

**THE COMPETENCE OF THE COMPUTER DEPARTMENT STUDENTS IN
MASTERING COMPUTER ENGLISH VOCABULARY ON COMPUTER
LANGUAGE AT SMKN 2 BELOPA**



A THESIS

Submitted to the English Language Studies Program of S1 Tarbiyah Departement
of State College for Islamic Studies of Palopo in Partial
Fulfillment of Requirement for S. Pd.
Degree in English Education

By,

YAHYA TAHRIM
Reg. Num: 09.16.3.0108

**ENGLISH STUDY PROGRAM OF TARBIYAH
DEPARTMENT STATE COLLEGE FOR ISLAMIC
STUDIES (STAIN) PALOPO
2014**

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Supervised By:

1. Dr. Masruddin, S.S., M. Hum.
2. Amir Faqihuddin, S.Ag., M.Pd.I.

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CHAPTER I

INTRODUCTION

A. Background

English is an international language. It is an important language in the world which has significant role in every aspect of human life wither it is about politics, business, and education. In Indonesia English is a foreign language. In learning English as a foreign language, the students usually get many kinds of problem such as vocabulary, grammar and pronunciation.

Vocabulary is the essential part in learning English. Vocabulary is very important. Because if we do not have a knowledge about Vocabulary, we can not communicate well. So, there are many students can not communicate well because they do not have proper knowledge of vocabulary and find many problems to make the sentences and express their idea for communication activities but if their vocabulary is good, they will be confident in speaking english with other people.¹

In computer science there are many terms in English. As we know that on the computer, there are many words and phrases or vocabulary like cut, translate, copy, refresh, set as desktop background, rotate clockwise and many more.

So based on the preliminary observation at SMKN 2 BELOPA, the researcher found that there are many computer department students do not understand about

¹Jeremy Harmer, *The Practise of English Language Learning*. P.154

terms or vocabulary english on the computer. When the researcher asked them to translated some vocabulary, most of them still cannot answered correctly.

Example : please translate these words or phrases.

Shortcut

(potong pendek)

Pin this program

(peniti program ini)

From the example above the students used Translation word by word, but shortcut is one of virus that is quite troublesome if the virus attacks the computer or flash us. Never flash shortcut is attacking me and fortunately I can remove the virus escape by using Antivirus, but this time not using CMD (Command Prompt) to destroy virus shortcut on the stick.² And Pin this Program is pin to leave the program Taskbar.³ So the researcher interested to do the research in SMKN 2 Belopa.

Related to the explanation above, the researcher will conduct the research entitled “The competence of the computer department students in mastering computer terms vocabulary english at SMKN 2 Belopa”.

B. Problem Statement

Based on the background, the researcher formulates the problem statement or question as follow :

How is the students' competence in understanding computer terms at SMKN 2 Belopa?

²<http://yogie-share.blogspot.com/2014/01>

³*ibid.*

C. Objective of the Research

The objective of the research is to find out the students' competence of the computer department at SMKN 2 Belopa in mastering computer terms vocabulary.

D. Significance of the Research

The significance of the research is expected to be a piece of useful information to :

1. Students : as reference knowledge about the terms of computer.
2. Teachers : to be a wise teacher in teaching vocabulary related to computer.

E. Scope of the Research

This research will be restricted to know the students' competence of the computer department students in mastering computer terms vocabulary english at SMKN 2 Belopa.

F. Definition of Term

1. Competence is the ability to do something successfully or efficiently.
2. Vocabulary is a list word with their meaning especially in a book for learning a foreign language.
3. Computer term is all the words on the computer that person knows or use.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the researcher present the previous studies and some pertinent concept related to vocabulary.

A. Previous of Study

Some researchers have conducted research on the use of variation techniques in teaching English, especially English vocabulary. The result of the research is:

Basri in the title *Improving Vocabulary Through Letter Game at the Eight Year Students of Pesantren Modern Datok Sulaiman Putri*. The research would like to solve the students' problem in learning English; especially vocabulary by improving their vocabulary mastery through the Letter Games because using the technique, the teacher can provide students more chances and interesting way in learning vocabulary⁴.

Hermawati in the title *Using Mother Tongue in teaching vocabulary to the First Year Students of MTS PergisWotu*. The result indicate that to use Mother

⁴Basri, *Improving Vocabulary Through Letter Game A Thesis SI (STAIN Palopo: 2009)*, p.16

Tongue In conveying their aims, especially in increasing vocabulary in English teaching and the technique can make the students improve their vocabulary⁵.

Suparman Ar in his thesis under the title of Improving Students Reading Skill Through Scanning and Skimming at the second year of Madrasah Aliyah Negeri (MAN) Palopo. The students should be active thoroughly and fully in the teaching learning process of reading comprehension.

Based on the research and experience above, the researcher will just focused on the competence of students in mastering the computer terms at SMKN 2 Belopa.

B. Vocabulary

1. Definition of Vocabulary

Vocabulary is very important for study the English Language Students, because with vocabulary students can make a sentence. As students know that sentences that students produced 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

⁵Hermawati, *Using Mother Tongue in Teaching vocabulary A Thesis SI* (STAIN Palopo; 2009), p.13

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

In English dictionary, Jhon 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 language, words known a person, list of word with their meaning, especially in a book for learning foreign language.⁸ Hermawati in thesis, 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 students cannot communicated each other, so the students are to learn and memorize many vocabulary in order the students can speak English studentsll. And vocabulary is the one item in a language for the purpose of teaching and learning activities.

Vocabulary mastery must of items say that, they get difficult to find a suitable English word to represent the message they want to convey in their writing. Therefore there are several of writing they write. For example, they write "ijazah" in order to replace the word "certivicate" and "prioritas" in order to replace the word

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

⁸Martin Mansher *Oxford Dictionary* (New Edition; NewYork: oxford university press, 1995), p.1331

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

“priority”.¹⁰ As students know that, before the students know to speak and write that teacher must introduce kinds of vocabulary to know many things in their environment.

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 postudentsr 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.

