CHAPTER II

REVIEW OF RELATED LITERATURE

2.1   Nature of Vocabulary

Vocabulary is one of component of language that important in English. Many people, especially the students use vocabulary in process of learning language. The vocabulary is words that can be used to express our ideas, feeling, and information to the others. Richards and Renandya (2002:255) stated that Vocabulary is a core component of language skill and it provides much of the basic for how well learners speak, listen, read, and write. It means that, the vocabulary have a roles important to make the learners more understanding English.

Vocabulary is foundation or basic of language. Hanson and Padua define vocabulary refers to words that human use to communicate in unwritten and written language (2000:5). Unwritten vocabulary refers to the words we use to communicate through listening and speaking. Written vocabulary refers to the words we understand through reading and writing. It shows that, if the students want development in their vocabulary, they must to increase their vocabulary with more listen, speak, read, and write in English.

In other hand, Behlol (2011:90) stated that vocabularies can be divided into two classes; first, passive vocabularies are the word that the students know and understand in the context, but which they cannot produce or use correctly in different context, and second, active vocabularies is the words that the students

understand, easy to remember, and write with the correct spellings, pronounce them correctly, and used effectively in speaking and writing. So, if the students wants to speak in English they must to look the context that will they to speak, there are some vocabulary which cannot to use in conversation daily one of them is scientific vocabulary. Scientific vocabulary can uses in area hospital, lab and academic.

Apparently, vocabulary makes students understanding English fastly. According to Ilma and Dianti (2016:127), Vocabulary is the most basic ability and also central in language teaching because without having enough vocabulary stock they cannot understand others or even express their ideas. For example, if students have limited vocabulary they do not understand all about English like: movie, songs magazine, etc.

Furthermore, According to Amirian & Heshmatifar (2013:36), Vocabulary is basic to communication and often seen as the biggest source of problems by English Learners. Understanding vocabulary makes the English learners be able to communicate with other people in English language. If the English learners want to be fluent in English, they should more to know some vocabulary that important in daily conversation.

According to Faraj (2015:10), the learners of the new language have to understand the vocabulary knowledge and increase their vocabulary it to produce the language. So, knowing a words make the learners more to easier to learn English. In the school, vocabulary is one of subject that should be mastered in English. The learners' word knowledge is linked strongly to academic success

because they who have extensive vocabularies can understand new ideas and concepts more immediately than the learners with limited vocabularies (Sedita, 2005:1). It means that, if the learners have limited vocabulary, they will get to difficulty understanding English.

In conclude the vocabulary is the basic and core that related with language skill to make the learners having good English. If the students want to learn vocabulary they must to know what kinds in vocabulary that will use in English conversation.

2.2 Kinds of Vocabulary

There are many classifications made by the experts in language area about the types of vocabulary. According to Hiebert & Kamil (2005:3), there are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. Receptive Vocabulary is words that learners understand but they cannot produce, when they see or meet in reading text but do not use it in speaking and writing. It means that, this word must to use when situation and time are right. (Maskor & Baharudin, 2016:263). Productive Vocabulary is the words that the learners understand and can pronounce correctly and uses effectively in speaking and writing. It means that, the learners can produce the words to express their thoughts to others. (Zunita & Harun, 2016:264).

English word have classified into 8 basic types or classes. According to NESFIELD (2016:9), there are different kinds of words used for different purposes in a sentence, they are: *nouns, Pronouns, adjectives, verbs, adverbs,*

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prepositions, conjunctions, and interjections. Noun is the word that related to name of things, people, or place. Pronoun is the word that takes the place of a noun. In a sentence, it can be a subject or object and sometime it can be possession. Adjective is the word that qualifies a noun by making its meaning clearer, fuller or more exact. Verb is a word to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence. Adverb is a word that modifies a verb, adjective, another adverb, determiner, noun phrase, clause, or sentence. Preposition is the word that used with nouns or pronouns and shows the relationship between the noun / pronoun and other word, often expressing abstract relationship of case or time of place. Conjunction is the word that used to join clauses or sentences or to coordinate words in the same clause. Interjection is the words that express a particular feeling or emotion on the part of the speaker.

