THE COMPETENCE OF THE TENTH YEAR STUDENTS OF SMK KEPERAWATAN NECO PALOPO IN MASTERING HEALTH TERMS VOCABULARY

A THESIS

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

By,

M. KHAIRIL JIHADI
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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT

OF THE STATE COLLEGE FOR ISLAMIC STUDIES

(STAIN) PALOPO

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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
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2013

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THESIS APPROVAL

This thesis entitled "**The Competence of the Tenth Year Students of SMK Keperawatan NECO Jaya Palopo in Mastering Health Terms Vocabulary**", which is written by **M. Khaeril Jihadi. REG.NUM. 07.16.3.0078**, English S1 study program of Tarbiyah Department of State College For Islamic Studies Palopo, has been examined and defended in Munaqasyah session which is carried out on Wednesday, **May 22nd 2013**., coincide with **5 Rabiul Akhir 1434 H.** It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

Palopo, May 20th 2013 M

5 Rabiul Akhir 1434 H

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Assalamu Alaikum Wr.Wb.

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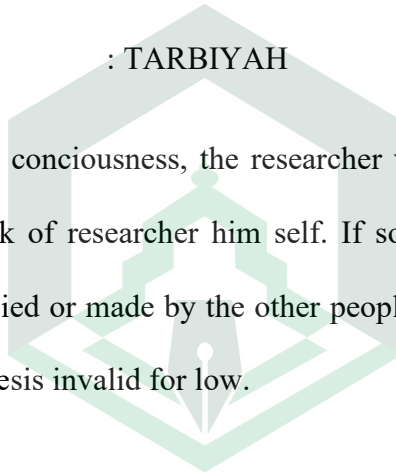
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The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements and comments from many people. Therefore, the writer would like to express thankful to:

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Finally, the researcher pray to the God, Allah SWT gives regard to all of the people who have helped the researcher. And the researcher hopes this thesis can be useful and give postive contribution for the readers and the others.

Palopo, November, 22nd 2012

Researcher

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ABSTRACT

M.Hairil Jihadi. 2013. The Competence of the tenth year students of SMK Keperawatan NECO Palopo in mastering health terms vocabulary. *A Thesis. English Education Study Program. Tarbiyah Department STAIN Palopo*. (Supervised by Masruddin and Wahibah)

Key Words : Competence, Health Terms, Vocabulary

The objective of this research was to find out the competence of the tenth year students of SMK Keperawatan NECO Palopo in mastering health terms vocabulary. The main focus of the problem are the adjectives and nouns in health terms.

This research used random sampling in which 30 students was taken as sample out of 60 students taken from the tenth year students of SMK Keperawatan NECO Palopo academic year 2012 / 2013. The instrument of the research was vocabulary test. The findings which gained through the research were tabulated into scoring classification, tabulating and percentage technique.

The result of this research shows that the total mean score of the students' scores is 6.05. Then, based on data analysis, the writer concludes that the tenth year students of SMK Keperawatan NECO Palopo still get fair score in mastering health terms vocabulary. Then, The students' difficulties in learning vocabulary need to be improved by teachers and also by the students.

In relation to the improvement to students knowledge of English in general and vocabulary mastery in particular, the writer puts toward some suggestions as follows : (1) The teacher at SMK Keperawatan NECO should pay attention to the students' mastery at the health terms. The teacher is suggested to make fun learning in introducing the health term to the students. (2) The students should be guided and motivated in order that they can give more attention in learning vocabulary especially related to health terms. The teacher can use some games and media to improve the students motivation in learning (3) The teacher should choose good technique in teaching vocabulary to make the students easy to learn vocabulary about health 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 health terms.

