

## ADVISOR APPROVAL SHEET

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: STUDENTS'

PROBLEMS

IN LEARNING

**ENGLISH** 

VOCABULARY ( A case study at English Department, Faculty of

Tarbiyah, IAIN Sunan Ampel Surabaya)

It has been corrected and approved to be examined.

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#### ABSTRACT

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Title : STUDENTS' PROBLEMS IN LEARNING ENGLISH

VOCABULARY (A case Study of English Department, Faculty

of Tarbiyah, IAIN Sunan Ampel Surabaya)

This study tries to answer the following research question they are:

(1) What are the difficulties faced by English Education students of State institute for Islamic Studies Sunan Ampel Surabaya in learning English vocabulary? (2) What are the effects of the vocabulary difficulties to their English skill? (3) What caused those problems according to students' perceptive? (4) How do they solve the problem? (5) How effective were solutions according to them?

The research design used in this study was descriptive research. The population was the 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, and 7<sup>th</sup> semester of English department students. There were 340 students were researcher took as the population. The data were collecting through interview and questionnaire then analyzed using percentage. The finding of this study shows that:

The problems faced by the students in learning English vocabulary were: 1) Students difficulty in word classes, were 27%, homonym 58%, homophones 84%, homograph 86%, polysemes 82%, affixation 75%, synonym and antonym 45%, hyponym 95%, and word formation 54%.

- 2) The effect of difficulty in learning English vocabulary to students English skills, were:
- a) The students do not understand most of vocabulary they found from reading book.
- b) The students cannot speak fluently in speaking class, because they lack of useful vocabulary to express their opinions.
- c) The students take a lot of time in writing, because of their lack in vocabulary.
- d) The students felt difficult to identified homophones and homonyms in listening.
- 3) The factors of students' difficulties in learning English vocabulary were:

Rarely to practice new vocabulary, lazy to check difficult word on dictionary, lazy to memorize English vocabulary, lazy to read text book or article in English, difficult to memorize a similar vocabulary, unsupported environment to practice English, mother tongue influence, forgettable and the last was self in confidence and last motivation.

- 4) Solutions used by students in vocabulary difficulty.
- By memorization, listening to the English song, making a translation of a song lyrics, watching and listening English news, watching English movie, reading easy English book or article, making a difficult words list, making vocabulary as a game between friend, writing short message in English, comprehending the way to write and read a word, and no answer.
- 5) Most of the students argued that their problem solving was not effective.

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## **CHAPTER I**

#### INTRODUCTION

## A. Background of the study

Vocabulary is the most important component for students in learning language. By mastering vocabulary, students were expecting to be able to mastering the language. English is kind of languages, and all languages have vocabularies. In learning language, human must know more about the vocabulary of that language. Because language is the basic skills are needed for real communication among people. By using language, we will be able to express our ideas and feeling to communicate each other. Human can communicate his feelings; deliver his ideas and thoughts by the language. As Hornby defines that language is, a system of sound, words, and so on, used by humans to communicate his thoughts and feeling.

As stated previously that Vocabulary is the most important component of languages, which are rich in vocabulary, will be successful both expression skills: speaking, writing, and receptive skill: reading and listening. Both those whom are poor in vocabulary will get trouble on those skill. River has also argued that the acquisition of an adequate vocabulary is essential for successful second language

<sup>&</sup>lt;sup>1</sup> Hornby ,oxford advanced learner's dictionary of xurrent English, (London:Longman Ltd, 2000), page 721

use, because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication<sup>2</sup>. Among other component vocabulary is the most important one, as Thornburry argues, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed "3" it is an essential thing in term of the students in learning a language. The success of students in learning a language greatly influenced by how many word they could master. The students who have more number of active vocabularies will be greater to express their ability.

Moreover, Rivers in Nunan said that the acquisition of adequate vocabulary is essential for successful second language use because without an extensive vocabulary students will be unable to use the structures and function for comprehensible communication.

Beside in learning English as foreign language, vocabulary is an important factor, because, if the students do not have enough vocabulary, they will not understand the English text very well. By having enough vocabularies, the students will not have difficulty in getting information from English text.

The objective of teaching learning English is to develop students' ability in oral and written communication consisting of listening, speaking, reading and

<sup>&</sup>lt;sup>2</sup> Nunan David, language Teaching metodology. (New York: Prentice Hall international, 1991)

Thorn burry Scott, How To Teach Vocabulary (England: pearson Education Limited, 2002), Page: 13

writing and to understand the aspect of linguistics and cultural interference.<sup>4</sup> Beside that, language elements such grammar, vocabulary, pronunciations and spelling thought to support the development of four skills are also included..

To reach success in learning English, the students should master vocabulary, because vocabulary mastery has an important role for the four language skills. Finocchiaro stated that the mastery of vocabulary can not ignored in the development of language for aspect communication namely reading, listening, speaking, and writing. It is also supported by Khufaisi who states that "students listening comprehension, speaking, reading, and writing abilities hampered by their vocabulary". It means that students cannot speak, read, write and listen well if the materials are full of unknown words. They will not succeeded to express their thought and ideas, so that, they become reluctant both to communicate in and outside the class.

To support the development of four skills (listening, reading, writing, and speaking) the students expected to master language component, such as grammar, vocabulary, and pronunciation. Vocabulary is the main components that students have to know in learning language; furthermore, Wilikinson in Scott Thornburrys book stated that

<sup>4</sup> Curriculum 2004, 2003: 14)

<sup>&</sup>lt;sup>5</sup> Finochiaro, *Teaching English as a foreign language*, (New York: Hampa and Row Publisher. 1968), page 8

<sup>&</sup>lt;sup>6</sup> Khufaisi, "A Vocabulary Building Program is Necessray not aluxury" (English Teaching forum. Vo.xxvi no.21988) page 42

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.

Moreover, Indonesia puts English as a second foreign language into academic curriculum in almost of every school or institution. It has taught as a compulsory subject for many years. In fact, many students often find difficulties in learning the language because of their difficulties in vocabulary

For second language entering university, Laufer found that knowing a minimum of about 3000 words was required for effective reading at university level, whereas knowing 5000 words indicated likely academic success. Minimum professional proficiency, able to speak the language with sufficient structural accuracy and vocabulary to participate affectively in most formal and informal conversations on practical, social, and professional

In IAIN Sunan Ampel Surabaya, especially in English Education Department, teaching and learning vocabulary are gave little priority in second language program. Students of English Education Department only received vocabulary subject when they are in the first semester, thus although reading, speaking, listening, and writing have more than one semester. Because vocabulary was look like the easiest aspect of a second language to learn and that, it hardly required formal intention in the classroom.