From explanation of NESFIELD there are 8 different kinds of words used for different purposes in a sentence. There are thousands of words in any language. But not all words the same job. For example, some words express "action". Other words express a "thing". Other words "join" one word to another word. On other hand, terms used to classify words based on their functional categories are called part of speech, (Collins, 2018) which includes as follows:

2.2.1. Noun

Noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or ideas; noun can be used as the subject or

object of a verb. Collins (2018:80-90) stated that there are some classifications of nouns, they are:

1. Singular and Plural

    Singular nouns are a noun that refers to one thing, like: one pen, or a book. While, Plural nouns are words used to indicate that there is more than one person, animal, place, thing, or idea, like: two books or several pens.

    For example: (Singular) the boy had *one pen* in his bag.

    (Plural) the boy had *several pens* in his bag.

2. Countable and Uncountable Nouns

    Countable nouns are individual people, animals, places, things, or ideas which can be counted, like: a dog, two cats, and some books, all of nouns that can countable. While, uncountable nouns are not individual objects, so they cannot be counted, like: water, rice, information, etc.

    For example: (Countable) Your *book* is on the kitchen *table***.**

    (Uncountable) There is no more *water* in the pond.

3. Possessive Nouns

    A possessive noun shows ownership by adding an apostrophe, an "s" or both. To make a single noun possessive, simply add an apostrophe and an "s."

    For example: Megan**'s** book (Megan owns the book.)

On other hand, Harmer (1998:38) adds some classification of nouns, they are:

4. Compound Nouns

Compound Noun refer to a nouns formed of two or more words that can be interconnected between noun one with another or with other parts of speech where the result of the combination is generated new meaning.

For example: (noun + noun) i go to school by *motorcycle*.

2.2.2. Verb

Verb is a word (or group of word) which is used in describing an action experience or state. Collins (2018:163-165) stated that there are classifications of verbs, they are:

1. Verbs Tense

Verbs change to show different tenses: past, present, and future. The past is used to describe things that have already happened, like: earlier in the day, yesterday, last week, three years ago. The present tense is used to describe things that are happening right now, or things that are continuous. The future tense describes things that have yet to happen, like: later, tomorrow, next week, next year, three years from now.

For example: (Past) he *walked* to school yesterday.

(Present) he *walks* to school every day.

(Future) he will *walk* to school tomorrow.

2. Transitive and Intransitive Verbs

Transitive verb is a verb that uses a direct object to receive an action from the subject. In contrast, intransitive verb is a verb that is not uses a direct object as the recipient of an action.

For example: (Transitive) she ate *an apple.*

(Intransitive) she *swims* every morning.

3. Linking Verbs

Verbs that connects the subject of a sentence to information or description about the subject. The most common linking verbs are forms of the verb to be: am, is, are, was, were, being, been. Other common linking verbs include: an adjective, adverb, or noun.

For example: (be) the cat *is* funny.

(noun) The book is *a masterpiece.*

On other hand, Harmer (1998:38) adds there are three important types of verb, they are: *Auxiliary verbs, Main verbs, and Phrasal verbs*.

4. Auxiliary verbs

Auxiliary verbs are a verb that adds functional or grammatical meaning to the clause. There are 'be','do' and 'have'and the modal auxiliary verbs 'shall'.'should','will','would','can','may'.'might','must' or 'ought'. It is use with main verbs in affirmative sentences, negative sentences and question formation.

For example: We *are* playing at our friend's house.

5. Main verbs

Main verbs refer to the lexical verb or the principal verb that to shows the action or state of being of the subject. Main verbs can stand alone, or they can be used with a helping verb.

For example: I *go* to school by motorcycle.

6. Phrasal verbs

Phrasal verbs are a verb that adds an adverb or a preposition to a verb to create new meaning.

For example: *We **broke up** two years ago.*

2.2.3. Adjective

An adjective is a word that gives more information about a noun of pronoun. Collins (2018:143-152) stated that there are classifications of adjectives, they are:

1. Formation of Adjectives (Suffixes)

There is no general rule for making adjectives. People can use a number of suffixes to form adjectives from verbs and nouns. Some adjectives can be identified by their endings. There are some adjective endings (suffixes), they are: able/-ible, -al, -ful, -ic, -ive, -less, -ous.

For example: (less) she adopted a ***homeless*** dog.

2. Comparative and Superlative of Adjectives

Comparative adjectives compare one person or thing with another and enable us to say whether a person or thing has more or less of a particular quality. People use comparatives to talk about two things. Comparatives uses the -er suffix

with adjectives of one syllable. While, superlative adjectives describe one person or thing as having more of a quality than all other people or things in a group. People use superlatives to talk about three or more things. Superlatives use the -est suffix with adjectives of one syllable.

