

**STUDENTS' PROBLEMS in BUILDING UP ENGLISH VOCABULARY
(A Study at SMAN 1 Baktiya)**

THESIS



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THESIS

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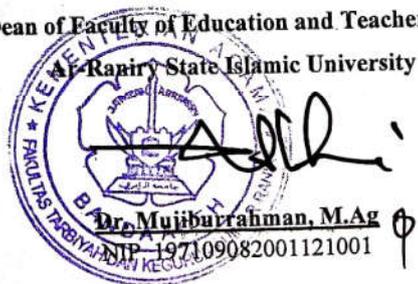
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul "Students' Problems in Building Up English Vocabulary (A Study at SMAN 1 Baktiya)" adalah karya asli saya, kecuali lampiran yang disebut sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan.



ABSTRACT

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Title : Students' Problems in Building Up English Vocabulary
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This research was carried out to find out and analyze the type of students' problems by the sophomore students of SMAN 1 Baktiya in building up English vocabulary and their strategy to overcome the problem. The researcher used descriptive analysis method. Then, the data were collected through questionnaire and interview. Furthermore, the subject of this research is the sophomore students of SMAN 1 Baktiya which consisted of 60 students as the sample. The researcher gave the 60 students a questionnaire that consisted of 15 questions of multiple choices and interview two English teachers and six students. For teachers' interview consisted of 6 questions just as additional information. Finally, the finding showed that there are two types of problem consisting of receptive vocabulary, such as listening and reading comprehension, and productive vocabulary, such as pronunciation correctly and use constructively in speaking and writing. The data also showed that there are many factors of students' problems in building up English vocabulary such as: word meaning, motivation and learning facilities and students' laziness as the result the students having less attention to the teachers.

CHAPTER 1

INTRODUCTION

A. Background Of Study

In learning English, having a lot of vocabulary is very important. By using several vocabulary, students will be able to use speaking and writing especially for senior high students. Vocabulary poses a big or small problem for most of us. There are more than 750.000 words in the English language (James, 1994). There are obvious limits to human memory, however sharp it might be, in the case of a small minority of people. It is not merely, therefore, the problem of remembering such a vast variety of words, but it is even a bigger problem to choose the right word and to use it bewildering, and often seemingly endless variety of their denotations and connotations, and the various rules and shades of meaning that have come to be associated with them. Knowledge of words is thus as important as grammar. Ndomba (1983, P.26) also state that one of the big problems in learning a language is a lot of difficult words, so that the students do not understand what they read. Only with mastering vocabulary they can read the column of a newspapers or popular magazine or even understand news on the radio well to the information in improving their knowledge and their skill in mastering a foreign language.

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/or the words we have

selected for them to use (Harmer, 1991, p.23). Therefore, the mastery of vocabulary is an important tool to enable students to understand information or explanation during teaching and learning process in education.

In order to communicate by using English in oral and written forms, the students should prepare themselves with vocabulary mastery. According to Thornbury (2002) without grammar, only view can be conveyed, and without vocabulary, nothing can be conveyed. Vocabulary mastery as one of language components will support the students in both oral and written communication. The lack of vocabulary will influence their skill in developing ideas. It means, only by mastering words people can express their idea accurately. It would be impossible for one who does not have enough vocabulary to communicate his/her ideas as clearly as they want in oral written. The words that students choose in speaking will affect how well they understand what the speaker says. However, some problems have existed in almost all classrooms not only in junior school or senior high school but also in university level that make the learners have less vocabulary.

The students will face some problems and difficulties in developing their language skill if they do not have enough vocabulary. Most Vietnamese learners do not want to take risks in applying what they have learnt, (Gnoinska, 1998, p.12). 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. By mastering a lot of vocabularies they can communicate their ideas and they can grasp the transmitted ideas.

Based on the researcher experience when doing field teaching practice (teaching practicum) at SMAN 1 Baktiya, the researcher found that most students could not build their vocabulary especially when they speak English. Even though, they have three English teachers who helped them in learning English. The teacher was support their students in learning English but only view change which they got. Besides, this school has been central in North Aceh District. The students are not only from Baktiya, but also from rounding areas. Additionally, the location is not too far from the downtown, students' address, and their economic background is relatively good. Also, this school has private class in the afternoon to facilitate conducive in English learning but the students still could not build English vocabulary in their daily life such as in speaking, listening, reading and writing.

Speaking English is nothing without vocabulary. Mastering vocabulary is not easy. Some students get bored to memorize the words. Thus, they will ignore what the teacher said. The teacher should motivate them in memorizing vocabulary and they should find interesting way anymore to improve their vocabulary. The teacher should prepare all the components in the teaching-learning process with the purpose to build the student's English vocabulary well. These matters encourage the writer to explore more about this issue. Here, the problem that the researcher most concern in this research is the way students build up their English vocabulary.

B. Research Questions

Based on the background of problems that have been described, the problem could be formulated as follows:

1. What are students' problems in building up English vocabulary at SMAN 1 Baktiya?
2. How do students settle the problems in building up English vocabulary at SMAN 1 Baktiya?

C. Research Objective

The aims of this research are:

1. To find out the difficulties faced by the students in building up English vocabulary at SMAN 1 Baktiya
2. To find out how the students settle the problems in building up English vocabulary at SMAN 1 Baktiya

D. The Scope of Study

This study is focused on the students' problems and how they settle the problems in building English vocabulary at SMAN 1 Baktiya. The subject of this study is limited on how the students' ability and their strategy in mastering vocabulary that appear in learning activities in the teaching-learning process.

E. Research Significance

There are two research significances of this study, namely theoretical significance and practical significance.

1. Theoretical significance

Theoretical significance of this study is to enrich a various references or theories about teaching English in building up vocabulary. Here are the theoretical significances of this research:

- Research finding hopefully can be used as an input and innovation in teaching English vocabulary.
- Research finding can be used as additional references for those who want to conduct a research about building up English vocabulary.

2. Practical significance

Practically, this research also provides its significance as follows:

a. Teachers

- The English teacher should be creative to manage and motivate the students in teaching English vocabulary by using modern and fun ways to build up students' English vocabulary.
- Help other teacher to increase their effort in teaching English vocabulary when they face the same situation.

b. Students

- To help the students in understanding of the English vocabulary.
- Students will feel more confident to speak with good mastery of English vocabulary.

c. Researcher

- The researcher expected that the study can increase the students' English vocabulary in four skills, such as listening, speaking, reading and writing skill.
- The result of this research can be useful as references for the next researcher especially on the study of English vocabulary.

F. Terminology

There are terms used in this study and in order to avoid confusion and misunderstanding, it is considered necessary to define them all as follows:

1. Students' Problem

Students' problem here means the difficulties that the students faced in the classroom during teaching-learning process. Here the researcher found that there have two factors make students difficult in learning English; individual factors and social factors. The individual factors are the factors that come from the learners themselves such as growth, aptitude, exercises, motivation and attitude. The social factors are the factors which come from surrounding the learners such as family, teacher and teaching method, facilities, social motivation, (Syah, 2005, p.132). Thus, the researcher wants to know which aspects makes students' hard in learning English vocabulary and how they solve the problem also what the teachers' response of this issue.

