions, in particular, are probably better explain explained by mime. Concepts like running or smoking are easier to present in this way.
- d. Contrast we saw how words exist because of their sene relations, and this can be used to each meaning of “empty” by contrasting it with “full”, “cold” with “hot”, etc. we may present these concept with picture or mime, and by drawing attention to the contrast in meaning we ensure our students’ understanding.
- e. Enumeration: enumeration or listing various items, also can be used o present in teaching vocabulary, such as: clothes, vegetable, furniture, etc.
- f. Explanation: explain the meaning of vocabulary items can be difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used. It is worth remembering that explaining the meaning of a word must include explaining any fact of word use which is relevant.

- g. Translation: translation is a quick and easy way to present the meaning of words but it is not without problem. In the first place it is not always easy to translate words, and in the second place even.

Long (2003), give some tips in learning vocabulary, the tips are as follows:

- a. Read, read! Most vocabulary are learned from context. The more words you are explored too, the better vocabulary you will have. While you read, pay close attention to words you don't know. First, try to figure out their meaning from context. Then look the words up. Read and listen to challenging material so that you will be explored many new words.
- b. Improve context of research shows that the vast majority of words are learned from context. To improve context will pay close attention to how words are used. Doing a search on a word using new comfort searching newsgroup will give you many examples of how that words is used in context.
- c. Practice, practice learning a word want help very much if promptly forget it. Research shows that it takes form 10 to 20 repetitions to really make a word part of your vocabulary. It helps to write the words perhaps on and start using it. Review your index cards periodically to see if you have forgotten any of your new words.
- d. Make up as many associations and connections. Say the words loud to active your auditory memory, relate the word to words you already know.
- e. Use mnemonics (memory tricks)
- f. Get in the habit of looking up words yo can't know if you have a dictionary program on your computer, keep it open and handy
- g. Play with words play scrabble toggle, and do crossword puzzle, thes and other word game are available from computer.
- h. Use vocabulary list. For the serious vocabulary students, there are many books that focus on the words most commonly found the standardizd test, such as the SAT and GRE. There are many interesting words y magazine, many finds of the words in English magazine.

- i. Take vocabulary test. Playing games such as the ones on this cite sites, that test your knowledge will have you learn new words and also let you know how much progress you are thinking.
- j. Get excited about word. Come to appreciate the sometimes suitable different with them.

5. *The Types of Vocabulary*

Language students need to learn the lexis of the language. They need to learn what words mean and they are use. Leally some words are more likely to be taught at lower levels than others, a some uses of words may be more sophisticated than others and therefore, more appropriate for advanced students.¹⁷

Dighton in Tira divides vocabulary into four division:

- a. Speaking vocabulary is the words that someone reading to the tongue when giving speech.
- b. Writing vocabulary is the word that comes readily when writing.
- c. Listening vocabulary is the words, which rarely used but they understood when they are heard.
- d. Reading vocabulary is the words that rarely used of production are understood when they are seen.

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Harmer divides vocabulary into two types:

- a. Active vocabulary refers to vocabulary that has been learned by the students. They are expected to be able to use it.

¹⁷Firdal. Skripsi *The effectiveness of Fun With English Program in Improving English Vocabulary* (STAIN Palopo:2009),p 11

- b. Passive vocabulary refers to words which students will recognize when they meet them, but they probably not are able to produce it.

Rahman classifies vocabulary into two kinds; receptive and productive vocabulary.

1. Receptive vocabulary refers to words for lexical items which only can be recognized and comprehended in the context of reading and listening material.
2. Productive vocabulary refers to words which can be recalled and used appropriately in writing and speech.

From the explaining above, we know that every experts in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas. It means that vocabulary is of two kinds function and content words.

6. Principle in Selecting Vocabulary

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

1. Frequency

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

2. Coverage

A word is more useful if it covers more meaning than it only has a very specific meaning.¹⁸ Besides Wallace in Rita indicates in detail nine principles of teaching and learning vocabulary as follows :

a. Aims

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

b. 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, discouraged and frustrated.

c. 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

¹⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1991). p.59

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.

d. Frequent Expose and Repetition

In teaching and learning vocabulary, has to be certain amount of repetition until there is 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 identify 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.

e. 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.

f. 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.

g. 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.