For example:

Comparatives (-er) it is *colder* today than yesterday.

Superlatives (-est) I think that's *the biggest* apple I've ever seen!

On other hand, Harmer (1998:42) adds there are two important types of verb, they are:

3. Adjective and Preposition

Adjectives are used in simple sentences to describe people and objects. More complex sentences use adjectives + prepositions to make statements about a person's attitude towards something. There are adjectives prepositions can make uses, they are: about, at/by, for, from, in, on, of, to, and with.

For example: (about) The students was *worried about* his exam results.

4. Adjectives as a nouns

Adjectives are words that are used to describe a noun. In other words, adjectives tell us the quality of nouns. Adjectives can be used with the article 'the'. These expressions are plural. But, in some cases, there are expressions article 'the' can have a singular meaning.

For example: The bus service is free for *the elderly.*

2.2.4. Adverb

Adverb is a word (a group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence. Collins (2018:289-294) stated that there are classifications of adverbs, they are:

1. Adverb of manner

Adverbs of manner describe how something happens. The words used to describe walking or running at different speeds. Common adverbs of manner include: well, quickly, slowly, fast, wrong, etc.

For example: The boys ran *quickly.*

2. Adverb of time

An adverb of time is a word that describes when, for how long or how often a certain action happened. Adverbs of time are invariable. Common adverbs of time include: today, yesterday, next year, Monday, in winter, etc.

For example: She stayed at her grandmother's house *yesterday.*

3. Adverb of frequency

An adverb of frequency same like an adverb of time. Adverbs of frequency always describe how often something occurs, either in definite or indefinite terms. An adverb that describes definite frequency is one such as weekly, daily, or yearly.

For example: I *always* go to bed before 11 p.m.

4. Adverb of duration

Adverbs of duration tell how long something happened or to say that an event or situation is continuing, stopping or is not happening at the moment.

There are some adverbs of duration, they are: all day, forever, since 2007, for a week, still, etc.

For example: My family *still* live in Indonesia.

5. Adverb of place

Adverbs of place are words to tell the location or where things happen. There are some adverbs of place, they are: here, there, in the kitchen, in, out, etc.

For example: Please bring that book *here.*

In conclude, there are many type of vocabulary that use in learning English, that seen from its use or grammatical. If the learners learn vocabulary their must to know kind of vocabulary, and after that, they must to know importance of vocabulary.

2.3   Importance of Vocabulary

Vocabulary is one of important role for English learners in mastering four skills of language. It is one component that links the four skills of listening, speaking, reading, and writing all together. The important of Listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary aids in size by context and tone of piece. Speaking vocabulary is all the words he or she uses in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misuse-through slight and unintentional may be compensated by facial expressions, tone of voice or hand gesture. Reading vocabulary is all the words he or she can recognize when reading. Writing vocabulary is all the words he or she can employ in writing. This vocabulary is stimulated by its user. So, the

important of listening, speaking, reading and writing vocabulary is to help English learners to increase their understanding of English. According to Mart (2012:178), Presents vocabulary in context will enable students to improve their vocabulary. It means that, if the learners' vocabularies are poor, they will be difficult in expressing their ideas, felling, opinion, and also they will be difficult to comprehend words that heard or content of reading.

Vocabulary influences all components of language. According to Faraj (2015:11), vocabulary is not the only component that conveys meaning, but also there are some other crucial features like grammar, pronunciation, intonation, stress, tone of voice, rhythm, pauses, silences or hesitations, etc. It means that vocabulary is important in language. When English learners want to communicate with others, they use vocabulary as a need to communicate. If they cannot communicate with others in a certain language. It means that, they do not know many words of the language.

Based on the fact, the researcher concludes that vocabulary is the most important in studying English. Vocabulary knowledge makes the English learners easy to understand the meaning of the words when they listen, speak, read, and write in English.

2.4   Vocabulary Knowledge

Vocabulary knowledge is a key of study English. According to Read (2000:25) vocabulary knowledge is English learners continues to expand in adult life, in contrast to the relative stability of their grammatical competence. If the

English learners have good vocabulary knowledge, it means that they have a lot of experience in learning English.

