

## ABSTRACT

**S. Khalid M.R. Assyafi, 2014. The Students' Mastery on Economic and Business English Vocabulary of the first year students at Accounting Department of SMK Negeri 1 Palopo.**

Thesis, English Study Program Educational Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo, under consultant, 1. Dr. Masruddin, S.S., M.Hum, 2. Amalia Yahya, S.E., M.Hum

**Key Words : Vocabulary, Economic and Business English.**

This thesis studies about the students' mastery on economic and business English vocabulary of the first year students at accounting department of SMK Negeri 1 Palopo. The problem statements are: How is the first year students' of accounting department SMK Negeri 1 Palopo in mastering economic and business English vocabulary? and what problem encountered the students' of accounting department SMK Negeri 1 Palopo master economic and business English vocabulary?. The objectives of the research are find out the mastery of the first year students' of accounting department SMK Negeri 1 Palopo in mastering economic and business English vocabulary and to find out students' problems of accounting department SMK Negeri 1 Palopo in mastering economic and business English vocabulary.

This research used descriptive method involved the first year students of SMKN 1 Palopo. The number of population were 60 students in 2013/2014 academic year and researcher took 30 students as samples using random sampling technique.

The instrument of the research was vocabulary test about economic and business. The test was used to find out the competence of the students in mastering economic and business terms English vocabulary.

The result of this research shows that generally, it can be said that the first year students of SMKN 1 Palopo have fair ability in mastering vocabulary about economic and business English vocabulary. The means score of students' achievement was 4,90. This indicates that the students at SMKN 1 Palopo still have low ability in economic and business vocabulary. Then, The students' difficulties in learning vocabulary need to be improved by teachers and also by the students.

# CHAPTER I

## INTRODUCTION

### *A. Background*

Economics as a part of the curriculum subjects to those students who take courses like Business and Accountancy will help them on how to understand and be knowledgeable to determine the changes of the economic growth. This will also provide them with the best preparation or help them to prepare for employment in business, government, or secondary education for the mere future. A business student should understand that many businesses are at the mercy of general economic conditions. They are making so much decision like for example: what goods and services to produce, how to produce them and in what quantities.

By studying economics, a student will; develop a liberal and broad economic outlook, where he critically examines statistics issued by government agencies and acquires knowledge about price, production, consumption etc. of goods produced all over the world.

Understand how the business world functions, have a better understanding of how resources should be efficiently allocated to various people and countries. Know how important budgeting is and to manage money well. Understand individual economic decisions, as well as developments in business, government, and the world economy. Become a more knowledgeable participant in the political process, Learn a lot of skills and knowledge that he can apply to other jobs or to personal life. Learning about demand and supply, interest rates and exchange rates, and etc. can help make better decisions about investing and obtaining

mortgages. Studying Economics is important not only by the student taking up business courses but to all people belongs to the society. It helps everyone to make a choice and choose for what is right and able to help us to have a better life and use alternative resources due to the scarce of our resources we need to our daily life. We can never tell what will be going in future, that's why economics should be studied and must introduce to every individual in the society.

According to Georgia State University, studying economics can teach strong skills that will benefit an individual in a variety of jobs. Among these skills are the ability to: perform proper analysis and critical thinking; understand quantitative theory; and develop better communication.

In order to understand a language and develop the better communications, we have to understand and learn vocabulary, which is considered as the core of language it self. It is considered as the core of a language because it can be used in all areas of communication namely: Reading, Speaking, Listening, and Writing. In addition, we cannot convey our ideas, express our feeling, and influence other people without vocabulary.

From this perspective, vocabulary plays an important role in teaching vocabulary in a language learning. Therefore, we must give priority to teach vocabulary in language classroom, particularly in English classroom, in order to improve their language skill.

Vocabulary can not only communicate ideas better but also can actually think through ideas and problems with greater accuracy, clarity, and precision.<sup>1</sup> In other words it must be admitted that with vocabulary, language in any form of mental and physical, creativities, and activities can be communicated and conveyed.

One reality in some school is that they still cannot convey their ideas in English well. It is believed that one problem that they have is related to their vocabulary. It is impossible for the student to speak English fluently without having enough vocabulary although they understand the patterns

The mastery on term in the profession that someone working is very important. For example for the students at accounting department of SMK Negeri 1 Palopo, they need to know about some of vocabulary in economic and business especially about accounting itself. Therefore, it is very important to find out the students' mastery on vocabulary in Economic and Business at accounting department at SMK Negeri 1 Palopo.

In doing the jobs as accounting, there are many instructions in English which is specific for the accounting department. Therefore, the person who is working in accounting department, he or she needs to understand those specific terms. If not, he or she will not be able to do the jobs correctly and accurately.

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<sup>1</sup> Betty Azar S, *Understanding and using English Grammar*. The Second Edition. New Jersey : Prentice-Hall, 1989, p.7

Based on the explanation above, the writer interested to do a research under the title of **“The Students’ Mastery on Economic and Business English Vocabulary of the first year students at Accounting Department of SMK Negeri 1 Palopo”**.

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

Based on the background above, the writer formulates the following problem statements as follows:

1. How is the first year students’ of accounting department SMK Negeri 1 Palopo master economic and business English vocabulary?.
2. What problem encountered the students’ of accounting department SMK Negeri 1 Palopo master economic and business English vocabulary?.

