

A THESIS

**ANALYSIS OF PROBLEMS IN MASTERING VOCABULARY OF THE 11TH
GRADE STUDENTS AT SMAN 7 PINRANG**



BY

**LILIS SURIANI
REG. NUM. 18.1300.001**

PAREPARE

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
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2023

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Submitted to the English Program of Tarbiyah Faculty of State Islamic
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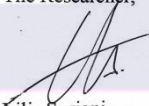
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Parepare, 25 August 2022
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DECLARATION OF THE AUTHENTICITY OF THE THESIS

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Stated this thesis was her own writing and if it can be proved that it was
copies, duplicated or complied by any other people, this thesis and the degree that has
been gotten would be postponed.

Parepare, 9 September 2022
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ABSTRACT

Lilis Suriani. *Analysis of Problems in Mastering Vocabulary of the 11th Grade Students at SMAN 7 Pinrang.* (Supervised by Magdahalena and Zulfah).

Learning English Vocabulary is very important in the development of students at school. However, in mastering English vocabulary, students have problems mastering it. Therefore, this study deals with students' problems in mastering English Vocabulary. This research aims to describe students' problems and strategies in mastering vocabulary of the 11th grade students at SMAN 7 Pinrang.

This research is descriptive quantitative research method. The population of this research is the 11th grade students at SMAN 7 Pinrang. The total population of this study were 266 students. In this research, simple random sampling is used to determine the sample and the number are 133 students. This research used questionnaire in collecting the data and using percentage technique to see the frequency of the respondents' answers.

The results of this research shows that the students' problems in mastering vocabulary are word meaning and grammar with each percentage 55.64% and categorized high, teaching method 50.38% with categorized high, learning facilities percentage 44.36% with categorized high, motivation with percentage 43.61% and categorized high, pronunciation and spelling 42.86% with categorized high. It means that the problem of students in mastering vocabulary is that can be said that students have high problems in mastering vocabulary. This results of this research also shows that students' strategies in mastering vocabulary are practice, family and community, having sources for encountering new words and translation, memory strategies, curriculum and methods, and understanding meaning.

Keywords : Students' Problems, Mastering Vocabulary

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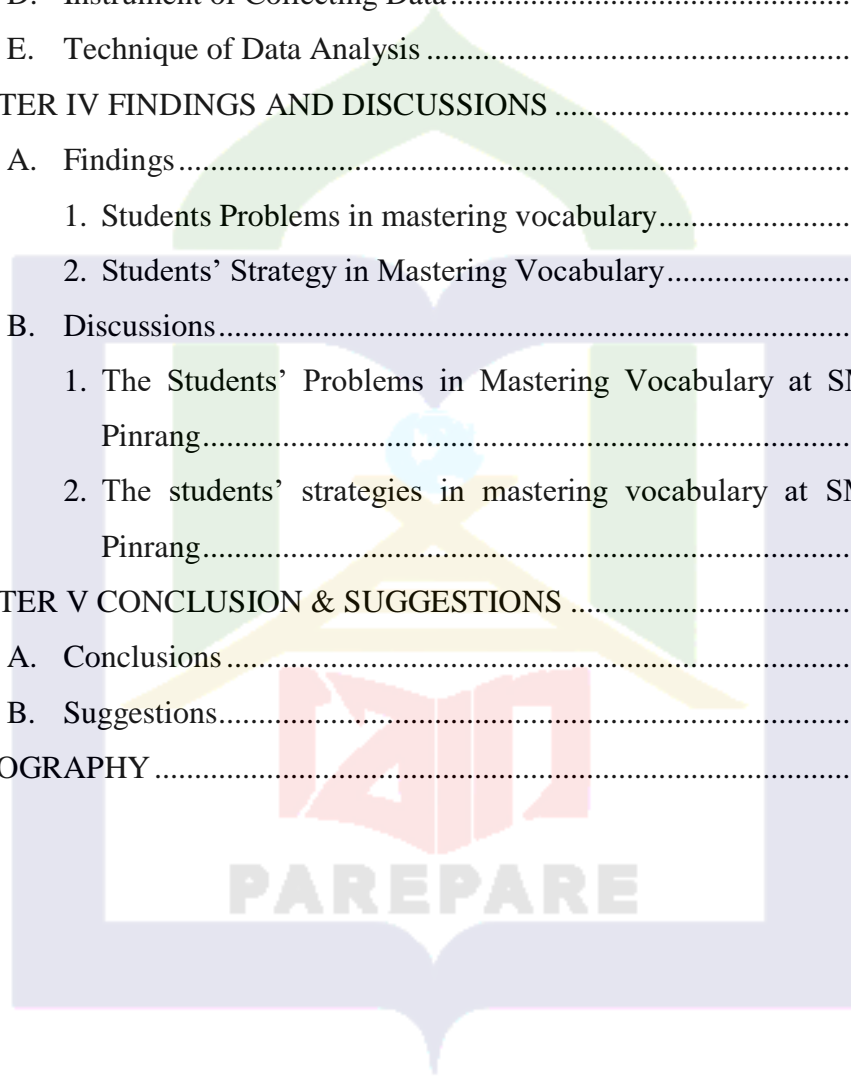
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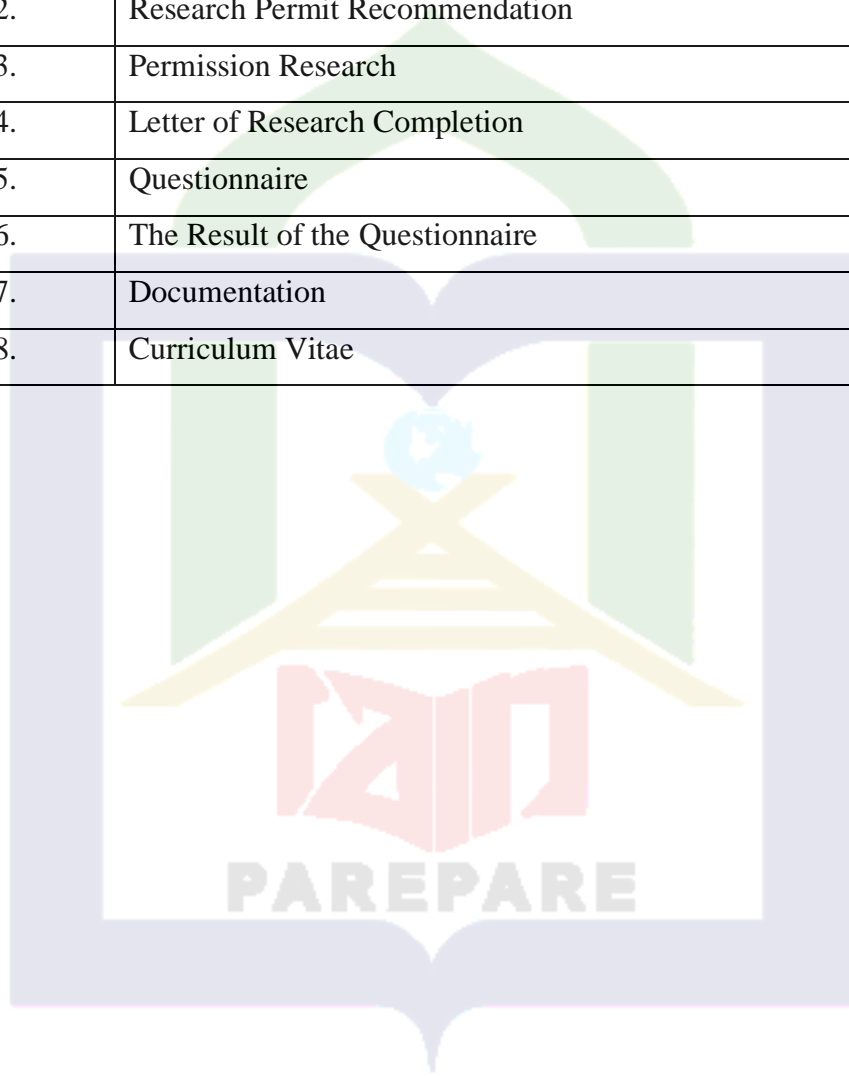
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CHAPTER I INTRODUCTION

A. Background

Vocabulary is one of the important things in English. Because learning vocabulary can help students to be able to communicate in English and vocabulary can also help the four skills and also grammar. This is related to what Richards' said this vocabulary is a core component of listening, speaking, reading, and writing.¹ Without sufficient vocabulary, students are unable to communicate and express their feelings valid both orally and in writing. One of them is vocabulary components for mastering English as a foreign language. Students have a deep ability understand and use words and meanings. The students not only know the words, as well as its meaning. Students can analyze and recognize English extra easily which means of those words. Limited vocabulary knowledge will be the main problem in learning a language.² If someone does not have it, it means it will cause big problem rich vocabulary. The more vocabulary a students masters, the better their performance language. Students will have a hard time because of their limited vocabulary acquire English proficiency.

Vocabulary is a key to improve the English achievement. Students who have lot of vocabularies are easier in study and learning process. Without good vocabulary mastery, students will face difficulties in their study. Moreover, those do not possess strategy to enrich vocabulary often lose their interest in learning. In addition, according River in the David Nunan, stated that acquisition of an adequate vocabulary is essential for successful second language use. Without an extensive

¹ Richards, J. C and Renandya, W. A., *Methodology In Language Teaching : An Anthology of Current Practice*, Cambridge: Cambridge University Press, (2002).

² Gunning, T.G., *Assessing and Correcting Reading and Writing Difficulties*, Boston, MA: Allyn & Bacon, (2002).

vocabulary, it almost impossible for them to use the structure and function that have been learned for comprehensible communication.³

In English learning, especially vocabulary learning, there are some factors that influence that the students in mastering it. The factors are linguistic and non-linguistic. The linguistic factors are usually related to natural difficulty of the language. They cannot understand and the relation between foreign language and mother tongue which have significant differences in styles and rules. The non-linguistics factors are divided into two factors: there are external factors and internal factors. External factors related to curriculum, method, classroom situation, family, and society. Meanwhile, the internal factors come from IQ, attention, motivation, interest, attitude.⁴

Therefore, vocabulary is very useful for anyone who studies a foreign language. However, teachers must be creative in teaching vocabulary to make their students easy in master vocabulary. We realize that the importance of vocabulary learning, but it does not mean that other components such as phonology, grammar, translation, can be ignored. Even though the students have mastered English vocabulary well, it does not guarantee for them to use English language perfectly, because their vocabulary is just the basic for learning English. Mastering vocabulary is also the first step to master English well. We should ensure that our students are aware of the vocabulary they need for their level and that they can use the words which they want to use and the words we have selected for them to use.⁵ Therefore, the mastery of vocabulary is an important tool to enable students to understand information or explanation during teaching and learning process in education.

³ David Nunan, *“Language Teaching Methodology. New York: Prentice Hall”*, 1991, p. 117

⁴ Mhd Ferdi Irvani, *“An Analysis of Students’ Difficulties in Vocabulary Mastery at State High School I Kampar”*, UIN Suska Riau, 2020, p. 29-30

⁵ Harmer, J., *“The Practice of English Language Teaching: New Edition”*, New York: Longman, (1991).

Vocabulary skills that must be mastered by students are the most important in daily vocabulary, such as vocabulary about things at school and house, family, jobs, hobbies and sports and others. The ability to master such vocabulary is the basis for students to master daily vocabulary. By mastering daily vocabulary, students can easily apply it in life, both communicating with friends, teachers, and the people around them. In addition, mastering a lot of daily vocabulary will make it easier to read, write, and listen. After being able to master daily vocabulary, students can continue to master higher level vocabulary.

Students who have poor vocabulary knowledge or have problems mastering vocabulary will be at risk of experiencing broader language weakness and reading comprehension difficulties, which will have an impact on themselves.⁶ A limited vocabulary hinders a students' ability to be successful in comprehending grade level text, participating in classroom discussions, and doing well on assignments, quizzes and tests.⁷ It can be concluded that vocabulary is a very important part of language.

Mastering vocabulary is not easy, because each person must have problems in learning it. As faced by students at SMAN 7 PINRANG, Mr. Ali as English teacher in there says that students are constrained by themselves, namely students are lazy in memorizing English vocabulary, so they find it difficult to master English vocabulary. In addition to the lazy problem faced by students, students also experience a lack of motivation to learn English and students find it difficult to pronounce vocabulary.⁸ This is in line with the opinion of Thornbury said that there are some factors that make some words more difficult, one of which is pronunciation.⁹ So, this study aims to describe other problems faced by students at

⁶ Hannah Nash, "Teaching New Words to Children with Poor Existing Vocabulary Knowledge", International Journal of Language & Communication Disorders, (2010).

⁷ Beverly Weiser, "Effective Vocabulary Instruction for Kindergarten to 12th Grade Students Experiencing Learning Disabilities", Council for Learning Disabilities, (2013).

⁸ Mr. Ali, English teacher, interviewed by Lilis Suriani, 21 march 2022.

⁹ Thornbury S, "How to Teach Vocabulary", Pearson Education Limited, 2002.

the school and how the students' strategies in solving these problems are so that students can master English vocabulary that can be used for future preparations in learning English.

