



**ANALYZING NEEDS OF VOCABULARY MATERIALS
FOR VOCATIONAL HIGH SCHOOLS STUDENTS**

THESIS

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**ENGLISH EDUCATION PROGRAM LANGUAGE AND DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION**

JEMBER UNIVEERSITY

2020





Analyzing Needs of Vocabulary Materials

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**Composed to Fulfill One of the Requirements to Obtain S1 Degree at the
English Education Study Program, Language and Arts Department**

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Education Jember University

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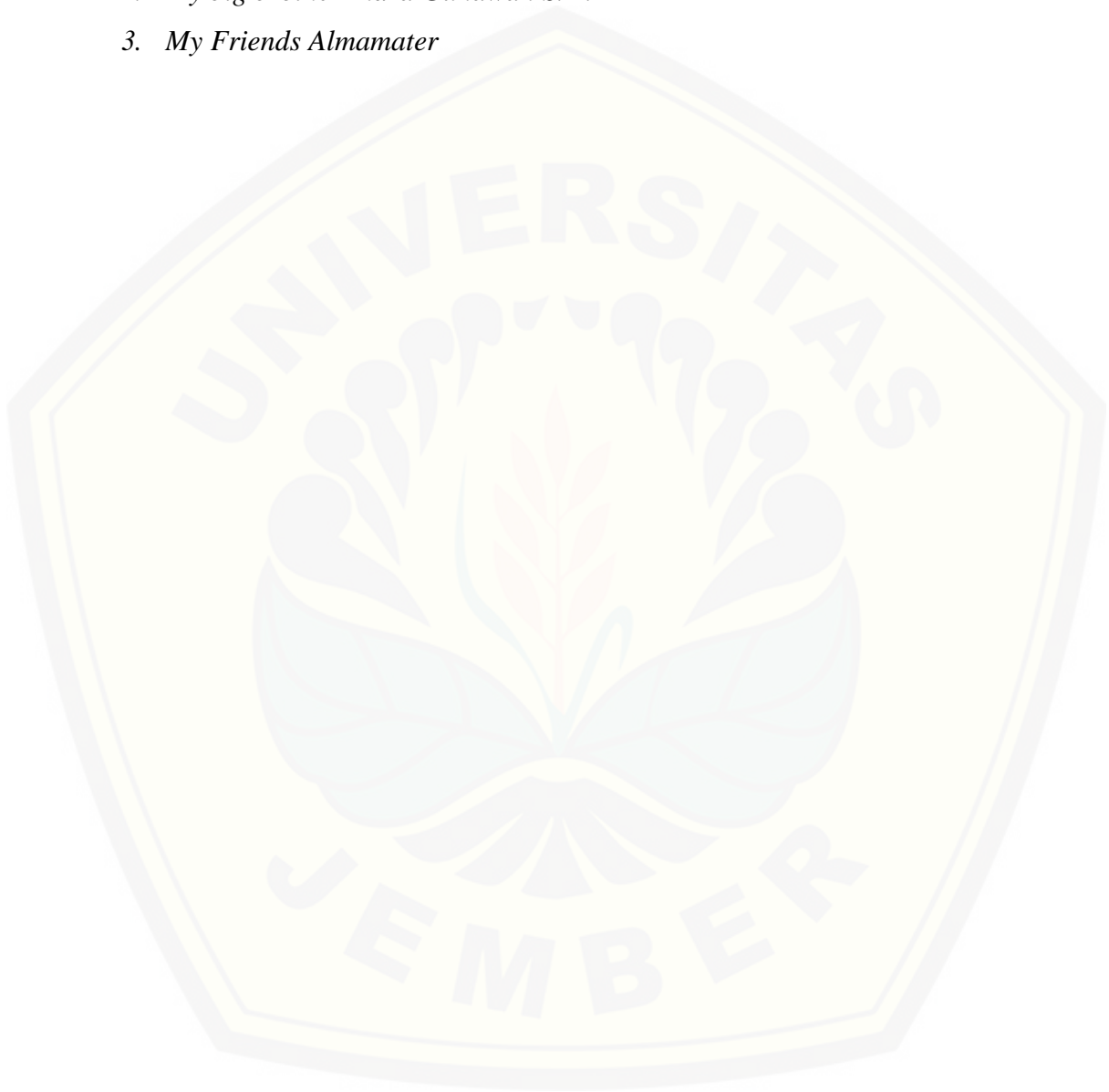
2020



DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved parents, Sakimun Wibowo S.H. and Husniah*
- 2. My big brother Indra Gunawan S.H.*
- 3. My Friends Almamater*



MOTTO

“The secret of getting ahead is getting started. Mark Twain.”