CHAPTER I

INTRODUCTION

A. Background

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

Vocabulary is considered playing a central role, because through vocabulary we can communicate ideas, emotions and desires, beside, by a good command of vocabulary on language. It can express ideas effectively and efficiently.[1]

Vocabulary includes in all skill that have been mentioned previously. It can not only communicate ideas better but also can actually think through ideas and problems with greater accuracy, clarity, and precision. In other words it must be admitted that with vocabulary, language any form of mental and physical, creativities, and activities can be communicated and conveyed.[2]

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

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

[2] Goodman, D.J and C. Mohr. 1991. *Building Vocabulary Skills.* New Jersey : C. Meriam Co.

The mastery on term in the profession that someone working is very important. For example for the nurse, they need to know about some term in health especially about nursing it self. Therefore, it is very important to find out the mastery of students in health term in SMK Kesehatan.

Based on the explanation above, the writer is interested to do a research with the title "**The Competence of the tenth year students of SMK Keperawatan NECO Palopo in mastering health terms vocabulary**".

B. Problem Statements

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

How is The Competence of the second year students of SMK Keperawatan NECO Palopo in mastering health terms vocabulary?

C. Objective of the Research

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

To find out The Competence of the second year students of SMK Keperawatan NECO Palopo in mastering health terms vocabulary.

D. Significance of the Research.

The result of this the research is expected to be useful information for teacher and students at NECO Nursing Vocational high school in general

especially for teaching and learning vocabulary at NECO Nursing Vocational High School.

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

E. Scope of the Research.

This research limits its scope in the ability of the first year students of NECO Nursing Vocational High School academic year 20012/2013 in learning vocabulary. The Researcher emphasize the vocabulary on noun and adjective.
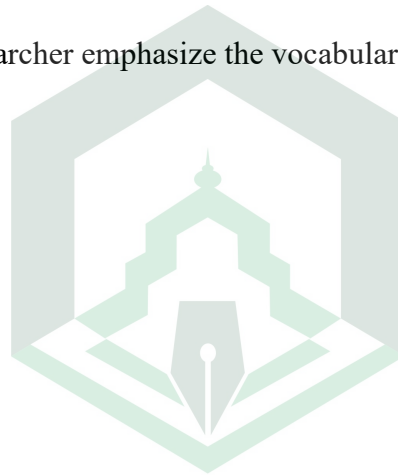
CHAPTER II

REVIEW OF RELATED LITERATURE

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

1. Previous study

Some researches 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 vocabulary[1].

Hermawati in the title 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[2].

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[1] Basri, *Improving Vocabulary Through Latter Game A Thesis SI (STAIN Palopo: 2009),p.16*

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

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 telling some thesis about improving the students' vocabulary. Moreover, with technique can make students memorize many vocabularies. So the writer interest to research about the Encouraging Learning Vocabulary through Antonym Words

2. *Vocabulary*

a. 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 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.[3]

In English dictionary, John M. Echols and Hasan Shadily say that is means that all of the word which registered.[4] According to Martin Mansher in his

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

[4] Jhon.M.Echols & Hasan Shadily*, kamus Inggris Indonesia* (Jakarta:PT.Gramedia Pustaka Utama,1997),p.631

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.[5] 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.[6]

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

Vocabulary 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 "priority".[7] 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.

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

[6] Hermawati, *using Mother Tongue in teaching vocabulary A Thesis SI* (Palopo:STAIN 2009),p.5

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

Vocabulary is a listing of the word used in some enterprise a reference book containing words, usually with their meaning, a language user knowledge of words, the physiological result of perception learning and reasoning, the mental faculty or power of vocabulary, communication, the system of technique or symbol serving as a means of expression, the creation of beautiful or significant things, system a assumption and standards that sanction behavior and give it meaning. 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".[8]

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. [9]

> "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'.[10]

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[8] Wilga M. River, *Teaching Foreign-Language Skills* , p. 468

[9] *Ibid.*

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

b. The Concept of Vocabulary

Vocabulary seen as incident to the main purpose of language teach, namely the acquisition of grammatical know ledge about language.[11]

Vocabulary is a list of words used in certain book arranged in alphabetical order.[12]

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.[13]

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.[14]

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[11] Jeremy Harmer, *The Practise of English Language Teaching*, p. 154.