On the other hand, vocabulary knowledge is one of component to master English like a foreign language that be learned in elementary, intermediate, and advance levels. In learning the four language skills, they are: listening, speaking, reading and writing, vocabulary is the basic to the English learners to have much knowledge, especially in reading. According to Anjomshoa & Zamanian (2014:90) vocabulary knowledge is a major obstacle to second language reading comprehension. So, if students have vocabulary knowledge they can understand English. Therefore, the students can communicate with other people if they have vocabulary knowledge.

In other hand, (Moeller, Ketsman, & Masmaliyeva, 2009:1) stated that, vocabulary knowledge is capacity as words serve as component to learning. It means that, in learning vocabulary the students have to know some vocabulary that they have learned. If the students who have a lot of vocabulary of foreign language, she/he could learn language easily. Since vocabulary is all about words, and good knowledge of vocabulary helps someone understand language.

Meanwhile, Maskor & Baharudin (2016:261) stated that vocabulary knowledge refer to the depth of vocabulary that brings up to the extent to which the word is understood by speakers. So, the students can use knowledge and skill that they have learned to comprehension of new concepts, ideas, and principles. Therefore, students may be expressed possess vocabulary knowledge if they understands what they are saying.

Having English vocabulary knowledge is one of indicators that can influence students' ability in mastering the language. According Maskor & Baharudin (2016:262), Vocabulary knowledge is a standard of proficiency in writing, reading, listening and speaking that related to receptive and productive vocabulary knowledge. If the students have vocabulary knowledge they can write, read, listen, and speak with knowledge that they have learned. There are some components of vocabulary knowledge which can serve as guidelines in the construction of measurement instruments and define vocabulary teaching strategies, (Read 2000:26 cited from nation 1990:30).

Table. 2.1 Components of word knowledge (Nation,1990:30)

Form		
Spoken form	R	What does the word sound like?
	P	How is the word pronounced?
Written form	R	What does the word look like?
	P	How is the word written or spelt?
Position		
Grammatical Patterns	R	In what patterns does the word occur?
	P	In what patterns must we use the word?
Collocations	R	What words or types of words can be expected before and after the word?
	P	What words or types of words must we use with this word?
Function		
Frequency	R	How common is the word?

	P	How often should the word be used?
Appropriateness	R	Where would we expect to meet this word?
	P	Where can this word be used?
Meaning		
Concept	R	What does this word mean?
	P	What word should be used to express this meaning?
Associations	R	What other words does this word make us think of?
	P	What other words could we use instead of this one?

Key: R = receptive, P = Productive

Nevertheless, it needs to be mentioned that the type of word knowledge that is measured by this research is only a small part of the whole pattern. This research chooses meaning as a component of vocabulary knowledge and concept as the part of vocabulary knowledge. According to Saeed (2003), Words Meaning can be divided into three kinds: Grammatical Meaning, Lexical Meaning and Derrivational Meaning. Antonym and Synonym is kind of lexical meanings in vocabulary knowledge. This statement is supported by Saeed (2003), Lexical Meaning can be divided into six kinds: Homonymy, Polysemy, Synonym, Antonym, Hyponymy, and Meronymy. On the other hand, Farvardin and Koosha (2011:1575) they states different types of knowledge associated with a word have been recognized such as knowledge of pronunciation, spelling, stylistic features, collocation meanings, antonym, synonym, and hyponym.

From the reason above the researcher conclude that vocabulary knowledge is the experience in learning English especially about vocabulary which continues from children until adult. By 4 components inside, they are: form, position, function, and meaning.

2.5   Standardization of Vocabulary

In learning English students learn about some vocabularies from kindergarten until university. The students can increase their knowledge about vocabulary every time they study English. According to Richards and Renandya (2002:256), there are 3000 to 5000 word is suggested for the students can continue to university education studies. So, the students can improve their vocabulary from the beginning their learn English.

Most the students have difficult learning English, especially about vocabulary. Vocabulary is a core for English learners in understanding English. According to Hunt and Beglar (2002:259), knowing closely 3000 high-frequency and general academic words is significant because this amount covers a high percentage of the words on an average page. It means that, the students must to know some vocabularies if they want to understanding in English.

Meanwhile, to improve students' ability in English, teacher follow curriculum from government. According to Setiyadi (2007:1.23), the government introduce Competence-based curriculum throughout the country. The new curriculum has development because the government has assume that the educational system (or practice) in this country has produce human resources who

are not ready to face the future. It means that, to produce good human resources the students learn about vocabulary from kindergarten until university.

