AN UNDERGRADUATE THESIS

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN MASTERING VOCABULARY AT SMP NEGERI 8 METRO

By:

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TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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AN UNDERGRADUATE THESIS

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN MASTERING

VOCABULARY AT SMP NEGERI 8 METRO

Presented as a Partial Fulfilment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

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Faculty : Tarbiyah and Teacher Training

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NOTIFICATION LETTER

Number   :
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To:
The Honorable of the Head of Faculty
of Tarbiyah and Teacher Traning
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thrsis script which is written by:

Name   : Intan Nur Octaviani
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Title   : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN MASTERING VOCABULARY AT SMP NEGERI 8 METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah.. Thank you very much.

Wassalmu'alaikum, Wr.Wb

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Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
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di_
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Assalamualaikum, Wr. Wb.

        Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name   : Intan Nur Octaviani
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Judul Skripsi   : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN MASTERING VOCABULARY AT SMP NEGERI 8 METRO

        Sudah kami setujui dan dapat diajukan untuk dimunaqosyahkan. Demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalmu'alaikum, Wr.Wb

Mengetahui,   Metro, 19 June 2023
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Teacher Training Faculty on Tuesday, June 27th 2023 at 10.00 -- 12.00 a.m.

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AN ANALYSIS OF STUDENTS' DIFFICULTIES IN MASTERING VOCABULARY AT SMP NEGERI 8 METRO

ABSTRACT

By: Intan Nur Octaviani

The purpose of this study was to find out the students' difficulties in understanding vocabulary. Students struggle to communicate effectively in a foreign language if they lack vocabulary. As a result, researchers are motivated to conduct research on the problems students face and the strategies they use to solve them.

This study uses a descriptive qualitative research method that focuses on vocabulary difficulties. In this study, the researcher chose seventh grade students to be research participants because based on the results of the preliminary study they seemed to have difficulty understanding English lessons and the students' vocabulary mastery was still low. To collect data, researchers used interviews, observation, and document review.

The results of this study indicate that students get some difficulties in mastering vocabulary, namely pronunciation, spelling, and meaning. Only three students could answer 13 and 12 correctly out of a total of 15 questions. In addition, the average mark of all students is 57,5% with a minimum score is 40 and the maximum score is 83. Thus, it shows that students have difficulty in answering.In addition, they use several strategies in solving problems such as developing students' skills and strategies, giving examples, and translating.

Keywords: *Vocabulary, Students' Difficulties*

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN MASTERING VOCABULARY AT SMP NEGERI 8 METRO

ABSTRAK

Oleh: Intan Nur Octaviani

Tujuan dari penelitian ini adalah untuk mengetahui kesulitan siswa dalam memahami kosa kata. Siswa kesulitan untuk berkomunikasi secara efektif dalam bahasa asing jika mereka kekurangan kosa kata. Akibatnya, peneliti termotivasi untuk melakukan penelitian tentang masalah yang dihadapi siswa dan strategi yang mereka gunakan untuk menyelesaikannya.

Penelitian ini menggunakan metode penelitian kualitatif deskriptif yang berfokus pada kesulitan kosakata. Dalam penelitian ini, peneliti memilih siswa kelas tujuh untuk menjadi peserta penelitian karena berdasarkan hasil studi pendahuluan mereka terlihat kesulitan memahami pelajaran bahasa Inggris dan penguasaan kosa kata siswa masih rendah. Untuk mengumpulkan data, peneliti menggunakan wawancara, observasi, dan telaah dokumen.

Hasil penelitian ini menunjukkan bahwa siswa mengalami beberapa kesulitan dalam penguasaan kosa kata, yaitu pengucapan, ejaan, dan makna. Hanya tiga siswa yang dapat menjawab 13 dan 12 dengan benar dari total 15 soal. Selain itu nilai rata-rata seluruh siswa adalah 57,5% dengan skor minimal 40 dan skor maksimal 83. Hal ini menunjukkan bahwa siswa mengalami kesulitan dalam menjawab. Selain itu, mereka menggunakan beberapa strategi dalam menyelesaikan soal seperti mengembangkan keterampilan dan strategi siswa, memberi contoh, dan menerjemahkan.