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. Students cannot organize our idea in sentence without words”.¹¹

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.¹²

“Vocabulary can be defined, roughly, as the word students teach in the foreign language. Hostudentsver, a new item of vocabulary may be more than a single word:

¹⁰ Masruddin, S.S., M.Hum. *A Teaching Book and Exercise* (Palopo), p.70

¹¹ Wilga M. River, *Teaching Foreign-Language Skills* , p. 468

¹² *Ibid.*

for example, *post office* and *mother-in-law*, which are made up of 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 deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary 'items' rather than 'words'.¹³

2. The Concept of Vocabulary

Vocabulary seen as incident to the main purpose of language teach, namely the acquisition of grammatical knowledge about language.¹⁴

Vocabulary is a list of words used in certain book arranged in alphabetical order.¹⁵

According to Hornby that vocabulary is:

- a. Total number of words (either used for combination them) make up the language
- b. Range of words know to, or used by a person in trade, profession, etc.
- c. Book contains a list words used in a book etc-usually with definition or translation.¹⁶

According to Manser that vocabulary is:

- a. Total number of words in language

¹³Penny Ur, *A Course in Language Teaching*, (Cet. I ; New York; Cambridge University Press , 1996) , p.60

¹⁴ Jeremy Harmer, *The Practise of English Language Teaching*, p. 154.

¹⁵Tanti Yuniar Sip, *Kamus Inggris Indonesia*,(Surabaya, 2007), p. 347.

¹⁶ Hornby, *Oxford Advanced Learners Dictionary of Current English*, (Tokyo: Oxford University Press, 1974), p. 978

- b. Words known to a person
- c. List of words with their meanings, especially at the back of a book used for teaching a foreign language.

According to Oxford dictionary that vocabulary is:

- a. A list or collection of words and phrase usually alphabetically arranged and explained or defined lexicon.
- b. A sum or stock of words employed by a language group invidually or words in a field of knowledge.¹⁷

Besides that according Pieter A. Nopa, explains that vocabulary is one of the component 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 students learn, the more ideas students should have so students can communicate the ideas more effectively.¹⁸

Vocabulary as an essential component of all uses of language would be impossible to learn a language without it. Vocabulary is one of the components of language and that no language exists without words. Words are signs or symbols for ideas. They are the means by which people exchange their through. The more words students learn, the more ideas students should have, so the students can communicate the ideas more effectively.

¹⁷ Hornby, *Oxford Advanced Learners of Current English*, p.318.

¹⁸Pieter. A. Napa, *Vocabulary Development Skills*, (Cet. I; Yogyakarta: Kornisius, 1991), p. 6.

Vocabulary is group of letter mailed to one another so that became that word having a meaning with realized in our life in the case of reading and also conversation.

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.

The areas of book are: learning grammar, listening, speaking, reading, and writing. In relation to teach, there are exercises that help you to reflect on how you are going about your learning. As an example, for vocabulary learning you are asked which method of learning you prefer-learning words by topic, by translating them into FL, by writing them down, and so on.

Vocabulary as one of the elements of language is important to study, without having enough vocabulary, the ability to communicate and convey our needs could not be established.

Vocabulary is a core component of language proficiency and provides much of the basis for how studentsll learners speak, listen, read, and write. Without extensive vocabulary strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning.

Opportunities around them such as listening to the radio, listening to native speakers, use the language in different contexts, reading or watching TV, Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary. Learning learners need to achieve in order to read both simplified materials and to process different kind of oral and written texts, as studentsll as the kinds of strategies learners use in understanding, using and remembering words.

Jack C. Richard and will A. Renandya states that 3000 to 5000 word suggested for learners continuing to tertiary education studies.¹⁹

As students know that, before the students know to speak and write that teacher must introduce kinds of vocabulary to know many things in their environment. So one general thing such as kinds of animals, adjective for people, clothes, geography, building, places, bank, cooking, restaurant, down town, etc.

From the definition above, students can see that vocabulary is one of the components of language and no language exists without words. Without vocabulary students cannot communicated each other, so students have to learn an memorize many of vocabulary in order students can speak English studentsll.

3. Theory of Vocabulary Memorization

There has been a great of research into how students remember and much of this informs our decisions about how students should encourage our students to

¹⁹Jack C. Richard and Renandya, *Methodology in Language Teaching*, p. 256.

record and memorize lexis. The following is a summary of some principles that have arisen from this research.

1. Organized material is easier to learn than seemingly random lists.
2. The deeper the mental processing that learners engage in when learning a new lexical item, the more likely they are to remember it.
3. New lexis should be integrated into language already known by the learners.
4. Word pairs (i.e. an English word with its L1 translation) facilitate repeat learning but the memorization is likely to be short-lived because of the shallow level of word knowledge as discussed in b. above.
5. In order to be able to use a word appropriately and accurately a student needs to know much more about it than just its meaning. Ideally they should learn its spelling, pronunciation, grammatical, behavior, associations, collocations, frequency and register.
6. The academics disagree about how many times students need to meet a word before students are comfortable and confident enough to use it our self, or to take “ownership” of it.
7. It seems that the very act of recalling a word makes it easier to recall again at a later date.
8. Some researches suggest that the brain stores vocabulary in semantic groups.

9. Students know students have individual learning style and that these dictate the optimum vocabulary learning method for each of them.

10. The ease of learning new lexis may also be influenced by the student's mother tongue.

11. Some word are said to be more difficult to learn than others.

12. Students can recall words which rhyme fairly easily. Other strong aids to recall are providing the first few letters, giving translation and giving near antonyms.

The ways to learn vocabulary are:

a) Card Method

Sometimes students have many vocabularies but sometimes students cannot use it in order that can be useful for us. One way that can help us is using card.

a) Write every English vocabulary or phrase that you do not know its meaning. Write them into card which its size 8x6 cm. Write the word in non-capital word because it can help you to always remember it do not forget to write the classification of the word like verb, adjective etc.

b) At back of the card you can write the meaning of the words and can be with its picture. Besides the meaning, the good card is the card that consists of sentences that are made from that vocabulary. This is very important because students know when that vocabulary used.