C. The class of words

a. 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”.¹⁹

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.

¹⁹ Martin H Manser, *Oxford Learner's Pocket Dictionary*, (University Press, 1980). p.36

2) Verbs

According to Manser Verb is word or phrase that shows what a person or thing does.²⁰

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***

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.

3) Adjectives

Adjective is word that described a noun, e. g. green in garden grass. Adjectives are 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*

²⁰ Martin H Manser, *Oxford Learner's Pocket Dictionary*, (University Press, 1980). p.38

- b) Derived adjective are formed from various bases by derivational suffixes like –ours, al, and able.

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.

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

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

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 certainty

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

Example: Serely, she loves me

I shall certainly help me

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 know 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

b. 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 can be 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 determiners, substitutes nouns, intensifiers 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 its 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.²¹ There is a lot of difference 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”.

²¹Ghufron Maba, *Guided in Mastering English*, (Surabaya: TerbitTerang, 1995). p.38

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

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.²² 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 included because they resemble modals, in spite of the fact that, unlike ordinary modals, they include the word to (Collier).

²² Collier, *The key to English Vocabulary*, (London :McMillan Limited, 1971). p.39

3) Conjunctions

Conjunctions are word that connects words, parts of sentences or connect sentence write sentence.²³In 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.

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

²³ Collier, *The key to English Vocabulary*, (London :McMillan Limited, 1971). p.46

Along from etc.²⁴

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

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.

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.²⁵

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

²⁴ Collier, *The key to English Vocabulary*, (London :McMillan Limited, 1971). p.47

²⁵ Simanjuntak, *Bahasa Inggris Sistem 52 Jam*, (Jakarta :Visipro, 2004). p.11

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.

D. Vocabulary Acquisition

Vocabulary or word knowledge is one of the best predictors of comprehension. It's hard to make meaning from text when words are either unknown or not clear. The relationship between vocabulary knowledge and academic achievement is well established. As early as 1941, for students in grade 4 through 12, a 3000 word.

Vocabulary, like other aspects of language learning, can be facilitated when done through cooperative learning. Yongqi Gu pointed out that vocabulary acquisition is a very learner-centered activity with the effectiveness of the learner's strategies depending on his/her attitude and motivation towards new vocabulary acquisition. Commonly student at the first year in university of Indonesia have around 1.226 vocabularies in English. This fact prove the student have credibility in speaking but not in reading, listening and writing.²⁶

Jack C. Richard and Will A. Renandya states that 3000 to 5000 word suggested for learners continuing to tertiary education studies.²⁷

In the 2004 curriculum it is explained that the standard of vocabulary mastery for each level is different, that is :

²⁶Nurweni, *Vocabulary Acquisition of Student in University* 1997.p.19.

²⁷ Jack C. Richard and Renandya, *Methodology in Language Teaching*,p.256.

1. Standard mastery 500 – 1500 vocabulary mastery including categories beginner level readers with elementary education (SD) up to junior high school (SMP).
2. Standard mastery 1500 – 3000 vocabulary including categories middle level readers with education level high school (SMA).
3. Standard mastery of more than 3000 vocabulary including categories advanced with colleges education (Depdiknas, 2004)²⁸

E. The Concept of Ability

The ability is the competence of an individual to do a [job](#) properly. A competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees. Some scholars see competence as a combination of practical and theoretical [knowledge](#), cognitive [skills](#), [behavior](#) and values used to improve performance; or as the state or quality of being adequately or well qualified, having the [ability](#) to perform a specific [role](#). For instance, life, [management](#) competency might include systems thinking and [emotional intelligence](#), and skills in influence and [negotiation](#).

Competency is also used as a more general description of the requirements of human beings in organizations and communities. Competency is sometimes thought of as being shown in action in a situation and context that might be different the next

28 Depdiknas, Penguasaan Vocabulary Tingkat Lanjut. 2004. P.24

time a person has to act. In emergencies, competent people may react to a situation following behaviors they have previously found to succeed. To be competent a person would need to be able to interpret the situation in the context and to have a repertoire of possible actions to take and have trained in the possible actions in the repertoire, if this is relevant. Regardless of training, competency would grow through experience and the extent of an individual to learn and adapt²⁹.

