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ANALYSIS OF THE STUDENTS' PROBLEMS IN LEARNING VOCABULARY AT SMP SATAP PALEA

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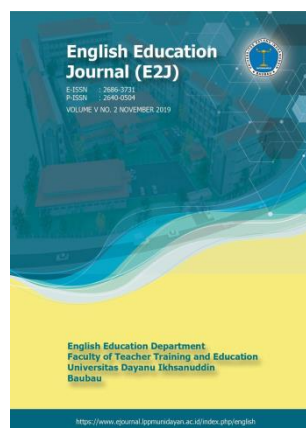
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Abstract
The main problem of the research was 'what are the problems faced by the students in learning vocabulary at the SMP Satap Palea?' The research was case study. The subjects of the research were students and an English teacher in SMP Satap Palea at grade seven. The data of research were collected through test and interview. The data were analyzed through three steps adopted from Miles and Huberman; data reduction, data display and conclusion drawing. The result of this research showed that the result of test of the students of SMP Satap Palea was low. The problem faced by the students were lack or low motivation in learning English vocabulary, the students had low interest in learning English and lack of strategy used in learning vocabulary. It was indicated by the indifferent attitude or their reluctance to memorize English vocabulary. This reluctance impacted their mastery of English vocabulary. The students of SMP Satap Pelae rarely repeated their English lesson at home. The result of interview also indicated that student's environment did not show positive impact for the students to learn, including the students peer.

Abstrak
Investigasi utama penelitian ini adalah apa saja masalah yang dihadapi siswa dalam pembelajaran kosakata di SMP Satap Palea. Penelitian ini merupakan studi kasus. Subjek penelitian ini adalah siswa dan guru bahasa Inggria di SMP Satap Palea kelas VII. Data penelitian di kumpulkan melalui tes dan wawancara. Data di analisis melalui tiga langkah yang di adopsi dari Miles dan

Huberman; reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukan bahwa hasil tes siswa SMP Satap Palea rendah. Masalah yang di hadapi siswa adalah kurangnya atau rendahnya motivasi belajar kosakata bahasa Inggris, minat siswa yang rendah dalam belajar bahasa Inggris dan kurangnya strategi yang di gunakan dalam pembelajaran kosakata. Hal ini di tunjukan dengan sikap acuh tak acuh atau kesengganan mereka untuk menghafal kosakata bahasa Inggris. Keengganan ini berdampak pada penguasaan kosakata bahasa Inggris mereka. Siswa SMP Satap Palea jarang mengulang pelajaran bahasa Inggris di rumah. Hasil wawancara juga menunjukan bahwa lingkungan siswa tidak memberikan dampak positif bagi siswa untuk belajar, termasuk teman sebayanya

1. INTRODUCTION

Learning vocabulary is an important instructional aim for teachers in all content areas in middle grades schools. A language's vocabulary is made up of all of the words that make it up. One of the linguistic components in learning English is vocabulary. As a preliminary stage, pupils should learn about vocabulary before studying English skills. It's a tool for connecting the four language abilities of listening, reading, speaking, and writing. [1] stated that students' ability to learn English vocabulary is hampered by a variety of variables, including lack of interest, low self-esteem, lack of motivation, teachers, and surroundings.

The skill in expressing ideas or ideas in English, both spoken and written, is strongly influenced by the amount of vocabulary that is known and understood about various things as well as knowledge of English grammar. Mastering vocabulary well will make language mastery better too. Conveying spoken language will be easier to understand and clear if the vocabulary is well mastered. Submissions of language in written form will be easier to understand and clearly understood if the vocabulary is well mastered. So, it is clear that vocabulary has an important role in language. The more vocabulary you have, the easier it will be to understand what you hear and what you read.