Let students say that the students had 20 cards so you can play them. First, you take each card, study and memorize it whether its word or its meaning. Do not

memorize in your heart but you loud your voice so you can hear your pronunciation so when you are wrong, you can repeat it. The second is shake the 20 cards and take 5 cards randomly and then examine your memory. If you are filling, please repeat to shake the card and examine once again your memory. If you are success so the 5 cards can be put in other place and then take the next card and you test your memory again. The third if you are success in the second step please shake the 20 cards once again and test your memory for 20 cards. The fourth in the morning examine those 20 cards. If you forget one until three words, it means that you have been success. But, if you forget more than three vocabularies so you have to repeat it. Repeat the second step in afternoon. If you always do not that you will have many vocabularies.²⁰ It is not secret anymore if most of junior high school students are poor of vocabulary. States that are some ways to enrich our vocabulary, they are:

1. Every gives a little time to memorize vocabulary. It is about 5-10 vocabularies. To control your vocabularies you may memorize by using card system. You can write 5-10 vocabularies in a card which is prepare before. Take one card, it is about 10x7 cm and 1 cm the first page you write 5 until 10 vocabularies with pronunciation and its meaning can be written on the second page. The card which has been written some vocabularies is learned by heart. You change every day with new card and new vocabularies. The cards which have been memorized should be kept in different place with the cards which have not been memorized or empty cards.

²⁰ Ibid, p.16-17

If students can memorize vocabulary everyday like that so in short time students will have many vocabularies. You can imagine if you memorize 10 vocabularies in a day. So in a years will be 3.650×2 is 7300 vocabularies and how if it is in there, your or five years? You can count it by yourselve.

In memorizing and enrich your vocabulary students can make list by:

a. Looking for synonym for example adjective synonym, example :

- 1) Big = Large
- 2) Easy = Simple
- 3) Dull = Interesting
- 4) Verb = Synonym
- 5) Begin = Start
- 6) Close = Shut
- 7) Want = Wish

Noun Synonym;

- a) Person = People
- b) Shop = Store
- c) Story = Tale

1) Sometimes it is difficult to find its synonym like the example above. So students can memorize by giving it definition.

Example:

- a) Committee = Group of people who meet together to discuss and make decision
- b) Librarian = Person who look after reading books

c) Synonym = Words with similar meaning

d) Moral = Having to do with right and wrong

2) Looking for its opposite or synonym

Example:

Easy Difficult

Good Bad

Laugh Cry

Buy Sell

And also there are some vocabularies which its antonym formed by add *un*, *dis*, *im*, and *in* at the beginning of the words.

Example:

Afraid – unafraid

Happy – unhappy

Agree – disagree

Polite - impolite

Accurate – inaccurate

2. The other way to enrich our vocabulary is by memorizing its derivative

Example:

Suffer (V) = Menderita

Sufferable (Adj) = Dapatdiderita

Sufferer (N) = Penderita

Suffering (N) = Penderitaan

Sufferance (N)= Kesabaraan.²¹

As students know, vocabulary in English just like other language where it is divided into several classification. They are noun, verb, adverb, adjective, etc. from parts of example above students can know that for noun its derivative sometimes ended by -er, -nee, -ion, -ism, -ization, -ment, -ness, -hood, ist, -ship. Adjective ended by, -y, -ed, -able, -al, -full, -ish, -ing, -ive, and -ous. Verb sometimes ended by size, like Islamic, organize while adverb sometimes ended by lay.

The other thing that be paid attention in forming derivative vocabulary that students have to directive from dictionary. The characteristic that mentioned above are only to make us easy in classification word whether it is noun, adjective, verb, or adverb.

Studying language not only studies the list of vocabularies bit if students do not know the meaning, it is impossible to use it, so students have to memorize its meaning either.

4. Principles of teaching vocabulary

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is

²¹Jumarni *Improving Stidents Vocabulary Through Synonyms Word A Thesis* (English Department STAIN PALOPO, 2010), h.14-16

making sure that it does not overwhelm other essential parts of the course. The best way to avoid this is for the teacher and course designer to have a set of guiding principles that can be applied in a variety of teaching and learning situation. These can then be applied in courses where there are parts of the course deliberately set aside for vocabulary development, or in courses where vocabulary is dealt with as it occurs in skill-focused or content-focused lessons.

- 1) Focus on the most useful vocabulary first.
- 2) Focus on the vocabulary in the most appropriate way.
- 3) Give attention to the high frequency words across the four strands of a course.
- 4) Encourage learners to reflect on and take responsibility for learning.²²

Students have said that vocabulary teaching is as important as the teaching of structure, and in the following examples students will look at range of activities which are designed to teach and practice words and their various uses. Students will look at presentation, discovery techniques and practice.

Not all vocabulary can be learnt through interaction and discovery techniques. Even if such techniques are possible, however, they are not always the most cost effective. There are many occasions when some form of orientation and or explanation is the best way to bring new words into the classroom. Students will look at some examples;

²² David Nunan *Practical English Language Teaching* (1991)

a) Regalia

The use of real objects makes the meaning of certain words be easily to explain, but the real objects used are restricted to those that can be taken to the classroom.

b) Picture

Pictures here includes wall pictures, blackboard drawing charts, flashcards, etc. pictures can be used to explained in the meanings of vocabulary times, the meanings of sentences, and to create a situation or context.

c) Mime, Action and Gesture

Sometimes, regalia and pictures are impossible to be used to explain the meaning of words and grammar. Actions, in particular are probably better explained by mime. For instance, word “sit” is easily explained if the teacher pretends to sit, gesture is useful for explaining words like to, from, etc.

d) Contrast

Contrast is used because sometimes a visual element (e.g. regalia, pictures, etc.) may not be sufficient to explain meaning.

e) Enumeration

Students can use this to present the meaning, for example students can say “clothes” and explain this by enumerating or listing various items. The same is true of “vegetable” or “furniture”.

f) Explanation

Sometimes, explaining certain words is helpful and important, especially at elementary level. The explanation must contain the information about when the word is use the word “mate” is unsatisfactory if it is said that the word “friend” without any explanation.

g) Translation

Translation can be used with caution, because students want to hear and use the target language, not their own hoststudentsver translating the target language into the native one does save the time to explain.²³

It is very important that the students learn to use the words in sentences, so students need to include some of the following contextual activities too.