According to Chomsky, the term “competence” seems to refer to many things in the theory. It refers to grammar, theory itself, rules, ability, I-language, knowledge of language, system of language, cognitive state, cognizing, computational system of the language faculty, system of finite means, and mastery of the generative grammar of the language. If confronted with these situations, Chomsky would probably respond by saying: Never mind, this is because of systematic ambiguity I suggested before but they should not result in any confusion if the distinctions are kept in mind³⁰.

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²⁹Competence(Human Resource)Wikipedia, the free encyclopedia<https://en.m.wikipedia.org/wiki/>accessed 08 September 2016.

³⁰Abdullah Hamad, 2004. *On The Definition of “Competence” in Linguistic Inquiry*. Journal Of the Islamic University of Gaza, Vol. 12, No.1, p.171 – 183.

CHAPTER III

RESEARCH METHOD

A. Research Method

This research used Descriptive Quantitative method. Is used to find out the students ability in English vocabulary of the second semester at English Departement of IAIN Palopo.

B. Population and Sample

1. Population

The population of this research was the second semester English Department students of IAIN Palopo in academic 2016 -2017. There are four classes there whereas the classes consist A : 39 students, B: 37 students, C: 37 students, and D: 32 students. Thus, the population of this research was 145 students.

2. Sample

The writer used random sampling technique. So the writer took five student from each class at the second semester English departement IAIN Palopo. The total number of the sample was 20 students

Arikunto Suharsimi states “ if the subject is less than 100 is better taken all so that this research is a population research. Furthermore if the number of large subjects was taken between 10-15% or 20-25% or more. To determine the number of sample assigned to each class is used the formula as following :

$$F_i = \frac{f_i}{n} \times 20$$

Notes :

F_i = Sample each class

N^i = sub sample class¹

No	Kelas	Populasi	Sampel
1	A	39	5
2	B	37	5
3	C	37	5
4	D	32	5
Jumlah		145	20

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C. Instrument of the Research

¹Suharsimi Arikunto, *Prosedur Penelitian*. (Jakarta:Rineka Cipta),p.109

The instrument of the research was vocabulary test. The test used to find out the ability of the second semester students at English department IAIN Palopo in vocabulary. Some kinds of test there are Noun, Verb, Adjective, Adverb.

Sutarsyah says the ability to use language in communication largely depends on the amount of vocabulary treasury being mastered.

Nation (1993) states that the sampling method of the dictionary can be used as a measurement test. Vocabulary taking depends on how much a person's vocabulary is, by taking words from one page and then asking students to explain the meaning of the word both in English and in Indonesian. But in this case the researcher does not use dictionary to measure the vocabulary of the students but use the book which become the guidance of the lecturer in teaching vocabulary and take vocabulary from the book which has been studied by the student, because the researcher himself focus on active vocabulary. Active vocabulary refers to vocabulary that has been learned by the students.

D. Procedure of Collecting Data

In collecting data the writer distributed the test to the students. And explained about the aim and how to do that in 5 minutes. After that the students had to do the test in 60 minutes then collected it.

E. Technique of Data Analysis

The result of the students' answer was scored by using the formula that used by the writer as follows:

$$\text{Score} = \frac{\text{students' correct answer}}{\text{Total test items}} \times 100$$

Then, the writer categorized the students' score by using the following categorization:

1. 96 to 100 is classified as Excellent
2. 86 to 95 is classified as Very Good
3. 76 to 85 is classified as Good
4. 66 to 75 is classified as Fairly
5. 56 to 65 is classified as Fair
6. 46 to 55 is classified as Poor
7. 0 to 35 is classified as Very Poor²

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²Nana Sudjana, *Penelitian Penilaian Pendidikan*. (Bandung: Sinar Baru, 1989), p.35

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the results of the research. It discusses the research findings which includes data presentation and data analysis of student ability in Vocabulary skill.

A Findings

In this section the researcher would like to describe the data which got from research. Meanwhile, the researcher will answer the research problem. The researcher analyzed the data using SPSS 20 program to know the mean and frequency of the test answer.

