

**CASE STUDY ON STUDENTS' DIFFICULTIES IN
VOCABULARY MASTERY AT SMPN 1
KEBONSARI MADIUN**

THESIS



By:

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ABSTRACT

Aristya, Karimatul. 2018. *Case Study on Students' Difficulties in Vocabulary Mastery at SMPN 1 Kebonsari Madiun in Academic Year 2017/2018.* A Thesis, English Education Department, Tarbiyah Faculty, State Institute of Islamic Studies (IAIN) Ponorogo, Advisor. Dra. Aries Fitriani, M.Pd.

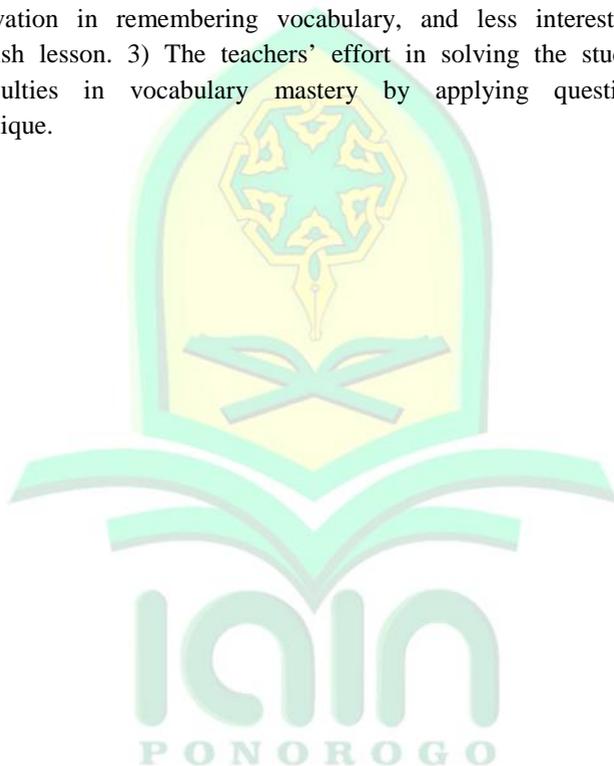
Key Word: Students' Difficulties, Vocabulary Mastery

Vocabulary is an essential part in foreign language learning that must be mastered well by the students because vocabulary is an important factor that support the students ability in doing communication. Students who have difficulty in vocabulary will be agitated in understanding the English lessons.

The statements of the problems of this research are: 1) What are the difficulties faced by ninth grade students of SMPN 1 Kebonsari Madiun in Academic Year 2017/2018 in vocabulary mastery?, 2) What are the factors that cause students' difficulties in vocabulary mastery for ninth grade students of SMPN 1 Kebonsari Madiun in Academic Year 2017/2018?, 3) What are the teachers' efforts in solving the students' problems?

The approach applied in this research was qualitative and the method used was case study design. The research was conducted in the ninth grade of SMPN 1 Kebonsari Madiun. The data sources of this research are the ninth grade students and English teacher at SMPN 1 Kebonsari Madiun. The technique of data collection, the researcher used observation, interview, and questioner. To analyze the data, the researcher used data reduction, data display, and conclusion drawing or verification.

The results of this research are: 1) The difficulties that students faced in vocabulary mastery such as; the students are not able to use vocabulary references correctly, to remember vocabulary, and to write or pronounce the words. 2) The factors that cause students' difficulties in vocabulary mastery are the students do not learn at home, the students lazy to open the dictionary, lost motivation in remembering vocabulary, and less interested in English lesson. 3) The teachers' effort in solving the students' difficulties in vocabulary mastery by applying questioning technique.



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Ponorogo, 11 Juni 2019

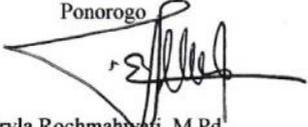
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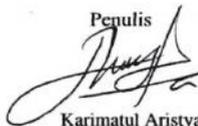
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CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is an essential part in foreign language learning as the meanings of words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and important to a language learner.¹ Vocabulary should be mastered well by the students in order to support their ability in doing communication, whether orally or writing.² When students improve their vocabulary, they can communicate with others in English. It make easier to

¹ Mofareh AlQahtani, “*The Importance of Vocabulary in Language Learning And How To Be Taught*” International Journal of Teaching and Education, (Saudi Arabia: 2015) Vol. III, No. 3

² Syarifuddin Achmad, “*Developing English Vocabulary Mastery through Meaningful Learning Approach*”, International Journal of Linguistic, (University of Gorontalo: 2013), Vol. 5, No. 5, 81

express themselves because they feel more confident and participate in the classroom. .

According to Mackey, suggest that the average child enters elementary school with a recognition vocabulary of 2.000 words, that at age 7 this has reached some 7.000 words, so at age 14, the child should be able to recognize 14.000 words. College students are estimated to understand some 60.000 to 100.000 words. Meanwhile, for Indonesian learners who learn English as one of foreign language that is taught in school, they have limited vocabulary that they now of the language. So, they experience low development in expanding the vocabularies.³ Due to this, an increased emphasis on vocabulary development

³<http://repository.ump.ac.id/349/3/MUH%20FAQZY%20FADLAN%20%20.pdf>, Accessed on 5th October 2017

is crucial for the English language learner in the process of language learning.

In fact, many students have graduated from the school with minimum ability in using English. According to Nurweni, who administered a study about vocabulary size in Indonesia. The factors is because of the lack of vocabulary. A total of 324 freshmen completed Nation's Vocabulary Levels Test. The results revealed that their subjects had a vocabulary size of 1,226 frequent words and 240 general academic words.⁴ This fact is really disappointing since vocabulary has been regarded as one of the most important parts in learning foreign language. Learning vocabulary seems to be one of the easiest things about learning a foreign language, but its also one of the hardest things to do. It is because learning vocabulary

⁴Fika, "The Use of Vocabulary Journal in Enriching Students' Vocabulary Mastery and The Students' Attitudes Toward its Use", The Journal of English and Education, 2013, 1(1), 81-88.

does not only learn about the meaning of word. When learning vocabulary, students will also learn about other aspects of word such as usage, pronunciation, grammatical, and so on.⁵ It is often make difficulties for the students in vocabulary mastery.

Research about analyzing students' difficulties is very important to do because by knowing the students' difficulties can help teachers find problems faced by students in process of vocabulary mastery. According to Bracey, when students struggle with basic skills, then they cannot master more difficult subject content material. Struggles with vocabulary skills can affect comprehension of materials, and decreasing academic achievement.⁶ Therefore, the researcher believes that it is important to do research based on this

⁵ Scott Thornbury, *How to Teach Vocabulary*, (Essex: Longman, Pearson Education, 2002), 27-28

⁶ Jonas, *The Effects of English Vocabulary Mastery on Geometry Achievement*, (Florida: 2013), 5

topic with the assumption that every student may have different difficulties in vocabulary mastery. By knowing the student's difficulties, it will help the teacher to find the appropriate teaching method to help students improve their ability in vocabulary.

Based on the result of National Examination at the Junior High School, the students' lower score amongst some subject that is examined, math is on the lowest rank, then followed by English. Some students 58, 18% scoring ≤ 55 on the math tests. The next subjects English (47, 33%), science (47, 29%), and Indonesian language (4, 82 %) the scoring ≤ 55 .⁷ Besides, the level of English proficiency in Indonesia is still behind neighboring countries in the Southeast Asia region, based on EF's global English Proficiency Index

⁷http://penilaian.kemdikbud.go.id/perpustakaan_penilaian/uplo-aded/pdf/8fb229e1b0437d34ab23c25e6b991b.pdf, Accessed on 1th October 2017

2016 from EF (EF EPI). Indonesia got a score of 52.91, which is the 32nd position of a total of 72 countries surveyed globally. In Asia, the country that is ranked top in English proficiency is Singapore, followed by Malaysia and the Philippines.⁸

Based on the interview with Mrs. Sri Widayani, the English teacher in SMP N 1 Kebonsari Madiun, it was clear that most of students felt difficulty in learning vocabulary. This was happened because the students still have few vocabulary and they do not understand the meaning of difficult vocabulary in English lesson. Besides, the students are lazy to memorize the words which are heard or read in the book. The other factor that causes it such as students felt difficult in using the words in the different contexts. The students felt

⁸https://today.line.me/id/pc/article/antara_news_adf0c46cdd5073ece8dd103a1e93ea00cb4aca6d81fe58ea17485b5d27760aa8, Accessed on 1th October 2017

difficult in pronunciation and also less attention to the lesson. The teacher said that they need a good technique to make their student understand about the meaning of vocabulary and remember it for a long time. The students have to do learning activities which can make them interested and competitive in every learning process.⁹ Therefore, teachers need to change the classroom atmosphere to be fun by using a technique of learning which is well designed so the learning activities can increase students learning achievement optimally.

This research was conducted at the ninth grades students of SMPN 1 Kebonsari Madiun. The researcher found the fact that the students have low value in English because of their lack of vocabularies, parents

⁹Look at Pre- research Interview Transcript 08/I/07-III/2018 at Appendix 8.

are worried because the students in ninth grade will face the national exam. Besides, in this study, the researcher chose the ninth grade to be a research participant because based on preliminary study results they seem to have difficulties in understanding English lesson and students' vocabulary mastery are still low.