1. Students could be asked to write gapped sentences with chosen lexical items missing for their classmates to complete.

2. Or they write full sentences on overhead transparencies for everyone to comment on or correct.

²³Jeremy Harmer, *“The Practice Of English Language Teaching”*, (First Edition; New York : longman Publishing, 1991), p. 161

3. Story building or dialogue-building involving target words or phrases could be done in groups or the whole class.

4. You could encourage students to use the lexis in real communication by assigning to each of them an item which they must try to use naturally in that lesson or outside class before the next lesson.

Students have said that vocabulary teaching is as important as the teaching of structure, and in the following examples students will look at a range of activities which are designed to teach and practice words and their various uses. Students will look at.

1. Presentation

There are many occasions when some form of presentation or explanation is the best way to bring new words into the classroom, such as picture, regalia, and contrast.

2. Discovery

Students will be using their bilingual dictionaries, so they will find the meaning of words.

3. Practice

Using new vocabulary, this is known in real communication, so it would not be forgotten easily.

River suggests introducing vocabulary items in such a way as to allow the student to infer the meaning from the context and illustrations. She foals students

should be encouraging to make intelligent guesses about word meaning and therefore readers should not contain glossaries.

The new vocabulary should not co-occur with difficult structures and a certain amount of vagueness in guessing the meaning of words must be accepted. The teacher should not expect students to come up with exact meanings while guessing in this manner.²⁴

5. Types of Vocabulary

There are four type of vocabulary, those are:

1. Active speaking vocabulary is words that the speakers are able to use in speaking.
2. Passive listening vocabulary, words that a listener recognize but cannot necessary produce when speaking.
3. Passive reading vocabulary rivers to words that a reader recognizes would not necessary be able to produce.
4. Active writing vocabulary, words that a writer is able to use in writing.²⁵

According to Jeremy Harmer vocabulary into two types, there are:

Passive vocabulary refers to words, which the student will recognize when they meet them but they will probably not be able to produce. And active vocabulary refers to

²⁴Jack C Ricards, *Methodology in TESOL*, (Cet. I; USE; Newbury House Publishers 1987), p. 313

²⁵Basriimproving vocabulary through Latter game A Thesis SI (STAIN Palopo: 2009) ,p.17

words that students have learners. They are expected to be able to use by the student.²⁶

White Page and Ali divided vocabulary into four kinds as follows:

1. Oral vocabulary; consist of word actively used I speech.
2. Writing vocabulary; the word that come reading to one finger vocabulary.
3. Listening vocabulary; the stock of words one responds with meaning and understanding in the speaking of others.
4. Reading vocabulary, the word which one responds in the writing of others.²⁷

6. Kinds of Vocabulary

Before knowing how to teach vocabulary any further, there are many kinds of vocabulary that should be comprehended by the teachers before giving it to the students. Summarizing many kinds of vocabulary elaborated by Thornbury vocabulary is divided into:²⁸

1. Word Classes

Word classes are studentsll-known as parts of speech in grammatical English.

They include:

- a) Nouns : teacher, Jakarta
- b) Pronouns : he, they, us

²⁶ Jeremy Harmer *The Practice of Language Teaching* 1991, p.159

²⁷Op.chit, p.18

²⁸Thornbury, Scott,*How to Teach Vocabulary*, Pearson Education Limited, 2002

- c) Verbs : do, studying, learned, to write
- d) Adjectives : old, young, tall, new
- e) Adverbs : there, continuously, always, yesterday
- f) Prepositions : on, for, in
- g) Conjunctions : but, and,
- h) Determiner : an, a, the

2. Word Families

A word family comprises the base word plus its inflexions and its most common derivatives.

- 1) Inflexions : plays, playing, played
- 2) Derivatives : player, replay, playful

3. Word Formation

- a) Compounding : second-hand, word processor, typewriter
- b) Blend : information + entertainment = infotainment
- c) Conversion : she uppedand left (preposition to verb)
- d) Clipping : email = electronic mail, flu (influenza)

4. Multi-word units

Most studentsll-known multi-words units are in the form of phrasal verbs or idioms.

- a) Phrasal Verb : Look for, Look after
- b) Idioms

5. Collocations

When two words are collocates if they occur together with more than chance frequency. Examples: The biggest threat, this studentsek, once again, once more.

6. Homonyms

Homonyms are words that share the same form but have unrelated meaning. Examples: studentsll, left, fair.

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: There are some of the main ones.

1. Synonyms: items that mean the same, or nearly the same; for example, *bright*, *clever*, *smart* may serve as synonyms of *intelligent*.

2. Antonyms: items that mean the opposite; *rich* is an antonym of *poor*.

3. Hyponyms: items that serve as specific example of general concept; *dog*, *lion*, *mouse* are hyponyms of *animal*.

4. Co-hyponyms or co-ordinates; other items that are the 'same kind of thing'; *red*, *blue*, *green*, and *brown* are co-ordinates.

5. Super ordinates: general concept that 'cover' specific items; *animals* is the super ordinate of *dog*, *lion*, *mouse*.

6. Translation: words or expressions in the learners 'mother tongue that are (more or less) equivalent in meaning to the item being taught.²⁹

²⁹Penny Ur, *A Course in Language Teaching*, (Cet. I ; New York; Cambridge University Press , 1996), p.62

According to Hatta in his thesis “The Application of the five step model for explicit vocabulary” states that provides:

Five step model, they are: look, say, think, write and practice.

1) Look at : the word

The word is introduced by writing it on the blackboard, a flash card or a piece of paper. The students are to look at the word while this teaching. It the students will remember. Their word more easily they see or hear the word allen in Hatta states that students are encourage to look at the word while learning it pronounced, since learner tend to remember a word more easing if they see or hear it.

