

AN ANALYSIS OF STUDENT DIFFICULTIES IN MASTERING VOCABULARY IN EIGHT GRADE AT SMPN 06 KOTABUMI IN THE ACADEMIC YEAR OF 2021 / 2022

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Abstrak: Kosakata adalah bagian penting dalam pembelajaran bahasa asing yang harus dikuasai dengan baik oleh siswa karena kosakata merupakan faktor penting yang mendukung kemampuan siswa dalam melakukan komunikasi. Siswa yang mengalami penguasaan kosa kata yang sedikit akan kesulitan dalam memahami pelajaran bahasa Inggris. Tujuan dari adanya penelitian ini adalah untuk mengetahui kesulitan yang dihadapi siswa kelas VIII SMPN 6 Kotabumi Tahun Ajaran 2021/2022 dalam menguasai kosakata kesulitan yang dominan dalam penguasaan kosakata siswa kelas VIII SMPN 6 Kotabumi Tahun Ajaran 2021/2022. Pendekatan yang digunakan dalam penelitian ini adalah kualitatif dan metode yang digunakan adalah desain studi kasus. Penelitian dilakukan di kelas VIII SMPN 6 Kotabumi. Sumber data penelitian ini adalah siswa kelas delapan. Teknik pengumpulan datanya, peneliti menggunakan wawancara, dan observasi. Untuk menganalisa data, peneliti menggunakan reduksi data, penyajian data, dan penarikan kesimpulan atau verifikasi. Hasil dari penelitian ini adalah kesulitan-kesulitan yang siswa hadap pada penguasaan kosakata seperti : siswa tidak mampu melafalkan kosakata dengan benar dan tepat, siswa kesulitan dalam membedakan kosakata yang memiliki kesamaan ejaan dan pelafalannya, siswa kesulitan dan tidak paham mengenai tata bahasa serta siswa tidak mampu memahami konteks bahasa Inggris. Kesulitan yang paling sering dialami siswa adalah kurangnya pemahaman konteks dalam kalimat bahasa inggris didalam semua aspek baik dalam pelafalan, ejaan, tata bahasa dan grammar.

Kata Kunci: Kesulitan Siswa, Penguasaan Kosakata, Kesulitan kosakata

Abstract : Vocabulary is an important part of foreign language learning that must be mastered well by students because vocabulary is an important factor that supports students' ability to communicate. Students who experience little vocabulary mastery will have difficulty understanding English lessons. The objectives of the research is describe the difficulties faced by the eighth grade students of SMPN 6 Kotabumi in the 2021/2022 academic year in mastering vocabulary and describe the dominant difficulties in mastering the vocabulary of the eighth grade students of SMPN 6 Kotabumi in the 2021/2022 academic year. The approach used in this research is qualitative and the method used is case study design. The research was conducted in class VIII SMPN 6 Kotabumi. The data sources of this study were eighth grade students. The data collection techniques were interview, and observation. To analyze the data, the researcher used data reduction, data presentation, and drawing conclusions or verification. The results of this study are the difficulties that students

face in mastering vocabulary such as: students are not able to pronounce vocabulary correctly and precisely, students have difficulty in distinguishing vocabulary that has the same spelling and pronunciation, students have difficulty and do not understand grammar and students are unable to understand the context of English. The difficulty most often experienced by students is the lack of understanding of the context in English sentences in all aspects, both in pronunciation, spelling, grammar and grammar..

Keywords: Student Difficulty, Vocabulary Mastery, Vocabulary Difficulty

I. INTRODUCTION

Vocabulary is one of the linguistics components in learning English. According to Aristya (2018, p.1), vocabulary is an important part in mastering a foreign language, therefore language learning as the meaning of words is very often emphasized, both in books and in class. Therefore, before the students learn the English language, they should mastering vocabulary as a first step.

In addition, Rivers and Nunan in Alqahtani (2015, p.22) state that vocabulary is important to show a success in implementing a foreign language, therefore if we do not have adequate vocabulary, people will not be able to interact and express feelings orally and in writing effectively. This is an element of language that needs to be

mastered. Another thing that makes the mastery of vocabulary that important is to make students more easily in studying English.

Because vocabulary is an important thing to be mastered, especially for students, but students still have difficulty in developing their vocabulary mastery. In the process of teaching and learning English, students still have many difficulties which hinder them in mastering vocabulary.

According to Cameron in Gushendra (2017, p. 54-55), indicators of student difficulty in mastering vocabulary include students having difficulty pronouncing vocabulary, students having difficulty spelling vocabulary, students having difficulty mastering grammar and students having difficulty in understanding

the meaning in vocabulary. That is the most common difficulty experienced by students in developing vocabulary mastery.

Based on observation and interview, the difficulties experienced students cannot understand English lessons well because of the limited vocabulary they have and they also have difficulty in developing vocabulary because many of the students do not have dictionaries

This research is conduct in eight grade students of SMP Negeri 6 Kotabumi. In addition, in this study, the researcher chose eight grade as the research subject because in the curriculum all of the school in north lampung did not get English subjects at the elementary school level so that they had difficulty understanding English lessons and their vocabulary mastery was still very low.