2. Vocabulary

In terminology, vocabulary can be defined as a list of words for a particular language or set of words that individual speaker of language might use (Hatch and Brown, 1995, p.1). Here, the researcher wants to define and limit vocabulary as a number of words which is used for communication or to express the ideas and can be found in dictionary. People who have vocabulary in their mind will be able to transfer knowledge easily. As we know, vocabulary has various types in English language learning, there are; receptive vocabulary and expressive/productive vocabulary, listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. Based on the types of vocabulary above, the researcher will be focus on receptive vocabulary and expressive/productive vocabulary because it is included into four skills; listening, speaking, reading and writing.

CHAPTER II

LITERATURE REVIEW

This chapter describes about definition of vocabulary, types of vocabulary, the strategy of learning vocabulary, teaching English vocabulary, principles of vocabulary learning, aspect of vocabulary, the important of mastery vocabulary in language learning and the problem of learning vocabulary.

A. Definition of Vocabulary

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, 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 do not know where to begin to form an instructional emphasis on word learning (Berne and Blachowicz, 2008).

Vocabulary is an important aspect and very influential in mastering four language skills. Evelyn (2008, P.31) says that mastering language which is consisted of speaking, listening, reading and writing ability depends on someone's vocabulary mastery. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary

acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” (p. 55).

Learners of English have to deal with unfamiliar vocabulary during their language acquisition. In order to learn and retain new words, learners should participate in different task-based activities in their classroom whether it is a guessing task, a describing exercise or conversation making. Such activities also include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable. As cited in Maximo (2000) state many reasons for devoting attention to vocabulary. “First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem”. Research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome (Huckin, 1995).

In production, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept. Vocabulary, in addition to grammar and pronunciation, is one of language element considered necessary for language mastery. Vocabulary is defined as all the words in a particular language (Wehmeier, et al., 2005, p.1707), whereas vocabulary teaching, as Furneaux (1999) states, deals with the selection and presentation of words (lexis) for learners (p.367). Vocabulary teaching aims at enabling learners to understand the concepts of unfamiliar words, gain a greater

number of words, and use words successfully for communicative purposes. Thus, good vocabulary mastery supports mastery of each of the language skills, both receptive (listening and reading) and productive (speaking and writing).

In other words, vocabulary is as a working tool which can help the learners to understand completely when they listen or read something. Harmer (1991,p.23) state that 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/or the words we have selected for them to use. Therefore, the build of vocabulary is an important tool to enable students to understand information or explanation.

The most vital aspects in building up a language are how to apply the words efficiently and correctly. This is the basic key for somebody who wants to learn language successfully. Later on, vocabulary is one of important subject should be thought to the students who learn a foreign language. Because according to Harmer (1991, p.154), he state that for many years vocabulary was seen as incidental to the main purpose of language teaching – namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on to when learning structure, but was frequently not a main focus for learning itself.

Based on some definitions given above, it can be concluded that vocabulary is list of words which functioned as tool to communicate and it is used in written and spoken language. Vocabulary can help the students in building up the others language skills namely listening, speaking, reading and writing. It is clear enough that everybody who learns a language as a foreign language is hoped to know and

master the vocabulary to improve the language skills. So when someone interest to learn foreign language they must master vocabulary well, because in all language aspects vocabulary is needed.

B. Types of Vocabulary

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. So from the user point of view, Quant (1997, P.103) said that it is useful to distinguish at least four kind of vocabulary, they are:

1. Listening vocabulary

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

2. Speaking vocabulary

A person's 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 person's 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 person's 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* (1998, P.44) distinguished vocabulary into two types, they are "There are words which the students understand, pronounce them correctly, and use them constructively in speaking and writing, this type of 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".

Some experts have classified types of vocabulary. Hatch & Brown (1995) classifies vocabulary into two kinds: a receptive vocabulary and expressive vocabulary (productive vocabulary).

1. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot procedure correctly. It is vocabulary that they see in reading context but not use in speaking and writing. It is much

larger than productive vocabulary because there are many words recognized when the student hears or reads but do not use when he speaks or writes. In these respects, Richards and Rodgers (1998) give a profound explanation that the listening vocabulary is larger than speaking vocabulary. Similarly, the reading vocabulary that is relatively larger than writing vocabulary.

2. Expressive/Productive Vocabulary

Productive vocabulary is the words which students understand, can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the students can produce the words to express their thought to others.

From all previous explanation, it can be concluded that here are many kinds of vocabulary. Vocabulary is one of the important elements in building up and mastering a foreign language included English. It is impossible to express our ideas, emotion, feeling, and desire without having vocabulary. The mastering vocabulary becomes very essential for the students who learn a language as a foreign language.

In addition, Jane (1990, P.115) added that vocabulary comprises two categories, they are; (1) Words with specific meaning, e.g. pen, run, sleep. (2) Words with grammatical function, e.g. but, therefore, of, etc. It is necessary that the teacher of vocabulary subject has to know some characteristics of words which will be presented to the students in vocabulary class. Firstly, the word

being taught is the function of the word such as noun, verb, adjective, adverb, pronoun, etc. this is because some words having the same spelling and same pronunciation but they have different function. Secondly, there are many words have more than one meaning, the meaning of a word depends on its use such as face, like cost, etc.

In relation to the same statement above, Dechant (1991, P.147) said that there are some general principles that should guide the teacher in developing his / her students' building up English vocabulary, they are:

- 1) Words by themselves are not valid units of meaning. The meaning can note by a word have been arbitrarily assigned to the symbol.
- 2) Most words have more than one meaning.
- 3) The specific meaning elicited by a word is a function of context.
- 4) The number of meanings actually elicited by a word depends on the number and quality of experiences that the reader has associated with the word. Each new level has experience with objective reality.

Meaning of the words can be developing by using illustration clues, morphology analysis, context clues, and dictionary clues. From explanation above, the researcher concluded that vocabulary is a very comprehensive part of language that must be mastered by students who learned a foreign language. It is impossible for them to master a foreign language without having and mastering vocabulary.

C. Strategy of Learning Vocabulary

The researcher provides in some strategies that have been proposed by the experts. Hatch and Brown (1995) mention five essential steps in vocabulary learning that present what learners must do as follows:

1. Having sources for encountering new words. This step may be the first important step in learning vocabulary. Without having sources, learning will be ineffective.
2. The second step is getting a clear image, either visual or auditory or both, for the forms of the new words. Learners need the media assistance to ease their comprehension in one vocabulary.
3. Learning the meaning of the words is the most essential point in this step. Its help students to avoid misinterpreting in understanding the new vocabulary.
4. Form and meaning must be related each other. That way, the learners need to make strong memory connection between the form and meaning of the word.
5. The last step is which is the main of all steps is using the words.

D. Teaching English Vocabulary

The process of teaching English Vocabulary is not easy to do like appear as waste of time. Whereas, as previously argued, vocabulary mastery is the pathway to mastering four paramount skills in English. According to Hornby (1995) defines teaching as giving instruction to somebody's knowledge, skill, etc. Therefore, both teachers and learners should realize this and set aside destructive thoughts that motivate willingness to learn as much vocabulary as possible.