According to the case, the researcher is interested to carry out a research dealing with the topic related to the problem. The writer is curious to know the students' difficulties in vocabulary mastery. This idea encourages the researcher to do this research. Based on the description, the writer decided to the research with the title: "Case Study on Students' Difficulties in Vocabulary Mastery".

B. Limitation of the Problem

This study is only limited to students' difficulties in vocabulary mastery. This study is

conducted at the ninth grade students of the junior high school in SMP N 1 Kebonsari. This study focuses on analyzing of case study on students' difficulties in vocabulary mastery at SMP N 1 Kebonsari Madiun in Academic Years 2017/2018.

C. **Statement of the Problem**

Based on the background above, the researcher formulates the research problem as follow:

- a. What are the difficulties faced by ninth grade students of SMP N 1 Kebonsari in Academic Year 2017/2018 in vocabulary mastery?
- b. What are the factors that cause students' difficulties in vocabulary mastery for ninth grade students of SMP N 1 Kebonsari in Academic Year 2017/2018?
- c. What are the teachers' efforts in solving the students' problems?

D. The Objectives of the Study

Concerning with the problem statement, the objectives of research has described as follow:

- a. To describe the difficulties faced by ninth grade students of SMP N 1 Kebonsari in Academic Year 2017/2018 in vocabulary mastery.
- b. To find out the factor that causes the students' difficulties in vocabulary mastery for ninth grade students of SMP N 1 Kebonsari in Academic Year 2017/2018.
- c. To know teachers' technique of solving students' problem to mastering vocabulary.

E. The Significant of the Study

- a. Theoretical significance

This research will give some information about students' difficulties in learning vocabulary.

This research is expected to be used as a reference

for other researchers to conduct a research in English teaching learning process. The results of this study is helping the teacher to solve problems on students' difficulties in learning vocabulary. Hopefully, the result of this study is useful for students, teachers, and all of the readers.

b. Practical significance

The result of this study is expected to be beneficial for:

1. The teacher:

This study is expected to improve vocabulary, teaching and learning process and choose the most appropriate teaching method based on his student's problem.

2. The students

This study is expected to the students' vocabulary mastery, improve their ability in

comprehending the vocabulary and to be more active in learning English.

3. The researcher

The proposed study could benefit and help several researchers as their guide. The result of this research can be used as the references to the other researchers who will conduct a research on the topic. Also additional information and knowledge of experience in education, especially in teaching vocabulary for a better future English teacher.

F. Organization of Thesis

This research includes many parts that explain the research planning. The organization of the thesis is formulated into:

CHAPTER I : Introduction

Consist of background of study, limitation of the problem, statement of the problem, the objective of the study, the significances of the study, and organization of thesis.

CHAPTER II : Review of Related Literature

Consist of 1) Previous study, 2) Vocabulary; definition of vocabulary, types of vocabulary, the importance of vocabulary, 3) Student's difficulties of vocabulary mastery; definition, factors cause the student's difficulties in vocabulary mastery, 4) teaching vocabulary; definition of teaching, the process of

teaching vocabulary, approaches to teaching vocabulary.

CHAPTER III : Research Methodology

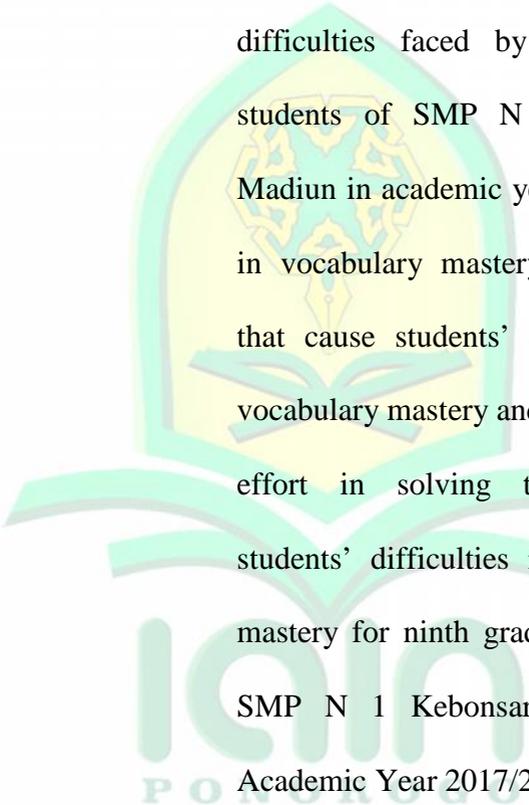
This chapter presents the data that includes general data that is connected with research design, research location, data and source of data, the technique of data collection, data analysis, verification of data validities, and research procedure.

CHAPTER IV : Data Description

In this chapter describes general data and specific data of the research.

CHAPTER V : Analysis Data

This chapter consist of the analysis of the data about some students' difficulties faced by ninth grade students of SMP N 1 Kebonsari Madiun in academic year 2017/2018 in vocabulary mastery, the factors that cause students' difficulties in vocabulary mastery and the teachers' effort in solving the problems students' difficulties in vocabulary mastery for ninth grade students of SMP N 1 Kebonsari Madiun in Academic Year 2017/2018



CHAPTER VI : Closing

This chapter contains of the whole thesis and also recommendation from the writer.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There are many researchers that discuss students' vocabulary mastery. The writer will take the various aspect to be investigated. The previous studies here are used to find out gaps between this research and the previous study that had been done by previous researchers.

The first, research that conducted by Rohmatillah from Institut Agama Islam Negeri (IAIN) Raden Intan Lampung, The title of this research was "A Study on Students" Difficulties in Learning Vocabulary". Rohmatillah did the qualitative research design (case study). The subject of this study was the students of the first semester of English Education

Department at IAIN Raden Intan Lampung. Based on the data analysis and the discussion, the writer concluded that the students still faced the problems or difficulties in vocabulary learning such as; (1) almost all of the students have difficulties in pronouncing the words, (2) how to write and spell, (3) the different grammatical form of a words. (4) the students found difficulties in choosing the appropriate meaning of the words, (6) the students were also still confuse when they found words or expression that were idiomatic.

In addition, the students found difficulties in choosing the appropriate meaning of the words and also still confuse in using the word based on the context.¹⁰

The second, research that conducted by Musdalifah from Universitas Sebelas Maret. The title of

¹⁰ Rohmatillah, A Study on Students' Difficulties in Learning Vovabulary, IAIN Raden Intan Lampung, 2009, Accessed on 3th October 2018.

this research was “Factors causing difficulties in learning vocabulary by the fifth year students of ngringo 02 Elementary School Karanganyar in the Academic Year of 2005/2006. Based on the research analysis of the result of the research, the writer describes that: (1) there are weaknesses which come from the students who have simple strategies, limited sources and lack of readiness in their vocabulary learning. (2) there are four difficulties faced by the students in vocabulary learning, the percentages of which are 86% in translation, 93% in pronunciation, 85% in writing, and 86% in differentiating word classification. In the average, there are 87.5% students who find difficulties in vocabulary learning.¹¹

¹¹ Musdalifah, Factors causing difficulties in learning vocabulary by the fifth year students of ngringo 02 Elementary School Karanganyar in the Academic Year of 2005/2006, Accessed on 3th October 2018.

The third, research that conducted by Wahyu Ningrum from Faculty of Teacher Training and Education University of Jambi. The title of this research was “Students’ Problems in Learning Vocabulary at Eight Grade in One of Junior High Schools in Jambi”. Based on the research analysis of the result of the research, the writer describes tha the eighth grade students of SMP N 10 Jambi still have many difficulties in vocabulary learning. The categorization of the students’ difficulties is based on vocabulary learning aspects, namely spelling, pronunciation, use and meaning.¹²

Another research was done by Dhanu Rahmat from Islamic Education and Teacher Training Faculty of Surakarta. The title of this research was “A

¹² Wahyu Ningrum, Students’ Problems in Learning Vocabulary at Eight Grade in One of Junior High Schools in Jambi, Accessed on 3th October 2018.

Descriptive Study of Vocabulary Mastery at the Eighth Grade of Mental Retardation Students of SMPLB YKAB Boyolali in the Academic Year 2015/2016". The result showed that (1)the strategy used by the teacher in teaching vocabulary the mild mental retardation students are context and memorization. The teacher used text and picture as media in context strategy, while in memorization, the teacher gave some noun vocabularies that have to be memorized by the students. (2) There were two problems which appear in teaching vocabulary mastery, namely; no upgrading for general teacher in the SMPLB YKAB Boyolali. It made him difficult to handle students. Students' participation during teaching learning process was less. They often did not ready attending English class. The teacher should give more motivation to improve the students' participation.

This research will be different from the previous studies above because in this research the researcher will analyze the difficulties in vocabulary mastery faced by ninth grade of junior high school students at SMPN 1 Kebonsari Madiun. Furthermore, this research will focus on the students' difficulties in vocabulary mastery. The object of this research is ninth grade at SMP N 1 Kebonsari Madiun. This research use case study of qualitative research.

Concerning the previous research, the writer will try to analyze the students' difficulties in vocabulary mastery. Here, the writer will analyze problems in vocabulary mastery because the writer will find out what are factors that cause difficulties in vocabulary mastery. Since every student probably has different difficulties in vocabulary mastery, the researcher got an inspiration to do a research based on this topic. The

writer also will find the teacher's effort to overcome students' difficulties in vocabulary mastery that is appropriate and effective to solve it.