Based on the above problems and explanations, this research entitled “Analysis Problems in Mastering Vocabulary of the 11th Grade Students At SMAN 7 Pinrang”.

B. Research Questions

Related to the background above, the following research questions will necessary to answer:

1. What are the students' problem in mastering vocabulary ?
2. What are the student' strategies in mastering vocabulary ?

C. Objectives of the Research

Based on the question above the researcher formulates the objective of the research are:

1. To describe students' problem in mastering vocabulary.
2. To describe the students strategies in mastering vocabulary.

D. Significances of the Research

It is expected that the results of the research will provide useful contribution for teacher and further research, it can be explained below:

1. Teacher

For teachers, so that teachers can motivate students and improve better learning in mastering vocabulary.

2. Future Researcher

For the next researchers, this research will give some contribution and information for next researchers about students' problem in mastering vocabulary.

3. Students

For the students, to help the students in understanding about learning vocabulary.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

There are some previous studies which are related to vocabulary issues as follow :

The issues related about students' problem in mastering vocabulary was conducted by Rohmatillah. The purpose of this study is to find and examine the type factors that make students difficult to learn vocabulary. In this study, qualitative research design. The findings showed that the students still faced the problems or difficulties in learning vocabulary. Types of difficulties students face when learning vocabulary was diverse. Types of difficulties students face almost all students have difficulty pronouncing and writing words, how to write and spell and the different grammatical form of a word known as inflections was one of causes of students difficulties in learning vocabulary. There were some factors that caused students' difficulties in learning vocabulary are the written form is different from the spoken form in English, the number of words that students need to learn is exceedingly large and the limitations of sources of information about words.¹⁰

The next issue was conducted by Dessalegn Oljira in 2017. In this research, investigating the problems of English vocabulary teaching techniques use the Holeta Primary School teacher. Quantitative and a qualitative study designs were used. Research results are known issues with vocabulary teaching techniques used by English teachers such as little emphasis was placed on vocabulary teaching (both learners and teachers classroom teaching/learning vocabulary was relatively poor). This study also showed that ineffective grouping of students affected vocabulary

¹⁰ Rohmatillah., "A Study On Students' Difficulties In Learning Vocabulary", *Jurnal Tadris Bahasa Inggris*, 6.1, (2014).

learning vocabulary use and development in learners as students feel inadequate teachers did not if they were exposed to small groups, the teacher does not develop understanding to produce some vocabulary that increases the enthusiasm of students during the acceptance of vocabulary in the category, the teacher does not make clear instructions to start and prevent confusion of lead members when they ask them to complete vocabulary work. Mostly, at least qualified teacher continuous training material teaching methodology ends up largely on the issues examined in the category.¹¹

Another issue was conducted by Bimas Reskiawan and friends. The objective of the research were to know difficulties of the students in vocabulary mastery and to find out factors cause students difficulties in vocabulary mastery. This research employed a qualitative research design. The findings showed that there are several factors that cause students difficulties in vocabulary mastery, they are different between written word and the pronouncing in English, rarely to interact using English, it is rarely to practice, the writing the word or sound-spelling mismatches, some word similar but different meaning, wrong pronunciations are often caused by a lack of similarity between sounds English and Indonesian.¹²

Firman Rahman was conducted that to identify what kinds of difficulties in vocabulary mastery and to find out factors may contribute to those difficulties by using qualitative research design. The findings showed that there are several types of errors found which are made by the students. The errors generally correspond to the three categories – grammar, meaning and spelling.¹³

¹¹ Dessalegn Oljira., “A Study On Problems Of Vocabulary Teaching Techniques English Teachers Use In Holeta Primary Schools : Grade Seven In Focus”, *International Journal Of Science And Research (IJSR)*, 6.6, (2017).

¹² Bimas Reskiawan and friends., “A Study On Students Difficulties In Vocabulary Mastery At First Grade Students Of SMPN 1 Baula”, *Jurnal Bahasa, Sastra dan Budaya Tamaddun Life*, 19.1, (2020).

¹³ Firman Rahman, “An Analysis Of Students’ Difficulties In Vocabulary Mastery: A Survey Study At Second Grade Students’ Of Smpn 19 Mataram”, Indonesia One Search By Perpunas, (2016).

The next issue was conducted by Urai Salam and Nurnisa in 2021. The purpose of this study was to uncover difficulties in learning English vocabularies faced by 33 boarding school students in West Kalimantan. This research employed a qualitative research design. The data revealed that the students experienced four difficulties, namely, pronouncing unique English sounds, spelling, memorizing long syllable-words, and understanding meaning of unfamiliar words.¹⁴

The difference between this study and previous research is that previous research only focused on the problems faced by students in mastering vocabulary and previous research used qualitative research methods and some used qualitative research methods and quantitative research, while this research will focus on two problems, namely the problem of students in mastering vocabulary and student strategies in solving problems faced by students in mastering vocabulary using only quantitative research methods.

B. Some Pertinent Ideas

1. Vocabulary Mastery

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. Vocabulary learning is a central to language acquisition whether the language is first, second, or foreign.¹⁵ Learning English vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. The condition should help learners to acquire a critical mass of words to use in both understanding

¹⁴ Urai Salam and Nurnisa., “Students’ Difficulties In Learning Vocabularies”, *English Community Journal*, 5.1, (2021).

¹⁵ Nation, I.S.P., “Learning Vocabulary In Another Language”, *Cambridge University Press*, (2001).

and producing language.¹⁶ Moreover, it will enable them to remember word over time and be able to recall them readily.

Adil Al Kufaishi said that the importance of vocabulary as general agreement to be success in social life, professional and intellectual life, so vocabulary is a vehicle for thought, self-expression and communication.¹⁷ It is unavoidable that mastering vocabulary is an important aspect in learning a foreign language, it has assumption that the succession of learning a foreign language depends very much on students' building up English vocabulary. Without having a sufficient number of vocabulary, the students especially the students of English 25 study program will have any difficulties in developing the language skills.

Teachers have always been naturally interested in how learners go about learning vocabulary. If we know more about learners' strategies and what works and what does not work well, we can help learners acquire more profitable strategies. We have always given advice about how to learn vocabulary. Some teachers even make assignments for this purpose. There are five essential steps in learning vocabulary, they are :

- 1) Encountering new words

The first essential step for vocabulary learning is countering new words, that is, having a source for words. The students' strategy here includes learning new words by reading books, newspapers, and magazines, listening to TV and radio. As far as incidental learning of vocabulary goes, this step obviously the most vital. Because incidental learning vocabulary must occur if second language learners are to approach a vocabulary that compares with that of native speakers, this step very crucial.

¹⁶ Thornbury, S., "How To Teach Vocabulary", *Pearson Education Limited*, (2002).

¹⁷ Adil Al Kufaishi, "A Vocabulary Building Program is A Necessary Not A Luxury", English Teaching Forum, 1998, P. 45

2) Getting the word form

The second step essential to vocabulary learning appears to be getting of a clear image-visual or auditory or both-of the form of the vocabulary item. This step was shown in comments such as “associating new words with words that sound symbols from my native, and seeing a word that looks like another word I already know “ in this step. The important of having clear image of the ‘form’ of a word become apparent when we think about what happens when we try to retrieve word.

3) Getting the word meaning

The third essential step in the learners’ reported strategies is the one which is most often associated with the idea of vocabulary learning : getting the word meaning. This step includes asking native English speakers what words mean, asking people who speak my native language the meaning of words, making pictures of word meaning in my mind. By reading the text, the students can get the word meaning easily than just reading the vocabulary list. It is because the meaning of vocabulary in the text. Besides that, the teacher facilitates the students in getting the word meaning through visual technique and verbal technique that have been mentioned before.

4) Consolidating word form and meaning in memory

Many kinds of vocabulary learning drills, such as flashcards, matching exercises, crossword puzzles, strengthen the form-meaning connection. In order to remember the vocabulary that has been required before, the consolidating word form and meaning in memory is needed. In this step, the students do the exercises in order to make strong memory connection between the form and the meaning of the words.

5) Using the word

The final step in learning words is using words. Some would argue that this step is not necessary if all that is desired is a receptive knowledge of the word. However, if the goal is to help learners move as far along the continuum of word knowledge as they can, word use is essential. By using the words, the students seem having a mild guarantee that words and meaning will not fade from memory once

they are learned. Use of word may simply be a form of hypothesis testing, allowing learners to see if the knowledge gained in other steps is correct.¹⁸

2. The Principle of Vocabulary Mastery

In learning vocabulary, of course the teacher and the learners must know the principles of vocabulary in learning a language. There are six principles learning vocabulary, they are :¹⁹

- 1) Choose useful words. Teacher should choose words that will be useful for her students to learn. Useful words are words that learners will meet very often, or need to use often in their language use situations.
- 2) Let the learners do the work. Far too often, the teachers give the work for their learners by providing definitions, sentences. While helping students with difficult definitions is necessary, it is probably more meaningful for learners to do work by themselves. It is aimed to set the students to learn the words by themselves first before taking a class.
- 3) Focus on different aspect of a word. There are many words in English may have more than one meaning. For example the word 'book' obviously means something you use to read from (a written work in the form of) a set of printed pages fastened together inside a cover, as a thing to be read. But when come across word, then, and try to decipher its meaning we will have to look at the context in which it is used.
- 4) Provide meaningful learning opportunities. It is not enough only to inform the students the meaning of words or to teach the students about the basic meaning of words. The students need opportunities to see or hear the target of words in a meaningful context, and opportunities to use the words in meaningful writing and speaking task. Challenging the students to find these words in reading or

¹⁸ Hatch, E & Brown. S., "Vocabulary, Semantics, And Language Education", *Cambridge University Press*", (1995).

¹⁹ Tri Wulandari, "*Students' Problem in Building Up English Vocabulary at MAN 1 PULANG PISAU*", State Islamic Institute of Palangkaraya, 2020, P. 20-21

listening passages and use these words in particular writing and speaking task is a simply way to provide students in meaningful learning opportunities.

- 5) Implement a regular testing schedule. In achieving the target of teaching and learning vocabulary and to know the students' progress, the students should be tested regularly. Testing also can be used in giving students' feedback on their success and failure in learning and achieving the target of learning words and motivating the students in mastering vocabulary.

3. Kinds of Vocabulary

Some experts have classified kind of vocabularies. Vocabulary as knowledge of words and words meaning both oral and print language in productive and receptive form.²⁰ Oral vocabulary is the set of words for which we know the meanings when we speak and read orally. However print vocabulary consists of those words for which the meanings is known when we write or read silently. Hiebert and Kamil (2005) divide vocabulary into two kinds, namely : receptive vocabulary and productive vocabulary.

- 1) Receptive vocabulary, is set of words for which and individual can assign meaning when listening and reading. These are words often less known by learners and less frequent in use. Receptive vocabulary is a vocabulary which is mostly received by listener and reader. It can be understood through listening and reading. The receptive also called a passive process because the learners only receive thought from others.
- 2) Productive vocabulary, is the set of words that an individual can use when writing and speaking. They are familiar words and use frequently. Productive vocabulary is a vocabulary that is produced by speaker and writer. It involves the understanding of how to promote the word, how to write it and spell it, how

²⁰ Hiebert, E. H., & Kamil, M. L., "*Teaching and learning vocabulary bringing research to practice*", London: Lawrence Erlbaum Associates, (2005).

to use it in a correct grammatical pattern. Later, productive vocabulary defined as the words use when a learner speaks and writers.

Therefore it can be concluded that vocabulary can be presented in four units. They are : listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. Listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Reading vocabulary consists of the word found by people when they are reading. While speaking vocabulary includes the words people used in their daily life and conversation. The last writing vocabulary that consists of the word people use in writing essays, reports, letters.

In relation to kinds of vocabulary, divided vocabulary into high frequency words, academic words, and technical words.

1) High Frequency Words

The high frequency words of English have some characteristics. First, each high frequency word occurs very often so the effort of learning it will be repaid by plenty of opportunities to meet and use it. Second, the high frequency words are useful no matter what use is made of English. Third, because of their frequency and wide range they make up a very large proportion of running words in all kinds of texts and language use. Fourth, they are relatively small group of words (2,000) that could be covered in a school teaching program over three to five years. Almost 80% of the running words in the text are high-frequency words.

2) Academic words

Academic words is from an academic textbook and contains many words that are common in different kinds of academic text. For learners with academic purpose, the academic words are like high frequency words and they deserve similar attention. Typically these words make up about 9% of the running words in the text.

3) Technical Words

Technical words is some words that are very closely related to the topic and subject area of the text. If we look at technical dictionaries, such as dictionary of economics, geography or electronics, we usually find about 1,000 entries in each dictionary. For learners with academic purposes, technical vocabulary is also important but this is probably best learned while studying the content matter of the particular specialist area. Technical words like these typically cover about 5% of the running words in a text.