Vocabulary is a central of English language acquisition, as according to Celce and Murcia (2001) vocabulary learning is a central to language acquisition whether the language is first, second, or foreign. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students' knowledge about vocabulary and how to use it in daily life.

E. The Principles of Vocabulary

In learning vocabulary, of course the teacher and the learners must know the principles of vocabulary in learning a language. According to Kieran (2012) learning vocabulary has six principles, they are:

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. The students also should know word's stresses, collocations, word family members, grammatical patterns, and also word parts. The learner can enrich their knowledge of the words and perhaps they will remember it better by learning vocabulary, they can be encouraged to discover these different aspects of the words by themselves.

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 listenig passages and use these words in particular writing and speaking task is a simply way to provide students in meaningful learning opportunities. The provision of these opportunities is also being as the important principle in learning vocabulary that should be considered by vocabulary teacher.

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. At least, regular testing can provide the words in a meaningful way. Good vocabulary test must have a balance of vocabulary use (productive or active vocabulary) tasks. If the students never follow vocabulary test, they forget the words that they have learned, because they rarely to repeat and remember it anymore.

6. Be patient with the learners

Students constantly forget the words they have learned, this is part of learning process. However, this case often makes the teacher or the lecturer frustrated in teaching vocabulary. So that, it is important for the teachers and vocabulary lecturer to be patient with the learners and allow the learners a lot of opportunities to get, use and revise new vocabulary in a positive learning environment. A patient teacher or lecturer can reduce the anxiety levels in a classroom and by this one the teacher or vocabulary lecturer can give a positive affect on students' vocabulary mastery. But in the fact, there are some English teachers or vocabulary lecturer are not able to be patient with the learners, so that the learners do not want to give attention to vocabulary lesson, in the result learning vocabulary cannot running as well as they want.

F. Aspects of Vocabulary

These are four vocabulary learning aspects that the learners need to learn in learning vocabulary, they are: (1) word meaning, (2) word use, (3) word formation, (4) word grammar (Harmer, 1991, P.156). So the teachers who teach vocabulary should consider these aspects prior to their teaching in order to provide the students with sufficient knowledge of words.

1) Word meaning

As mentioned in the last explanation that there are some words in English which may have more than one meaning. The word 'book' for example, it is defined as a set of printed pages fastened together inside a cover, as a thing to be read, where 'book' + preposition makes a phrasal verb. So we will have to say that the word 'book' sometimes means the kind of thing we read, but it can also mean as a verb and also a number of other things.

When we come across a word and try to decipher its meaning we will have to look at the context in which it is used. If we see a woman in a theatre arguing at the ticket office saying 'but I booked my tickets three weeks ago' we will obviously understand a meaning of word 'book' in that sentence is different from the word 'book' above. In other sentence for example 'A policeman (accompanied by unhappy – looking man at a police station) saying to his colleague 'we booked him for speeding'.

Words may have meanings in relation to other words. Thus the learners need to know the meaning of 'vegetable' for example as a word to describe any one of a number of other things, e.g. carrots, cabbages, potatoes, etc. 'Vegetable' has a

general meaning whereas 'carrot' is more specific. Then we understand the meaning of a word like 'good' in the context of a word like 'bad'. Words may have opposites (antonyms) and words also have words with similar meaning (synonyms) e.g. 'poor' and 'rich'. It can be said that although words seldom have absolute synonyms, the context may make them synonymous on particular occasion.

2) Word use

The second aspect that the students need to know in learning English vocabulary is word use. Since word meaning can be changed, stretched or limited by how a word is used, it is important for the students to know about this. Word meaning is frequently stretched through the use of metaphor and idiom. We know that the word 'hiss' for example, describes the noise that the snakes make. But sometimes it stretched its meaning to describe the way people talk to each other (Don't move or you're dead,' he hissed'), this is called metaphorical use.

Word meaning is also governed by collocation that is which words go with each other. In other to know a word which means 'sprained' we need to know and say 'sprained ankle', 'sprained wrist', we cannot say 'sprained thigh' or 'sprained rib'. We can have a headache, stomachache or earache, but we cannot have a 'throat ache' or a 'leg ache'. Students need to recognize metaphorical language use and they need to know how words collocate. We often use words only in certain social and topical contexts. What we say is governed by the style and register we are in. if we want to tell someone we are angry we will then carefully choose between the neutral expression of this fact (I'm angry') and in the informal

version (I'm really pissed off'). Students also need to understand what stylistic and topical contexts words and expression occur in.

3) Word formation

Words can change their shape and their grammatical value too. Students need to know the fact about word formation and how to twist words to fit different grammatical contexts. Thus the verb 'run' has the participles 'running' and 'run'. The present participle 'running' can be use as an adjective and 'run' can also be a noun. There is clear relationship between the word 'death', 'dead', 'dying', and 'die'.

Students also need to know suffixes and prefixes work. It helps them in understand vocabulary function. Besides students need to know how words are spelt and they sound because it is to limited students' mistake when they speak English. Indeed the way words are stressed (and the way that stress can change when their grammatical function is different – as with noun and verbs for example) is vital if students are to be able to understand and use words in speech. Part of learning a word is learning its written and spoken form. Word formation, then means how words are written and spoken and knowing how they can change their form.

