

CHAPTER I

INTRODUCTION

1.1 Background

In learning English, vocabulary is the most basic thing for English learners to know, because every word has meaning and English learners must be able to know or master vocabulary and word knowledge. Word knowledge could be of two types: productive or achieve and receptive or receive. But very often it has been observed that there is no flawless division made between productive knowledge also known as achieves and receptive knowledge also known as receives. Zuhroh Fatimatuz (2022) the ability to speak English cannot be separated from the world of work. You may have studied English but are still confused when you enter the world of work. The success of a business is influenced by many factors, one of which is the ability of Sales & Marketing workers to make sales and great marketing techniques so that they are able to attract foreign and domestic customers.

However, limitations in the use of language can be a big obstacle that hinders your further success. Moreover, the knowledge of English in sales and marketing is different from the use of English in everyday conversation. For sales & marketing, being able to make presentations is the most important skill to persuade prospective clients to buy a product or service. So, don't close your eyes that your English language skills can help you become a successful Sales & Marketing in the future.

The vocabulary will cover a range of essential languages and phrases for sales professionals from pitching to attend meetings, speaking to clients to marketing products in English. is ideal for anyone who works or wants to work in sales and marketing. The field of sales and marketing is identical to English which is less formal than other business sectors, so that after this training participants will understand idioms and everyday language that may be used by colleagues who speak foreign languages.

Based on the explanation above, the researcher then interested to find out a study of English vocabulary for sales and marketing. So that the researcher

interested to conduct the research under the title “A Study of English Vocabulary for Sales and Marketing Officers“.

1.2 Problem Statement

The researcher formulates the problem statement of this research is: what is the level of English vocabulary knowledge for sales and marketing officers at Honda Sanggar Laut Palopo?

1.3 Objective of the Research

Based on the problem statement above, the objective of this research is to find out what is the level of English vocabulary knowledge for sales and marketing officers at Honda Sanggar Laut Palopo?

1.4 Significance of the Research

The result of this research is expected to give some contributions especially for the officers, the teachers, and the next researchers. The result will be used as follows:

1. For the Officers

Through the result of this research, know the level of officers' ability in the world of sales and marketing.

2. For the next researchers

The researcher intends to bring significant references for future researchers as a reference for further research on the same topic. The results of this study will provide good information regarding vocabulary for sales and marketing. Through the findings of this study, further researchers can also develop this research with a different discussion.

1.5 Scope of the Research

Here the researcher will only focus on level of ESP vocabulary knowledge especially in noun word for sales and marketing officers at Honda Sanggar Laut Palopo.

1.6 Operational Definition

To get a general understanding of the title of the research, the researcher gives the definition of the key term related to the title:

1. English Vocabulary

English vocabulary refers to the set of words we must understand to communicate effectively.

2. Sales and Marketing Officers

Sales are a transfer of product from the manufacturer to the customer in exchange for the money. Marketing is understanding the customers need and introducing a product.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Vocabulary

In learning a mother tongue or any foreign language, vocabulary is the most significant component. Language acquisition cannot take place without learning its lexis with unlimited shifts in meaning caused by various contextual variables (Yang & Dai, 2012). Vocabulary is one of the most essential parts, along with phonetics/pronunciation and grammar, required to learn a foreign language (Pan & Xu, 2011). In addition, vocabulary is the basis for language skills, namely, listening, speaking, reading, and writing

Vocabulary knowledge poses severe problems to its learners, which consequently impedes the learning of English language. In another study, Alqahtani (2015) stated vocabulary learning as an important aspect of foreign language learning with an emphasis on the meaning of new words. This study summarizes important research on the level of vocabulary used by the officers.

a. Definition of Vocabulary

Various word definitions have been proposed by such a variety of researchers. Vocabulary is an important factor of language competency, particularly in English, because it provides the foundations for learners' ability to talk, listen, read, and write. Richards (2002) pointed out that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. The quality of a person's language skills depends on the quantity and quality of his vocabulary, the richer the vocabulary we have, the more likely we are to become skilled at language.

