

**THE EFL STUDENTS' DIFFICULTIES IN DISCOVERING
THE MEANING OF NEW WORDS IN LEARNING
VOCABULARY AT SMAN 1 GEDANGAN SIDOARJO**

THESIS

**Submitted in partial fulfillment of the requirement for the degree
Of Sarjana Pendidikan (S.Pd) in Teaching English**



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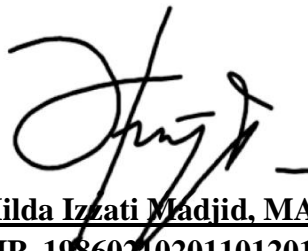
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ABSTRACT

Anwar, Yunika Trikarunia (2021). *The EFL Students' Difficulties in Discovering the Meaning of New Words in Learning Vocabulary at SMAN 1 Gedangan Sidoarjo*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisors: Dr. Irma Soraya, M.Pd and Hilda Izzati Madjid, MA

Key Words: *Vocabulary, student, language learning*

Vocabulary plays main thing on gaining new knowledge. Learning to read, speak, write and listen all need to use of vocabulary. Vocabulary learning strategies (VLS) have a major advantage; they allow the students to take greater control of their learning. In this study, the researcher aimed to find out the students' difficulties in finding the meaning of new words encountered when learning English vocabulary. This study using qualitative descriptive to identify and describe the problems. This research was conducted at SMAN 1 Gedangan Sidoarjo with class XI students of language (Bahasa) as the subject of research. The result of the study is that the difficulty of English vocabulary can be divided into four parts including the difficulty of understanding 2 words with same meaning, the difficulty of understanding one word with some meanings, the difficulty of understanding the word with unfamiliar concept, and the difficulty of L1 transfer and false friends. And these difficulties can be overcome by applying vocabulary learning strategies that are attractive and liked by the students so that the material received by students can be maximized and can be applied directly.

ABSTRAK

Anwar, Yunika Trikarunia (2021). *The EFL Students' Difficulties in Discovering the Meaning of New Words in Learning Vocabulary at SMAN 1 Gedangan Sidoarjo*. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Dr. Irma Soraya, M.Pd and Hilda Izzati Madjid, MA

Kata Kunci: *Kosakata, siswa, belajar bahasa*

Kosakata memainkan hal utama untuk mendapatkan pengetahuan baru. Belajar membaca, berbicara, menulis dan mendengarkan semua perlu menggunakan kosakata. Strategi pembelajaran kosakata (VLS) memiliki keunggulan utama; mereka memungkinkan siswa untuk mengambil kendali yang lebih besar dari pembelajaran mereka. Dalam penelitian ini, peneliti bertujuan untuk mengetahui kesulitan siswa dalam menemukan arti kata-kata baru yang ditemui ketika belajar kosa kata bahasa Inggris. Penelitian ini menggunakan deskriptif kualitatif untuk mengidentifikasi dan mendeskripsikan permasalahan. Penelitian ini dilakukan di SMAN 1 Gedangan Sidoarjo dengan subjek penelitian siswa kelas XI Bahasa (Bahasa). Hasil penelitian adalah bahwa kesulitan kosakata bahasa Inggris dapat dibagi menjadi empat bagian yaitu kesulitan memahami 2 kata dengan arti yang sama, kesulitan memahami satu kata dengan beberapa arti, kesulitan memahami kata dengan konsep yang tidak dikenal, dan kesulitan transfer L1 dan teman palsu. Dan kesulitan tersebut dapat diatasi dengan menerapkan strategi pembelajaran kosakata yang menarik dan disukai siswa sehingga materi yang diterima siswa dapat maksimal dan dapat langsung diterapkan.

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INTRODUCTION

This part introduces the present study. It describes background of the study, research questions, objectives of the study, significance of the study, scope and limitation of the study and the definition of key terms.

A. Background of the Study

Vocabulary plays main thing on gaining new knowledge. Learning to read, speak, write and listen all need to use of vocabulary. Schmitt stated in his book that no grammar can reveal many words, and no vocabulary can reveal anything.¹ Furthermore, McCarthy in Boonkongsan argued that no matter how well students learned grammar or how well the sounds of L2 are mastered, communication in L2 is impossible to do in any meaningful way without words to represent a larger range of meanings.² It means that even if someone especially students has a good skill in grammar, they could not communicate and express their feeling both in written and spoken well without sufficient vocabulary. Thus, vocabulary is the one of basic thing which some learners need in the process of English language learning.

English language included into foreign language or usually abbreviated as EFL (English as a Foreign Language). EFL is primarily used to say about the students whose their first language is not English, learning English when living in their own country.³ Students in Indonesia also categorized as EFL students. It is because Indonesia students' mothers tongue usually regional language, such as Javanese, Sundanese, etc. As for their second language is national language, Bahasa (Indonesia). English in Indonesia has been taught in some school level, start from elementary school,

¹ Schmitt N, *Researching Vocabulary: A Vocabulary Research Manual*. (London: Palgrave Macmillan, 2010).

²Boonkongsae N, "Factors Affecting Vocabulary Learning Strategies: A Synthesized Study," *Naresuan University Journal* 20, no. 2 (2012).

³Club. (n.d. English, "What Do EFL and ESL Mean?," *What Do EFL and ESL Mean?*, last modified 2018, www.englishclub.com/esl-forums/viewtopic.php?t=27300).

Indonesia students should aware with their strategies in vocabulary learning. It is purposed to help them in developing vocabulary knowledge.

