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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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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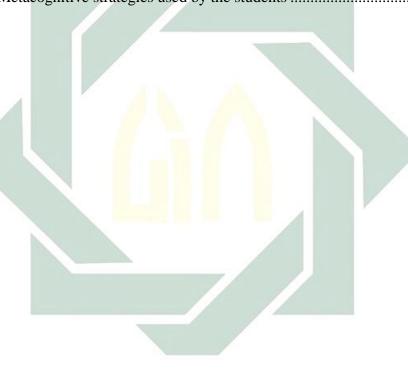


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CHAPTER I INTRODUCTION

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. Furthermore, McCarthy in Boonkongsaen 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. 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).

²Boonkongsaen 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.

junior high school, and senior high school levels. Further, many English courses were opened to provide EFL students' needs to learn English language, they usually give additional materials.

People who have learned the English will recognize if some vocabulary looks simple to study than other words. The very simple things are words which more or less identical both in form also in meaning, to their L1 equivalents.⁵ It means is not all of the words in English easy to learn for EFL students while learning vocabulary. Some factors influenced some words more difficult than others had done mentioned by Thornbury⁶ as follows: pronunciation, spelling, length and complexity, grammar, meaning, range, connotation and idiomaticity.

EFL students indicated still have problem in meaning aspect. According to Asgari and Mustapha, despite frequent use of the English language both inside and outside of the classroom, the students still face difficulties in their learning, with unknown words being the most difficult obstacle to overcome. This could be because vocabulary has been identified as being important to language use, and learners with low vocabulary knowledge have had difficulty acquiring a second language. As like statement above, students in Indonesia also has same problem in learning vocabulary, especially in discovering the meaning of new words. If the students cannot 'know' the meaning of a word, automatically they can forget words easily. It suited on Rahman⁸ stated that several factors that make English vocabulary difficult to be remembered and forgetting easily such as difficulties in pronunciation, spelling, idiomatic, and overlap meaning. Rahman used Junior High School students as a research subject.

⁴Pemerintah Republik Indonesia, *Peraturan Pemerintah Republik Indonesia Nomor* 32 Tahun 2013 Tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan, 2013.

⁵Thombury S, *How to Teach Vocabulary*. (Essex England: Pearson Longman, 2002). ⁶Ibid.

⁷Mustapha A A, "The Type of Vocabulary Learning Strategies Used by ESI. Students in University Putra Malaysia," *English Language Teaching* 4, no. 2 (2011): 84.

⁸Rahman F, "An Analysis of Students' Difficulties in Vocabulary Mastery: A Survey Study at Second Grade Students' of SMPN 19 Mataram in Academic Year 2015/2016," *Journal of University of Mataram* (2016).

To deal with those problems about finding the meaning of some new words and also forgetting words easily, students need to learn the strategies which can help them acquiring the meaning of new words. The strategies are employed by students in learning second or foreign language. The strategies that purposed are named as Vocabulary Learning Strategies (VLS). ⁹ The name is Vocabulary Learning Strategies (VLS) which each of the researchers was arranged it to be some different categories. Nevertheless, the strategies have a same purpose; it will help the students while learning English vocabulary. Further, VLS is facilitating in learning vocabulary. ¹⁰ In other opinion, VLS are important because vocabulary acquisition is a never-ending process that can help language learners overcome insurmountable difficulties. ¹¹ It seems that using VLS can help the students easier in acquiring large vocabulary repertoire especially for the students who have extra hours for learning English in the class often got some new English vocabularies.

According to Nirattisai and Chiramanee that vocabulary learning strategies (VLS) have the main advantage, they give permission to the students to take big control of their learning and also developed it "learner autonomy, independence, and self-direction". ¹² Furthermore, after the elementary school level, when the students are exposed to a large number of new English words in class, it is difficult for teachers to choose all of the useful words for them, so the students must take greater responsibility for their own vocabulary learning. ¹³ As explanation above, EFL students include

¹³Ibid.

⁹Saengpakdeejit R, "Strategies for Dealing with Vocabulary Learning Problems by Thai University Students," *Silpakorn University Journal of Social Sciences, Humanities, and Arts* 14, no. 1 (2014): 148.

¹⁰ Schmitt N, *Vocabulary in Language Teaching* (Cambridge, UK: Cambridge University Students Press, 2000).

¹¹Doczi B, "Comparing the Vocabulary Learning Strategies of High School and University Students: A Pilot Study," *WoPaLP* 5 (2011).

¹² Supika Nirattisai T C, "Vocabulary Learning Strategies of Thai University

¹² Supika Nirattisai T C, "Vocabulary Learning Strategies of Thai University Students and Its Relationship to Vocabulary Size. International Journal of English Language Education," *International Journal of English Language Education* 2, no. 1 (2014).

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).

see what the students' difficulties in learning vocabulary which is the central of learning language.

Next is the study from Supika Nirattisai and Thanyapa Chiramanee under the title *Vocabulary Learning Strategies of Thai University Students and Its Relationship to Vocabulary Size*.¹⁵ This study focused on VLS or vocabulary learning strategies and vocabulary size of university students. The instruments that used are vocabulary learning strategy questionnaire contained 39 strategies and bilingual English-Thai vocabulary size test. To analyze the data, this study use descriptive statistics and Pearson correlation. Further, the finding shows that the subjects used 2 strategies at high level, 18 strategies at moderate level, and 19 strategies at low level. Also, seventeen VLS were correlated with the students' vocabulary size at a moderate degree. The differences with the researcher's study are the researcher's study use qualitative method and also took subject research in the Senior High School not in the University. Also, the similarity is placed on the categories of Norbert Schmitt's Vocabulary Learning Strategies that applied by the researcher in the research.

Last study conducted by Nathaya Boonkongsaen entitled *Factors Affecting Vocabulary Learning Strategies: A Synthesized Study*. ¹⁶ This study focused on combining prior VLS 45 research studies that looked into the many aspects that influence learner's VLS use. 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. This research and the researcher's research differences are placed on the research focus. Here, the focus is factors that affecting learners' VLS use, whereas the researcher's focus study is the students' difficulties in discovering the meaning of new words and how they solve using VLS. Then, the similarities between this previous study and this study are talking about Vocabulary Learning

¹⁶N, "Factors Affecting Vocabulary Learning Strategies: A Synthesized Study."

¹⁵ C, "Vocabulary Learning Strategies of Thai University Students and Its Relationship to Vocabulary Size. International Journal of English Language Education."

Strategies and its purposes. It helps to facilitate the students in process of vocabulary learning and helps them to be more self-directed in learning vocabulary.

The researcher conducted the study at SMAN 1 Gedangan Sidoarjo because the school's condition is appropriate for the study. There are two types of English subjects for XI language class: Wajib English and Peminatan English. It means they required more attention in English language learning than other classes. Despite having learned a large number of vocabulary words in English, the majority of students still find it difficult when faced with new words, particularly the meaning of new words. Furthermore, in order to comprehend the entirety of the English material, students must understand the meaning of new words. It is similar to saying that students should solve their vocabulary learning problems intuitively independently. It is important for the students to know that vocabulary is crucial in language learning. Learning to read, speak, write, and listen all require a strong vocabulary. Therefore, this study focused on students' new words' meaning difficulties and how the students at SMAN 1 Gedangan Sidoarjo in academic year 2018/2019 overcome their problems in discovering new words' meaning using some vocabulary learning strategies.