Along with the advancement of science and technology in this increasingly globalized era, it cannot be denied that it is critical to be able to communicate in English. However, thus there are not a few students who have inadequate English achievement. In general, the students' low vocabulary mastery is influenced by the factor of the lack of knowledge and understanding of students' vocabulary. By developing a strong command of vocabulary, one can enhance their proficiency with the English language. Having sufficient vocabulary is a prerequisite for understanding English.

Developing a vocabulary is essential to learning any English skill. The grammar is considerably more important since effective communication with others depends on it. Our minds have more resources to plan and reason with when we know more words. Learning vocabulary as a foreign language seems easy but some students feel fear because the students cannot find the meaning of the word directly. The English teacher should find a solution by developing an efficient and effective teaching approach for teaching English vocabulary, as well as establishing conditions that allow for the teaching of vocabulary. Learning will take place in a suitable amount of time.

According to a prior study on vocabulary, [2] observes that pupils have difficulty finding reasons to write and constructing sentences. Furthermore, kids do not understand how to construct strong phrases in a paragraph or how to construct a decent sentence word for word. The kids are still perplexed about how to construct a paragraph utilizing language. By assessing the students' challenges, particularly in producing recount texts, the teacher saves the students from making some blunders.

The results of observations made by researcher with English language study teachers at SMP Satap Palea, especially regarding the student English problem in learning vocabulary for class 7 students. The students' ability to master English vocabulary was still low. This can be seen from the low score of the students' daily test results and oral tests by the teacher in the teaching and learning process in the classroom. There are variations in the results of students' English vocabulary, some of them have very good grades, some

of them have pretty good grades and some of them have unsatisfactory scores. When, the English learning process took place there were some students who felt very interested and enthusiastic in taking part in learning English, some students were silent when the teacher asked about the teaching material, students did not understand what was meant in the material.

Based on the observation conducted by researcher class 7 at SMP Satap Palea, what is the problems encountered by students in learning English vocabulary. So, the researcher must find out students' problems in learning vocabulary.

1.1 Definition of Vocabulary Mastery

Based on [3] a language's vocabulary is its total amount of words, and a person's vocabulary is the total number of words he or she knows. In his work teaching vocabulary, Michael Wallace distinguishes between content terms and structure words. Content words are nouns, verbs, adjectives, and adverbs which carry a meaning in isolation where, as structure words are prepositions, articles, conjunctions, and considered a part of the grammar of a language.

Refers to[4] With exposure to and engagement in oral language, children's vocabularies continue to expand. The variety and frequency of verbal interactions with peers and adults determine the quality and amount of vocabulary expansion. It is critical that you be conscious and methodical while teaching new words to pupils in the early years of their lives, in order to narrow the enormous oral vocabulary gap that occurs between children from literate households and those who do not. In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings.

Taking about vocabulary,[5] states vocabulary means a large collection of items. He also adds that learning vocabulary is important because it enriches someone's knowledge of words. In English, vocabulary is one of the most significant linguistic aspects. In the process of learning, understanding, and utilizing language, vocabulary is the most important component for anyone, particularly pupils. Vocabulary is a set of English words that we use to communicate our thoughts, feelings, and facts to others.

1.2. The Students Difficulties inVocabulary.

The researcher collected the information above the students difficult in learning vocabulary from several experts. The students difficult in vocabulary as Follows; Many pupils have difficulty remembering the term, even if they know some of its pieces (first letter, last letter, etc.). They may also lack semantic connections, correlations, or some phonological or orthographic pattern. [6]The other student difficulty was the fact that many of the students did not focus when teacher was presenting task on board. The problem of unfocused students may arise in some classes, the students' using too much their first language and uncooperative students are also major problems that often cause tension for teachers in classroom when teaching vocabulary[7].

When pupils are seeking for reasons to write and constructing sentences, they have difficulty. The pupils do not understand how to construct good sentences in a paragraph or how to construct a decent sentence word for word. The kids are still perplexed about how to construct a paragraph utilizing language [2].