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

In relation to the problem statement above, the objectives of the research are:

1. Find out the mastery of the first year students’ of accounting department SMK Negeri 1 Palopo in mastering economic and business English vocabulary.
2. To find out students’ problems of accounting department SMK Negeri 1 Palopo in mastering economic and business English vocabulary.

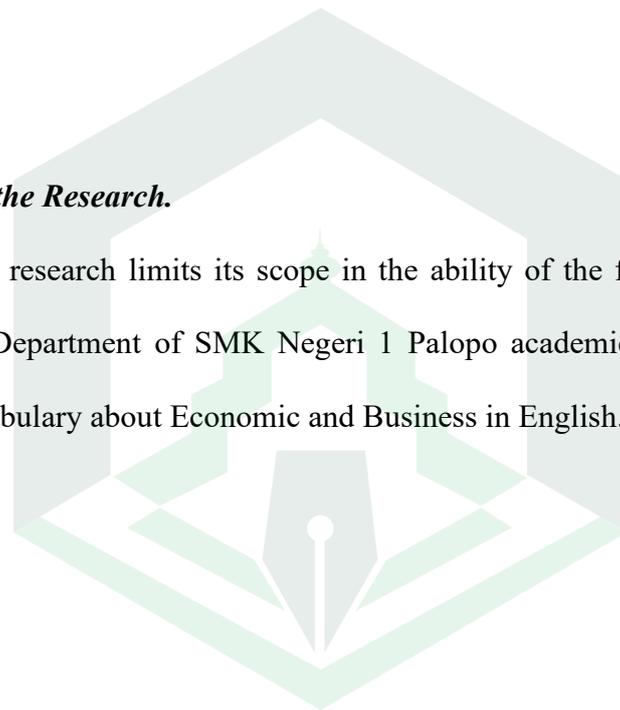
***D. Significance of the Research.***

The result of this the research is expected to be useful information for teacher and students at accounting department of SMK Negeri 1 Palopo in general especially for teaching and learning vocabulary.

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

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

This research limits its scope in the ability of the first year students of Accounting Department of SMK Negeri 1 Palopo academic year 2013/2014 in learning vocabulary about Economic and Business in English.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Review of Related Literature*

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

Basri in the title of *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 the students more chances and interesting way in learning vocabulary<sup>1</sup>.

Hermawati in the title of *Using Mother Tongue in teaching vocabulary to the First Year Students of MTS Pergis Wotu*. The result indicate that to use mother tongue In conveying their aims, especially in increasing vocabulary in English teaching and the technique can make the students improve their vocabulary<sup>2</sup>.

Suparman in his thesis under the title of *Improving Students Reading Skill Through Scanning and Skimming at the second year of Madrasah Aliyah Negeri*

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<sup>1</sup>Basri, *Improving Vocabulary Through Latter Game A Thesis SI (STAIN Palopo: 2009)*, p.16

<sup>2</sup>Hermawati, *Using Mother Tongue in Teaching vocabulary A Thesis SI ( STAIN Palopo;2009)*, p.13

(MAN) Palopo. The students should be active thoroughly and fully in the teaching learning process of reading comprehension.

The researches and experience above, the telling some thesis about improving the students' vocabulary. Based on the researches above the writer interest to research about the master economic and business vocabulary.

## ***B. Some pertinent idea***

### **1. Definition of Vocabulary**

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 are the 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.<sup>3</sup>

In English dictionary, Jhon M. Echols and Hasan shadily say stated that vocabulary is all of the word which registerd.<sup>4</sup> Besides to Martin Mansher stated that “vocabulary is total number of words in a language, words known a person, list of

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<sup>3</sup> Tarigan, *Pengajaran Kosakata*, (Cet. I; Bandung; Angkasa, 1993), p. 3.

<sup>4</sup> Jhon. M. Echols & Hasan Sadily, *Kamus Inggris Indonesia*, (Jakarta: PT. Gramedia Pustaka Utama, 1997), p. 631.

word with their meaning, especially in a book for learning foreign language.<sup>5</sup> 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.<sup>6</sup>

Vocabulary is one of the components of language. Without vocabulary we cannot communicate each other. Because, vocabulary is the one item in a language for the purpose of teaching and learning activities. So, we have to learn and memorize many vocabulary in order we can speak English well.

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 mistakes of writing they write. For example, they write “ijazah” in order to replace the word “certificate” and “prioritas” in order to replace the word “priority”.<sup>7</sup> As we 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 power of vocabulary, communication, the system of technique or symbol serving as a

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<sup>5</sup> Martin Mansher, *oxford dictionary* (New Edition : NewYork : oxford university press, 1995), p.1331

<sup>6</sup>Hermawati, *using Mother Tongue in teaching vocabulary A Thesis SI* (Palopo:STAIN 2009), p.5

<sup>7</sup> Masruddin,S.S.,M.Hum. *A Teaching Book and Exercise* (Palopo), p.70

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. We cannot organize our idea in sentence without words”.<sup>8</sup>

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.<sup>9</sup>

“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 dedicate from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary ‘items’ rather than ‘words’.<sup>10</sup>

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<sup>8</sup>Wilga M. River, *Teaching Foreign-Language Skills* , p. 468

<sup>9</sup>*Ibid.*

<sup>10</sup>Penny Ur, *A Course in Language Teaching*, (Cet. I ; New York; Cambridge University Press , 1996), p.60

## 2. Kinds of Difficulties of the Students in Learning Vocabulary.

The difficulties are:

- a. the students had difficulty in understanding the meaning of some words.
- b. The students mispronounced some English words.
- c. The students were not able to spell words correctly.
- d. Students were not able to use references correctly.
- e. The structure of vocabulary is difficult for students to understand. The students learn words just only by reciting, because they do not know to use the structure of vocabulary learn words. Prefixation, suffixation and root are three part of vocabulary. If students want to understand vocabulary, they must know them. However it is not easy to understand, when students have trouble to learn, they can not go on. As a result, they can not learn words quickly and easily.
- f. Vocabulary is so difficult. After all students have no idea to solve by themselves. Therefore, they can not learn words and learn english well. On the other hand, they have a little time to read other english books. In fact, reading is a good way to learn words. Students should read many books on their spare time. Teachers should also suggest students which books are good for them. In this way, students can improve their english by reading.
- g. Little speaking and writing make students forget words quickly. Though teacher have class in english, students can not talk with each other. Teachers should build an environment to let every students speak english. Students will feel english very

interesting. Gradually, they can speak it fluently. Writing is also a good way to learn words. They should have good habits to write some topics in English. Teachers should give some titles to students to write.

h. In a word, students can not learn words well, because they have some bad habits to study vocabulary. They only know one meaning of word. When they see the same word in different context, they do not know its meaning. If students know several meanings of a word and according to a text, they would know its meaning. There is another reason that is students' pronunciation. Their pronunciation causes them can not understand what teachers say. Of course, students can not correct their pronunciation by themselves only under teachers' help<sup>11</sup>.

### 3. The Concept of Vocabulary

Vocabulary seen as incident to the main purpose of language teach, namely the acquisition of grammatical know ledge about language.<sup>12</sup>

Vocabulary is a list of words used in certain book arranged in alphabetical order.<sup>13</sup>

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.

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<sup>11</sup> Nation, *Teaching and Learning Vocabulary*.( New York: Newbury, House Publishers, 1990), p. 97.

<sup>12</sup> Jeremy Harmer, *The Practise of English Language Teaching*, p. 154.

<sup>13</sup>Tanti Yuniar Sip, *Kamus Inggris Indonesia*, (Surabaya, 2007), p. 347.

c. Book contains a list words used in a book etc-usually with definition or translation.<sup>14</sup>

According to Manser that vocabulary is:

- a. Total number of words in language
- 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.<sup>15</sup>

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.<sup>16</sup>

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

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<sup>14</sup> Hornby, *Oxford Advanced Learners Dictionary of Current English*, (Tokyo: Oxford University Press, 1974), p. 978

<sup>15</sup> Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (Tokyo: Oxford University Press, 1991), p. 461.

<sup>16</sup> Hornby, *Oxford Advanced Learners of Current English*, p. 318.

more words we learn, the more ideas we should have so we can communicate the ideas more effectively.<sup>17</sup>

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 we learn, the more ideas we should have, so we can communicate the ideas more effectively.

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

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<sup>17</sup> Pieter. A. Napa, *Vocabulary Development Skills*, (Cet. I; Yogyakarta: Kornisius, 1991), p. 6.

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 well learners speak, listen, read, and write. Without an 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 well 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.<sup>18</sup>

As we 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.

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<sup>18</sup>Jack C. Richard and Renandya, *Methodology in Language Teaching*, p. 256.

From the definition above, we can see that vocabulary is one of the components of language and no language exists without words. Without vocabulary we cannot communicate each other, so we have to learn and memorize many of vocabulary so that we can speak English well.

#### 4. Theory of Vocabulary Memorization

The significant point in teaching vocabulary is the selection of words we as teachers want to teach. It is quite easy to teach concrete words at lower level and then become more abstract. Thus, we need to consider the frequency too. There is a choice for us, we can decide which words to teach on the basis of frequency, how often the words are used by the speaker of the language. Especially with young learners words that they are familiar with and they can stick to them should be taught. Very often words are taught according to themes and topics. Nowadays all the course books are organized into themes and they provide vocabulary. According to it. If there is a theme "Animals", then we can expect words like naming animals, also where they live, what they eat etc. Words that have quite specific meaning should be avoided with young learners. States the learners need to be taught the form of the word, then grammar, collocations, meaning and word formation. In the form pronunciation and spelling should be mentioned. "The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling)." (Ur, 1996, p 60). The grammar of a new item also needs to be taught. Again, depending what level the learners.

There has been a great of research into how we remember and much of this informs our decisions about how we should encourage our students to 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 we need to meet a word before we are comfortable and confident enough to use it ourselves, 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) We 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 words are said to be more difficult to learn than others.

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

#### 5. Vocabulary Learning Process.

Students' achievement in understanding and classifying the vocabulary being learned should be continually improved. The vocabulary learning process will improve the learners' mastery on words. This process should precede the application of the vocabulary use both inside and outside the class room. So, the vocabulary that has been mastered by students is able to be understood, generalized and implicated in a well communication.

Then, the result of study in the part of teaching and learning process will be related to cognitive or affective process, Concerning to this, improving the vocabulary is one of technical learning process. Ngalim in Asmur elaborates that "learning is the process that add manners, and someone knowledge".<sup>19</sup>

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<sup>19</sup> Asmur, Op. Cit., p. 13.

The other opinion describes Sunardi in Asmur that” learning is the activity where anyone process or collects the change manners in their selves, and that change manners is the active one to get the prospect of life”.<sup>20</sup>

Based on the statement above the aspects in improving the vocabulary through the use of word list have to pass some stages to understand the application analysis, syntactic, and ability to evaluate in improving the vocabulary.