In the class, some of students showed a blank face instead of the desirable response to teacher because of their uncertainty as to what is expected of them or they have lack of confidence in themselves. The reason was that they do not

<sup>&</sup>lt;sup>7</sup> Richards jack C and Renadya Willy A, Methodology in language Teaching. (Cambridge: University Pers. 2002), page 259.

understand about the material in textbook or sometimes the teacher talking about. Some will not take part in activities despite instruction or persuasion in speaking class because they have problem in vocabulary. They may be shy of their lack in vocabulary and do not want to be noticed. Therefore, they just keep silent. It is essential for the lecturer to recognize the different backgrounds, experiences and learning styles that students bring to the language classroom. The impacts of these experiences have on what aspects of the input are likely to become intake. In other words, it is too large extent the learners, not the teachers, who control what is learnt since it is they who selectively organise the sensory input into meaningful wholes.

Base on case mention above the researcher will focuses on investigating the students' problem in learning English vocabulary. Because, by knowing the problem happened to our students, the lecturer will be easier to lead them in the class activities. I hope that this finding will help students to share their entire headache and confusedness in learning English vocabulary in order to enhance their language skill ability.

## **B.** Problems of the Study

- 1. What are the difficulties faced by English education department of State Institute for islamic Studies Sunan Ampel Surabaya in learning vocabulary?
- 2. What are the effects of the vocabulary difficulties to their English skill?

- 3. What caused those problems according to students' perspective?
- 4. How do they solve the problem?
- 5. How effective were solutions according to them?

## C. Objective of the Study

Based on problem mentioned above objective of the study are

- 1. To find out the difficulties faced by English education students of state institute for Islamic studies Sunan Ampel Surabaya in learning vocabulary.
- 2. To find out the effects of their difficulty in vocabulary to their English skills
- 3. To find out the causes of students problems
- 4 To find out the students effort to solve their problem
- 5. To measure the effectiveness of students solution

## D. Significance of the Study

This study expected to give contribution to who study and teach English as foreign language.

To lecturer

:It is also expected to the lecturer to know the problem faced by their students in learning vocabulary, and anticipate lecturer to use creative and unique technique in teaching vocabulary to solve their students problem in learning English vocabulary. 2. To students

: It is also expected to motivate students who have a problem in learning vocabulary to enhance their desire in learning vocabulary. So that the students can minimize their difficulty in English skill, they are reading, listening, speaking and writing

3. To researcher

: As a reference and experience for the researcher for future

teaching career.

4. To institute

: As a material to consideration to develop learning and

teaching vocabulary

# E. Scope and Limitation of the Study

This study will be merely focus in investigating of problem faced by the English Department teachers' training students of the faculty of Tarbiyah of State Institute for Islamic Studies Sunan Ampel Surabaya in learning English vocabulary. It is to detect some aspect in vocabulary learning become the most difficult to learn in vocabulary. Than expected to know students perception about the effect of vocabulary learning difficulty to their English skill, the causes of those problems, the way to solve and the effectiveness of the solutions made.

## F. Definition of Key Term

To avoid the misunderstanding about the problem, the terms defined as follow.

### 1. Vocabulary

Vocabulary is the words that students use when they are talking about particular subject. The students will find vocabulary when they are studying reading, writing, listening and speaking.

# 2. Learning vocabulary

Learning vocabulary is more than study of individual word. Learning vocabulary also learn about the word function. It means in learning new word the students do not look only from the meaning but should understand the word in a context.

# 3. Vocabulary mastery

Mastery of vocabulary used in this level of knowledge of the students after learning English, especially the knowledge of vocabulary.

#### CHAPTER II

#### REVIEW OF RELATED LITERATURE

This chapter contains of the underlying theories, which were need to give the relevant knowledge in the field. It present some theories related to the area of interest of this study.

#### A. Vocabulary

Hornby has pointed out that vocabulary is the total number of word that makes up a language<sup>8</sup>. Vocabulary contains words or expresses one thought opinion and idea. People will not be able to communicate without vocabulary. Thus, it can say that there is no language without vocabulary.

Furthermore, Shepherd states that vocabulary is one of the most significant aspects of language development<sup>9</sup>. It means that vocabulary is the one that must be consider in language development. According to Dipuis and Eunice. vocabulary is word or phrases, which level the part of the material to be learn and which are necessary to students to use it in talking and writing<sup>10</sup>. Here vocabulary was regard as a list of a word or phrases arranged in alphabetical order and

<sup>&</sup>lt;sup>8</sup> Hornby, AS, Oxford advanced Learner's Dictionary of Current English, (Oxford: oxford university Press, 1974), page 959

Shepherd, comprehension high school reading methods, (ohio: Charles E merril Publishing co, 1973)

Dupuis and Eunice, Content Area and Individualized Approach, (New Jersey: Prentice Hll-Inc. 1882) page: 159

briefly explained that associate meaning with particular combination letter in forming a word.

William defines that a word of vocabulary in any letter or sequence of letter that conveys in meaning in the language in uses<sup>11</sup>. It means that vocabulary is the fundamental of language. More over as cited in Sri Wilujeng, said that a word of vocabulary is meaning associated with a spelling and printed form. A word considered readable if it is printed, form is recognized, and it is meaning understood. The main point of the definition is in the meaning since we cannot understand a text if we do not know anything about the meaning.<sup>12</sup>

## B. The Definition of Vocabulary

There are various definitions of what vocabularies are. Hornby states that vocabulary is a collection of words or phrase and a list of word in a language textbook usually alphabetically arranged and explained or defined<sup>13</sup>. In this case, vocabulary contains word to express one's thought, and idea. People will not be able to communicate without language and language will never exist without vocabulary. Thus can say that there is no language without vocabulary.

<sup>11</sup> William, Style and vocabulary, (London: Charles Griffin and Company Limited, 1973) page 17

<sup>&</sup>lt;sup>12</sup> Sri wilujeng, Yulia diah, The Effect of Using Song to Increase Students Vocabulary For The Third Year Students of SLTP Muhammadiyah Taman, (Unpublished S1 Thesis: FBS UNESA) Page 14 Nugroho, The extensive reading material to improve the first year students vocabulary at TA'MIRIYAH high school, (Surabaya: UNESA, 2004), page 21

Moreover, Shepend has claimed that vocabulary is one of the most significant aspects of language development<sup>14</sup>. It means that vocabulary is the one that must take into consideration in language development. Meanwhile, Williams defines that the word or vocabulary is any letter or sequence of letter that convey a meaning in the language in use. It means that vocabulary is the fundamental of language.

According to Dupuis<sup>15</sup> statement that vocabulary is a word phrase, which level the part of the material to be learned, and which are necessary for the students to use it in talking and writing.

# C. The Importance of vocabulary

Vocabulary, can said as the bridge to achieve a certain goal such as in speaking, listening, reading, and writing. This word shows that vocabulary is also the key to successful in increasing the language skills. The students listening comprehension, writing, reading, and speaking were need by their vocabulary. It means that the students who lack of vocabulary will find several difficulties in language learning process and they have little chance to be successful in developing their other languages.

opcit 1973:39
 Dupuis, Marry and N, Askov Eunice, Content Area Reading and Individulized Approach, (New Jersey: Pren tice Hall, Inc 1982), Page 159

Vocabulary can said as important component in language learning. Richard and Renandya state that for most second language learners, language focused vocabulary instruction is an essential part of language course<sup>16</sup>. The status of vocabulary considerably enhanced, because, by mastering vocabulary, it can influence the result of the development of communicative approach to language teaching.