B. Research Questions

In relation with the background research that has been described previously, the research questions can be formulated as follows:

- 1. What are the students' difficulties in discovering the meaning of new words in learning vocabulary at SMAN 1 Gedangan Sidoarjo?
- 2. What are the vocabulary learning strategies used by the students to overcome their difficulties?

C. Objectives of the Study

Considering the research question stated, this study aimed to investigate the following case:

- The students' difficulties in discovering the meaning of new words encountered while learning English vocabulary at SMAN 1 Gedangan Sidoarjo.
- 2. The vocabulary learning strategy used by the students to overcome their difficulties in discovering the meaning of new words while learning English vocabulary at SMAN 1 Gedangan Sidoarjo.

D. Significance of the Study

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 students, this study can give them knowledge about why vocabulary is difficult to learn. Moreover, the researcher would like to point out the strategies which they can use in facing new words in English and retaining it in their long-term memory.

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.

In addition, this study can point out some strategies applied by learners for the acquisition of new words in the second or foreign language which called Vocabulary Learning Strategies (VLS). With the VLS, students might be able to optimize their learning in English language, especially in vocabulary learning. Thus, the English Teachers can also improve their ability and creativity in teaching vocabulary using strategies which students had already used to make them easy in learning, remembering, and also recalling foreign words.

E. Scope and Limitation of the Study

This study has 2 scopes. First is vocabulary learning difficulties, specifically students' difficulties in discovering the meaning of new words which based on the researcher's preliminary study. Then, the second scope is vocabulary learning strategies that employed by the students to discover a new words' meaning.

The researcher described the discovery of new words' meaning difficulties based on Scott Thornbury and Michael McCarthys' theories, there are: distinguish synonyms, one word with multiple meaning, unfamiliar concepts, L1 transfer and false friends. Then, the researcher also analyzed the vocabulary learning strategies that used based on Nobert Schmitts' theory. The strategies divided into 5 groups, there are Determination, Social, Memory, Cognitive, and Metacognitive strategies. The data is taken from interviewing students and spread questionnaire.

Furthermore, this study has been limited to XI language class of Senior High School students at SMAN 1 Gedangan Sidoarjo in academic year 2018/2019.

F. The Definition of Key Terms

To have the same ideas and concepts in this study, the researcher clarifies the terms applied in this study, with the following details:

1. Vocabulary Learning

For communication purposes, vocabulary is more important than grammar for the students. Furthermore, all of the participants in the learning process (students, teachers, material writers, and researchers) agree that learning vocabulary is an important aspect of understanding a second language. ¹⁷ Ramos defined that vocabulary learning as the process of obtaining building blocks in the acquisition of a second

¹⁷N, Researching Vocabulary: A Vocabulary Research Manual.

language. ¹⁸ In this study, vocabulary learning means new words recognition done by English teachers to their students. New words usually interpreted into Bahasa (Indonesia), and then the students keep it in their notebook.

2. Discovering New Words' Meaning

Our vocabularies help in our ability to comprehend complex thoughts and concepts. We can appreciate the differences between similar meaning words as we add new words to our repertoire. We are more likely to see things in simple terms and respond well to those who give us simple answers to complicated situations if our brains are filled with simple word lists. ¹⁹In this study, the students ask for discovering new words' meaning whether in reading text or when listening section to add their vocabulary knowledge. Discovering new words' meaning also is the one of the students' difficulties while learning vocabulary like state in Thornbury theory.

3. Students' Difficulties

Students' difficulties referred to the problems which faced by the students in process of learning. In this study, difficulties means that faced by the students in discovering new word's meaning while learning English vocabulary. According to Thornbury ²⁰ and McCharthy's ²¹ theories, the difficulties are including: distinguish synonyms, one word with multiple meanings, not familiar concepts that cause a word difficult to understand and L1 transfer and false friends.

4. Vocabulary Learning Strategies

Schmitt stated that vocabulary learning strategies is one approach of facilitating vocabulary learning which has attracted in increasing

¹⁸ Ramos F D, "Incidental Vocabulary Learning in Second Language Acquisition: A Literature Review," *PROFILE* 17, no. 1 (2015): 158.

¹⁹ McKenzie J, "Discovering New Words and New Meanings. Retrieved September 2018, from Discovering New Words and New Meanings," no. April (2009), http://questioning.org/apr09/new.html.

²⁰S, How to Teach Vocabulary.

²¹Michael McCarthy, *Vocabulary Matrix: Understanding, Learning, Teaching* (Hampshire: Heinle, Cangage Learning, 2010).

attention.²² Vocabulary learning strategies in this study means the action used by the students to assist them understand and also remember vocabulary items in long-term memory. In this study, the researcher will use Vocabulary Learning Strategies from Norbert Schmitt's theory to analyzing data.

5. EFL Students

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). ²³In 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.

²²N, *Vocabulary in Language Teaching*.
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. ²⁴According 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).

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

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

crucial part in contextualized, meaningful language. Furthermore, vocabulary refers to a persons' understanding of the meaning of words. the term vocabulary can refer to a variety of things. For instance, some teachers use the term to refer to learners' immediate recognition of words in print as sight-word vocabularies, while others refer to terms students understand as meanings vocabularies. Other teachers use term to refer to learners' comprehension of words they hear in spoken language, or hearing vocabularies. Academic vocabulary is a term used by content teachers to refer to content-specific words. The term vocabulary is used in this section is to describe the students' comprehension of oral and written words.²⁷

Based on those statements, it can be assumed that vocabulary is a list of words as a basic component of language proficiency which has a form or expression and contains of aspects, they are meaning, use of word, form (pronunciation and spelling).

Learning vocabulary is crucial for someone learning the English language. Learning vocabulary is a major component of language two and foreign language acquisition and academic accomplishment, according to Tozcu and Coady in Rohmatillah, and is essential to reading comprehension and competency, with which it is closely linked. Furthermore, vocabulary learning is focused on the development of specific habits. Since that this entails the correlation of symbols with their meanings, this is obvious that expanding the meaning of the term is just as crucial as its continuous repetition.²⁸

Furthermore, vocabulary is important to students for communication. Vocabulary is essential, according to Gower, Philips, and Walters, especially in the early stages when children are determined to learn the basic words they need to get by in the language. Moreover, because the lexical system is "open". There is

²⁷ Rohmatillah, "A Study on Students' Difficulties in Learning Vocabulary," *Journal of IAIN Raden Intan Lampung* (n.d.).

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

The researcher had used theories mentioned above because the terms vocabulary and vocabulary learning are interlinked in the theories and this study. As stated by Brown, this study discusses some words that are listed with their meaning or definition in English learning. Because the students here are Indonesians, English is their second language, as mentioned by Tozcu and Coady in Rohmatillah.

b. Discovering New Words' Meaning in Vocabulary Learning

Learning vocabulary cannot be separated from a list of new words. According to Rohmatillah, there are four phases of learning vocabulary:³⁰

Discrimination

This is the first step. When listening and reading, it comprises the ability to identify sounds and letters from those close to them, as well as from the sounds and letters of comparable words, in order to keep them separate when speaking and writing. Failure to discriminate is a common source of error, as will be seen later.

Understanding meaning 2)

This implies understanding the meaning of a foreign word or phrase. Often, this is easy because the word may be directly associated with its object or because an English equivalent exists. During this stage, the students frequently ask

²⁹Roger Gower D P, Teaching Practice: A Handbook for Teachers in Training (Oxford: Macmillan, 1995).