Based on the Competence-Based Curriculum (Pusat Kurikulum, 2001), the competence from which the students are expected by learning English at school is as follows: in Elementary School, the students should be mastered of vocabulary at the level of 900 words and the suitable grammar, in Junior High School, the students should be mastered of vocabulary at the level 1500 words and the right grammar of the available themes, and Senior High School or Vocational High School, the students should be mastered of vocabulary at the level of 4000 words and the right grammar of the available themes (Setiyadi, 2007:1.24). So, if the students want to enter in the university they have to master of vocabulary at the level 3000 until 5000 words.

Based on the fact, the researcher concludes that standardization of vocabulary is level 900 until 5000 words. If students have many words they can understand English.

2.6   Antonyms and Synonyms

2.6.1 Antonyms

The English learners must to know classification of words especially in lexical structure, like: antonym and synonym. Antonym is a word that has contradicted of that meaning self. According to Yule (2006:104) defines antonyms refer to two forms of words with opposite meanings. It means that, an antonym is all of words that means opposite of another word. If the English

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learners want to increase their knowledge of vocabulary, they must to know some opposite of the word, like: big and small, hard and *soft*, *quick* and *fast,* etc.

Meanwhile, according to Saeed (2003:66), in traditional term, antonyms are relationship the words which are opposite in meanings. The antonyms are usually the written in pairs system where a word is opposite to another. For example: *black* and *white*, *clean* and *dirty*, *happy* and *sad*, etc.

So, if the students ask someone to give them the opposite of *purple* or *brown*, he will probably hesitate. The reason for this is that the terms *black* and *white* are often used contrastively, whereas other colours are not used contrastively so often. Therefore, antonym exercise should not lead students to think that words normally have one opposite, but rather to make them aware of the network of relationships, which can exist between words.

Palmer (1981:78) states that antonyms are words or expression which are opposite in meaning or two words that express opposing concept. The students can share an aspect of meaning but be opposite or incompatible in some other aspects of meaning. Ironically, the basic property of two words which are antonyms in that they often share all but one semantic property. The property they do not share is present in one and absent in other.

Palmer (1981:79-81) said that there are three kinds of antonyms, they are: Complementary Pairs, Gradable Pairs, and Relational Opposites.

1. Complementary Pairs

Complementary pairs are predicates which come in pairs and between them exhaust all the relevant possibilities. In complementary pairs if the one

predicate is applicable, than the other cannot be and vice versa. In other words, complimentary pairs is a relation between words such as that he positive of are implies the positive of are the negative of the other.

For example: alive><dead

male><female

So, the using these words literally, alive implies not dead and male implies not female.

2. Gradable Pairs

Gradable pairs are the negative words are not synonymous with the other. It means that a relation between opposites where the positive of one term does not necessarily imply the negative of the other. So, gradable pairs are different from complementary pairs. In gradable pairs, it is usually gradation of width, age, size, etc. This relation is typically associated with adjectives and has two major identifying characteristics. First, there are usually intermediated terms as that between the gradable antonyms hot and cold, for example.

There is a continuous scale of values between hot and cold. This may be given name such as warm, cold, or tepid. It also true of gradable antonyms that more of one is less of another.

For example: tall><short

wide><narrow

Another characteristic of gradable antonyms is that one is marked and the other is unmarked. The one is more commonly used by the speaker of the language is the marked. In English, the unmarked member of the gradable pairs is

the one which is used simple to ask about or describe the degree of the gradable

quality. In other words, some pairs one term is more basic and common, so for

example of the pair, such as high><low and narrow><wide it is more natural to

ask of something "how high is it?" than "how wide is it?" than "how low is it?" or

"how narrow is it?" and answer it is three feet high or it is four yards wide, but

never, three feet low or four yards narrow, except humorously.

   3.   Relational Opposites

      Relational opposites happen when a predicate describe a relationship

between two things (or person) and some other predicate describe the same

relationship with the two things (or person) are mentioned in the opposite words.

For example: buy><sell

        husband><wife

If Ana sells something to Budi, then Budi buys something from Ana. If Xean is

Yoyo's husband, then Yoyo is Xean's wife.

      There are several verbs that are pairs in this way, like: lend><borrow,

rent><let, own><belong to, give><receive. There are almost noun, like:

parent><child, debtor><creditor, doctor><patient,

      On other hand, Saeed (2003: 67) adds two kinds of antonyms, they are:

Reverses, and Converses.