Therefore, the researcher already did the preliminary study in the SMAN 1 Gedangan, Sidoarjo and found that the students got some difficulties while learning English vocabulary. So, the researcher chooses the subject for this study is the students of Senior High School of XI language (bahasa) class at SMAN 1 Gedangan, Sidoarjo in 2018/2019 of academic year. The reasons are because a recommendation of their English language teacher and language class has more lesson hours in English subject, there are any 2 types of English subject for language class, there are: Wajib English and Peminatan English. It means they need more focus in English language learning than other classes. Although they have learn many numbers of vocabulary in English, most of the students still have difficulties when facing new words, in particular the meaning of new words. Besides, the students must know the meaning of new words in order to understand a whole of English material. It similar means that the students should solve their problems in learning vocabulary using some strategies intuitively and independently. That is because the students not only meet English words in the classroom, but also in their daily activities, which is no English teachers can help them in discovering the words' meaning.

Some of the researches regarding to the issue have been largely conducted. First is a research title *The Importance of Vocabulary in Language Learning and How to be Taught*¹⁴ by Mofareh Alqahtani. Here, it discussed about the essential research on the vocabulary inability and also explained some techniques practiced by English educators when teaching English. This study occupied Saudi Arabia's educational systems as its point of view. Also, this previous study show vocabulary learning is central of language teaching and important to the language learners, so the researcher will conduct study to

¹⁴Alqahtani M, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching Education* 3, no. 3 (2015).

The result of this study is to provide contribution for teachers, learners and another researcher. Furthermore, this study can be the sources in recognizing students' difficulties in learning vocabulary and vocabulary learning strategy frequently used by students in Senior High School level.

For another researcher who would like to conduct similar research, this study hoped as useful information and can be references in conducting other research. Furthermore, if they are interesting for other aspects of the students' difficulties in learning vocabulary, they can take pronunciation, spelling and grammar aspects.

[illegible]

EFL is an “English as a Foreign Language” abbreviation. This is primarily used to refer to the students who learn English while living in their own country (the first language is not English).²³ In this study, the students own country is in Indonesia which commonly spoke in Bahasa (Indonesia). The researcher will take data from students in SMAN 1 Gedangan Sidoarjo in Indonesia.

²³English, "What Do EFL ESL Mean?"

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher explains some theories and literature related to this research problem to provide relevant knowledge in the field.

A. Theoretical Framework

1. Vocabulary

a. The Definition of Vocabulary

Learning a new language cannot be separated from vocabulary. Someone have to know vocabulary when try to start a few language skills (reading, writing, listening and speaking). Many experts defined some terms about vocabulary. Vocabulary, according to Richards and Renandya, is a key element of language skills because it forms the foundation for how people talk, listen, read, and write. Learners who do not have a large vocabulary or skills for expanding their vocabulary often lose sight of their potential and are discouraged from taking use of language learning alternatives available to them, such as listening to the radio, listening to a native speaker, utilizing language in various contexts, reading, or watching television are all examples of how to learn a language.²⁴ According to Hatch and Brown, vocabulary refers to a list or set of words for a certain language, as well as a list or set of terms that individual language speakers may use. They said that vocabulary is the only alphabetical order system involved.²⁵

Brown provides another vocabulary term.²⁶ As his views vocabulary items as a monotonous list of words that the learners must define and memorize, lexical forms are seen as playing a

²⁴W A Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002).

²⁵ Evelyn Hatch C B, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press, 1995).

²⁶Brown H D, *Teaching by Principle* (New York: Longman, 2001).

always something new to learn even after the students have “mastered” the grammar. As a result, more advanced students are encouraged to increase their vocabulary, understand nuances of meaning, and become more proficient in their own choice of words and expressions.²⁹

about the meaning of new words they encountered in the book or during the listening phase. Its objective is for students to fully understand what the text or speaker is saying.

The 2 processes above show the words that students recognize when they see or encounter them in a text but have been unable to apply in speech or writing. The students introduce and try to discover then understand new words' meaning they met, not produce words yet. It is usually called as receptive vocabulary. Further, the third and fourth stages of learning vocabulary as follow:

3) Remembering

After introducing and explaining new material, the next phase is to ensure that it is remembered. Once students have figured out what a word means, they have no need to pay attention to it, and it will be forgotten.

4) Consolidation and extension of meaning

If learning new words were an instantaneous process with simply presentation as a significant variable, words would not be forgotten and would not need to be relearned. However, it looks that words are absorbed slowly over time, and that they are only fully integrated into the learners' own stock of words when he can use them with the same fluency that he speaks in his original language. It takes time to develop lexical command. If one relates this process to linguistic descriptions of vocabulary learning, it is likely that pronunciation and spelling come first, followed by comprehension of meaning, control over morphological forms and syntactic links, and lastly full semantic knowledge.

The words that the students understanding, pronounce correctly, and apply constructively in the speaking and writing

sections are highlighted in the steps above.³¹ It is commonly referred to as productive vocabulary, and it can be approached as an active process because the students can produce words to communicate their thoughts to others.

c. Difficulties in Learning Vocabulary

Anyone who has studied a second or foreign language knows that some words appear to be easier to master in terms of meaning and form than others. The following are some of the factors that make some words more difficult than others, according to Scott Thornbury:

1) Pronunciation

Words that are difficult to pronounce are more difficult to learn, according to the research. Words that contain sounds that are foreign to some groups of learners are likely to be challenging. Words with clusters of consonants, such as strength, crips, or breakfast, are also difficult for many students.

2) Spelling

Mismatches in sound and spelling are common causes of errors in pronunciation and spelling, and they can add to the difficulty of a word. While most English spelling follows the rules, there are a few notable exceptions. Foreign, listen, headache, climbing, bored, honest, cupboard, muscle, and other words with silent letters are particularly challenging.