Kata Kunci: *Kosakata, Kesulitan Siswa*

STATEMENT OF RESEARCH ORIGINALITY

These undersigned:

Name   : Intan Nur Octaviani

St. Number   : 1901052017

Faculty   : Tarbiyah and Teacher's Training

Department   : English Education

State that this undergraduate thesis is originally the result of the research done by the researcher, in expectation of certain parts which are expected from the bibliographies mentioned.

Metro, June, 19th 2023

The Researcher

Intan Nur Octaviani

Student Number. 1901052017

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : Intan Nur Octaviani

NPM   : 1901052017

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Jurusan   : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, 19 Juni 2023

Peneliti

Intan Nur Octaviani

Student Number. 1901052017

x

MOTTO

ٱلَّذِينَ ءَامَنُواْ وَعَمِلُواْ ٱلصَّٰلِحَٰتِ طُوبَىٰ لَهُمْ وَحُسْنُ مَـَٔابٍ

"For those who believe and work righteousness, is (every) blessedness, and a

beautiful place of (final) return."

(Ar-Ra'd 13:29)

DEDICATION PAGE

The piece of work is dedicated to:

1. My beloved parents, Mr. Mimin Andrianto and Mrs. Ninik Sunarsih, who always support, pray, and guidance to be successful in my study, thank you for your endless love.

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In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the words whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW. Finally the writer can accomplish an Undergraduate Thesis entitles "An Analysis of Students' Difficulties in Mastering Vocabulary at SMP Negeri 8 Metro".

At this time, the researcher would like to certain her most deep gratitude, especially to:

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2. Dr. Zuhairi, M.Pd as the dean of the Tarbiyah and Teacher Training Faculty.
3. Andianto, M.Pd, as the Head of the English Education Studies Program of State Institute for Islamic Studies of Metro (IAIN).
4. Syahreni Siregar, M.Hum, as the thesis supervisor who supports the completion of this thesis.

The researcher do apologizes for all mistakes that has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this an Undergraduate Thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Wassalamu'alaikum Wr. Wb.

Metro, June 19th, 2023

Intan Nur Octaviani
Student Number. 1901052017

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CHAPTER I

INTRODUCTION

A. Background of Study

As a foreign language, students are not familiar with English. Although they have learnt English lesson, they still get many difficulties in learning this language. A classroom usually will be the only place for many students to practice their English. They believe English as a difficult subject because of some reasons. One of the reasons is that it is difficult to master vocabulary. It happens because they must adopt the new pronunciation and meaning of the word.

Students of junior high schools are teenagers, so it is important to introduce English, especially vocabulary to junior high school since vocabulary is very crucial in learning a foreign language. Unfortunately, mastering vocabulary is not easy for students, especially for students in Indonesia where English is learned as a foreign language because English is not used in daily communication. So, it is more difficult to master English vocabulary. As a result, vocabulary mastery of students is still low.

The next problem is concerned with the technique of teaching vocabulary and media used. The teaching of vocabulary needs more attention because vocabulary mastery is important in language proficiency. Teachers should prepare all the components in teaching learning process well. The components are the media, the materials, and the teaching method. In fact,

teachers' do not prepare them well. It means that teachers usually ignore one or two components. For example, they prepare the materials which are based on the lesson plan well, but they do not use the media or teaching method in proper place. In this case, it can make the teaching learning process ineffectively and the students will get the consequence such as they did not know what the teacher explains.

To achieve the communicative function, it is necessary to have general knowledge and skills of English and language components. There are four language skills taught in junior high school. They are listening, speaking, reading, and writing. The language components involve vocabulary, grammar, and pronunciation. In fact, all language components are important, including the most important one in language teaching is vocabulary.

Vocabulary is very crucial in learning a foreign language. Unfortunately, mastering vocabulary is not easy for students, especially for students in Indonesia where English is learned as a foreign language. So, if students' want to improve their English language skills like listening, speaking, reading, and writing, they have to master English vocabulary first. Vocabulary mastery is a must for a person who wants to master English.

Based on an interview with Mrs. Mariyani, English teacher at SMP Negeri 8 Metro, that is It can be seen that most students find it difficult to learn vocabulary. This happened because of students vocabulary is still small and they do not understand the meaning of difficult vocabulary in English lessons.In addition, students are lazy to memorize words heard or read in

books. other factors which causes such students feel difficult in using words in different contexts. The students found it difficult in pronunciation and also paid less attention lesson. Teacher says they need good technique to make their students understand about the meaning of vocabulary and remember it for a long time. That students must do learning activities that can make they are interested and competitive in every lesson process. Therefore, teachers need to change the class atmosphere becomes fun by using techniques well-designed learning so that it becomes learning activities can improve student achievement optimally.

