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An Analysis on Students' Difficulties in Mastering Vocabulary

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A B S T R A C T

This study focuses on students' difficulties in mastering English vocabulary. The purpose of this study was to determine the students' difficulties in mastering vocabulary. This study uses a qualitative research design with a descriptive approach. To obtain data, the researcher used a questionnaire. This research was conducted by giving questionnaires to the participants. The findings revealed that shows that 25% strongly agree. This shows that students still have difficulty in using vocabulary that has many meanings correctly; 25% agree; 25% disagree; 12% disagree and 14% students vote. It can be concluded Class X students of SMAN 1 Bangkinang still have many difficulties in mastering vocabulary.

Keywords: *Student's Difficulties, Mastering Vocabulary.*

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INTRODUCTION

Vocabulary is one of the most important components in learning English. Learning a language without vocabulary is impossible. According to (Rianti, 2017) without large vocabularies, people would be unable to use the form and function that might have mastered for comprehensible communicative purposes. Psycholinguistic studies show that there is a relationship between vocabulary mastery and creativity and language skills, such as speaking or writing skills. Someone who has a large vocabulary will be easier and more creative in speaking and writing, function words, and substitute words which are then divided into several sub types. Indeed, content words belong to the vocabulary that is closest to the students in elementary school that are expected to be able to be mastered. Vocabulary is a collection of words that a person is familiar with.

Vocabulary is the main key to communicating and making sentences. If students do not know the vocabulary, they also cannot translate the meaning of words or reading. (Alqahtani, 2015) believes that the acquisition of vocabulary is very important for success in English. Without extensive vocabulary, students cannot use the structures and functions of existing languages to communicate well. Meaning that in learning a new language people have to know its vocabulary. Vocabulary can e defined in various ways. Experts have proposed some terms about vocabulary (Rohmatillah, 2015).

To communicate well, students must have a large vocabulary. Vocabulary is an important aspect of language and is always present in every skill of language. Some research shows that second language learners are very dependent on vocabulary knowledge and if that lack of knowledge, then it is a major and big problem for students to overcome.

According to (Jana, 2015) states that vocabulary is the main foundation used as a carrier of meaning in oral and written communication to compose sentences or expressions, statements and so on. The importance of vocabulary learning in developing students' abilities leads to vocabulary learning which increasingly has to be carried out more seriously and directed. Vocabulary in general is very closely related to the development of a person's age, starting from the elementary level starting at the age of 7-12 years, they cannot accommodate a lot of vocabulary because of the age they are at. it is not enough for elementary school level to only memorize basic vocabulary such as objects in class, plants, animals, continued at the junior high school level which ranges from 12-14 years, they have started to use conversation as English material in class, and finally continue to high school level which ranges from aged 16-18 years, and each of them carries out the learning process with what has been determined. So automatically from elementary to high school will increase according to the material provided.

Mastering vocabulary comes from listening (listening skills) and reading (reading skills). Students use memorization obtained orally and in writing in memory. At this level, learners acquire vocabulary in spoken and written form. Earning this mastery level is higher. Students no longer just memorize and understand the meaning of words. Students are expected to be able to apply the words they have learned Vocabulary mastery is the one of most important component in learning and teaching English, because vocabulary is one way to improve English skills. This is in accordance with   what was said by (Richards & Renandya, 2002b), that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. So, to be able to speak English properly, one must master vocabulary.

According to (Rahman, 2016), if students master vocabulary, they can easily improve the language skills such as listening, speaking, reading and writing. Students can learn English easily if they master vocabulary. However, the teacher who teaches must have a strategy for how students can master vocabulary well. According to (Asilestari, 2018) a successful and effective communication can be achieved through the use of correct and appropriate language that fits to situation, and a good command. According to (Rahman, 2016) vocabulary is total number of words in which by combining them will make up language, or range of word known used by a person then the word arranged in alphabetical order and defined or otherwise identified as in a dictionary or glossary.