4) Low Frequency Words

Low frequency words have the following characteristics. First, each word does not occur very often. Second, most low frequency words have a very narrow range. They are not needed in every use of the language. Third, the low frequency make up a very small proportion of the running words in a text, they make up 5% of the words in an academic text. Fourth, there are thousands of them in the language, by far the biggest group of word.²¹

In conclusion, vocabulary can be presented in four skills of English. They are reading, listening, speaking and writing vocabulary. Vocabulary is the knowledge and meaning of words not only oral, but also in print language. In oral language, it includes the speaking activity, such as the words that the people used in conversation. While the print language is the words that people use in writing essay, report. The point of these elaborations is that English has various kinds of vocabulary that needed to be leant in order to use English effectively.

English has an enormous spool of vocabulary. No one, even native speaker is able to know them all. Finitely, we do not need to know them all in order to use English, we only need to know vocabulary those are relevant to our practical purpose.

²¹ Nation, I.S.P., "Learning Vocabulary In Another Language", *Cambridge University Press*, (2001).

So from, the user point of view, according Quant that there are useful to distinguish at least four kind of vocabulary, they are :²²

1) Listening vocabulary.

A persons' listening vocabulary is all the words he or she can recognize when listening to a speech. This vocabulary is aided in size by the context and tone of voice.

2) Speaking vocabulary.

A persons' speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse-though slight and unintentional may be compensated by facial expressions, tone of voice, or hands gestures. Secondary grade, we are really referring to his meaning vocabulary.

3) Reading vocabulary.

A persons' reading vocabulary is all the words he or she can recognize when reading. This is the largest types of vocabulary simply because it is included the other three.

4) Writing vocabulary.

A persons' writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two types, the writing vocabulary is stimulated by its user.

Related to the distinguishing given by Quant above, Craft in his book entitled *An Introduction to English Language Teaching* distinguished vocabulary into two types, they are "There are words which the students understand, pronoun them correctly, and use them constructively in speaking and writing, this type of

²² Quant I.J, " *Teaching Reading: A Human Process*", United States: McNally College Publishing Company, 1997

vocabulary is called active vocabulary. The second one is passive vocabulary, it is words that students recognize and understand when they occur in the context.”²³

4. Problems in Mastering Vocabulary

While, social factors are the factors which come from surrounding the learners such as family, teacher and teaching method, facilities, social motivation, environment and chance. In learning vocabulary, the learners faced some obstacles to master the words. Classifies the problems of learning vocabulary are, word meaning, pronunciation, motivation, learning facilities, and also teaching method.

1) Word Meaning

One of the problematic issues of vocabulary is meaning. The students face the obstacle with the word meaning. Many words have multiple meaning. So one should know what the word mean in order to avoid misunderstanding in communication. In learning about words, students need to learn some classification of word such as poly semi : distinguishing between the various meaning of single word from with several and closely related meanings, antonyms : the opposite meaning, synonyms : a word that is close meaning to another word, hyponyms : a word with a particular meaning that is included in the meaning of a more general word.

2) Pronunciation

Pronunciation is one of the most important aspects one has to master when learning English. The pronunciation system of English word is unique. That is the reason why many people say that the pronunciation of English language is difficult. The way we pronounce English words depend on how the word are hear in our ears.

3) Motivation

Motivation is essential to success. Motivation is some kind of internal drive which pushes someone to do thing in order to achieve something.²⁴ As H Douglas

²³ John Haycraft, “ *An Introduction to English Language Teaching*”, London: Longman ltd, 1998, P.44

Brown point out, “a cognitive view of motivation includes factor such as the need for exploring, activity, simulation, new knowledge, and ego enhancement.²⁵ Motivation is one aspect that influence on learning English. Motivation is something that drives someone to do something to reach the goal. Without motivation, the students would not do learning well. Therefore, the teacher should employ creative ways for teaching the words and increasing the students’ motivation.

4) Learning Facilities

Facilities are other most important aspects in learning. Facilities help and support the students to achieve the success in teaching learning process and help boost students’ learning motivation. Good facilities support the instructional. The above learning problem indicates that teachers need to acquire good understanding of teaching method and students should work hard to increase their level of vocabulary.

The facilities that support the teaching and learning process such as dictionaries are not sufficient. Only some Inggris-Indonesia and Indonesia-Inggris dictionaries available and the students cannot borrow them to be brought into the classroom. Many students do not have dictionary and it is hard to ask them to buy the good one, since they come from middle-to-low economic families.

Vocabulary refers to the collection of words that a person knows and uses. Vocabulary development is the process of acquiring new words. The size of a child’s vocabulary between preschool and first grade is often a strong indicator of their reading comprehension in later grades. That’s why it’s so important to focus on building vocabulary skills throughout reading instruction.

Mastery vocabulary is very important for foreign language learner. Without mastering it, of course the learners will get some difficulties in English. Difficulty is a problem, something that causes trouble, difficulty is defined as something that is not

²⁴ Harmer, J., “*The Practice Of English Language Teaching*”, Pearson Education Limited, 2005.

²⁵ H. D. Brown, “*Teaching by principle an interactive approach*”, California: Longman, 2001.

easy to do or hard to do and understanding. Students' difficulties are condition in which the students face the problem. It will be seen from students' mistake and error in learning process.

In foreign language learning, vocabulary plays an important role. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. There are 6 difficulties in vocabulary mastery, namely : pronunciation, spelling, length and complexity, grammar, meaning, range (connotation and idiomaticity).²⁶ Then Huyen (2002), identify that there are four problems. They consider the teachers' explanation for meaning or definition, pronunciation, spelling and grammatical functions. Furthermore Cameron (2001, p. 78), as cited in Gushendra (2017, pp. 54-55) some components vocabulary mastery is difficult, such as :

1) Pronunciation

Pronunciation is the way in which a particular person pronounces the word of a language. Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult vocabulary will typically be those that contain sounds that are unfamiliar to some groups of learners. The students were not able to identify the pronunciation of the sounds like vowel, consonant, or diphtong of the words. There is differentu pronunciation between English and Indonesia vocabulary. English has different sound with Indonesia sound. Therefore, students have problems in pronunciation. The students have difficulties in pronunciation of vocabulary.

2) Spelling

Spelling is the act of forming words correctly from individual letter or the way that a word is spelt. According Wehmeler stated that spelling is the writing of a word or words with the necessary letters, an arrangement of letters that form a word,

²⁶ Thornbury, S., "How To Teach Vocabulary", *Pearson Education Limited*, (2002).

and the process of forming words by putting letters together.²⁷ The students have the difficulties is on the spelling, they are still confused to recognize the words mentioned in the sentence. Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a words' 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.

3) Grammar

Grammatical information is tied into words, and learning words can take students along the way into grammar. This suggests that if we give a high priority to vocabulary, we are there by abandoning grammar. The grammar of vocabulary need to be taught if this is not obviously covered by the grammatical rules. Grammar problematic is also the grammar associated with the word, especially if this differs from that of its L1 equivalent. 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.

4) Meaning

The students has the difficulties in the meaning if they can describe the words on the context. To find the meaning it can be done through translation that is word in learners' mother tongue that are equivalent in meaning to the item being taught. The meaning of a word can also be defined by relationship to other words. A word may have more than one meaning when it is used in different context. The teacher delivering the students about the meaning, the teacher should explain that a word may have more than one meaning when it is used in different context. To discover meaning, the teacher can use methods such as guided and the use of dictionaries. When two words have overlapping meanings, students are likely to confuse them.

²⁷ Wehmeier, S., McIntosh, C., Turnbull, J., and Ashby, M. (Eds.), "*Oxford Advanced Learner s Dictionary of Current English*", Oxford: Oxford University Press, 2005.

Make and *do* are a good example : you *make breakfast* and *make an appointment*, but you *do chorez* and *do a quiz*.

From the above explanations it can be concluded that there are many factors that make mastering the vocabulary difficult. Pronunciation, spelling, grammar and meaning are the indicators of students' difficulties in vocabulary mastery. It's important to know students' difficulties in mastering vocabulary. Then the teacher and the students can solve the problem in appropriate way, know about the concept of English vocabulary itself as the consideration in learning English vocabulary.

There are many factors to makes learners facing problem in learning process. In this case, Muhibbin Syah classifies the learning factors into two main factors. There are; individual factors and social factors. He briefly mentions that the individual factors are the factors that come from the learners. It consists of growth, aptitude, exercises, motivations, and attitude. While, social factors are the factors which come from surrounding the learners such as family, teacher and teaching method, facilities, social motivation, environment and chance.

Gower, Philips and Walter explain what makes a vocabulary item is easy or difficult.²⁸ How easy or difficult a vocabulary item is can depend on a number of factors:

1) Similarity to L1

The difficulty of a vocabulary item is often depends on how similar that items is in the form and meaning to the students' first language. Words which are similar in the first language and English may be misleading rather than helpul.

2) 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

²⁸ Walter, "*The Elements of Foreign Language Teaching*", Languages in Practice UK, 1997

students have already met the word friendly they should be able to guess the meaning of unfriendly.

3) 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.

4) 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.

5) Multi-item words

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

6) Collocation

How a lexical item collocates (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.

7) Appropriate use

When to 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* and *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.

Many different factors contribute to the cause of students' difficulty in acquiring vocabulary. There are four factors that is cause the problems in mastering vocabulary.

- 1) Most of the scholars contemplate the teachers' clarification for which means or definition, pronunciation, writing system and grammatical functions is boring. During this case, language learners' don't have anything to try to in an exceedingly vocabulary learning section however to listen to their teacher.
- 2) Students solely consider vocabulary learning as knowing the first which means of recent words. Therefore, they ignore all alternative functions of the words.
- 3) Pupils usually only acquire new vocabulary through new vocabulary in their textbooks or once from academics in school lessons.
- 4) Several learners don't need to require risks in applying what they need 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.²⁹

There are also some problem in mastering vocabulary such as :

- 1) Students do not know how 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 another book in English.

²⁹ Huyen, Nga., "*The Effectiveness Of Learning Vocabulary Through Games*", (2002).

- 3) Little speaking and writing makes 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.³⁰

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 the students have to learn is extremely large.
- 3) The limitations of sources of information about words.
- 4) The complexity of word knowledge. Knowing a word means much more than knowing its definition in the dictionary.
- 5) Cause of lack of understanding of grammatical of the words.
- 6) The incorrect pronunciation.³¹

5. The Strategy of Mastering Vocabulary

The researcher provides in some strategies that propose by the experts. There are five essential steps in vocabulary learning that present what learners must to do as follows:

- 1) Have a source to find new words. This step is probably the first important step in vocabulary learning. Without learning resources, it will not be effective.
- 2) The second step is to get a clear picture of the new word format, visually and/or audibly. Learners need media help to improve vocabulary comprehension.

³⁰ Wahyu Ningrum, "Students' Problem In Learning Vocabulary at Eight Grade In One Of Junior High Schools In Jambi", (2018).

³¹ Rohmatillah., "A Study On Students' Difficulties In Learning Vocabulary", *Jurnal Tadris Bahasa Inggris*, 6.1, (2014).

- 3) Learning the meaning of a word is the most important point in this step. Help students avoid misunderstandings when understanding new vocabulary.
- 4) Form and meaning must be related. Therefore, learners need to create a strong mnemonic relationship between word form and meaning.
- 5) The last step is the most important of all the steps that use the word.³²

In addition, the process of learning vocabulary involves four stages:³³

- 1) Discrimination

This is the basic first 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.

- 2) 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. Sometimes, as was shown earlier, the concept is unfamiliar.

- 3) 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 anymore, and it will be forgotten. When no active effort was made to learn words, most learners had to encounter them on average 10 times before recognising their meaning. Even more interaction with a word is required before it can be recall at will.

³² Hatch E & Brown S, “*Vocabulary, Semantics, and Language Education*”, Cambridge University Press, 1995

³³ Grauberg W, “*The elements of foreign language teaching*”, Multilingual Matters, 1997, P. 15-23

4) 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, and then words would not be forgotten and need to be relearn. As it is, however, it seems that words are absorbed slowly overtime, and that only gradually do they become fully integrated into the learners' 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.

In English learning, especially vocabulary learning, there are some factors that influence that the students in mastering it. The factors are linguistic and non-linguistic. The linguistic factors are usually related to natural difficulty of the language. They cannot understand and the relation between foreign language and mother tongue which have significant differences in styles and rules. The non-linguistics factors are divided into two factors: there are external factors and internal factors. External factors related to curriculum, method, classroom situation, family, and society. Meanwhile, the internal factors come from IQ, attention, motivation, interest, attitude.³⁴

Based on the explanations above, it can be concluded that foreign language learners have to master the vocabulary first before mastering the other aspects of English. It means that vocabulary is the central in foreign language. Steps in learning vocabulary can help the students in learning about English vocabulary in the classroom. Those steps can support the students knowledge about English vocabulary so they can mastering the vocabulary.

³⁴ Mhd Ferdi Irvani, "An Analysis of Students' Difficulties in Vocabulary Mastery at State High School I Kampar", UIN Suska Riau, 2020, p. 29-30

There are four groups in vocabulary learning strategies, namely:

1) Discovery strategies

In this stage, when learners do not know the words, they must discover their meaning by guessing from structural knowledge of the language.