This research was conducted in seventh grade students of SMP Negeri 8 Metro. In this study, researchers selected seventh graders to become research participants because based on their preliminary study results it seems have difficulty in understanding English lessons and students' vocabulary mastery is still low. In addition, the students find difficulties in the pronunciation or spelling of words. They do not know the sentence meaning that uses English vocabulary and the students find it difficult to remember new vocabularies.

According to the case, the researcher is interested in doing research related to the topic related problem. The writer wants to know students' difficulties in mastering vocabulary. This the idea prompted the researcher to do this research. Based on the description, the writer decided to research with the title: "Analysis of Students' Difficulties in Vocabulary Mastery at SMP Negeri 8 Metro".

B. Research Question

Based on the background of the study, the formulation of this research is:

1. What are students' difficulties in mastering English vocabulary at the seventh grade students of SMP Negeri 8 Metro?

2. Why students have difficulties in mastering English vocabulary at seventh grade of SMP Negeri 8 Metro?

3. How to solve students' difficulties in mastering English vocabulary at seventh grade student of SMP Negeri 8 Metro?

C. Objective and Benefit of the Study

1. Objective of the Research

   a. Objective of this research was to find out students' difficulties in mastering English vocabulary in seventh grade of SMP Negeri 8 Metro.

   b. To find out the causes of students' difficulties in mastering English vocabulary in the seventh grade of SMP Negeri 8 Metro.

   c. To describe the problem solving used by the researcher on students' difficulties in mastering English vocabulary in seventh grade at SMP Negeri 8 Metro.

2. Benefit of the Study

   The theoritical framework of the research was expected to give a benefit for education, society, and public.

a. For the Student

This study is expected to the students' vocabulary mastery, improve their ability in comprehending the vocabulary and to be more active in learning English.

b. For the English Teacher

This research was expected to give benefits for English teachers to teach vocabulary. Then, the teacher can analyzed the students have difficulties in learning vocabulary and to find the way how to overcome those kinds of problems. Finally, it can improve the students' ability in mastering vocabulary.

c. For Other Researcher

It can be used as a source of information for other researchers who are interested in conducting advanced research or the relevant research especially about students' difficulties in learning vocabularies. So the other researcher got new information about it from researcher.

D. Prior Research

There was some researcher who already conducted studies about students" difficulties in learning vocabularies. So, it can help the researcher as an additional reference in the arrangement of the study. The researcher can analyze and find out the differences and similarities of thesis and journal from other researchers.

A thesis written by Andi Prayoga Paduttungi (2020) from State University of Muhammadiyah Malang, entitled "A Study on 8 Grade

Students" Difficulties in Learning Vocabulary at SMPN 2 Ngeglok Blitar".

The researcher used descriptive qualitative research which focused on the students" difficulties in learning vocabulary at the Eight Grade of Junior High School 2 Ngeglok Blitar. For data collection, the researcher used document analysis and interview as the research instruments in this research. The researcher took 3 students as participants. After conducting interview, the researcher used document analysis. From the research result, it indicated that students in SMPN 2 Ngeglok had many difficulties in learning vocabulary this are: part of pronunciation, spelling, length and complexity and part of speech.

The researcher said the reason why the students had difficulties in learning vocabulary at eight grades because the students did not understand pronunciation, spelling, and grammar.[1]

A thesis written by Imran Safari (2018) from Muhammadiyah Batoh Banda Aceh university, entitled " A Study on Students" Difficulties In Learning Vocabulary".

The method in the research was descriptive quantitative. The focus of this research was to find out the ability of the students mastering vocabulary and to find out students" difficulties in learning vocabulary at Muhammadiyah Aceh University. The researcher used some research instruments to help the writer in conducting data. The instruments were

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[1] Andi Prayoga Paduttangi."A Study On Students" Diffuclties In Learning Vocabulary At SMPN 2 Ngeglok Blitar", vi

students" worksheets and interview questions. The researcher took 11 students from second semester of English Department of Muhammadiyah Aceh University as participants. The researcher used the sample purposively to find logical data. The result finding in this research showed that based on the average after giving worksheets from students that conclusion 63.9 including enough categories. In this enough category in range 55-64.[2]

A journal written by from Bimas Reskiawan, Netty Huzniati Andas, Hajra (2020) from University of Sembilan Belas November, entitled "A Study on Student"s Difficulties in Vocabulary Mastery at First Grade Students" of SMPN 1 BAULA".