Vocabulary is a collection of words that are part of a language, used to make a sentence in order to communicate or convey a message. Vocabulary is combined in several words, it will form a sentence and have a meaning or a message that is used to interact or communicate with other people. In analyzing students' vocabulary mastery, of course, there is a text that will be identified and in this study I looked at the students' abilities in the descriptive text Based on that, the descriptive text is a text that contains a detailed description of an object, whether a living being, object, place, or event, so that the reader seems to see, hear, feel, or experience what the author describes himself.

 According to (Pardiyono, 2007) the descriptive text comes from the Latin describer which means describing something. Then defines in easy-to-digest language as a form of essay that describes a condition or actual situation through the five senses. Descriptive text as a collection of paragraphs about a particular object or place. To get the data and collection of information, it takes experience and involves the five senses which include eyes, heart, ears, skin, and taste. Generally, the contents of the description text contain explanations or details about a particular object, place, or atmosphere. Descriptive text involves the five senses (sight, hearing, taste, smell, and touch) in describing an object or event. Descriptive text contains an actual description of an object or event in detail so that the reader seems to be able to see and feel it. Descriptive text generally reveals the physical characteristics of objects, such as size, shape, color, and properties. The words in the descriptive text always mean adjectives or circumstances.

During the PPL, October 2021 the researcher found some of students at the tenth grade SMA 1 Bangkinang have difficulty in vocabulary mastery. The ability of the students is not the same as the expectation of the curriculum. The proficiency in language skill is not achieved yet. The researcher believed that the students lacked of vocabulary, but a teacher always gave new vocabulary to them every meeting. However, some students still had some problems in using the vocabulary.

In fact, the teacher has taught the students by some ways. For instance, the teacher taught the students by listening conversations or text, and used other books related to English subject from some sources, and translated English text. In order to increase student's vocabulary, teacher also asked the students to do exercises and homework.

Based on statement above, the teacher has taught well. However, some of students still had problems and difficulties in vocabulary mastery. Mastering vocabulary is not easy for students, especially for Indonesia students, who learn English as a foreign language. It might happen because English is not used in daily communication. As a result, vocabulary mastery of students is still low. Based on the problem, the researcher would like to conduct a research on analyzing Student's Difficulties in Mastering Vocabulary of Descriptive Text at SMA 1 Bangkinang.

METHOD

This research is a qualitative descriptive research in the form of Qualitative Research about the mastery of students' vocabulary mastery in descriptive text class X SMAN 1 Bangkinang in the 2022 school year. With this qualitative research, the researcher looks at the current research phenomenon at a certain time. time. In this case, the researcher focuses on the mastery of students' vocabulary mastery in class X SMAN1 Bangkinang.

Respondents

The students at the of the tenth grade ips1 of SMAN 1 Bangkinang in academic year of 2022. There were consist 28 students

Instruments

Questionnaire is a data collection carried out by giving a set of questions or a written statement to the respondent to answer it (Sugiyono, 2011).Giving a questionnaire (questionnaire) to respondents can be done independently directly or sent by post or the internet. Questionnaire Giving (questionnaire) includes all components, both context components, inputs, processes, and outcomes of program implementation.

Data analysis

After collecting the data, the researcher analyzes the data. "Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study". In short, data analysis is systematically process to analyze data which have been collected. After collecting the data, the researcher analyzes the data. "Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study". In short, data analysis is systematically process to analyze data which have been collected.

FINDINGS AND DISCUSSION

This study aims to determine the problems faced by class X students at SMAN 1 BANGKINANG in the 2022/2023 academic year in mastering vocabulary mastery. From the data obtained, most of the students chose "Agree" with the statement that students had difficulty in mastering words based on theory. There are for indicator vocabulary namely: form, pronunciation, word meaning, usage range of some vocabulary mastery. The first result, students have difficulty in pronunciation and spelling Factor causing difficulties in vocabulary mastery namely: (1) they felt difficult because the difference between written the word and the pronunciation. (2) they, felt difficult because the

differences between Indonesian and English spelling. (3) they felt difficult because the writing the word or sound-spelling mismatches.