   4.   Reverses

      Reverses refer to antonymous relationship between items describing

movement. One of the terms describes a movement in one direction and the other

describes the exact same movement in the opposite direction. Examples of such pairs are push><pull, ascend><descend, and enter><leave.

5. Converses

Converses refer to describe a relationship between two elements that are assessed from opposing viewpoints. One of the items is a description of a term from one vantage point while the other item describes the same relationship from a differing and usually opposing viewpoint. This can be seen in such pairs as own><belong, above><below, and employer><employee.

Based on the explanation above, the researcher concludes that, antonyms are two words that express opposing concept. There are some kinds of antonyms that the students must to know, they are: Complementary Pairs, Gradable Pairs, Relational Opposites, Reverses, and Converses. To make the students' knowledge of vocabulary, they must to know some antonyms word and synonyms word.

2.6.2 Synonyms

Learning English especially in vocabulary, the English learners must to know that antonyms and synonyms from some the words, if they want to knowledge the vocabulary well. As describes earlier, antonyms are two words that express opposing concept. While, synonym is a word that has same meaning with that word self. According to Yule (2006:104) defines synonyms refer to two or more words with very similarly related meanings. It means that, if the students find out some words related same meanings, they are called synonyms. For example: car=automobile, couch=sofa, and freedom=liberty.

Meanwhile, according to Saeed (2003:65), synonyms are different form words but which have the same or very similar meanings. It shows that, the synonyms are usually the written of words in pairs system where a word is similarly to another. For example: almost=nearly, big=large, broad=wide, and buy=purchase.

On other hand, palmer (1981:59) says that synonyms are the words used to mean sameness of meaning. It makes to be easier the English learners to know many words that have same meanings. So, if the students want to master the vocabulary well, they must to know some synonyms word.

Palmer (1981:60-62) said that there are five ways of synonyms look to differ, they are: Different dialects of the language, Similar Situation, Cognitive meanings, and Meaning Overlap.

1. Different dialects of the language

There are some parts of synonyms belong to different dialects of the language. For example: terms fall is used in the United States and in some western countries of Britain where others would use autumn. It means that, the different dialect of the language is the different words in some countries but have same meanings. For example: *cowshed, cowhouse*, or *byre*, *haystack, hayrick* or *haymow*.

2. Similar Situation

A similar situation is different to dialect to another, similar situation use in a single conversation within change their style, and in particular, can change

the vocabulary items to achieve different effects. In changing style they may change not only the vocabulary, but also the grammar and the phonology, and it is difficult to incorporate stylistic differences as part of a phonological or grammatical system. For example*: gentleman, man*, and *chap*, *pass away, die,* and *pop off.*

3. Cognitive meanings

Cognitive meaning is synonymy that can be considered to be a relation that exists between two items that are syntactically identical and would have equivalent truth conditions in the same sentential frame. Examples of cognitive synonymy are: *dog=canine* and *umpire=referee.*

4. Meaning Overlap

Meanings overlap is that many words are close in meaning. For instance, *mature* (adjective), possible synonyms are *adult, ripe, perfect, due.* for *govern* they may suggest *direct, control, determine, require,* while *loose* (adjective) will have an even larger set *inexact, free, relaxed, vague, lax, unbound, inattentive, slack,* etc. If they look for the synonyms for each of these words themselves, they shall have a further set for each and shall, of course, get further and further away from the meaning of the original word. In fact, that no two words have exactly the same meanings. In this case, that some words are interchangeable in certain environments only, e.g. that *deep* or *profound* may be used with *sympathy* but only deep with *water*, that a *road* may be *broad* or *wide* but an *accent* only *broad*.

Based on the explanation above, the researcher concludes that, Synonyms are two words that express similarly concept. The students must to know some of synonyms to increase their vocabulary knowledge.

2.7 Teaching Vocabulary

Teaching vocabulary in English at vocational high school is the process of learning improvement from elementary and junior high school. It means that students already know some vocabulary before them in vocational high school. If the students having good English vocabulary knowledge, they can understand what Teacher say when learning process, and they can give feedback to the teacher with speak up, or in written. Whereas students that have limited vocabulary, they cannot understand what teacher say, so they cannot give feedback to the teacher, and they consider learning English is very difficult. According to Faraj (2015:11), teaching vocabulary is one of the exacting ways of improving vocabulary knowledge. It shows that, they must focus on the knowledge of language components like vocabulary. Students must learn to memorize many vocabularies. The vocabularies themselves drive from different part of speech. For example: nouns, adjectives, verbs, and adverbs. Therefore, the correct media will be very helpful in teachers to workout students in show what they have learned.