Linguist David wilikins, as stated in Thornburry Scott book said, "If you spent most of your time to study 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".

Nunan in his book language Teaching Methodology states that "minimum adequate vocabularies might be adequate for productive purposes and make the learners unable to express any idea that they wanted"<sup>17</sup>. It means that if people lack of vocabulary, they cannot show their idea because someone who wants to comprehend such material needs a much more extensive receptive vocabulary.

Besides, Dale and O' Rouke stated that the range and depth of a person's vocabulary is the best single index of his mental development<sup>18</sup>. From that

<sup>&</sup>lt;sup>16</sup> Richard and Renadya, *Methodology in Language Teaching*, (America: Cambridge University Press, 2002) page 267

<sup>&</sup>lt;sup>17</sup> Nunan, language teaching Methodology: a text book for teacher, (New York Prentice Hall, 1991), page 118

<sup>&</sup>lt;sup>18</sup> Dale and O' Rouke, *Techniques of Teaching Vocabulary*(, California : Field Education Publication, 1971)page2

statement, we consider that the quality of our mind depends on the vocabulary that we master. If we have rich vocabularies in our mind, our mind will be a good mind and we can express our idea to communicate in our society.

Honey field in Nunan argues that vocabulary is very important because a functional vocabulary of the three thousand most frequently occurring items in English, learner will still not know around 20 percent of the items they will encounter in unsimplified text<sup>19</sup>. Therefore, vocabulary holds the important part in learning English.

It can conclude that vocabulary is an important in English. Because by having many vocabularies in our mind, our mind will be a good and we can communicate fluency in our society

### D. Levels of Vocabulary

There are three levels of vocabulary according to Stainback, as cited in Nugroho, first elementary, intermediate and advanced. First elementary vocabulary is words that are easy to learn. It usually consists of simple word like person, animals or things in the classroom. In this way numbers of sense are involved. It is very important to get success in language learning as they can improve students' memorization of vocabulary being taught. Repeating the words after teacher mentioned them involved the sense of hearing. When students and

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<sup>&</sup>lt;sup>19</sup> Ibid, 1991, page: 122

students mentioned them are able to touch the thinks together, it is involved sense of touch. Moreover, these ways are effective to attract students' attention.

Second, intermediate vocabulary is vocabulary of normal difficulty. It is best to teach intermediate vocabulary in contextual areas such as food, clothing, work, the human body, education and government<sup>20</sup>. Because of the differences with the first language, some words and sets of words are especially difficult to teach and learn. Dictionary in this case is very useful to get meaning and explanation.

The last levels are advance vocabulary. In this level, the students will learn new vocabularies that are more difficult than before. At the advanced level of language teaching, one devotes considerable time and effort to expand the vocabulary of the students. However, context is still need to get meaning. In this case, English dictionary becomes very important. In the dictionary, words are explained in context and it explains how to use the words properly in sentences. Therefore, they can compose good sentences in correct structure.

# E. The Types of Vocabulary

According to Haycraf in Hatch and brown there are two types of vocabulary, receptive and productive vocabulary. Receptive vocabularies means words that the student recognizes and understand when they occur in a context

<sup>&</sup>lt;sup>20</sup> Lado, Robert, Languange Teaching (New York: Tata Mc Graw hill Publishing co,1976),page 128

but which he cannot produce correctly. While productive vocabulary means word that the students understand, can pronounce correctly and use constructively in writing and speaking.

Lado states that word of language divided into two groups. There are function words and content words<sup>21</sup>. Content words called as lexical word. Function words introduced in connection with the grammar patterns with which they are associated. Function words consist of preposition, (at, on, in, under, between, among), auxiliaries, determined, coordinators, etc. Whereas lexical word or content word selected to operate, the patterns would introduce in conjunction with the grammatical pattern for which they have selected.

The second type is content word or lexical word. They are words which are the meanings recorded in dictionaries and stated by means of definition, synonyms, antonyms, and contextual explanation. These kinds of words are nouns (woman, room, key, etc), verb (play, read, write, etc), adjective (narrow, ugly, beautiful, big, fat, etc) and adverb (slowly, carelessly, happily, etc). Vocabulary can be divided into two part based on the process of getting language. They are receptive vocabulary and expressive vocabulary. Receptive vocabulary is vocabulary that one is acquires in learning language. For instance, when you read a book, perhaps you will find some new words and you are able to learn more about those words. Meanwhile, expressive vocabulary is vocabulary

<sup>&</sup>lt;sup>21</sup> Ibid Page 120

that can used to express your ideas, feeling or your arguments both in oral and written forms.

Sidney Greenbaum in Indrayanti mentioned, there were some words classifications based on their functions in the sentence<sup>22</sup>. Here they are:

- a. A noun is a word used to name of person, place and thing or idea
- b. A pronoun is a word used in place of noun or more nouns.
- c. An adjective is a word used to modify a noun or pronoun.
- d. A verb is a word that expresses action.
- e. An adverb is a word used to modify a verb, an adjective or other adverb.
- f. A preposition is a word used to show the relation of a noun or pronoun to some other words in the sentence.
- g. A conjunction is a word that joins the words of the groups.
- h. An interjection is a word that expresses emotion and it has no grammatical relation to other words in the sentence

#### F. Vocabulary Learning

There were two ways to develop competency in a foreign language, <sup>23</sup>they were acquisition and learning. It means that in developing second language, acquisition happens first, and then learning. Acquisition can defined as a process of acquiring language in natural way as Dale and O'Rouke state that

<sup>23</sup> Richard and Rodgers, Approach and method in Language Teaching. America: Cambridge university Press, 1987.page: 131

<sup>&</sup>lt;sup>22</sup> Indrayanti, Tenny. A Board Game for Teaching Vocabulary of Descriptive Text to the Eight Grade Students of Junior High School UNESA.2009.Page: 12

somebody can improve our vocabulary at an accelerate pace or in daily life<sup>24</sup>. It means that everyone increase his vocabulary diary. Vocabulary acquisition and its related research paradigms have many inflections in relation to English language teaching.

The second one is learning. Learning means a process in which continues rules about language are develop. Central to research into vocabulary learning are key question concerning how words are learned. Learning a word depends crucially on what people mean by a word, but it is also depends crucially on how a words is remembered, over what period of time and in what circumstances it can be recalled and whether learning a word also means that is always retained<sup>25</sup>. It means that in learning new word, people do not look only from the meaning but we should understand the word in context.