The first phase of a lesson is one of modeling. The instructor issue commands to a few students, and them performs the action with them. In the second phase, these same students demonstrate that they can understand to command by performing them alone. The teacher next combines elements of the commands to have students develop flexibility in understanding unfamiliar utterances these commands, which students perform, are often humorous. To get more understanding in teaching or learning process, the researcher will be given about improving the vocabulary through the word list in a class:

- a. The teacher gives commands in the target language and performs it with the students.
- b. The teacher gives the commands quite quickly.
- c. The teacher sits down and issue commands to the volunteers.
- d. The teacher direct students other that the students can learn through observing action as well as by performing the action them selves.

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<sup>20</sup>*Ibid.*

- e. The teacher introduces new command after she is satisfied that the first six have been mastered.
- f. The teacher changes the order if the commands.
- g. When the students make an error, the teacher repeats the commands the while action in out.
- h. The teacher gives the students commands they have not heard before.
- i. The teacher says” jump to the desk” everyone laugh ( language learning is more effective when it is fun ).
- j. The teacher writes the new commands on the white board.
- k. A few weeks later, a student who has not spoken before gives commands.
- l. A student says” shake hand with your neighbor (teacher should be tolerant if students make error them, they first begin speaking.<sup>21</sup>

Those are some steps in vocabulary learning process that present by Larsen by using word list in teaching vocabulary process.

#### 6. 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 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

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<sup>21</sup> Diana Larsen and Freeman, *Techniques and principles in Language Teaching* (New York, Oxford University 1986), p. 114-115.

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.

- a. Focus on the most useful vocabulary first.
- b. Focus on the vocabulary in the most appropriate way.
- c. Give attention to the high frequency words across the four strands of a course.
- d. Encourage learners to reflect on and take responsibility for learning.<sup>22</sup>

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

1. Realia

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.

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<sup>22</sup> David Nunan, *Practical English Language Teaching* (1991)

## 2. 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.

## 3. 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.

## 4. Contrast

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

## 5. Enumeration

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

## 6. 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.

### 7. Translation

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

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

- a. Students could be asked to write gapped sentences with chosen lexical items missing for their classmates to complete.
- b. Or they write full sentences on overhead transparencies for everyone to comment on or correct.
- c. Story building or dialogue-building involving target words or phrases could be done in groups or the whole class.
- d. 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.

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

We have said that vocabulary teaching is as important as the teaching of structure, and in the following examples we will look at a range of activities which are designed to teach and practice words and their various uses. We 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 feels students should be encouraged 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.<sup>24</sup>

## 7. Types of Vocabulary

There are four type of vocabulary, those are:

- a. Active speaking vocabulary is words that the speakers are able to use in speaking.
- b. Passive listening vocabulary, words that a listener recognize but cannot necessary produce when speaking.
- c. Passive reading vocabulary rivers to words that a reader recognizes would not necessary be able to produce.
- d. Active writing vocabulary, words that a writer is able to use in writing.<sup>25</sup>

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

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.

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

<sup>25</sup>Basri, *Improving vocabulary through Latter game A Thesis SI (STAIN Palopo: 2009)*, p.17

<sup>26</sup> Jeremy Harmer *The Practice of Language Teaching* 1991, p.159

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.<sup>27</sup>

### 8. 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:<sup>28</sup>

#### 1. Word Classes

Word classes are well-known as parts of speech in grammatical English. They include:

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

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<sup>27</sup> Op.chit, p.18

<sup>28</sup> Thornbury Scott, *How to Teach Vocabulary*, Pearson Education Limited, 2002

## 2. Word Families

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

- a. Inflexions : plays, playing, played
- b. Derivatives : player, replay, playful

## 3. Word Formation

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

## 4. Multi-word units

Most well-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 week, once again, once more.

## 6. Homonyms

Homonyms are words that share the same form but have unrelated meaning. Examples: well, 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: here 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.<sup>29</sup>

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.

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

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. If 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, we 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.<sup>30</sup>

### a) Noun, Adjective and Verb

#### 1. Noun

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

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

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.<sup>33</sup>

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

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<sup>30</sup>Hatta, *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

<sup>31</sup> Oxford *Learner'sPocket Dictionary* (New edition:University press.2000), p. 291.

<sup>32</sup> Jeremy Harmer,*The Practice of English Learning, 1991, p.159*

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

sentence. In addition, it may function as the chief or ‘head’ word in many structures of modification.<sup>34</sup>

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 we cannot touch, but can feel.

Example: optimism, kindness, beauty, complexity

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

Example: group, team, audience

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

Example: gold, silver, nickel, sand.<sup>35</sup>

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

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

### Kinds of noun vocabulary in Economic and business

Example: Bank	Design
Money	Trademark
Label	Point of sale
Poster	Debitor
Product	Credit card
Document	Consumer
Agreement	

## 2. 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.<sup>36</sup> Adjective is word that describes a noun.<sup>37</sup>

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 well.<sup>38</sup>

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<sup>36</sup>Penny Ur, *A Course in Language Teaching*, (Cet. I ; New York; Cambridge University Press , 1996), p.80.

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

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

Examples vocabulary: An adjective are divided into ten kinds

a) Adjective of quality

An adjective used total about the quality of a person or thing known as adjective of quality, such as: wealthy, regional, fundamental, industrial, elementary, 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 we 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 us: own and very.