(Mark Twain)



STATEMENT OF THESIS AUTHENTICITY

I guarantee this research is an authentic and original work by myself. All materials arranged from some sources have been fully acknowledged and referenced.

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Jember, September 2020
The Writer,

Ahmad Prasetyawan
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CONSULTANTS' APPROVAL

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Finally, I hope that this thesis would be useful for the readers. Therefore, any constructive suggestion and criticism will be wisely welcomed and appreciated for better future.

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CHAPTER 1. INTRODUCTION

This chapter discussed the background of the research, the problem of the research, the objective of the research, the significance of the research, and the scope of the research. They would be presented in the following sections respectively.

1.1 Research Background

We live in the modern time. We needed language for communication especially English. Most of the educational institutions in the world used English as their second language or their foreign language to learned by all of their students. English had four skills and three language components, namely were pronunciations, grammar and vocabulary. In the teaching and learning activities, vocabulary was one of the language components that were mostly used for the classroom activities. One of the factors that could help create a successful English teaching was paying attention to vocabulary. Students could enhance their experience, developed new concept, and solved their problem, which were needed to ensure continuing personal growth and adopted the change in the world. If they were rich of vocabulary. However, many students in vocational schools were lack of English vocabulary.

There were many factors that affect the success of teaching and learning English. One of the factors was the vocabulary used and the existing curriculum. In this research, the writer wanted to analyze the vocabulary material for vocational high schools because in Indonesia commonly, vocational high schools and senior high schools used almost similar material for their teaching activities. It created some problems in the future for the students. The students lack of vocabulary for their ability. They would find difficulties when they wanted to work with foreign customers, foreign colleagues, or foreign employers. The material should support each subject. Vocational students needed vocabulary materials based on their subject so that they could explore their ability and skill to compete with others also they can communicate with foreign customers in their job. Therefore, students needed much vocabulary because it would help them in the future.

The writer wanted to analyse students' needs in vocational high schools because the writer found the gap in the vocational high school material, especially in English subject. Most of the materials used in vocational high schools were similar to the ones of these senior high school. They should had different materials to support their ability and gave them big chance. Therefore, the writer hopes to be able to develop the vocabulary material.

1.2 Research Problems

Based on the background of the research above, there were 2 kinds of research problems that could be formulated in this research.

1. What kind of the vocabularies were needed for the tenth-grade students in the vocational high schools majoring in automotive?
2. Were the available materials relevant or not for the tenth-grade students in the vocational high schools majoring in automotive?

1.3 Research Objectives

Dealing with the background and the problem of the research, the objectives were formulated as follows.

1. To knew kind of vocabularies for the tenth-grade students in the vocational high schools in majoring in automotive.
2. To knew the relevance's of the materials for the tenth-grade students in vocational high schools majoring in automotive.

1.4 Research Contribution

The result of this research was expected to gave theoretical contribution and practical contribution for the future researchers, the English teacher and the participants.

1.5 Theoretical Contribution

For future researchers.

Hopefully, the results of this research would be able to inform about need analysis on students' vocabulary material in Vocational High Schools level for future researchers in reference to conducted relate studies about vocabulary material for vocational high schools students. Furthermore, these studies were expected to inspire the readers to conduct a relevant material and the appropriate material for Vocational High Schools based on their subject.

1.6 Empirical contribution

The result of this research were expected to be useful for who wanted to conduct a research in vocational school on vocabulary subject could use need analyzes to analyzing students need in vocabulary to develop appropriate material.

1.7 Practical Contribution

The result of this research was expected to give some significant to the following people.

1. English Teachers

This research was expected to give some input to the teacher, so that they selected the appropriate material for their activities in the classroom especially in vocabulary component base on the curriculum.

2. Other researchers

This research suggested other researchers who were interested in similar thing and to developed another thing from this research about analyzing English textbook on other vocational subject and other skills.