Moreover, Jackson (2002) defines that vocabulary is the stock of words in a language, or that is known or used by an individual or that are associated with particular activity. In Oxford Learner's Pocket Dictionary (2008) vocabulary means a list of words with their meaning, especially in a book for learning a foreign language. Furthermore, Barnhart (2008) proposed that vocabulary is a

combination of various words used by people contains the operation and be able to communicate.

From the definitions above, we can conclude that vocabulary refers to the set of words we must understand to communicate effectively.

b. Indicator of vocabulary mastery

Vocabulary mastery is not a simple procedure that can be accomplished on the heat of the moment. When a child is still a baby, the process of learning unfamiliar phrases begins. Essentially, the mother tongue is the baby's first language. They will learn new vocabulary by listening to someone else say simple words. It has been well known that English vocabulary development is impossible without English ability (English skills), as both are necessary in the English teaching and learning process. Cameron's (2001) list of vocabulary successes was as follows:

1) Pronunciation

One of the factors that greatly influence pronunciation is vocabulary. A new word in a foreign language must be taught to students. In order for them to hear the sound at the start and the end, the word's use of stress.

2) Spelling

Additionally, students should be familiar with the letters and syllables that make up the word "spelling." Spelling is the process of accurately assembling words from individual letters or the way a word is spelled.

3) Grammar

Since words and grammatical information are connected, learning words can help children learn grammar. This implies that if vocabulary is given a high emphasis, grammar is not being neglected.

4) Meaning

In learning foreign language, an individual should know the meaning of the words. Knowing the words will make people easier in using it to communicate both in written and spoken.

c. Classification of Vocabulary

Hiebert and Kamil (2005) propose word has two forms; first oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary consists of those words for which the meaning is known when we write or read silently. They also define knowledge of words also comes in at least two forms as follows:

1) Productive vocabulary

Productive vocabulary or also known as active vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

2) Receptive or passive vocabulary

Receptive vocabulary refers to the words or vocabulary that we recognize when learns from others in the language that we are exposed to in reading or listening. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.

Therefore it can be conclude that vocabulary can be presented in four units. They are reading vocabulary, listening vocabulary, speaking vocabulary, speaking vocabulary, and writing vocabulary.

Herrel (2004) pointed out that reading vocabulary consist of the word found by people when they are reading. While listening vocabulary is the word that people hear and understand when they are talking to others or listening to radio and television. Moreover speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary, is vocabulary that consists of the word people use in writing essays, reports, letter, etc.

On the other hand, Nation (2008) designed and advanced a unique vocabulary classification of four levels. These vocabulary categories are: high frequency words, academic words, technical words, and low frequency words.

1. High frequency words

They are widely used in everyday or formal situations, spoken and written texts, such as daily magazines, newspapers, conversations, literary books, and academic texts, that is, published articles. They include 80% of the word families currently used in most written texts and 90% - in spoken texts. It can therefore be concluded that mastery of high-frequency words creates a key construct of English acquisition, as “A vocabulary size of 2000 to 3000 words provides an excellent basis for language use.

2. Academic words

The academic words are those words commonly used for academic purposes. It from a wide variety of disciplines in the high-frequency word lists of 1,000 to 2,000 word families. The words of this category are quite often encountered in official or formal conversations, newspapers, children's books, various texts and academic writings and texts that highlight certain other themes.

3. Technical words

Each subject area has its own special technical vocabulary. This category includes academic words that are even more specific to each field of knowledge, such as in Physics, Psychology, Law, etc. These words are usually used in specific fields such as vocabulary in Medicine or terms in Astronomy. In most cases, one can find these categorical items only within a specific area of knowledge. Nonetheless, some words from other groups due to lexical abundance can be used in specific fields with different meanings. These words especially belong to a certain academic field, and their use will immediately tell people what field of science these words come from.

4. Low frequency words

Low frequency words form large and unpredictable word groups which provide very poor coverage for so many words. Each word occurs

infrequently and encounters with very low frequency words are unlikely to be immediately followed by encounters with other words of the same kind. For this reason, teachers should not spend class time teaching these words. Learners need to learn low frequency words but teachers should focus on strategies that can be used to cope with and learn these words.

d. Kinds of Vocabulary

Harmer's perspective can be added to explain the discussion. Harmer, (1991) claims that various aspects of vocabulary should be studied, including word meaning (synonym, antonym, connotation, and denotation), increasing word use such as idioms, word combination or collocation, and word grammar, which includes noun, verb, adjective, and adverb.