3) Length and Complexity

Long words do not appear to be any harder to learn than short ones. However, high frequency words in English tend to be short, and as a result, the learner is more likely to find them, a factor that favors their “learnability”. Variable stress on polysyllabic words, such as necessary, necessity, and necessarily, can also make words more complex.

³¹B, *Vocabulary, Semantics, and Language Education*.

The truth that some words are synonyms or have the same meaning may appear to be beneficial to students, but it can also cause confusion. Words in different varieties of English, such as *kerb* (British English) and *sidewalk* (American English) are completely synonymous. There are nearly always some differences, which can be unpleasant for language learners. Even the most straightforward-looking synonym examples contain subtle differences. Low and short, for example, both mean “not tall”, yet we cannot use low to describe someone’s height.

c) Register and connotation

Some words are identical in two languages because they are come from the same source, for example, *art*, *animal*, *police* and *table* are all the same, or extremely similar in several languages. These are referred to as cognates. This transfer can be both beneficial and obstacle. First, while some words are cognate, their meanings may not be completely identical. Second, some of these cognates

d) L1 transfer and false friends

Some words are identical in two languages because they are come from the same source, for example, *art*, *animal*, *police* and *table* are all the same, or extremely similar in several languages. These are referred to as cognates. This transfer can be both beneficial and obstacle. First, while some words are cognate, their meanings may not be completely identical. Second, some of these cognates

are referred to as “false friends”. They may appear to be the same, but they do not have the same meaning. The Italian verb *controllare*, for example, appears to be a cognate of the English words *control*, but it actually means *check*. For instance, we hired a security guard to control the grounds of the tennis club at night instead of we hired a security guard to check the grounds of the tennis club at night, which can lead to L1 transfer errors.

The researcher is using both of Scott Thornbury and McCharty, O’Keeffe and Walsh on the study of students’ difficulties in discovering the meaning of new words, because those theories support each other in term creating an instrument and analyzing the data.

6) Range, connotation and idiomaticity

Words that may be applied in a variety of contexts are seen as easier than synonyms with a limited range of applications. When compared to impose, place, position, and so on, put is a relatively broad verb. Thin is a better choice than skinny, slim, or slender. Uncertainty over the meanings of some phrases might also cause difficulties. In English, propaganda has a negative connotation, although its equivalent might simply be publicity. Excessive, on the other hand, has no negative connotations in English, but its closest translation in other languages may be unusual. Finally, idiomatic expressions or words (such as make up your mind, keep an eye on...) are more difficult to understand than words whose meaning is obvious (decide, watch).³⁴

³⁴S, *How to Teach Vocabulary*.

b. Schmitts' Taxonomy of Vocabulary Learning Strategies

The VLSs classification that proposed by Norbert Schmitt will be used to analyze the research data. Those strategies are applied by the learners to fix with their vocabulary learning difficulties, especially in discovering word's meaning problem. Taxonomy of Schmitt about VLSs is separated into two categories: (1) methods for learning the meaning of a word and (2) consolidation strategies for retaining the word once it has been given, this reflects the various processes involved in figuring out the meaning and application of

[illegible]

new words, as well as storing them in memory for future use.⁴¹ Those 2 major classes are further categorized into 5 categories as follows:

1) Discovery Strategies

Discovery Strategies are strategies for figuring out what a word means for the first time. It was split into two types: Determination and Social Strategies.

a) Determination Strategies

The first part consists strategies employed by an individual when presented with the task of determining the meaning of a new word without reference to the expertise of others.⁴² Learners may be able to determine the part of speech of a new word, which can improve in the guessing process. They can also get suggestions about the meaning of a word from its root or affixes, though this is not always accurate.

Cognates are words in another languages that have declined from mother tongue (L1) word, for example *Mutter* in German then *Mother* in English. Language also borrows words from other languages that often maintain similarities in form also meaning. L1 cognates could be excellent source for guessing the meaning and remembering new vocabularies.

Guessing an unfamiliar word's meaning from the context should be taken to mean more than just textual context. When learners concentrate on pictures, they have been found to be beneficial. If the conversation is spoken, gestures and tone can provide hints as to what is being said.

⁴¹N, *Vocabulary in Language Teaching*.

⁴²Ibid.

Moreover, finding a meaning of new word through reference materials, primarily dictionaries. Two language or bilingual dictionaries looks to be used more extensively than one language or monolingual dictionaries by second or foreign language learners. List of words and flash cards also can be reference materials. Word lists are helpful for first exposures to the new words, but the partially learnt words must be reinforced with extra information.⁴³

To enhance language learning, social strategies rely on interaction with others.⁴⁴ Teachers are frequently placed in this situation, and they may be asked to provide assistance in a variety of ways, including providing the L1 translation if they are familiar with it, providing a synonym, providing a definition by paraphrase, using the new word in a sentence, or any combination of these. The downsides are the teacher must speak the students' native language and that most translation pairings are not exact equivalents, allowing for the transfer of some incorrect knowledge. Similarly, good phrasing requires a variety of complexity. Learners can also be introduced to new words and their definitions through group activity.⁴⁵

Consolidation Strategies are strategies which are useful to remember the words once it has been encountered. It

⁴⁵N, "Vocab. Learn. Strateg."

physical action when learning.⁴⁹

c) Cognitive Strategies

The manipulation or change of the target language by the learner is a common function of cognitive methods. They are related to memory methods, but they do not focus on manipulative mental processing particularly. They include adopting mechanical methods to study language, such as keeping vocabulary notebooks, as well as repetition.⁵⁰ Several authors have recommended for the use of vocabulary notebooks. The form of notebook that uses expanded rehearsal as well as continuous learning of various types of word knowledge for each word.⁵¹

d) Metacognitive Strategies

This strategy is taking a careful overview at the learning process and making decisions on the best ways to study by planning, monitoring, or assessing them.⁵² Books, magazines, newspapers, and movies written in English are almost limitless English language learning materials. To efficiently acquire a second or foreign language, that is important to maximize exposure to it. One can maximize the effectiveness through create scheduled and organized practice time, for instance, learners proposed reviews five until ten minutes after the end of the course.