[12] Tanti Yuniar Sip, Kamus Inggris Indonesia, (Surabaya, 2007), p. 347.

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

[14] Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (Tokyo: Oxford University Press, 1991), p. 461.

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.[15]

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 we learn, the more ideas we should have so we can communicate the ideas more effectively.[16]

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

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[15] Hornby, *Oxford Advanced Learners of Current English*, p. 318.

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

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 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.[17]

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.

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 communicated each other, so we have to learn an memorize many of vocabulary in order we can speak English well.

c. Theory of Vocabulary Memorization

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 that 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.

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[17]Jack C. Richard and Renandya, *Methodology in Language Teaching*, p. 256.

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 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. 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 word 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.

The ways to learn vocabulary are:

1. Card Method

Sometimes we have many vocabularies but sometimes we 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 you know when that vocabulary used.

Let us say that you 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.[18] 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. If we can memorize vocabulary everyday like that so in short time we will have many vocabularies. You can imagine if you memorize 10 vocabularies in a day. So in a years will be 3.650x2 is 7300 vocabularies and how if it is in there, your or five years? You can count it by yourselves.

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

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

1) Big   = Large

2) Easy = Simple

3) Dull = Interesting

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[18] Ibid, p.16-17

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 we 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 it 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)= Dapat diderita

Sufferer (N)   = Penderitas

Suffering (N)   = Penderitaan

Sufferance (N)= Kesabaraan.[19]

As we know, vocabulary in English just like other language where it is devided into several classification. They are noun, verb, adverb, adjective, etc. from parts of example above we 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.

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[19] Jumarni *Improving Stidents Vocabulary Through Synonyms Word A Thesis* (English Department STAIN Palopo,2010),h.14-16

The other thing that be paid attention in forming derivative vocabulary that we 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 we do not know the meaning, it is impossible to use it, so we have to memorize its meaning either.

d. 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 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.[20]

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[20] David Nunan *Practical English Language Teaching* (1991)

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 each 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 occasion when some form or 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.

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.
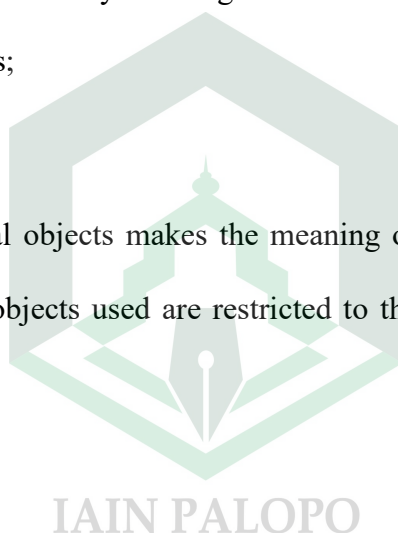
4. Contrast

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.[21]

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.

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[21] Jeremy Harmer, *"The Practice Of English Language Teaching",* (First Edition; New York : longman Publishing,1991) ,p. 161

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.

We have said that vocabulary teaching is as important as the teaching of structure, and it 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 occasion 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 as 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.[22]

e. 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.[23]

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

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

[23] Basri *improving vocabulary through Latter game A Thesis SI (STAIN Palopo: 2009),p.17*

refers to words that students have learners. They are expected to be able to use by the student.[24]

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.[25]

f. 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:[26]

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

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[24] Jeremy Harmer *The Practice of Language Teaching* 1991, p.159

[25] Op.chit ,p.18

[26] Thornbury, Scott, *How to Teach Vocabulary,* Pearson Education Limited, 2002

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 compromises 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.