Rohmatillah, "A Study on Students' Difficulties in Learning

Vocabulary."

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 encounterthem 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.³¹It 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 expections. 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.

4) Grammar

The grammar connected with the word is also difficult, particularly if it differs from that of its L1 equivalent. It can be difficult to remember if a verb like enjoy, love, or hope is connected by an infinitive (to swim) or an —ing form (swimming).

5) Meaning

Here, the researcher will explained the words' meaning difficulties in learning vocabulary as for research focus. Word meaning difficulties, according to Thornbury's theory³², occur when two words have similar meanings and learners are likely to mix them up. Make and do are good example: you make breakfast and make an appointment, but you also do the housework and do a questionnaire. It is possible that this is the first problem. Furthermore, words with several meanings, such as since and still, can be difficult for students to understand. They may be hesitant to accept a second, completely different meaning of the word after learning the first. The third problem is that a word may be difficult to learn due to unfamiliar concepts. As a result, culture-specific objects such as words and expressions related with the sport of cricket (a sticky wicket, a hat trick, and a good innings) may look enigmatic to most learners and will be difficult to learn.

Further, McCarthy, O'Keeffe and Walsh³³ contend that the problems for learners in words' meaning are;

a) Understanding words under their different meanings

Polysemy has the effect of repeatedly exposing learners to words that they recognize but have a different meaning. Most words in our vocabulary have many

³²S, How to Teach Vocabulary.

³³ McCarthy, Vocabulary Matrix: Understanding, Learning, Teaching.

meanings. It will teach our students that they must continually be on the lookout for new meaning of words they are already familiar with.

b) Distinguish synonyms

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

Learners also face the challenge of some words being register-specific and some words have certain connotations. In the case of register, this relates to specific domains in which language is used, for example, the language of law, business, academia, the media, everyday conversation, and so on. In the case of connotation, it is trickier because connotations grow and change within societies.

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'Keefe 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.

2. Vocabulary Learning Strategies

a. The Definition of Vocabulary Learning Strategies (VLS)

Vocabulary Learning Strategies (VLS) are one method of facilitating Vocabulary Learning that is gaining popularity. ³⁵ VLSs are regarded as part of language learning strategies. Based on their various points of view, different researchers proposed numerous definitions of Vocabulary Learning Strategies. Some of them are as follows:

Cameron describes VLSs as the actions that students apply to help themselves know, understand and remember vocabulary. 36 VLS recall them as include knowledge of the mechanisms (processes and strategies) used to learn vocabulary, as well as the procedures or activities performed by students to (a) acquire the meaning of unfamiliar words, (b) maintain them in long-term memory, (c) recall them at will, and (d) employ them orally or in writing. ³⁷VLSs are defined as any set of approaches or learning behaviors that language learners reported utilizing to find the meaning of a new word, retain newly learned words, and grow their vocabulary, according to Intarapresert. 38 Furthermore, Hamzah, Kafipour, and Abdullah looked at VLSs from three different perspectives. First, it might be any action taken by the students to aid in the learning of new language. Second, these acts must be able to boost vocabulary acquisition efficiency. Third, VLSs are deliberate activities made by a student to memorize new words.³⁹

³⁵N, Vocabulary in Language Teaching.

³⁷Catalan R M, "Sex Differences in L2 Vocabulary Learning Strategies," *International Journal of Applied Linguistics* 13, no. 1 (2003).

³⁶L Cameron, *Teaching Languages to Young Learners* (Cambridge, UK: Cambridge University Press, 2001).

³⁸ Intaraprasert C, "ETS Students and Vocabulary Learning Strategies: A Preliminary Investigation," *International of Suranaree University of Technology* (2004).

³⁹M S G Hamzah, "Vocabulary Learning Strategies of Iranian Undergraduate EFL Students and Its Relation to Their Vocabulary Size," *European Journal of Social Sciences* 1, no. 1 (2009).

The term vocabulary learning strategies has been defined as a language learners' attempt or attempts to uncover the meanings of unfamiliar words, to keep the newly learned words in long-term memory, and to recall them at will when faced with vocabulary problems. VLSs have also been used to refer to the intentional activities, behaviors, or mental processes that learners utilize, more or less consciously, to help them learn language. These processes guide interventions aimed at improving vocabulary in the target language.

b. Schmitts' Taxonomy of Vocabulary Learning Strategies

Before discuss more about Schmitts' taxonomy, it is interesting to note that there are alternative vocabulary acquisition methodologies classifications that have been classed differently based on different researchers' terminology and categorization concepts. Direct Approach, Mnemonics, and Indirect Approach are three basic categories that language learners have claimed to be effective, according to Rubin and Thompson. Lawson and Hogben divide elaboration into four categories: repetition, word feature analysis, basic elaboration, and extensive elaboration. Planning, sources, and procedures are three primary categories of vocabulary learning strategies defined by Nation. 40

The VLSs classification that proposed by Norbert Schmitt will 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

 $^{^{40}\}mathrm{R},$ "Strategies for Dealing with Vocabulary Learning Problems by Thai University Students."

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:

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.

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 onpictures, they have been found to be beneficial. If the conversation is spoken, gestures and tone can provide hints as to what is being said.

 $^{^{41}\}mathrm{N},$ Vocabulary in Language Teaching. $^{42}\mathrm{Ibid}.$

Inferring a word's meaning from its surroundings in a written text is known as guessing from the context.

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

b) Social Strategies

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

2) Consolidation Strategies

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

⁴³ Schmitt N, "Vocabulary Learning Strategies," *Vocabulary Learning Strategies*, no. April (2018), norbertschmitt.co.uk.

⁴⁴N, Vocabulary in Language Teaching.

⁴⁵N, "Vocab. Learn. Strateg."

classified into Social, Memory, Cognitive and Metacognitive strategies.

a) Social Strategies

Group work can be used to learn or practice vocabulary in addition to the discovery of new words. The students enlist teachers to check their work for accuracy, particularly flash cards and word lists, which are routinely used for independent learning outside of class. Interacting with native speakers is a good strategy to expand your vocabulary. One group of nonnative speakers enrolled in a British university gained an average of 1325 words every six months in Milton and Meara's study, compared to an average of 275 words gained in their home countries.⁴⁶

b) Memory Strategies

This strategies, also known as mnemonics, is associating the word to be remembered with previously learned information, employing imagery, or grouping. ⁴⁷ 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.

People appear to instinctively classify words into groups without prompting, which is an important technique to enhance recall. Recall is improved when words are structured in some way prior to memory. Another type of mnemonic method is to focus on the orthographic or phonological form of the target word to aid recall.

⁴⁷N, Vocabulary in Language Teaching.

⁴⁸Ibid.

⁴⁶Ibid.

Language retention has been proven to be helped by 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. 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. Several word word word word.

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

⁵⁰Ibid.

⁴⁹Ibid.

⁵¹N, "Vocab. Learn. Strateg."

⁵²N, Vocabulary in Language Teaching.

that they may not encounter again for a long time, is part of this. When the goal is enhanced reading speed rather than vocabulary growth, the method of passing over unknown words is more helpful.⁵³One of the most crucial methods is to make a conscious decision to keep going.