Vocabulary is the main components that students have to know in learning language. Furthermore, Wilkinson in the Thornburry's book<sup>26</sup>

"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

<sup>&</sup>lt;sup>24</sup> Dale and O'Rouke, *Techniques of Teaching Vocabulary*, (California : Field Education Publication, 1971), page 2

<sup>&</sup>lt;sup>25</sup> Carter and Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Languages*, Cambridge: Cambridge University Press, 1990.page: 42

<sup>&</sup>lt;sup>26</sup>Thornburry, Scott. How to teach Vocabulary, (Sidney ,person Education ltd:2002), page14

anything with words! It means that no matter how well students learn grammar, without words communication cannot occur in any meaningful way".

Learning process of acquiring and developing vocabulary based on planning, programs and rules. In order to get successfully in acquiring and developing vocabulary should know several levels of comprehension involved in word knowledge. According to Dale and O'Rouke, there are several levels of comprehension in word knowledge<sup>27</sup>. They may follow these stages:

- 1. I never saw it before
- 2. I have heard of it, but I do not know what it means
- 3. I recognize it in context- it has something to do with
- 4. I know it.

Noonan argues that the acquisition of an adequate of vocabulary is essential for successful second language use because an extensive vocabulary, we will be unable to use the structures and function we may have learned for comprehensible communication<sup>28</sup>. Nunan also suggested that a new vocabulary items acquired when the learner can identify its meaning in and out of context and it can used naturally and appropriately<sup>29</sup>. In other words, we can only talk about acquisition when learners have both productive as well as receptive control of the new items

<sup>&</sup>lt;sup>27</sup> Opcit ,1971 page: 3

Nunan, Language Teaching Methodology: A Text Book for Teacher, (New York: Prentice

Hall, 1991), page: 117 <sup>29</sup> Ibid. Page: 129

## G. The Difficulties in Learning English Vocabulary

Anyone who has learned a second language will know that some words seem easier to learn than other words. Easiest of all are those that are identical, both in meaning and form, to their L1 equivalents. There are factors that make some words more difficult than others are:

#### 1. Pronunciation

Researches shows that word that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learner. Many learners find that words with clusters of consonants, such as strength or crips or breakfast, are also problematic.

# 2. Spelling

Sound- spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law- abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, headache, bored, honest, cupboard, muscle etc.

## 3. Length and Complexity

Long words seem to be no more difficult to learn short ones. But, as a rule of thumb, high frequency word tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their 'learn ability'. In addition, variable stress in polysyllabic words-such as in word families like necessary, necessity and necessarily-can add to their difficulty.

### 4. Meaning

When two word overlap in meaning, learner are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire. Words with multiple meaning, such as since and still, can also be troublesome for learner. Having learned one meaning of the word, they may be reluctant to accept a second, very different, meaning. Specific item such as words and expressions associated with the game cricket (a sticky wicket, a hat trick, a good innings) will seem fairly opaque to most learners and are unlikely to be easily learned.

## 5. Range, Connotation and Idiomatic

Word that can use in a wide range of context will generally be perceived as easier than their synonyms with the narrower range. Thus put is a very wide ranging verb, compared to impose, place, position, etc. likewise, thin is a safer bet than skinny, slim, slender. Words that have style constraints, such as very uncertainty as to the connotation of some words may cause problems too. Thus,

propaganda has negative connotation in English, but it nearest equivalent in other languages may mean deviant. Finally, words or expressions that are idiomatic (like make up your mind, and keep on eye on ...) will generally be more difficult than words whose meaning is transparent (*decide* and *watch*). It their idiomatic, as well as their syntactic complexity, that makes phrasal verb so difficult.

## H. Review of Previous Study

To avoid replication, it is necessary to review previous studies. Five previous studies registered to the writer's study. The first is a thesis entitles "Improving English Vocabulary acquisition Students of SMU Negeri 3 Sidoarjo". The problem of this study is "how far does the extensive reading improve students' vocabulary acquisition?" here the writer wants to know whether the improving students' vocabulary acquisition through extensive reading has significant difference from the improving students' vocabulary acquisition through list of word. She used experimental study with design pretest-posttest control group design. After doing research, it is found that the improving English vocabulary acquisition through extensive reading has a significant difference with the improving vocabulary mastery through list of word. The differentiate between this study and previous studies are: first, the previous study used experimental while this study used survey and then describe it in narration.

3

<sup>&</sup>lt;sup>30</sup> Lolita: Improving English Vocabulary acquisition Students of SMU Negeri 3 Sidoarjo", (Surabaya: FBS UNESA,1999)p 44

Secondly, the previous expected to know students vocabulary improve or not after given the treatment while this study just focus to know students problem in learning vocabulary.

The second thesis entitle "The Analysis of vocabulary Teaching through Puzzle", written by Nur Hidayatul Izzah. The statements of the problems are; 1. How far the problems might arise in teaching vocabulary to senior high school students through puzzle? 2. How can the problem be solved? She used qualitative approach. She found that the teacher could use the puzzle to teach vocabulary successfully although they faced some problems but it can solve. And she concluded that teaching through puzzle were very interesting.<sup>31</sup> Between this study and second previous study have the same goal they are to know the problem in learning English vocabulary, but, in previous study was focused on teaching vocabulary through puzzle but in this study was focused in learning vocabulary correlated with their daily habitual and also their four English skill ability.

The third thesis is written by Yulia Dyah Sriwilujeng entitle "The Effect of Using Song to Increase Students' Vocabulary for the Third Year Students of SLTP Muhammadiyah 2 Taman. Her research problem is "is there any increase of students' vocabulary that is thought by using song?" By using an experimental research design and using qualitative approach, she found that the

<sup>&</sup>lt;sup>31</sup> Izzah, The analysis of Vocabulary Teaching Trough Puzzle, (Surabaya: FBS UESA,2001)page 48

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.<sup>32</sup>

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

<sup>&</sup>lt;sup>32</sup> Sriwilujeng, he Effect of Using Song to Increase Students' Vocabulary for the Third Year of SLTP Muhammadiyah 2 Taman(Surabaya: FBS UNESA, 2003)

just did the experiment to know the students mastery in vocabulary whereas in this study didn't do it. In this study, the researcher just specialized to investigate the student's problems in learning vocabulary.

The last is a thesis entitle "The design and the Implementation of CD interactive as Medium to Improve students' Vocabulary Mastery "written by Agustina Heki Handayani . Her research problems are 1). How is CD interactive as medium formed in improving the students' vocabulary mastery? 2). How CD is interactive applied to the students to improve their vocabulary mastery? 3). is the students' vocabulary mastery improved after using CD interactive? 4). what are the students' responses when CD interactive applied in improving the students' vocabulary mastery? From all data obtained, this found that the design and the implementation of CD interactive create a new variation for teacher and students in the teaching and learning process. The students are very enthusiastic and motivated in learning English vocabulary using CD. Besides, it shows that the implementation of CD interactive has improved the students' vocabulary mastery. The total percentage of true answer in the second test was 80, 81%. It showed that the students score were improved by about 25, 34%. 33 It is very clear that the last previous study did not do the some way with this study.