Table 1. Statement 1

Statement	Option	frequency	Percentage
A feel difficult in vocabulary mastery in terms of antonyms (Saya merasa kesulitan dalam penguasaan kosakata dalam hal antonym)	Strongly agree	3	11%
	Agree	5	18%
	Less agree	14	50%
	Disagree	5	18%
	Totally Disagree	1	4%
Total		28	100

Table 1 shows that 11% students were strongly were agree. It indicates that they still have difficulty in usage the words; 18% students were agree; 50% students were less agree; 18% students were disagree; and 4% students were totally disagree. It can be conclude in term of usage the words, most of the students were less agree. The students could assume that they no difficulty in usage the words.

Table 2. Statement 2

Statement	Option	Frequency	Percentage
I find it difficult in vocabulary mastery because of the difference between what is written word and pronunciation (Saya merasa kesulitan dalam penguasaan kosakata karena perbedaan antara apa yang ditulis kata dan pengucapan)	Strongly agree	0	0
	Agree	9	45%
	Less agree	18	64%
	Disagree	1	4%
	Totally Disagree	0	0
Total		28	100

Table above shows that 0% strongly agree. This shows that they have difficulty in understanding pronunciation; 45% agreed; 64% disagree; 4% less agree; 0% strongly disagree. It can be concluded that from the word pronunciation, some students agree. Students can assume that they are still having difficulty understanding pronunciation.

Table 3. Statement 3

Statement	Option	frequency	Percentage
I have difficulty in pronouncing the correct pronunciation(Saya mengalami kesulitan dalam mengucapkan pengucapan yang benar)	Strongly agree	6	18%
	Agree	10	36%
	Less agree	5	18%
	Disagree	6	21%
	Totally Disagree	1	4%
Total		28	100

Table above shows that 18% strongly agree. This shows that they have difficulty in understanding pronunciation; 36% agree; 18% disagree; 21% disagree; 4% strongly disagree. It can be concluded that from the pronunciation, some students agree. Students can assume that they are still having difficulty understanding pronunciation.

Table 4. Statement 4

Statement	Option	frequency	Percentage
I find it difficult to memorize and master pronunciation because it is different from writing(Saya merasa sulit untuk menghafal dan menguasai pengucapan karena berbeda dengan menulis)	Strongly agree	4	14%
	Agree	9	32%
	Less agree	5	18%
	Disagree	10	36%
	Totally Disagree	0	0
Total		28	100

Table 4.4 shows that 14% strongly agree. This shows that students still have difficulty in pronouncing the correct pronunciation; 32% agree; 18% less agree; 36% disagree and 0% of students vote strongly disagree. It can be concluded that in terms of pronunciation, most of them disagree. Students can assume that they have no difficulty in pronouncing the pronunciation.

Table 5. Statement 5

Statement	option	frequency	Percentage
I felt difficult in vocabulary mastery because the differences between Indonesia and English spelling(Saya merasa kesulitan dalam penguasaan kosakata karena perbedaan ejaan bahasa Indonesia dan bahasa Inggris)	Strongly agree	4	14%
	Agree	10	36%
	Less agree	8	29%
	Disagree	5	18%
	Totally Disagree	1	4%
Total		28	100

Table shows that 14% strongly agree. This shows that students still have difficulty in using vocabulary; 36% agree; 29% disagree; 18% disagree and 4% students vote. It can be concluded from the point of view of meaning, some students strongly agree. Students have difficulty in English vocabulary because of the different spelling of Indonesian and English

Table 6. Statement 6

Statement	option	frequency	Percentage
I felt difficult in vocabulary mastery because the writing the words or sounds- spelling mismatches(Saya merasa kesulitan dalam penguasaan kosakata karena penulisan kata-kata atau bunyi-ejaan yang tidak sesuai)	Strongly agree	2	7%
	Agree	10	36%
	Less agree	12	43%
	Disagree	3	12%
	Totally Disagree	1	4%
Total		28	100

Table 4.6 shows that 7% strongly agree. This shows that students still have difficulty in using vocabulary correctly; 36% agree; 43% disagree; 12% disagree and 4% students vote. It can be concluded from the point of view of meaning, some students strongly agree. Students have difficulty mastering vocabulary because of writing words or spelling that are not appropriate.