Based on the case experienced by students of SMPN 6 Kotabumi in mastering vocabulary, the researcher are interested in analyzing the above problems into a study entitled: " An Analysis of students'

difficulties in mastering vocabulary in eight grade students of SMPN 6 Kotabumi in the academic year 2021/2022.

II. THEORY REVIEW

2.1 Definition of Difficulties in Mastering Vocabulary

Difficulty in mastering vocabulary consists of two words, namely difficulty and mastery of vocabulary. Subini (2010, p.9) says difficulty is a condition that shows the characteristics of obstacles in activities to achieve goals so that better efforts are needed to overcome these disorders. Meanwhile, vocabulary mastery according to Djiwandono (1996) in Siswati (2012, p.13) says that vocabulary mastery can be distinguished in active-productive mastery and passive-receptive mastery. Receptive vocabulary mastery is used for receptive communication such as listening and reading. Mastery of productive vocabulary is used for communication that is issuing or conveying ideas to others such as speaking and writing.

2.2 Indicator of Students' Difficulties in Mastering Vocabulary

Vocabulary is important when studying a foreign language. In order to communicate effectively in a foreign language, pupils must acquire a sufficient amount of words and understand how to use them correctly. Thornbury (2002, p.27) and Cameron (2001, p.78) state that difficulty in mastering vocabulary consists of pronunciation, spelling, grammar and meaning. In addition, Thornbury (2002, p.27) said that length and complexity and range (connotation and idiomatic) also become difficulties in mastering vocabulary.

Meanwhile, Rohmatillah (2017, p.16) stated that the difficulties faced by students were almost students having difficulty in pronouncing words, spelling and writing, grammatical differences and students having difficulty in choosing the meaning according to the word and its meaning. students are still confused about using words based on context.

2.3 Aspect of Students' Difficulties in Mastering Vocabulary

Aspects of students' difficulties in mastering vocabulary which include pronunciation, spelling, grammar and meaning are as follows

1. Pronunciation

Nurmalita (2016, p.253) said that pronunciation skill is the ability to pronounce. Aspects in pronunciation skills are accuracy, fluency, intonation, and stressing. Pronunciation in English is different from Indonesian, including the pronunciation of vowels, consonants, and diphthongs.

2. Spelling

According to Reed (2012) in Ramdhini et al (2016, p.189) , three parameters that can be used to knowing someone's English vocabulary spelling ability, including parameters phonemic, alphabetic parameters and mix parameters.

3. Grammar

Roinah (2019, p.158) said that Grammar (language structure) is the rule of arranging language elements into a

patterned language. Mastery of linguistic structure will make it easier for students to learn English, especially in assembling words into a sentence

4. Meaning

Harmer (2001, p.16) says that there are several aspects that must be discussed in vocabulary, namely: word meaning (synonyms, antonyms, connotations, and denotations), expansion of word use such as idioms, word combinations or collocations, and grammar. Word consisting of nouns, verbs, adjectives, and adverbs.

2.4 Definition of Vocabulary Mastery

Lubis (2017, p.12) says that vocabulary mastery is competence or complete knowledge of a list or collection of words that form into a language that may be used by certain people, groups, professions. Mastery of vocabulary is one of the components to master English as a foreign language at elementary, intermediate, and advanced levels. Cahyono & Widiati, (2008, p.21)

stated mastery of vocabulary is the most important thing to make it easier to learn language skills. Vocabulary is one of the elements of language that needs to be mastered. If students mastering vocabulary, they can easily improve language skills such as listening, speaking, reading and writing. It is natural, considering that these four language skills require knowledge of words because they will not get anything without vocabulary.

2.5 The Importance of Vocabulary Mastery

Mastering of vocabulary is very important for people learning English both as a foreign language and as a second language. Alqahtani (2015, p. 22) said that mastering of vocabulary is very important for the successful use of a second language and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL), vocabulary items play an important role in all language skills such as: listening,

speaking, reading, and writing. Without an extensive vocabulary, we would not be able to use the structures and functions we have learned for comprehensive communication.

2.6 Indicator of Vocabulary Mastery

Mastery of vocabulary, covering many things. Some of the main things contained in the vocabulary can be used as indicators of mastering of the vocabulary itself. Brewster in Ningrum Perwitasari (2014, p.27) stated that vocabulary mastery includes four main things, namely form, pronunciation, word meaning, and usage.

III. RESEARCH METHOD

Bodgan and Taylor in Setiyadi (2006, p.219 -220) state that the results of qualitative research are descriptions of data in written or oral form from subjects that can be used as research with the results of this study being an understanding of certain individuals and their entire background. Therefore, the research subject is not categorized as a variable or

hypothesis, but the outcome subject is seen as an independent subject and involves the whole life of the research.