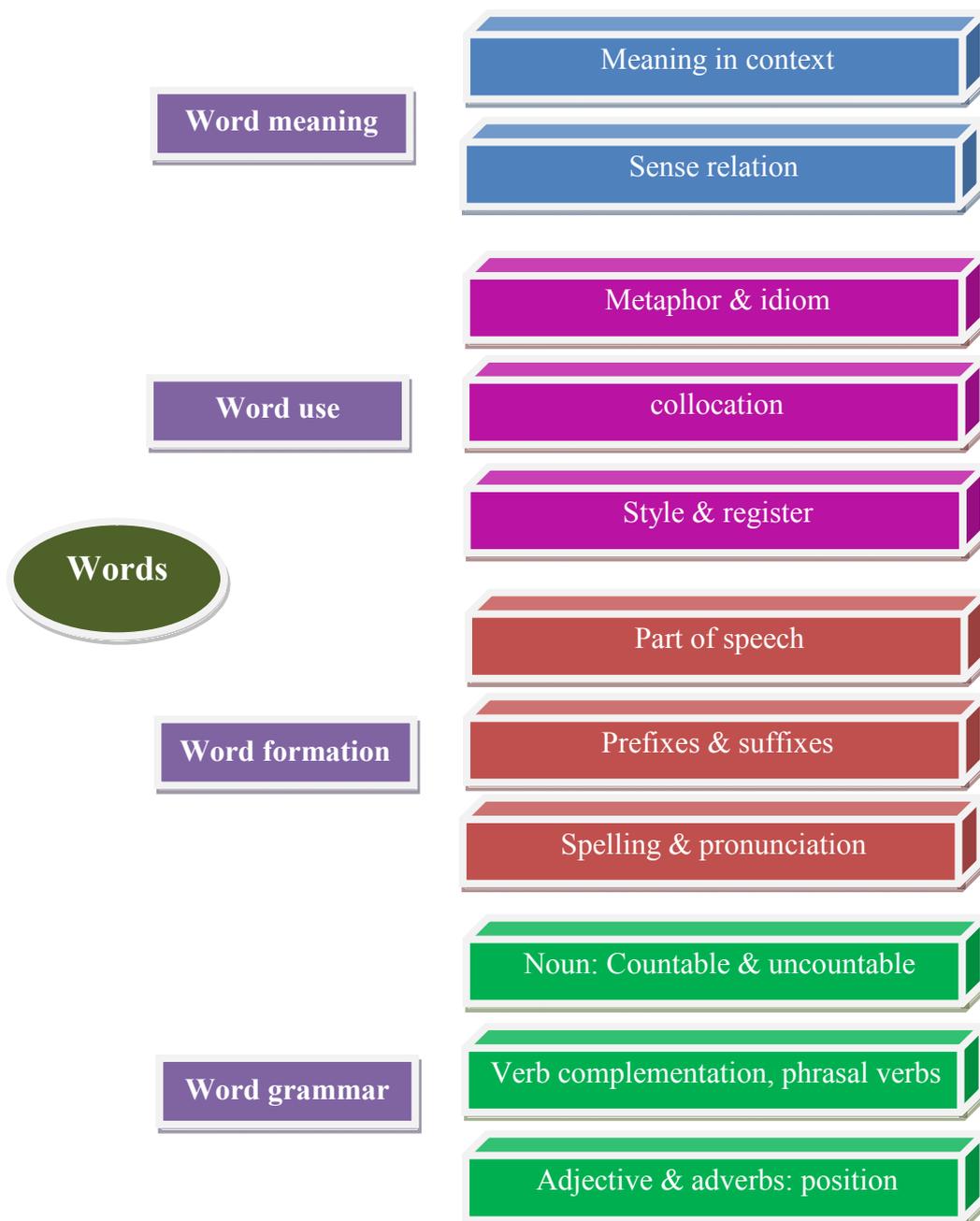
4) Word grammar

Words can change their form according to their grammatical meaning, so the use of certain words can trigger the use of certain grammatical patterns. For example, there is a distinction between countable and uncountable nouns. The

form can be both singular and plural. We can say ‘one chair’ or ‘two chairs’, but the other can only be singular; we cannot say ‘two furnitures’. This difference then has some grammatical implications. ‘Chair’ can collocate with plural verbs (provided that is pluralized) whereas ‘furniture’ cannot do (unless it is the name of pop group for example). There are many other areas of grammatical aspects that students need to know about, for example, what phrasal verbs are and how do they behave, how adjectives are ordered, what position adverbs can be used in. without this knowledge, we can really say that students know vocabulary items such as ‘look up’ (as in dictionary), ‘tired’ and ‘worn’, or ‘greedily’.

What have been previously explained is that knowing a word means more than just understanding (one of) its meaning. Somehow our teaching must help students to understand what this knowledge implies both in general and for certain words in particular. The students will be more receptive to the contextual behavior of words and be able to manipulate both the meanings and forms of the words when they first see them in a text.

The summary of the vocabulary learning aspects can be viewed in the following chart.



(Adopted from Harmer, 1991: 159)

G. The Importance of Mastering in Vocabulary Learning

Everyone believes that vocabulary is the important element in learning a foreign language. Learning vocabulary is considered as a basic task for learners. The learners who have lack of vocabulary cannot express their idea clearly, fluently as they want and also they cannot understand the books which are written in English. The students who are rich of vocabulary will be able to understand the lesson given by the teacher. They easier in comprehending English reading text and deliver their idea and their thought in English in written and spoken form.

The importance of vocabulary in language learning is also state by Rivers (1998, P.42), she said that it would be impossible to learn language without vocabulary. One cloud learn about a language through some symbol systems which demonstrate relation and how they realized, but this would be like exhibiting the skeleton remains of a dinosaur and believing that one had actually encountered the creature. Language is not dry bones. It is a living growing entity, clothed in the fresh of words. Based on some of explanation above, it shows that how vocabulary has the important role in a language learning.

Furthermore, Kufaisi (2012) also states about 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. 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 student's building up English vocabulary. Without having a sufficient number of vocabulary, the students especially the students of English

study program will have any difficulties in developing the language skills. For example, the students will not understand the meaning of a text in reading or listening, they also will feel hard in speaking because they are poor of vocabulary. So vocabulary subject is very important to be given to English study program students. The students need to recognize any of vocabulary in getting successful in their study. The mastery of words enables the learners or the students of English study program students to cover any of language skill. In another word, vocabulary can be as the key to be success in learning a language.

H. The Problem of Learning 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 (Syah, 2005, P.132). 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. In learning vocabulary, the learners faced some obstacles to master the words. In her thesis classifies the problems of learning vocabulary are, word meaning, pronunciation, motivation, learning facilities, and also teaching method (Sari, p.13).

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 on

should know what the word mean in order to avoid misunderstanding in communication (Ibid, P.13). in learning about words, students need to learn some classification of word such as poly semi: distinguishing between the various meaning of single word form 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, etc.

2. Pronunciation

Pronunciation is one of the most important aspects one has to master when learning English. The pronunciation system of English words 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 wore are hear in our ears.

Therefore, it is important to listen to the right pronunciation of English language. The process of mastering good pronunciation is very difficult. For this reason the teacher should be a good model for the students in order to make them easy and enjoy learning the pronunciation.

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 Harmer (2005, P.51). As H Douglas Brown point out, “a cognitive view of motivation includes factors such as the need for exploring, activity, simulation, new knowledge, and

ego enhancement (Ibid, P.51). 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. Good facilities support the instructional process and help boost students' learning motivation (Sari, 2010, P.14). 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.

CHAPTER III

REASERCH METHODOLOGY

The objective of this research is to know what the problem makes students lack of building up English vocabulary. It is also exploring the teacher's way while teaching-learning process. How many models of teacher applying while teaching or how to create an atmosphere which comfortable for student. The researcher, only appoint this case to know what the students' problem and will be a suggestion for another researcher.

A. Research Design

This research is non experimental. The design of this method of the research is qualitative. Bogdan and Biklen (1998, P.55) says that qualitative methodology allows researchers to focus on perception behaviors and experiences. In other word, the data of this research is mainly presented in form of word and pictures including questionnaire and interview. Furthermore, the aim of doing qualitative research is to find the fact of situation or object.

In this research, the researcher wants to find the existing phenomena or natural setting of building up English vocabulary at SMAN 1 Baktiya. It was conducted in some phases includes collecting data, analyzing data and drawing the conclusion. Besides, the researcher also use library references to collect the related data for this research. Therefore, the researchers' purpose is to know how the problems consist in teaching English while students' building up vocabulary especially in sophomore level in SMAN 1 Baktiya, Aceh Utara.

B. Research Location

This research was conducted at SMAN 1 Baktiya. This school is located in Baktiya, Aceh Utara. This school consists of 13 classes: first level 4 classes, second level 4 classes and third level 5 classes. The classes are going to be samples are two classes XI/1 and XI/2 of the second level. This class contains about 30 students each class. This school also has been 3 English teachers who teach in each level. Then, the researcher chooses 2 English teachers as the sample for additional information.