2) Social strategies

A second way to discover new meaning employs the social strategy of asking someone who knows. Teachers are often in this position. They can be asked to help in a variety of ways. They can be asked to help in a variety of ways : giving the L1 translation, giving a synonym, definition, and paraphrase.

3) Memory strategies

Most memory strategy involve relating the word to be retained with some previously learners' knowledge, using some from of imagery or grouping. The strategies used in this stage are pictures/imagery, related words, unrelated words, grouping.

4) Cognitive strategies

Language strategies in this taxonomy are similar to memory strategy, but are not focused especially on manipulative mental processing; they include sorting, classifying, comparing, predicating, repeating and using mechanical means to study vocabulary.³⁵

Here are some strategies for learning vocabulary:

1) Contextualisation

This means putting new vocabulary words to sentences to help you remember them and to test if you are using them correctly. You can use these sentences when talking to an English speaker to see if they understand.

³⁵ Schmitt, N., "*Vocabulary Learning Strategies.*", Cambridge University Press, (1997).

2) Elaboration

This means relating new information to information you already knew. For example, if you know the meaning of information, it is easy to remember that the verb is to inform, and that informative is an adjective, and that an informant is someone who gives information.

3) Inferencing

This means using available information to predict or guess the meaning of; for example: new vocabulary items, if you know that you are reading about football and you know that field is often a large area covered in grass, then you can guess that a football field is a large, grassy area that football field is a large, grassy area for playing football.

4) Translation

You can read a story in a newspaper in your own language first, then read the same story in an English newspaper. Most of the story will probably be the same, so the story in your own language will help you to prepare for reading in English. For example, it will give you vocabulary and when you read the English story and there are some vocabularies that you do not know, then you can use your knowledge of the story to guess the meaning of new vocabulary.

5) Personalisation

You can write down the vocabulary item, for example word or phrase are important for you, where you first saw it, and when you used it, for example you may have heard that item in a movie you liked and used the when you talked about the movie with your friends.

6) Keeping your own dictionary

Writing entries for the dictionary will help you to learn words and using your own dictionary can be faster than a normal dictionary.

7) Grouping

You can group words into different areas, such as word in the different courses you study. For example for medical students can group the vocabulary into:

- a) Computing term vocabulary
 - b) Software/hardware system vocabulary
 - c) Program vocabulary
 - d) Computing equipment vocabulary
- 8) Practice, practice, and practice

Learning a word will not help you very much if you promptly forget it. Research shows that it takes from ten to twenty repetitions to really make a word part of your vocabulary. It helps to write the word both the definition and a sentence you make up using the word perhaps on an index that can later be reviewed. As soon as you can learn new word, start using it. Review your index periodically to see if you have forgotten any your new words.

These are the learning strategies that can be adopted for learning vocabulary. A limited vocabulary keeps the ideas and feeling from expressing the learners thought and feelings. On the other hand, a large number of rich vocabulary give the learners the right words to use at the right time. Both vocabulary and grammar are essential but when we compare vocabulary and grammar, vocabulary is much more important and should receive more attention than grammar.

Regarding vocabulary in communication, it is apparent that vocabulary is basic in learning to communicate effectively in listening, speaking, reading, and writing. The importance of vocabulary becomes a basic for daily communication. If language learners do not recognise and understand the meanings of the key words used by those who address them, they will be unable to participate in the conversation, even if they know the morphology and syntax.³⁶

³⁶ Santy Christinawati & Wahyu Trimastuti, "Learning Strategies For Understanding Informatics Vocabulary", Issues in Applied Linguistics and Language Teaching, Vol. 1 No.2, June 2018 pp. 47-55.

6. Vocabulary Skills that Should be Mastered by Senior High Students

Vocabulary is one of factors that support students for mastering language skills. They are listening, reading, speaking and writing. In listening, students may not understand conversation well, in speaking they cannot communicate well without vocabulary, in reading students may not understand the text, and in writing students may not write our idea.

1) Listening Vocabulary

Listening vocabulary refers to the words we need to know to understand what we hear. As in the learning process that is usually applied, when students are asked to read a sentence made from the word *family*, then as a student's listening skill as an audience it is necessary to understand what is being said by the students who are reading. In that way, students' vocabulary can be increased through listening skills.

2) Reading Vocabulary

A students' reading vocabulary is all the words he or she can recognize when reading. For example, students read the task of making sentences from words about *things at school* given by the teacher. With it, it can increase students' vocabulary when reading.

3) Speaking Vocabulary

Speaking vocabulary consists of the words we use when we speak. For example, when students make assignments from a teacher where students describe a picture about the *thing at house*. So, students will talk to explain according to the picture they see.

4) Writing Vocabulary

A students' writing vocabulary is the words he or she can employ in writing. For example, students use a word about fruits & vegetables to make a sentence. So, with that, students can increase their vocabulary through writing skills.

So, those are some skills of vocabulary for students to master to help them learn English. Because the four vocabulary skills above are support for mastering vocabulary.

C. Operational Definition of Variable

Sugiyono explains the research variables basically is everything in any form determined by the researcher to be studied so that information about it is obtained, then conclusion is drawn. So what is meant by research variables in this research is everything as the object of research that is set and studied so as to obtain information to draw conclusions. Sugiyono said that the research variables in quantitative research are .³⁷

a. Independent Variable

Independent variable is a variable that affects or becomes the cause of the change or the emergence of the dependent variable. Independent variable (X) in this research is problems in mastering vocabulary.

b. Dependent Variable

Dependent variable is a variable that is influenced or be due to the presence of independent variables. Dependent variables (Y) in this research is strategy to solve problems in mastering vocabulary.

³⁷ Sugiyono, “*Metode Penelitian Kuantitatif, Kualitatif dan R&D*”, Bandung: Alfabeta, 2016

D. Conceptual Framework

The main focus of this research is the analyzing students' problem in mastering vocabulary and strategy in mastering vocabulary. The researcher designed the conceptual framework of this research, which shows the following diagram.

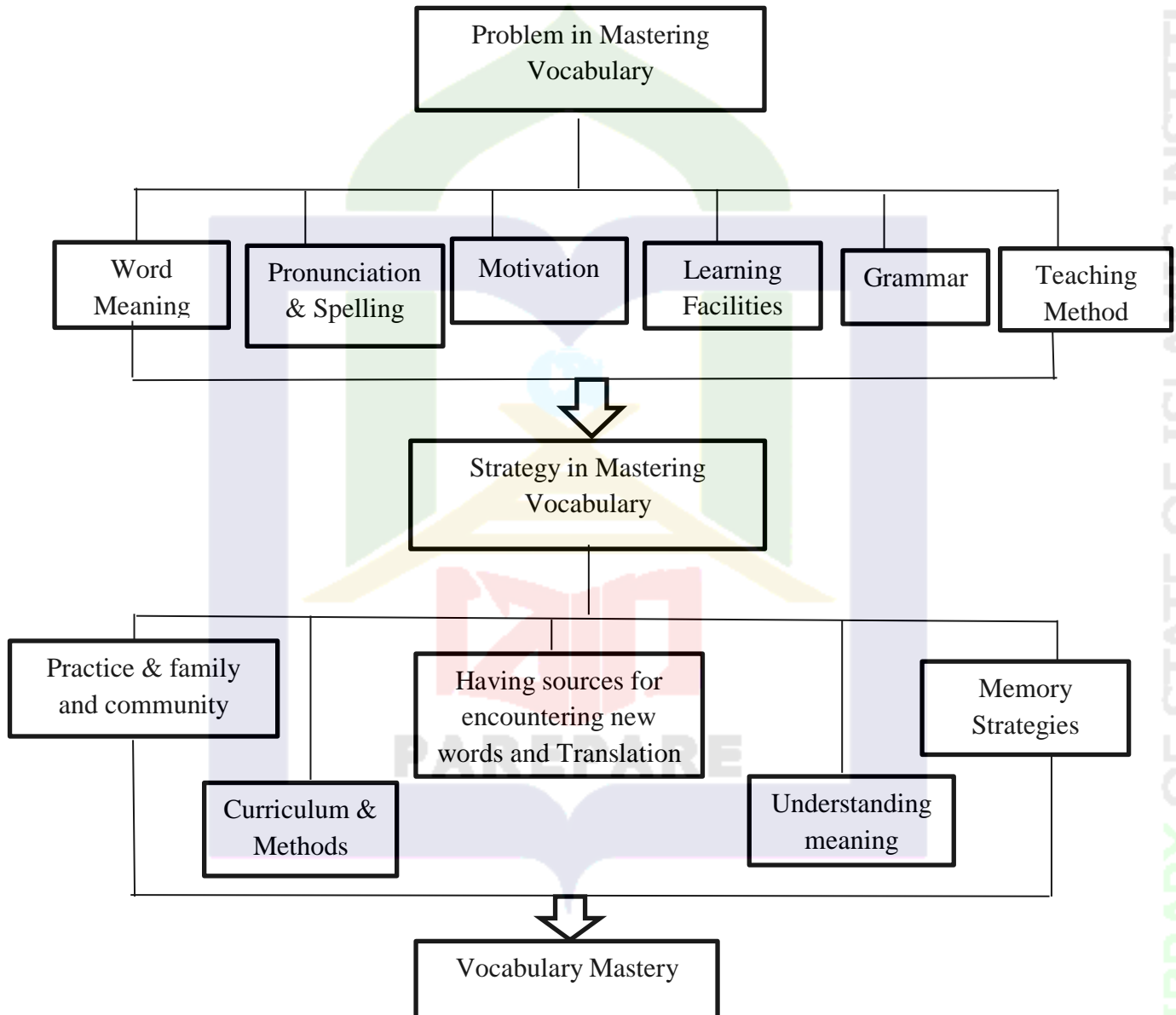


Figure 2.1 Conceptual Framework of the Research

The picture above shows that there are six problems in mastering vocabulary, they are: word meaning, pronunciation and spelling, motivation, learning facilities, grammar and teaching method. These problems are experienced by students in mastering vocabulary. And then there are five strategies in mastering vocabulary, namely practice and famil and community, having sources for encountering new words and translation, memory strategies, curriculum and methods, and understanding meaning. Finally it will show the students' solve problem in mastering vocabulary.



CHAPTER III METHODOLOGY OF THE RESEARCH

A. Research Design

The design of this research used descriptive quantitative research method that consist of two variable. The researcher focused on Students' Problems in Vocabulary Mastery and Strategy in Mastering Vocabulary. Quantitative research identified a research problem based on trend in field or on the need to explain why something occurred.³⁸ In quantitative research, the researcher relied on statistical analysis of mathematical analysis of the data, which was typically in numeric form.

B. Location and Duration of the Research

The researcher was conducted in SMA 7 Pinrang which located in Jl Poros Pinrang Pare, Kec Mattirobulu, South Sulawesi. In this research, the researcher conducted spend for 40 days including of the analyzing data.

C. Population and Sample

1. Population

The population of this research was the Second Grade of SMA 7 Pinrang. The total of the students as shows in table below:

Table 3.1 Population of Research

No	Class	Male	Female	Total
1	XI MIPA 1	16	17	33
2	XI MIPA 2	12	23	34

³⁸ Creswell, J. W., "Educational Research : Planning, Conducting, And Evaluating Quantitative And Qualitative Research (4th ed) ", Boston, MA: Pearson, (2012).

3	XI MIPA 3	10	25	34
4	XI MIPA 4	10	25	35
5	XI MIPA 5	3	21	24
5	XI IPS 1	20	15	35
6	XI IPS 2	21	14	35
7	XI IPS 3	16	19	35
TOTAL		52	109	266

2. Sample

Sample is a set of elements taken from a larger population.³⁹ To conducted this study, the researcher used simple random sampling. According to Johnson & Christensen, simple random sampling is a sample drawn by a procedure in which every member of the population has an equal chance of being selected. Based on the total population above, the population was more than 200 persons. The researcher used simple random sampling in taking the sample. It means that by using simple random sampling we can choose individuals as the sample to represent the population. According Arikunto suggested that simple random sampling is if the population is more than 100 persons, the sample can be taken between 10-15%, and 20-25% or more.⁴⁰ In this research, there were 266 students as the population and the researcher took 50% of the population as the sample. So the total samples were 133 students.

³⁹ Johnson, R.B. and Christensen, L.B., "*Educational Research : Quantitative, Qualitative, And Mixed Approaches. 3rd edition*", Sage Publications, Inc., Lose Angeles, (2008).

⁴⁰ Arikunto S, *Prosedur Penelitian Satuan Pendekatan Praktik*. Yogyakarta: Rineka Cipta, 2006, P.134.