Chapter II Literature Review

This chapter discussed about analyzing need vocabulary material for the tenth grade students on vocational high schools and the relevance of the textbook with the School Base curriculum.

2.1 Theoretical framework

2.1.1 English for Specific Purpose Based on Hutchinson and Waters' Theory

According to Hutchinson & Waters (1987), scholars place greater emphasis on absolute or variable ESP features. In general, ESP focused on the specific needs of learners and included the skills and competence of language used in different contexts. According to Hutchinson and Waters(1987), this was "not necessity, but an awareness of need" that distinguishes ESP from General English. In this view, ESP courses should teach the use of a language that did not rely on a particular professional context. Educators claimed that learners need flexibility in the use of foreign languages. Otherwise, they would not be able to perform effectively (Hutchinson & Waters, 1987).

The fact that learners knew exactly why they were learning a language was a great advantage on both side of the process. Group of ESP student would achieve the same objectives, so that the motivation of learners, in the form the same goal, allowing teachers to meet the needs and expectations of learners more easily. Therefore, how to learned language were considered the main factor in the whole process".

ESP, according to Hutchinson and Waters (1987), was not a planned and coherent movement. ESP grows out of number of converging trends. English as an international language gave an effect to the learners. The learners wanted to learn English based on their skill or ability. English could help the students to compete with each other in the world because English became the accepted international language of technology, commerce, and education.

Dudley-Evans and St John (1998: 1) state that, ESP had sometimes moved away from trends in general ELT, which has always retained its emphasis on practical outcomes. The main concerns of ESP were *needs analysis*, *text analysis*, and *preparing learners* to communicate effectively in the tasks prescribed by their study or work situation. In ESP, a needed analysis was required to get the effective way to develop the students' ability in their subject or in their interest. In other words, it could be said that ESP deals with the students' situation in the work place.

ESP led to the idea of developing a learning program to show the different communicative needs of different groups of learners. It defined to know the specific needs of learners; it was based on students who could find the need in English. Communication in English for a particular purpose would affect students' motivation to learn English based on their abilities. ESP wanted to make students communicate effectively in their work, while the work uses knowledge of ESP.

ESP wanted to make the students are able to adapt with any situation in environment, especially, students can use English language based on their skill. They can communicate effectively with the native speaker or English speaker. In some conditions, students in modern can compete with other students in the same skill about automotive subject. English for specific purpose in automotive or another skill should be given correctly.

2.1.2 Needs Analysis

In ESP there are several important keys to help students learn English easily, so needs analysis has become one of the key factors and an integral part of English for special purpose practitioners (ESP); i. e. researchers, course designers, material developers, examiners, evaluators and class teachers for many years. This is the process of determining what and how the course would run. Piyanapa (2012) states that needs analysis is a means of identifying what is received by students and helps determine the ESP courses they need. Requirement analysis is the name of gathering and providing all information to begin research needs, destiny can be defined as a necessary condition.

Needs analysis was firmly established in the mid-1970s. In the early periods, needs analysis was mainly concerned with linguistics and list analysis, and as suggest, needs are seen as items of grammar and language vocabulary.

Songhori (2008) states that needs analysis has an important role in the process of designing and implementing any language course, whether it is English for Specific Purposes (ESP) or general English courses, and of course centrality has been recognized by several scholars and authors.

According to Iwai et al. (1999), the term needs analysis in general refers to the activities involved in gathering information to be served as the basis for developing a curriculum that would meet needs specific student groups.

Learners' wanted were the most important in the Needs Analysis and cannot be ignored in any ESP courses (Hutchinson & Waters, 1987). The learners' need the appropriate material based on their subject, because the good input can develop their ability in ESP.

Needs analysis was a process which was undertaken by trainers, teachers and course designers to ascertain the pre-requisites for developing a course and its implementation. It could be declared that needs analysis is name of providing all the things and collecting all the information which were necessary to start a journey to reach the destiny. A 'need' can be defined as, a condition or Needs Analysis of English for Occupational and Specific Purposes in which something is required or wad wanted: crops in need of water; a need for affection (Answers Corporation. 2008).