Table 7. Statement 7

Statement	option	Frequency	Percentage
I felt difficult in vocabulary mastery in terms of synonyms(Saya merasa kesulitan dalam penguasaan kosakata dalam hal sinonim)	Strongly agree	3	12%
	Agree	7	25%
	Less agree	9	32%
	Disagree	7	25%
	Totally Disagree	2	7%
Total		28	100

Table shows that 12% strongly agree. This shows that students still have difficulty in mastering vocabulary in synonyms correctly; 25% agree; 32% disagree; 25% disagree and 7% students vote. It can be concluded from the point of view of meaning, some students strongly agree. Students have difficulty with vocabulary.

Table 8. Statement 8

Statement	Option	frequency	Percentage
I felt difficult because some words are similar in form but different in meaning(saya merasa kesulitan karena ada beberapa kata yang bentuknya mirip tetapi berbeda maknanya)	Strongly agree	6	21%
	Agree	15	53%
	Less agree	4	14%
	Disagree	3	12%
	Totally Disagree	0	0
Total		28	100

Table 8 shows that 21% strongly agree. This shows that students still have difficulty in using vocabulary correctly; 53% agree; 14% disagree; 12% disagree and 0% students vote. It can be concluded from the point of view of meaning, some students strongly agree. Students have difficulty with vocabulary because there are some words that are the same but have different meanings.

Table 9. Statement 9

Statement	option	frequency	Percentage
I find it difficult to understand the spelling in the vocabulary(saya merasa sulit untuk memahami ejaan dalam kosakata)	Strongly agree	3	12%
	Agree	7	25%
	Less agree	8	29%
	Disagree	9	32%
	Totally Disagree	1	4%
Total		28	100

Table shows that 12% strongly agree. This shows that students still have difficulty in understanding the spelling in the vocabulary correctly; 25% agree; 29% disagree; 32% disagree and 4% students vote. It can be concluded from the point of view of meaning, some students strongly agree. Students have difficulty spelling in vocabulary

Table 10. Statement 10

Statement	Option	Frequency	Percentage
I find it difficult to usage vocabulary(saya merasa sulit untuk menggunakan kosakata)	Strongly agree	2	7%
	Agree	3	12%
	Less agree	16	57%
	Disagree	5	18%
	Totally Disagree	2	7%
Total		28	100

Table shows that 7% strongly agree. This shows that students still have difficulty in using vocabulary correctly; 12% agree; 57% disagree; 18% disagree and 7% students vote. It can be concluded from the point of view of meaning, some students strongly agree. Students have difficulty using vocabulary in English.

Table 11. Statement 11

Statement	option	frequency	Percentage
I find it difficult to determine the appropriate words in sentences(saya merasa sulit untuk menentukan katakata yang tepat dalam kalimat)	Strongly agree	3	12%
	Agree	8	29%
	Less agree	11	44%
	Disagree	4	14%
	Totally Disagree	2	7%
Total		28	100

Table shows that 12% strongly agree. This shows that students still have difficulty in using the right vocabulary in sentences correctly; 29% agreed; 44% disagree; 14% disagree and 7% of students vote. It can be concluded from the point of view of meaning, some students strongly agree. Students have difficulty understanding the exact vocabulary in sentences.

Table 12. statement 12

Statement	option	frequency	Percentage
I find it difficult to use words that have multiple meanings(saya merasa sulit untuk menggunakan katakata yang memiliki banyak arti)	Strongly agree	7	25%
	Agree	7	25%
	Less agree	7	25%
	Disagree	3	12%
	Totally Disagree	4	14%
Total		28	100

Table shows that 25% strongly agree. This shows that students still have difficulty in using vocabulary that has many meanings correctly; 25% agree; 25% disagree; 12% disagree and 14% students vote. It can be concluded from the point of view of meaning, some students strongly agree. Students have difficulty with multi-meaning vocabulary.

CONCLUSIONS

This research was conducted in class X SMAN 1 Bangkinang in july 2022. This study aims to analyze the difficulties of students in mastering vocabulary. From the data that has been collected from the questionnaire, the researcher has analysis and described that based on the results of the data analysis, it can be said that the result of students difficulties

pronunciation and meaning. Pronunciation difficult is different from writing, meaning difficult is differences between Indonesia and English spelling

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