2. METHODS
2.1. Type of the Research

Educational research is typically classified into two group categories: quantitative and qualitative research. Each approach has its own methodology and terminology. The subject in this research was representative 20 pupils class 7 of SMP Satap Palea for test, and 6 students class 7 of SMP Satap Palea for interview. But the students who could participate in this study was just 12 students.

2.2. Research Instrument

The researcher employed two instruments in doing this research, namely direct test and interview.

a. Test

The test type used in this study was multiple choices. There were 20 questions. It was conducted to diagnose the difficulties of students in learning English vocabulary. The test specification was shown in table 1 below.

Table 1. Blue Print Test

Variabel	Materials	Indicators	Number	Total
Vocabulary Mastery	Introducing self and others	Students are able to introduce themselves and others to others using English.	1, 2, 3, 4, 5, 17, 20	7
	Greeting, Leave Taking, Thanking and Apologizing.	Students are able to understand and distinguish the use of these expression in every situation and condition.	6, 7, 11, 12, 18, 19	6
	The name of family members	Students are able to know and identify the name of family members in English.	8, 9, 10, 13, 14, 15, 16	7
	Total			20

b. Interview

Interview was a meeting between two people to exchange information and idea through interview, so it can be constructed the meaning in a certain topic, [8].This research would be semi structure interview, meaning that the research asked several questions that had been prepared then based on the respondent response, it followed up by in-depth question related to the focus of the problem, so what with this in-depth interview data could be gathered as many as possible. The question interview would be arranged first, but it can be depended and develop depend on the situation and condition in the field.

2.3. Technique of Collecting Data
a. Test

The researcher informed to English teacher that the researcher conduct research by giving the test to students. It is multiple choice test. The number of item of the test are 20 items with four options: A,B,C and D. It used to find out students vocabulary mastery. The researcher gave the test to students in the classroom. Before the researcher gives the test to students, the researcher gives an explanation how to answer the test and explain what the test about. The test gave to students to them complete with in 60 minutes.

b. Interview

Interview was a technique of gathering information through direct communication with respondents. The use of unstructured interview techniques is expected able to provide freedom of opinion to informants so that informants are more flexible and honest as they are in accordance with the circumstances convey information relating to their difficulties in learning vocabulary class 7 at SMP Satap Palea.

2.4. Technique of Data Analysis

The analysis of data, the research used two techniques namely quantitative and qualitative analysis.

a. Quantitative

Quantitative analysis is used to see the students who have difficulties in learning English. In technique of data analysis, the researcher was given a test namely test of multiple choice. The categories are if the student's answer is correct then they are given a score o f 1 and if the student's answer is wrong they will be given a score of 0. From these scores the researcher was determined the student's final score by using the formula:

$$\text{Final scorer} = \frac{x = \text{raw score}}{ideal\ maximum\ score} \ x\ 100$$

Source: [9]

Meanwhile, to gauge how difficult it is for kids to learn English, the researcher use the following criteria:

Table2. Classifying Scoring of Students' vocabulary ability

Score range	Criteria
86 – 100	Very Good
71 – 85	Good
56 – 70	Low
≤ 55	Very Low

After determining the level of students' difficulties, the researcher conducted qualitative analysis by giving interview to the students who have low score from test result.

b. Qualitative

From qualitative analysis, the research classifies students' problems in learning vocabulary. Analyzed by using [10] in this procedure the data collected from students and teacher are data reduction, data display and conclusion drawing and verification.

1)Data compression

According to Sugiyono (2016:92), reducing data entails summarizing, selecting the fundamentals, focusing on the items that matter, and searching for the main pattern. When it comes to minimizing data, each researcher should be guided by the aim they want to achieve, which is what qualitative research is all about.

2) Data visualization

The second main flow of analysis activity is the display of information. Leadership, control, compressed data that support taking and action, fully designed to collect data organized so that is fast in access, compact forms so that analysis is useful for display. Rows and columns of the matrix for qualitative information and decide which information, in what form is required to enter the Cell for analysis activities

3) Drawing and confirming conclusions

Drawing conclusions and confirming them are the third step in data analysis for qualitative researchers. As a consequence of the investigation, the researcher comes to a conclusion and verifies it.