This researcher used qualitative research design. The objective of the research was to know why the students have difficulty in learning vocabulary mastery and to find students" difficulties in learning vocabulary mastery. This researcher used questionnaire and interview as the data collection method. The research was conducted by interviewing 3 students appointed by the teachers. The researchers had 20 participants from students at second grade of SmpN 1 Baula. The researchers gave a questionnaire for students to find out the students" difficulties in learning vocabulary mastery.

The researchers gave 12 questions to the students. In the questionnaire included four aspect difficulty there are pronunciation,

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[2] Imran Safari. " *A Study On Students' Difficulties In Learning Vocabulary*", 1.

spelling, word meaning, students attitude/behavior, and teaching and learning in English class. From the result of data questionnaire that it can be concluded that the total all scales and percentages 84%, it was categorized in the level of high problem in learning vocabulary at second grade of SmpN 1 Baula.[3]

A journal written by from Urai Salam and Nurnisa (2021) from University of Tanjungpura, entitled "Students" Difficulties in Learning Vocabularies".

This research used qualitative research. The purpose of the research was to find students" difficulties in learning vocabularies. This research used questionnaire and interview. The researchers used 33 students in boarding school in West Kalimantan. The researchers found four obstacles related to students" difficulties in learning vocabulary there were pronunciation, spelling, memorizing long syllable-words, and understanding meaning of unfamiliar words.[4]

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[3] Bimas,Netty,Hajra." *A study on Students' Difficulties in Learning Vocabularies mastery at First grade of SMPN 1 Baula".*Volume 19 Issue 1(2020), 34

[4] Urai Salam and Nurnisa, *" Students" Difficulties In Learning Vocabularies".* (Thesis, University Of Tanjungpura, 2021), 1

CHAPTER II

THEORICAL REVIEW

A. Definition of Vocabulary

Vocabulary is the stock of words used by people or particular user or person, or a list of collection of the word of a language, book, author and branch of science in alphabetical order and defined.[5] According to Richards and Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television.

Vocabulary was central in language and the importance to typical language learner. Vocabulary was very important to students it is more important than grammar to communicating.[6] Vocabulary was one of the most important things in language because in learning language we must understand about vocabulary. In daily activities, vocabulary was very important to communicate with each other.

[5] Bobrizal, Boni Saputra, *"The Making of Smart Towel to Learn English Vocabulary for Elementary School Students,"* Journal of Inovish, Vol.2, No.1, 2017, 123

[6] Gower,Philips,and Walters, *Teaching Pratice* Handbook , 142.

Meanwhile, According to Nunan states that vocabulary is the collection of words that an individual knows. That is a reason why without a sufficient vocabulary, students will have difficulties in learning a language. Learning vocabulary is not only learning about the words or new vocabulary, but also about how to use the vocabulary into correct usage. What is meant by the meaning of a word is determined by the context, and also determined by its relation to other words.

From the definition and statements above, it can be concluded that vocabulary is very important to people to communicating in learning English. As it is the most important element in learning language.

B. Concept of Vocabulary Mastery

Vocabulary mastery refers to the great skill in processing words of language. Mastering a language means being able to comprehend the vocabulary both in speaking and in writing.[7] Mastery is an individualized and diagnostic approach to teaching in which students proceed with studying and testing at their rate in order to achieve a ditermined level of success.

Vocabulary mastery is the most important one to make easy in learning those language skills. Vocabulary is one of language elements which needs to be mastered. If the students master vocabulary, they can easily improve the language skills such as listening, speaking, reading and writing.

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[7] Syarifudin Aswal, *Am Analysis on the Students' Vocabulary Mastery a Descriptive Study on the MTS,* Universitas Tanjungpura: 2017, 3

Mastering in language teaching is defined as a learner's proficiency in a second language and foreign language as the result of what has been taught or learned after period of instruction. Vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. Meanwhile, vocabulary master refers to the great skill in processing words of language. It is an individual achievement and passion.

The vocabulary mastery is not a spontaneous process which is easy to be done. The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still baby. Basically, the baby"s first language comes from the mother tongue. They will master the vocabulary through the simple words by listen the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability or English skills, because both of them are very important in English teaching and learning process.