Furthermore, the words divide into eight classifications, those are:

- a) Nouns: Reference to an object. Such as: bits, pieces, record, player.
- b) Pronouns: Personal, possessive, reflexive, reciprocal, demonstrative, relative, interrogative, indefinite. Such as: I, them
- c) Verbs: Predication of an action. Such as: like, looking, doing, to look.
- d) Adjective: Modification by a property. Such as: old, second, new.
- e) Adverb: A word which modifies the meaning of a verb, an adjective or another verb. Such as: up, cheerfully.
- f) Preposition: A word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else. Such as: for, like.

e. Vocabulary assessment

Thornbury (2005) stated that both students and teachers can receive feedback by taking vocabulary tests. Testing also had a beneficial backwash effect; if students knew they would be assessed on their vocabulary acquisition, they might study the material more diligently. Testing encouraged students to examine vocabulary in advance of a test. The availability of word lists as a basis for choosing a collection of words makes vocabulary testing appear to be simple

to be examined. Additionally, a variety of well-known object categories that were simple to employ for vocabulary testing are available. There are a few instances.

- 1) Multiple-choice (choose the correct answer)
- 2) Completion (write the missing word)
- 3) Translation (give the 1 1 equivalent of the underlined word)
- 4) Matching (match each word with its meaning)

These test items is easy to write and to score, and they made sufficient use of testing time. In example, multiple-choice questions were frequently used in standardized tests. A multiple-choice vocabulary test that has been expertly created is very trustworthy and successfully separates students based on their vocabulary proficiency.

2. Sales and Marketing Officer

Sales and marketing are two business functions within an organization they both impact lead generation and revenue. All operations that result in the sale of products and services are referred to as sales. And marketing is the practice of piquing consumers' attention in the products and services being offered for sale. Meredithlhart (2018) proposed that the actions that result in the sale of products or services are referred to as sales. Salespeople are in charge of maintaining connections with potential customers (prospects) and offering solutions to prospects that ultimately result in a sale. Additionally, marketing includes all of the operations that promote your company. Market research and analysis are tools used by marketers to understand the preferences of prospective customers. Marketing departments are in charge of organizing campaigns to promote a company's name, goods, or services.

Brooke Connor (2017) is a top-notch product necessary for a profitable firm to operate? The majority of businesses say no to this. Why? Because creating sales necessitates that prospective client comprehend a product's existence, what it does, and why it is superior to a rival's offering. Team Indeed Editorial (2021) stated that selling products and services is the process of sales. It entails persuading potential clients to make a purchase from your business. Convincing people can be done in a number of ways, such as by outlining the advantages of your product, providing discounts, or making your product more appealing than

that of your rivals. Making cold calls, meeting with prospects one-on-one, attending trade shows and promotional events, and cross-selling are some frequent ways to generate sales (selling another product to an existing customer). A business and its clients enter into a contract after making a sale. By cultivating a good relationship with its clients, a business frequently aims to keep its clientele.

Marketing is the process of making people interested in your product through various strategies like pricing, packaging, positioning (creating a perception), placement and promotion. A company's marketing initiatives may or may not be focused on producing direct sales leads, but they unquestionably aim to facilitate sales and boost earnings over the long term. For instance, marketing teams frequently focus on intangible techniques like enhancing public relations and building a brand image. A strong brand image may not directly result in sales leads, but it does encourage customers to choose the company's products over competing ones. In order to make items more appealing to customers, marketing primarily focuses on analyzing their needs, interests, and behavior.

