

A B S T R A C T

Looking more deeply into the nature of vocabulary teaching/learning is one valuable attempt to solve the problems of vocabulary teaching/learning in Indonesian Senior Highschools. As it is undeniable that vocabulary plays a very important role in language teaching/learning, it is crucial to analyze further English two major and basic vocabulary classifications, i.e. Basic English Vocabulary and Specialized English Vocabulary.

Providing better understanding regarding the two vocabulary classifications: the definitions of them, the importance of teaching/learning them in language teaching/learning, the potential corelation between the recognition mastery of the one and that of the other and the implications of the correlation to the vocabulary teaching/learning in Indonesian senior highschools and to the English teaching/learning in Indonesian senior highschools generally, is the aim of this study.

It was hypothesized that there was a positive and significant correlation between the recognition mastery of Basic English Vocabulary and that of Specialized English Vocabulary among a number of private highschool students in Kotamadya Yogyakarta.

Based on the data which was collected from more or less 175 third-year private senior highschool students, the correlation coefficient (r) of the recognition mastery of Basic English Vocabulary and that of Specialized English Vocabulary could be computed. The formula used to calculate the ' r ' is the formula of the Raw-Score Method.

As the hypothesis is accepted, some conclusions of the study are that (1) vocabulary teaching/learning plays more and more important role in language

teaching/learning and it should be the basis of other language elements and skills teaching/learning; (2) Indonesian senior highschool students' recognition mastery of both types of the vocabulary is still very poor and it makes vocabulary teaching/learning in Indonesian senior highschools continue to fail in its objective; (3) the higher/lower the students' recognition mastery of Basic English Vocabulary is the higher/lower their recognition mastery of Specialized English Vocabulary is, and vice versa.

Finally, there are some worthily presented suggestions.

- (1) There should be reassessment of the nature of vocabulary teaching/learning in Indonesian senior highschools. The area of the reassessment is the analysis of the 4,000 target words mentioned in the objective of Indonesian highschool vocabulary teaching/learning.
- (2) There should be more proper attention given to the vocabulary teaching/learning in Indonesian senior highschools.
- (3) Teachers should effectively and efficiently utilize certain teaching methodologies, i.e. direct method and contextual method.