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

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

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

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

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

f. Translation: words or expressions in the learners 'mother tongue that are (more or less) equivalent in meaning to the item being taught.[27]

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

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

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, 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.[28]

3. *Noun and Adjective*

a. 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.[29] Noun is a word used to name or identify any of class or things, people, places, or ideas, or particular one of these.[30]

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.[31] 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

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

[29] Oxford *Learner'sPocket Dictionary* (New edition:University press.2000),p.291

[30] Jeremy Harmer,*The Practice of English Learning, 1991.p.159*

[31] Masruddin.,S.S., M.HUM *A Teaching Book And Exercises, 2010,p.23*

every complete sentence. In addition, it may function as the chief or 'head' word in many structures of modification.[32]

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 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

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

Example: gold, silver, nickel, sand.[33]

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

[33] 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

b. 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.[34]Adjective is word that describes a noun.[35]

The adjective is a modifier that has the grammatical property of comparison. It is often indentified 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.[36]

An adjective are divided into ten kinds

1. 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.

2. 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.

3. Adjective of number

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[34] Penny Ur, *A Course in Language Teaching,* (Cet. I ; New York; Cambridge University Press , 1996) ,p.80

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

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

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.

4. 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.

5. 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.

6. Interrogative adjective

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

7. Possessive adjective

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

8. Emphasizing adjective

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

9. Exclamatory adjective

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

10. Proper adjective

An adjective from a proper name is known as a proper, example: *American president.* [37]

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[37] Collier, *The Key to English Vocabulary,* p. 24

The types of adjectives

a. By added suffix "ness" of adjectives

Example:

> Busy – Business
>
> Happy – Happiness
>
> Kind – Kindness
>
> Rude – Rudeness
>
> Weak – Weakness

b. By added suffix "Y" of adjectives

Example:

> Active – Activity
>
> Honest- Honesty
>
> Possible- Possibility
>
> Real – Reality

c. By added suffix "th" of adjective

Example:

> Dead – Death
>
> Deep – Depth
>
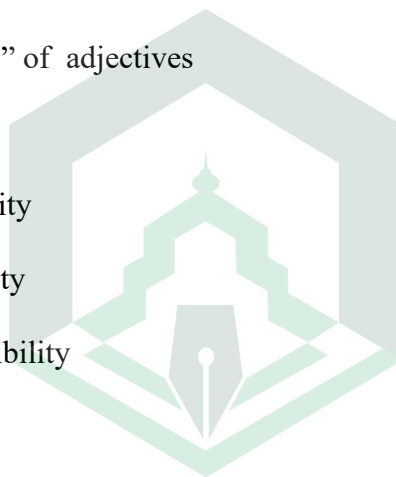> Long – Length
>
> True – Truth
>
> Wide – Width

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.[38]

1. English For Specific Purpose for Nursing

In teaching and learning at vocational high school, the teacher should understand about some concepts of ESP. They need to aware about the main characteristic of ESP since it is different from the general teaching of English.

a. Definition English for Specific Purposes

English For Specific Purposes (ESP) is a learner-centered approach to teaching English as an additional language, which focuses on developing communicative competence in aspecific discipline, such as accounting, agrology, business, education, engineering, IT technology, academic writing and learning.

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[38]Chandra agustin, *Kamus Sinonim-Antonim Inggris- Indonesia* (Cet. I;Bandung: CV Pustaka Grafika , 2004),p. 8-9

Students are also exposed to Canadian business or academic culture and real world communication practice

b. ESP : Characteristic and Subcategories

Absolute characteristics

1) Design to meet specific needs of the learners .

2) Related in content to particular discipline ,occupation and activities.

3) Centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, study skills, and analysis of this discourse.

Variable characteristics.

ESP may be , but not necessarily:

1) Restrictic as to the languge skills to be learned .e.g. reading only.

2) Not taught according to any pre-ordained methodology.

The claims for ESP are:

1) Being focused on the learner's needs- waste no time.

2) Is relevant to the learner.

3) Is successful in imparting learning is more cost effective than General English.