To summarize those statements, vocabulary mastery is not merely remember the words. A learner who has known words would be able to use the words appropriately both for spoken or written needs. vocabulary mastery is defined as students' complete knowlegde of meaning and form of words in context appropriately. Students' vocabulary mastery refers to students" ability to recognize, understand and use vocabulary in English.

C. Kinds of Vocabulary

Some exprerts have classified kind of vocabularies. Vocabulary as knowledge of words and words meaning both oral and print language in productive and receptive form.[8] Oral vocabulary is the set of words for which we know the meanings when we speak and read orally. However print vocabulary consists of those words for which the meaning is known when we write or read silently. Devide vocabulary into two kinds, namely: receptive vocabulary and productive vocabulary.

1. Receptive Vocabulary

Receptive vocabulary is set of words for which an individual can assign meaning when listening and reading. These are words often less known by learners and less frequent in use. Receptive vocabulary is a vocabulary which is mostly received by listener and reader. It can be understood through listening and reading. The receptive also called a passive process because the learners only receive thought from others.

2. Productive Vocabulary

Productive vocabulary is the set of words that an individual can use when writing and speaking. They are familiar word and use frequently. Productive vocabulary is a vocabulary that is produced by speaker and writer. It involves the understanding of how to promote the word, how to write it and spell it, how to use it in a correct grammatical pattern. Later, productive vocabulary defined as the words use when a learner speaks and

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[8] Hiebert and Kamil, *The Teaching and Learning of Vocabulary* (Stanford Univesty)2005, p.3

writes. Therefore it can be concluded that vocabulary can be presented in four units. They are: listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. Listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Reading vocabulary consists of the word found by people when they are reading. While speaking vocabulary includes the words people used in their daily life and conversation. The last writing vocabulary that consists of the word people use in writing essays, reports, letters, etc.

In relation to kinds of vocabulary, divides vocabulary into high frequency words, academic words, technical words and.[9]

a. High Frequency Words

The high frequency words of English have some characteristics. First, each high frequency word occurs very often so the effort of learning it will be repaid by plenty of opportunities to meet and use it. Second, the high frequency words are useful no matter what use is made of English. Third, because of their frequency and wide range they make up a very large proportion of running words in all kinds of texts and language use. Fourth, they are relatively small group of words (2,000) that could be covered in a school teaching program over three to five years. Almost 80% of the running words in the text are high-frequency words .

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[9] Nation.I.S.P. *Learning Vocabulary in Another Languange*, Victoria University: 2001, 11

b. Academic Words

Academic word is from an academic textbook and contains many words that are common in different kinds of academic text. For learners with academic purpose, the academic words are like high frequency words and they deserve similar attention. Typically these words make up about 9% of the running words in the text.

c. Technical Words

Technical Word is some words that are very closely related to the topic and subject area of the text. If we look at technical dictionaries, such as dictionary of economics, geography or electronics, we usually find about 1,000 entries in each dictionary. For learners with academic purposes, technical vocabulary is also important but this is probably best learned while studying the content matter of the particular specialist area. Technical Words like these typically cover about 5% of the running words in a text.

d. Low Frequency Words

Low frequency words have the following characteristics. First, each word does not occur very often. Second, most low frequency words have a very narrow range. They are not needed in every use of the language. Third, the low frequency make up a very small proportion of the running words in a text, they make up over 5% of the words in an academic text. Fourth, there are thousands of them in the language, by far the biggest group of word. In

conclusion, vocabulary can be presented in four skills of English. They are reading, listening, speaking and writing vocabulary. Vocabulary is the knowledge and meaning of words not only oral, but also in print language. In oral language, it includes the speaking activity, such as the words that the people used in conversation. While the print language is the words that people use in writing essay, report, etc. The point of those elaborations is that English has various kinds of vocabulary that needed to be leant in order to use English effectively.

D. Concept of Learning Vocabulary

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. Vocabulary learning is a central to language acquisition whether the language is first, second, or foreign. Learning English vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. States that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall them readily.

Teachers have always been naturally interested in how learners go about learning vocabulary. If we know more about learners' strategies and what works and what does not work well, we can help learners acquire more

profitable strategies. We have always given advice about how to learn vocabulary. Some teachers even make assignments for this purpose.