Table 3.2 The Total Sample of the Research

No	Class	Male	Female	Total	Sample 50%
1	XI MIPA 1	16	17	33	133
2	XI MIPA 2	12	23	34	
3	XI MIPA 3	10	25	34	
4	XI MIPA 4	10	25	35	
5	XI MIPA 5	3	21	24	
5	XI IPS 1	20	15	35	
6	XI IPS 2	21	14	35	
7	XI IPS 3	16	19	35	
TOTAL		52	109	266	

D. Instrument of Collecting Data

To collect the data of this research, the researcher used a questionnaire as an instrument. An instrument is a tool for measuring, observing, and documenting quantitative data.⁴¹ Questionnaire is a series of questions related to a particular topic given to a group of individuals with the aim of obtaining data. In this research, there are two types of questionnaires, namely a questionnaire about students' problems in mastering vocabulary and a questionnaire about students' strategy in mastering vocabulary.

⁴¹ Creswell, J. W., "Educational Research : Planning, Conducting, And Evaluating Quantitative And Qualitative Research (4th ed) ", Boston, MA: Pearson, (2012).

E. Technique of Data Analysis

The data analysis technique used in this research was the descriptive statistic analysis in the form of percentage analysis to find the percentage value. Descriptive statistic analysis is a statistical analysis method that aims to provide a description or description of the research subject based on variable data obtained from certain subject groups. Percentage analysis was used to see the frequency of respondents' answers and phenomena in the field. This step was also carried out to determine the size of the proportion of each answer to each question so that the data obtained would be easier to analyze. The percentage technique used in this study uses the following formula:

Percentage

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Total Number of Sample

Mean Score

Calculating the mean score of students by using the formula.

$$\bar{X} = \frac{\sum X}{N} \text{ Where :}$$

\bar{X} : Mean Score

$\sum X$: Sum of all scores

N : Total number of sample⁴²

Table 3.3 Category scale

Percentage	Category
81% – 100%	Very high
61% – 80%	High
41% – 60%	Medium
21% – 40%	Low
0% – 20%	Very low



⁴² L.R. Gay, *Education Research ; Competencies for analysis and Application (Second Edition : Columbus : A Bell & Howell Company)*, 1981, P. 298.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consist of two sections, namely the research finding and the discussion of research. The finding of the research covers the description of the result of data collected through questionnaire that can be discussed in the section below.

A. Findings

The research findings were the answer of problems statements that formulated in the first chapter. This part also present data analysis of problems in mastering vocabulary of the 11th grade students at SMAN 7 Pinrang.

1. Students Problems in mastering vocabulary

The students' problems in mastering vocabulary of the data presented in this section includes the result of the analysis data. There are six problems in mastering vocabulary, namely word meaning, pronunciation and spelling, motivation, learning facilities, grammar, and teaching method. After researcher got questionnaire data, found the maximum score, minimum score, mean, median, modus, used formula as follow:

Table 4.1. Table of Summary

Statistics		
Students' problems in mastering vocabulary		
N	Valid	133
	Missing	0
Mean		70%
Median		73%

Mode	75%
Std. Deviation	9.263
Variance	85.810
Range	54
Minimum	33%
Maximum	100%

Based on the data above, it showed that students' problems in mastering vocabulary is medium with mean percentage 70%. It means that students have high problems in mastering English vocabulary.

Table 4.1 The Results of Percentage in Problems Mastering Vocabulary

No	Classification	Frequent	Percentage
1	Very high	15	11.27%
2	High	93	69.92%
3	Medium	22	16.54%
4	Low	3	2.25%
5	Very low	0	0%

Based on the data above, the highest percentage of the five category choices is high category, it showed that there are 93 students with percentage 69.92% who has problems in mastering vocabulary. It means that students' problems in mastering vocabulary can categorized high category.

Table 4.2 The Results Percentage of Each Indicator in Problems Mastering Vocabulary

No	Category	Classifications				
		Very high	High	Medium	Low	Very low
1	Word meaning	48 (36.09%)	74 (55.64%)	9 (6.77%)	2 (1.50%)	0 (0%)
2	Pronunciation and spelling	41 (30.83%)	57 (42.86%)	35 (26.32%)	0 (0%)	0 (0%)
3	Motivation	30 (22.56%)	58 (43.61%)	41 (30.83%)	4 (3.01%)	0 (0%)
4	Learning facilities	11 (8.27%)	59 (44.36%)	35 (26.32%)	28 (21.05%)	0 (0%)
5	Grammar	44 (33.08%)	74 (55.64%)	8 (6.02%)	7 (5.26%)	0 (0%)
6	Teaching method	17 (12.78%)	67 (50.38%)	19 (14.29%)	30 (22.56%)	0 (0%)

Based on the data above, the highest percentage of the five category choices is high category, the problems that has the highest percentage are word meaning and grammar with each percentage of 55.64% with a high category it showed that the students who has problems in word meaning and grammar. It means that most students find it difficult to know the meaning of vocabulary and grammar. The students who has problems in pronunciation and spelling with percentage 42.86%. The students who has problems in motivation with percentage 43.61%. The students who has problems in learning facilities with percentage 44.36%. The students who has problems in teaching method with percentage 50.38%.

2. Students' Strategy in Mastering Vocabulary

The students' strategy in mastering vocabulary of the data presented in this section includes the result of the analysis data. There are five strategies in mastering vocabulary, namely practice, having sources for encountering new words and translation, memory strategies, curriculum and methods, and understanding meaning.

a. Practice

This section contains data related about to students' practice in strategy mastering vocabulary of the 11th grade at SMAN 7 Pinrang which is divided into 5 items, namely practice with English teacher, practice with friend, practice with family, participating in learning English, and using English vocabulary.

Table 4.2 Number 1: I learn English Vocabulary by communicating in English when talking to an English teacher

No	Category	Score	Frequent	Percentage
1	Always	4	19	14.29%
2	Sometimes	3	69	51.88%
3	Never	2	22	16.54%
4	Almost Never	1	23	17.29%
TOTAL			133	100%

Based on the data above, it showed that there are sixty nine students with percentage 51.88 who have chosen Sometimes. It means that students learn vocabulary by communicating in English when talking to an English teacher.

Table 4.3 Number 2: I learn English Vocabulary by communicating in English when talking to my friends

No	Category	Score	Frequent	Percentage
1	Always	4	11	8.27%
2	Sometimes	3	68	51.13%
3	Never	2	30	22.56%
4	Almost Never	1	24	18.05%
TOTAL			133	100%

Based on the data above, it showed that there are sixty eight students with percentage 51.13 who have chosen Sometimes. It means that students learn vocabulary by communicating in English when talking to my friends.

Table 4.4 Number 3: I learn English Vocabulary by communicating in English when talking to my family

No	Category	Score	Frequent	Percentage
1	Always	4	7	5.26%
2	Sometimes	3	44	33.08%
3	Never	2	32	24.06%
4	Almost Never	1	50	37.59%
TOTAL			133	100%

Based on the data above, it showed that there are fifty students with percentage 37.59 who have chosen Almost Never. It means that students learn vocabulary by communicating in English when talking with family is not one of the students' strategies in mastering vocabulary.

Table 4.5 Number 4: I learn English Vocabulary by actively participating in the learning process using English.

No	Category	Score	Frequent	Percentage
1	Always	4	12	9.02%
2	Sometimes	3	72	54.14%
3	Never	2	28	21.05%
4	Almost Never	1	21	15.79%
TOTAL			133	100%

Based on the data above, it showed that there are seventy two students with percentage 54.14 who have chosen Sometimes. It means that students learn vocabulary by actively participating in the learning process using English.

Table 4.6 Number 5: I learn English Vocabulary by using English vocabulary that I have memorized in everyday life

No	Category	Score	Frequent	Percentage
1	Always	4	36	27.07%
2	Sometimes	3	72	54.14%
3	Never	2	14	10.53%
4	Almost Never	1	11	8.27%
TOTAL			133	100%

Based on the data above, it showed that there are seventy two students with percentage 54.14 who have chosen Sometimes. It means that students learn vocabulary by using vocabulary that has been memorized in everyday life.

b. Having Sources for Encountering New Words and Translation

This section contain data related about to students' having sources new words and translation in strategy mastering vocabulary of the 11th grade at SMAN 7 Pinrang which is divided into 7 items namely, write own dictionary, learn English vocabulary outside of class, use media, multiply sources, read, and translate.

Table 4.7 Number 6: I learned English vocabulary by making my own dictionary (writing my own English vocabulary list)

No	Category	Score	Frequent	Percentage
1	Always	4	13	9.77%
2	Sometimes	3	46	34.59%
3	Never	2	32	24.06%
4	Almost Never	1	42	31.58%
TOTAL			133	100%

Based on the data above, it showed that there are forty six students with percentage 34.59 who have chosen Sometimes. It means that students learn vocabulary by making your own or writing their own vocabulary list.

Table 4.8 Number 7: I learn English vocabulary by increasing my English vocabulary outside of English class

No	Category	Score	Frequent	Percentage
1	Always	4	13	9.77%
2	Sometimes	3	63	47.37%
3	Never	2	28	21.05%
4	Almost Never	1	29	21.80%
TOTAL			133	100%

Based on the data above, it showed that there are sixty three students with percentage 47.37 who have chosen Sometimes. It means that students learn vocabulary by adding vocabulary outside of English class.

Table 4.9 Number 8: I learn English vocabulary by using media to increase my English vocabulary

No	Category	Score	Frequent	Percentage
1	Always	4	26	19.55%
2	Sometimes	3	70	52.63%
3	Never	2	22	16.54%
4	Almost Never	1	15	11.28%
TOTAL			133	100%

Based on the data above, it showed that there are seventy students with percentage 52.63 who have chosen Sometimes. It means that students learn vocabulary by using media to increase their vocabulary.

Table 4.10 Number 9: I learn English vocabulary by reading more English textbooks

No	Category	Score	Frequent	Percentage
1	Always	4	20	15.04%
2	Sometimes	3	77	57.89%
3	Never	2	24	18.05%
4	Almost Never	1	12	9.02%
TOTAL			133	100%

Based on the data above, it showed that there are seventy seven students with percentage 57.89 who have chosen Sometimes. It means that students learn vocabulary by reading more English textbooks.

Table 4.11 Number 10: I learn English vocabulary by frequently reading English story books/novels

No	Category	Score	Frequent	Percentage
1	Always	4	21	15.79%
2	Sometimes	3	61	45.86%
3	Never	2	29	21.80%
4	Almost Never	1	22	16.54%
TOTAL			133	100%

Based on the data above, it showed that there are sixty one students with percentage 45.86 who have chosen Sometimes. It means that students learn vocabulary by frequently reading English story books or novels.

Table 4.12 Number 11: I learn English vocabulary by multiplying sources of information about English vocabulary through the internet

No	Category	Score	Frequent	Percentage
1	Always	4	35	26.32%
2	Sometimes	3	71	53.38%
3	Never	2	17	12.78%
4	Almost Never	1	10	7.52%

TOTAL	133	100%
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Based on the data above, it showed that there are seventy one students with percentage 53.38 who have chosen Sometimes. It means that students learn vocabulary by increasing sources of information about vocabulary through the internet.

Table 4.13 Number 12 : I learn English vocabulary by translating it

No	Category	Score	Frequent	Percentage
1	Always	4	71	53.38%
2	Sometimes	3	51	38.35%
3	Never	2	8	6.02%
4	Almost Never	1	3	2.26%
TOTAL			133	100%

Based on the data above, it showed that there are seventy one students with percentage 53.38 who have chosen Always. It means that students learn vocabulary by translating it.

c. Memory Strategies

This section contains data related about to students' memory strategies in strategy mastering vocabulary of the 11th grade at SMAN 7 Pinrang which is just one item is memorizing.

Table 4.14 Number 13: I learn English vocabulary by memorizing more English vocabulary

No	Category	Score	Frequent	Percentage
1	Always	4	18	13.53%
2	Sometimes	3	87	65.41%
3	Never	2	20	15.04%
4	Almost Never	1	8	6.02%
TOTAL			133	100%

Based on the data above, it showed that there are eighty seven students with percentage 65.41 who have chosen Sometimes. It means that students learn vocabulary by multiplying memorization of vocabulary.

d. Curriculum and Methods

This section contains data related about to students' curriculum and methods in mastering vocabulary of the 11th grade at SMAN 7 Pinrang which is divided 2 items, namely teaching and learning process and how to teach teachers.

Table 4.15 Number 14: I learn English vocabulary by finding out the meaning of English vocabulary that I don't know when the learning process takes place in class

No	Category	Score	Frequent	Percentage
1	Always	4	48	36.09%
2	Sometimes	3	69	51.88%
3	Never	2	13	9.77%
4	Almost Never	1	3	2.26%
TOTAL			133	100%

Based on the data above, it showed that there are sixty nine students with percentage 51.88 who have chosen Sometimes. It means that students learn vocabulary by finding out the meaning of unknown vocabulary when the learning process takes place in class.

Table 4.16 Number 15 : I learn English vocabulary in a motivated way by teaching the teacher because it is fun

No	Category	Score	Frequent	Percentage
1	Always	4	28	21.05%
2	Sometimes	3	74	55.64%
3	Never	2	19	14.29%
4	Almost Never	1	12	9.02%
TOTAL			133	100%

Based on the data above, it showed that there are seventy four students with percentage 55.64 who have chosen Sometimes. It means that students learn vocabulary in a motivated way by teaching the teacher because it's fun.

e. Understanding Meaning

This section contains data related about to students' understanding meaning in strategy mastering vocabulary of the 11th grade at SMAN 7 Pinrang which is just one items is understand the meaning.