Foreign students must accept the fact that they will never be able to master all of the words and must instead focus their limited resources on learning the most useful ones. Knowing whether to skip or pass a word, especially low-frequency words

⁴⁹Ibid.

⁵⁰Ibid.

⁵¹N, "Vocab. Learn. Strateg."

⁵²N, *Vocabulary in Language Teaching*.

Last study conducted by Nathaya Boonkongsaeen entitled *Factors Affecting Vocabulary Learning Strategies: A Synthesized Study*.⁵⁸ This study explored on synthesizing previous Vocabulary Learning Strategies 45 research works, in that the some different factors influencing students' VLS used had been analyzed. The findings in this study same with previous researches and discussed 3 main factors affecting learners' VLS use, there are; Learner Individual Difference, Social and Situational and Learners' Learning Outcomes factors. Those studies above have differences in the research focus, method, and subject with the researchers' study.

⁵⁷ C, "Vocabulary Learning Strategies of Thai University Students and Its Relationship to Vocabulary Size. International Journal of English Language Education."

[illegible]

CHAPTER III

RESEARCH METHOD

This chapter presents the methodology which was used in this research. It consists of research design and approach, research setting, data and source of data, research instruments, the data collection technique, the data analysis technique, checking the validity findings and the research stage.

A. Research Design and Approach

The method used in this study is Qualitative Descriptive to know about the result of research questions. In this study, this method is appropriate for identifying and defining the problem. According to Bogdan and Taylor in Moeleong, qualitative research is a research method that provides descriptive data such as words, both written and spoken, and their observed behavior.⁵⁹ Qualitative researches focus on gaining a better knowledge of circumstances and occurrences from the participants' perspective. The participants are frequently involved directly in the research process.⁶⁰ The purpose of this study is to describe students' difficulties and strategies in discovering the meaning of new words in English vocabulary at the Senior High School level. In addition, this study used naturalistic approach.

B. Research Setting

The research took place in SMAN 1 Gedangan Sidoarjo which located at street Raya Sedati KM 2Gedangan-Sidoarjo. The subject of this study is the XI grade of language (Bahasa) students in academic year 2018/2019. The students of XI grade of language are 32 students. The researcher chose XI language class because of their English language teacher recommendation. The class has more lesson hours in English subject, so they more focused in English language learning than other classes. Additionally, the time of the

⁵⁹ Moeleong L J, *Metode Penelitian Kualitatif. Bandung* (Bandung: PT. Remaja Rosdakarya, 2009).

⁶⁰R Jack Fraenkel E N, *How to Design and Evaluate Research in Education* (New York: McGraw Hill, 2009).

The data in this study got from the XI grade of language (Bahasa) students at SMAN 1 Gedangan Sidoarjo in even semester academic year 2018/2019 that have more time duration for learning English in their school. The first data is students' difficulties and the second data is strategies in discovering the meaning of new words. Then, the data are got by spreading questionnaire and taking interview to the students.

D. Data Collection Technique

Then, the data was collected by doing an interview. The researcher was asked 3 students with the interview guidelines which contains 15 question items. The researcher did the interview once after the students filled the questionnaire and recorded the students speaking when the interview using mobile phone, then transcribed the recording. This study conducted on

The findings of this study required data. The following instruments can be used to get those data:

This study used hardcopy questionnaire which has 2 parts. The researcher arranged first part of the questionnaire based on Scott Thornbury and Michael McCharty's theories. This part is open-ended questionnaire which contains 9 question items about what the students' difficulties in learning vocabulary and discovering new words' meaning with written answers. Next, the researcher arranged second part from Norbert Schmitt's theory. This part is closed-ended questionnaire which contains 40 questions with yes or no answers selection. This part purposed to see what the vocabulary learning strategies that used by the students. The researcher made the questions on the open-ended questionnaire by herself based on the chapter II theories and modified the close-ended questionnaire in order to accordance with the research needs.

2. Interview Guideline

⁶¹Arikunto Suharsini, *Meodologi Penelitian* (Yogyakarta: Bina Aksara, 2006).

There are 3 validation procedures, such as member checking, doing triangulation, and auditing in qualitative method.⁶² The researcher was used triangulation procedure for checking the validity and accuracy of this research. There are 4 types of triangulation: source triangulation, method triangulation, observer triangulation, and theories triangulation. In the study, the researcher used triangulation by the method and by observers. The triangulation by the method was used multiple methods of the data collection, there are a questionnaire and an interview. Then, triangulation by observers was applied as well; the data were confirmed and also consulted to the thesis supervisors.