Table 4.1
Score of Students Irregular Verb

No.	Respondent	Frequency	Score	Real Score
1.	R1	25	14	56.0
2.		25	9	36.0
3.	R2	25	21	84.0
4.	R3	25	14	56.0
5.		25	15	60.0
6.	R4	25	16	64.0
7.	R5	25	5	20.0
8.		25	10	40.0
9.	R6	25	9	36.0
	R7			
	R8			
	R9			

10.	R10	25	8	32.0
11.	R11	25	8	32.0
12.	R12	25	11	44.0
13.	R13	25	10	40.0
14.	R14	25	10	40.0
15.	R15	25	15	60.0
16.	R16	25	6	24.0
17.	R17	25	12	48.0
18.	R18	25	16	64.0
19.	R19	25	12	48.0
20.	R20	25	12	48.0
Mean Score				46.6

It can be seen on the table above the highest score of student vocabulary especially in irregular verb is 84, there was one student got it and the lowest score of student vocabulary in irregular verb is 20.

Table 4.2
Mean Score of Student Ability in Irregular verb

Report
Irregular verb

Mean	N	Std. Deviation
46.6000	20	15.47970

It can be seen on the table above the mean score of student ability in regular verb is 46.6 with total number of sample is 20 and standard deviation is 15.47970.

Classification	Rating	Score	Frequency	Percentage
Very Good	6	86-100	-	0%
Good	5	76-85	1	5%
Average	4	56-75	5	25%
Fair	3	36-55	10	50%
Poor	2	16-35	4	20%
Very Poor	1	0-15	-	0%
Total			20	100%

Table 4.3
Rate Percentage Students Ability in Irregular verb

The table 4.3 indicates that students' score in the frequency irregular verb. It shows that there was none of the student (0%) who got very good. The other showed that there was 1 student (5%) who got good. 5 student (25%) got average. It also shows that there were 10 students (50%) who got fair. And there were 4 students (20%) who got poor and none of student got very poor. Based on the data above, it can be seen on the table above there is no one student got very good and only one

student got good that indicated the ability of student in vocabulary especially in irregular verb was low.

Table 4.4
Score of Regular Verb

No.	Respondent	Frequency	Score	Real Score
1.	R1	25	6	24.0
2.		25	4	16.0
3.	R2	25	7	28.0
4.		25	6	28.0
5.	R3	25	4	16.0
6.		25	7	28.0
7.	R4	25	3	12.0
8.		25	1	4.0
9.	R5	25	9	36.0
10.		25	5	20.0
11.	R6	25	12	48.0
12.		25	14	56.0
13.	R7	25	13	52.0
14.		25	11	44.0
15.	R8	25	9	36.0
15.		25	5	20.0
17.	R9	25	13	52.0
18.		25	12	48.0
19.	R10	25	14	56.0
20.	R11	25	8	32.0
	R12			
	R13			
	R14			
	R15			
	R16			

	R17			
	R18			
	R19			
	R20			
Mean Score				32.8

It can be seen on the table above the highest score of student vocabulary especially in regular verb is 56, there were students 2 got it and the lowest score of student vocabulary in irregular verb is 1 there was one student got it.

Table 4.5
Mean Score of Student Ability in Regular Verb

Report
Regular Verb

Mean	N	Std. Deviation
32.8000	20	15.76672

It can be seen on the table above the mean score of student ability in regular verb is 32.8 with total number of sample is 20 and standard deviation is 15.76672.

Table 4.6
Rate Percentage of Student Ability in Regular Verb

Classification	Rating	Score	Frequency	Percentage
Very Good	6	86-100	-	0%
Good	5	76-85	-	0%
Average	4	56-75	2	10%
Fair	3	36-55	7	35%
Poor	2	16-35	9	45%
Very Poor	1	0-15	2	10%
Total			20	100%

The table 4.6 indicates that students' score in the frequency regular verb. It shows that there was none of the student (0%) who got very good and good. The other showed 2 student (10%) got average. It also shows that there were 7 students (35%) who got fair. And there were 9 students (45%) who got poor and 2 students (10%) got very poor. Based on the data above, it can be seen on the table above there is no one student got very good and 9 students (45%) got poor that indicated the ability of student in vocabulary especially in regular verb was low.