Similarly , Robinsons formulates ESP characteristics in the following:

1) ESP course is normaly goal directed.

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

2) ESP course is based on a need analysis.

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

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

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

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

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

c. Subcategories of ESP

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

English for vocational purposes (EVP) is for those preparing for job training. EVP students learn the language of training in specipic trades, such as English in order to study auto mechanics, EVP clases are frequently held right at

vocational training schools, and are sometimes even taught simultaneously with vocational courses, through collaboration between English and vocational instructors. When this is also done with bilingual support, it is called Bilingual Vocational Training (BVT). Upon graduation from EVP and trade-specific training, to learn into trade jobs may still need to learn the English of the work place, or English for Occupational purposes(EOP).

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

d. Objectives of teaching and learning ESP

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

attitudes, to protect themselves from criticisms, to expess preference, sympathy and disapproval, and many other purposes.

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

e. English for Specific Purpose

1) ESP Characteristics

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

a) Absolute Characteristics

ESP consists of English language teaching which is;

(1) Designed to meet specific needs of the learner,

(2) Related in content to particular discipline, occupation and activities,

(3) Centered on language appropriate to those activities in syntax, lexis, discourse, semantics, and analisys of this discourse.

b)   Variable Characteristics

ESP may be, but not necessarily,

(1) Restricted as to the language skill to be learned. E.g. reading only

(2) Not taught according to any pre-ordained methodology.

The claims for ESP are;

a)   Being focused on the learner's needs- waste no time

b)   Is relevant to the learner

c)   Is successful in imparting learning is more cost effective than general English.

Similarly, Robinson formulates ESP characteristics in the following:

a)   ESP course is normally goal directed

This means that the students study English not because they are interested in the English language, but because they need English for study or work purpose.

b)   ESP course is based on a need analysis

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

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

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

d) ESP course may be written about as though they consist of identical students

The learners in ESP class are involved in the same kind of work or specialis studies. Of course in some cases, a class may be compose of all employees of a company who share knowledge of the company or overall objectives. [39]

2) Subcategories of ESP

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

English for Vocational purpose (EVP) is for those preparing for job training. EVP students learn the language of training in specific trades, such as English in order to study auto mechanics. EVP classes are frequently held right at vocational training schools, and are sometimes even taught simultaneously with vocational courses, through collaboration between English and vocational instructors.[40]

2.5. Health Terms Vocabulary.

In health profession, there are some experts have been arranging some general terms. Ajie Bahleuwi make a list of health terms as follows:

Health   =   Kesehatan
Healthy   =   Sehat

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[39] Muhammad Basri Wello, Hafsah Amin, *an Introduction to ESP*, (Ujung Pandang: C.V. Sunu Baraya. 1999). P. 6.

[40] Muhammad Basri Wello, Hafsah Amin, *an Introduction to ESP*, (Ujung Pandang: C.V. Sunu Baraya. 1999). P. 7.

To heal	=	Menyembuhkan
Sick/Ill	=	Sakit
Uncurable Disease	=	Penyakit tak dapat diobati.
Headache	=	Sakit Kepala
Toothache	=	Sakit Gigi
Eyeache	=	Sakit Mata
Earache	=	Sakit Telinga
Stomachache	=	Sakit perut
Cough	=	Batuk
Soar Throat	=	Sakit Tenggorokan
Fever	=	Demam
Influenza	=	Flu, Filek
High Temperature	=	Suhu badan Tinggi
Brain Concussion	=	Geger Otak
Wound	=	Luka
Cut	=	Luka
Scratch	=	Goresan
Bruise	=	Memar
Nosebleed	=	Mimisan
Scar	=	Bekas Luka, Goresan
Hemorrahage	=	Pendarahan
Convulsion	=	Kejang
Heart attack	=	Serangan Jantung
Stoke	=	Stroke
Heart trouble	=	Heart trouble
Heart ailment	=	Sakit Jantung
Typhoid	=	Tipus
Cholera	=	Kolera
Diarrhea	=	Diare
Hepatitis	=	Hepatitis
Etc		