3 RESULT AND DISCUSSION
3.1 Result
a. Data Description of Test

In this section, it was presented the description of students' vocabulary achievement test. The result of test of vocabulary shows that the highest score is 85 and the lowest score is 55, the mode is 55 and the median is 65. Based on the statistical calculation the mean score of the students are 65.42, and standard deviation is 9.64. The detail information about the Table 3 below shows the frequency distribution.

Table 3. Score Category of Vocabulary Test

No	Score	Category	Frequency	Percentage
1.	86 – 100	Very high	0	0%
2.	71 – 85	High	2	16.67%
3.	56 – 70	Low	7	58.33%
4.	≤ 55	Very low	3	25%
	Total		12	100%

Table 3 showed that students' level of vocabulary mastery are low (58.33%) with the most frequency 7. There are 3 students (25%) in the very low category. There are 16.67 % in high category with 2 frequencies, and none of the students got very high category. It can be concluded that the students' level of vocabulary mastery are low because most of the students are in the low category.

b. Data Description of Interview

The data of interview was analyzed by using [10] in this procedure the data collected from students and teacher are data reduction, data display and conclusion drawing and verification. And the result was divided in two main parts they are problem of understanding English vocabulary stem from internal of the students and problems stem from external of the students.

1) Internal Factor

There many problems faced by the students to learn vocabulary such as lack of students' vocabulary knowledge because of the laziness to learn. This thing was indicated by the respondent statement below;

'Saya malas belajar bahasa Inggris karena bahasa Inggris bedabaca dan tulisannya dan harus banyak menghafal kosakata'(R1)
(I'm lazy to learn English because English is different from reading and writing and I have to memorize a lot of vocabulary'(R1))

'Belajar Bahasa Inggris sulit, bacaannya dan tulisannya berbeda, jadi sulit untuk dimengerti'(R2)
('Learning English is very difficult, the reading and writing are different, so it's difficult to comprehend'(R2))

The statement was also confirmed by teacher that factor affecting the students' motivation to learn English was the

student's lack of enthusiasm in reading and lack of drive to learn language. It was indicated by the following quotation

'Salah satu penyebab sulitnya siswa memahami bahasa inggris adalah kurangnya motivasi siswa dalam menghafalkan kosakata bahasa inggris, jika mereka diberikan tugas menghafalkan kosakata bahasa inggris hanya sebagian kecil yang dapat menghafalkan dengan baik'(R7)

('One of causes of the difficulty of students understanding English was the lack of motivation of pupils in memorizing vocabulary of English, if they are given the task of memorizing English vocabulary only a few pupils who can memorize well' (R7))

In addition to the students' lack of interest in reading, this also shows itself when they are given a task to do at home or in the classroom. Or perhaps they did not appear to be willing to study or learn English words. In short, the kids lack the will to memory English language vocabularies. The students of SMP Satap Palea show the unmotivated to learn English.

Finally, the student strategies in learning English vocabulary only rely on textbook and finding out the meaning of difficult word into the dictionary. So, if the students forget the meaning of the word, they found before they cannot easily repeated.

The researcher came to the conclusion that the students' lack of enthusiasm to study was the internal elementcontributing to their difficulty in acquiring language.

English vocabularies, the students not memorizing English vocabulary regularly daily or little by little, and the students could not apply vocabulary learning strategies properly.

2) External Factor

The external sources of students' problem in learning vocabularies came from students' peer and teacher teaching strategy. Students' views about language learning results are influenced by their classmates, particularly when acquiring vocabulary in a foreign language, because students may like studying the language if their friends enjoy it. These facts were supported by the interview results, which showed that the students did not have time to study their lessons at home when asked what they did after school. Instead, they said that they went to play with their friends.

