

STUDENT DIFFICULTIES IN VOCABULARY MASTERY AT THE TENTH GRADERS OF VOCATIONAL SCHOOL IN MALINAU

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Informasi Artikel	Abstrak
Diterima: 23-11-2022 Direview: 29-11-2022 Disetujui: 27-12-2022	<i>The vocabulary has a significant contribution to support the successful students of learning English. The objective was to find out the Student difficulties in vocabulary mastery of the tenth- grade of SMK Negeri 2 Malinau Kota. The researcher had used a descriptive quantitative method. The subjects were the tenth-grade students of SMK Negeri 2 Malinau Kota in the 2020/2021 academic year. The total population of the researcher was 216 students. The sample had been selected by using purposive sampling technique with 35 students as the sample. The researcher collected the data by using a vocabulary test and a questionnaire. The vocabulary test was used to analyze the types of difficulties in vocabulary mastery in terms of grammar and meaning. The questionnaire was used to analyze the student's difficulties in vocabulary mastery. The data were analyzed using the descriptive analysis to analyze student difficulties in the form of vocabulary tests and the percentage of the student difficulties in the form of a questionnaire. The results of the research showed. First, from the results of the vocabulary test, 16% of students had difficulty in meaning. Then, 39.5% of students were difficult in grammar. Second, the questionnaire results related to the grammar and meaning. Thus, it concluded that First, there are two types of student difficulties in vocabulary mastery in meaning and grammar. Second, the most dominant student difficulty was grammar.</i>
Kata Kunci <i>Student difficulties, Vocabulary Mastery</i>	

A. Introduction

Vocabulary is one of the English components defined as the total number of words in a language. A lot of vocabulary helps us to express our ideas. Moreover, vocabulary is very essential for success to comprehend the language well, speak better or compose good writing. In order to communicate well, the students need to have a lot of vocabulary. As Thornbury (2002: 16) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Because vocabulary is a vital aspect in language, it appears in every skill of language listening, speaking, reading and writing skill. Therefore, vocabulary is necessary for learners. Learning a language cannot separate from learning vocabulary because the vocabulary consists of many words that make up a language. If the students do not have enough vocabulary, the students cannot express their ideas, and it is impossible to communicate effectively among people.

A lot of vocabulary makes a significant contribution to almost all of the aspects of language but many students in Vocational school have very limited vocabulary. It was that most of the students lacked vocabulary. They found difficulties in using English as the target language. Limited knowledge of vocabulary will be the main problem in learning language (Gunning:2002). It means that it will cause a big problem if someone didn't have a rich vocabulary. In reading, the students got difficulties in comprehending the text if they did not have enough vocabulary. Similarly, in speaking and writing, they will have the same problem.

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In addition to learning English vocabulary and the meaning, one must know how the words work together in English sentences.

Teaching vocabulary is one of the basic elements in achieving all four language skills. Similarly, Jordan (1997) also states that Teaching vocabulary is such an important task in teaching English because vocabulary achievement relates to all language learning and it is of concern to all four language skills but teaching and learning vocabulary is troublesome because vocabulary development is about learning words, but that learning words are not something that is done and finishes efficiently. Moreover, Learning vocabulary is a cyclical process of meeting those words again and again, and how they use vocabulary in the foreign language (Cameron, 2005).

Meanwhile, teaching vocabulary as a foreign language has many problems encountered by Indonesian teachers. It concludes that teaching vocabulary was not only to give the meaning of the word but also to teach how it works in the sentence because many words have multiple meanings that the student further is not familiar with the English. Based on the interview with the English teacher in SMK Negeri 2 Malinau Kota, the teacher is confused about choosing appropriate media to make the student active and acquire the lessons because the teacher already provides several media such as Power-Point, video, and print material. The teacher also provides the students with a list of vocabulary for each meeting. However, there is no improvement shown because in the next meeting they forgot it's vocabulary. The ability of the students is not the same as the expectation of the curriculum. Proficiency in language skills has not been achieved yet. Also, most of them do not know the pronunciation, spelling of vocabulary, grammar, and meaning in terms of vocabulary in descriptive text. Based on the interview and observation, some of the students still have problems and difficulties in learning vocabulary. Mastering vocabulary is not easy for students, especially for Indonesian students that learn English as a foreign language. It might happen because English does not use daily communication. As a result, the vocabulary mastery of students is still low because the students do not know how to make great sentences in a paragraph by using word by word.