B. Vocabulary

1. Definition of Vocabulary

Vocabulary is the stock of words used by people or particular user or person, or a list of collection of the word of a language, book, author and branch of science in alphabetical order and defined.¹³ According to Richards and Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring

¹³ Bobrizal, Boni Saputra, "The Making of Smart Towel to Learn English Vocabulary for Elementary School Students," *Journal of Inovish*, Vol.2, No.1, 2017, 123

new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television.¹⁴

The other definition of vocabulary states from Hatch and Brown, they say that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use.¹⁵ Vocabulary has certainly found in every aspect of language. If the students do not know the meaning of the words, they will have difficulty in understanding what they read, and hear in English learning process.

¹⁴ Renandya, W.A., & Richards, *Methodology in Language Teaching*. (Cambridge University Press, New York : 2002)

¹⁵ Hatch and Brown, *Vocabulary, Semantics, and Language Education*. (Cambridge University Press; 1995)

2. Types of Vocabulary

There are many explanations made by the experts in language area about the types of vocabulary.

Carol define vocabulary to receptive and productive vocabulary. Essentially, receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. Beside, productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form.¹⁶

According to Kamil and Hiebert, the productive vocabulary is the words that are familiar or easy to recognize and often used by an individual, particularly in writing and speaking.

¹⁶ Carol, Chapelle, and Husnton Susan, "*Learning Vocabulary in Another Language*", (Cambridge Applied Linguistics: 1929)

The receptive vocabulary is the words that are less familiar to students and the students may not use it spontaneously for they may recognize the words meaning as they are reading and listening.¹⁷ Moreover, Kamil and Hiebert also mention other kinds of vocabulary beside productive and receptive vocabulary, i.e. oral and print vocabularies. In this case, the oral vocabulary refers to the words that their meanings are known in speaking or reading orally, where as the print vocabulary is considered as the words of which their meanings may be known in writing or reading silently.¹⁸

¹⁷ Elfrieda H. Hiebert and Michael L. Kamil, "*Teaching and Learning Vocabulary: Bringing Research to Practice*", (New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 2005), 3

¹⁸ *Ibid*3

From the explanations above, every experts in every book is different in classifying the kind of vocabulary, because every person has different ways in showing and telling their opinions and ideas. In receptive vocabulary, the students learn a new word and they are able to use it in the context of reading and listening material. In productive vocabulary, the students can express their idea using the words and use appropriately in speech and writing.

According to Thornbury, there are six kinds of vocabulary, they are:

a. Word classes

Words classes or parts of speech. They are divided in to eight classes, such as: noun,

pronoun, verb, adjective, adverb, preposition and determiner.

1) Nouns

Nouns are the names of person, thing or place. Noun can be the subject of the sentence, object of the verb and object of preposition. There are types of noun as follow; countable noun, uncountable noun, proper noun, common noun, concrete noun, abstract noun, collective noun, noun plural.

2) Pronouns

Pronouns are words that are used to replace a person or thing, for example: I, you, we, they, he, she, it.

3) Verbs

Some examples of verb are like, looking, doing, etc.

4) Adjective

Adjective are words that are use to explain or modify a person, place, or thing, for example: old, beautiful,good, etc.

5) Adverbs

Adverbs are words that used to describe verb adjectives or adverbs, for example: beautifully, now, ago, etc.

6) Preposition

Prepositions are words that are uses with noun or pronoun that are placed in front of them to show a relation between these words with another part of the sentence. They are: at, on, in, from, into, etc.

7) Conjunctions

Conjunctions are words that are used to connect word on a group of words or sentences. Conjunctions are usually used in the adverbial clause, for example: as, if, because, for, others, and although.

8) Determiner

To make easier in learning about determiner,

Thornbury divide them in to two groups they are: grammatical words or function words and content words. Grammatical words consist of preposition, conjunctions, determiners and pronouns, and belonged to the domain of

grammar teaching. While content words are usually nouns, verb, adjectives and adverbs.

9) Word Families

It discusses about affixation of a word, such as: prefixes (pre-, de-) and suffixes (-er, -ful). Inflexions of play: play-plays-played and playing. Derivatives of play: play-player-replay and playful.

10) Word formation

Affixation is one of the ways new words are formed from old. Another ways are:

- a) Compounding, that is the combining of two or more independent words (second-hand, word processor, paperback, typewriter and so on).

b) Blending, breakfast + lunch = brunch,
information + entertainment =
infotainment etc.

c) Conversion, I always television every
information. (television is noun, and it
is converted into verb

d) Clipping, electronic mail = email;
influenza = flu.

11) Multi- Word Units

Phrasal verbs: look, for, look after,
wipe off, and throw on etc.

12) Collocations

Two words are collocates if they
occur together with more than chance
frequency. Example: this week, once
again, as well, once more.

b. Word meaning.

1) Synonym

Synonym is words that share a similar, for example: sadness = unhappiness, find = good.

2) Antonym

Antonym is a word expressing an idea directly opposite to that of another word in the same language. For example: accept >< refuse, like >< dislike.

3) Homonyms

Homonyms are words that share the same form but have unrelated meanings, such as: shed, well, left, fair, bat etc.¹⁹

¹⁹ Scott Thornbury, *How to Teach Vocabulary*, (Essex: Longman, Pearson Education, 2002), 3-10

3. The Importance of Vocabulary

Vocabulary learning is very important for people who learn English as a foreign language or second language. According to David Wilkins, without grammar very little can be conveyed, without vocabulary nothing can be conveyed.²⁰ Building up a useful vocabulary is central to the learning of a foreign language at primary level. Learners' vocabularies put a helpful perspective on classroom foreign language learning.²¹

C. Students' Difficulties in Vocabulary Mastery

1. Definition

Learning vocabulary seems to be one of the easiest things about learning a language, but it's also one of the hardest things to do. According to

²⁰ Ibid 11

²¹ Cameron Lynne, *Teaching Languages to Young Learners*, (Cambridge University Press, New York: 2001)

Thornbury the students can face some difficulties in mastering vocabulary, such as:

a. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to learners.

b. Spelling

Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen,

headache, climbing, bored, honest, cupboard, muscle, etc.

c. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their “learn ability”.

d. Grammar

Also problematic is the grammar associated with the word. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an –ing form (swimming) can add to its difficulty.

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

f. Range, connotation and idiomaticity

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range.

Thus, put is a very wide-ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean

publicity. On the other hand, eccentric does not have negative connotations in English, but its nearest equivalent in other languages may be deviant. Finally, words or expression that are idiomatic (like make up your mind, keep an eye on....) will generally be more difficult than words whose meaning is transparent (decide, watch).²²

Gower explain what makes a vocabulary item is easy or difficult. How easy or difficult a vocabulary item is can depend on this:

a. Similarity

The difficulty of a vocabulary item is often depends on how similar the items is in the form and meaning to the students' first

²²Scott Thornbury, *How to Teach Vocabulary*, (Essex: Longman, Pearson Education, 2002), 27-28

language. Words which are similar in the first language and English may be misleading rather than helpful.

b. Similarity to English words already known

Once students have some English then a word which is related to an English word they are already familiar with is easier one which is not. For example, if students have already met the word friendly they should be able to guess the meaning of unfriendly.

c. Connotation

Another difficult aspect that learners have to get grips with is the connotation of the word. For example, does the word have positive or negative connotation to a native speaker?

Either skinny and slim could be used to describe someone who is thin – but these words are very

different in their connotation and by choosing one rather than the other the speaker conveys a particular attitude.

d. Spelling and pronunciation

The spelling of many English words can cause problems for students who speak languages with very regular spelling system. Particular spelling patterns can also cause confusion where the pronunciation is concerned. For example, it is easy to understand why many students confuse the meaning, spelling and pronunciation of these words: through, though, thought, tough, thorough.

e. Multi-word items

A lexical item may consist of more than one word, as in a compound noun such as tennis shoes or sports car, or a phrasal verb such as to

put someone up. Phrasal verb are notoriously difficult for learners of English because they are made up of simple words (often prepositions or adverbs).

f. Collocation

How a lexical item collocate (or „goes with“ other items) can also cause difficulty. For example, people are injured or wounded but things are damaged, and we can say a strong wind and strong coffee – but it’s a light wind not a weak wind and weak coffee not light coffee.

g. Appropriate use

When use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular context (for example, we can use pushing to mean almost in

He is pushing fifty. But pushing is only used in this way with older people – we do not say he is pushing there!). Also it is important that students know whether the word or phrase has a marked style – informal or formal.²³

2. Some factors cause student' difficulties in vocabulary mastery

Many different factors contribute to the cause of students' difficulties in vocabulary mastery. Huyen and Nga identify that there are four factors that is cause the problems in mastering vocabulary. First, most of the students consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions is boring. In this case, language learners have nothing to do in a vocabulary learning section but

²³ Walter, *"The Elements of Foreign Language Teaching"*
Languages in Practice UK, Vol 7, 1997

to listen to their teacher. Second, students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words. Third, students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. Forth, many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly.²⁴

There are also some problem in mastering vocabulary such as: 1) Students do not know how