C. Research Participant

Shank (2002) indicates that selection of the study participants depends on research topic; questions, availability, and other study choose the characteristics. In this research, the participants were second grade students (sophomore) and teachers. They were involved in the teaching-learning process at SMAN 1 Baktiya. In this study, the researcher used purposive sampling to select the participant. Griffie (2012, P.58) opines that “purposive sampling is a technique where the researcher decides who would most likely help us to provide information about our construct”. In other words, purposive sampling is a technique based on certain consideration or criterion.

Furthermore, the criteria of the participants were selected by the successful learners who had active participation in classroom and those who are good in learning English vocabulary based on teachers' consideration while teaching learning process in English classroom. The reason is because the researcher wants to know how they solve the problem while teaching-learning process. Thus, the

researcher focuses on choosing 120 sophomore students that divided into four classes which consist of 30 students in each class. The researcher chooses 2 classes from different units. Thus, 60 students were selected as the participants who would answer the questionnaire.

In addition, as the researcher wanted to gain in-depth information about the students' problem in building up English vocabulary, the researcher was selected six students who would participants in the interview. The criteria of six students were selected based on whom active and passive in classroom. The researcher chooses three students active and three students passive to get the result more accurately. Besides, the researcher also was selected two English teachers to collect the information about students' problems in building up English vocabulary, Also wants to know how they response while their students get the problems in learning English vocabulary. However, the result of teachers' interviews only for support the result of the data accurately.

D. Technique of Data Collection

According to Sugiono (2012, p. 308), data collection is necessary for a research because the main purpose of a research is data collected. In order to answer the research questions of the study, the researcher used two techniques of data collection: 1) questionnaire, and 2) interview. Such described before that each of the instruments was selected for specific purposes based on their strengths. Both questionnaire and interview occur for approval from the participants because the researcher will record by using camera, video or audio recording.

1. Questionnaire

In this research, the researcher used questionnaire in order to answer the first question systematically to get the data based on research questions. Questionnaire is a set of questions on a given topic that can be filled in by an interviewer or by the person being asked the questions. Generally, questionnaire is used to gather data about knowledge, belief, attitudes, and behaviors. Questionnaires are helpful in gathering information that is unique to individuals, such as attitudes or knowledge (Creswell: 2008). According to Brown (2001, P.6) as cited in Mackey and Gass (2005, P.92) questionnaire are “any written instruments that present respondent with a series of question of statement to which they are to react either by writing out their answer or selecting them among existing answer”.

The researcher used close-ended questions with five predetermined response categories (strongly agree=1, disagree=2, neutral=3, agree=4, strongly agree=5) on various statements regarding to students' problems in building up English vocabulary. The question was distributed to all students. The researcher had provided option for each questions, the option would be choose by the students. It is used to gain the further data about how students solve the problems depends on teachers' view. The questionnaire has been given to the students at the end of activity. This is intended to know the students' responses and impressions toward the problems in building up English vocabulary. This questionnaire consists of 15 questions which are related to teaching-learning process. The researcher create some questions related to the research and expected that the students will be answer honestly.

2. Interview

Bogdan and Biklen (1998) as cited in Haryonto (2015, P.25) “ interview is purposeful conversation, usually between two people but sometimes involving more, that is directed by one in order to get information from the other. Interview is a technique to collect the data by providing some direct questions to the informants. In this research, the researcher used interview to collect the further data and to answer the following of second research question. To collect the data the researcher has been interviewed two teachers who teach English at SMAN 1 Baktiya. The researcher was selected this technique due to gathering information and response of students and teacher who teach English. Mackey and Gass (2005, P.173) make the point that interview lets the researcher to examine phenomena which cannot be observed plainly. Moreover, interview is an interactive technique of data collection; the researcher could obtain additional data in case of the prior data in unclear, incomplete, unrelated or too general. After distributing the questionnaire, the researcher was selected six students to have an interview. The students were selected based on whom active and passive in the classroom.

Interviews usually use to complete the information by interviewer based on what the respondent says. So, the researcher can find a lot of information from the research participants during the interviews process. However as a solution, the researcher can try to contact the participants first by the email, by the phone, and so forth. The interview will be used 5W+1H. The researcher has been conducted interviews to gain the information related to the teaching and learning process. To obtain the data, the researcher used interview guidelines to interview the English

teachers. The data was in the form of interview transcripts. The interviews were done in reconnaissance and reflection step. In reconnaissance, the researcher interviewed the English teacher related to the students' problems in building up English vocabulary.

Later on, the researcher also used interview to answer the second research question to find the direct response from the students through asking some questions who committed into vocabulary building. Therefore, it helps the researcher easily to know the students' respects onto vocabulary building. The researcher was aimed to reflect on the result of the actions. The interviews were addressed to get the answer from the English teacher but the teachers' interview only for support the result.

This study used semi-structure interview in which participants were given disorderly questions. The question would be asked orally and would be recorded to get the data accurately. There were 8 questions in the interview that would be asked to the students and 6 questions for teachers. According to Dornyei (1997), semi structured interview is a type of interview in which the researcher has prepared to guiding question, the format of the question would be open-ended questions in order to give the interviewee a chance to elaborate their answer. In other words, the purpose of this interview is to give deeper information from the students about their responses toward students' problem in building up English vocabulary.

E. Technique of Data analysis

Since the study is designed in qualitative approach, the use of descriptive analysis is an appropriate method to classify and analyze the data. The following gives more detail explanation about the technique of data analysis.

1. Technique of analyzing questionnaire

Before explaining the further data in the descriptive analysis from interview, the researcher firstly measured the students' answer in the questionnaires. It seeks to acquire the unique and personalized information about the students' response on their mastery vocabulary problems to cope with them. The close-ended questions were administered to obtain basic information about students' problems in building up English vocabulary.

The teachers not only to support the result of this topic but also the researcher search various information and theories from books and internet to get the data accurately.

2. Technique of analyzing interview

The second technique is interview that would be used to add deeper information about the students problem in building up English vocabulary to cope with the problem. All the data from interview were recorded by the researcher. The data would be collected through classroom questionnaire and interview with the teachers. In order word, to conduct this research, there are some steps that the writer has done such as transcribed, then analyzed and classified in which related to the problems of this research. The data interview from the teachers would be analyzed in order to give additional information.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In order to obtain the answer for the two research questions of this study, qualitative research was applied as the researcher has the opportunity to explore students' problems in building up English vocabulary at SMAN 1 Baktiya, Aceh Utara. This chapter focuses on the data analysis including the findings and the result of the study. The result of data analysis denotes the answer of the research questions and draws out some points and issues for discussion.

A. Research Findings

The research findings were based on data collection on November 27, 2017 through December 7, 2017. The result for the first research questions were obtained from distributing of questionnaires for sophomore students which consisted 15 questions of multiple choice and for the second research questions from students' interview in the second grade students also from teachers interview as additional information.