B. Method

The researcher used a descriptive quantitative method. The subjects were the tenth grade students of SMK Negeri 2 Malinau Kota. The total population of the researcher was 216 students. The sample had been selected by using purposive sampling technique with 35 students as the sample. The researcher collected the data by using vocabulary tests and questionnaires. The vocabulary test was conducted to obtain data on the student type of difficulty in vocabulary mastery in terms of grammar, meaning, spelling and pronunciation. The vocabulary test consisted of 30 questions, such as 10 questions of circle words about the grammar aspect, 10 questions to match the words about meaning aspect, 10 questions fill in the blank about spelling and read the text about pronunciation aspect. The test had contained instructions to make it easier for students to do the vocabulary test. The questionnaire has been used to find out the students' difficulties in vocabulary mastery. The questionnaire consisted of 16 items related to the students' difficulties in learning vocabulary.

C. FINDINGS AND DISCUSSION

Based on the analysis obtained from the vocabulary test, the research classified the students' difficulties in vocabulary mastery for tenth-grade students at SMK Negeri 2 in Malinau Kota. The finding of students' difficulty in grammar of the tenth-grade students at SMK Negeri 2 Malinau Kota based on the analysis of the data that was obtained from the vocabulary test. From 35 students. 2 students or 5% of students who attained the excellent score criterion, 7 students or 20% of students into a good score criterion, 8 students or 23% of students into a fair score criterion, and 18 students or 52% of students into a low score criterion. From 35 students of the grammar test, these explanations were fulfilling 10 questions about grammar. In question 1, 20 students answer it correctly, and 15 students answer it incorrectly. While in *question 2*, 17 students answer it correctly, and 18 students answer it incorrectly. Moreover, in *question 3*, 13 students answer it correctly, and 22 students answer it incorrectly. Furthermore, in question 4, 14 students answer it correctly, and 21 students answer it incorrectly. While in question 5, 18 students answer it correctly, and 17 students answer it incorrectly. Also, in question 6, 21 students answer it correctly, and 14 students answer it incorrectly. Additionally, in question 7, 19 students answer it correctly, and 16 students answer it incorrectly. Also, in question 8, 11 students answer it correctly, and 24 students answer it incorrectly. In question 9, 10 students answer it correctly, and 25 students answer it incorrectly. In question 10, 16 students answer it correctly, and 19 students answer it incorrectly.

The finding factors of the students difficulty in meaning of the tenth grade students of SMK Negeri 2 Malinau Kota as follows: The result describe that 9 students or 33% of students who attained excellent score criterion, 18 students or 51% of the students into the good score criterion, 0 students who into fair score criterion, 8 Students or 16% of student who attained the low score criterion. From 35 students about word meaning. These explanations were filled with 10 questions about Word Meaning. In question 1, 27 Students answer it correctly, and 8 Students answer it incorrectly. In question 2, 14 Students answer it correctly, and 21 Students answer it incorrectly. In Question 3, 19 Students answer it correctly, and 6 Students answer it incorrectly. In question 4, 32 Students answered correctly, and 3 Students answered incorrectly. In question 5, 29 Students answer it correctly, and 6 Students answer it incorrectly. In question 6, 22 Students answer it correctly, and 13 Students answer it incorrectly. In Question 7, 28 Students answer it correctly, and 7 Students answer it incorrectly. In question 8, 20 Students answer it correctly, and 15 Students answer it incorrectly. In Question 9, 31 Students answer it correctly, and 4 Students answer it incorrectly. In question 10, 33 Students answer it correctly, and 2 Students answer it incorrectly.

