

Abstract

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the students must posses certain amount of vocabularies. This research investigates more in language production using by Word Association Test. Word Association Test is conducted in order to measure how much our mental lexicon can store any vocabularies in our mind. This research intends to compare mental lexicon of English Education that has Vocabulary subject and English Literature that has no Vocabulary subject. There are three aims of this research, the first is to reveal mental lexicon of English Literature students, the second is to reveal mental lexicon of English Education students, and the last is to compare mental lexicon of both English Literature and English Education students.

The researcher uses Piggot's theory (2006) to classify word association types. This research uses *Triangulation* method. There are 15 stimuli words given to both of groups that consist of 13 participants in each group. There are three steps in analyzing the data, first is classify the data based on Piggot's theory, the second is interpret the data, and the last summarize the explanation.

The pattern of mental lexicon both English Literature and English Education is quite similar, the pattern of English Literature students' mental lexicon is *Syntagmatic Relation* (363 responses), *Hyponymy* (158 responses), *Semantic/Lexical Fields* (80 responses), *Paradigmatic Relation* (30 Responses), *Antonymy* (21 responses), *Encyclopedic Relation* (19 responses), *Synonymy* (10 responses) and *Collocation* (5 responses), then the pattern of English Education students' mental lexicon is *Syntagmatic Relation* (328 responses), *Hyponymy* (224 responses), *Semantic/Lexical Fields* (54 responses), *Paradigmatic Relation* (54 responses), *Encyclopedic Relation* (20 responses), *Antonymy* (11 responses), *Synonymy* (14 responses) and *Collocation* (11 response). The researcher does not find *Clang Association* in both of group. Thus, This pattern shows that the present findings are consistent with the findings of previous studies (Pranoto and Afilita, 2018) which stated that foreign language learners tend to respond syntagmatically toward the stimulus.

Key words: *mental lexicon, word association, word association test*