Susan Dandridge Bosher make a list about common prefixes in Medical/ Nursing Terminology as follows:

1. **Anti-**

   Definition: against
   Examples: antibiotic, antibody

2. **Auto-**

   Definition : self

Examples : autoimmunity, autonomic

3. **bi-**

Definition: two
Examples: bifocal, bifurcate

4. Bio-

Definition : referring to living organism
Examples : Biologist, biogenesis

5. **Contra-**

Definition: against
Examples: Contraceptive, Contraindication

6. Hetero-

Definition : different
Examples : Heterogeneous, heterotopias

7. **Homo-**

Definition: same
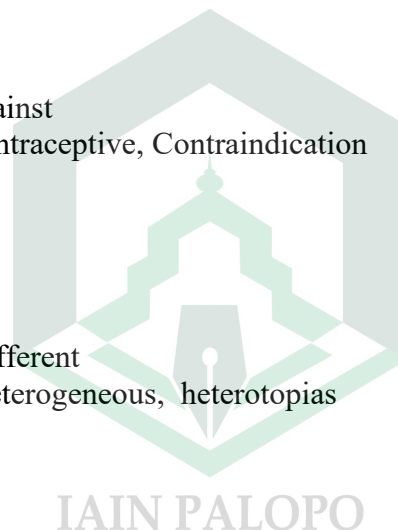Examples: Homolateral, homogeneral

8. Hyper-

Definition : above or more than normal
Examples : hyperactivity, hypertoxicity.

9. **Mal-**

Definition: bad
Examples: malpractice, malodorous, malabsorbtion

10. Pre-

Definition : before
Examples : premature, preanestethic

CHAPTER III

METHODOLOGY

A. Research Method

This research used descriptive method. It aimed at finding out difficulties in learning health terms vocabulary by the students of NECO Nursing Vocational high school.

B. Population and Sample

1. Population

The population of this research was the first year students of NECO Nursing Vocational high school academic year 2012/2013. There was one class with 30 students.

2. Sample

The writer used total sampling technique. So the writer take all students as sample from first year namely 30 students.

C. Instrument of the Research

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

D. Procedure of Collecting Data

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

E. Technique of Data Analysis

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

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

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

1. 96   to   100   is classified as Excellent

2. 86   to   95   is classified as Very Good

3. 76   to   85   is classified as Good

4. 66   to   75   is classified as Fairly good

5. 56   to   65   is classified as Fair

6. 36   to   55   is classified as Poor

7. 0   to   35   is classified as Very Poor[1]

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[1] Nana Sudjana,Ibrahim, *Penelitian dan Penilaian Pendidikan*. (Bandung: Sinar Baru, 1989), h. 35.

CHAPTER IV

FINDINGS AND DISCUSSIONS

Findings

1. Test Analysis

In the previous description, it has been explained that the data analysis in this research used descriptive quantitative. Those descriptions explain the result of the research (vocabulary 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	Value 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 above shows the value of students' correct answer and their score in doing the pre-test. It shows that all students taken as sample in this research got low score. The highest score was "8" and just one student got it, and the lowest score was "4,3". It means that, the students' vocabulary at the tenth year students of SMK Keperawatan NECO Palopo is still low.

b. Rate Percentage of Students' Score in vocabulary-test.