The instructor was another external factor; teachers have an impact on students' enthusiasm to acquire English vocabulary. Teachers, as well as the classroom environment, have an impact on students' enthusiasm in school and their desire to acquire English vocabulary. Teachers are regarded as the most crucial aspects since they play a significant effect in students' learning. The motivation of pupils to learn is influenced by their teacher's evaluation.

The results of the interview with students serving as respondents are below:
Ketika guru menjelaskan materi, kebanyakan teman-teman saya tidak memperhatikan,'Kadang guru berbicara, siswa juga berbicara' (R5)
(When the teacher explains the material, most of my friends don't pay attention, 'Sometimes when teachers talk students also talk' (R5))
kadang, *"guru datang di kelas menjelaskan materi, memberikan tugas untuk kami kerjakan dan lalu keluar nanti dekat-dekat selesai pelajaran baru masuk lagi".* (R4)
(sometime, "the teacher comes to the class to explain the material, give us assignments to do and then come out, she/he will enter the class again when the lesson will be finished ". (R4))
While further respondent commented:
"Kami hanya mengerjakan latihan dalam buku cetak bahasa inggris" (R4).
("We only do exercises in English text books" (R4)).

It can be concluded based on the result of interview above that problem faced by the students in term of external factor were students' peers and teacher teaching strategy.

The researcher came to a few conclusions based on the data from the interviews, including the lack of student enthusiasm to acquire English vocabulary as an external issue and an internal factor, the students not memorizing English vocabulary regularly daily or little by little, and the students could not apply vocabulary learning strategy properly.

Another factor such as students peer, teacher teaching strategy.

3.2 Discussion

The data of test of students' level of vocabulary mastery are low (58.33%) with the most frequency 7. There are 3 students (25%) in the very low category. There are 16.67% in high category with 2 frequencies, and none of the students got very high category. It can be concluded that the students' level of vocabulary mastery are low because most of the students are in the low category.

The result of test was also confirmed by the result of interview that problem encountered by students in learning vocabulary of English was the lack of student motivation in learning English vocabulary, the students not memorizing vocabulary regularly, lack of strategy knowledge in learning vocabulary. Another factor such as students peers, and teacher teaching strategy used. It said that pupils may be negatively impacted during the learning process. Negative influences can have a big impact on your motivation. Demotivation is the term for a lack of motivation. Despite the fact that it has been proven to have an important function in the learning process [11].

Demotivation, or a loss of motivation, is defined by [12] as external circumstances that undermine or lessen the motivational foundation of a behavioral intention or continuing activity. Demotivated students exhibit little interest in the L2 or L2 community culture, are hesitant to participate in class activities, and have no close relationships with the instructor or classmates. As a result, kids exhibit increasing skepticism in the classroom. These students eventually produce poor learning outcomes, which exacerbates their lack of desire. Once such a deadly circle has formed, it becomes nearly indestructible [13].

Below the detail result of research finding related with problem faced by the students' when studying vocabulary of English, those were:

a. Students peer

Motivating pupils and instructors are a difficult task. It takes a lot of work.

External influences that influence learners' motivation include significant individuals (e.g., parents, instructors, and classmates) [12]. Because teenagers (i.e., the participants in this study) spend an increasing amount of time with their peers and are highly impacted by them. The substantial influence of motivated and/or demotivated peers on learners' motivation has been proven in L2 motivational research. For example, [14] discovered that an individual learner's motivation was positively related to the class average of perceived peers' motivation. Tanaka found that perceived peer involvement in lengthy reading had a beneficial impact on students' motivation, resulting in better intrinsic motivation and recognized regulation. [15] discovered that where as motivated peers had a favorable impact on learners' motivation, demotivated classmates had a negative impact on motivated learners' motivation. Although motivated peer involvement improves learners' motivation, the benefits might differ depending on the learning setting.