The finding of students' difficulty in spelling of the tenth-grade students at SMK Negeri 2 Malinau Kota based on the analysis of the data that was obtained from the vocabulary test. The result describes 7 Students or 20% of students who attained excellent score criterion, 23 students or 66 % of the student into the good score criterion, 0 students who into fair score criterion, 5 students or 14% of student who attained the low score criterion. From 35 students about spelling. These explanations were filled with 10 questions about the spelling test. In

question 1, 27 students answer it correctly, and 8 students answer it incorrectly. While in question 2, 32 students answer it correctly, and 3 students answer it incorrectly. Moreover, in question 3, 30 students answer it correctly, and 5 students answer it incorrectly. Furthermore, in question 4, 20 students answer it correctly, and 7 students answer it incorrectly. While in question 5, 29 students answer it correctly, and 6 students answer it incorrectly. Also, in question 6, 33 students answer it correctly, and 2 students answer it incorrectly. Additionally, in question 7, 35 students answer it correctly, and 0 students answer it incorrectly. Also, in question 8, 35 students answer it correctly, and 0 students answer it incorrectly. In question 9, 22 students answer it correctly, and 13 students answer it incorrectly. In question 10, 25 students answer it correctly, and 10 students answer it incorrectly.

The finding of students' difficulty in pronunciation of the tenth-grade students at SMK Negeri 2 Malinau Kota based on the analysis of the data that was obtained from vocabulary test. The result that 8 Students or 23% of students who attained excellent score criterion, 14 students or 40% of the student into the good score criterion, 13 students or 37% students who into fair score criterion, and 0 students or 0% Students of student who attained the low score criterion. These explanations were fulfilling of the pronunciation test based on the result of students voice recording via WhatsApp application. In the text of the pronunciation test each student gets different results with different levels of difficulty. Most of the students find it difficult to say some words in the right pronunciation, the example are words "different, inches, pound, people, clover, owls and eagles". The finding of Student Difficulties in Vocabulary mastery for tenth grade students at SMK Negeri 2 Malinau Kota based on the analysis obtained from the questionnaire form. In this research are grammar, meaning, spelling and pronunciation.

The findings of the most dominant factor of difficulties in grammar of the tenth grade students at SMK Negeri 2 Malinau. The result questionnaire is 20% of students strongly agree with students difficult to understand grammar when learning vocabulary; 51.71% of students strongly agree with difficult in the thought of ideas in writing; 34.28% of students strongly agree with asking the teacher if the students difficulty using grammar in English sentences; 37.14% of students strongly agree that students difficult to distinguishing writing in English based on the tenses.

The finding of the dominant factor of difficulties in meaning of the tenth-grade students at SMK Negeri 2 Malinau Kota. The result questionnaire is 40% of students strongly agree that students often get it wrong to distinguish various word meaning but has similar pronounce; 34.28% of students strongly agree that's students' difficulty in guessing the word meaning; 28.57% of students strongly agree that students can translate the meaning without using dictionary; 47.71% of students strongly agree that students often get it wrong to distinguishing a word similar in writing but has different pronounce.

The finding of the dominant factor of difficulties in spelling of the tenth-grade students at SMK Negeri 2 Malinau Kota. The result questionnaire is 37.14% of students strongly agree that students difficult in spelling words in English; 20% of students strongly agree that's students asking the teacher for help to correct the spelling words in English; 57.14% of students strongly agree that students difficult spelling the words with long writing; 42.85% of students

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strongly agree that students always repeat the spelling of each words to make it easy to remember.

The finding of the dominant factor of difficulties in pronunciation of the tenth grade students at SMK Negeri 2 Malinau Kota. The result questionnaire is 25.71% of students strongly agree that students often practice in using English vocabulary that has been given by the teacher; 20% of students strongly agree that's students often repeat the pronunciation of the words or sentences to easily remember; 40% of students difficult to pronounce the words in the same written; 28.57% of students strongly agree that students using the dictionary to find the right pronunciation of the words.