2) Say : the word

The students are asked to say the word after the teacher says it the teacher could first ask the whole class repeat the word then point some students to say it one by one. Some students find it helpful; many students enjoy the word as soon as they hear it.

3) Think : about the word

In this step, the teacher will explain the word. The teacher conveys the meaning of a word through various devices such as definition, active demonstration,

visual aids, synonyms, antonyms or translation. Two or more of these devices can be used to clarify meaning.

4) Write ; the word

After the word s has been explained and students grasp its meaning the word will be written in the book or list to know whether the students spell the word in the right way.

5) Practice ; writing the word

In this last state, students will see whether the students can do. The teacher ask the students to pronounce or say the word as what they write not as what the teacher write and after that the students show it is meaning in a concept.³⁰

7. *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 students can express our feeling and meaning.

Harmer (1991:211) says that if want to describe how you feel at this very moment you have to be able to find a word, which reflects to complexity of yuor feeling.

³⁰Hatta *the Application of The Step Model For Explicint Classroom Vocabulary To The Second Year Students Of SLTP Negeri Dua Pitue*(Thesis SI STKIP Cokrominoto Palopo .2002), p. 21

Good Man and Mohr (1991:12) state that vocabulary is a basic part of reading comprehension. It means that students are going to have trouble to understand the text if students don't know most words in the text.

Rivers in Nunan (1991:187) also argues that the acquisition of an adequate vocabulary is essential for successful second language because without an extensive vocabulary, students will be unable to use the structure and function students may have learned for comprehensible communication.

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

8. *Noun and Adjective*

▪ **Noun**

Noun is one of the most important parts of speech. There are several definitions relating to noun. Some of them are as follows:

Oxford Learner's pocket dictionary states that noun is a word that refers to a person, a place or a thing, a quality or an activity.³¹ Noun is a word used to name or identify any of class or things, people, places, or ideas, or particular one of these.³²

³¹ Oxford *Learner's Pocket Dictionary* (New edition:University press.2000),p. 29.

³² Jeremy Harmer,*The Practice of English Learning*, 1991.p.159

Noun is a word which represents people, thing, place, animal, idea, and etc. Noun in number is device into two kinds; they are countable noun and uncountable noun. Countable noun also divided into two kinds, they are Singular noun and Plural noun.³³ The noun is a one of the most important part of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or 'head' word in many structures of modification.³⁴

1). There is four types of nouns: common noun, proper noun, abstract noun, and collective noun.

a) Common Noun is a name given to any individual, animal, thing or places, but it is always given in general without any references to somebody in particular.

Example: dog, man, table

b) Proper Noun is a name given to any person, animal, thing or place, in particular, with a purpose of pointing at them. Example: France, Madrid, Mrs. Smith, Jack

c) Abstract Noun is a name given to quality voice or a state of being. These are such things that students cannot touch, but can feel.

Example: optimism, kindness, beauty, complexity

d. Collective Noun is a name given to a group of people or things.

³³Masruddin, S.S., M.HUM *A Teaching Book And Exercises*, 2010, p.23

³⁴ Marcella Frank *Modern English* (America: Prentice- Hall, 1972), p. 6

Example: group, team, audience

e) Material Noun is a name given to any material from which an object is prepared.

Example: gold, silver, nickel, sand.³⁵

▪ Adjectives

Adjective normally describe the things referred to by nouns or pronouns (*black, serious*); they may function as complements or be attached to a noun.³⁶ Adjective is word that describes a noun.³⁷

The adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as studentsll.³⁸

An adjective are divided into ten kinds

a) Adjective of quality

³⁵Mursal, *The Use Name Card Technique In Improving Vocabulary At The Third Year Students Of Elementary School 79 Tapping, Thesis SI* ,(Palopo; STAIN Palopo 2009), p.22-24

³⁶Penny Ur, *A Course in Language Teaching*, (Cet. I ; New York; Cambridge University Press , 1996) ,p.8

³⁷Martin Mansher *Oxford Pocket Dictionary* (New Edition; New York; University Press, 1995), p.5

³⁸Marcella Frank *Modern English* (America: Prentice- Hall, 1972), p. 109

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

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.

c) Adjective of number

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

d) Demonstrative adjective

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

e) Distributive adjective

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

f) Interrogative adjective

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

g) Possessive adjective

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

h) Emphasizing adjective

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

i) Exclamatory adjective

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

j) Proper adjective

An adjective from a proper name is known as a proper, example: *American president*.³⁹

The types of adjectives

a. By added suffix "ness" of adjectives

Example:

Busy – Business

Happy – Happiness

Kind – Kindness

Rude – Rudeness

Studentsak – Studentsakness

b. By added suffix "Y" of adjectives

Example:

Active – Activity

³⁹Collier, *The Key to English Vocabulary*, p. 24

Honest- Honesty

Possible- Possibility

Real – Reality

c. By added suffix “th” of adjective

Example:

Dead – Death

Deep – Depth

Long – Length

True – Truth

Wide – Width

d. By added suffix ‘ence’ of adjective

Example:

Different - Difference

Diligent - Diligence

Intelligent – intelligence

Patient – patience

Present – Presence

e. By added suffix “cy’ of adjective

Example:

Fluent – Fluency

Intimate – Intimacy

Sufficient – Sufficiency.⁴⁰

▪ **Definition of Competence**

Competence is a cluster of related abilities, commitments, knowledge and skill that enable a person (or an organization) to act effectively in a job or situation. Competence indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations. Because each level of responsibility has its own requirements, competence can occur in any period of a person's life or at any stage of his or her career.⁴¹

In Oxford dictionaries, Competence are:

- a) The ability to do something successfully or efficiently: courses to improve the competence of staffthe players displayed varying degrees of competence.
- b) The legal authority of a court or other body to deal with a particular matter: the court's competence has been accepted to cover these matters.
- c) Also linguistic or language competence *Linguistics* a person's subconscious knowledge of the rules governing the formation of speech in their first language. Often contrasted with performance.