1. Students' Problem in Building Up English Vocabuaries

In learning English, having a lot of vocabulary is very important. With a lot of vocabulary, we will enrich the words while speaking and writing. Its means, we should aware of the stock of vocabulary in our mind. Also, the teachers should pay attention with this case. Based on the findings of the first research questions, the researcher found that most of students have a lot of problems in learning

English vocabulary and the problems which they faced generally are mostly identical.

1.1. Lazy in memorizing words

Memorizing is an alternative and effective way to store a lot of vocabulary in our memory. It is very important because if we have many vocabulary we will be able to speak English fluently, also our reading comprehension will be increased and also our writing would be better. The researcher asked 60 students about memorizing words. Most of student acknowledged that they were lazy to memorize the words. It was provided in questionnaire number 8 and interview:

“I am lazy to memorize words because English is very difficult including pronunciation, meaning, grammar and I don't have dictionary or English books and my family do not support me in learning English.”(MA, 30/11/2017).

Teachers' respond is:

“A lot of students' problems in building up English vocabulary are lazy to memorize words. Besides, the students did not really want to dig knowledge by themselves also their environment affected in supporting them in building up English vocabulary” (AZ, 05/12/2017).

1.2. Pronunciation

Pronunciation is also important thing in learning English. It's interconnected between each other skills. Thus, the teachers should be sensitive with this because it will give a big change. Some of students said in questionnaire number 8 and interview number 6:

“The word in English is more complicated than Indonesia. I feel very difficult when pronouncing it because there has a stressed word when we pronounce and translate it” (MN, 30/11/2017).

Most students got this problem while learning English vocabulary. The teachers should use some strategies to solve their problems.

1.3. Words meaning and word grammar

As mentioned in the last explanation that there are some words in English which may have more than one meaning. Words may have opposites (antonyms) and words also have words with similar meaning (synonyms) e.g. 'poor' and 'rich'. It can be said that although words seldom have absolute synonyms, the context may make them synonymous on particular occasion. When the researcher asked some of students, they argue that words' meaning and grammar were big problems for them. It was provided from questionnaire number 8 and interviews them after school. They said that:

“My problems in building up English vocabulary is I do not know words' meaning because it is always changing also grammatical meaning”(KH, 05/12/2017).

The use of certain words can trigger the use of certain grammatical patterns. So the teachers who teach vocabulary should consider these prior aspects to their teaching in order to provide the students with sufficient knowledge of words.

1.4. Learning facilities

To have a good learner, they need all aspects to support the teaching-learning process well including facilities. Here the researcher saw that their English learning facilities are still less but not all only in language laboratory. One of English teacher said that:

“Insya Allah, the facilities are sufficient. Now depend on our students want or not. We have lack of media for listening including earphone and loudspeaker but for reading were complete. When the national examination came, our school was available to join with other schools to take the examination” (TT, 30/11/2017).

From interview, the students also said that:

“The problem is the lack of media. For example, we have practice direct listening rarely the pronunciation of the native speakers. So, I am afraid when national examination came and we cannot answer the questions also we fail to graduated” (ZI, 06/12/2017).

Some of students agree that they have many obstacles in listening. They rarely hear the words’ pronunciation from native speakers directly. It would be a barrier for them to learn English. As a result, their targets would be failed. The teachers should anticipate with some strategies or techniques to prevent it.

1.5. Motivation

Motivation is something that drives someone to reach the goal. Motivation is also one’s direction to behave, or what cause a person to want to repeat a behavior. The student without motivation is impossible to work toward a goal not only in social life but also in education. Family would be very influential in motivating their children beside themselves, environment and teachers. In fact, some of them lost their motivation because they have low IQ and their family does not motivate them to study hard. From questionnaire number 8 and interview, the respondents said:

“I feel difficult every time learn English. I have limited English books. So, I rarely practice reading. Only once or twice when teacher tells me to do reading, Also less motivation from my family” (SS, 05/12/2017).

Based on this pronouncement, they need a lot of motivation to encourage in learning English, especially vocabulary. It will help them to rich the goal in building up English vocabulary.

Table 1.1 The Findings of Students' Problems in Building up English Vocabulary

	Respond	Frequency	Percentage
Students' problems	I am lazy to memorizing words	26	43%
	Words meaning and word grammar	13	22%
	Pronunciation	8	13%
	Learning Facilities	8	13%
	No motivation	5	8%
Total		60	100%

2. Students' strategies in settling down the English vocabulary problems

The researcher gained further data on how students overcome with their vocabulary difficulties and confirmed the questionnaires responses by interviewing the participants. Generally, most of students in SMAN 1 Baktiya are interested in learning English, only a view of them who are not interest, also some of them are totally not interest. It was provided that 43 students (75%) interested in learning English but most of them got the barriers to build vocabulary well.

Table 2.1 Students strategies in settling down the English vocabulary problems

	Respond	Frequency	Percentage
Students strategies in settling down the English vocabulary problems	Using dictionary and memorizing	23	38%
	Practice with friends	13	22%
	Listening to music/conversation	12	20%
	Sharing and discussing	7	12%
	Join private class	5	8%
Total		60	100%

2.1. Using dictionary and memorizing

One of strategies which they use is to find the difficult word in dictionary and memorize it; they do not only find the meaning but also find the synonym and antonym of the words.

“Find the difficult word in dictionary and memorizing very helps us in developing of mastery vocabulary” (MN, 30/11/2017).

The teacher also responds that:

“The most activity that I gave are memorizing and getting word in dictionary. The words which I gave were real things around them such as book, table, etc. which make them easy to memorize. Most of students wrote the word in their notes book in order to easy them to memorize the words in their house” (TT, 30/11/2017).

2.2. Practice with friends

From interview the researcher got the information that students try to speak up in front of class.

“My teacher always suggests us to practice speaking with our friends because it will increase our mastery vocabulary” (KH, 05/12/2017).

Also from teachers' interview of question number 2, the researcher got additional information about students' activities.

“The activities which most I gave are translating a text in language and find the difficult words in a text and retell in front of class. Besides, I called my student one by one or a pair to practice the conversation” (AZ, 05/12/2017).

From interview of question number 3:

“There are many ways to build the students' vocabulary in learning English. One of them is to keep on practicing. Because when they found new vocabulary then always practice in daily life automatically they will master with vocabulary” (AZ, 05/12/2017).

This strategy is effective to apply in the class, especially to develop students' ability in building up English vocabulary.

2.3. Listening

The respondent said:

“I always listening music and conversation on my phone. I think it's important and very enjoyable” (ZI, 06/12/2017).

The enjoyable condition makes them easy in learning English. They will focus on what they were heard on audio then they will get the points of the listening. So, the teachers should create enjoyable class to overcome students' problems.

2.4. Sharing and discussing

The researcher ever ask to the teacher about their students' problem and how students' strategies to settle down their problems. The teachers' answer from interview:

“Most of students get some difficulties faced by students in building up English vocabulary. It's because English is their third language. First

language is Acehnese, second is Indonesia and third is English. Sometimes, the students do not want to open insight about English and they do not want to increase their vocabulary from home. In school, there was very short time to learn English so the student should do extra learning in their house, do homework, discussion with their friends, and always answer the question in exercise book. It's the way to solve them problems" (TT, 30/11/2017).