In English for Specific Purposes or ESP, the most important stage is the needs analysis stage. Students would be given a needs analysis form that covers Target Situation Analysis (TSA), Present Situation Analysis (PSA) and Learning Situation Analysis (LSA). The function of TSA is to collect data about the learners and not from the learners and on the other hand, PSA is more on learner-centered approach and it collects data from the learners by using methods such as questionnaires and doing interviews on the participant. There are many methods and approaches that wre used in coming up with the best Needs Analysis form, from TSA, PSA, and LSA approaches to necessities, lacks and wanteded and many others.

Hutchinson and Waters (1987) argue on Munby's model focuses was more on learners hence it neglected the role of society and they claim that needs should be determined by a negotiation between society and individual stake-holders.

Methods for needs analysis to undertaking needs analysis include the following, suggested by Jiajing (2007) for designing an ESP course:

- 1- Pre-course Needs Analysis in which the information was collected by using questionnaire, interviewing and informal discussion.
- 2- Mid-course Needs Analysis where the feedback was got from learners' performance and assessments or test results. Chen (2006) named this kind as Ongoing Needs Assessment together data from students about their perceived progress, drawbacks and requirements in all the courses.
- 3- 3-Post-course Needs Analysis is carried out by final test results.

In this case the researcher used first type of Jiajing methods, the researcher using questionnaire to collect all information for student needs.

2.1.3 Approach of ESP in ELT

ESP had specific thing because English Special Purpose talk about approach of ESP in ELT. Hutchinson and Waters (1987) define ESP as an approach rather than a product – that means ESP does not involve a particular kind of language, teaching material or methodology. The approach to ESP should be based on the learner's needs in their respective specialized subjects. Hutchinson and Water's view of ESP points to the importance and roles of learners both in the design of the course and its implementation in the teaching and learning processes.

The ESP teaching approach is known to center on the learners where learners "need and target is the highest score, while the General English approach is language-centered, and focused on the language of learning from widespread perception that includes all language skills and cultural aspects of the English speaking community.

ESP should be viewed correctly not as a particular language product but as an approach to language teaching which all decisions are about contents and the methods are based on the learner's reason to learn. Similarly Dudley-Evans and St. John (1997), ESP should be seen only as a teaching approach, or it as “an attitude of the mind”.

In this approach, the emphasis is generally on vocabularies strategies. Exercises are designed to make learners reflect and analyze how meaning is generated and taken from written text. Lower the assumption of cognitive learning theory, this approach treats language learners as human thinkers who can be asked to reflect and straighten the interpretation process they use in the use of language.

2.2 Vocabulary

According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Jackson and Amvela (2000:11) say that the terms of vocabulary, lexis, and lexicon are synonymous. It means that the English language needs the vocabulary for all their skill, the vocabulary would help in the understanding the language context in the written or spoken form.

Vocabulary is one of the language components that can affect macro skills. Some definition of vocabulary is proposed by some experts. Nunan (1999: 101) states that vocabulary is a list of target language words. Furthermore, Jackson and Amvela (2000: 11) say that the terms vocabulary, lexis, and lexicon are synonymous. In addition, Richards and Schmidt (2002:580) state that vocabulary is a set of lexeme, including single words, compound words, and idioms. In English language especially for foreign learner the vocabulary is necessary because it can effect to macro skill. For example, it can affect the speaking skill. If the learner lack of vocabulary they would be difficult to express their idea in front of the audience because he do not had any expression with the language.

Learning vocabulary is not only learning about the words or new vocabulary, but also about how to use the vocabulary into correct usage. How to use the vocabulary base on the context correctly it can make the idea easy to understand and the various vocabulary make the other person interested about the subject.

2.3 Vocabulary in Foreign Language learning

Vocabulary plays an important role in foreign language learning. The development of rich vocabulary is important when the learners acquire the English as a foreign language (Nunan, 1991: 118). Vocabulary becomes an essential part in foreign language learning. The vocabulary that is taught in foreign language learning depends on the objective of the course and the amount of time available for teaching. Rivers and Nunan (1991:117) argues that the acquisition of an adequate vocabulary is essential for successful language use because the structure and functions of a language can't be used without an extensive vocabulary

In learning English, especially in learning vocabulary, there are some factors that influence the students in mastering it. The factors are linguistic and non linguistic. The linguistic factors are usually related to natural difficulty of the language. It can be caused by imperfect knowledge about the English material. They cannot understand the relation between foreign language and mother tongue which had significant differences in styles and rules. The non-linguistics factors are divided into two factors; there are external factors and internal factors. External factors are related to curriculum, methods, classroom situation, family, and society. Meanwhile, the internal factors come from IQ, attention, motivation, interest, attitude, and etc.