Table 4.7

Score of student ability in Abstract noun

No.	Respondent	Frequency	Score	Real Score
1.	R1	25	15	60.0
2.	R2	25	12	48.0
3.	R3	25	18	72.0
4.	R4	25	16	64.0
5.	R5	25	11	44.0
6.	R6	25	15	54.0
7.	R7	25	8	32.0
8.	R8	25	6	24.0
9.	R9	25	7	28.0
10.	R10	25	11	44.0
11.	R11	25	8	32.0
12.	R12	25	3	12.0
13.	R13	25	14	56.0
14.	R14	25	16	64.0
15.	R15	25	6	24.0
15.	R16	25	16	64.0
17.	R17	25	14	56.0
18.	R18	25	7	28.0
19.	R19	25	3	12.0
20.	R20	25	14	56.0
Mean Score				46.3

It can be seen on the table above the highest score of student vocabulary especially in abstract noun is 96, there was one student

got it and the lowest score of student vocabulary in abstract and concrete noun is 24 there was 1 student got it.

Table 4.8

Mean Score of Student Ability in Abstract Noun

**Report
Abstract Noun**

Mean	N	Std. Deviation
45.3000	20	12.19620

Table 4.8 shows that the mean score of student ability in concrete and abstract noun is 45.3 with total number of sample are 20 and standard deviation is 12.19620.

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Table 4.9

Rate Percentage of Student Ability in Abstract Noun

Classification	Rating	Score	Frequency	Percentage
Very Good	6	86-100	-	0%
Good	5	76-85	-	0%
Average	4	56-75	9	45%
Fair	3	36-55	3	15%
Poor	2	16-35	6	30%
Very Poor	1	0-15	2	10%
Total			20	100%

The table 4.9 indicates that students' score in frequency of abstract noun. It shows that there was none of the student (0%) who got very good and good. The other showed 9 student (45%) got average. It also shows that there were 3 students (15%) who got fair. There were 6 students (30%) who got poor and 2 students (10%) got very poor. Based on the data above, it can be seen on the table above there is no one student got very good and good score, furthermore almost a half of sample got average score.

No.	Respondent	Frequency	Score	Real Score
1.	R1	25	13	52.0
2.	R2	25	9	36.0
3.		25	15	60.0
4.	R3	25	13	52.0
5.	R4	25	8	32.0
6.		25	13	52.0
7.	R5	25	6	24.0
8.	R6	25	3	12.0
9.		25	4	16.0
10.	R7	25	9	36.0
11.	R8	25	7	28.0
12.		25	4	16.0
13.	R9	25	11	44.0
14.	R10	25	13	52.0
15.		25	4	16.0
15.	R11	25	13	52.0
17.	R12	25	11	44.0
18.		25	7	28.0
19.	R13	25	3	12.0
20.	R14	25	11	44.0
	R15			
	R16			
	R17			
	R18			
	R19			
	R20			
Mean Score				35.4

Table 4.10

Score the Ability of Student in Concrete Noun

It can be seen on the table above the highest score of student vocabulary especially in concrete noun noun is 60, there was one

student got it and the lowest score of student vocabulary in abstract and concrete noun is 12 there were 2 students got it.

Table 4.11

Mean Score of Student Ability in Concrete Noun

Report Concrete		
Mean	N	Std. Deviation
35.4000	20	15.69579

Table 4.11 shows that the mean score of student ability in concrete noun is 35.4 with total number of sample are 20 and standard deviation is 15.69579.

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Table 4.12

Rate Percentage of Student Ability in Concrete Noun

Classification	Rating	Score	Frequency	Percentage
Very Good	6	86-100	-	0%
Good	5	76-85	-	0%
Average	4	56-75	5	25%
Fair	3	36-55	8	40%
Poor	2	16-35	5	25%
Very Poor	1	0-15	2	10%
Total			20	100%

The table 4.12 indicates that students' score in frequency of concrete noun. It shows that there was none of the student (0%) who got very good and good. The other showed 5 student (25%) got average. It also shows that there were 8 students (8%) who got fair. There were 5 students (25%) who got poor and 2 students (10%) got very poor. Based on the data above, it can be seen on the table above there is no one student got very good and good score, furthermore the ability of student in concrete noun was low.