⁴⁰Chandra Agustin, *Kamus Sinonim-Antonim Inggris- Indonesia* (Cet. I; Bandung: CV PustakaGrafika , 2004), p. 8-9

⁴¹<http://www.businessdictionary.com/definition/competence.html>

d) *Biology & Medicine* effective performance of the normal function.⁴²

9. **Computer**

a. Definition of Computer terms

Computer is an intelligent electronic device which accepts data from input devices, process it in the central processing unit and send it as information in final forms through output devices. Also called process or an electronic device designed to accept data, perform prescribed mathematical and logical operations at high speed, and display the results of these operations. Compare analog computer, digital computer.⁴³

Computer is a programmable machine that performs high-speed processing of numbers, as well as of text, graphics, symbols, and sound. All computers contain a central processing unit that interprets and executes instructions; input devices, such as a keyboard and a mouse, through which data and commands enter the computer; memory that enables the computer to store programs and data; and output devices, such as printers and display screens, that show the results after the computer has processed data.

The other definition, computer is an electronic device that stores and manipulates information. Unlike a calculator, it is able to store a program and retrieve

⁴²<http://oxforddictionaries.com/definition/english/competence>

⁴³http://wiki.answers.com/Q/define_the_term_computer.

information from its memory. Most computers today are digital, which means they perform operations with quantities represented electronically as digits.

The Computer Terms

Bit	Data	Data Processor	Distribution
Hardware	Information	Input	Log on
Output	Recording	Software	Storage
Terabit	Tutorial	User's guide	Warm-boot
Word processing	Conductor	Desk-top computer	Disk pack
Manual device	Microprocessor	Mouse	Multiprocessing
Personal computer	Removable disk	Window	Bug
Control program	Monitor	Loader	Package software
Paper tape	Pascal	Printer	Programmer
Software engineer	Spreadsheet	Byte	Data general
Digital computer	Distributed data processing	General-purpose computer	Large computer
Main memory	Medium computer	Single user	Small computer
Special-purpose computer	Special-purpose computer	Time sharing	Virtual storage
Association	Card reader	Card register	Censor
Cursor	Disk drive	Display	External memory
Font	Graphic tablet	Input unit	Internal memory
Keyboard	Network	Pointing device	Printing
Processor	Scanner	Touch screen	Visual display
Access	Adress	Booting	Channel
Clock	Read only memory	Integration	Operation code
Pathway	Timer	Warm booting	Word
Word size	Working storage	Color display	Disk
Disk drive	Full-character printer	Graphic dispay	Hammer

Hard copy	High resolution	High resolution	Image
Line printer	Page printer	Picture element	Pixel
Soft copy	Speaker	Speech coding	Tape drive
Backup	Deck	Density	Field
Floppy disk	Gap	Head	Leader
Record	Sector	Standard card	Streaming tape
Tiers	Track	Volume	Absolute value
Complement	Browser	Bus	Chat
Concentrator	Constellation	High speed network	Homepage
Link	Newsgroup	Search engine	Source
Command	Demand	Job	Map
Page	Page number	Paging	Relocation
Segment	Switch	Text editor	Track
User friendly	Default	Erase	Bracket
Operator	Return	Run	Shell
Statement	Subscript	Assign	Call
Character	Close	Common	Continue
Formulas	Open	Pause	Program
Rewind	Save	Stop	Accept
Add	Author	Column	Copy
Delete	Display	Divide	Division
Entry	Exhibit	Exit	Move
Option	Picture	Search	Select
Set	Space	Start	String
Use	Begin	Comment	Delay
Install	Repeat	Upper case	Keyword
Bug	Environments	Event	Fact
Positive feedback	Process	Scope	Create
List	Find	Retrieve	Update
Log	Password	Receiver	Reference file
Remainder	Restore	Review	Natural language
Recognizer	Trial and error		

2. Glossary of computer terms

1. end user

The person who uses hardware or software programmed or designed by another person.

2. Merge

To put two sets of data together while keeping the integrity of each intact.

3. canned software

Off-the-shelf software available in stores, as opposed to custom software created for a specific company or individual.

4. back-hack

Back-hack refers to the art of tracking a hacker who has broken into your system.

5. point size

A measurement used to describe the height of a printed character. A single point is $\frac{1}{72}$ of an inch.

6. tab stop

A place on a text line where the cursor goes when the TAB key is pressed. In word processing documents, tab stops usually are placed at regular intervals across the line but can be set wherever the user wants them.

7. key generation

Refers to the actual act of creating a key, which is a string of bits used to encrypt or decrypt data or information for security purposes.

8. Output

Information that comes out of a computer after processing. Output can be displayed on a screen, sent to another computer, or stored on a variety of storage media.

9. line driver

A device that boosts the strength of a signal before sending it down a line. A line driver increases the transmission distance, which helps to ensure the signal reaches its destination.

10. bit bucket

A term used in jest by users to describe the fictional place where information or data lost in transmission on the Internet winds up.

11. Peer

A computer that exists on the same level as another with similar access privileges on a network.

12. Media

The plural term for computer storage material such as diskettes, hard disks, and tapes.

13. Wave

The pattern of a signal, such as that generated by sound and light, that changes at regular intervals.

14. Insert

To place in betstudentsen. In computing, it means to place something betstudentsen data, information, or any other pieces of a document. For example, you can insert words anywhere in a word processing document.

15. microchip art

A "signature," such as a nonfunctioning symbol or picture, that microchip designers often add to their chips to add a personal touch to their handiwork.

16. Transfer

Transmitting data from point A to point B, whether the points are on a communications link or betstudentsen components on a computer system.

17. pessimistic locking

This database feature locks an object before the object is updated. That way, the user will be sure no one else accesses the object during the update and ensures that the update will be made.

18. Grabber

A video device that captures images from video and then changes them into a digital form the computer can understand. A grabber can refer to the hardware card that captures the video frame or the software that grabs the image and stores it as a file.

19. Rackmounted

Hardware devices, such as servers or monitors, designed to be installed on a metal frame. Also describes devices already installed on a metal frame.