B. Previous Studies

Related to this study, some previous studies are conducted. The first study was conducted by Firman Rahman, Sahuddin, and Edy Syahrial under the title an analysis of Students' Difficulties in Vocabulary Mastery: A Survey Study at Second Grade Students of SMPN 19 Mataram in Academic Year 20115/2016. 54 The study considered the kinds and factors of students' difficulties in vocabulary learning at Junior High School level. The study uses a descriptive qualitative method, using test and questionnaire as the research instruments. Further, this study focuses on all aspects of difficulties in vocabulary learning (for example grammar, spelling, meaning and etc.) and also the factors that caused it.

Another similar research is done by Rohmatillah with titled *A Study on Students' Difficulties in Learning Vocabulary*. ⁵⁵This study also focused into the different types of vocabulary acquisition problems that students have, as well as the factors that contribute to these difficulties. The participants in this study were first-year English Education Department students at IAIN Raden Intan Lampung who took a vocabulary lesson. The data on this study were analyzed descriptively. Both of those studies above have similar topic, but different research subject and limit with the researchers' study.

The other research entitled *The Importance of Vocabulary in Language Learning and How to be Taught*⁵⁶ by Mofareh Alqahtani. Here, it

⁵³N, "Vocab. Learn. Strateg."

⁵⁴F, "An Analysis of Students' Difficulties in Vocabulary Mastery: A Survey Study at Second Grade Students' of SMPN 19 Mataram in Academic Year 2015/2016."

⁵⁵Rohmatillah, "A Study on Students' Difficulties in Learning Vocabulary."

⁵⁶M, "The Importance of Vocabulary in Language Learning and How to Be Taught."

discussed about the important research in the inability of vocabulary also explained some techniques that used by English language teachers when teaching the English lesson. This study occupied Saudi Arabia's educational systems as its point of view.

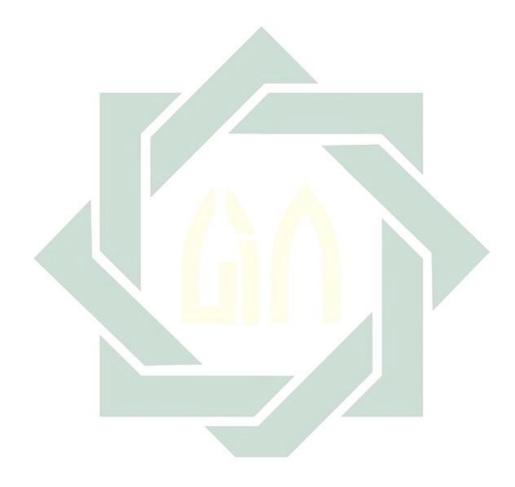
Next, the study from Supika Nirattisai and Thanyapa Chiramanee under the title *Vocabulary Learning Strategies of Thai University Students and Its Relationship to Vocabulary Size* comes as fourth study.⁵⁷ This study focused on vocabulary learning strategies (VLS) and vocabulary size of some university students. The instruments that used are questionnaire of vocabulary learning strategy which contained 39 strategies and bilingual (English-Thai) vocabulary size test. To analyze the data, this study use descriptive statistics and Pearson correlation. Further, the finding shows that the subjects applied 2 strategies for high level, 18 strategies for moderate level, and 19 strategies for low level. Also, seventeen VLS were correlated with the students' vocabulary size in the moderate degree.

Last study conducted by Nathaya Boonkongsaen entitled *Factors* Affecting Vocabulary Learning Strategies: A Synthesized Study. ⁵⁸This 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.

In general, the differences among all previous studies above and this research are in the focus, method, limit and subject. This study focused on students' discovering new words' meaning difficulties and how the students overcome problems using vocabulary learning strategies. The method used for this research is qualitative descriptive with naturalistic approach. In

⁵⁷ C, "Vocabulary Learning Strategies of Thai University Students and Its Relationship to Vocabulary Size. International Journal of English Language Education."
⁵⁸N, "Factors Affecting Vocabulary Learning Strategies: A Synthesized Study."

addition, the Senior High School students which have contribution for this study are the target subjects.



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. 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. 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).

study had done on Friday, January 11th 2019 after the final examination of first semester.

C. Data and Source of Data

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.

The questionnaire has 2 parts. First part is open-ended questionnaire to answer first research problem and then second part is close-ended questionnaire to answer second research problem. The questionnaire had filled by 32 students. In addition, the researcher did an interview with 3 students who selected by their English teacher. The interview purposed to get deep information about students' difficulties and strategies in discovering the meaning of new words.

D. Data Collection Technique

The data for this study was collected using a questionnaire and an interview as the technique to answer research questions. The researcher distributed the hardcopy (offline) questionnaire to 32 students of XI grade of language (Bahasa) students in the class. The questionnaire consist of 9 question items with written answer and 40 items with 2 options answer, there are "yes" and "no". The students filled the questionnaire that contains several questions and statements.

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

Friday, January 11th 2019. The researcher collected and analyzed the questionnaire results and interview transcripts to answer the first and second research questions.

E. Research Instruments

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

1. Questionnaire

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.

Questionnaire is various written question that used to gain any information from respondents to carry out something that correlated to them according to their experience or prior knowledge. ⁶¹ This questionnaire is filled by 32 students of XI language (Bahasa) class and to respond the first and second research questions. This instrument already validated by the lecturer as a validator before the researcher did this research.

2. Interview Guideline

The interview guideline has been chosen as a standard guide to analyze the students' difficulties and their strategies to overcome it. The

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

researcher arranged 15 questions for the students based on the theories on chapter II. Each question was asked by a researcher in the interview time and answered by the students.

There are 15 questions for the learners that applied to help respond the research questions. The first question is about how the students' opinion about learning English and its importance for them. Second is about the students' difficulties in learning English. Third is the students' opinion about learning new English words. Fourth is about the students' difficulties in learning English vocabulary (specifically in words' meaning aspect). Fifth, what are others problems which the learners may have in discovering the meaning of new words. Sixth until twelfth is asked about students' point of view in the way they solve the difficulties in learning English vocabulary using some VLS. Thirteenth, is asked about what strategies that less effective for the learners in learning new English words. Fourteenth, is what the strategies that effective for the students in learning new English words. Fifteenth, is asked any other the students' comments or opinion about the strategies in learning new English words.

The researcher was interviewed the students as the objects of this study. Interview set the researcher in private contact with the students. The interview is purposed to get answer for the first and second research questions about what the students' difficulties in discovering a meaning of new words and how they overcome it used some vocabulary learning strategies. This instrument also validated by the lecturer before the researcher took the research in the school.

F. Data Analysis Technique

The data was analyzed by the researcher using a descriptive qualitative method. The data was collected through interview and questionnaire. The data was collected and analyzed by the researcher.

Firstly, to know the students' difficulties encountered while learning English vocabulary, the result of open-ended questionnaire analyzed by using Thornbury and McCharty's theories and focused on the difficulties in words meaning, either new words or words which ever encountered by the students before. Secondly, to investigate the vocabulary learning strategies which the students were applied, the researcher used close-ended questionnaire that adapted from Norbert Schmitt taxonomy as a guide in the data analysis process. Thirdly, to reach additional information related to both of research problems, the researcher analyzed the interview transcripts.

G. Checking Validity Findings

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.

⁶²John W Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth. (Boston: Pearson Longman, 2012).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and also discussion of the students' difficulties and strategies for learning the meaning of new English words. It is purposed to answer the problems of this study. The first part presents the findings of this study, there are: the students' difficulties and strategies in discovering the meaning of new words while learning vocabulary. Then, the second section presents the discussion of the findings.