Table 4.13

Score of Student Ability in change Adverb to Adjective

No	Respondent	Frequency	Score	Real Score
1.	R1	25	11	44.0
2.	R2	25	11	44.0
3.		25	19	47.0
4.	R3	25	21	84.0
5.	R4	25	18	72.0
6.	R5			
7.	R6	25	22	88.0
8.	R7	25	12	48.0
9.	R8	25	12	48.0
10.	R9	25	16	64.0
11.	R10	25	20	80.0
12.	R11	25	19	47.0
13.	R12	25	19	47.0
14.	R13	25	22	88.0
15.	R14	25	22	88.0
15.	R15	25	22	88.0
17.	R16	25	22	88.0
18.	R17	25	18	45.0
19.	R18	25	21	84.0
20.	R19	25	8	32.0
	R20	25	15	60.0
Mean Score				62.2

It can be seen on the table above the highest score of student vocabulary especially in adverb to adjective is 88, there were 4 student got it and the lowest score of student vocabulary in abstract and concrete noun is 32 there was 1 student got it.

Table 4.14

Mean Score of Student Ability in Adverb change to Adjective

Report		
Adverb to adjective		
Mean	N	Std. Deviation
62.2500	20	19.50944

Table 4.11 shows that the mean score of student ability in adverb change to the adjective noun is 62.2 with total number of sample are 20 and standard deviation is 19.5098.

Table 4.15
Mean Score of Student Ability in Adverb change to Adjective

Classification	Rating	Score	Frequency	Percentage
Very Good	6	86-100	5	25%
Good	5	76-85	3	15%
Average	4	56-75	2	10%
Fair	3	36-55	9	45%
Poor	2	16-35	1	5%
Very Poor	1	0-15	-	0%
Total			20	100%

The table 4.12 indicates that students' score in the frequency of adverb to adjective. It shows that there were 5 students (25%) who got very good and 3 students (15%) got good score. The other showed 2 student (10%) got average. It also shows that there were 9 students (45%) who got fair. There were 1 student (5%) who got poor and and none of student got very poor. Based on the data above, it can be seen on the table above the ability of student in change adverb to adjective was medium.