[illegible]

Further, in this study, the researcher focused on the students' difficulties in discovering the meaning of new words while learning vocabulary, consider with the finding that the most difficult aspect is vocabulary. The researcher dividethe students' difficulties while facing new words into 4 difficulties based on theories in chapter 2on the table below. There are:

No.	The Difficulties	Total Students
1.	Distinguishing 2 words with same meaning	S25, S28, S11, S30, S19, S21, S12, S3, S24, S14, S9, S6, S20, S16, S13, S2, S23, S15, S4, S22 (20 students)
2.	One word with multiple meanings	S25, S28, S11, S30, S21, S19, S12, S3, S27, S18, S14, S9, S7, S5, S16, S13, S2, S15, S8, S4, S22 (21 students)
3.	Words with unfamiliar concepts/ register and connotation	S25, S28, S11, S30, S21, S19, S12, S10, S3, S27, S24, S31, S18, S14, S9, S7, S6, S5, S20, S16, S13, S2, S23, S32, S15, S8, S4, S29, S22, S17 (30 students)
4.	L1 (First Language) transfer and false friends	S2, S5, S7 (3 students)

a. Distinguishing 2 words with same meaning

Not only some students who have difficulties in distinguish synonyms above, but also some students considered that they difficulties can solve if they usually meet or learn some words in reading text or listening section. For instance, S9 got her difficulties while facing synonyms. But she believed that do exercise through reading activities can be a solution. She said that although the students cannot explain when they must use the synonym words, but they know how to use it. In other opinion, S23 said that on her opinion that she confused with the words' meaning but she slowly

Those all the students' statements above showed that 2 words which have same meaning can be a problem when the students find new English words which they do not understand the meaning.

Having learned one meaning of the word, may be hesitant for students to accept the other different meaning, for example the words *since* and *still*, can also be troublesome for the students. It is proved on table which 21 students have difficulties while facing one word with multiple meanings. The difficulties can be happen because of the students have a little vocabulary repertoire, for example S15 said that she got difficulties because she have not enough English vocabulary that she understand. Different with S2, S11 and S12 that got difficulties only with strange words or she never meet before. Then, other opinions come from S13 and S16. S13 said that her difficulties occurred because she does not understand the word or the word hard to read. Then, S16 said when she was listened vocabulary A similar with vocabulary B, but actually they have different meaning.

with multiple meanings. The difficulties can be happen because the students have a little vocabulary repertoire, for example S10 said that she got difficulties because she have not enough English vocabulary that she understand. Different with S2, S11 and S12, they got difficulties only with strange words or she never meet before. Then, other opinions come from S13 and S16. S13 said that

Beside rarely explained, the unfamiliar concepts' words can make confused because of the students got difficult to guess their meaning. Total 8 students who experienced with this difficult, there are S2, S6, S11, S13, S15, S16, S22, and S24. They have similar opinions in this term. Some of the students got this difficulty while facing unfamiliar concept words, they afraid in wrong interpreting the words. Other students feel confused if they try to translate some words which have different conception with their mother tongue language. S6 contends the words difficult to translate from different English conception to their own language (Bahasa Indonesia), but to be easy if understanding English with their own language conception.

In addition, S23 facing this difficulty while she exploring some books, movies, or games, she certainly find unfamiliar vocabularies. Same opinion explained by S29, he feels hard to understand when playing game, especially game that have kingdom theme, certainly any difficult vocabularies, for example word 'magnificent'. Those all the students' experiences above showed if they got a problem in discovering the meaning of unfamiliar English words concepts.

The lowest number of the students' difficulties in discovering the meaning of new words is in L1 transfer and false friends. We call cognates terms that are similar in two languages because they derive from the same source. This transfer can be both beneficial and detrimental. Some terms are cognates, but their meanings are not always accurate. Also, false friends may appear to be the same, but they are not. The researcher found 3 students who got those difficulties.

[illegible]

Moreover, three interviewees give other opinions. They feel easy for learning English although the English words have similarity with Bahasa Indonesia, they still can understand them. Although they ever got confused in learning them, but it was not often happened because they said that they rarely found the words in Senior High School level. They also said that they can solve their problem using Google translate or online dictionary.

From the data, the students have 4 difficulties in discovering the meaning of new words in learning vocabulary. There were distinguishing 2 words with same meaning, one word with multiple meanings, unfamiliar concept words/ register and connotation and L1 transfer and false friends. Despite the students got difficulties, they always find some strategies to solve it. The strategies which used by the students was explained in detail below.

To know about the vocabulary learning strategies that used by the students to overcome their difficulties, the researcher needs to give questionnaires to the students. The researcher explained according the questions from close-ended questionnaire and interview. It was described by the researcher in exploring the findings of close-ended questionnaire in detail by using chart in each category of Norbert Schmitt Vocabulary Learning Strategies: the data drew by 'yes' answers count from each strategy. Also, the researcher described the findings of interview result.

[illegible]

When the students found some new English words, they will do some action as the strategies to know the meaning of those words. It represent of strategies that are useful for the initial discovering of a words' meaning. The categories of those strategies are determination strategies (7 strategies), social strategies (3 strategies), and memory strategies (8 strategies).The researcher managed vocabulary learning strategies which used by the students to overcome their difficulties in discovering the meaning of new words with some charts. The explanation based on the closed-ended questionnaire and interview results which had done by the researcher. The result is figured as below:

a. Determination Strategies

The first part consisted strategies employed by an individual when presented with the task of determining the meaning of a new word without reference to the expertise of others.⁶³ Learners may be able to determine the part of speech of a new word, which can improve in the guessing process. This chart below described the result of close-ended questionnaire of determination strategies that used by the students.