A. Research Findings

The research was conducted through one time of direct filled questionnaire and interview on January, 11th 2019 after the students' final examination. The data is gained hard copy questionnaires and result of interview from XI language class, so there are 32 questionnaires had been collected and 3 interview transcripts to analyze. Theories that used in the questionnaires are the guidance in analyzing students' difficulties in discovering the meaning of new words and to overcome their difficulties while learning vocabulary.

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

The data displayed by the researcher according to the questionnaire and interview guideline questions. The researcher explained the result of the research according to the questions from openended questionnaire and interview. The researcher spread hard file of questionnaires to 32 students in the classroom. Before asking about the students' difficulties in learning new vocabulary, the researcher asking to the students' opinion about learning English are important or not. This question asked because the researcher would to know the students' opinion related to English learning and their own difficulties while learning English. Here, the researcher hopes the respondents honestly write their point of view. From 32 students that became the research

subjects, all of the students said that learning English is important for them. Most of the students have same opinions about English learning is necessary for their life and future. They believe English already became International language, so they need it for their higher education and future career. We can see on some students' point of view below:

"Very important. English can add knowledge. Without English, life feels incomplete", said Student 1. Another opinion said that English needs in term seeking a job, like stated by Student 5, "For me, English learning is very good and very important because English is International language. In addition, people who can use English tend to get job easily someday." Next, the researcher also found one of the students stated that English lesson and English test is important for his next education. He said, "English is important because we need TOEFL while in University." (Student 13) Moreover, any student feels interest to learn English, because in this era it can be an obligation to do many things, as stated by Student 17, "English learning is very interesting, of course English is important because in this era English to be an obligation for people to work, do business, and do travel around the world."

Further, some students have opinion that English learning is important for communication with people around the world, as like as the student's statement here, "In my opinion, English is important because many positive impacts, for instance education achievement, more confident and can get many friends from other countries." (Student 2) Then, similar statement that the researcher found is coming from Student 11, she said, "For me it is important because with English learning, I know how to speak and choose vocabulary well. English also very important for communicate with other countries people."

After know the students' point of view about learning English, the researcher wrote findings on the students' difficulties aspects while learning English. The difficulties aspects in learning English depend on the students' opinions are: Verb, Tenses, Grammar, Vocabulary and Pronunciation. The researcher was found 11 from 32 students of XI Language class got difficulty in learning vocabulary. The number shows that the most difficult aspect for the students in learning English is

vocabulary, as like as some students defined, "The words (vocabulary) then words' rules are so many." (Student 24) Then, another student's opinion say, "How to pick the right word in the right time, for instance what the word appropriate use in this time, because when we showed something we can use some words. So, I got difficulties in that thing." (Student 26) Vocabulary less also be the difficulty for a student, especially when facing English story, as stated by Student 27, "I got difficulties in understanding story because my vocabulary repertoire is less." Vocabulary means here is related to words' meaning, the difficulty in finding some new English words.

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:

Table 4.1 The students' difficulties while facing new words

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

The researcher managed the table with some explanations related to the findings about some difficulties which faced by the students in discovering the meaning of new words. The explanation based on the open-ended questionnaire and interview results which had done by the researcher. There are:

a. Distinguishing 2 words with same meaning

Table above showed that total 20 students have difficulties in distinguish 2 words with same meaning. S11 and S30 have difficulties when they found 2 words with same meaning that they just know while learning English, whether in reading text or listening teacher explanation, for instance when she found the words of "begin" and "start". It makes they feel difficult and confused to put those 2 words with same meaning to the sentences or to say it. Sometimes, some students forgot with how to write the word or usually called as spelling and how to sound the word or usually called as pronunciation. Other case happened to S12 who have difficulties when she used the words in some sentences or S20 and S2 have difficulties when they should use some words which have same meaning in what condition or situation. Further, S13 got her difficulties in distinguish 2 words with same meaning when she listening those words and then translate them, those can have same translate but sometimes have different 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

understand because the words' meaning can guessing depend on the text content. Besides, the three students who already interviewed by the researcher said that they do not have difficulties when distinguish 2 words with same meaning. They contend that some words with same meaning can be distinguished from reading text content, which is not being a big issue for them in learning new English vocabulary.

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.

b. Difficulties while facing one word with multiple meanings

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.

Further, some students contend one word with multiple meanings can be hard to guess while examination. As like opinions from S3 and S21, they have same point of view if they faced a word that have number of meanings in English examination, they be got difficulties. They explained if that happen because when examination held, they cannot see dictionaries whether online (internet) or offline (dictionaries books or mobile phone application).

The students only can open dictionaries while English learning process, so S9 have opinion that polysemy not being a serious difficulty because internet had explained well and detail.

In addition, same with S9, the interviewees have point of view that polysemy difficulty is not being a big issue, 2 of 3 interviewees solve the difficulties through guess the meaning based on the context or theme of the text or speaker speaks about. Besides, one of them believed that he easy to know the word with multiple meanings. He said that every he watch YouTube videos, many of new words and slang he can easy to know the meanings.

From the information obtained from the students' statements in the questionnaire and interview, they also find difficulty in facing one word with multiple meaning. Then, the students usually have their own ways to solve their problem, for instance, see the dictionaries.

c. Difficulties while meet the words with unfamiliar concepts/register and connotation

The highest number of the students' difficulties occurred in the words with unfamiliar concepts register and connotation point, total 30 from 32 students who got this problem. Most of the learners find it difficult to learn culture-specific items in English-speaking nations, such as words and expressions related with the sport of cricket (a sticky wicket, a hat trick, and a good innings). Then, connotations which grow and change within societies and language with specific domains as like in law, business and etc. can also be another challenge that the students face in English learning process.

This difficulty occurred because the unfamiliar concepts' words are rarely explaining in a classroom, as like some students point of view, S8 said that she got difficulties while meet the words because the concepts rarely explained and of course the words which used are hard enough to be understand. Same opinion also stated by

and S17 and S32, 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. 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.

d. L1 transfer and false friends

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.

First student (S2) told if sometimes she got confused to distinguish them, in this term the Bahasa Indonesia words which have same spelling with English language, for example *air*, it has same spelling but different meaning. In Bahasa Indonesia, *air* means water. Next, second and third students have similar point of view. They agreed that sometimes they got difficulties; depending on they ever knew or heard the words before.

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.

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

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.

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.

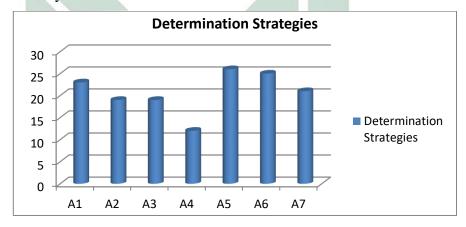


Chart 4.1 Determination strategies used by the students

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, possiblity, 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.

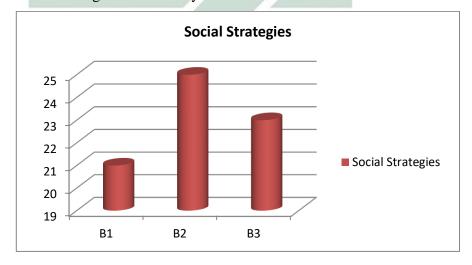


Chart 4.2 Social strategies used by the students

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.