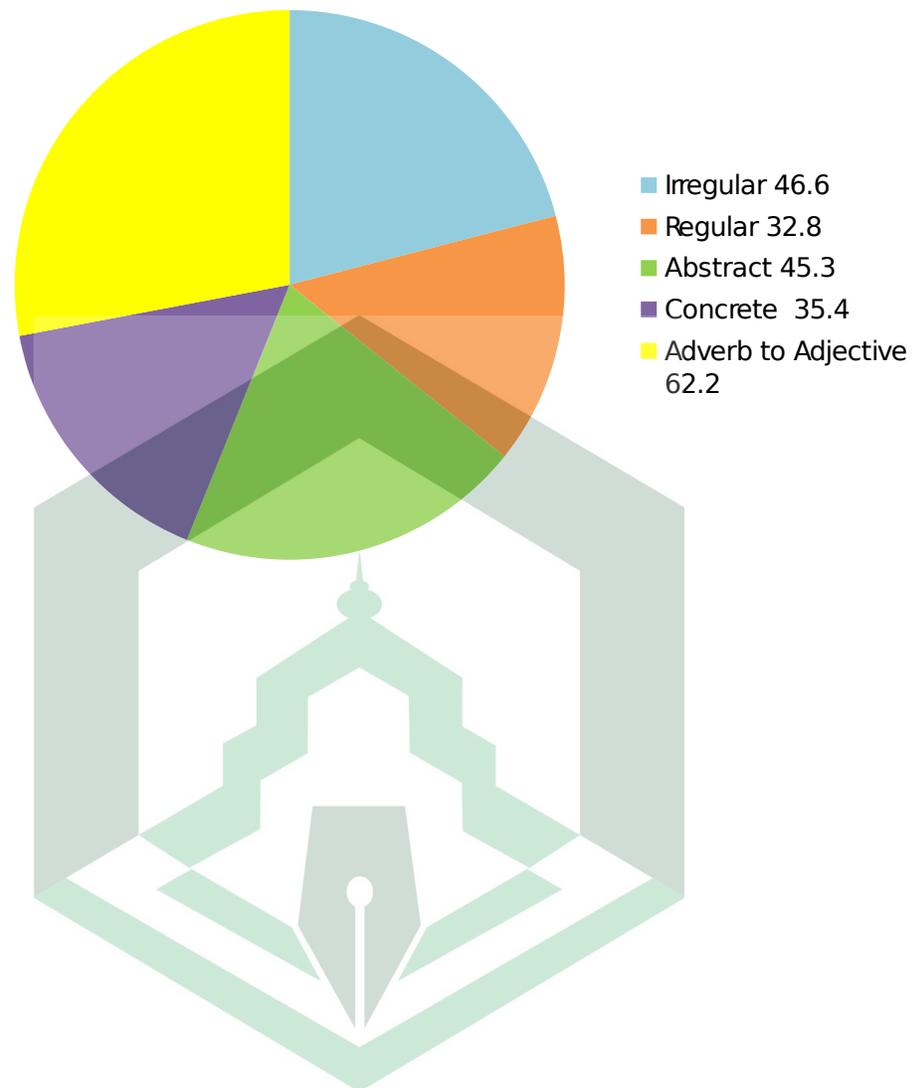
B Discussions

Related to the research finding above, it was found that the students ability in vocabulary skill. It could be seen as follows:

The strength of student in vocabulary especially in content word according to the test is recognizing adjective and adverb it was proved from the mean score of student got 62.2%. Researcher gave the test by use change adverb to the adjective. At the result of the test, there were 5 students (25%) who got very good and 3 students (15%) got good score. The other showed 2 student (10%) got average. It also shows that there were 9 students (45%) who got fair. There were 1 student (5%) who got poor and none of student got very poor.

Besides, the weakness of student in vocabulary especially in content word according to the test is complete test regular verb it proved from the mean score of student test only 32.8%. at the result of the test, there was none of the student (0%) who got very good and good. The other showed 2 student (10%) got average. It also shows that there were 7 students (35%) who got fair. And there were 9 students (45%) who got poor and 2 students (10%) got very poor. Based on the data above, it can be seen on the table above there is no one student got very good and 9 students (45%) got poor.

Chart of Student Ability in Vocabulary



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Curriculum 2000 states that student's mastery of vocabulary in standard university is more than 3000 words and for the student in Indonesia as foreign language in more than 1.200 words.¹ The researcher give test around 250 words and

¹Depdiknas, Penguasaan Vocabulary Pembaca Tingkat Lanjut. 2000.p.24

student could not answer a half of the vocabulary test. The chart above shows that the highest ability of student vocabulary in adverb and adjective that is 62.2% and the lowest ability of student vocabulary was regular verb that is 32.8%. In addition based on the test, the ability of student vocabulary at the second semester English Education Program IAIN Palopo was Low.

Based on the findings we can see the lowest score is irregular verbs. the researcher give suggestion for the lecture of English to be more emphasize study of vocabulary especially verbs. So that the ability of students' in vocabulary can be mount.

Masruddin states in teaching vocabulary the teacher have to be focused on building the learner's 'start up' or initial vocabulary; developing the learner's understanding of what learning words means; showing the learner how to learn the words most effectively. Research shows that learners need about 3000 'word families' to be good at English. A 'word family' is a group of words that share the same meaning such as 'help', 'helping' 'helped' 'helpless' etc. The teachers should concrete on the most frequent and useful words first, as it is these words first, as it is these words the learners will meet very often.²

Jumharia djamereng states to make the thematic words effective for communication, the teacher must teach them to the students not in isolation. Instead,

²Masruddin, 2015 *Ideas Journal on English Language Teaching and Learning Linguistics and Literature*. Volume 3 Number 1. English Study Program of IAIN Palopo.p.67

the teacher must create various activities that can make the students active in practicing the words in the forms of utterances, that is, the activities that can engage the students in practicing the words through the four skills, in other words, the classroom activities must give ample opportunities to students to listen, to read, and to write English.³

With the findings above, it is suggested to the students can improve their ability to master the vocabulary because in English there are two parts of skill, productive and receptive. Then they have to more explore many media which are related to English to master the vocabulary. According to Brewster, techniques to improve vocabulary especially in irregular verb as follows:⁴

1. Using Object

Using this technique includes the use of realia, visual aids, and demonstration.

They can function to help learners in remembering vocabulary better, because our memory for object and pictures is very reliable and visual techniques can act as cues for remembering words.