Both sales and marketing aim to increase income for a company. However, sales tend to have a very short-term viewpoint, whereas marketing mostly concentrates on long-term objectives. While marketing objectives are frequently of an intangible nature, sales teams typically operate under strict quarterly targets. Even if marketing initiatives don't directly affect a company's revenue right away, they nonetheless aid in its long-term expansion. Despite their differences, sales and marketing efforts give their best results when they are aligned with each other. For example, research from the marketing department can help the sales team process sales more efficiently. Avoiding contradiction between the marketing message and sales pitch reinforces customers' conviction in the product. Similarly, sales professionals can offer useful insights about customer behavior to the marketing team for better positioning of the product. Integration and alignment of sales and marketing helps a company reduce cost and increase return on investment.

2.2 Previous Study

In this research, researcher uses previous research as a comparison and benchmark. Besides that it is used as a reference for researcher and makes her easier to compile this research. Below are some scientific works that have similarities with this research.

1. Shinichi, H et.al (2014) in their research entitled “The assessment of the vocabulary size of Japanese university students of science and engineering in an ESP program”. This paper describes the first part of a longitudinal project which aims to improve vocabulary development of third-year science engineering students in a Japanese university. In this pilot study, one third of the classes of undergraduate Technical English were given the vocabulary size test developed by Paul Nation and David Beglar (2007) to gauge students’ approximate vocabulary size for general English reading. The 30-minute test was administered in class via the university’s e-learning system (WebClass UEC) to expedite the compiling of results. This presentation reports the background and rationale for using this particular measurement, the holistic results of the pilot assessment, the analysis of the correlations and deviations between departments, and the implications of these similarities and differences. Over 70% of the students (n=149) tested in this study were at the 8,000 word level or above, which indicates they are in a good position to understand most general English texts and perhaps most spoken English. The challenge, however lies in their ability to cope with texts in the science engineering field which uses vocabulary that are regarded as low-frequency words in a general English context. There is a large number of technical and sub-technical vocabularies that students will need in order to become fully functional.
2. Chujo, K., & Genung, M. (2003) in their research entitled “Vocabulary-level assessment for ESP texts used in the field of industrial technology”. The aim of this study are 1) to measure, based on the British National Corpus frequency rates, the graduations among vocabulary levels found within EGP, semi-ESP, and ESP teaching materials used at CIT (College of Industrial Technology); 2) to measure the degree in percentages to which junior and senior high texts, EGP

teaching materials, and semi-ESP textbooks cover vocabulary presented within three different articles used to teach ESP classes; and 3) to identify “bridge-level” materials that more closely connect EGP teaching materials to ESP articles in terms of vocabulary level. The result of this study confirms the existence of a large gap in vocabulary level between the EGP and the ESP teaching materials. The study also reveals that by themselves the texts used in the semi-ESP classes have only a limited efficacy in bridging this gap, but that when supplemented by a specialized ESP vocabulary list they can be more helpful in doing so.

3. Sudarman, S., & Chinokul, S. (2018) in their research entitled “The English vocabulary size and level of English department students at Kutai Kartanegara University”. The study applied descriptive-quantitative research design which aimed to investigate the mean vocabulary size and mastery level of English department students. The subjects of the study were the first-year students majoring in English education department at Kutai Kartanegara University. Thirty-three students participated in this study were given the Vocabulary Levels Test (VLT) to measure their English vocabulary size as well as their mastery level. The findings of this study revealed that the students only knew about 1,273 word families. The result was still below the threshold as suggested by the vocabulary scholars and was not improved after years of learning. The finding also showed that the participants had a very low mastery level. They did not even master the 2,000 or 3,000 high frequency word level, or the academic vocabulary level. The results indicate that the participants had a low vocabulary proficiency and suggest the future research to focus on investigating the vocabulary learning and instruction strategies that are effective to develop the students’ high frequency words and academic words.

Based on the explanation of the three previous studies above, it can be concluded that the three researches have similarities and differences. They have similarities that focus on investigating the vocabulary level. The first and the second research have same objective that is to find out the ESP vocabulary level. Where the third research focused on English for general purposes vocabulary.

Furthermore those three previous studies above have similarities in research method with this research. All these previous studies applied quantitative research, while this research will also apply the same research method, which is quantitative method.

Furthermore talking about the differences of those previous studies with this current research, all those previous studies investigated for university students, while this current research will take sales and marketing officer as sample of the research to find out their level of English vocabulary particularly related to sales and marketing vocabulary mastery.