Meanwhile, Mart (2012:177) states that teaching vocabulary fluently is certainly important in language teaching. In comprehension of a text, vocabulary is especially needed. So, learning vocabulary make the students easier to

understanding English. This statement is supported by Alqahtani (2015:24) stated that teaching vocabulary is one of the most of examine parts in teaching English as a foreign language. Thus, students must be able to good mastery of vocabulary.

Vocabulary teaching should be part of the syllabus, and taught on a consistent and efficient basis (Baharian & Rezai, 2014:17). It means that, the teacher must be teaching students' vocabulary with good way. According to Faraj (2015:10), Teachers should use the most effective strategies that improve learner's vocabulary recovery for production skills like speaking and writing. Therefore, the teachers must be used some effective strategies that help the English learners to turn their passive vocabulary into active vocabulary and practice it in the more production skills. After, the teacher uses effective strategies to teach vocabulary, but the students still difficult to learn English especially vocabulary. It shows that, there are something problem with students, the teacher must to know what the problem both of physical and psychic.

Actually, in teaching vocabulary the teacher should pay attention to their students especially in learning vocabulary. Because, vocabulary is one of the most important in learning English.

2.8   Relevant Studies

The research about vocabulary knowledge can be found in some journals, and dissertations, with different title, but the researcher only took some studies related to this research.

Lund (2015) *"Vocabulary Knowledge of Children With Cochlear Implants: A Meta-Analysis"*. This article employs meta-analysis procedures to evaluate whether children with cochlear implants demonstrate lower spoken language vocabulary knowledge than peers with normal hearing. Weighted effect size averages for expressive vocabulary measures ($g = -11.99$; $p < .001$) and for receptive vocabulary measures ($g = -20.33$; $p < .001$) indicated that children with cochlear implants demonstrate lower vocabulary knowledge than children with normal hearing. Findings from this analysis represent a first step toward resolving discrepancies in the vocabulary knowledge literature.

Secondly, it was conducted by Firman Rahman (2016) entitled *"An Analysis of Students' Difficulties in Vocabulary Mastery: A Survey Study at Second Grade Students' Of Smpn 19 Mataram In Academic Year 2015/ 2016"*. The purpose of this research is finding out students' problems or difficulties in vocabulary mastery. The kinds of difficulties faced by students in vocabulary mastery were (a) most of students have difficulties in grammar, (b) how to understand the meaning of words, (c) how to spell and (d) other difficulties such as identifying noun-adjective vocabulary and making translation. There were some factors that caused students difficulties in vocabulary mastery (a) the students" interest in learning vocabulary, (b) students' ability in remembering new words, (c) difficult in identifying past tense form, and (d) difficult in pronunciation.

Thirdly, Nurbaiti (2016) the title is *"An Analysis of Students' Vocabulary Mastery in Using Antonyms of the Second Grade Students' at MA PP*

Bahrul 'Ulum Kampar''. The research finding showed that the students' mastery vocabulary in using antonyms at *MA PP Bahrul 'Ulum Kampar* based on questionnaires the mean score of the students namely 5.5, it is indicates that students ability in fair classification. By looking at the students' score classification. Most of the students are in the poor classification (15%), 40% students are in fair classification. So, the researcher concludes that the students still have low ability in identifying antonym using in the text.