When interview the student, they also said that:

"Sharing and discussing are motivated us to improve our mastery vocabulary" (NA, 06/12/2017).

In percentage, 7 participants (12%) overcome their difficulties with sharing and discussing in group discussion. They can share the problem and discuss for solution while teaching-learning process.

2.5. Join private class

One of respondent said that they were join private class but now they did not have it again because the school in rehabilitation process. This strategy will be affective for students who building up English vocabulary because they got an extra knowledge, experience, and motivation. Sure, they were increasing their ability in mastering vocabulary.

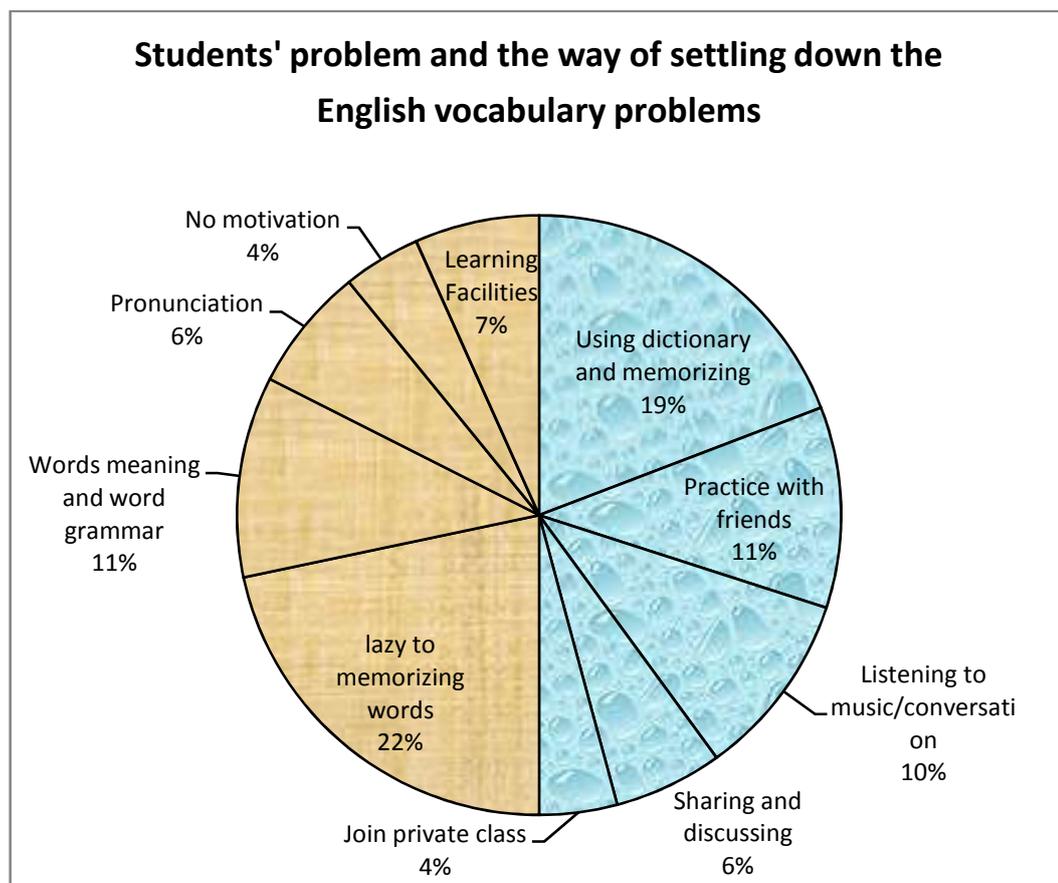
Besides, the teacher should participate in building up students' vocabulary well.

"Before starting the lesson, I greet my students in English then they repeat it, or I open with sing English song together with my students. It to provoke the students speaks English and when they feel very enjoyable finally makes some students want to speak English more automatically they will interest to learn English" (TT, 30/11/2017).

B. Discussion

This section presents the discussion based on the finding of the study. The discussion is concerned with the students' problems in building up English vocabulary and how the students settling down the English vocabulary problems.

As previous research before, according to Ndomba (1983, p.26) says that one of the big problems in learning a language is a lot of difficult words, so that the students do not understand what they read. Here, the researcher found that students' problem faced is productive vocabulary problem where student always read a text and listen what the teacher speaks without speaking and writing practice.



The pie chart above shown that there was two result from questionnaire and interview which reserarcher got. The yellow color explained about somestudents' problems faced while building up English vocabulary. So there have been five problems which their faced while builds up English vocabulary. Then the blue color explained the students' strategies in settling downthe vocabulary problems such as using dictionary and memorizing words, practice with friends, listening practice, discussing and sharing in group discussion and join private class.

1. The problem of mastery vocabulary

Based on the research finding from the questionnaire and interview, the researcher found that there were some problems faced by secondary students at SMAN 1 Baktiya. The finding showed that when the students learning English lesson including all aspect (speaking, listening, reading and writing), they encountered some problems in building up English vocabulary. The problem they faced is productive vocabulary (pronunciation). Most of them said that were worried about making mistake and lack of media such as less English books, no dictionary and they could not understand about words meaning, and grammar function. Most of the time, they try to avoid the peoples' attention. A significant number of students also claimed that they were fearful of criticism or losing face.

The result also shows that most of students did not completely master the four primary elements of speaking, listening, reading and writing skills including vocabulary, grammar and pronunciation. Another problem that makes students' problems in building up English vocabulary is interference of grammar in mastering vocabulary. They also utter wrong pronunciation sometimes. They felt

difficult in pronunciation some words because they never heard that words and they did not use English in daily communication. They are not used while practice the conversation and to memorizing.

2. Students settling down the English vocabulary problems

In order to get a good achievement, particularly in building up English vocabulary, the students need to force themselves to memorize words and practice more if they want to improve their ability in mastering vocabulary. From the data collected, the researcher found some strategies employed by the participants. They are encouraging and motivating themselves, practicing, listening conversation, discussing with friends, and using synonym and antonym words.

The explanation above shows that every student has his or her own strategies and they have different way to overcome their difficulties in building up English vocabulary. The learners who can find their own ways or strategies for their learning are nominated as good language learners. Therefore, it can be said that the students who have a variety of learning strategies are qualified to become good language learners. It is because they can overcome their difficulties by themselves.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestions of the study. In this section, the analysis of the data and the discussion of the result would be reiterated and summarized accordingly. Some suggestion are presented regarding the purposed study and recommended future works related to the study that could be conducted by other researchers.

A. Conclusions

After all the data from the investigation analyzed, it is concluded that there are varieties of problem students encountered in building up English vocabulary. Based on percentages and chart, the result of the study indicates the position of each problem faced by students as follows:

- They judge that learning English is very difficult
- They are lazy to memorize words
- They lack of learning facilities included media such as dictionary, English books, laboratory of language
- They have no motivation in learning English.

Regarding to the result, it is shown that students realize the importance English for their career, but they are still too lazy memorizing, practicing in front of class and listening to conversation outside the class and this laziness should kill. In order to increase their vocabulary mastery, the first thing they need to do is memorizing words, and then always practicing with teachers and friends. If they

cannot find somebody else to talk with, just speak in front of the mirror or themselves. It might sound crazy, but believe it or not it would be effective to improve vocabulary mastery. Thus, the teacher needed by student in helping them in building up English vocabulary. Beside as a facilitator, the teacher should inspirited their students and change their bad habitually in learning English. So that, the targeted of learning process will be achieved.