It means, in this study just focused to know the problem faced by the students in learning English vocabulary like the difficulties they faced, the effect

<sup>&</sup>lt;sup>33</sup> Agustina heki handayani, (The design and the Implementation of CD interactive as Medium to Improve students' Vocabulary Mastery, (Surabaya: FBS UNESA, 2007)

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.

#### CHAPTER III

#### RESEARCH METHODOLOGY

In this chapter, the writer describes some aspects used in conducting the research. This research aims to find out the problem of English teachers' training students' of State institute for Islamic Studies Sunan Ampel Surabaya in learning English vocabulary. They are including research design, population and sample, setting of the research, instrument of the study, data collection technique and data analysis. The researcher tries to elaborate them one by one in the following.

### A. Research Design

As stated before, this study deals with students' Problems in learning English vocabulary. It tries to answer of "what" the difficulties are faced by students of English Education of IAIN Sunan Ampel Surabaya. It also tried to answer "what" are the impacts of the vocabulary problem to English skill according to the students." What" caused those problems, "How" they solved the problem and the last "How" effective were solutions according to them.

Dealing with this, as quoted by Ndraha, it is stated that the research is concerned with finding out what, when and how, and then the study is descriptive. Thus in this study, the researcher does not set out hypotheses, but in this research the researcher was only describing, explaining and reporting the

result of research. According to Ary at all, descriptive research study is designed to obtain information concerning the currently status of phenomena<sup>34</sup>. This study is directed toward determining the nature of a situation as it exists at the time of the study.

To get the data, the researcher used interview, and questioner. The researchers came to the classroom make observation to make the preliminary study. Next the researcher make interview to some of the students to support the data and to categorize students problem in learning English vocabulary. In addition, to make validity the researcher used questionnaire then she analyzes the result of the questionnaire in percentage.

#### B. Population and Sample

Population and sample are need in conducting a research. According to Ary at all, population is all members of any well-defined class of people, events, or subject.<sup>35</sup>

The population of this study were English education students of State Institute for Islamic Studies Sunan Ampel Surabaya consisting first, third, fifth, and seventh semester. The researcher took 340 students as the population. From first semester were 69 students, third semester were 72 students, fifth semester

<sup>&</sup>lt;sup>34</sup> Ary, Donal at al. 1981,introduction to research education (2nd ed) New York; Holt, rinehart and Winston, Inc. page 322

<sup>&</sup>lt;sup>35</sup>Ibid :p 130

were 121 students and from seventh semester were 78 students. Students of English education department were choosed because from the pre- observation, were found that the students were uninterested in speaking, writing, reading and listening class, because of their poorness in vocabulary. Therefore, the researcher makes a small interview to investigate what happen behind this case. By applying this research, the researcher expected to found the students problem in learning English vocabulary.

## C. Setting of the Research.

This study conducted at faculty of Tarbiyah of the State Institute for Islamic Studies Sunan Ampel Surabaya, starting from 12<sup>th</sup> October until 6<sup>th</sup> December 2010. The students were very enthusiast and cooperative in supported this study.

## D. Instrument of the Study

In this study, the researcher uses two instruments in collecting all the data.

They are, interview and questionnaire. These instruments are to answer the question in the statement problems.

#### 1. Interview

Interview is the process to get information for the purpose research by question – answer among interviewer with interviewee. Interview expected to get the data accurately and support the preliminary conducted previously, the researcher will come to the location of the research, then she ask permission to the teacher and make appointment with some of the students when and where the interview will be conduct.

(Appendix 1)

### 2. Questionnaire

Questionnaire is another technique in collecting data. The researcher uses questionnaire to know the students response or opinion. Questionnaires consist of open and closed questionnaire. This instrument used to get the factual data or get the more number of same answers. Before used this instrument the researcher used interview as instrument, then she will get the list of questionnaire consist of some questions dealing with the statement of problem. Therefore, by applying this instrument the researcher expected to know the percentage of students' response.

## E. Data collection Technique

There are two kind of instruments are researcher used to collect the data, namely, interview and questionnaire to collect the data about students' difficulty in learning vocabulary and another problem faced by the students.

#### 1. Interview

The researcher give some question orally correlated with information needed in this research. In this research, the researcher do interview with 20 of students of English teachers' training department. The interview held on 3<sup>rd</sup> and 4<sup>th</sup> August 2010. The questions of interview were: what are the difficulties faced by the students of English education department in learning English vocabulary, what are the students difficulty effect to their fourth English skill according to them, what factor that make students difficult in learning English vocabulary, do they have a solution for them selves, and how effective the solution they made.

After getting information from interview in small sample, the researcher analyzes them and categorizes their variety answer to build a questionnaire list.

## 2. Questionnaire

The other technique used by researcher in data collection technique was questionnaire. One of the ways to know someone response to something is by used of questionnaire, because it contains question what should be answered by respondent (person that wants to be investigated)

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:

- 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.

After getting the result of interview, the researcher make a list of questionnaire to get more data, the researcher copied the questionnaire sheet as much as the population of students. The last, the researcher analyzed and parentage the data used the formula below.

The calculation was as bellow:

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

Exp = P = Number of percentage

F = Obtain Value

N = Total Number of Respondent

#### **CHAPTER IV**

## FINDING AND DISCUSSION

In this chapter, the researcher would like to find out the answer of the question stated in the statement of the problems and discuss them. The problem are (1) What are the difficulty faced by students of English Teachers' Training Department in learning English vocabulary (2) What are the effect of the vocabulary problem to their English skill according to them (3) What caused those problem? (4) How do they solve those problems? (5) How effective were solutions according to them?. Here the researcher analysis those data she got from the students perception in small interview and questionnaire.

## A. Finding and Discussion

The data founded from questionnaire showed that there were many problems faced by the students in learning English vocabulary. The problems bellows were reflected by the students.

## 1. The Problems Faced by Students in Learning English Vocabulary.

The students have difference opinion about the difficulties in learning English vocabularies, those all according to their perception. The researcher categorized of students variety answer. The detailed explanation of each difficulty as follows.

Table 1. Percentage Students' Difficulty in learning English Vocabulary

| Students perception of difficulty in learning English | yes | No  |
|---|-----|-----|
| vocabulary  |     |     |
| 1. Word classes                                       | 27% | 73% |
| 2. Homonym  | 58% | 42% |
| 3. Homophones   | 84% | 16% |
| 4. Homograph  | 86% | 14% |
| 5. Polysemes  | 82% | 18% |
| 6. Affixation (suffixes, prefixes                     | 75% | 25% |
| 7. Synonym and antonym                                | 45% | 55% |
| 8. Hyponym, co- hyponyms and super ordinate           | 95% | 5%  |
| 9. Word formation                                     | 54% | 46% |

## 1. The Students Difficulty in Word Classes

The result of the study found that some of the students had difficulties in word classes during learning vocabulary. They argued that they still confuse to identify that a word play different roles in text. They still in jumbled to differentiate eight of different word classes like nouns: bits, pieces, and record, and player, pronouns: I, me, and them, verbs: like looking, doing, to look, adjectives: old, second-hand, new. Adverb: up, preposition: for, like,

conjunction: and, so. Many words in English, such as like can belong to two or more word classes. From the explanation before, the researcher concluded that there were 27% which equivalence 86 persons who have difficulty in word classes.