2.4 Vocabulary Mastery

To understand language, vocabulary is very important to be mastered by students. Vocabulary mastery is needed to express our ideas and to be able to understand others people's

words. According to Webster (1992) mastery refers to (1) a. authority a master: dominion, b. contests or competitions; superiority, power and (2) a. ownership or display or great skills or techniques, b. the skills or knowledge that made it mastering subject comments. Whereas Hornby (1995) defines mastery as complete knowledge or complete skills. From that definition, mastery means complete knowledge or great skill make someone expert in a particular field. The specificity of individual vocabulary knowledge depends on people and their motivations, desires, and needs for words (Hatch and Brown, 1995). Vocabulary mastery refers to great skills in processing language words. This is a achievement and individual ownership (Rivers, 1989) For that reason, the greatest responsibility for increasing knowledge is on himself. Success in widening vocabulary mastery requires their own motivation and interest in words a language. From the above definition, we can conclude that mastery of vocabulary is great individual skills in using the words of a language, which are obtained based on their own language interest and motivation. Vocabulary mastery plays an important role in four language skills and it must be considered that mastery of vocabulary is one that is needed component of language.

2.5 Conceptual Research

In learning English, especially in learning vocabulary, there are some factors that influence the students in mastering it. The factors are linguistic and non-linguistic. The linguistic factors are usually related to natural difficulty of the language. It can be caused by imperfect knowledge about the English material. They cannot understand the relation between foreign language and mother tongue which had significant differences in styles and rules. The non-linguistics factors are divided into two factors; there are external factors and internal factors. External factors are related to curriculum, methods, classroom situation, family, and society. Meanwhile, the internal factors come from IQ, attention, motivation, interest, attitude, and etc.

2.6 Previous Research Review

The researcher considered the previous research presented as part of the fulfillment of the requirements for the achievement of a Bachelor Degree in English Education at Universitas Negeri Jember. The study conducted by Fauzi (2017) developing English language materials for tourism program students at SMK 1 JEMBER in 2017 shows that the goal of learning English was to get the job based on their vocational program. Accordingly, they need learning topics which was relevant for their program. Furthermore, based on needs analysis, the form

of input needed to learn speak English from the materials about music and dance, food, clothing, art, and festivals, those are good for their speaking skill.

The ESP speaking materials using language-centered approach are needed to design materials in which students had a specialist interest and purpose in learning English, especially for tourism program students. Developing materials based on KTSP curriculum in thus school.



CHAPTER III RESEARCH DESIGN

In this chapter, the researcher discussed about Research Method, analyzing vocabulary need materials, expert validation; Questionnaire, final product, and definition of terms. The definition of term based on the area determination, respondents, data collections, documents needs analysis, data analysis.

3.1 Research Design

Research methods may be understood as all those methods/techniques that were used for conduction of research (Kothari 2004). Burns and Grove (2003:195) define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings”. Parahoo (1997:142) described a research design as “a plan that describes how, when and where data were to be collected and analyzed”. Polit et al (2001:167) define a research design as “the researcher’s overall for answering the research question or testing the research hypothesis”.

In conducting this research, the writer used descriptive qualitative as a research method. Descriptive research was research that focuses on describing the situations and conditions that would be explained in the research report. The author described the real situations and conditions of English teaching and learning the process and results of student answers on the questionnaire to find out the student needs of learning English. From the explanation above, the writer concluded that the research was qualitative. Method was the growth of social events. By conducting a qualitative method, the writer could investigate the vocabulary needs of students in learning English.

The method was to manage the fact and construction the research to make it meaningful and can explain the phenomenon or the research problems. It presented the systematic view of phenomena by specific relation in the research variable. The method was to identify the significance of the research.