20. tiger team

In software development, a group of people who volunteer or are paid to test new applications with the goal of determining the code's security studentsaknesses.

21. Persistence

The momentary lingering of previous images on a changing computer display.

22. site map

An organized directory of pages on a Studentsb site.

23. Rollers

Parts located in a printer that stretch across the width of a page and pull the paper through during the printing process.

24. Talker

Refers to an Internet site that hosts text-chatting functionality. The term is most popular among users from the United Kingdom.

25. Abort

To intentionally and prematurely terminate an active computer command.

26. Clamshell

The popular design for portable computers, with a shallow case hinged at the back so the screen folds up from the keyboard.

27. Job

A specified operation completed by the system. A job can be as simple as saving a document or as complex as organizing data into a report.

28. display image

The collection of icons, graphics, and text displayed on-screen at a given time.

29. Translator

A tool to convert one language into another that more closely resembles machine code. Translators are also called language processors and include assemblers, compilers, interpreters, and preprocessors.

30. Balance

A control feature often found in computer or stereo speakers. The balance control adjusts the amount of sound you hear from the right or left speakers. Generally, the balance should be adjusted so that the sound level from both speakers is the same.

31. Tab

An indentation at the beginning of a line to signify a new paragraph in a document. Usually about five spaces, tabs are primarily used to ensure equal spacing from line to line. There is also a tab called the write-protect tab on diskettes. When in a certain position, this tab prevents data on the diskette from being overwritten or erased. See 3.5-inch diskette. See 5.25-inch diskette.

32. back up

To copy a file or files to an alternate location so a safe copy remains if the original is destroyed or damaged.

33. Hacker

A technically sophisticated user who spends a lot of time at a computer. It refers to a person who writes computer programs, "hacking" up the digital code.

34. quit

To end a session with a program by purposely closing the application.

36. exit

A command or option that will let users leave and close a program.

37. Write error

An error that occurs during the transfer of data.

38. Posting

To transmit a message or article for publication on an Internet newsgroup or bulletin board.

39. Kill

To delete or remove data or a file.

40. Bluetooth

Bluetooth is a wireless standard that takes advantage of short ranges and slow data transfer speeds.

41. Minimize

Reducing a window to a small button or icon, while keeping the application running inside it open

42. Display

The image or text viestudentsd on a monitor. More recently, display has become synonymous with the monitor itself, particularly when referring to flat panel displays.

43. Sort

To organize data. For example, the information in a database can be sorted alphabetically, numerically, by keywords, and in other ways.

44. Cycle

One occurrence of a repeating event.

45. Run

To begin a program or use a program.

46. Sleep

A state of low-postudentsr inactivity.⁴⁴

⁴⁴<http://www.accessible-devices.com/ComputerTermDefinitions.html>.

CHAPTER III

METHOD OF THE RESARCH

A. Research of Method

The researcher applied descriptive method. The purpose of this method is to find the competence of the computer department students at SMKN 2 Belopa in Mastering computer terms vocabulary.

B. Population and Sample

1. Population

The population of this research is the second year of SMK 2 BELOPA in the 2013/2014 academic year. There are two classes. The total number of population is 30 students.

2. Sample

The researcher will take 30 students totally from two classes as the sample. This research use total sampling technique.

C. Instruments of the Research

The instrument of the research is vocabulary test. The test take used to find out the competence of the students in mastering computer terms vocabulary.

D. Procedure of Collecting Data

In collecting data, the researcher distributes the test to the students and explains about the aim and how to do that in 5 minutes. After that the students have to do the test in 60 minutes then collect it.

E. Technique of Analyzing Data

The result of the students' answer is put on the table. Then the researcher analyzes the difficulties by using percentage technique. The formula that used by the writer as follows:

1. Test result students' score of correct answer test would be counted by using the formula:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 10$$

2. Determining the mean score by formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{x} = Mean Score

$\sum x$ = Total Score

N = Total Number of Students

(Gay L.R, 1981:320 in Sinaria thesis, 2011:17)

Formula of percentage :

$$P = \frac{F}{N}$$

Where :

P = Rate percentage

F = Frequency

N = Total sample (Gay, 1981 : 292)

3. The level of the students' score the following classification was used:

- 1) 96 – 100 is classified as Excellent
- 2) 86 – 95 is classified as Very good
- 3) 76 – 85 is classified as Good
- 4) 66 – 75 is classified as Average
- 5) 56 – 65 is classified as Fair
- 6) 46 – 55 is classified as Poor
- 7) 0 – 45 is classified as Very poor (Depdikbud, 1985:75 in Jumran thesis, 2010:33)

CHAPTER IV
FINDINGS AND DUSCUSSIONS

A. Findings

1. Test Analysis

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

a) The score of students in vocabulary-test

Table 4.1
The Score of Students in Vocabulary-test

Respondents	Score of Students' Correct Answer	Score
01	19	6.3
02	19	6.3
03	18	6
04	20	6.6
05	21	7
06	15	5
07	15	5
08	14	4.6
09	14	4.6
10	20	6.6
11	19	6.3
12	18	6
13	15	5

14	17	5.6
15	22	7.3
16	21	7
17	19	6.3
18	16	5.3
19	17	5.6
20	14	4.6
21	18	6
22	13	4.3
23	14	4.6
24	19	6.3
25	22	7.3
26	24	8
27	23	7.6
28	21	7
29	23	7.6
30	18	6

The table 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 low score. The highest score was "8" and just one students got it, and the lowest score was "4,3". It means that, there are still many students' vocabulary at the SMKN 2 Belopa have low ability in mastering computer terms. This indicates that the process of learning should be developed in many factors such as method or technique, duration of English class etc.