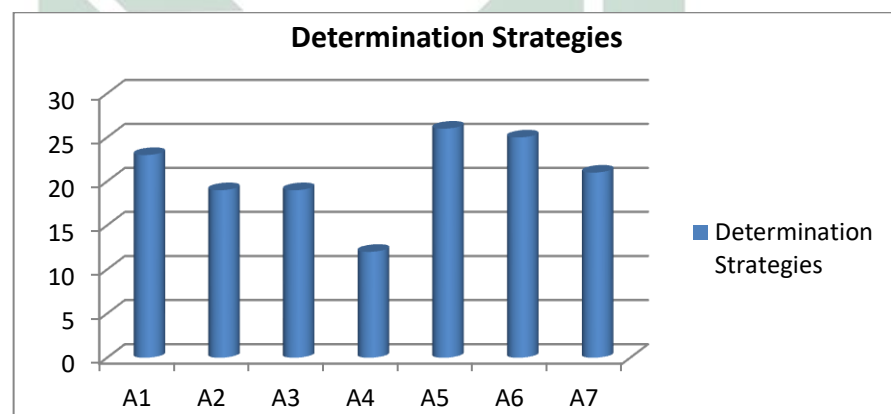


Chart 4.1 Determination strategies used by the students

Based on the display data A5 strategy (guess its meaning from context) is the most strategy used by the 26 students when they

⁶³Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge, UK: Cambridge University Press.

first time found a new English word. Then, A6 strategy (use an Indonesian-English dictionary) chosen by 25 students are second most strategy used. Furthermore, 23 students elected A1 strategy (check new words' form (looking for its verb, nouns, etc.)) and 21 students elected A7 strategy (use an English-English dictionary). While, in each strategy there were 19 students chosen A2 strategy (look for any word parts that I know (impossible, possible, possibility, possibly, etc.)) and A3 strategy (check if the word is also Indonesian word). Last, A4 strategies (use any pictures or gestures (body language) to help me guess the meaning) used by 12 students to help them in discovering new words meaning.

b. Social Strategies

To enhance language learning, social strategies rely on interactions with others.⁶⁴ Teachers are frequently placed in this situation, and they may be asked to provide guidance in a variety of ways, including providing the L1 translation which they are familiar with it, providing a synonym, giving a definition by paraphrase, using the new word in a sentence, or any combination of these. This chart below described the result of close-ended questionnaire of social strategies that used by the students.



Chart 4.2 Social strategies used by the students

⁶⁴N, *Vocabulary in Language Teaching*.

From 32 total students in XI grade of language class, there were 25 students had chosen B2 strategy (ask my classmates for the meaning) as their highest strategies used. Then, B3 strategy (study the word with my classmates) being second highest strategy used by 23 students. While, 21 students elected B1 strategy (ask the teacher to give me the definition or a sentence) as their third highest strategy used in social category.

c. Memory Strategies

This strategies, also known as mnemonics, is associating the word to be remembered with previously learned information, employing imagery, or grouping.⁶⁵ Instead of using definitions, new words can be taught by analyzing visuals of their meanings. As an alternative, students might develop their own visualizations of a words' meaning. This chart below described the result of close-ended questionnaire of memory strategies that used by the students.

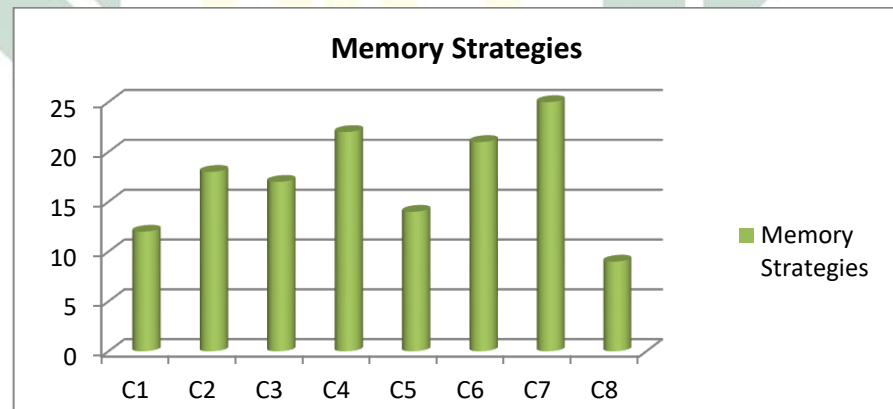


Chart 4.3 Memory strategies used by the students

Depend on the data above; C7 strategy dominated the result of memory strategy category. It was proved from 25 students chose study the sound of a word strategy in the first time they meet new English words. Then, 22 students choose C4 strategy (connect the word to other words with similar or opposite meanings), 21 students

⁶⁵Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge, UK: Cambridge University Press.

elected those strategies as follows: 25 students chose D5 strategy (take notes or highlight new words in class) as the highest students choice position. Then, 19 students used D7 strategy (keep a vocabulary notebook) in second highest position. Next, D3 strategy (make lists of new words) and D2 strategy (write the words many times) were used by 16 students and 12 students. Moreover, 11 students chose D1 strategy (repeat the words aloud many times), 10 students chose D6 strategy (put English labels on physical objects) and last 4 students chose D4 strategy (use flashcards to record new words) as the ways in learning new English words.

d. Metacognitive Strategies

This strategy is taking a careful overview at the learning process and making decisions on the best ways to study by planning, monitoring, or assessing them.⁶⁹ Books, magazines, newspapers, and movies written in English are almost limitless English language learning materials. To efficiently acquire a second or foreign language, that is important to maximize exposure to it. This chart below described the result of close-ended questionnaire of metacognitive strategies that used by the students.