In this research , data collection using a "purposive sampling" technique. This sampling is based on the researcher choice of what and who aspects are the focus of the problems related to the research. In this study, the research subjects is eighth grade students at SMPN 6 Kotabumi.

Research instruments are tools used by researchers to collect research data. The instrument used by the researcher in this case is the main instrument and supporting instrument. The main instrument is the researcher himself and the supporting instruments are the observation guide and interview guide.

In this study the researchers used several methods of data collection. Researcher use Interview. The interview technique in this study used a guided free interview technique. Questions will develop during the interview. Researchers get direct information with interview

techniques from students and Observation. Observations made in this study were observing research subjects in the process of learning English in the classroom. In this study to confirm that the student has difficulty in mastering vocabulary in class.

IV. DISCUSSION

The findings in this research are difficulty in pronouncing words. Sofiyanti in Susanthi (2021, p.66) state that pronunciation is very important in vocabulary development because it involves distinguishing between sounds that combine to form words. If a student is used to mispronouncing a word, there is a tendency for him not to be able to give clear information.

In pronouncing English words, the researcher found that the students in this school were less talented in language and had no interest in learning vocabulary. They can not tell the difference between vowels and consonants and don't know how to pronounce them. This shows that

when students asked about pronunciation during the interview they did not know how to pronounce the word correctly. Students also said that they were not interested in learning English and this lesson only confused them.

The main difficulty in learning pronunciation is that English and Indonesian have different ways of pronouncing words. In English one example word can be pronounced differently than another and also different sounds make different meanings. This makes students more confused in learning. Unlike the case with Indonesian, in Indonesian the words written in the way they are read remain the same and have no meaning anymore. The basic difficulty in learning about the pronunciation of English words is because the way to read the word is quite different. One syllable has more than one way of pronunciation and vice versa in Indonesian. So, that's why students find it difficult to pronounce English. This

difference causes students to be confused in pronounce English.

Then, difficulty in spelling words are Smith and Swan (2001) in Subhi and Yasin (2015, p 238) indicated that spelling errors are noticeable among students as the existence of linguistic differences in both languages English and Indonesian while spelling errors are found to be less among other students as their languages share more similarities with English.

The difficulty of students in spelling words was because the pronunciation was almost the same which made students confused when the researcher interviewed them. They do not understand the context of the sentence so it is hard for them to guess the right answer. Students are also not interested in English because they do not like this subject. That's what makes students unable to spell words well because they rarely listen to English vocabulary.

Then, difficulty in grammar tell about Handayani and Johan (2018, p.40)

said that students still have problems and difficulties in some categories of grammatical errors. They still have problems with grammar when they produce written productions. Although they had been taught about it before, they still made errors when making grammatical correct sentences. It could be because, in Bahasa Indonesia, we do not have the verb conjunctions. Furthermore, we do not have time signals in expressing ideas in different time frame. They are unfamiliar to those and because English is still foreign for them. And those are the possible causes of their errors. Moreover, the basic reason of the participants produced errors in tenses and plurality categories was also revealed in participant's written production. It seemed like participants had difficulties in controlling the tenses during the writing. The totally different structure of the language between Indonesian language and English became a constraint in their tense accuracy

Based on the results of the grammar test, it can be seen that many students are wrong in answering the questions asked by the researchers. They still feel confused in answering the question because they do not understand the context. Students' experience in mastering vocabulary is also a factor in this. Teachers should improve their teaching methods to help students master English subjects. If students are not interested in the subject, they will not be serious in learning. Actually, students have a passion for learning, but because boring methods make them sleepy and sleepy so that the material cannot be needed by students conductively. At the time of the interview, the average student answered because they did not understand what they were learning because grammar was difficult and they easily forgot. They remember this day and two weeks later they may forget it. This means that students must study in depth how to master English subjects, especially grammar.

And the last, about difficulties in meaning tell about Rohmatillah (2017, p.84) said that students found difficulties in choosing the appropriate meaning of the words and also still confuse in using the word based on the context. In this research, the researcher took aspects of synonyms and antonyms. Therefore, the difficulty experienced by students regarding synonyms and antonyms is that students do not understand these two aspects so that students look confused when researchers ask questions about these two aspects.. Students are not taught by the teacher about synonyms and antonyms of words in depth. When the interview took place the students could not answer the researcher's questions about it at all. They only know antonyms and synonyms in Indonesian not English

The researcher also asked the students about other aspects, namely homonym and polysemy, but students were also confused when asked to distinguish between them. After the researchers asked more deeply they also did not understand and could not

distinguish the two aspects. So the researchers concluded that the difficulties they experienced were due to the lack of knowledge of English vocabulary and vocabulary mastery which had to be improved.

V. CONCLUSION

Based on the findings in the previous chapter, the researcher it can be concluded that there are some difficulties

the students faced in vocabulary mastery at eight grade students of SMP N 6 Kotabumi. The students had difficulty in pronouncing the words. They lack of vocabulary and difficulty in understanding the meaning of words, the students had difficulty in remembering vocabulary and the students were no able to use vocabulary correctly.

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