²⁴ Huyen, Nga, *The Effectiveness Of Learning Vocabulary Throgh Games. Learning Vocabulary Through Games*,(Thailand: 2002), Accessed on 3th October 2018

to use the structure of vocabulary learn words. It is like prefixation, suffixation, and root which is the three parts of vocabulary. 2) Students feel that vocabulary is difficult. They cannot learn words and learn English well. On the other hand, they have a little time to read other English book. 3) Little speaking and writing make students forget words quickly. Because they get unusual to speak with the word that is given it make them forget the word fast. 4) In a word, students cannot learn words well, because they have some bad habits to study vocabulary. They only know one meaning of word. When they see the same word in different context, they do not know its meaning.²⁵

²⁵ Wahyu Ningrum, Students' Problems in Learning Vocabulary at Eight Grade in One of Junior High Schools in Jambi, Accessed on 3th October 2018

There are also some factors that caused students' difficulties in learning vocabulary (1) the written form is different from the spoken form in English, (2) The number of words that students need to learn is exceedingly large, (3) the limitations of sources of information about words, (4) The complexity of word knowledge. Knowing a words involves much more than knowing its dictionary definition, (5) causes of lack of understanding of grammatical of the words, (6) the incorrect pronunciation.²⁶

D. Teaching Vocabulary

1. Definition of Teaching Vocabulary

Teaching vocabulary is the total number of words that are needed to communicate ideas and

²⁶ Rohmatillah, "A Study on Students' Difficulties in Learning Vocabulary", IAIN Raden Intan Lampung, 2009, Accessed on 9th October 2018.

express the speakers' meaning. That is the reason why it is important to learn vocabulary. Vocabulary knowledge is often viewed as a critical tool for second language learner because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition. In communication activity, people have to master a lot of vocabulary to make enjoyable and more fun in this activity. People need to know the words that express their attention.

Knowing a lot of words in foreign language is very important. In order to understand the language, vocabulary is crucial to be mastered by the learner. For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the

vocabulary mastery requires their own motivation and interest on the words of a language. From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests needs and motivation. vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.²⁷

In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing. vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures

²⁷ Mofareh Alqahtani, *The Importance Vocabulary in Language Learning and How to be Thought*. International Journal of Teaching and Education, Vol.III. No.3, 21-23

and functions we may have learned for comprehensible communication. Vocabulary is very important in learning English. It is the first pillar before mastery of four aspects in English such as, reading, speaking, listening, and writing.²⁸ Without vocabulary mastery, it is impossible to master four aspects in English language.

According to Paul Witty, If the students vocabulary are limited, they undoubtedly has trouble in understanding many of the things that they read or hear and the students also has difficulty in improving their English ability. Beside, if the students know many words, they are likely to have a wealth of ideas. They will be able to understand they read or hear and also better able

²⁸ Penny Ur. *Language Teaching, Practice and Theory* (London:cambridge University Press: 1996), 199-123

to express themselves when they talk or write in English.²⁹

Vocabulary learning strategies are activities, behaviours, steps or techniques used by learners (often deliberately) to facilitate vocabulary learning. Vocabulary learning strategies can help learners to discover lexical items (both their meaning and form), and to internalise, store, retrieve and actively use these in language production. Vocabulary teaching strategies refer to everything teachers do or should do in order to help learners learn the vocabulary of the target language. These would include the following procedures: introducing and presenting the meaning and form

²⁹ ²⁹ Paul Witty, *How to Become a Better Reader* (United State of America: Science Research Associate, Inc, 1953), 23-24.

of a lexical item, stimulating learners to revise, practice and consolidate, i.e.³⁰

2. The Process of Learning Vocabulary

In addition, according to Grauberg, the process of learning vocabulary involves four stages:

a) Discrimination

This is the basic step. It involves the ability to distinguish sounds, letters from those next to them, and from the sounds and letters of similar words when listening and reading; to keep them distinct when speaking and writing. As will be seen later, failure to discriminate is a frequent source of error.

³⁰ Visnja Pavicic Takak. *Voacabulary Learning Strategies and Foreign Language Aquiation*, (Cromwell Press Ltd: 2008), 106

b) Understanding meaning

This means understanding the concept of the foreign word or phrase. Often this is straightforward because the word can be related to its referent by direct association or because there is equivalent word in English.

c) Remembering

The next step after introducing and explaining new material is to ensure its retention. Once learners have found out the meaning of a word, they have no reason to attend to it any more, and it will be forgotten.

d) Consolidation and extension of meaning

Learning new words is not an instantaneous process if it were, and if presentation were the only critical variable involved, then words would not be forgotten

and need to be relearned. As it is, however, it seems that words are absorbed slowly overtime, and that only gradually do they become fully integrated into the learner's personal stock of words, when he can use them with the same sort of fluency that characterizes the words he uses in his native language.³¹

3. Approaches to Teaching Vocabulary

There have been many different approaches towards teaching and learning vocabulary, they are:

a) The Grammar-translation method

The main point of this method is that students translate sentences which exemplify certain grammar issues. Speaking and vocabulary are not important and great emphasis is put on accuracy.

³¹Rohmatillah, "A Study on Students' Difficulties in Learning Vocabulary", IAIN Raden Intan Lampung, 2009.

b) The Direct method

This method brought some changes in approach towards teaching English. Speaking became an important part of language learning and students related grammatical forms they were studying to objects and pictures, etc. in order to establish their meaning. The sentence was still the main object of interest, and accuracy was all important. Moreover, target language should be used as the only language in the classroom.

c) The Audiolingual method

This approach is based mainly on drills and substitution. Using the stimulus-response reinforcement model, it attempted, through a continuous process of such positive reinforcement, to engender good habits in

language learners. Accuracy is still quite relevant and language is not presented in any kind of real-life context. Firstly, a teacher introduces a situation which contextualises the language to be taught. Then the language is presented. Secondly, students practise the language using reproduction techniques such as choral repetition, individual repetition and cue-response drills. Thirdly, students produce new language in sentences.³²

According to Graves, there are four approach to teaching vocabulary, they are:

- a) Rich and varied language experience

Students are immersed in words through listening, speaking, reading, and writing.

³² Lucie, *“Difficulties of an Adult Student in Learning and Remembering Vocabulary”*, (Charles University, Prague: 2011)

b) Instruction in individual words

Students are taught the meanings of individual words through both definitional and contextual information, active engagement, and multiple practice opportunities over time.

c) Instruction in strategies for independent word learning

Students are taught how to use context, word structure, and outside resources such as the dictionary to independently determine the meanings of unknown words.

d) Fostering word consciousness

Students are engaged in activities that promote their interest in and motivation to learn words.³³

³³ Graves, M. F. *"The vocabulary book"* (New York: Teachers college press: 2006)

CHAPTER III

RESEACH METHODOLOGY

A. Reseach Design

In this study, the researcher applied a qualitative research approach. Quailitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data.³⁴

Qualitative methods are effective in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion, whose role in the research issue may not be readily apparent.³⁵

Qualitative research is also focus on the study of social

³⁴ Donald Ary, *Introdution to Research in Education*, Wadsworth, (USA: 2006)

³⁵ Natasha Mack, et all., *Qualitative Research Methods: A Data Collector's Field Guide*, (USA America: Family Health International: 2005, 1

phenomena and on giving voice to the feelings and perceptions of the participants under study. This is based on the belief that knowledge is derived from the social setting and that understanding social knowledge is a legitimate scientific process.³⁶

There are several types of qualitative research, among others:

1. Biographical research, to examine an individual person if the material is available and the individual studied will share information.³⁷
2. Ethnographic research used to examine human behavior in a specific natural environment.³⁸

³⁶ Marguerite G. Lodico, Dean T. S Paulding, & Kathrerine H. Voegtler, *Methods In Educational Research: From Theory To Practice*, (San Francisco: Jossey –Bass: 2006), 264 31

³⁷ Lexy J. Moleong, *Metodolog elitian Kualitatif*, (Bandung: PT Remaja Rosdakarya: 2000), 52

³⁸ *Ibid*, 54.

3. Phenomenological research, searching for or discovering the meaning of the essential or essential things of life experience.³⁹
4. Historical study, encompassing events that have passed.⁴⁰
5. Case Studies, is the study of something "unity system". Unity of this system can be a program, activity, event or group of individuals associated by a place, time, or a particular bond.

In this research, the writer uses case study. A Case study is one of the type qualitative methods. According to Yin in the book of Research Methods in Language Learning by David Nunan, a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not

³⁹ *Ibid*, 57.

⁴⁰ *Ibid*., 61

clearly evident; and in which multiple sources of evidence are used.⁴¹ It will be conducted through how to collect the data, how to analyze, how to compute the data, take a conclusion, and make a report.

Case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded system (cases) over time, through detailed, in depth data collection involving multiple source of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case based theme. The type case study in this research is descriptive case study.⁴² According to Bruce L. Berg descriptive case explorations require that the

⁴¹ David Nunan, *“Research Methods in Language Learning”* (New York: Cambridge University Press, 1992), 76.

⁴² John W. Creswell, *“Qualitative Inquiry and Research Design”*, Second Edition (London: SAGE Publications: 2007) 73

investigator present a descriptive theory, which establishes the overall framework for the investigator to follow throughout the study. What is implied by this approach is the formation and identification of a viable theoretical orientation before enunciating research questions.⁴³ It can be said from the theoretical explanation above, the researcher clear the research problems based on the qualitative approach especially case study procedures.