2. Drawing

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³Jumharia djamereng, 2016.*Improving Speaking Skill Trough Dictogloss at The Tenth Year of Senior High School Number Two Palopo*.p.23.

⁴ Takač, V. P., & Singleton, D. *Vocabulary learning strategies and foreign language acquisition*.Canada: Multilingual Matters Ltd. 2008. p.30

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

3. Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad".

4. Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning.

5. Guessing

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited Selections has been suggested widely by L1 and L2 reading specialists. claim that there are two types of contexts.

6. Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

7. Translation

Even though translation does not create a need or motivation of the learners to think about word meaning, in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary, checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors. There are always some words that need to be translated and this technique can save a lot of time.

8. Drilling

Drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural. Drilling is very necessary since learners need to say the word to themselves as they learn it to recall the words from.

9. Spelling the word

The primary means of spelling is actually memorizing words. Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation.

Beside the above techniques, there are also, vocabulary learning strategies that teachers can take into account. They can train their students to use these strategies. purpose strategies to learn vocabulary as follows: a.) guessing from context, b.) using word parts and mnemonic techniques to remember words, and c.) using vocabulary cards to remember foreign language-first language word pairs. It is supported by Murcia who also proposes three strategies to learn vocabularies. The first strategy is guessing meaning from context; she states that a context is rich enough to give

adequate clues to guess the word's meaning. The second strategy is mnemonic devices: she proposes International Journal of Teaching and Education Vol. III, No. 3 / 2015 keyword technique. When seeing or hearing the target word, the learner is reminded of the keyword. The third strategy is vocabulary notebooks; she suggests a memory aid in independent learning by setting up vocabulary notebooks.⁵

Based on the techniques used for presenting new vocabulary and vocabulary learning strategies, the experts suggest lots more techniques that are claimed to be helpful for students to learn vocabulary in an easier way. What the researcher sees as better way to teach vocabulary is by learning in rich contexts. According to Stahl he states that the students probably have to see a word more than once to place it firmly in their long-term memories. This does not mean more repetition or drilling of the word, but seeing the word in different and multiple contexts.⁶

Finally, researcher may encourage students to keep a vocabulary notebook because a great deal of vocabulary growth ultimately depends on the learner. They may have students who are successful vocabulary language learners share their notebook methods. For students who need help, they can demonstrate how to set up a vocabulary notebook that is neat and organized in a manner that will facilitate multiple retrievals of the words. If the notebook is not set up well, then learners are

⁵MofarehAlqahtani, The Importance of Vocabulary in Language Learning and How to be taught vol. III, no. 3 / 2015. p.33

⁶ Stahl, (20) in <http://www.readingrockets.org>, Accessed on 1 June 2017

less likely to practice the words, which defeats the purpose of keeping the notebook in the first place.

Moreover, in presenting one planned vocabulary item, the teacher usually combine more than one technique, instead of employing one single technique. Teachers are suggested to employ planned vocabulary presentations as various as possible.



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CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion at the previous chapter, the researcher can conclude that the Ability of Student Vocabulary at the Second Semester was low. It was proven by the students' mean score each test. The mean score of vocabulary student ability in irregular verb is 46.6%, the mean score of vocabulary student ability in regular verb is 32.8%, the mean score of vocabulary student ability in recognize abstract noun is 45.3%, the mean of vocabulary student ability in recognize concrete noun is 35.4% and the other showed the mean score of vocabulary student ability in change the word from adverb into adjective or adjective into adverb is 62.2%. To sum up the data above researcher gave five tests of vocabulary, 1) irregular verb, 2) regular verb, 3) abstract noun, 4) concrete noun and 5) change adverb to adjective. From five kinds of the test researcher got only one mean score above from 50% was change adverb into adjective or adjective into adverb.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher proposes suggestion as follow:

1. The English Lecturer of English Tarbiyah Faculty of IAIN Palopo can give the best treatment in teaching vocabulary at the Student of Second Semester English Education Program IAIN Palopo.
2. For student the researcher suggested the student could apply the technique to improve their ability in vocabulary such as: a)using object, b) drawing, c) contrast, d) enumeration, e) Guessing, f) eliciting, g) translation, h) Drilling, i) spelling the word.



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