## 2. The Students Difficulty in Homonym

Most of students confused to identify between two words that shared some form but have unrelated meaning such as in word "like" in this sentence. I like looking look like new. Another example they are: well, bat, shed, left, fair etc. The result of finding concluded that there were 84% or 267 students felt difficult to identified homonym in learning English vocabulary.

## 3. The students' Difficulty in Learning Homophones

The students were confused because many words in English have similar sound but different in spelling (homophones) for example: horse and hoarse, meet and meat, tail and tale, discrete and discreet, aloud and allowed. There are 134 students (42%) were got difficulty in this case. They argued that a word which play same sound become very difficult to remember or memorize.

## 4. The Students' Difficulty in Learning Homograph

Some words pronounced differently, but spelt similarly (homograph). Most of the students argued, these very difficult and ambiguous in speaking and listening class. For example: a live concert but where do you live, a lead singer, but a lead singer, a windy day but a long and windy road 54% or 172 of the students have difficulties in this case and 46% or 146 students who do not have difficulty in this case..

## 5. The Students' Difficulty in Polysemes

There were 82% of students which equivalence 261 peoples stated that polysemes were their difficulties. Most of students confused to determine the meaning of a word, because many words in English have different but overlapping meanings like fair: she had long fair hair and my pig won first prize at Skipton fair, this isn't fair on anyone, but it doesn't happen, it will be fair and warm, she was only fair cook, we have a fair size garden and we my as well make use of it, this is fair city of ours. Hold is another example of polysemous word: I held the picture up to the light, I was held overnight in the cell, you need to hold a work permit, Danu is holding a party next week, Matrixs hold that people are naturally creative; these books hold the bed up. Most of the students feel difficult to comprehend the meaning of one word because they just understand in one context meaning.

## 6. The Students Difficulty in Affixation (suffixes, prefixes)

Most of students felt difficult to determined different ending of the word such as: *looks*, *looking*, *and looked* (prefix). Students also still confused which word beginning with re-, un-, pre – de-, etc (suffixes). There were 184 students (58%) who have problem in this case and 42% (134) students who did not have problem in this case.

## 7. The Students' Difficulty in Synonym and Antonym

There were 45% of the students or 143 students felt difficult to found the synonym or antonyms of a word. For example of synonym: taxi and cab those share the similar meaning but seldom the same. Even between words that seem interchangeable. Another example the synonym of "not young" are, old, ancient, antique, aged, elderly.

To found the antonym of a word most of students were felt dizzy. They felt blank because of limited vocabulary in their mind. Moreover, to found the antonym of a word not always black and white and the very notion of 'oppositeness' is troublesome, for example: the opposite of the *old woman* is young woman not a new woman, and opposite of an *old car is a new one*, not a young one.

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 cohyponyms 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

twigs are part of tree., while in italic letter red, yellow, and green are kind of colours and called co-hyponyms.

## 9. The Students' Difficulty in Learning Word Formation

In this case, there were 86% or 232 students faced difficulty in learning word formation. Most of the students confused to differentiate whether the word compound single or independent word. For example: *mailbox*, *teapot*, *dump truck-driver*, *candlestick maker* and soon.

Another word formation that made students confused to recognize.

That word can be blended to form one new one (called a blend) for example:

breakfast + lunch= branch, information + entertainment = infotainment etc.

## 2. The Effect of Vocabulary Problem to the Students' English Skill

Table 2: Percentage of Students' Perception of Difficulty Effect

| The effect of difficulty in learning English vocabulary        | Percentage |
|--|------------|
| according to the students perception                           |            |
| 1.In reading skill the students do not understand most of      | 42%        |
| vocabulary they found in reading book and unconfident to       |            |
| read aloud because he or she unsure about their spelling and   |            |
| pronunciations   |            |
| 2. In speaking skill the students cannot speak fluent sentence | 82%        |
| in English because they lack of useful vocabularies to         |            |
| express their opinions   |            |

| 3. Take a lot of time in writing because their mind got blank | 58% |
|---|-----|
| in vocabulary.  |     |
| 4. The difficulty to identified between the sound and the     | 73% |
| spelling in listening skill.                                  |     |

## a. Reading Skill.

Some of students argued that she or he felt lazy to read, because they do not understand most of vocabularies they found in reading book. Their problems were they forget the words soon after they have looked from dictionary. Another student's problem were they unconfident to read aloud because he or she unsure about their spelling and pronunciations. In English there were words that have a same forms but different in pronunciations. From this research, they were 134 students (42%) that had a same case in reading as their weakness.

## b. Speaking Skill

Some of students said that oral or speaking were their weakness. They cannot speak English fluently because they lack of useful vocabularies to express their opinions. Another aspect of students' problem in speaking was the students sometimes afraid about grammatical error and pronunciations error. There were 261 (82%) of students consider that speaking was their weakness because of their problem in vocabulary.

### 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

## 3. The Description of the Factors of Students Problems in Learning English Vocabulary

Table 3: Percentage of Students Giving Reason for the factors of Students
difficulty in Learning English Vocabulary

| The factors of the students difficulty in learning English | Percentage |
|--|------------|
| vocabulary   |            |
| 1. Rarely in practice new vocabulary                       | 45%        |
| 2. Lazy to open dictionary to check the difficult word     | 95%        |
| 3. Lazy to memorize English vocabulary                     | 75%        |
| 4. Lazy to read text book or article in English            | 65%        |
| 5. Difficult to memorize a similar vocabulary              | 25%        |
| 6. Their unsupported environments to practice English      | 20%        |
| 7. Mother tongue   | 16%        |
| 8. Forgettable   | 78%        |
| 9. Self unconfident ,pessimistic and less motivation in    | 32%        |
| learning English vocabulary                                |            |
|  |            |

The factors of students difficulty in learning English vocabulary.

1. Rarely in Practice New Vocabulary

The students argued that the problem caused of their difficulty were, because they rarely in practice the new vocabulary they got in reading, listening etc. because if they often spell and pronounce the vocabulary it will be easiest for them to remember. 45 % of the students of English education department have the same reason.

## 2. Lazy to Open Dictionary to Check The Difficult Word

In this survey the researcher found 95 % from the students' problem in learning vocabulary because of they were lazy to check the difficult word from vocabulary. They argued that the dictionary such a dull book and very bored and heavy to bring the vocabulary to everywhere.

## 3. Lazy to Memorize English Vocabulary

From the students' perception that researcher check in the field, most of the students argued that they feel lazy to memorize a new vocabulary even just one or two a day, 75% of them argued because they do not have a time to memorize a new vocabulary.