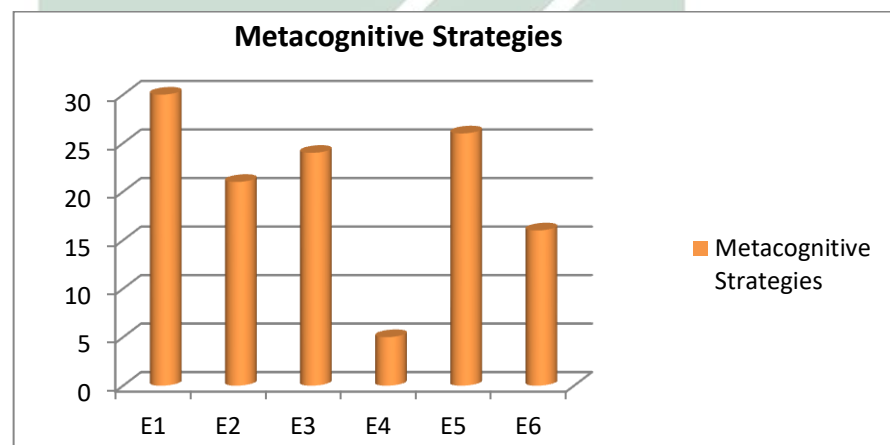


Chart 4.7 Metacognitive strategies used by the students

⁶⁹Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge, UK: Cambridge University Press.

Besides, the result of graphic, the researcher found some strategies from the interview. The 3 interviewees called S1 (student 1), S2 (student 2), S3 (student 3). Researcher asks them with questions related to strategies which usually they used in learning new English words. They have different way in learning new English words. The first student (S1) tends to use highlighted, noted, and then searched for the meaning of the words. He searching the words' meaning using 2 strategies, there are translate the words in Google translate and ask his friends for the meaning.

Next, third student (S3) has their own way while facing new English words. He said that he was looked for the meaning of new words deep inside until its definition and purpose or aim of a word. The third student more detail in identifying the meaning of some new words. Those strategies above are the normally students did while facing new English words in the English language learning.

Then, the S2 prefer to use one of the metacognitive strategies, use English-language media as he said that he watch, imagine and listen the YouTube videos which basically using English language. Different with S1 and S2, S3 had his own way to remember some new English words as he stated that he has nothing special way. He only understanding the word and it already helped him to remember the words. The findings above show us that there are several ways did by the students to remember some new English words. Those are taken to retain the vocabulary in their long-term memory.

In addition, the students also learned new English words at home or outside the classroom. The strategies that S1 used to learn new English words usually he got from the movies. He collected many new vocabularies then he translated and he tried to memorize them on his long-term memory. When he got problems in learning, he prefers to browse on the internet and ask the Google translate. Almost same with

Depend on their opinion, some strategies that effective for them in learning new English vocabulary and help them to retain vocabulary in long-term memory are write, read, and memorize it (S1 opinion), then look gesture and look videos and playing games (S2 opinion), next practice directly or learning by doing (S3 opinion).

The researcher has presented the result of the findings about the students' difficulties and strategies in discovering the meaning of new words while learning vocabulary. In this section, the researcher was returned questions in the outset. First, the researcher discusses the students' difficulties in discovering the meaning of new words in learning vocabulary. Next, the discussion addresses the strategies that used by the students to overcome their difficulties in discovering the meaning of new words while learning vocabulary at SMAN 1 Gedangan Sidoarjo.

Using questionnaire and interview to collect the data, the researcher got the results which have described on finding chapter. Based on Thornbury and McCarthy in their theories, the students' difficulties in discovering the meaning of new words is divided into 4 problems that has been discussed and clarified as follow:

1. The Students' Difficulties in Discovering the Meaning of New Words while Learning Vocabulary

Students' difficulties is refer to the problems that faced by the students in learning process. In this study, difficulties means that faced

such as curb (British English) and sidewalk (American English), are absolutely synonymous. There are nearly always some differences, which can be difficult for language learners. Even the most straightforward synonym examples contain subtle differences. Low and short, for instance, both imply “not tall”, yet we cannot use low to describe someone’s height.

In this case, learning a new language cannot be started, if not by knowing the words of the previous language. Because language is a means of communication, lexical knowledge or knowledge of language vocabulary is the main thing in language learning. Therefore, lexical knowledge is central for communicative skill and second language acquisition. Regarding the need for vocabulary learning, the role of learners in the development of their vocabulary learning is an important issue to study. Because vocabulary learning cannot only be done in the classroom without practice outside the classroom, students must build their learning strategies, especially for the development of their vocabulary. So, the students have words repertoire if found 2 words which have same meaning in the text or their daily life.

In some cases that are encountered directly, one of the factors that can influence is vocabulary. Vocabulary is an important element in mastering a foreign language. knowing the limited amount of vocabulary will prevent students from communicating well in the target language (English). As a result, it takes several strategies to master it. Students have difficulty mastering several types of vocabulary such as phrasal verbs, idioms, slang, and colloquial. This makes them apply different learning strategies to master. They are memory strategy, cognitive strategy, metacognitive strategy, and compensation strategy. The easiest strategy to learn and master vocabulary is to combine these strategies.

In educational life, the facts on the ground are that these difficulties are caused by factors of competence and unpreparedness students and also caused by the condition of students who still have language skills. Lack of English, such as lack of mastery of grammar, vocabulary, and word pronunciation⁷⁷. This causes the alignment of research results on what is happening and experienced by students.

In the finding result, total 30 from 32 students who got this problem. Some students gave their point of view that they got difficulties while meet the words because the concepts rarely explained and of course the words which used are hard enough to be understand. Also, the 'strange' words feel difficult because the materials seldom used. Beside rarely explained, the unfamiliar concepts' words can make confused because of the students got difficult to guess their meaning, they afraid in wrong interpreting the words. Other students feel confused if they try to translate some

⁷⁷N, "Factors Affecting Vocabulary Learning Strategies: A Synthesized Study."

2. Vocabulary Learning Strategies used by the Students to Overcome Their Difficulties

For communication purposes, vocabulary is more important than grammar for the students. Mastering a second language involves learning vocabulary.⁸² Schmitt stated that vocabulary learning strategies is the one approach of facilitating vocabulary learning that has attracted increasing attention.⁸³ Vocabulary learning strategies in this study means the action used by the students to help them understand and remember vocabulary items in long-term memory. The researcher was used the theory from Norbert Schmitt which talking about Vocabulary Learning Strategies.