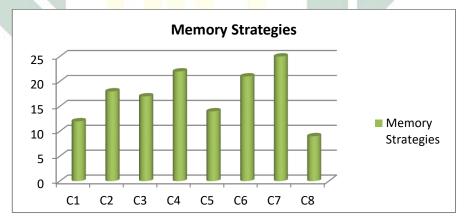


Chart 4.3 Memory strategies used by the students

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.

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 with 9 students (say the new words aloud when I first meet them).

Then, when the students want to remember some new English words and build their words repertoire, they will do some strategies to make the words last long in their memory. It represent of consolidation strategies for remembering that word once it has been introduced. The categories of those strategies are social strategies (2 strategies), memory strategies (7 strategies), cognitive strategies (7 strategies) and metacognitive strategies (6 strategies). The result is figured as follow:

a. Social Strategies

In these strategies, the students enlist teachers to check their work for accuracy, particularly flash cards and word lists, which are routinely used for independent learning outside of class. Interacting with native speakers is a good strategy to expand your vocabulary. This chart below described the result of close-ended questionnaire of social strategies that used by the students.

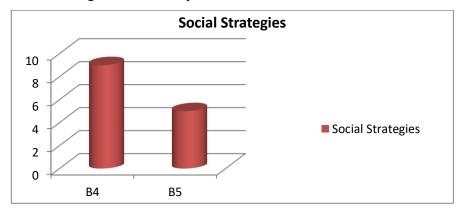


Chart 4.4 Social strategies used by the students

We can see from those data above, from 32 students that were filled the close-ended questionnaire, any 9 students used B4 strategy (ask the teacher to check my definition) and 5 students chosen B5 strategy (talk with native speakers) in term build new vocabulary repertories.

b. Memory Strategies

In these strategies, people appear to instinctively classify words into groups without prompting, which is an important technique to enhance recall. Recall is improved when words are structured in some way prior to memory. ⁶⁶ Another type of mnemonic method is to focus on the orthographic or phonological form of the target word to aid recall. Language retention has been proven to be helped by physical action when learning. ⁶⁷This chart below described the result of close-ended questionnaire of memory strategies that used by the students.

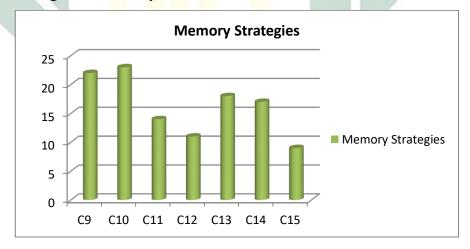


Chart 4.5 Memory strategies used by the students

There were 7 strategies in this category. From 32 students, 23 of them prefer in used C10 strategy (use new words in sentences).

⁶⁶Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge, UK: Cambridge University Press.

⁶⁷Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge, UK: Cambridge University Press.

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.

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. This chart below described the result of close-ended questionnaire of cognitive strategies that used by the students.

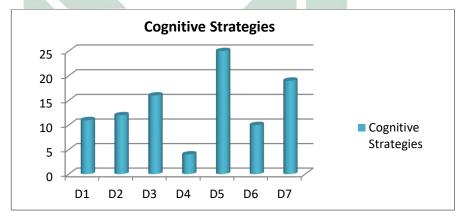


Chart 4.6 Cognitive strategies used by the students

According to the display data above related to cognitive strategies categories which has sub 7 strategies, the students had

⁶⁸Schmitt, 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.

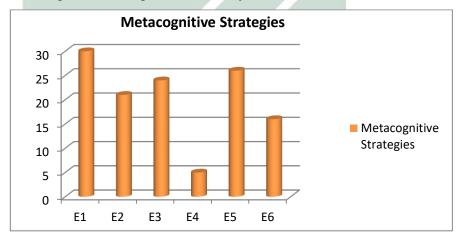


Chart 4.7 Metacognitive strategies used by the students

 $^{69} Schmitt,$ N. (2000). *Vocabulary in Language Teaching.* Cambridge, UK: Cambridge University Press. This can be explained based on the figure above, there were the highest choice is E1 strategy (use English-language media (songs, movies, the internet)) which used by 30 students, then E5 strategy (pay attention to English words when someone is speaking English) used by 26 students. Next, 24 students prefer to choose E3 strategy (study new words many time). While, 3 other strategies in metacognitive strategies are E2 strategy (test myself with word tests) that used by 21 students, the E6 strategy (review new words after the end of the lesson or courses) which opted by 16 students and the last the 5 students were chose E4 strategy (skip or pass new words).

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.

The second student (S2) has same strategy for asking friends in translating the words. He said that he asking friends when he found strange vocabulary in some songs. He usually asks his friend who believed smarter than him. Moreover, he has another way to know the meaning of a word, there is from guessing the gesture or body movement from the speaker.

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.

Further, to see what the students do for remembering some new English words, the researcher will point out it. After the students facing some new English words, they need for remembering them; some different way did by 3 interviewees. The researcher found that there was S1 has some strategies as stated in the close-ended questionnaire. S1 said that he has already take a note with the meaning, then remembering on his brain while murmur. Besides, he did cognitive strategies above, he also applied one of the memory strategies, and he used new words in sentences.

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.

The English teachers also have important role related to the students learning. S1 has opinion that teachers were helpful because they explained from English to Bahasa Indonesia directly in the classroom, so he can understand well. S2 also said that he prefer to listening so teachers most helpful than textbooks. As like as S1 and S2, S3 prefer to choose teachers, because they practice directly, explaining then give an examples in the classroom. He rarely used textbooks to learn new vocabulary.

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

S1, S2 learned new English vocabulary from YouTube videos and some games. He learned by himself, nobody helped him while got problems in learning new English vocabulary at home. S3 has practice strategies. He said that he only practice and practice to learn new English words. In his opinion, study without practice will not be effective. He also helped by the native speakers. He often communicated with native speakers via online and social media, for instance Facebook and Instagram.

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).

B. Research Discussion

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 McCharthy 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 by the students in discovering new word's meaning while learning English vocabulary. Further, the researcher was found 11 from 32 students of XI Language class got difficulty in learning vocabulary. The number shows that vocabulary is the most difficult aspect for the students in learning English.

The first research question asked the students' difficulties which facing the meaning of new words. According to Thornbury ⁷⁰ and McCharty's ⁷¹ theories, the students may got difficulties in 4 points, there are: distinguish synonyms, one word with multiple meanings, unfamiliar concepts, and L1 transfer and false friends.

a. Difficulties in distinguishing 2 words with same meaning/distinguish synonyms

The finding result shows that the students have difficulties in distinguish 2 words with same meaning. They found 2 words with same meaning that they just know while learning English, whether in reading text or listening teacher explanation, for instance when she found the words of "begin" and "start". Other cases happened to the students who have difficulties when they use the words in some sentences or when they should use some words which have same meaning in what condition or situation or when she listening those words and then translate them, those can have same translate but sometimes have different meaning.

In Thornbury's theory, words' meaning difficulties are when two words overlap in meaning; learners are likely to confuse them.⁷² *Make* and *do* are a case in point: you *make breakfast* and *make an appointment*, but you *do the housework* and *do a questionnaire*. It can be a first problem. The fact that some words are synonyms or have same meaning may appear to be beneficial to students, but it can also be problematic. Only words in various versions of English,

⁷²S, How to Teach Vocabulary.

⁷⁰S, *How to Teach Vocabulary*.