## i) Exclamatory adjective

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

## j) Proper adjective

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

Kinds of adjective vocabulary in Economic and business

Example: Profit	Loss
Delivery	Cost price
Cash flow`	Bankrupcy
Assessment	Debt
Loas	Irrevocable

## 3. Verb

Verb is word or phrase that expresses an action, an event or a state.<sup>40</sup>

<sup>39</sup>Collier, *The Key to English Vocabulary*, p. 24

<sup>40</sup> Victoria Bull, *Oxford Learner's Pocket Dictionary* (Fourth edition ; New York: Oxford University Press, 2008 ), p.492.

Verb can divided into four kinds, they are:

a. Infinitive Verb

Infinitive verb divided into two kinds, they are:

1) Infinitive with to

Example: to start, to wish, to refuse, to want, to propose, etc.

2) Infinitive without to

Example: eat, bring, buy, go, etc.

b. Regular and Irregular Verb

Regular verb is the change of verb which follows the normal form, by adding it *d* or *ed* to be past tense and past participle.<sup>41</sup>

Example:

Infinitive; Erase, Free, Escape

Past Tense; Erased, Freed, Escaped

Past Participle; Erased, Freed, Escaped

Irregular verb is the change of verb which does not follow the normal form, but it must be memorized.

Example:

Infinitive; Do, Be, See

Past Tense; Did, Was, Saw

Past Participle; Done, Been, Seen

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<sup>41</sup> Nina A. R, *Hafalan Luar Kepala English Grammar*, (Yogyakarta: Pustaka Widyatama, 2010), p. 21.

c. Transitive and Intransitive Verb

Transitive verb is the word which needs object to complete the meaning or it cannot stand alone without and pronoun as object.

Example: She *buys* an apple, I will *come* to your house, They *give* a gift

Intransitive verb is the word which does not need object because it has complete meaning and its verb always active verb.

Example: bark, fall, go, become, cry, etc.

d. Full verb, Auxiliary verb and linking verb

Full verb is the word which used to state an activity or action. It can stand by itself and has complete meaning without to.

Example: sing, laugh, watch, yell, cry, eat, sleep, see , Etc.

Auxiliary verb is the verb which helps other verb to for the complete structure. It cannot stand by itself but it needs other verb especially full verb.

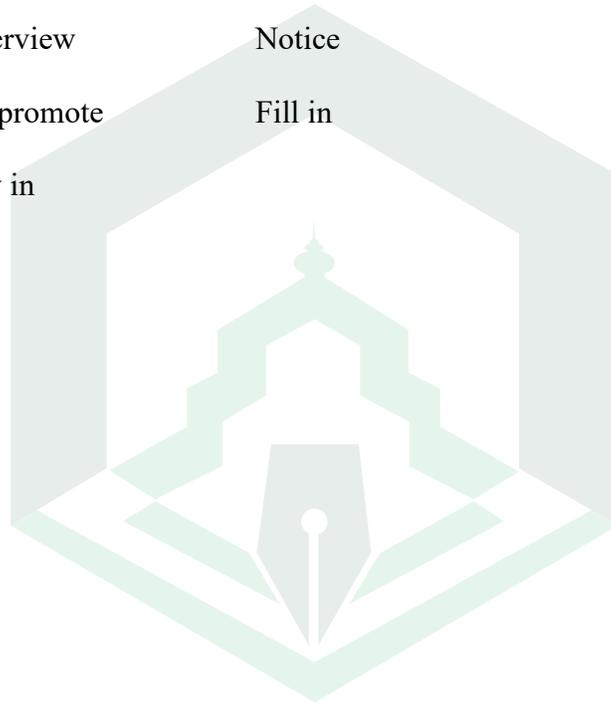
Example: To be (am, is, are, was, were, be, being, been), Do, does, did and Have, has, had.

Modal auxiliaries

Example: may, have to, would, ought to, might, had to, shall, dare, must, need not, should.

## Kinds of verb vocabulary in Economic and business

Example: Fulfill	Stipulate
Withdraw	Warrant
Take on	Declare
Resign	Retire
Interview	Notice
To promote	Fill in
Pay in	



**IAIN PALOPO**

## CHAPTER III

### RESEARCH METHOD

#### *A. Research Method*

This research used descriptive method. It aims at finding out difficulties in learning economic and business terms English vocabulary by the accounting department students of SMK Negeri 1 Palopo.

##### 1. Population and Sample

###### a) Population

The population of this research was the first year the accounting department students of SMK Negeri 1 Palopo 2013/2014 academic year that consists of two classes. The populations is 60 students.

###### b) Sample

The writer used random sampling technique. sample is done randomly, then every item in the population has an equal chance of being selected. An advantage of random sampling is unbiased statistics. An unbiased statistic has the characteristic that as the sample size increases, the statistics from the sample approaches the true values of the population. This is true if the probability distribution of the population is not changing with time, or as a result of being sampled. Using a random sampling method does not guarantee statistics free of bias. So the writer took some students

from two class consisted of 60 students, then writer took 50% or 15 students from each class randomly until 30 students as sample.<sup>1</sup>

No	Kelas	Jumlah Siswa	Persentase	Sampel
1	XA	30	50%	15
2	XB	30	50%	15
	Jumlah	60		30

Table Daftar Sampel Penelitian

## 2. Instrument of the Research

The instrument of the research was vocabulary test. The test would be used to find out the competence of the students in mastering economic and business terms English vocabulary. And also the writer also use questionnaires to know the problems of students about mastering economic and business terms English vocabulary.