## 4. Lazy to Read Text Book or Article in English

The students problem to get a new vocabulary were, because most of them stated that they are rarely or lazy to read a text book or any article in English. Most of them just read a text book while in reading class. Whereas by reading, words stand a chance to be remembered. More over if they have been met at least seven times over spaced interval. But most of them stated that they dislike reading activity, 65 % of them have the same reason.

## 5. Difficult to Memorize a Similar Word

Ones of the reasons of students' difficulty in vocabulary acquisition, because they difficult to memorize a similar vocabulary both a same sound and a same form For example: *quite* and *quiet*. They are 25% of the students have a same case.

## 6. Their Unsupported Environments to Practice English

There were 20 % of the students argued that their unsupported environment was become a problem too for them to build their vocabulary, because English area also helped students to got a new vocabulary in daily activity. For example, when the students never know a word or a vocabulary before, but because they often heard and imitated the word so little by little they will know the meaning of the word unconsciously.

## 7. Mother Tongue

Mother tongues also become a problem for the students in learning English vocabulary. The error pronunciations become the base factor for them to write or to have a bad vocabulary. Mother tongue will influence them in building or enhance a new vocabulary, for example their javaness intonation, or maduris intonation. There were 15 % stated in this case.

## 8. Forgettable

One aspect became a big problem for the students were their brain capacity to get more and more vocabulary. Because some of the students have a reason that their brain was overload to memorize and take along time to make a word really stay a long time in their brain. There were 78 % of the students argued this case. The reason were because of their brain was overloaded and then they will forgot the old word they ever got.

9. Self Unconfident ,Pessimistic and Less Motivation in Learning English Vocabulary

Some of the students said that their problem come from their selves some of them pessimist and unconfident about their ability in English language, for example some of the students afraid and unconfident to read, or speak in front of class, because they afraid of making mistakes and the others may laugh.

Another reason of the students problem in learning English vocabulary was because less motivation in learning. Because simply wanting to learn new words no guarantee, that word will be remember. There are 32 % of the students argued in this case.

# 4. The Description of Solution by the Students Themselves in Vocabulary Learning Difficulty

Problem is a question raised for consideration or solution "it means that each of problem have a solution.

The finding of this research is about students' effort to solve their problem especially in learning English vocabulary. The following are the data collected from students' questionnaire

Table 4. Percentage of students problem solving

| Solution by the students themselves in vocabulary learning        | Precentage |
|---|------------|
| difficulty  |            |
| 1. Memorization   | 25%        |
| 2. Listening to the English song                                  | 63%        |
| 3. Translating from a song lyrics                                 | 42 %       |
| 4. Watching and listening English news                            | 45%        |
| 5. Watching English film / movie                                  | 73%        |
| 6. Reading easy English book and article                          | 30%        |
| 7. Making a difficult word list and stick them in front of mirror | 17%        |
| 8. Making vocabularies as a game between friends                  | 10%        |
| 9. Writing short massage in English                               | 15%        |
| 10. Comprehending the way to write and read a word                | 10%        |
| 11. No answer   | 5%         |

#### 1. Memorization

Some of students took memorize as a solution to enhance their English vocabulary. 25 of the students stated that by memorize they can improve and building a new vocabulary.

## 2. Listening to the English Song

The students argued that listening to the English become a fun solution to enhance their vocabulary, because; from the song they listened, they will found a new vocabulary that they never heard before. They had improved their vocabulary simply before sleep by listening to a tape. There were 63% of students who used this way.

## 3. Making a Translation of a Song Lyric

After listening music, the student's unique activity was translated from the song's lyrics. So they will make a translation, so they found a new vocabulary. There were 42 % of the students founded in this research.

## 4. Watching and Listening English News

Some of the students watching and listening English news to improve their vocabulary acquisitions. They argued, by watching news can help them to enlarge their vocabulary mastery. So they can get and remember a new vocabulary they never heard before. There were 45% of students have the some opinion in this case.

## 5. Watching English Film / Movie

Most of the students improved their vocabulary according to their hobby. Some of their hobbies were watching an English movie. Some time they enjoyed a cartoon like *Naruto*, *Ipin Upin* etc. From watching film, the students will get a new vocabulary unconsciously. There were 63% of students founded used this way to improve their vocabulary acquisition.

### 6. Reading easy English book and article

To get a new vocabulary, the students read easy English book or article such as magazine, news paper etc. the students argued, by reading they felt easier to remember or memorize a new word. Some of them prefer by reading a loudly and some of them by reading silently. By reading they can practice the spelling of a word, so it will be easier for them to remember. There were 30% students argued about this way.

#### 7. Making a Difficult Word List and Stick Them in Front of Mirror

One of the ways of the students' effort to solve their difficulty in learning English vocabulary was: they were making a note of the difficult word and put them in front of mirror. Because some of the students argued that their habitual were wasting the time in front of mirror. So, the students will remember what note they write in front of mirror easily. There were 17 % of the students used this way as special trick to enhance their vocabulary.

## 8. Making Vocabularies as a Game between Friend

One of the students' solutions to improve their vocabulary was used a game as a tool to enrich vocabularies, so with these games the students will be stimulated to imagine and build' new vocabulary in their mind, for example the student make a clue like a word that begin by letter A, B, C ect. There were 10 % of the students used this way to solve their problem in learning English vocabulary.

## 9. Write Short Message in English

Next, another unique trick students done to solve their problem in learning English vocabulary were, some of the student ways to improve their vocabulary by sending Short Message by English language. So by this way the students will be more creative to think and the vocabulary they had. There are 15 % of the students used this way to improve their vocabulary acquisition.

## 10. Comprehending the Way to Writing and Reading a Word

The students also have a trick to enhance their ability and vocabulary acquisition by comprehend the way to write and read a word.. For example, after got a new vocabulary, the students exactly check the way to write and read from dictionary. Therefore, the students remembered the way to write and read those words and some time put them in sentence. There were 10% from the students used this way to improve their vocabulary.

# 5. The Description of the Effectiveness of the Students' Solutions to Minimize Their Problem in Learning English Vocabulary

The finding from students perception about the effectiveness of the students solution to minimize their problem faced in learning English vocabulary can described as follow.

Table 5. The problem solving made by students

| Effective | Enough | Not       |
|-----------|--------|-----------|
|           |        | effective |
| 10%       | 13%    | 72%       |
|           |        |           |

Note: 5 % of the students do not answer, because they did not have opinion to solve their problem

(10%) 32 of the students argued that the effort from their solution in English vocabulary problem was effective.

(15%) 48 students argued that the problem solving they done was enough to minimize their difficulty in learning vocabulary.

(70%) 228 of the students said that the problem solving they made ineffective to solve their problem in vocabulary.

The last 5 % students (16) did not answer because they did not have a problem solving for their selves.

## **B.** Discussion

Based on the finding result about students problem in learning English vocabulary showed that students' got problems in learning English vocabulary for the detail explanation see table below.