Table 4.17 Number 16: I learn English vocabulary by understanding the meaning of English vocabulary so that it is not just the meaning of the English vocabulary

No	Category	Score	Frequent	Percentage
1	Always	4	29	21.80%
2	Sometimes	3	84	63.16%
3	Never	2	15	11.28%
4	Almost Never	1	5	3.76%
TOTAL			133	100%

Based on the data above, it showed that there are eighty four students with percentage 63.16 who have chosen Sometimes. It means that students learn vocabulary by understanding the meaning of vocabulary so that it is not just the meaning of the vocabulary.

B. Discussions

In this part, the writer described, the discussion of analysis of problems and strategies in mastering vocabulary of the 11th grade students at SMAN 7 Pinrang. Besides, this research did on 8 July 2022. This research was conducted using a research instrument which is questionnaire by likert scale. The data analysis technique used is descriptive analysis by using a percentage calculation.

1. The Students' Problems in Mastering Vocabulary at SMAN 7 Pinrang

This study shows that there were six problems faced by students in mastering English vocabulary, namely word meaning, pronunciation and spelling, motivation, learning facilities, grammar, and teaching method. This is related with the opinion of experts Rohmatillah say that there are four problems that are usually faced by students in mastering english vocabulary, namely almost of the the students have difficulties in pronouncing the words, how to write and spell, the different

grammatical form of a word known as inflections was one of causes of students difficulties in learning vocabulary. In addition, the students found difficulties in choosing the appropriate meaning of the words.⁴³ This findings is different from previous research from Rohmatillah where his research only found four problems. In addition, there are also several different findings from this study, namely from Bimas Reskiawan and friends and Firman Rahman. There are some factors that made problems for students to learn English vocabulary are different between written word and the pronouncing in English, rarely to interact using English, it is rarely to practice, the writing the word or sound-spelling mismatches, some word similar but different meaning, wrong pronunciations are often caused by a lack of similarity between sounds English and Indonesian.⁴⁴ There are also some the students' problems in learning vocabulary are grammar, meaning and spelling.⁴⁵

Based on the research findings from the results of the questionnaire, the researcher found that there were several problems faced by secondary school students at SMAN 7 Pinrang. These findings indicate that when students learn English in class, they encounter some problems in building English vocabulary.

The problem they faced was the meaning of the English words (meaning of the word. Most of them said find it difficult to know the meaning of English vocabulary. On the other hand most of them said find it difficult to master vocabulary because understanding of grammar is lacking due to lack of reading English texts. Another problem that makes students' problems in building English vocabulary is most of them said find it difficult to master English vocabulary because in the learning process there is no teaching about English vocabulary.

⁴³ Rohmatillah., "A Study On Students' Difficulties In Learning Vocabulary", *Jurnal Tadris Bahasa Inggris*, 6.1, (2014).

⁴⁴ Bimas Reskiawan and friends., "A Study On Students Difficulties In Vocabulary Mastery At First Grade Students Of SMPN 1 Baula", *Jurnal Bahasa, Sastra dan Budaya Tamaddun Life*, 19.1, (2020).

⁴⁵ Firman Rahman, "An Analysis Of Students' Difficulties In Vocabulary Mastery: A Survey Study At Second Grade Students' Of Smpn 19 Mataram", Indonesia One Search By Perpunas, (2016).

They find it difficult to say a few words because they have never heard those words and they do not use English in daily communication. They find it difficult to know the meaning of vocabulary. The results also showed that most students find it difficult to master English vocabulary because it is difficult to pronounce vocabulary and most students find it difficult to master English vocabulary because students are lazy to memorize English vocabulary.

All of these problems have been analyzed as follows: The first problem that students find it hard to know the meaning of vocabulary and do not know the meaning of vocabulary because the percentage of answers is 55.64 % with 74 students and categorized high category problems in mastering vocabulary. It is supported by Firman Rahman. It is argued so far that there are several types of errors found which are made by the students. The errors generally correspond to the three categories – grammar, meaning and spelling.⁴⁶

The second problem related to this case is the students had difficulty in pronunciation and spelling. Students have the problems in pronunciation and spelling when English learning process. The students find it difficult to master English vocabulary because it is difficult to pronounce vocabulary because the percentage of answers is 42.86% with 57 students and categorized high category problems in mastering vocabulary. It is supported by Walter. It is argued so far that 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.⁴⁷

⁴⁶ Firman Rahman, “*An Analysis Of Students’ Difficulties In Vocabulary Mastery: A Survey Study At Second Grade Students’ Of Smpn 19 Mataram*”, Indonesia One Search By Perpustakaan, (2016).

⁴⁷ Walter, “*The Elements of Foreign Language Teaching*”, Languages in Practice UK, 1997

The third problem that students difficult to master English vocabulary because they are lazy to memorize English vocabulary because the percentage of answers is 43.61% with 58 students and categorized high category problems in mastering vocabulary. It is supported by Dessalegn Oljira. It is argues so far that teachers didn't develop awareness on eliciting some vocabularies which enhance learners' motivation during vocabulary teaching learning process in the class. Thus, most of the students were wandered about what to do and give up (withdrew themselves) from participating to vocabulary activities. Moreover, most teachers didn't make the instruction clear to initiate and avoid learners confusion while they requested students to perform vocabulary activities in the class.⁴⁸

The fourth problem related to this case is the students had difficulty in learning facilities. Students have the problem in learning facilities when study English. The students difficult to master English vocabulary because students find it difficult to master English vocabulary because they do not have an English dictionary, reading books about English, limited sources of information about English vocabulary, do not have friends to practice (communicate) the English vocabulary they have learned because the percentage of answers is 44.36% with 59 students and categorized high category problems in mastering English vocabulary.

The fifth problem that students difficult to master English vocabulary is grammar. The students understanding in using vocabulary in making sentences is lacking and understanding of grammar is less due to not reading English texts because the percentage of answers is 55.64% with 74 students and categorized high category problems in mastering English vocabulary.

The last problem related to this case is the students had difficulty in teaching method. The students find it difficult to master English vocabulary because in the

⁴⁸ Dessalegn Oljira., "A Study On Problems Of Vocabulary Teaching Techniques English Teachers Use In Holeta Primary Schools : Grade Seven In Focus", *International Journal Of Science And Research (IJSR)*, 6.6, (2017).

learning process there is no teaching about English vocabulary and students find it difficult to master English vocabulary because the teacher does not raise awareness to students to improve their mastery of English vocabulary as a basis for mastering English because the percentage of answers is 50.38% with 67 students and categorized high category problems in mastering English vocabulary.

2. The students' strategies in mastering vocabulary at SMAN 7 Pinrang

This study found that there were six students strategies in mastering English vocabulary, namely practice, having sources for encountering new words and translation, memory strategies, curriculum and methods, and understanding meaning. This was stated by expert Nadia Balqis that there are four strategies that are usually used by students in mastering English vocabulary, namely practice with friend using dictionary and memorizing, listening, sharing and discussing.⁴⁹ This finding is different from previous research from Nadia Balqis, which found more strategies that could be used by students. In addition, there are also several different findings from this study, namely from Grauberg and Rohmatillah. The process of learning vocabulary involves four stages, they are discrimination, understanding meaning, remembering, consolidation and extension meaning.⁵⁰ The students way in learning English vocabulary by using dictionary and searching in internet to know the meaning of difficult word.⁵¹

Vocabulary has an important role in the second language learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.⁵² If we spend most of our time studying grammar, our English will not improve very much. We will see most improvement if we learn more words and expressions.

⁴⁹ Nadia Balqis, "Students' Problems in Building up English Vocabulary (At Study at SMAN 1 Baktiya)", UIN Ar-Raniry Banda Aceh, 2018

⁵⁰ Grauberg W, "The Elements of Foreign Language Teaching", Multilingual Matters, 1997

⁵¹ Rohmatillah., "A Study On Students' Difficulties In Learning Vocabulary", *Jurnal Tadris Bahasa Inggris*, 6.1, (2014).

⁵² Thornbury Scott, "How To Teach Vocabulary", London : Longman Tozcu, 2002, p.13

Vocabulary learning is an essential part in foreign language whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning.⁵³

The results that have been obtained by researcher concluded that most of the problems in general that have been found by researchers before that faced when learning English vocabulary is word meaning, grammar, teaching method, pronunciation and spelling learning facilities, and motivation. There are ways that are usually used to overcome problems in learning English vocabulary such as increase memorization of vocabulary, understand the meaning of vocabulary so that it is not just the meaning of the vocabulary, read more English textbooks, motivated by teaching the teacher because it is fun and actively participate in the learning process using English.

All of these strategies have been analyzed as follows: The first strategy is practice in family and community. The students learn English vocabulary by communicating in English when talking to an English teacher in percentage of answers is 51.88% with 69 students. Students learn English vocabulary by communicating in English when talking with their friends in percentage 51.13% with 68 students, but students less learn English vocabulary by communicating in English when talking to their families in percentage 37.59% with 50 students. Students learn English vocabulary by actively participating in the learning process using English in percentage 54.14% with 72 students. Students learn English vocabulary by using memorized English vocabulary in everyday life in percentage 54.14% with 72 students.

⁵³ Berne and Blachowicz, "What Reading Say About Vocabulary Instructions : Voices from the Classroom", The Reading Teacher, Vol. 62(4), P. 314, 2008

The second strategy related to this case is the students had strategy in having sources for encountering new words and translation. Students have the problems in pronunciation and spelling when English learning process. The students learn English vocabulary by making their own dictionary (writing their own list of English vocabulary) because the percentage of answers is 34.59% with 46 students. Students learn English vocabulary by adding English vocabulary outside the English class in percentage 47.37% with 63 students. Students learn English vocabulary by using media to add to their English vocabulary in percentage 52.63% with 70 students. Students learn English vocabulary by reading more English textbooks in percentage 57.89% with 77 students. Students learn English vocabulary by frequently reading English story books/novels in percentage 45.86% with 61 students. Students learn English vocabulary by increasing sources of information about English vocabulary through the internet in percentage 53.38% with 71 students. Students learn English vocabulary by translating it in percentage 53.38% with 71 students.

The third strategy that students strategy to master English vocabulary is memory strategies. The students learn English vocabulary by increasing their memorization of English vocabulary because the percentage of answers is 65.41% with 87 students. Most of the students increase memorization of vocabulary. It is supported by Schmitt. It is argues so far that most memory strategy involve relating the word to be retained with some previously learners' knowledge, using some from of imagery or grouping. The strategies used in this stage are pictures/imagery, related words, unrelated words, grouping.⁵⁴

The fourth strategy related to this case is the students had strategy in curriculum and methods. The students learn English vocabulary by finding out the meaning of unknown English vocabulary when the learning process takes place in class because the percentage of answers is 51.88% with 69 and students learn English

⁵⁴ Schmitt, N., "*Vocabulary Learning Strategies.*", Cambridge University Press, 1997.

vocabulary in a motivated by teaching the teacher because it is fun in percentage 55.64% with 74 students.

The last strategy that students strategy to master English vocabulary is understanding meaning. The students learn English vocabulary by understanding the meaning of English vocabulary so that it is not just the meaning of the English vocabulary because the percentage of answers is 63.16% with 84 students. It is supported by Grauberg. It is argues so far that 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. Sometimes, as was shown earlier, the concept is unfamiliar.⁵⁵

From the data collected, the researcher found several strategies used by participants. They are learn vocabulary by multiplying memorization of vocabulary. Some of them also learn vocabulary by understanding the meaning of vocabulary so that it is not just the meaning of the vocabulary. They encourage learn vocabulary by reading more English textbooks.

⁵⁵ Grauber W, “*The Elements of Foreign Language Teaching*”, Multilingual Matters, 1997, P. 15 – 23.

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

After conducting the study and analyzing the data, the researcher can draw conclusion in this two following points :

Based on the questionnaire, the researcher saw the students' problems in mastering vocabulary is still relatively high. It is influenced by several factors ; The first factor is word meaning. Most of the students hard to know the meaning of vocabulary and do not know the meaning of vocabulary. The second factor is pronunciation and spelling. Most of the students difficult to master English vocabulary because it is difficult to pronounce vocabulary. The third factor is motivation. Most of the students lazy to memorize vocabulary. The fourth factor is learning facilities. Most of the students difficult to master English vocabulary because students do not have good learning facilities. The fifth factor is grammar. Most of the students understanding in using vocabulary in making sentences is lacking and understanding of grammar is less due to not reading English texts. The last factor is teaching method. Most of the students difficult to master English vocabulary because in the learning process there is no teaching about English vocabulary. From these factors, it shows that the students is still high even tough problems in mastering vocabulary.

Based on the questionnaire, the researcher saw the students strategies in mastering vocabulary, they are : The first factor is memory strategies. Most of the students increase memorization of vocabulary. The second factor is understanding meaning. Most of the students understand the meaning of vocabulary so that it is not just the meaning of the vocabulary. The third factor is practice. Most of the students read more English textbooks. The fourth factor is teaching methods. Most of the

students motivated by teaching the teacher because it is fun. The last factor is practice. Most of the students actively participate in the learning process using English.