B. Suggestions

Based on the findings, it is necessary to give valuable suggestions for the students, teachers and also for the other researchers.

1. The Students

For students who want to master in building up English vocabulary, the researcher recommended some suggestions. The first is memorizing a lot of words continuously. It will enrich our knowledge and vocabulary stock in our memory while building up vocabulary. The second is translating the text from English-Indonesia and Indonesia-English. It is function to make our vocabulary always in our mind so we can translate it quickly without misunderstanding.

The third are listen the music/conversation and read a lot of English books. If there have a difficult words which you never heard ask to your teachers. Also when you got a new word and you do not know what the meaning, write in your notes book and found the meaning in dictionary. But if you do not have a dictionary, please asks your friend and teachers also to make it accurately. After that, when you got new vocabulary, keep practice in your daily communication.

The last are motivating and spirit. Motivation and spirit are very important in building up English vocabulary. Without motivation to memorize words you will never be able to learn English because no word which you understand. Automatically, you have no spirit in learning English and you will feel that English is boring lesson. You should carefully with your environment do not get lose your motivation and spirit in learning English vocabulary.

2. The Teachers

The researcher has some valuable suggestions, especially for the teachers in teaching English include all skills (Speaking, Listening, Reading, and Writing). In order to improve students' ability in building up English vocabulary, it is suggested for the teachers to select appropriate technique and method based on the students' needs and wants. Moreover, the teachers should frequently encourage the students' motivation in every teaching-learning in building up English vocabulary process. In sort, the teachers should be able to correct the students' mistake in a gentle way and in exact time in order to keep the students' confidence still up.

3. The Other Researchers

The researchers believed that this research is still incomplete and imperfect and it is needed further discussion by next researcher. The next researcher should more concern in students' problems in building up English vocabulary because as the result of this research showed that the students were too weak in memorizing word, no dictionary, difficult in pronunciation, grammar and word meaning. However, this research can be used for references of next research.

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Nomor : B-11027/Un.08/TU-FTK/ TL.00/11/2017

20 November 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Nadia Balqis
N I M : 231 324 275
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Medan-B AcehLr. Meunasah No.01 Lamteungoh A.Besar

Untuk mengumpulkan data pada:

SMAN 1 Baktiya Aceh Utara

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students' Problems in Building Up English Vocabularies (A Study at SMAN 1 Baktiya)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An Dekan,
Kepala Bagian Tata Usaha,
M. Said Farzah Ali

Kode 6155

BAG LUMUM BAG LUMUM



**PEMERINTAH ACEH
DINAS PENDIDIKAN**
SEKOLAH MENENGAH ATAS NEGERI 1 BAKTIYA
Jalan : Alue Anoe – Alue Ie Puteh No. – Kabupaten Aceh Utara Kode Pos 24392
Telepon (0645) 6398017 Email : smanegeribaktiya@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 421.3 / 265 / SMA / 2017

Kepala Sekolah Menengah Atas (SMA) Negeri 1 Baktiya Kabupaten Aceh Utara menerangkan :

N a m a : **Nadia Balqis**
N I M : 231 324 275
Pekerjaan : Mahasiswa
Prodi / Jurusan : Pendidikan Bahasa Inggris

Yang namanya tersebut diatas telah mengadakan Penelitian pada SMA Negeri 1 Baktiya dalam rangka Penyusunan Skripsi dengan judul **“Students’s Problems in Building Up English Vocabularies (A Study at SMAN 1 Baktiya)”**

Demikian Surat Keterangan Penelitian ini kami buat untuk dapat dipergunakan seperlunya,

Baktiya, 06 Desember 2017
Kepala Sekolah,

Drs. Muhammad Natsir
NIP. 19600201 198703 1 007

9. How you solve the problem while mastering vocabulary?
- | | |
|----------------------------------|---------------------------------|
| a. Sharing and discussing | c. Listening conversation/music |
| b. Using dictionary and memorize | d. Practice with friends |
| | e. Join private class |
10. Does your teacher corrected when you make a mistake in learning English vocabulary?
- | | |
|---------------------|-------------|
| a. Yes, she does | d. Sometime |
| b. No, she does not | e. Often |
| c. Never | |
11. Do you think that learning vocabulary help you in building up English vocabulary?
- | | |
|-----------------|-------------|
| a. Yes, I do | c. Sometime |
| b. No, I do not | d. Often |
12. Learning vocabulary make you have deep knowledge in building up English vocabulary.
- | | |
|-------------------|----------------------|
| a. Strongly agree | c. Disagree |
| b. Agree | d. Strongly disagree |
13. By sharing and discussing in learning English, you learn how to encourage each other to improve vocabulary mastery.
- | | |
|-------------------|----------------------|
| a. Strongly agree | c. Disagree |
| b. Agree | d. Strongly disagree |
14. Learning vocabulary can improves you in building up English vocabulary.
- | | |
|-------------------|----------------------|
| a. Strongly agree | c. Disagree |
| b. Agree | d. Strongly disagree |
15. Mastering vocabulary make you become more motivated in learning English vocabulary.
- | | |
|-------------------|----------------------|
| a. Strongly agree | c. Disagree |
| b. Agree | d. Strongly disagree |

STUDENTS' INTERVIEW

1. Are you interested in learning English?
2. What is the activity which is most often given by English teacher in teaching vocabulary?
3. What is your opinion about learning English vocabulary?
4. Do you think that learning vocabulary is very important in building up English vocabulary?
5. Do you have obstacles in building up English vocabulary?
6. What is your problem in building up English vocabulary?
7. How you solve the problems while mastery vocabulary?
8. Are you motivated in learning English to building up vocabulary?

TEACHERS' INTERVIEW

1. Did you think that building up English vocabulary is an important?
2. What activities do you often do to build students' vocabulary in learning English?
3. How to build students' vocabulary in learning English?
4. What are difficulties faced by students in building up English vocabulary and how to solve the problems?
5. Does the English teacher use various methods in teaching English vocabulary?
6. What the effort that you used in making students interested to learn English?







AUTOBIOGRAPHY

Personal Identity

Name : Nadia Balqis
Place/ Date of Birth : Lamteungoh / April 17, 1994
Sex : Female
Religion : Islam
Nationality : Indonesia, Acehnese
Marital Status : Single
Occupation : Student
Address : Lamteungoh, No. 01



Parent

Father's Name : Muchtar (Alm)
Mother's Name : Siti Jamilah
Occupation : House Wife
Address : Desa Lamteungoh, kec. Ingin Jaya, kab. Aceh Besar

Educational Background

Primary School : SDN Lamteungoh, (2000-2006)
Junior High School : MTsN 2 Lueng Bata, (2006-2009)
Senior High School : MAS Darul Aman, (2009-2012)
University : UIN Ar-Raniry (2013-2018)

Banda Aceh, February 8th, 2018

Nadia Balqis