The second research question asked the vocabulary learning strategies that practiced by students to overcome their difficulties. According to Schmitts' taxonomy of Vocabulary Learning Strategies, any 5 main strategies, there are Determination strategies, Social strategies, Memory strategies, Cognitive strategies and the last is Metacognitive strategies.

a. Determination Strategies

The finding results showed that ‘guess its meaning from context’ is the most strategy used when the students first time found a new English word. Then the second most strategy which used is ‘use an Indonesian-English dictionary’. Furthermore, ‘check new words’ form (looking for its verb, nouns, etc.)’ was elected by the students. The next strategy is ‘use an English-English dictionary’ then followed by ‘(look for any word parts that I know (impossible, possible, possibility, possibly, etc.)’ strategy. Next, ‘check if the word is also Indonesian word’ and ‘use any pictures or gestures (body language) to help me guess the meaning’ used by 12 students to help them in discovering new words meaning.

⁸²N, *Researching Vocabulary: A Vocabulary Research Manual*.

⁸³N, *Vocabulary in Language Teaching*.

Based on direct research results, in English teaching and learning activities the most widely used strategy is the strategy of determination. This is because students can easily find new words by opening a dictionary which is included in the determination strategy. A dictionary is a must for learning a language and for developing a good vocabulary learning skill which means that students can develop success in vocabulary mastery on their own. So it can be assumed that if students are aware of the existence of these strategies, students can maximize these strategies and find strategies that are suitable for student achievement in learning English vocabulary.⁸⁶

b. Social Strategies

⁸⁵N, “Vocab. Learn. Strateg.”
⁸⁶N, “Vocab. Learn. Strateg.”
⁸⁷ Holidazia Rupina and Rojab siti Rodliyah,
 “StrategiSiswadalamPembelajaranKosa Kata BahasaInggris,” *Journal Penelitian Pendidikan* 20, no. 1 (2020): 111–120.

Based on the fact that research results sourced from previous journals, the overall vocabulary learning strategy is sufficiently correlated with the number of students' vocabulary volume. One that can be used and is appropriate is a social strategy because it can correlate with the number of students' vocabulary at the moderate level while the rest at the low level. This can be adjusted to the understanding capacity of each student. However, in general, the use of the social environment is a strategy that is easy to implement and easier to achieve goals.⁹¹

c. Memory Strategies

⁹⁰Ibid.
⁹¹C, “Vocabulary Learning Strategies of Thai University Students and Its Relationship to Vocabulary Size. International Journal of English Language Education.”
⁹²Rupina and Rodliyah, “Strategi Siswa dalam Pembelajaran Kosa Kata Bahasa Inggris.”

time they meet new English words. Then, 22 students choose C4 strategy (connect the word to other words with similar or opposite meanings), 21 students chose C6 (study the spelling of a word), and 18 students chose C2 strategy (connect the word to a personal experience). While, for C3 strategy (remember the words that follow or precede the new word) had elected by 17 students. Next, the 3 strategies which rarely used by the students in discovering the meaning of new words are C5 strategy (group words together to study them) with 14 students, C1 strategy (make a mental image (imaginary image) of the words' meaning) with 12 students and the last C8 strategy (say the new words aloud when I first meet them).

There were 7 strategies in this category. From 32 students, 23 of them prefer in used C10 strategy (use new words in sentences). Then, there were 22 students chose C9 strategy (remember the words in scales (always, often, sometimes, never). If it is used more, I spend more time to remember it), 18 students chose C13 strategy (remember the word using its word form (verb, noun, adjective)), 17 students used C14 strategy (make my own definition for the word), 14 students used C11 strategy (write paragraphs using several new words), 11 students used C12 strategy (remember the word by using its part (im-, un-, -able, -ful, -ment, ex-)) and 9 students prefer in used C15 strategy (use physical action when learning a word). They chose those strategies as an effort to remember new English words.

So it can be concluded that it is easier for the students to comprehend something based on the sound of new English words, and this method can be applied to schools by introducing students to activities that have a relationship with students' interests, one of which is songs or music with English lyrics easy to catch.

This strategies, also known as mnemonics, is associating the word to be remembered with previously learned information,

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusions of the study as well as suggestions. In this conclusion, the researcher explained related to the students' difficulties in finding the meaning of new words and strategies to overcome their problems. Furthermore, the researcher provides suggestions in this section.

A. Conclusion

There are several things that can be concluded from the results of the study in chapter IV. The conclusions from the data analysis can be determined as follows:

1. Students' difficulties in finding the meaning of new words

Based on the findings in chapter IV, students have 4 difficulties in finding the meaning of new words, namely: distinguishing 2 words with the same meaning, understanding one word with many meanings, words with unfamiliar concepts/registers and connotations, and L1 transfers and fake friends. Most of the students face difficulties in distinguishing 2 words with the same meaning. Because several words have the same meaning or synonyms or there are often two words that have overlapping meanings, students tend to confuse them. Then, understanding one word with some meanings, as well as the fact that some words are synonyms or have the same meaning, also seems to be the benefit to the learner, but it can also be a problem.

Another challenge which faced by the learner is that several words are register-specific and some words have certain connotations. The students felt unfamiliar concept words can be confusing because students find it difficult to guess the meaning, they are afraid to misinterpret words. The last is that some words are similar in two languages because they are derived the same source. This transfer can be both a help and a problem because it can therefore lead to L1 transfer errors for the EFL students.

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