Based on the previous studies, the researcher found that the studies were about vocabulary knowledge. However, three of previous studies just focus on (noun, verb, and adjective) and antonyms, meanwhile this study focus on antonyms and synonyms. In this case, the researcher conducted a research about vocabulary knowledge that concerned on descriptive quantitative research with multiple choices as a test at third grade students' of SMK KANSAI Pekanbaru.
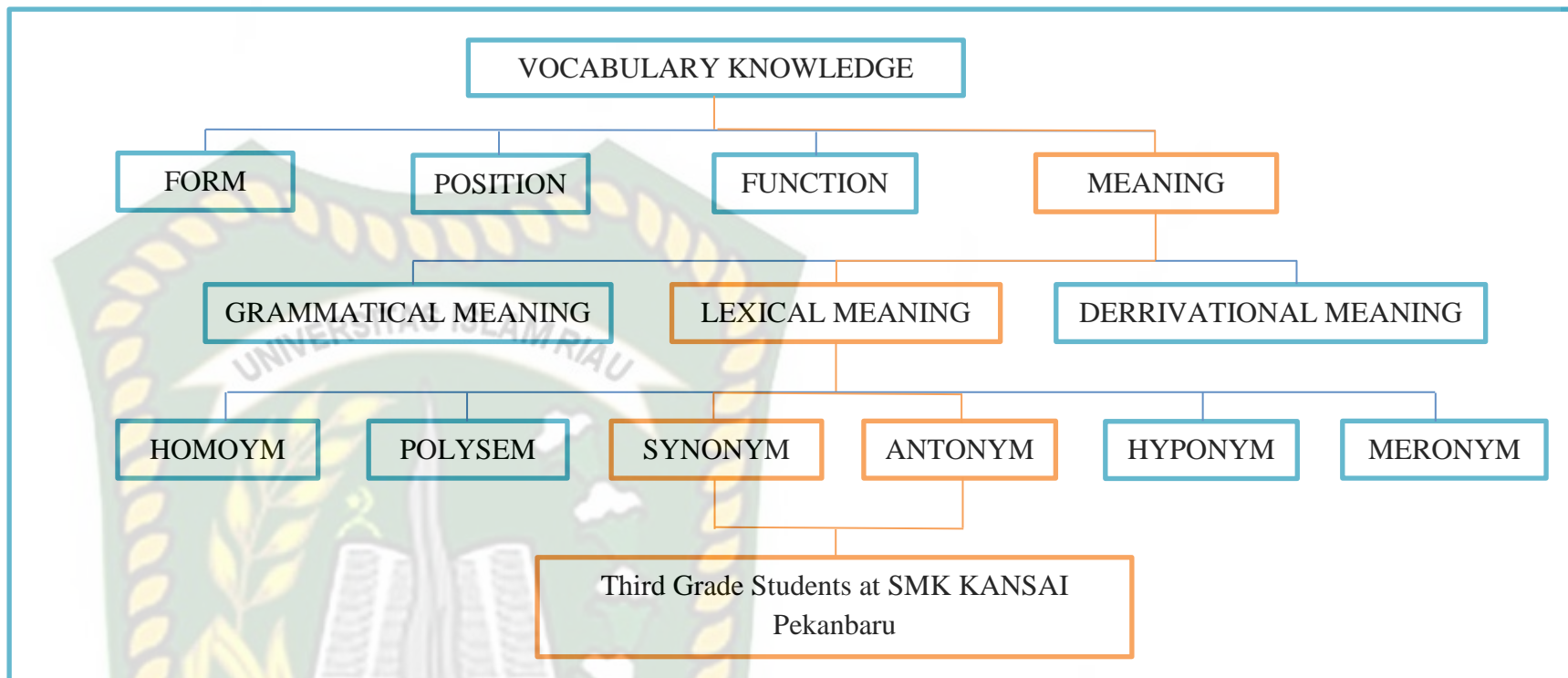
2.9   Conceptual Framework

Figure 2.1 Conceptual Framework

As explained in the literature review, vocabulary is one of the main elements in a language. It is known that vocabulary knowledge supports the knowledge of four language skills, namely listening, speaking, reading, and writing. According to Read (2000:26), Vocabulary knowledge can be classified under four types: Form, Position, Function, and Meaning. As the English learner, a word meanings very important in understanding English. According to Saeed (2003), Words Meaning can be divided into three kinds: Grammatical Meaning, Lexical Meaning and Derrivational Meaning.

Furthermore, according to Saeed (2003), Lexical Meaning can be divided into six kinds: Homonymy, Polysemy, Synonym, Antonym, Hyponymy, and Meronymy. So, this research focuses on synonym and antonym as meanings in vocabulary knowledge. Synonym is different words but which have the same meanings. On the other hand, Antonym is relationship the words which is opposite in meanings. The analysis in this research focuses merely on synonym and antonym within some test. The test in this research will be limited to the students' knowledge of antonym and synonym vocabularies by the third grade students at SMK KANSAI Pekanbaru.

2.11 Assumption

The assumption of this study is third grade students at SMK KANSAI Pekanbaru in 2017/2018 academic year have good vocabulary knowledge, especially in relation of words' meaning for the use of synonyms and antonyms.