⁷¹McCarthy, Vocabulary Matrix: Understanding, Learning, Teaching.

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.

Therefore, a vocabulary learning strategy (VLS) is needed because it can play a key role in vocabulary learning. For ESL or EFL learners, lack of vocabulary knowledge may affect reading, writing, listening, and speaking skills in the target language. For this reason, the existence of VLS is expected to help facilitate students' vocabulary learning process and help students become more independent in learning vocabulary. Implications for teaching and learning VLS in the context of English as a second language (ESL) or foreign language (EFL) showed⁷³.

b. Difficulties while facing one word with multiple meanings

The finding proved 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, they have not enough English vocabulary that they understood whereas there are some words in English which has multiple meanings. Further, some students contend one word with multiple meanings can be hard to guess while examination because when examination held, they cannot see dictionaries whether online (internet) or offline (dictionaries books or mobile phone application).

As stated as Thornbury's theory that the learners may have difficulty with words with many meanings, such as since and yet. They may be hesitant to accept a second, completely different meaning of the word after learning the first. Further, McCarthy, O'Keeffe and Walsh also stated that polysemy has the effect of frequently exposing learners to words that they recognize but signify something else. 75

The success of language learning is the goal of every language learner. There are two main components related to the

 $[\]rm ^{73}N,$ "Factors Affecting Vocabulary Learning Strategies: A Synthesized Studv."

^{/4}Ibid.

⁷⁵McCarthy, Vocabulary Matrix: Understanding, Learning, Teaching.

success of language learning ⁷⁶, namely: what happens in the classroom and what happens outside the classroom. In language learning, strategies related to how students behave towards their learning process are very important. Learning strategies have an important role to implement students' language skills. Therefore, the strategy needs to be applied consistently in the teaching system so that students want to follow the method and overcome their difficulties while facing one word with multiple meanings.

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 pronunciation ⁷⁷. This causes the alignment of research results on what is happening and experienced by students.

c. Difficulties while meet the words with unfamiliar concepts/register and connotation

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

⁷⁶Maguire, Moira, and Brid Delhunt, "Doing a Thematic Analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholars," *All Ireland Journal of Higher Education* 9, no. 3 (2017).

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

words which have different conception with their mother tongue language.

This difficulty happened because the unfamiliar concepts words are rarely explaining in a classroom. According to Thornbury's theory that culture-specific items for example words and expressions associated with the game cricket (*a sticky wicket, a hat trick, and a good innings*) will appear confusing to most students and are unlikely to be learned easily. In addition, some words in the language of law, business, academia, the media, everyday conversation, and so on. In the case of connotation, it is trickier because connotations grow and change within societies.

Some students usually facing this difficulty while exploring some books, movies, or games which contained some unfamiliar English words. If in the school, they learned about English Peminatan that contained the subject material of business, office, and some topics about occupation. They said is hard to learn about it at the first time, but then they looking for the meaning and try to remember. So, if the words appear again, they will understand.

However, in learning English, vocabulary is an important part of learning a foreign language because the meaning of new words is emphasized very often, both in books and in class. It is also a language teaching center and very important for language learners. Vocabulary teaching may be problematic because many teachers are unsure about best practices in vocabulary teaching and sometimes do not know where to start to establish an instructional emphasis on word learning. However, it has a lot of vocabulary and explains

⁷⁸S, How to Teach Vocabulary.

⁷⁹McCarthy, Vocabulary Matrix: Understanding, Learning, Teaching.

many of the techniques used by English teachers when teaching English⁸⁰.

d. L1 transfer and false friends

The finding showed that the lowest number of the students' difficulties in discovering the meaning of new words is in L1 transfer and false friends. The student told if sometimes they got confused to distinguish them, in this term the Bahasa Indonesia words which have same spelling with English language, for example *air*, it has same spelling but different meaning. In Bahasa Indonesia, *air* means water. Next, some students have similar point of view. They agreed that sometimes they got difficulties; depending on they ever knew or heard the words before.

According to McCarthy, O'Keeffe and Walsh's theory that we call cognates terms that are similar in two languages because they derive from the same source. 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. 81

However, the importance of vocabulary and vocabulary mastery is insufficient to prompt ELT practitioners to place a larger emphasis on vocabulary teaching and learning, since it has been discovered that vocabulary teaching and learning appears to be neglected in the Indonesian setting. This appears to be unfortunate, given that learning English in a country where English is a foreign language, such as Indonesia, is likely to face many obstacles and challenges, with students dealing with vocabulary in particular, particularly some English vocabulary that is similar to their mother tongue.

⁸⁰F, "An Analysis of Students' Difficulties in Vocabulary Mastery: A Survey Study at Second Grade Students' of SMPN 19 Mataram in Academic Year 2015/2016."

⁸¹Ibid.

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. Schmitt stated that vocabulary learning strategies is the one approach of facilitating vocabulary learning that has attracted increasing attention. 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.

⁸³N, Vocabulary in Language Teaching.

⁸²N, Researching Vocabulary: A Vocabulary Research Manual.

According to the results of the data that has been accumulated, it can be concluded which the appropriate strategy to be used is a strategy in which the data creates a new atmosphere and color for students. So that in its implementation students will not feel burdened if the material provided can be easily accepted by students, it can be said that the teaching strategy is successful. Each strategy has different goals and patterns.

According to the theory that used in this study, the first category, Determination strategies, contains strategies employed by an individual when faced with the discovering the meaning of a new word without reference to the expertise of others. Hese strategies make learning a new word from the first four selections easier. Learners may be able to determine the part of speech of a new word, which can aid in the guessing process. They can also get clues about the meaning of the words from its root or affixes, however this is not always accurate.

Mutter in German and Mother in English are examples of cognates, which are words that have descended from the mother tongue (L1) word. Language also borrows words from other languages, which are often identical in appearance and meaning. L1 cognates can be a valuable resource for predicting the meaning of new words as well as remembering them.

Context should be regarded to mean more than just textual context when attempting to deduce the meaning of an unknown words. 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. Inferring a word's meaning from its surroundings in a written text is known as guessing from context.

⁸⁴Ibid.

Then, finding a word's meaning through reference materials, primarily dictionaries. Bilingual dictionaries looks to be applied much more extensively than monolingual dictionaries by second or foreign language learners. List of words and flash cards also could be reference materials. Word lists are helpful for first exposures to new words, but the partially learnt words must be supplemented with extra information.⁸⁵

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

According to Rupina Holidazia's⁸⁷ research entitled Strategy in using student determination strategies in learning English vocabulary; students must learn as much vocabulary as possible to build good communication with other students.

b. Social Strategies

Strategies for figuring out what a word meaning for the first time, 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

⁸⁶N, "Vocab. Learn. Strateg."

⁸⁵N, "Vocab. Learn. Strateg."

⁸⁷ Holidazia Rupina and Rojab siti Rodliyah, "StrategiSiswadalamPembelajaranKosa Kata BahasaInggris," *Journal Penelitian Pendidikan* 20, no. 1 (2020): 111–120.

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.

Then for remembering that word once it is been presented, any 32 students that were filled the close-ended questionnaire, any 9 students used B4 strategy (ask the teacher to check my definition) and 5 students chosen B5 strategy (talk with native speakers) in term build new vocabulary repertories.