In conducting this research, the writer used descriptive qualitative as a research design. Descriptive research was research that focuses on describing the situations and conditions that would be explained in the research report. The author describes the real situations and conditions of English teaching and learning the process and results of student answers on the

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3.2 Area determination Method

The area determination method of the research, mean how the location of the research location is determined. There is no limitation to choose the place for the research because it would make the researcher easier to do the research. In this research the area determination is the vocational schools. It means that the research would conducted in the Vocational Schools.

There are should represent the object of the research; those are the students in vocational schools and the limit area the vocational school. In this research the writer wanteded to analyze the students' vocabulary for the students in vocational schools. The limitation area were the vocational high schools and the students in the vocational schools. SMK 2 Muhammadiyah Genteng was chosen as the object in my research because in this school use general language rather than specific English.

3.3 Respondents

Respondents were those who answer the question for the research problems. The population in the research was the total respondent in this research. In this research needed the sample for answer the question because the population was too large. Sample was part of the population in the tenth grade students in vocational school.

For this research the writer took the tenth grade students' as the respondents of the students in vocational high school and the level is the tenth grade students'. The researcher distributed the question or questioners' only for nine students randomly in every class. Radom sample used for the certain form of the group sample it can be give the result in the real condition base on the questioners.

3.4 Data collection

3.4.1 Questionnaire

A questionnaire was the set of question with a choice of answer and the purpose of the questionnaire to collect the data information base on the list of questions. It was common to use for statistical study and survey in the study. In this cased the questionnaire to find the

appropriate material. That was to develop the vocabulary in the tenth grade students at vocational schools.

The question in this research should be conducted to develop the vocabulary in the vocational schools subject. The questions contain about the common word in the vocational high schools and it would represent the vocabulary level of the students and from that result, the result is a reference to manage and develop the material.

In this research, the writer used questionnaire consisted of 30 questions about noun and 15 questions about verb, those word to knew the students knowledge about English based on their majority.

3.4.2 Documents

Documentation method was a method to find out the variable, it was a fact variable or not in the form of books for the subject use it. It was collecting data in the in the written form or documents.

3.5 Data analysis

In analyzing the data gained, the non-statistical method is applied. The primary data, in this research, comes from the questionnaire and interview. Therefore, the descriptive qualitative method was employed in the data analysis. Freeman (2005) state an initial step when described categorical data was to count the number of observations in each category and express them as percentages of the total sample size

$$\frac{n}{N} \times 100 = p$$

where:

n = correct answer

N = total amount

p = percentage of the quantity compared to the total

To analyze the qualitative data from the validation sheets, the researcher uses descriptive statistical analysis.

3.6 The research steps

In this research, the writer used to Gall *et als* steps to define the research steps. Gall *et al*(2003)state “in designing a product, there were some stages that we must follow”. According

to Gall *et al.* there were ten steps for research and development. Borg and Gall model consists of ten major steps.

- I. Step 1 involves research and information collected or needed analysis. It includes review of literature, classroom observations, and preparation of report of state of the vocabulary material.
- II. Step 2 and 3 consists of planning and developed preliminary form of product. Planning includes defining skills, stating objectives determining course sequence, and small scale feasibility testing. Develop preliminary form of product includes preparation of instructional materials, handbooks, and evaluating devises.
- III. Step 4 involves preliminary field testing. It concludes interview, questionnaire data collected and analyzed from the school.
- IV. For step 5 and 6 conduct main product revision and main field testing. Main product revision uses quantitative data on subjects' course as evaluation.
- V. Step 7 revisions of product as suggested by main field-test result.
- VI. Next, for step 8 and 9 involve operational field testing and final product revision. And the last step or step 10 involves dissemination and implementation.

These stages would be used in this developing vocabulary materials, adapted from Gall *et al*(2003).

not answer the questionnaire properly to vocabulary. Then the impact, they didn't know well about tool in English language because of their lack information in English vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter present about conclusion and suggestions of this research, which are explained completely in the following section

5.1 CONCLUSION

The used of questionnaire paper to knew the student's ability in vocabulary material in vocational school at SMA Muhammadiyah 2 Genteng. It was proved by the averages of students percentages mean in answered questionnaire than the result of XA and XB automotive subject around 48%, from the score of the questionnaire result. The students in both class needed vocabulary material about noun and verb to develop their English ability especially vocabulary. The students lack of information about verb and noun. The lack of vocabulary made the students difficult to understand word about their majority. It could be seen from the result of questionnaire 50% verb, 30% noun and 45% and 35%. From 40 students those averages really need vocabulary material to help the students pass the score.