2. Rate Percentage of Students' Score in Vocabulary-test

The score of students' in test are illustrated in the following table:

Table 4.2

Rate Percentage of Students' Score in vocabulary-test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	9,6 - 10	-	-
2.	Very good	8,6 - 9,5	-	-
3.	Good	7,6 - 8,5	3	10%
4.	Fairly good	6,6 - 7,5	10	33%
5.	Fair	5,6 - 6,5	8	27%
6.	Poor	3,6 - 5,5	9	30%
7.	Very poor	0 - 3,5	-	-
	Total		30	100%

The table number shows that in the vocabulary-test, the number of students taken as sample in the research there were not students got very good score, there were 9 (30%) students got poor score, there were 8 (27%) students got fair score, there were 10 (33%) students got fairly good score, and 3 (10%) students got good score. It means that all the students' vocabulary is still low, because just three students got expected score, other students got unexpected score. Then, it can be concluded that most of the students still have low ability in mastering computer term.

1. Mean Score of the vocabulary-test

$$M = \frac{\Sigma X_1}{N}$$
$$M = \frac{181,7}{30}$$
$$M = 6.05$$

This indicates that the students were still having fair ability in mastering vocabulary. Therefore it is still needed to improve the quality of learning and teaching process especially vocabulary building for computer terms.

B. Discussion

The table 6 shows that the mean score of students in vocabulary test about computer terms is 6.05. 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 Belopa is not effective yet.

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

Some factors that can contribute to the learning and teaching of English especially at SMKN 2 Belopa. 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.

Motivations of students have 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 motivations 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 Belopa, it is found that at SMKN 2 Belopa, 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 contribute to the learning vocabulary is the teacher. The teacher still lack of experience with the teaching of computer terms. Most of the teacher 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 Belopa should be familiar with some certain terms in computer 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.⁴⁵

In addition, every profession has their own specific terms include the computer 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.⁴⁶ 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 subject⁴⁷.

⁴⁵ Good, C.V. *Dictionary of Education*. New York : Mc Brown Hill Book co. (1959:642)

⁴⁶ *Webster*. Massachusetts : C. Meriam Co. (1966:59) Webster. 1990.

⁴⁷ Gave. Philip Babcock. *Webster Third New International Dictionary*. Massachusetts : C. Meriam Co. (1966:59)

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 text⁴⁸. 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 exists 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.⁴⁹

Overall, the students at SMKN 2 Belopa still need to improve their ability in mastering vocabulary related to the computer terms. In this case, all aspects in learning process should be paid attention by the teachers and students.

These were some example in giving score for students' writing test:

a. For students with number respondent 03

1) From the test match between the words and the defenition, the students

answer:

Scanner : is used to prin and article of image at paper media or film.

The analysis:

But the answer right is scanner is a tool to move data into digital hard copy.

⁴⁸ Goodman and Mohr. *Building Vocabulary Skills*. New Jersey : C. Meriam Co.1991 p.12.

⁴⁹ Pieter. A. Napa, *Vocabulary Development Skills*, (Cet. I; Yogyakarta: Kornisius, 1991), p. 6.

2) From the test mark the correct answer

He is brave man in this village. (noun)

The analysis:

As we know that brave is adjective, so the student answer is wrong

3) Susun huruf di bawah ini menjadi kata yang benar

K - T - O - E - N - W - R : NEKTWOR

The analysis:

The answer right is NETWORK

b. For students with number respondent 06

1. From the test match between the words and the defenition, the students

answer:

Hard disk : is used to print and article of image at paper media or film.

The analysis: But the answer right is hardisk is as the main data storage in a computer system.

2. From the test mark the correct answer

I will buy brown bag for my sister (verb)

The analysis: as we know that brown is a noun, so the student answer is wrong the right answer is noun.

Susunlah huruf di bawah ini menjadi kata yang benar

S - R - E - P - S - O - C - R - O = PROSCESOR

The analysis: The answer right is : PROCESSOR

c. For students with number respondent 22

- 1) From the test match between the words and the definition, the students answer:

Keyboard : is to a store and provide power reserve to be used when the primary power surcegoes out.

The analysis: But the answer right is Keyboard input serves as a tool to enter text commands, character, or move objects on a graphical interface for processing by a computer.

2. From the test mark the correct answer

This horse is agresive, you have to be careful (adj)

The analysis: as we know that agresive is a noun, so the student answer is wrong the right answer is adjective.

Susunlah huruf di bawah ini menjadi kata yang benar

D - K - B - O - E - D - Y - R - A = KAYBOERD

The analysis: The answer is right is: KEY BOARD

The tecnichal term in this computer terms could answer by the students are:

1. Key Board
2. Ram

3. Speaker
4. Heat Sink Fan
5. Monitor



CHAPTER V

CONCLUSION AND SUGGESTIONS

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

A. Conclusions

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

The tenth year students of SMKN 2 Belopa have low ability in mastering computer terms. It shows the value of students' correct answer and there in doing the pre -test. The highest score was "8" and just one student get it and the lowest score was "4,3" in vocabulary test.

In the percentage of students' score in vocabulary-test, the number of students taken as sample in the research there were not students got very good score, there were 9 (30%) students got poor score, there were 8 (27%) students got fair score, there were 10 (33%) students got fairly good score, and 3 (10%) students got good score. This indicates that the students were still have fair ability in mastering vocabulary. Therefore it is still needed to improve the quality of learning and teaching process especially vocabulary building for computer terms. Based on the result of testing that has described above, it can be proved that the students' competence on computer terms at SMKN 2 Belopa is still low. On other hands, the

students at SMKN 2 Belopa should be able to mastering the computer terms, since they will work on the profession of mechanic which is needed ability in knowing about those computer terms.

B. Suggestions

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

1. The teacher at SMKN 2 Belopa should pay attention and make the students fun in learning vocabulary especially the computer terms.
2. The teacher should be guided and motivated in order that they can give more attention in learning vocabulary especially related to computer terms. The teacher can use some games and media to improve the competence in learning vocabulary especially the computer terms.
3. The teacher can use video as media in introduction my new vocabulary about computer terms in English, and also, the teacher can use cards with picture to make the students are easier to understand the computer terms.
4. The assignments vocabulary should be given more in order that they practice more for it is important to improve their vocabulary mastery in computer terms.

The side school especially the headmaster has to make the computer laboratory for the students to learning especially the computer terms.

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