Table VI

Table of students' response about Problem in learning English vocabulary

| No | Problem   | Interview | Questionnaire |
|----|---|-----------|---------------|
| 1  | Students difficulty in learning English vocabulary                                    | 82%       | 67%           |
| 2  | The Difficulty effects in learning English vocabulary to the Students English skills. | 74%       | 46%           |
| 3  | Causes of the students difficulty in learning vocabulary                              | 69%       | 58%           |
| 4  | The students problem solving  | 71%       | 83%           |

| 5 | The effectiveness of the | 13% | 10% |
|---|--------------------------|-----|-----|
|   | students problem         |     |     |
|   | solving                  |     |     |

The findings from the interview and questionnaire with the students of english education students of state institute for Islamic studies Sunan Ampel Surabaya showed that there are problem faced by the students in learning English vocabulary there were:

## 1 .The Students Difficulty in Learning English Vocabulary

The data from interview = 82%

The data from questionnaire = 67%

In learning English vocabulary, the students got some difficulties such as in learning word classes, hyponym, homophones, homograph, polysemes, affixation (suffixes and prefixes), synonyms antonym, hyponyms, co-hyponym and super ordinate and word formation.

The data from interview and questionnaire proved that students have difficulty in learning English vocabulary.

# 2 The Difficulty effects in learning English vocabulary to the Students English skills.

According to the data collected by interview there were =74%

The data collected from questionnaire there are = 46%

The difficulties in English vocabulary become a bad effect to English language mastery. Moreover English skill mastery like reading, speaking, listening n writing. Survey in

## 3 The Factors of Students Problem in English Vocabulary

The research approved the factors of students' problem in learning English vocabulary. Overall the data which collected by using interview and questionnaire:

The data from interview : 69 %

The data fro questionnaire : 58 %

In this case, the researcher found that the students have some problem that caused their difficulty in learning English vocabulary. From the data, that researcher got from interview and questionnaire there were students bad habitual in learning vocabulary, such as:

Rarely in practice new vocabulary, lazy to open dictionary to check the difficult word, lazy to memorize English vocabulary, lazy to read text book or even article in English, difficult to memorize similar vocabulary, unsupported environments to practice their old vocabulary, mother tongue influence, forgettable after memorize new vocabulary, self unconfident, pessimistic and less motivation in learning English vocabulary. Those all make students feel headache and in trouble during learning English vocabulary.

## 4. Solution by the Students Themselves in Vocabulary Learning Problem

The findings of this research were about students' solution by themselves to prevent the difficulty and bad habitual in learning English vocabulary.

The data from interview = 71%

The data from questionnaire = 83%

From the data obtained from interview and questionnaire there were solutions were students used to minimize their difficulty in learning English vocabulary were:

By memorization, listening to the English song, make a translation of a song lyrics, watching and listening to the English news, watching English movie, reading easy English book or article, make a difficult English words list and stick them in front of mirror, make vocabularies as a game between friends, write short message in English, comprehend the way to write and to read the word. I this research the researcher also found some of the students not give any comment to this case, because they did not have a solution and do nothing.

## 5. The Effectiveness of the Problem Solving Made by Students

The last of research question of this research were to investigate how effective the problem solving made by the students to minimize their difficulties or problem in learning English vocabulary.

The data obtained from interview = 13 %

The data obtained from interview = 10 %

In the last research question of this study were to know how effective the problem solving made by the students to solve the problem faced in learning English vocabulary. There were 72% of the students argued that the problem solving they made was not effective, and 13% of them said that the problem solving they made was effective enough to solve their problem in vocabulary learning difficulties.

## **CHAPTER V**

## **CONCLUSION AND SUGGESTION**

In the chapter four, the researcher presented the result of the analysis and interpretation of the findings. In this chapter, she will describe the conclusion and the suggestion of the study.

#### A. Conclusion

As mentioned on the previous chapter, the present study was done to find out, what are the problems faced by students of English Education department in learning English vocabulary, it could be concluded that there are some problems faced by the students during learning English vocabulary. The result of the research can summed up as follow:

- 1) Students difficulty in learning word classes were 27%, homonym 58%, homophones 84%, homograph 86%, polysemes 82%, affixation 75%, synonym and antonym 45%, hyponym 95%, and word formation 54%.
- 2) The effect of students difficulty in learning English vocabulary to their four skill ability, as follow;
  - a). Reading skill: The students who do not understand most of vocabulary they found in reading book were 42%.

- b). Speaking skill: The student who cannot speak fluently in English because they lack of useful vocabularies to express their opinions were 82% which equivalence 261 students.
- c) Writing skill: The students took a long time to write because they loose of the vocabulary on their mind. There were concluding 58% or 184 students have problem in writing.
- d) Listening skill: The students were difficult to identify homophones and homonyms in listening. There were 73% from the students argued that listening was their weakness.
- 3) The factors of students difficulties in learning English vocabulary, there were:
  - Rarely to practice new vocabulary, were 45%
  - Lazy to check difficult word from vocabulary, were 95%
  - Lazy to memorize new vocabulary, were 75%
  - Lazy to read text book or article in English, were 65%
  - Difficult to memorize similar words, were 25%
  - Unsupported environment to practice vocabulary, were 20%
  - Mother tongue influence, were 16%
  - Forgettable, were 78%
  - Self in confidence and less motivation, were 32%

## 4) Solution by students them selves

- Memorization, were 25%
- Listening to the English song, were 63%
- Making translation of a song lyrics, were 42%
- Watching and listening English news, were 45%
- Watching English movie, were 73%
- Reading easy English book and article, were 30%
- Making a difficult word list, were 17%
- Making vocabulary as a game between friend, were 10%
- Write short message in English, were 15%
- Comprehending the way to read and write a word, were 10%
- No answer, were 5%
- 5) The effectiveness of problem solving made by the students

There were 10% of students argued that their problem solving were effective, and 13% students who stated enough, and 72% of them said the problem solving were not effective.

## **B.** Suggestion

This study attempted to know the students difficulties in learning English vocabulary and the problem they faced. In fourth chapter, the researcher has described her findings. After analyzing the data, and knowing the difficulties and another problem faced by the students in learning English vocabulary, the researcher would like to give the suggestion for the reader:

#### 1. For the Lecturer:

The lecturer should know the difficulty faced by the students in learning, because the students have different learning style. After understanding the students' different problems and difficulty in learning English vocabulary, expected to the lecturer to be more creative to make the students more enthusiasts and be more active in the class. Therefore, the lecturer also can give the solution to solve the problem faced by the students in learning vocabulary generally and one of language skill especially.

#### 2. For the Students:

After reading this research, the researcher hope students can get something new and it suggested can found more way to improve students' vocabulary learning. If the students feel difficult in learning English vocabulary, do not just keep silent and did not share to each other, because by share to your friends or your lecturer, may be they can give you tips that you

never tried before. I hope after reading this study the students creates more creative ways in learning English vocabulary.

## 3. For the Reader:

The writer hope to the reader or the next researcher, to make another research related with this study. She hopes the next researched would complete the prevoius research.

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