B. Research Location

This research location is in SMP N 1 Kebonsari Madiun. It located at Pucanganom, Kebonsari, Madiun. This research was held at one public junior high school in Madiun. There are some reasons for choosing this school as the research location. The first one is that the

⁴³Bruce L. Berg, *Qualitative Research Methods for the Social Sciences* (USA: Pearson Education Company: 2001), 230

school is locally for its good reputation in the town. Since this research is willing to find out students' difficulties in the vocabulary mastery.

The second reason is the school began to decline, students has value low in English to ninth grade, parents are less interested to send their children to school because it is located in the village and the competitiveness of junior high schools in Madiun increasingly tight.

C. Data and Source Data

The data source is the subject of the data obtained. Researcher used interview technique in collecting data, then the data source is called informant (the person responding/ answer questions from the researcher). Researcher also uses the documentation

technique, then the record (data) obtained becomes the data source.

The main data sources of this research are words and actions, the rest is the source of written data and photographs. The meaning of words and actions are the words and actions of the people who are observed or interviewed. This data source is recorded through written records. While the source of written data is a complement of the use of observation and interview.

Source of the data is the important thing in a research. The data sources of this research are:

1. The ninth grade Students at SMPN 1 Kebonsari.
The students are the primary source of data from which the researcher observed their difficulties and cause of difficulties in understanding English lesson. Also, the researcher has interviewed them to get some information.

2. The English teacher of the IX A, B, C, and D grade students. The researcher interviewed the English teacher to get some information related to students' difficulties in vocabulary mastery.

D. Technique of Data Collection

Data collection techniques is a way that can be used by researchers to collect data and obtain objective data. In this research, researchers used several methods in data collection as follows:

1. **Observation**

Observation is a basic data collecting activity for many branches of research, particularly the natural and technical sciences, for example observing the results of experiments, the behavior of models, the appearance of materials. Observation can be used for recording data about

events and activities, and the nature or conditions of objects. Observation can record how people react to questions, and whether they act differently to what they say or intend.⁴⁴

From the explanation above, the researcher concludes that observation is basic of activity in research which has a purpose to collect data to produce the basis of research with going to the subject research directly. Observation can help the researcher to focus on the problem what the researcher wants deeply.

In this study the researcher uses direct observation because it is conducted to the object directly. This technique is considered to observe the school facilities, the strategy of teacher, and the student's vocabulary mastery in learning process.

⁴⁴ Nicholas Walliman, *Research Method the Basic*, (Taylor & Francis e-Library: 2011), 100-101

2. Interview

According to Sugiyono, an interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic.⁴⁵

So that the data collected through the technique of the objective of the interview can be comprehensive and well in accordance with the objective of the research, it is necessary to formulate the first outline of the main issues that will be asked as guidelines for the implementation of the interview. The steps that should be taken is as follows:

- a) Draw up a list of an interview guide grid. To make it easier for the preparation of questions

⁴⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2016), 175

so as in accordance with the kind of data that will all be brought together, first need to be prepared grid guide interview, in a working meeting with the purpose of and principal research , the details of the data collected , as well as details of the question items.

- b) Select relevant questions, selected relevant so that there is no overlap.
- c) Make an interview guide ready for use.⁴⁶

According to Arikunto classification, there are their kinds of interview, namely (a) unstructured interview. In this type, the interviewer carries out the interview with no systematic plan of the question, (b) structured interview. The interview carries out the interview by using a set questions arranged in advance, (c) semi structured

⁴⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta: 2016), 175-176

interview. The interviewer uses a set question which is developed to gain the specific information.⁴⁷

In this case, the researcher used the structured interview. The interview was done with the English teacher. The interview was done after finished the teaching and learning process. This interview will conduct to gain a spoken response from the participants. The functions of the interview in this research to acquire information about the factors were to cross-check the data and to make sure that the data from the observation and questioner were really valid.

In this study, the interview will be held to some ninth grade students and the English teacher

⁴⁷ Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: PT.Rineka Cipta: 1990)

of ninth grade students of SMP N 1 Kebonsari Madiun. Students at the respondent who has difficulties in vocabulary mastery and the English teacher as the person who teaches English to them, so he has to know his students' vocabulary mastery well. This is will help the researcher to get more enough data.

3. Questionnaire

A questionnaire is a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. As a data collecting instrument, it could be structured or unstructured. The questionnaire was most frequently a very concise, preplanned set of questions designed to yield specific information to meet a particular need for research information

about a pertinent topic.⁴⁸ The research information was attained from respondents normally from a related interest area.

The dictionary definition gave a clearer definition: A questionnaire was a written or printed form used in gathering information on some subject or subjects consisting of a list of questions to be submitted to one or more persons. From the questionnaire, the writer would get more data about the students' difficulties. The reason, the information would identify the students' problem and any additional information. The research chose student's answer from questionnaire as the main instrument to collect the data because the questionnaire could be the representative for the research to collect the data fast. Additionally, the

⁴⁸ Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta: 2009), 137

questionnaire could be written by the data that can help the research to remain students' answer or response.

According to Sugiyono there are two types of questionnaire, those are close form questionnaire and open form questionnaire. Open form questionnaire is a question that hopes the respondent to write his or her answer about something descriptively. On the other hand, close form questionnaire will help the respondent to answer quickly because the researcher gives an alternatives answer to them.⁴⁹

In this research, the researcher used close form questionnaire, the students were given some question with alternative answers, which had to be

⁴⁹ *Ibid*, 63.

chosen by the students. The questionnaire was distributed after the students did the test.

The Questionnaire is a written form of questions that used to get information from the respondents. These questionnaires consist of twenty two items assessing students' difficulties and translated in the Indonesian language to help the students understand the content easily. The students were given a questionnaire to answer all of the statements and questions. It was clearly showed in the following table:

Table 1.1
Instrument of Data Collection

Variable	Indicator	No. Item of Instrument	Total Items of Instrument	Technique
Students' Difficulties	1. Limited vocabulary	1,2,3	3	Question

in	knowledge			ner
Vocabulary Mastery	2. Lack of pronunciation	4, 5	2	
	3. The difficulty in using the words	6, 7, 8, 9, 10	5	
	4. The difficulty gramatical of words	11	1	
	5. Inadequate use of effective vocabulary technique	12, 13, 14	3	
	6. Problems with processing information	15, 16, 17	3	
	7. Problems in remembering vocabularies	18, 19, 20	3	

E. Data Analysis

In thesis guide book mentioned, “the data analysis of qualitative is the process of looking for and arranging the data from interview, field note, and the other objects systematically, so it can be understood easily, and their finding can be informed to the others”.⁵⁰

Each of the stage is presented in this following:

1. Data Reduction

Reduction is stage of summarizing, classifying and focussing on essential things. In this stage, the research needs to separate the accurate data from the accurate ones.

2. Data Display

Display data is the stage of organization data into patterns of relationship. The data display

⁵⁰ Pedoman Penulisan Skripsi IAIN Ponorogo Jurusan Syariah, Tarbiyah, dan Ushuludin, edisi revisi, (Ponorogo, 2010) 50

can make the collected easier to be understood. In this stage, the researcher makes assessment of information based on the problem.

3. Conclusion

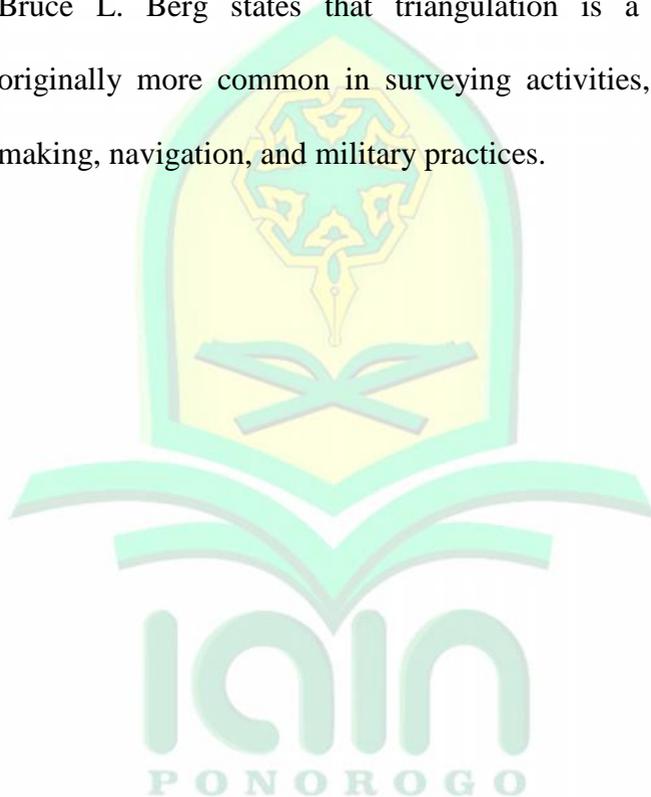
In this stage, the researcher makes conclusion about the answer of the problem that have been formulated.

F. Verification of Data Validities

Triangulation is the technique used in checking the validity of the data. According to Jane Ritchie and Jane Lewis triangulation is useful in checking the validity of data or whether it is more a means of widening or deepening understanding of a subject through the combination of multiple readings.⁵¹

⁵¹Jane Ritchie and Jane Lewis, *Qualitative Research Practice* (London: SAGE Pub

Creswell defines that triangulation of data will be collected from multiple sources to include interview, observations, and document analysis.⁵² In addition, Bruce L. Berg states that triangulation is a term originally more common in surveying activities, map making, navigation, and military practices.



