

If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar but you can say almost anything with word!

It means that no matter how well the students learn grammar, without words communication cannot occur in any meaningful way. It can say that success in learning a language depends on how many vocabularies that they can master and how well they can use them. In Indonesia, English is one of the subjects, which is especially in mastering vocabulary. As we know that vocabulary still become a problem for students, they have to find the meaning of each word in dictionary and then memorize it. Moreover, in developing the four-language skills, students should not ignore vocabulary mastery.

Meanwhile, the relationship between vocabulary and fourth skill in language like speaking, writing, reading, and listening are very important, because vocabulary is one of the components as language that has important role in mastering four language skills. As quoted in Darwati who says that vocabulary mastery is need for the development of the four aspects of communication namely listening, speaking, reading, and writing. It means that vocabulary the bridge for their skill to achieve a certain goal such as in listening, reading, speaking, reading and writing skill. a student who lacks of vocabulary will find difficulties in the language learning process.

variant was homogeneous, it can be seen from the result of F was smaller than F -table ($1.35 < 1.67$). She also found that the result of observe-t of pre-test and post-test in both experimental and control group (2.14) was higher than t-table (2.00).she concluded that songs attracted the students' motivation in learning vocabulary.³²

The third of previous study was focus on one technique (using song) to know students vocabulary acquisition success or not, but in this study the researcher investigated according to students perceptive.

The fourth thesis entitle "the use of four pop songs to teach English vocabulary to the first year students of senior high school" written by Siti Robiah (2003). She used quasi- experimental research design and used quantitative approach. Her research problem are; 1. Is there any significant difference in vocabulary mastery between the students who are thought by using songs and those who are not thought in that way? 2. If there is some, to what extent is the significant difference in vocabulary mastery between the students who are thought by using song. It is showed by statistical result, the result of the value of t-test (2.33) was greater that t-table (2.00). More over the difference of means score of experimental group (17.16) and of means score of control group (4.40) Showed the extend of significant difference between experimental group and control group that around 12.76. in fourth previous research above the researcher

³² Sriwilujeng, *he Effect of Using Song to Increase Students' Vocabulary for the Third Year of SLTP Muhammadiyah 2 Taman*(Surabaya: FBS UNESA, 2003)

of their difficulty according to their opinion, the thing that make them have difficulty in learning English vocabulary, the way to solve the problem by their selves and the last how effective the effort or the problem solving they made. Whereas, in the previous research mostly just to measure their mastery after giving some treatment, next the previous study mostly just applied one technique or compare between two to measure students.

That make this study different with the previous study above were, in this study the researcher did not focuses to give a problem solving but just focus to found out the problem faced by students'. So this study very important to conducted firstly before we do another research. Because by knowing the problem faced we could more easily to apply a technique. In addition, to make another research focused to solve the problem faced.

to know facts or opinion. In this research, the researcher used questionnaire to know the students opinion about English vocabulary learning with the several aspect, such as:

1. The opinion of difficulty in learning English vocabulary (yes/no)
2. What is the effect of vocabulary difficulty to English skill ability according to the students?
3. The cause of students problem
4. How do they solve those problem
5. Opinion about the effectiveness of their selves solving.

The last way for the writer to collect the data in this research were, the writer copied the questionnaire sheet as number as the students chosed as population of the research. The questionnaire are given to the students of English education department contains of first, third, fifth, and seventh semester contain of open and closed questionnaire

They were 340 students the researcher took as population which contain 69 students from first semester, 72 people from third semester, 121 students from fifth semester and the last 78 students from seventh semester. The total numbers of them were 340 students.

The researcher come to the classroom herself by bring questionnaire list and then he asked to each responsible of class to divided the questionnaires. Because unpredictable condition the question back to researcher hand only 318 questionnaires sheets.

F. Data Analysis

The data in this research were obtained from interview and questionnaire. The data analyzed by using descriptive analysis. The ways to analyze the data done as follows:

Firstly, the researcher categorized the students' problem in learning vocabulary getting from interview.

In this analysis, the researcher analyzed every difficulties faced by students in learning vocabularies. The researcher categorized their difficulties based on students' perception, and then investigated how many students have the same answer or same case. Secondly, the researcher then analyzed the effect of vocabulary problem to students' English skill; they are reading, speaking, writing and listening according to students' opinion. Then, she counted the number of same answer. Next, the researcher counted caused of those problems. Fourth, the researchers investigated how the students solve their problem by themselves, and the last the researcher investigated the effectiveness of students' effort in solve their problem.

8. The Students' Difficulty in Learning *Hyponym*, *co- Hyponyms* and *Super ordinate*

From the data finding showed that there were 95 % (302) still in ambiguity to comprehend what are the meronyms, hyponym and superordinate. To talk hyponym was talking about relationship, as in a *hammer* is a kind of a tool, or a *kiwi* is a kind of a bird (a *kind of a fruit*).

The study also found that the students still confused to know what co-hyponyms is? Or the word that shared the same ranking in a hierarchy such as: *hammer, saw, and screwdriver*, and tool were the super ordinate term. Actually they understand about those all, but they unfamiliar to hear about **co- hyponyms** term and the **super-ordinate** term.

Example: under a low sky

This quite morning

Of *red* and *yellow* **leaves**

A bird disturbs

No more than on **twig**

Of the *green* leaved

Peach tree

In poem above by William Carlos Williams, the words that have the same of kind and relationship called **meronyms** (bold letter), thus leaves and

c. Writing Skill

Some of students took a lot of time to write on a notebook in writing class, because they got blank in their mind even just a word. One factor that made them take a long time to begin their writing was that they lack in vocabulary. So the students that they sometimes hesitate to write a word that he or she know the spelling but unsure to writing. In this case, there were 184 (58%) students that have a weakness in writing.

d. Listening skill

The effects of vocabulary problem in listening faced by students were they sometimes confused to determine between a sound they heard and the meaning. Moreover, in English there were words that have some in sound but unrelated in meaning or same in sound but unrelated in form. In this case, there were 232 (73%) of students who said that listening was their weakness because of their difficulty in vocabulary

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