D. Conclusion

Based on the explanation above, it was found that the students had difficulties at tenth grade of SMK Negeri 2 Malinau Kota. They are grammar, meaning, spelling and pronunciation factors. The Students' grammar test was categorized as low, it was seen in table 4.1 about, 52% of students score below 71; 23% of students are in the high interpretation level. The most intricate question is number 3. It was seen in table 4.2, about using "want" in context, 13 Students could answer it correctly, and 22 students answered incorrectly. The student's word meaning was categorized as excellent, it was seen on table 4.3 about, 84 % of students score above 71, while 16% of students are in the low interpretation level. The most intricate question is number 2. It was seen in table 4.4 about matching the word "sympathy" meaning, 14 Students answer it correctly, and 21 Students answer it incorrectly. The student's spelling test was categorized as good, it was seen on table 4.5 about, 66 % of students score above 80, while 14% of students are in the low interpretation level. The most intricate question is number 9. It was seen in table 4.6 about filling in the blank of the word "Spun/Spoon (Sendok)", 22 Students answered it correctly, and 13 Students answered it incorrectly. Moreover, the student's pronunciation test was categorized as good. It was seen on table 4.7 about, 40 % of students score 70, while 37% of students are in the fair interpretation level. The most intricate words are "different, inches, pound, people, clover, owls and eagles". As seen in the text of "Rabbit" as a pronunciation test, most of the students cannot pronounce the words correctly.

In vocabulary mastery the student must have a sufficient foundation to make it easier to master it. In this case, the statement is relevant to table 4.9 about the difficulty in distinguishing a word that has various meanings but has similar pronunciation. There were 10 Students Or 28.57% of Students agree, while 14 Students or 40% of Students Strongly agree that students often get it wrong to distinguish various word meanings but have similar pronunciation. Mastering the meaning of vocabulary is not the only supporting factor in succeeding in vocabulary mastery. Grammar is also essential in the success of vocabulary mastery. By having sufficient knowledge of grammar, students can find it easier to achieve success in vocabulary mastery. Grammar is also a component that is difficult to master and often becomes an obstacle. In this case, the statement is relevant to table 4.8 about student difficulty in understanding grammar when learning vocabulary. There were 6 Students or 17.14% of Students who agree with the difficulty to distinguish writing in English based on the tenses. Also 13 Students or

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37.14% of students strongly agree that students have difficulty distinguishing writing in English based on the tenses.

Spelling is also essential to the success of vocabulary. Mastering the spelling of vocabulary as a supporting factor in succeeding in vocabulary mastery, by having sufficient knowledge of spelling the students can increase the ability to write words accurately. In this case, the statement is relevant to table 4.10 about difficulty spelling some words in English. There were 20 students or 57.14% of students with difficulty spelling the words with long writing. However, mastering the pronunciation of vocabulary is not the only supporting factor in succeeding in vocabulary mastery.

By mastering pronunciation in vocabulary mastery the students can pronounce the words in the right pronunciation with the right meaning. In this case, the statement is relevant to table 4.11 about students having difficulty pronouncing some words. There were 14 students or 40% students strongly in agreement with students having difficulty pronouncing the words in the same writing. When collecting the data, the researcher experienced problems caused by the pandemic. Circumstance made it impossible to collect the data offline during the ongoing pandemic period, requiring the researcher to collect the data online. The researcher collected the data online via the *WhatsApp* application. For the vocabulary test, the researcher collected the data by sharing the vocabulary test with the students via the *WhatsApp* application. For the questioner, the researcher shared the questioner to the students at the school. The researcher gave a limit for collecting the vocabulary test and questionnaire for one week for each instrument. Then the students collected the answers from the vocabulary test by sending a photo of their answer paper via the *WhatsApp* application.

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