⁵²John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (London: SAGE Publications: 1990), 45

CHAPTER IV

DATA DESCRIPTION

A. General Data

1. History of the Establishment of SMP N 1

Kebonsari Madiun

SMPN 1 Kebonsari standing on the ground with the 16.260 m² which is located in the village Pucanganom, Kebonsari, Madiun district a large . The amount of space that shares will be held do not slight differences which is a number of 56 a space into which a consisting of 27 of the classroom. This school to be supported by educator who professional with qualifying education s1 .This school got A accreditation and also been acknowledged as a school of grabs Adiwiyata.

SMPN 1 Kebonsari using the KTSP 2006 and 2013 curriculum. This curriculum was

developed from standard of content by school based on their content and potentials. They improved the curriculum based on demands of the times. They used KTSP for eighth and ninth grade. While the seventh grade, they used 2013 curriculum.⁵³

2. Vision, and Mision of SMP N 1 Kebonsari

Madiun

a. Vision

Improved in quality, faithful, devoted, environmentally and culturally conscious

b. Mission

- 1) Achieve an increase in average national exam results and school ranking at the district level.

⁵³ Look at Document Transcript 01/D/5-IV/2018 at Appendix 1.

- 2) Achieve an enhanced contents and accommodative curriculum content.
- 3) To realize the improvement of quality learning process to the IT base characterized by local advantage.
- 4) Achieve improvement of professionalism of PTK school human resources.
- 5) Achieve improvement of learning infrastructure and other facilities.
- 6) To realize the improvement of participative school management.
- 7) Improving the management of funding and the addition of school funding sources.
- 8) Improving the development of assessment and follow-up to the IT base.

9) Emphasize the development of noble character, religious attitude, and receptive expressive language.

10) Improving the development of environmental caring culture towards Adiwiyata school.⁵⁴

3. The Situation of Teachers, Students and Employees

a. Teachers

The teachers have to act the advisor for the students in developing their creativity and potential. Moreover, the teachers have to be motivator which has guided them to raise their goal. The teachers` qualification of SMPN 1 Kebonsari is S1. The complete data about the

⁵⁴ Look at Document Transcript 02/D/5-IV/2018 at Appendix

teachers of SMP N 1 Kebonsari Madiun can be found in the appendix.⁵⁵

b. Students

The existence of students in an education in institution also has the significant role in learning activities. A school which has the high quantity of the students mean that is a trusted school. The total number of students in SMPN 1 Kebonsari academic year 2017/2018 is 540. It divides into three grades. The detail calculation of the student's division can be seen in the appendix.⁵⁶

4. Organization Structure of School

In order to manage the school programmers and achieve the vision and mission of SMPN 1

⁵⁵ Look at Document Transcript 04/D/5-IV/2018 at Appendix 4

⁵⁶ Look at Document Transcript 03/D/5-IV/2018 at Appendix 3

Kebonsari Madiun, it is necessary to create a school organization which consists of people with particular positions and duties. The members of the organization can be from the teachers or some elected people to hold the school organization. The organization structure of SMPN 1 Kebonsari Madiun is also attached in the appendix.⁵⁷

5. Facilities and Basic Facilities

The facilities and basic facilities are needed to be media of school activities and to support an education quality making-up of the school. To create it, the school facilities are always completed and updated periodically. The detail of facilities and basic facilities of SMP N 1 Kebonsari Madiun can be seen in appendix sheet.⁵⁸

⁵⁷ Look at Document Transcript 04/D/5-IV/2018 at Appendix 4

⁵⁸ Look at Document Transcript 05/D/5-IV/2018 at Appendix

B. Specific Data

1. The Data about some Students' Difficulties Faced by Ninth Grade Students of SMPN 1 Kebonsari Madiun in Academic Year 2017/2018 in Vocabulary Mastery

This research was conducted analysis of some students' difficulties faced by ninth grade students of SMP N 1 Kebonsari Madiun in Academic Year 2017/2018 difficulties in vocabulary mastery. It takes place in IX A until IX D that every class consists of 22 until 23 students.

To answer the statement of the problems in chapter I, the researcher did the interview with the English teacher and students. It was aimed to find out the students' difficulties in vocabulary mastery.

According to interview with Mrs. Sri Widayani of SMP N 1 Kebonsari Madiun, she said

that there are some difficulties encountered students in understanding the vocabulary, so that teaching material cannot be optimal. The resulting interview is:

In the class, I found the problems faced by students when learning Vocabulary such as 1) limited vocabulary knowledge and had difficulty in understanding the meaning of some words. 2) the student had difficulty in remembering vocabulary. 3) the students were no able to use vocabulary references correctly. 4) the students had difficultis to write and pronouncing the words.⁵⁹

⁵⁹Look at Interview Transcript 02/I/07-III/2018 at Appendix 8

The researcher also got the data from the students by conducted an interview with them. According to the statement based on the interview with Yunia Novita, the students of ninth grade A said:

I had difficulty in learning Vocabulary because I have limited vocabulary knowledge. So, it was difficult to understand the materials that the teacher explain in the class.⁶⁰

Moreover, Icha Mida, other class member said:

I have a problem that causes difficult to mastering vocabulary. There are many vocabularies that I did not know, I could not understand the meaning of the word in the textbook. So, I feel that English vocabulary is difficult.⁶¹

According to the statement based on the interview with Kiky Andriyani, the second informant in ninth grade D, she stated that:

⁶⁰ Look at Interview Transcript 04/I/4-V/2018 at Appendix 11

⁶¹ Look at Interview Transcript 05/I/4-V/2018 at Appendix 12

When I study English, there are some words that I do not know the meaning, so I should opens a dictionary. It s difficult to understand the meaning of word in English lesson because some of word is not familiar to me.⁶²

Moreover, Aida Jifri Dwi K, other class member said:

I think some problems makes me difficulties in vocabulary mastery. I do not understand the meaning of the word because it is not familiar to me. I found it very hard in an understanding the material because my weak of the vocabulary.⁶³

From the interviews means that the students still have limited vocabulary knowledge.

Based on the interview with the Reni Wahyu, the informant at ninth grade C class, He

⁶² Look at Interview Transcript 06/I/4-V/2018 at Appendix 13

⁶³ Look at Interview Transcript 07/I/4-V/2018 at Appendix 14

also said difficult to understand the vocabulary, he said that:

I thing some problems makes me difficulties in vocabulary mastery. I do not understand language in textbook. I still less in the understood some vocabularies if I did not use the dictionary.⁶⁴

The case indicates the Estin Faradisa informant at ninth grade A of SMP N 1 Kebonsari Madiun, she said that:

I have several factors that cause difficult to learning English. The vocabulary mastery is low, and I did not understand if the teacher explain the material. So, when I want to answer the question on the textbook, I have not got the message at all.⁶⁵

Based on the results of observation, the researchers found that the student did not understand the word meaning of the English lesson

⁶⁴ Look at Interview Transcript 08/I/4-V/2018 at Appendix 15

⁶⁵ Look at Interview Transcript 09/I/4-V/2018 at Appendix 16

because of student limited in vocabulary. Sometimes students do not find the sense of the word in the dictionary so that they ask teachers about it means. The teacher also told the students to study at home before the material is taught in school.

Supported by observation data above, about learning the process of English vocabulary the result as follows: the teacher explained the material based on the textbook, explain how to understand the material, set an example of material, the students were asked to answer the question from teacher. Students next are given homework about the material that was explained by the teacher.⁶⁶

According to English teacher's ninth grade, the second problem is a remembering vocabulary.

⁶⁶ Look at Interview Transcript 03/I/07-III/2018 at Appendix 9

The results of interviews with Khozinatul Asari, a student of ninth grade C SMP N 1 Kebonsari Madiun, they have a few problems in remembering vocabulary. She said that:

I have the factors cause of difficulty in remembering vocabulary. There is a lot of vocabulary in the textbook, when I remembering some new vocabularies, I will forget it quickly.⁶⁷

According to an interview with Femas Sepriadi informant in ninth grade B SMP N 1 Kebonsari Madiun, he said that:

Some problems makes me difficulties in vocabulary mastery is how to understands and remember a lot of vocabularies for a long time.⁶⁸

The result of this study, the researcher was found in ninth grade SMPN 1 Kebonsari where

⁶⁷ Look at Interview Transcript 10/I/11-V/2018 at Appendix 17

⁶⁸ Look at Interview Transcript 11/I/11-V/2018 at Appendix 18

there were some students are difficult to remembering vocabulary.

The third problem facing students in the mastering vocabulary is the students were no able to use vocabulary references correctly. The statement is in accordance with students: According to the interviews with Khoiron Nawawi, a student of ninth grade A SMP N 1 Kebonsari Madiun, she said that:

When I want to answer question in the textbook, I have a factor causing trouble in understanding the functions of words. So, I can not answer the question.⁶⁹

From the interview about that can be said that students hard to understand structure of vocabulary.

⁶⁹ Look at Interview Transcript 12/I/11-V/2018 at Appendix 19

According to the resulting interview with Nabila, the informant at ninth grade D students of SMP N 1 Kebonsari Madiun, he said that:

When I want to make a sentence, I have difficulty in arrange the vocabulary because I do not know the functions of the words. So, I was confused to answer the question in the textbook.⁷⁰

From the statement above the researcher concluded that the other cause of students' difficulties in mastering vocabulary is the functions of the words.