5.2.1 Suggestions

Based on the result of questionnaire paper in about vocabulary material which could improve the tenth-grade students' vocabulary material the researcher proposed some suggestions to the following people: add more about verb and noun in students activities.

5.2.2. The English Teacher

It is suggested to the English teacher to use list of word, real thing or present about tools use bilingual language as the strategy in teaching English vocabulary. The English teacher can also use this strategy with different media of English to attract the student more motivated learn English vocabulary. By using this strategy, it can stimulate the students to be active and more enthusiastic in vocabulary material.

5.2.3. The Future Researcher

The future researcher is recommended to create similar research topic use questionnaire paper. They can use different research design or similar. The researcher suggests to future researcher to use different types of questionnaire sheet about English component or skill. That to know the weakness of the students in each skill or components. In the future the researcher should apply the questionnaire result to develop the students need in English skill or components especially in vocabulary. Students need are important to help the students understanding of the English in their majority in automotive.



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APPENDIX A

Questionnaire

The response to these questionnaires would assist me in determining the vocabulary material relevant or not for Vocational High Schools in automotive subject.

Your response would determine my research about material development 2020.

- Please tell me little about your identity
 - a. Your name :
 - b. Date of birth :
 - c. Class :

Isi titik titik dibawah ini dalam bahasa inggris.

A. KATA BENDA

1. Kunci Pas (.....)
2. Kunci Ring (.....)
3. Kunci Kombinasi (.....)
4. Kunci Nipel (.....)
5. Batang Geser T (.....)
6. Batang Perpanjangan shock (.....)
7. Sambungan Sock Universal (.....)
8. Socket segi enam (.....)
9. Kunci sock segi enam ganda (.....)
10. Kunci Busi (.....)
11. Kunci Roda (.....)
12. Kunci Allen (.....)
13. Kunci sock bintang (.....)
14. Obeng (.....)
15. Skrap (.....)
16. Pengukur Ketebalan (.....)
17. Tang Potong (.....)
18. Tang Kombinasi (.....)
19. Tang Cucu/Tang Lancip (.....)
20. Tang Betet (.....)
21. Palu Konde (.....)
22. Palu Karet (.....)
23. Tang Sirklip Dalam (.....)
24. Tang Sirklip Luar (.....)

- 25. Kunci Momen (.....)
- 26. Multimeter (.....)
- 27. Jangka Sorong (.....)
- 28. Dongkrak (.....)
- 29. Gerinda (.....)
- 30. Gergaji Besi (.....)

B. KATA KERJA

- 1. Memperbaiki (.....)
- 2. Memutar (.....)
- 3. Memukul (.....)
- 4. Mendorong (.....)
- 5. Menarik (.....)
- 6. Mengangkat (.....)
- 7. Mencuci (.....)
- 8. Memisah (.....)
- 9. Memotong (.....)
- 10. Menyambung (.....)
- 11. Melepas (.....)
- 12. Membakar (.....)
- 13. Merendam (.....)
- 14. Menyikat (.....)
- 15. Memindah (.....)

STUDENTS SCORE			
NO.	CLASS	VERB	NOUN
1	XA	8	10
2	XA	8	11
3	XA	6	9
4	XA	7	8
5	XA	6	14
6	XA	9	13
7	XA	6	9
8	XA	7	10
9	XA	8	8
10	XA	8	11
11	XA	9	11
12	XA	7	12
13	XA	8	9
14	XA	8	9
15	XA	9	8
16	XA	7	10
17	XA	7	13
18	XA	8	8
19	XA	7	8
20	XA	7	10
MEAN		7,5	10,05
NO	CLASS	VERB	NOUN
1	XB	8	13
2	XB	8	15
3	XB	8	12
4	XB	6	10
5	XB	7	10
6	XB	9	13
7	XB	6	10
8	XB	6	10
9	XB	8	12
10	XB	6	10
11	XB	7	11
12	XB	9	15
13	XB	7	11
14	XB	7	13
15	XB	6	9
16	XB	6	11
17	XB	8	12
18	XB	8	11
19	XB	6	12
20	XB	9	14
MEAN		7,25	11,7