## 3. Procedure of Collecting Data

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

## 4. Technique of Data Analysis

a) The result of the students' answer put in a table. Then the writer analyzed the difficulties by using percentage technique. The formula that used by the writer as

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<sup>1</sup> Sofiyan siregar, *Statistika Deskriptif*, ( Cet ke-3: PT. Raja Grafindo Persada, Jakarta), p. 144.

follows:

$$P = \frac{Fq}{N} \times 100 \%$$

where :

P = Percentage

Fq = Frequency

N = The total number or respondent

b) According to Madsen (1983 : 183) if the answer is more than 90% right, it is considering too easy but if lower than 30% get right. It is considering too difficult and to indicate the level of students difficulties. The following categorized is taking.

Classifying the students' scores based on the following classification:

1. Excellent = 9.6 – 10 is classified as excellent
2. Very Good = 8.6 – 9.5 is classified as very good
3. Good = 7.6 – 8.5 is classified as good
4. Fairly Good = 6.6 – 7.5 is classified as fairly good
5. Fair = 5.6 – 6.5 is classified as fairly
6. Poor = 3.6 – 5.5 is classified as fairly poor
7. Very Poor = 0 – 3.5 is classified as poor

(Gay, 1981 : 292)

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### *A. Findings*

##### 1. Tests Analysis

In the previous description, it has been explained that the data analysis in this research used descriptive method. The description explained the result of the research in the vocabulary test about economic and business English vocabulary at SMKN 1 Palopo. The data analyzed and performed in the following table:

**Table 4.1**

The Score of Students in Vocabulary-test

<b>Respondents</b>	<b>Value of Students' Correct Answer</b>	<b>Score</b>
1	30	5
2	32	5,3
3	25	4,1
4	37	6,1
5	21	3,5
6	15	2,5
7	15	2,5
8	39	6,5
9	41	6,8
10	37	6,1
11	35	5,8

12	23	3,8
13	20	3,3
14	41	6,8
15	37	6,1
16	35	5,8
17	20	3,3
18	37	6,1
19	23	3,8
20	25	4,1
21	37	6,1
22	23	3,8
23	30	5
24	34	5,6
25	22	2,1
26	36	6
27	30	5
28	38	6,3
29	38	6,3
30	22	3,6

The table 4.1 shows the value of students' correct answers and their score in doing the vocabulary-test about economic and business terms. It shows that all students taken as sample in this research got low score. The highest score was "6,8" and just two students got it, and the lowest score was "2,1". It means that, the students' vocabulary about economic and business terms at the second year students of SMK Negeri 1 Palopo was still low.

a. Rate Percentage of Students' Score in vocabulary – test about economic and business terms.

The score of students in vocabulary test in economic and business terms is illustrated in the following table:

**Table 4.2**

Rate Percentage of Students' Score in vocabulary test about economic and business terms

No	Classification	Score	Frequency	Percentage
1	Excellent	9,6 - 10	0	0
2	Very Good	8,6 - 9,5	0	0
3	Good	7,6 - 8,5	0	0
4	Fairly good	6,6 - 7,5	2	6,7%
5	Fair	5,6 - 6,5	12	40%
6	Poor	3,6 - 5,5	10	33,3%
7	Very Poor	0,0 - 3,5	6	20%
Total			30	100%

The table 4.2 shows that in the vocabulary test about economic and business terms, the number of students taken as sample in the research there were 6 (20%) students got very poor score, there were 10 (33.3%) students got poor score, there were 12 (40%) students got fair score, there were 2 (6,7%) student got fairly good score, and no student got good score. It means that all the students' vocabulary was still low, because just 2 students got expected score; another students got unexpected score.

- b. The Means score of the students in vocabulary test about economic and business terms.

Mean score of vocabulary test in economic and business terms.

$$M = \frac{\Sigma X_1}{N}$$

$$M = \frac{147,10}{30}$$

$$M = 4,9033$$

**Table 4.3 The Students' Mean Score**

**Descriptive Statistics**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Sum</b>	<b>Mean</b>
Test vocabulary	30	2,10	6,80	147,10	4,9033
Valid N (listwise)	30				

The table 4.3 indicates that the mean score of students in the vocabulary test was low. This implies that the teacher at SMKN 1 Palopo should found a solution in order to improve the mastery of the students in economic and business terms vocabulary.

## 2. Questionnaire

The result of questionnaires were explained in the following table:

**Table 4.4**

Can you distinguish the meaning of the vocabulary of economics and business with other vocabulary meanings.

No	Item of choice	Frequency	Percentage
1	Yes	8	27%
	No	22	73%
	Total	30	100%

From the students' answer in table 4.4 showed about economic and business vocabulary, there were 8 students (27%) chose 'yes' if they are can distinguish the meaning of the vocabulary of economic and business with other vocabulary meanings and there were 22 students (73%) chose 'no'. So, we can take conclusion that most of the students of SMKN 1 Palopo can not the distinguish the meaning of the vocabulary of economic and business with other vocabulary meanings.

**Table 4.5**

Do you think that economic and business vocabulary is difficult for your level.

No	Item of choice	Frequency	Percentage
2	Very difficult	1	3%
	Difficult	25	83%

	Easy	4	13%
	Total	30	100%

The students' statement in the table 4.5 shows that economic and business vocabulary was difficult for the students especially at SMKN 1 Palopo. This case could be showed by the students answer in the table of questionnaire. There was 1 student (3%) chose 'very difficult' 25 students (84%) chose 'difficult' and there were 4 students (13%) chose 'easy'. It means that conditional sentence were difficult for the students.