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

Table 4.3
Rate Percentage of Students' Score in vocabulary-test (X₁)

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 above shows that in the vocabulary-test, the number of students taken as sample in the research there were not students got very poor score, there were 9(30%) students got poor score, there were 8 (27%) students got fair score, there were 10 (33%) student got fairly good score, and 3 (3%) student got good score. It means that all the students' vocabulary is still low, because just three students got expected score; another students got unexpected score.
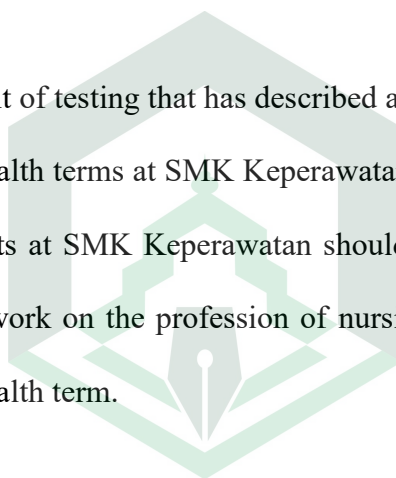
c. Mean Score of in vocabulary-test

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

$$M = \frac{181{,}7}{30}$$

$$M = 6.05$$

A. *Discussion*

Based on the result of testing that has described above, it can be proved that the students' mastery on health terms at SMK Keperawatan Gafur Yahya is still low. On other hands, the students at SMK Keperawatan should be able to master the health terms, since they will work on the profession of nursing which is needed ability in knowing about those health term.

The table 6 shows that the mean score of students in vocabulary test about health 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 SMK Keperawatan Gafur yahya is not effective yet.

There are some students failed to translate the vocabulary since they try to translate word by word such as healthy becomes "kesehatan" it should be " sehat" (adjective) and Imflammed becomes "membuat darah" it should be "pendarahan". This indicates that they don't really understand about the terms. They just try to transfer the meaning but do not care about the context in health profession.

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

Some factors that can contribute to the learning and teaching of English especially at SMK Keperawatan NECO. 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 aims of doing the action. Motivation has close relationships with the aims and ambition of doing something. If someone has a high desire to reach his or her aims means that the more motivation that he or she has.

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

Furthermore, based on the preliminary observation that the researcher did at SMK Keperawatan Gafur Yahya Palopo, it is found that at SMK Keperawatan Gafur Yahya, 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 health terms. Most of the teacher are general English oriented. That is why they need to improve their method and techniques in teaching English.
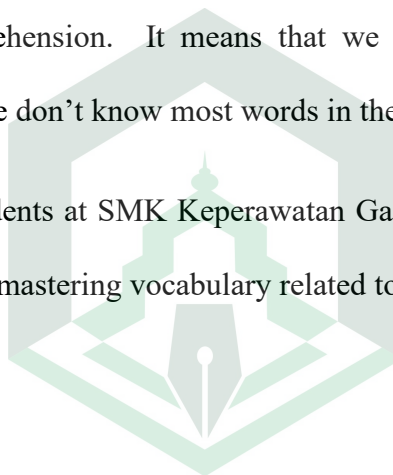
On the other side, a student of SMK Keperawatan should be familiar with some certain terms in health in order to have good understanding in their profession. As Good (1959:642) defines that vocabulary as the words having meaning when heard or seen even though not produced by the individual himself to communicate with others is the words that considered essential for minimal use of language.

In addition, every profession has their own specific terms include the health world profession. Webster (1983 : 2046) states that vocabulary is a list of words and sometimes, phrases usually arranged in alphbetical order and defined : a dictionary, glossary or lexicon. All the words used by a particular person, class, profession, etc. Sometimes all the words recognizes and understood by particular person although not necessary used by him.

Then, Gave (2966:59) states that vocabulary is a sum of words of a language that employed by individual, group or work in relation to a subject.

The importance of vocabulary has a big relationship with the development of a professional job. Goodman and Mohr (1991:12) state that vocabulary is a basic part of reading comprehension. It means that we are going to have trouble to understand the text if we don't know most words in the text.

Overall, the students at SMK Keperawatan Gafur Yahya Palopo still need to improve their ability in mastering vocabulary related to the health terms.

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 SMK Keperawatan NECO Palopo get fair score in mastering vocabulary about health terms. This indicates that the students at SMK Keperawatan NECO Palopo still have low ability in mastering health terms.