Based on the results of the student selection, one of the strategies that can be used in vocabulary is talking or asking friends. Students will be easier and able to adjust each direction of the conversation so that more and more vocabulary will be responded to. And also in its daily application, if it is comfortable, students will be more comfortable to ask questions and talk to their peers both in strategies to increase English vocabulary or anything else. This happens because socially students can harmonize.

To enhance language learning, social strategies rely on interactions with others. ⁸⁸ 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. The disadvantages include that the teacher must be fluent in the learners' native language, and that most translation pairings are not exact equals, allowing for the transfer of some incorrect information. Paraphrasing well involves similar kinds of complexities. In other way, learners can also be introduced to new words and their meanings through group activity. ⁸⁹

⁸⁹N, "Vocab. Learn. Strateg."

⁸⁸N, Vocabulary in Language Teaching.

Group work can be used to acquire or practice vocabulary in addition to the original discovery of a word. Another social strategy, which is generally underutilized, is for the students to ask teachers to double-check their work, particularly flash cards and word lists, which are commonly used for independent learning outside of class. Interacting with native speakers is a good strategy to expand your vocabulary. One group of nonnative speakers enrolled at a British university gained an average of 1325 words every six months in Milton and Meara's study, compared to an average of 275 words gain in their home countries.⁹⁰

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

According to the study, the need to learn English vocabulary is extremely important to improve students' language skills. And the effective way is that students must learn as much vocabulary as possible to build good communication with other students. 92

c. Memory Strategies

According to the data in research findings;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

 $^{^{90}}$ Ibid

 $^{^{91}\}mathrm{C},$ "Vocabulary Learning Strategies of Thai University Students and Its Relationship to Vocabulary Size. International Journal of English Language Education."

 $^{^{92}\}mathrm{Rupina}$ 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,

employing imagery, or grouping.⁹³ 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.

People seem to naturally organize words into groups without prompting, and grouping is a key technique to improve recall. Recall is better when words are structured in some way before being memorized. ⁹⁴ Another mnemonic method is to concentrate on the target word's orthographic or phonological form to enhance memory. Physical action has been demonstrated to help language recall when learning, ⁹⁵

d. Cognitive Strategies

According to the display data above related to cognitive strategies categories which has sub 7 strategies, the students had elected those strategies as follows: 25 students chose D5 strategy (take note 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 word aloud many times), 10 students chose D6 strategy (put English label on physical objects) and last 4 students chose D4 strategy (used flashcards to record new words) as the ways in learning new English words.

The manipulation or change of the target language by the learner is a common function of cognitive strategies. They are related to memory strategies, but they do not focus on manipulative mental processing particularly. They include adopting mechanical techniques to study language, such as keeping vocabulary notebooks,

⁹³N, Vocabulary in Language Teaching.

⁹⁴ Ibid.

⁹⁵ Ibid.

as well as repetition.⁹⁶ Several authors have suggested for the use of vocabulary notebooks. The sort of notebooks that combines the progressive acquisition of different kind of word knowledge for each word, as well as the usage of increasing rehearsal.⁹⁷

English is mostly taught through various types of texts, and students are obligated to read the texts and comprehend what the text about. One of the most important concerns at this point is that students still lack vocabulary. This data supports the findings of those who discovered that students' limited vocabulary is the most significant barrier to learning English in an EFL context. So, the students can use some strategies from Cognitive strategies to learn English vocabulary as much as they can.

e. Metacognitive Strategies

This can be explained based on the figure above, there were the highest choice is E1 strategy (use English-language media (songs, movies, the internet)) which used by 30 students, then E5 strategy (pay attention to English words when someone is speaking English) used by 26 students. Next, 24 students prefer to choose E3 strategy (study new words many time). While, 3 other strategies in metacognitive strategies are E2 strategy (test myself with word tests) that used by 21 students, the E6 strategy (review new words after the end of the lesson or courses) which opted by 16 students and the last the 5 students were chose E4 strategy (skip or pass new words).

According to the data obtained, it is shown that students are easier to understand learning strategies through media that are often encountered every day and are not boring. Students choose strategies that can be done with fun things so that in understanding and delivering the material it will be more easily absorbed.

⁶Ihid

⁹⁷N, "Vocab. Learn. Strateg."

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. ⁹⁸ English books, newspapers, magazines and movies are an almost limitless English language learning resources. To efficiently acquire a second or foreign language, it is necessary 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.

EFL 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 studying the most useful one. Knowing whether to skip or pass a word, especially low-frequency words that they may not encounter again for a long time, is part of this. When the goal is enhanced reading speed rather than vocabulary growth, the strategy of passing over unknown words is more helpful. ⁹⁹ One the most important strategy is to make a conscious decision to keep going.

The results of research obtained from previous research, in daily English teaching and learning activities, shows that most students use affective strategies more in their English learning. That matter explained that good attitudes and motivation take a big part in language learning strategies through students for a deeper understanding of using English for students' daily conversations. Then, several factors such as the ability to Motivate yourself in learning English and the environment become an obstacle in mastering English. ¹⁰⁰

⁹⁸N, Vocabulary in Language Teaching.

⁹⁹N, "Vocab. Learn. Strateg."

¹⁰⁰ N, "Factors Affecting Vocabulary Learning Strategies: A Synthesized Study."

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.

2. Vocabulary Learning Strategies used by students to overcome their difficulties

Based on the results of the study, there are 5 main strategies used by students, namely: Determination, Social, Memory, Cognitive, and Metacognitive Strategies. The determination strategy includes 7 strategies, namely: checking new word forms (e.g. finding verbs, nouns, adj., adv., etc.), looking for parts of words that I know (impossible, possible, likely, possible), etc.). Then, the Social Strategy includes 5 strategies, namely: asking the teacher to give me a definition or sentence, asking my classmate about its meaning, studying the word with my classmate, asking the teacher to check my definition, talking to a native speaker. Furthermore, any memory strategy includes 15 strategies, including making mental images (imaginary images) of the meaning of words, connecting words with personal experiences, remembering words that follow or precede new words, opposites, remember words on a scale (always, often, sometimes, never), write paragraphs using several new words, learn the spelling of words, learn the sound of a word, pronounce new words aloud the first time they meet, remember words using their parts (im-, un-, -able, -ful, -ment, ex-), remember words using word forms (verb, noun, adjective). After that, the Cognitive Strategy includes 7 strategies, namely: repeating words many times, writing words many times, making a list of new words, using flashcards to record new words, taking notes, or highlighting words. Finally, the Metacognitive strategy includes 6 strategies, namely: using English media (songs, movies, and internet), testing yourself with a word test, learning new words many times, skipping or skipping new words, paying attention to words. English when someone speaks English, review new words after the end of the lesson or course.

B. Suggestion

According to the research findings related to the students' difficulties in discovering the meaning of new words and the strategies to overcome their problems, there are several suggestions from the researcher which stated as follows:

1. For The Teacher

For the English teachers can enhance their ability and creativity in vocabulary teaching using strategies which students had already used to make them easy in learning, remembering, and also recalling foreign words.

2. For The Student

For the students, this study can give them knowledge about why vocabulary is difficult to learn. Moreover, the researcher would like to point out the strategies which they can use in facing new words in English and retaining it in their long-term memory.

In addition, this study can point out some strategies applied by learners for the acquisition of new words in second or foreign language which called Vocabulary Learning Strategies (VLS). Through the VLS, students might be able to optimize their English language learning, especially in vocabulary learning.

3. For The Next Researcher

For another researchers 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.

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