**Table 4.6**

Have you understood well the lesson of economic and business vocabulary that is given to you.

No	Item of choice	Frequency	Percentage
3	Understand	1	3%
	Not yet	21	70%
	Didn't understand	8	27%
	Total	30	100%

Based on the table 4.6 showed about the students' comprehension in studying economic and business vocabulary in the class. There was 1 student (3%) gave answer 'understand' 21 students (70%) chose 'not yet' and there were 8 students (27%) chose 'didn't understand'. So the researcher can take conclusion

that the ability of the students in SMKN 1 Palopo studying economic and business vocabulary is needed to be increased.

**Table 4.7**

I can not memorize vocabulary economics and business well.

No	Item of choice	Frequency	Percentage
4	Yes	25	83%
	No	5	17%
	Total	30	100%

Table 4.7 showed that about the they are can not memorize vocabulary economics and business well. There were 25 students (83%) chose 'yes' and 5 students (17%) chose 'no'.

**Table 4.8**

Can you define the appropriate vocabulary for the purpose of economics and business.

No	Item of choice	Frequency	Percentage
5	Yes	4	13%
	No	26	87%
	Total	30	100%

Table 4.8 showed about the students of SMKN 1 Palopo, who can define the appropriate vocabulary for the purpose of economic and business, there were only 4 students, and there were 26 students said "no". So we can take conclusion

that most of the student in SMKN 1 Palopo can not define the appropriate vocabulary for the purpose of economic and business.

There some reasons why they can not define the appropriate vocabulary for the purpose of economic and business:

1. They didn't have much vocabulary about economic and business.
2. Because of motivation from parents and teachers
3. They don't have self confidence
4. There are not enough media or facilities.

**Table 4.9**

What is your the difficult in learning economic and business.

No	Item of choice	Frequency	Percentage
6	Lack of vocabulary	10	33%
	Seldom Practicing	5	17%
	Lack of material	15	50%
	Total	30	100%

On the table 4.9 shows that about the difficulties faced by the students of SMKN 1 Palopo in learning economic and business vocabulary. There were 10 students (33%) chose 'lack of vocabulary' 5 students (17%) chose 'seldom practicing' and there were 15 students (50%) chose 'lack of material' about conditional sentence from their teacher.

**Table 4.10**

Are the differences in economic and business sense vocabulary makes you difficult to learn.

No	Item of choice	Frequency	Percentage
7	Always	22	73%
	Seldom	6	20%
	Never	2	7%
	Total	30	100%

The statement in the table 4.10 showed about the differences in economic and business sense vocabulary makes you difficult to learn. There were 22 students (73%) chose 'always' there were 6 students (20%) chose 'seldom' and There were 2 students (7%) chose 'never'. It means that, most of the students in SMKN 1 Palopo always difficult to learn because the differences in economic and business sense vocabulary.

**Table 4.11**

Your ability in English has improved after studying economic and business.

No	Item of choice	Frequency	Percentage
8	Very agree	15	50%
	Agree	14	47%
	Disagree	1	3%
	Total	30	100%

Table 4.11 showed about the students' ability in English language studying economic and business vocabulary. This could be showed by the students answer. There were 15 students (50%) chose 'very agree' 14 students (47%) chose 'agree' and just 1 student (3%) chose 'disagree'. So we can take conclusion that the students ability in English had been improved after they studying economic and business vocabulary that was given from the researcher.

**Table 4.12**

Do you know the function of economics and business vocabulary

No	Item of choice	Frequency	Percentage
9	Yes	6	20%
	No	24	80%
	Total	30	100%

Statement in the table 4.12 showed about the students' knowing the function of economics and business. There were 6 students (20%) chose 'yes' if they are knowing the function of economics and business vocabulary, but there were 24 students (80%) said 'no'.

**Table 4.13**

Do you like studying economic and business vocabulary that have been given to you.

No	Item of choice	Frequency	Percentage
10	Very like	6	20%
	Like	23	77%
	Dislike	1	3%
	Total	30	100%

Table 4.13 showed about the students' interesting in studying economic and business vocabulary. This showed. Those there 6 students (20%) chose 'very like' 23 students (77%) chose 'like' and just 1 student (3%) chose 'dislike'. It means that the students of SMKN 1 Palopo like studying economic and business vocabulary that had been given to them.

### ***B. Discussion***

#### 1. Based on the result of test economic and business vocabulary.

Based on the result of data analysis, the researcher found out that the abilities of the students of SMKN 1 Palopo in using economic and business vocabulary is classified 'poor'.

The highest score was "6,8" and just two students got it, and the lowest score was "2,1". It means that, the students' vocabulary about economic and business terms at the second year students of SMK Negeri 1 Palopo is still low.

It can be seen from the table 4.2, that there was no students got 'excellent' score, no students got 'very good' score, no students got 'good' score, and 2 students (6,7%) got 'fairly good' score, and 12 students (40%) got 'fair' score, and 10 students (33,3%) got 'poor' score, and 6 students (20%) 'very poor' score. It means that, the ability of SMKN 1 Palopo in using economic and business vocabulary is 'fair'.

The table 4.3 indicates that the mean score of students is 4.90. This implies that the teacher at SMKN 1 Palopo should found a solution in order to improve the mastery of the students in economic and business terms vocabulary.