B. Suggestion

Based on the conclusions, the researcher would like to make some suggestions related this researcher below :

1. For English Teacher

The English Teachers should their best for development of English education learning process by implementing better approaches and techniques student interest in English classes. The English teacher needs to be closer improve feedback with students. Do not forget provide material for students to become aware of the material.

2. For Students

Students should study and practice more to learn English. Do not be afraid ask your teacher for specific information about the material. Do not be lazy a difficult one. Ask and discuss vocabulary meanings and grammar with friends and others. The students can also extend and improve their abilities learn vocabulary by reading books or browsing vocabulary resources on the internet.

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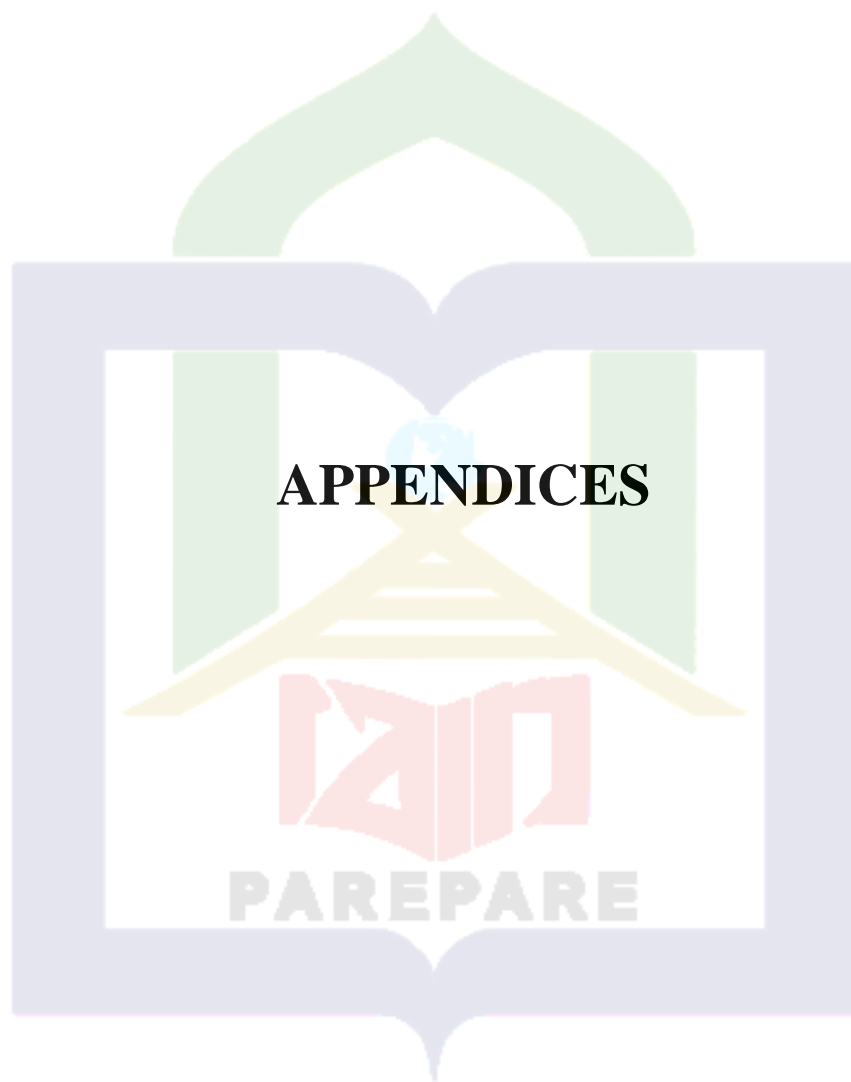
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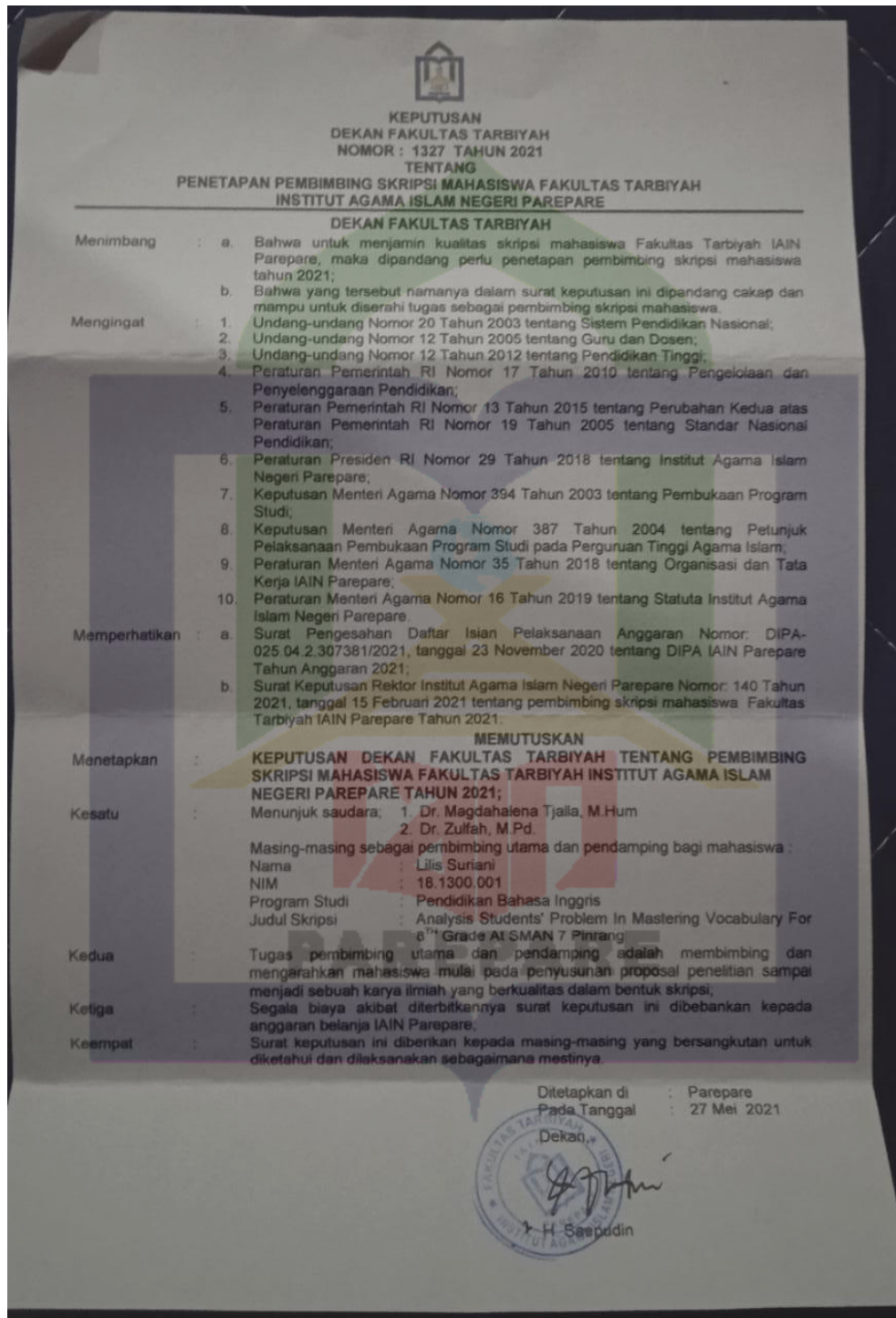
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APPENDICES

Appendix 1: letter of thesis supervisor appointment



Appendix 2: Research Permit Recommendation



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ 0421) 21307 Fax:24404
PO Box 909 Parepare 91100. website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.2345/In.39.5.1/PP.00.9/07/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-

Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Lilis Suriani
Tempat/Tgl. Lahir : Malaysia, 18 Juli 2000
NIM : 18.1300.001
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Manarang, Kec. Mattiro Bulu, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul "Analysis Of Problem In Mastering Vocabulary Of The 11th Grade Students At SMAN 7 Pinrang". Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Agustus Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 05 Juli 2022

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Appendix 3: Permission Research



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bougenville No.5 Te p. (0411) 441077 Fax. (0411) 448936
Website : <http://simap-new.su.se/prov.go.id> Email : ptsp@sulseprov.go.id
Makassar 90231

Nomor : 5008/S.01/PTSP/2022 Kepada Yth.
Lampiran : - Kepala Dinas Pendidikan Prov. Sulsel
Perihal : Izin penelitian

di-
Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B.2345/In.39.5.1/PP.00.9/07/2022 tanggal 05 Juli 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : LILIS SURIANI
Nomor Pokok : 18.1300.001
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl. Amal Bakti No. 8 Soreang, Kota Parepare

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" ANALYSIS OF PROBLEMS IN MASTERING VOCABULARY OF THE 11TH GRADE STUDENTS AT SMAN 7 PINRANG "

Yang akan dilaksanakan dari : Tgl. **07 Juli s/d 07 Agustus 2022**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 07 Juli 2022

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN




Ir. H. SULKAF S LATIEF, M.M.
Pangkat : PEMBINA UTAMA MADYA
Nip : 19630424 198903 1 010

Tembusan Yth

1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare;
2. *Pertinggal*.

Appendix 4: Letter of Research Completion


PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMAN 7 PINRANG
Alamat: Jln. Poros Pinrang Pare Km.8, Bua, Kec. Mattirobulu, Kab. Pinrang
Kode Pos: 91271, Email: sman7pinrang@gmail.com, Website: sman7pinrang.sch.id, NPSN.40314430


SURAT KETERANGAN PENELITIAN
No: 421.3 / 195- UPT SMA.7/ PRG/ DISDIK

Yang bertandatangan di bawah ini Kepala UPT SMAN 7 Pinrang menerangkan bahwa :

Nama	: LILIS SURIANI
N I M	: 18.1300.001
Jenis Kelamin	: PEREMPUAN
Nama Lembaga	: Institut Agama Islam Negeri (IAN) Parepare
Program Studi	: Pendidikan Bahasa Inggris (S-1)

Benar telah melakukan penelitian dengan judul : "*Analysis Of Problems In Mastering Vocabulary Of The 11th Grade Students at SMAN 7 Pinrang.*" yang pelaksanaannya dari tanggal 7 Juli s.d 7 Agustus 2022.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Pinrang, 22 Oktober 2022
Kepala Sekolah,

Dis. Dikwan Matu, M.Pd.
NIP.196712311996021002

BerAKHLAK #bangga melayani bangsa **Sipakatau** **Disdik**
SETULUS HATI - SEGENAP JIWA - SEKUAL RAGA - MENCERDASKAN SULAWESI SELATAN | #ICERDASKI

Appendix 5: Questionnaire

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax (0421) 24404
	VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Nama Mahasiswa : Lilis Suriani
 Reg Num : 18.1300.001
 Faculty/Program : Tarbiyah/Pendidikan Bahasa Inggris
 Thesis : Analysis of Problems in Mastering Vocabulary of the
 11th Grade Students at SMAN 7 Pinrang
 Instrument : Questionnaire

**KISI-KISI INSTRUMEN KUESIONER “*Problems in Mastering Vocabulary*”
 YANG DIUJICOBAKAN**

No.	Dimensi	Indikator	Jumlah item
1.	Word Meaning (Firman Rahman)	a. Arti dari kosa kata (Rohmatillah) b. Makna dari kosa kata (Firman Rahman) c. Keterbatasan kosa kata (Rohmatillah) d. Jumlah kosa kata sangat banyak (Rohmatillah)	5
2.	Pronunciation and Spelling (Walter)	a. Sulit menyebutkan kosa kata (Walter) b. Kurang pengajaran dalam penyebutan kosa kata (Huyen Nga) c. Membedakan ejaan kosa kata	

		yang hampir sama penyebutannya. For example through, though, thought (Walter)	3
3.	Motivation (Dessalegn Oljira)	a. Kurang motivasi/malas (Dessalegn oljira) b. Membosankan (Huyen Nga) c. Takut salah (Huyen Nga)	3
4.	Learning Facilities (Sari)	a. Kamus, Buku bahasa Inggris (Sari) b. Gadget (Sari) c. Lingkungan (Wahyu Ningrum)	5
5.	Grammar (Thornbury S)	a. Membaca (Wahyu Ningrum) b. Penggunaan dalam kalimat (Walter)	2
6.	Teaching method (Muhibbin Syah)	a. Proses belajar (Huyen Nga) b. Cara mengajar guru	2

**KISI – KISI INSTRUMEN KUESIONER “Strategies in Mastering Vocabulary”
YANG DIUJICOBAKAN**

No.	Dimensi	Indikator	Jumlah item
1.	Practice (santy & Wahyu) and Family and community (Mhd Ferdi Irvani)	a. Berkomunikasi b. Menerapkan c. Lingkungan sekitar	5

2.	Having sources for encountering new words (Hatch & Brown) and Translation (Santy Christinawati & Wahyu)	<ul style="list-style-type: none"> a. Menulis kosa kata sendiri b. Belajar kosa kata di luar kelas. c. Menggunakan media d. Memperbanyak sumber e. Membaca f. Menerjemahkan 	7
3.	Memory Strategies (Schmitt)	<ul style="list-style-type: none"> a. Menghafal 	1
4.	Curriculum & Methods (Grauberg)	<ul style="list-style-type: none"> a. Proses belajar mengajar b. Cara mengajar guru 	2
5.	Understanding meaning	<ul style="list-style-type: none"> a. Memahami makna 	1

Rubrik Penilaian Kuesioner

No	Pilihan Jawaban	Skor
1.	S (Selalu)	4
2.	K (Kadang)	3
3.	HTP (Hampir Tidak Pernah)	2
4.	TP (Tidak Pernah)	1

KUESIONER PENELITIAN

“PROBLEMS IN MASTERING VOCABULARY”

Petunjuk Pengisian Kuesioner :

1. Isilah data diri anda pada tempat yang telah disediakan.
2. Bacalah dengan cermat setiap butir pernyataan, kemudian jawablah sesuai keadaan anda yang sebenarnya dengan cara memberi tanda cek (✓) pada kotak jawaban yang sesuai.
3. Angket ini tidak mempengaruhi nilai dalam pembelajaran.
4. Kategori yang digunakan untuk menjawab soal adalah S (Selalu), K (Kadang), HTP (Hampir Tidak Pernah), TP (Tidak Pernah).
5. Selamat mengerjakan dan terima kasih atas ketersediaannya mengisi angket ini.