Based on interviews with English teacher of ninth grade, another problem facing students in vocabulary mastery that is the students had difficultis to write and pronouncing the words.

Based on interviews with Jerry Saputra, she said that:

⁷⁰ Look at Interview Transcript 13/I/11-V/2018 at Appendix 20

I think mastering vocabulary is difficult because the written form is different from the spoken form in English. I can not write the words correctly because I not able to pronounce the words.⁷¹

Based on interviews with Denny Kurniawan a student ninth grade B at SMP N 1 Kebonsari Madiun, he said that:

I have a difficulty in mastering vocabulary because the pronunciation of words is difficult. I can not remember how to pronounce the words when the teacher ask me some question, so I can not answer the question correctly.⁷²

From the interviews means that students do not able to write and pronounce the words correctly.

Based on the results of observation, researchers found that students do not understand the meaning of vocabularies and have less interest

⁷¹ Look at Interview Transcript 14/I/11-V/2018 at Appendix 21

⁷² Look at Interview Transcript 15/I/24-IX/2018 at Appendix 22

to learning English. Students can not answer the questions correctly, so students get a bad. Based on interviews with Lisa Safriana, a student ninth grade A at SMP N 1 Kebonsari Madiun, he said that:

I felt difficult in mastering vocabulary. When I want to make a sentence, I can write the words correctly. So, when I have an exam, I get bad.⁷³

Based on the questioner given researchers to students' ninth grade, the majority of students said it was difficult to understand the meaning of vocabulary. Besides in mastering vocabulary they are often felt difficult to remembering a lot of vocabularies. The students also had difficult in implying a word in the sentences because they do not know the function of the words. The last, the

⁷³ Look at Interview Transcript 02/I/07-III/2018 at Appendix 8

students had difficulty in writing and pronouncing the words.

The information above it can be concluded in the mastering vocabulary, students become difficult in understanding the meaning of vocabulary, felt difficult to remember the vocabulary, and no able to use vocabulary references correctly and they had difficulty in writing and pronouncing the words.⁷⁴

2. The Factors that cause Students' Difficulties in Vocabulary Mastery for Ninth Grade Students of SMP N 1 Kebonsari Madiun in Academic Year 2017/2018

According to interview with Mrs. Sri Widayani of SMP N 1 Kebonsari Madiun, the

⁷⁴ Look at Appendix of the Questionnaire Result, 23

students having factors that cause difficulty in vocabulary mastery. The resulting interview are as follows:

- 1) Students do not learn at home.
- 2) Students are lazy to open a dictionary to find the meaning of the difficult vocabulary.
- 3) Students lose their motivation to remembering vocabulary.
- 4) Students less interested and not not focus on learning process .⁷⁵

The researcher also got the data from the students by conducting an interview with them.

Dian Ayu, the students of ninth grade D said:

At home I have rarely managed to study English, I just want to study if there is an exam or some homework.⁷⁶

According to an interview with Indiarto informant in ninth grade A SMP N 1 Kebonsari

Madiun, he said that:

⁷⁵ Look at Interview Transcript 02/I/07-III/2018 at Appendix 8

⁷⁶ Look at Interview Transcript 16/I/11-V/2018 at Appendix 23

I do not study English at my home. I felt tired after go home from the school. I take a rest and enjoy my time at home⁷⁷

Based on interviews with English teacher of ninth grade, the second factors that cause students' difficulties in vocabulary mastery are students having knowledge of vocabulary which are very few and they lazy to open a dictionary.

The researcher also got the data from the students by conducting an interview with them.

Based on the interview with the Yohan, the informant at ninth grade C class, he said that:

I lazy open a dictionary of having to find the meaning of words, sometimes I do not find the word searched. I easier ask my friends than to open a dictionary.⁷⁸

⁷⁷ Look at Interview Transcript 17/I/11-V/2018 at Appendix 24

⁷⁸ Look at Interview Transcript 18/I/18-V/2018 at Appendix 25

Based on interviews with Fadilla, a student ninth grade D at SMP N 1 Kebonsari Madiun, he said that:

I did not know the sense of the word in English book, I usually guess the sense of the word because I lazy to bring a dictionary. So I cannot the understanding the content of the materials in English book.
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Based on interviews with English teacher ninth grade, another factor that cause students' difficulties in vocabulary mastery that is lack of student's interest, so student's sleepy and bored when lessons. In another chance, research interviewing to students.

According to interview with M. Fauzan, a student at ninth grade C of SMP N 1 Kebonsari Madiun, she said that:

⁷⁹ Look at Interview Transcript 19/I/18-V/2018 at Appendix 26

I do not like to learning vocabulary. I also was rarely read the English text at home to increase my vocabulary knowledge. I think vocabulary is difficult.⁸⁰

According to the resulting interview with Stanlee Ananda the informant at ninth grade D students of SMP N 1 Kebonsari Madiun, he said that:

I do not like to learning vocabulary because the there is a lt of vocabulary which difficult to understand. The pronunciation of vocabularies is also difficult for me.⁸¹

Based on interviews with Sinta Andriani, a student ninth grade C at SMP N 1 Kebonsari Madiun, he said that:

I have factors a cause of difficulty in mastering vocabulary, I do lazy to learn vocabulary. The vocabulary is not familiar to me, I sleepy when I do not understand the

⁸⁰ Look at Interview Transcript 20/I/18-IX/2018 at Appendix 27

⁸¹ Look at Interview Transcript 21/I/18-V/2018 at Appendix 28

English lesson. So, I am really struggling with English vocabulary.⁸²

From the interview can be interpreted that the student lose their motivation in learning vocabulary and have a less attention in the English learning process.

3. The Teacher's Effort in Solving the Students' Problems

In this point, researchers will discuss the teachers' effort in solving the problems and students difficulties in vocabulary mastery based on the interview with English teacher ninth grade SMPN 1 Kebonsari Madiun. In the interview, Mrs. Sri Widayani, the English teacher of ninth grade

⁸² Look at Interview Transcript 22/I/18-V/2018 at Appendix 29

explain procedure when he taught English lessons in class. The result of the interview:

The first, explains the materials based on English handbook. The second, the students are discuss and searching the meaning of vocabulary with their friends. The third, the teacher gives the example how to pronoun the vocabulary. The fourth, the students are asked to answer the question from teacher about the vocabulary. The fifth, the teacher applied some technique. The last, the students are given homework to answers the question in the LKS.⁸³

The statement was not different from the observation of the class. The observation was conduct toward the classes where the students learning English. The English materials among the classes are same because the English handbook of the ninth grade is applied to all class categories. During the observation, the researcher took notes

⁸³ Look at Interview Transcript 03/I/07-III/2018 at Appendix 9

about the activities happened in the class to get the data needed. The observation result showed that the teacher, Mrs. Sri Widayani, did the procedures of teaching English narrative text as follows: *First*, pre-activities such as the teacher greeted the students “Assalamu’alaikum, warahmatullahiwabarokatuh”, the teacher asked the chief of class to pray together, and the teacher gave the motivation to the students to keep their spirit in learning. *Second*, the teacher explains the materials based on the English handbook. *Third*, the students are discuss and searching the meaning of vocabulary with their friends. *Fourth*, the teacher gives the example how to pronoun the vocabulary. *Fifth*, the students are asked to answer the question from teacher about the vocabulary. *Sixth*, the teacher applied some technique. *The last*, the

students are given homework to answers the question in the LKS.⁸⁴

In learning English the teacher effort to give understanding the text such as: inform the meaning of vocabulary, the organization of sentences (subject, predicate, and object), and the teacher guide the students to use the dictionary. So students will not difficulties when they found the word does not know what that means. The teacher also uses technique in teaching learning process, so students more interest and competitiv in the learning process.

Based on the interview done with Mrs. Sri Widayani, for the effort in solving the problems are the used media in English teaching. The resulting interview is:

⁸⁴ Look at Interview Transcript 3/I/07-III/2018 at Appendix 9

The first use whiteboard media for explains the vocabulary, how to pronounce the vocabulary, and give the example of the use of vocabulary in a sentences. The second use internet to browse information, especially in vocabulary. With the media in learning process make students understand the explanations of the teacher about materials given. Using the internet could also help students better understand and increase knowledge of the material. From the statement above, the teacher are arranged in successive steps from beginning to end and the effort the first use media whiteboard and internet.⁸⁵

According to interview with Mrs. Sri Widayani for the effort use technique in the learning process:

The students use the questioning technique to mastering vocabulary. With this technique, students can understand the meaning of vocabulary and answer the question bravely. However, it improved their vocabulary knowledge, because the

⁸⁵ Look at Interview Transcript 03/I/07-III/2018 at Appendix 9

students free use the dictionary in doing exercises. *The first*, teacher explain the materials based on the English handbook. *The second*, students are discuss and searching the meaning of vocabulary. *The third*, teacher gives the example how to pronoun the vocabulary. After that, the students are asked to answer the question from teacher about the vocabulary. The teachers use a questioning technique in mastering vocabulary. This technique is very effective in teaching vocabulary. However, students can became more active and competitiv in learning proces. ⁸⁶

Of the statement above researchers can conclude that using questioning tehique will make students more easily to mastering vocabulary and students also became more active and competitiv in learning proces. Questioning technique also creates students easier in mastering vocabulary.