## 2. Based on the result of questionnaire

Next research spread out the questionnaire to know the students' response and problems toward the learning of economic and business vocabulary at SMKN 1 Palopo. Based on the response of students at SMKN 1 Palopo, it is found that at SMKN 1 Palopo, the students have low spirit in studying English. It is an indicator that they have less motivation. One of the factors that contribute to this situation is that they do not realize about the importance of English for their future. Most of them do not realize yet about the importance of English.

Another factor that contributes to the learning vocabulary is the teacher. The teacher still lack of experience with the teaching of economic and business vocabulary. 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 1 Palopo should be familiar with some certain terms in economic and business terms in order to have good

understanding in their profession namely in economic field. When someone works as accounting in an international company industry for example, he or she needs to be able to express and notice some specific terms in accounting if industries. In addition, the worker should be able to use those term properly based on the context of economic. As Good defines that vocabulary as the words having meaning when heard or seen even though not produced by the individual himself to communicate with others is the words that considered essential for minimal use of language.<sup>1</sup>

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

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

The importance of vocabulary has a big relationship with the development of a professional job. Goodman and Mohr state that vocabulary is a basic part of reading comprehension. It means that we are going to have trouble to understand

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

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

<sup>3</sup> Gave. Philip Babcock. *Webster Third New International Dictionary*. Massachusetts : C. Meriam Co. (1966:59).

the text if we don't know most words in the text<sup>4</sup>. On the other side, a student should have a good vocabulary since its importance, According Pieter A. Nopa, explains that vocabulary is one of the 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 we learn, the more ideas we should have so we can communicate the ideas more effectively.<sup>5</sup>

Overall, the students at SMKN 1 Palopo still need to improve their ability in mastering vocabulary related to the economic terms in English.

The next, the writer will explain the item of the questionnaire:

First questionnaire "Can you distinguish the meaning of the vocabulary of economics and business with other vocabulary meanings". There were 8 students (27%) choose 'yes' if they are can distinguish the meaning of the vocabulary of economic and business with other vocabulary meanings and there were 22 students (73%) choose 'no'.

Second questionnaire "Do you think that economic and business vocabulary is difficult for your level". There were 1 student (3%) chose 'very difficult' there were 25 students (84%) chose 'difficult' and there were 4 students (13%) chose 'easy'. The researcher concluded that it was very difficult in theirs level.

Third questionnaire "Have you understood well the lesson of economic and business vocabulary that is given to you". There was 1 student (3%) gave

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

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

answer 'understand' 21 students (70%) chose 'not yet' and there were 8 students (27%) chose 'didn't understand'.

Fourth questionnaire "I can not memorize vocabulary economics and business well". There were 25 students (83%) chose 'yes' and 5 students (17%) chose 'no'.

Fifth questionnaire "who can define the appropriate vocabulary for the purpose of economic and business". There were only 4 students, and there were 26 students said "no". So we can take conclusion that most of the student in SMKN 1 Palopo can not define the appropriate vocabulary for the purpose of economic and business.

Sixth questionnaire "What is your the difficult in learning economic and business". There were 10 students (33%) chose 'lack of vocabulary' 5 students (17%) chose 'seldom practicing' and there were 15 students (50%) chose 'lack of material' about conditional sentence from their teacher.

Seventh questionnaire "Are the differences in economic and business sense vocabulary makes you difficult to learn". There were 22 students (73%) chose 'always' there were 6 students (20%) chose 'seldom' and There were 2 students (7%) chose 'never'. It means that, most of the students in SMKN 1 Palopo always difficult to learn because the differences in economic and business sense vocabulary.

Eighth questionnaire "your ability in English have improved after studying economic and business vocabulary". There were 15 students (50%) chose 'very agree', there were 14 students (47%) chose 'agree', and there was 1 student (3%)

chose 'agree'. The researcher concluded that students were improved after studying economic and business vocabulary.

Ninth questionnaire "Do you know the function of economics and business vocabulary". There were 6 students (20%) chose 'yes' if they are knowing the function of economics and business vocabulary, but there were 24 students (80%) said 'no'.

Tenth questionnaire "Do you like studying economic and business vocabulary that given to you". There were 6 students (20%) chose 'very like' there were 23 students (77%) chose 'like' and there was 1 student (3%) chose 'dislike'. The researcher concluded the students like to study economic and business vocabulary.

From the result of questionnaire above, the researcher concluded that there were many kinds of problem to the students toward of economic and business vocabulary for examples; the students lack to understand the economic vocabulary, the knowledge of the students about business is low, the students can not memorize the economic and business vocabulary etc.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### *A. Conclusion*

Based on data analysis and discussion in the previous chapter, the researcher concludes as follows: Most of the students of SMKN 1 Palopo get fair score in mastering vocabulary about economic and business terms. This indicates that the students at SMKN 1 Palopo still have low ability in mastering economic and business English vocabulary. The result of questionnaire many aspect which make the students got fair score namely; Can not the distinguish the meaning of the vocabulary of economics and business with other vocabulary meanings, economic and business vocabulary is difficult for their level, their ability in English studying economic and business is lack and many others.

#### *B. Suggestions*

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

1. We must use communicative approach method and direct method in teaching so that student can understand about economic and business vocabulary.
2. The students should be guided and motivated in order that they can give more attention in learning vocabulary especially related to economic and business terms.

3. We should choose good technique in teaching vocabulary to make the students easy to learn vocabulary about economic and business terms.

4. The assignments of vocabulary should be given more in order that they practice more for it is important to improve their vocabulary mastery in economic and business English vocabulary.



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