Students learn new content in their courses while engaging with their peers. As a result, we cannot discount the contribution that peers provide to learning. Like their parents, children's classmates have an influence on their views on the outcomes of language learning since pupils may like studying the language if their peers do. Additionally, the outcomes of recent learning are influenced by prior learning experiences. If they had previously been successful learners, they would likely discover the formula for success for their later lifetimes. Additionally, knowledge obtained through prior learning experiences is viewed as a solid knowledge base from which people may continue to learn in the present and in the future. Students that have a history of academic excellence can now successfully study.

Based on the data obtained in the field especially the result of interview it may be inferred that the students' difficulties in acquiring English vocabulary were due to a lack of vocabulary knowledge and motivation, as well as instructional

methodologies or procedures that were accompanied by adequate assistance and counsel. And *environmental* factors such as students' peers.

b. *Teacher' Teaching Strategy*

The teacher and the teaching methods, which are supported by adequate direction and support, directly affect the level of learning achieved by the pupils. The various options for better understanding and learning are appreciated by learners. The transfer of information from the teacher to the student is facilitated by effective counseling advice to students and well-established learning techniques. The engaging teaching method motivates students to acquire pertinent skills and makes it simpler for them to put what they've learned into practice.

The willingness of pupils to learn English vocabulary is influenced by teachers and their methods of instruction. Students' interest in school and motivation to learn are influenced by teachers, instructors, the physical environment of the school, and their classmates. But when contrasted, since they are so important to pupils' learning, teachers are thought to be the most important elements. Students are more motivated to study when they perceive that their teacher is engaged in their development. [13]. Teachers should engage students in the topic of the day as early as the first few minutes of class. Furthermore, teachers should change the activities, assignments, and resources since kids feel reassured by the existence of predictable classroom routines. As a result, mixing up the activities, assignments, and resources can assist students become more interested in learning [13].

c. *Lack of Motivation to Learn English Vocabulary*

One of the main factors of problem faced by the students was lack of students' motivation to learn English vocabulary. It manifested as a lack of confidence in one's talents, shyness, a lack of information, not studying enough for the courses, and so on [12] states that motivation is necessary for good L2 growth. Motivation has been shown to have an important influence in the learning of L2 vocabulary by

researchers. [16], for example, looked at the effects of motivation on vocabulary acquisition in a laboratory research and discovered that both integrative and instrumental motivation aided vocabulary learning. With learners of English who speak Chinese as their first language (L1),[17]developed a structural model of vocabulary learning and demonstrated that a motivational construct consisting of vocabulary learning self-efficacy, vocabulary learning anxiety, and vocabulary learning attitudes positively influenced self- regulation in vocabulary learning.[18]studied the impact of explicit vocabulary learning strategy training on Japanese EFL

learners, finding that the intervention boosted the intrinsic motivation of less frequent vocabulary learning method users. [1 9] looked at the function of motivation in learning kanji with L1 Chinese learners of Japanese and found that intrinsic motivation and interjected regulation were both good and negative predictors of kanji competency. Despite the fact that these studies have demonstrated the relevance of motivation in L2 vocabulary learning, there is still a scarcity of research on motivation in EFL vocabulary learning.

In this study, students' main learning challenges were a lack of motivation, particularly when it came to mastering vocabulary, not taking their coursework seriously, and a reluctance to acquire English language. It is founded on interview data.

4 CONCLUSION

Based on the data obtained in the field especially the result of vocabulary test and interview it can be concluded that the result of test concluded that the students of SMP Satap Palea was low. And the problem faced by the students was lack or low motivation in learning English vocabulary, the students had low interest in learning English and lack of strategy used in learning vocabulary. It indicated by the indifferent attitude or their reluctance to memorize English vocabulary routinely. This reluctance impacted their mastery of English vocabulary. The students of SMP Satap Pelae rarely to repeat their English lesson at home. The result of interview also indicated that student's environment did

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