⁸⁶ Look at Interview Transcript 03/I/07-III/2018 at Appendix 10

CHAPTER V

DATA ANALYSIS

A. The Data about Some Students' Difficulties Faced by Ninth Grade Students of SMP N 1 Kebonsari Madiun in Academic Year 2017/2018 in Vocabulary Mastery

This research explains factors that cause students' difficulties in vocabulary mastery for the ninth grade students of SMPN 1 Kebonsari Madiun in academic year 2017/2018. Related to this term, according to Thornbury, there are some problem in mastering vocabulary such as: 1) Difficult to pronounce the words, 2) Difficult in Spelling, 3) Lenght and complexity, 4) Grammatical of words, 5) Meaning of words, 6) Range, connotation and idiomaticity.⁸⁷

⁸⁷Scott Thornbury, *How to Teach Vocabulary*, (Essex: Longman, Pearson Education, 2002), 27-28

Reflect on the observation results related to this case, the researcher concluded that not all of these things proved to be the problems in students' vocabulary mastery. This statement has been strengthening and analyzed by the interviewed results with the English teacher at ninth grade of SMPN 1 Kebonsari Madiun. Based on the research results, there are four problems that influence students' difficulties in mastering vocabulary in the learning process such as lack of vocabulary and difficulty in understanding the meaning of words, the students' difficulty in remembering vocabulary, the students were no able to use vocabulary references correctly, and the students had difficulty in writing or pronouncing the words.⁸⁸

⁸⁸ Look at Interview Transcript 02/I/07-III/2018 at Appendix 6

All of these problems have been analyzed as follows: The first problem that influence the students' comprehend is lack of vocabulary and difficulty in understanding the meaning of words. Students had difficulty in mastering vocabulary because they have less vocabulary knowledge. When the students want to answer the question on English book, they found many words that unfamiliar and has not known what that means of understanding the materials. When students were asked to explain the answer of some questions they feel confused because they still do not understand the meaning of some words.

The second problem related to this case is the students had difficulty in remembering vocabulary. Students have the problem in remembering vocabulary when English learning process. The student is not be able to remember a lot of vocabularies for a long time.

When they try to remember the new vocabulary, they was forget the vocabulary that they had remember before. It is because they never study the vocabulary at home or used it in the daily life. According to Cameron, building up a useful vocabulary is central to the learning of a foreign language at primary level. Learners' vocabularies put a helpful perspective on classroom foreign language learning.⁸⁹ From this term, it is obviously clear that the vocabulary must be mastered by students.

Thirdly, the students were no able to use vocabulary references correctly is also being the problem in mastering vocabulary. Most of the students have a problem with use the words in different context. When the students want to make a sentence, they had difficulty in arrange the words because they no able to

⁸⁹ Cameron Lynne, *Teaching Languages to Young Learners*, Cambridge University Press, (New York: 2001).

use vocabulary references correctly. So, the students confused to answer the question on the textbook. However, they feel that mastering vocabulary is difficult and make them did not get the message of the materials. Based on the explanation above, it can be concluded that the students need to practice more to use the vocabulary reference in many different context.

Fourthly, beside of some problems that are mentioned above, the thing that is being the problem is the students had difficulties in writing and pronouncing the vocabulary. It is difficult because the witten form is different from the spoken form in English. They can not write the words correctly because they not able to pronounce the words.

B. The Factors that Cause Students' Difficulties in Vocabulary Mastery for Ninth Students of SMP N 1 Kebonsari Madiun in Academic Year 2017/2018

Students have the factors that make them difficult to mastering vocabulary. Based on the result of an in-depth interview with Mrs. Sri Widayani as the English teacher about the factors that cause in mastering vocabulary to the ninth grade students of SMPN 1 Kebonsari Madiun, she said that English subject matter mostly felt difficult to taught in many schools area because of some factors. Students did not like or attract in learning English because some of these factors which mentioned as follows:

The first factor, the students do not leran at home. Learning English is regarded as difficult subject to learn. The students depends on the English teachers as authorities. Students also feel lazy to learn in home.

In the class, students had difficult to answer questions from teacher or English textbook. So, they just learn English while they are at the class or depend on the teachers' instruction.

Secondly, the students have little vocabulary knowledge. Students lazy to open a dictionary to find the meaning of the difficult vocabulary, they are often asking to the teachers so their vocabulary is not increased. Without mastering vocabulary knowledge, it will make the students difficult to understand about the content of the English materials. Vocabulary plays important role in language learning. Vocabulary is also an essential skill for learning to read, speak, write and listen. Without sufficient vocabulary, the students cannot communicate and express their feeling both in form of spoken and written effectively.

Thirdly, students lose their motivation to remembering vocabulary. They have some factors cause of lose motiation in remembering vocabulary. There is a lot of vocabulary in the textbook, when the students remembering some new vocabularies, they will forget it quickly.

Fourthly, beside of some problems that are mentioned above, the crucial thing that is being the problem is students' attention which is less. Some students did not pay attention when the teacher explained the learning process. Students did not focus on the learning process so they become bored and sleepy. However, they are less interested in learning vocabulary. However, students did not attend when the teacher was explaining the material.

Based on the data above, the researcher can analyze that the factors cause students' difficulties in

mastering vocabulary for ninth grade students of SMPN 1 Kebonsari Madiun will have a negative impact on the learning process and students' English ability so that students will have a low score for English lesson.

C. The Teachers' Effort in Solving the Students' Problems

To solve the students' problems in comprehending narrative text for ninth grade students of SMPN 1 Kebonsari Madiun, the teachers need to try some particular methods and technique in their teaching in order to achieve the learning objectives. The English teacher tried to solve the problems in learning the vocabulary process with aim of increasing the ability of students, students pay more attention to the material, and enjoy during the learning process. All of these strategies has been analyzed as follows:

The strategy that teachers apply in the classroom is teacher center, with the white board media the teacher explains the material about the English lesson. After that the teacher gives the exercise to the students. Based on the result of interview with Mrs. Sri Widayani, the English teacher of SMPN 1 Kebonsari Madiun, she stated that she has been applying the teacher center technique it is been long time. There are questioning technique applied by the teacher, questioning technique is one of trusted technique in teaching vocabulary. Questioning technique is one of the technique used in learning vocabulary in ninth grade SMPN 1 Kebonsari Madiun.

There are many advantages of questioning technique that applied in class. Based on the result of interview with Mrs. Sri Widayani, the English teacher of SMPN 1 Kebonsari Madiun, who applies questioning

technique, she stated that through questioning technique, it can help the students to understanding the meaning of vocabulary, they are able to develop their thinking skills, find information from various resources, and learn from other students, questioning technique can help students to respect the others, aware of their limitations, and accept all the differences, questioning technique help every student to be more responsible in their learning vocabulary.

There are many advantages of questioning technique in teaching vocabulary at ninth grade. Based on the result of interview with English teacher ninth grade, she stated that the advantages of questioning technique are this technique can make the players or in this case, the students more adroit and their ability about memorizing the English vocabulary is more increased because they learn in an enjoyable

way, students have fun in learning with questioning technique and enhances students to competitive in learning process, it can make students relax and fun to study, the teaching learning process more attractive, the teacher easier to teach the vocabulary.

Based on the above statement, the use of questioning technique in learning vocabulary is to help the students to understanding the meaning of vocabulary and answer the question bravely. However, it improved their vocabulary knowledge, because the students free use the dictionary in doing exercises But the implementation of the technique is not maximal, another technique are needed to help student's difficulty in mastering vocabulary.

CHAPTER VI

CLOSING

A. Conclusion

Based on the data analysis and the discussion in the previous chapter, the researcher it can be concluded as follow:

1. There are some difficulties the students face in vocabulary mastery at ninth grade students of SMP N 1 Kebonsari Madiun in Academic Year 2017/2018. They lack of vocabulary and difficulty in understanding the meaning of words, the students had difficulty in remembering vocabulary, the students were no able to use vocabulary references correctly, and the students had difficulty in writing or pronouncing the words.

2. There are some factors that cause students' difficulties in vocabulary mastery for ninth grade students of SMPN 1 Kebonsari Madiun in Academic Year 2017/2018. The factors are the students never study the material and they do not learn at home. They just learn English while they are at the class or depend on the teachers' instruction. Besides the students lazy to open the dictionary and lost motivation to remembering vocabulary. The other factor is not interested in English lesson so that they become bored and sleepy.
3. The teachers' effort in solving the students' difficulties in vocabulary mastery by applying questioning technique.

B. Recommendation

Based on the result of this research, the researcher feels necessary to give recommendations as follows:

1. For the English teacher
 - a. The teacher can give more attention in teaching vocabulary for students.
 - b. The teachers to give more exercise the vocabulary, grammar, and pronunciation for students' ninth grade.
 - c. The teachers have to motivate the students to be relaxed in learning English is easy and not afraid to make a mistake.
 - d. It is hoped the teachers can be used for many sources of vocabulary reference which is related to the teaching English.

2. For the students
 - a. The students try to discuss the problem with other, so they encouraged and motivated to another to learn.
 - b. The students should be active to learn vocabulary.
 - c. The students become more active and confidence in pronounce the vocabulary.
3. For readers

This thesis is expected to be a good reference which can help the readers to add more knowledge or conduct the next research.

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