B. Suggestions

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

1. The students should be guided and motivated in order that they can give more attention in learning vocabulary especially related to health terms.

2. The teacher should choose good technique in teaching vocabulary to make the students easy to learn vocabulary about health terms.

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

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. Test Analysis

In the previous description, it has been explained that the data analysis in this research used descriptive quantitative. Those descriptions explain the result of the research (vocabulary 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	Value 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 above shows the value of students' correct answer and their score in doing the pre-test. It shows that all students taken as sample in this research got low score. The highest score was "8" and just one student got it, and the lowest score was "4,3". It means that, there are still many students' vocabulary at the tenth year students of SMK Keperawatan NECO Palopo have low ability in

mastering health 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 4.3
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 above shows that in the vocabulary-test, the number of students taken as sample in the research there were not students got very poor score, there were 9(30%) students got poor score, there were 8 (27%) students got fair score, there were 10 (33%) student got fairly good score, and 3 (3%) student got good score. It means that all the students' vocabulary is still low, because just three students got expected score; another students got unexpected score. Then, it can be concluded that most of the students still have low ability in mastering health term.

3. Mean Score of in vocabulary-test

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

$$M = \frac{181,7}{30}$$

$$M = 6.05$$

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 health terms.

B. *Discussion*

Based on the result of testing that has described above, it can be proved that the students' mastery on health terms at SMK Keperawatan NECO is still low. On other hands, the students at SMK Keperawatan should be able to master the health terms, since they will work on the profession of nursing which is needed ability in knowing about those health term.

The table 6 shows that the mean score of students in vocabulary test about health 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 SMK Keperawatan NECO is not effective yet.

There are some students failed to translate the vocabulary since they try to translate word by word such as healthy becomes "kesehatan" it should be " sehat (adjective)" and Imflammed becomes "membuat darah" it should be "pendarahan". This indicates that they don't really understand about the terms. They just try to transfer the meaning but do not care about the context in health profession.

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

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

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

Furthermore, based on the preliminary observation that the researcher did at SMK Keperawatan NECO, it is found that at SMK Keperawatan NECO, 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 health 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 SMK Keperawatan NECO should be familiar with some certain terms in health in order to have good understanding in their profession. As Good defines that vocabulary as the words having meaning when heard or seen even though not produced by the individual himself to communicate with others is the words that considered essential for minimal use of language.[1]

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

In addition, every profession has their own specific terms include the health world profession. Webster states that vocabulary is a list of words and sometimes, phrases usually arranged in alphabetical order and defined : a dictionary, glossary or lexicon.[2] 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[3].

The importance of vocabulary has a big relationship with the development of a professional job. Goodman and Mohr state that vocabulary is a basic part of reading comprehension. It means that we are going to have trouble to understand the text if we don't know most words in the text[4]. 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.[5]

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[2] *Webster*. Massachuhusetts : C. Meriam Co. (1966:59)Webster. 1990.

[3] Gave. Philip Babcock. *Webster Third New International Dictionary*. Massachuhusetts : C. Meriam Co. (1966:59)

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

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

Overall, the students at SMK Keperawatan NECO Palopo still need to improve their ability in mastering vocabulary related to the health terms.

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 SMK Keperawatan NECO Palopo get fair score in mastering vocabulary about health terms. This indicates that the students at SMK Keperawatan NECO Palopo still have low ability in mastering health terms. The means score of students was 6.05. (fair)

B. Suggestions

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

1. The teacher at SMK Keperawatan NECO should pay attention to the students' mastery at the health terms. The teacher is suggested to make fun learning in introducing the health term to the students.

2. The students should be guided and motivated in order that they can give more attention in learning vocabulary especially related to health terms. The teacher can use some games and media to improve the students motivation in learning

3. The teacher should choose good technique in teaching vocabulary to make the students easy to learn vocabulary about health terms. For example, the teacher can use video as media in introducing

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 health terms.