Nama :
Jenis Kelamin :
Kelas :
Alamat :
No HP :

No	Pernyataan	Pilihan Jawaban			
		S	K	HTP	TP
1	Saya sulit mengetahui arti dari kosa kata bahasa Inggris				
2	Saya sulit menguasai kosa kata bahasa Inggris karena tidak mengetahui makna dari kosa kata bahasa Inggris				
3	Saya sulit menguasai kosa kata bahasa Inggris karena saya hanya mengetahui artinya tanpa mengetahui makna dari kosa kata bahasa Inggris				
4	Saya hanya memperoleh kosa kata bahasa Inggris di dalam kelas				

	sehingga kosa kata bahasa Inggris saya terbatas				
5	Saya sulit menguasai kosa kata bahasa Inggris karena jumlah kosa kata bahasa Inggris yang dipelajari sangat banyak				
6	Saya sulit menguasai kosa kata bahasa Inggris karena penyebutan kosa kata bahasa Inggris susah				
7	Saya sulit menguasai kosa kata bahasa Inggris karena di kelas jarang diajarkan bagaimana cara penyebutan kosa kata bahasa Inggris yang benar				
8	Saya sulit menguasai kosa kata bahasa Inggris karena saya sulit mengeja kosa kata bahasa Inggris yang hampir mirip tulisan dan penyebutannya				
9	Saya sulit menguasai kosa kata bahasa Inggris karena saya malas menghafal kosa kata bahasa Inggris				
10	Saya sulit menguasai kosa kata bahasa Inggris karena saya bosan saat belajar bahasa Inggris				
11	Saya sulit menguasai kosa kata bahasa Inggris karena takut salah ketika menyebutkannya				
12	Saya sulit menguasai kosa kata bahasa Inggris karena saya tidak memiliki kamus bahasa Inggris				
13	Saya sulit menguasai kosa kata bahasa Inggris karena saya tidak memiliki buku bacaan mengenai bahasa Inggris				
14	Saya sulit menguasai kosa kata bahasa Inggris karena saya keterbatasan sumber informasi tentang kosa kata bahasa Inggris				

15	Saya sulit menguasai kosa kata bahasa Inggris karena saya tidak memiliki gadget (<i>Handphone</i>) sebagai penunjang untuk belajar bahasa Inggris				
16	Saya sulit menguasai kosa kata bahasa Inggris karena saya tidak memiliki teman untuk mempraktikkan (berkomunikasi) kosa kata bahasa Inggris yang telah saya pelajari				
17	Saya sulit menguasai kosa kata bahasa Inggris karena pemahaman <i>grammar</i> saya kurang akibat kurang membaca bacaan teks bahasa Inggris				
18	Saya sulit menguasai kosa kata bahasa Inggris karena pemahaman saya dalam menggunakan kosa kata bahasa Inggris dalam membuat kalimat kurang				
19	Saya sulit menguasai kosa kata bahasa Inggris karena dalam proses belajar tidak ada pengajaran mengenai kosa kata bahasa Inggris				
20	Saya sulit menguasai kosa kata bahasa Inggris karena guru tidak memunculkan kesadaran kepada siswa untuk meningkatkan penguasaan kosa kata bahasa Inggris sebagai dasar dalam menguasai bahasa Inggris				

KUESIONER PENELITIAN

“STRATEGIES IN MASTERING VOCABULARY”

Petunjuk Pengisian Kuesioner :

1. Isilah data diri anda pada tempat yang telah disediakan.
2. Bacalah dengan cermat setiap butir pernyataan, kemudian jawablah sesuai keadaan anda yang sebenarnya dengan cara memberi tanda cek (✓) pada kotak jawaban yang sesuai.
3. Angket ini tidak mempengaruhi nilai dalam pembelajaran.
4. Kategori yang digunakan untuk menjawab soal adalah S (Selalu), K (Kadang), HTP (Hampir Tidak Pernah), TP (Tidak Pernah).
5. Selamat mengerjakan dan terima kasih atas ketersediaannya mengisi angket ini.

Nama :
Jenis Kelamin :
Kelas :
Alamat :
No HP :

No	Pernyataan	Pilihan Jawaban			
		S	K	HTP	TP
1	Saya belajar kosa kata bahasa Inggris dengan cara berkomunikasi berbahasa Inggris ketika berbicara dengan guru bahasa Inggris				
2	Saya belajar kosa kata bahasa Inggris dengan cara berkomunikasi berbahasa Inggris ketika berbicara dengan teman-teman saya				
3	Saya belajar kosa kata bahasa Inggris dengan cara berkomunikasi berbahasa Inggris ketika berbicara dengan keluarga saya				
4	Saya belajar kosa kata bahasa Inggris dengan cara aktif berpartisipasi dalam proses belajar menggunakan bahasa Inggris				

5	Saya belajar kosa kata bahasa Inggris dengan cara menggunakan kosa kata bahasa Inggris yang telah saya hafal dalam kehidupan sehari-hari				
6	Saya belajar kosa kata bahasa Inggris dengan cara membuat kamus sendiri (menulis daftar kosa kata bahasa Inggris sendiri)				
7	Saya belajar kosa kata bahasa Inggris dengan cara menambah kosa kata bahasa Inggris saya saat diluar kelas bahasa Inggris				
8	Saya belajar kosa kata bahasa Inggris dengan cara menggunakan media untuk menambah kosa kata bahasa Inggris saya				
9	Saya belajar kosa kata bahasa Inggris dengan cara memperbanyak membaca buku pelajaran bahasa Inggris				
10	Saya belajar kosa kata bahasa Inggris dengan cara sering membaca buku cerita/novel berbahasa Inggris				
11	Saya belajar kosa kata bahasa Inggris dengan cara memperbanyak sumber informasi mengenai kosa kata bahasa Inggris melalui internet				
12	Saya belajar kosa kata bahasa Inggris dengan cara menerjemahkannya				
13	Saya belajar kosa kata bahasa Inggris dengan cara memperbanyak menghafal kosa kata bahasa Inggris				
14	Saya belajar kosa kata bahasa Inggris dengan cara mencari tau arti dari kosa kata bahasa Inggris yang tidak saya ketahui ketika proses belajar berlangsung di kelas				

15	Saya belajar kosa kata bahasa Inggris dengan cara termotivasi dengan cara mengajar guru karena menyenangkan				
16	Saya belajar kosa kata bahasa Inggris dengan cara memahami makna dari kosa kata bahasa Inggris sehingga tidak hanya sekedar arti dari kosa kata bahasa Inggris tersebut.				

Parepare, 6 April 2022

Mengetahui,

Pembimbing Utama

Pembimbing Pendamping



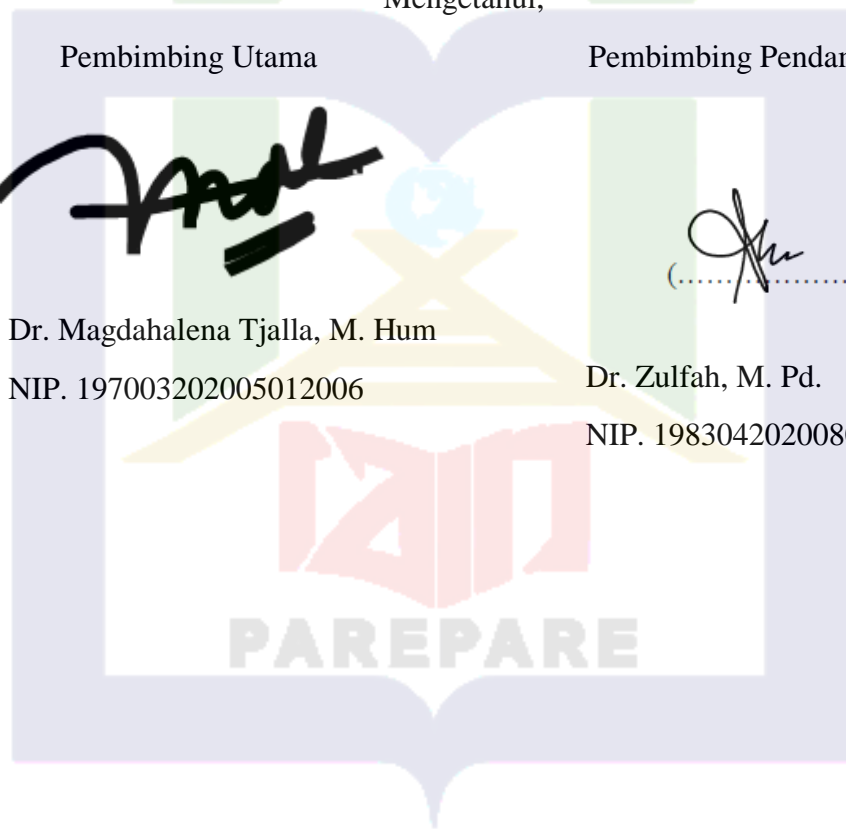
Dr. Magdhalena Tjalla, M. Hum

NIP. 197003202005012006



Dr. Zulfah, M. Pd.

NIP. 198304202008012010



Appendix 6: The Result of the Questionnaire

Problems in mastering vocabulary

Responden	Nomor item																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	3	3	4	4	3	3	3	4	2	1	4	1	1	4	1	4	3	3	2	1
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46	4	4	3	3	3	4	3	4	1	1	3	1	1	1	1	4	3	4	1	1
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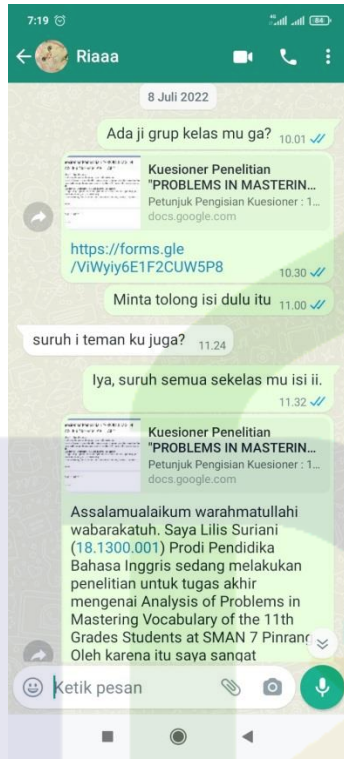
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126	3	3	3	2	3	4	3	4	4	3	4	4	4	3	4	4
127	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
128	3	2	1	3	2	1	1	4	3	2	3	4	2	2	3	2
129	4	4	3	3	4	3	3	4	4	3	4	4	3	4	3	3

130	1	1	1	1	3	2	2	2	3	3	3	4	3	4	3	3
131	2	3	3	2	3	4	3	3	2	4	3	3	4	4	2	3
132	4	1	2	2	1	3	4	3	2	1	4	2	3	4	3	1
133	2	2	2	2	3	1	1	3	3	2	3	4	3	3	3	3



Appendix 7: Documentation





CURRICULUM VITAE



Lilis Suriani was born on July 18th 2000 in Malaysia. She is the fourth child from the marriage of her parents, La Muha and I Naga. Her education background, she began her study at TK PGRI I Lapalopo on 2006 and graduated on 2006. Her elementary school was at SDN 190 Mattirobulu and graduated on 2012, then she continued her study at SMPN 1 Mattirobulu and graduated on 2015, and then she continued her study at SMAN 7 Pinrang and graduated on 2018. She was enrolled and accepted in English Education Program, Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare on 2018. She completed her study with her skripsi under the title “Analysis of Problems in Mastering Vocabulary of the 11th Grade Students at SMAN 7 Pinrang”.