In addition, according to, the process of learning vocabulary involves four stages:[10]

1. Discrimination

   This is the basic first step. It involves the ability to distinguish sounds, letters from those next to them, and from the sounds and letters of similar words when listening and reading to keep them distinct when speaking and writing. As will be seen later, failure to discriminate is a frequent source of error.

2. Understanding meaning

   This means understanding the concept of the foreign word or phrase. Often this is straightforward because the word can be related to its referent by direct association or because there is equivalent word in English. Sometimes, as was shown earlier, the concept is unfamiliar.

3. Remembering

   The next step after introducing and explaining new material is to ensure its retention. Once learners have found out the meaning of a word, they have no reason to attend to it anymore, and it will be forgotten. When no active effort was made to learn words, most learners had to encounter them on average 10 times before recognising their meaning. Even more interaction with a word is required before it can be recalled at will.

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[10] Grauberg. *The elements of foreign language teaching*. 1997, 15-23

4. Consolidation and extension of meaning

Learning new words is not an instantaneous process if it were, and if presentation were the only critical variable involved, and then words would not be forgotten and need to be relearned. As it is, however, it seems that words are absorbed slowly overtime, and that only gradually do they become fully integrated into the learner's personal stock of words, when he can use them with the same sort of fluency that characterizes the words he uses in his native language.

In English learning, especially vocabulary learning, there are some factors that influence the students in mastering it. The factors are linguistic and non-linguistic. The linguistic factors are usually related to natural difficulty of the language. They cannot understand the relation between foreign language and mother tongue which have significant differences in styles and rules. The non-linguistics factors are divided into two factors: there are external factors and internal factors. External factors are related to curriculum, methods, classroom situation, family, and society. Meanwhile, the internal factors come from IQ, attention, motivation, interest, attitude, and etc.

Based on the explanations above, it can be concluded that foreign language learners have to master the vocabulary first before mastering the other aspects of English. It means that vocabulary is the central in foreign language. Steps in learning vocabulary can help the students in learning about English vocabulary in the classroom. Those

steps can support the students knowledge about English vocabulary so they can mastering the vocabulary.

E. Common Difficulties in Mastering Vocabulary

The first steps in succesful teaching vocabulary are to identify the difficulties that faced by the students. Proposes some factors that make some words more difficult as follows[11]:

1. Pronunciation

   Research shows that words that are difficult to pronounce are more difficult to learn.

2. Spelling

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

3. Lenght and complexity

   Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their learnebility.

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[11] Scott Thonbury, *How to Teach Vocabulary*, 27

4. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an ±ing form (swimming) can add to its difficulty.

5. Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

6. Range, connotation and idiomaticity

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, put is a very wide-ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in English, but its nearest equivalent in other languages may be deviant.

While Gower, Philips, and Walter said there were many kind factor students" difficulties in learning vocabularies as follow[12]:

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[12] Gower,Philips,and Walters, *Teaching Pratice Handbook* , 143.

a. Similarity to L1 (First Language)

The vocabulary was part difficulty item in learning language. This problem vocabulary item was often depends on how similar item in the form and meaning to the students first language. So, they have difficulty to distinguish similarity of meaning.

b. Similarity to English words already known

Some students have understood and know the recognized word. But, many similarities of words in English makes students have difficulty in understand the same words. For examples: friendly and unfriendly.

c. Connotation

Connotation was very important in learning vocabulary because in learning vocabulary the students must understand the additional meaning. They have difficulty in distinguish a word. For example: skinny and slim.

d. Spelling and pronunciation

Spelling and pronunciation was problem that many students experienced. The students have difficulty pronounced in vocabulary because they were confused to pronounce word and they forget how to spell the words. In spelling, the sound did not some. They did not like read dictionary and practice it. For examples: beg, bag, back, and bug.

e. Multi-words items

In lexical item may consist of more than one word, as a compound noun or a phrasal verb. In phrasal verb was very difficult for learner of English because they were consisted of simple words (prepositions or adverb). For the example, tennis shoes and put someone. The students have difficulty learning multi-word items.

f. Collocation

Collocation is two or more words in English that are located side by side. The students have difficult in learning collocation. They must understand about some word in side by side.

g. Appropriate use

Appropriate use was a problem in learning vocabulary. Some words and expressions limited used in particular context. The students have difficult in appropriate use. They must know about the word and phrase.

The Problem was not from the students but also from the teacher. There was Problem in teaching material. Teaching material was very important to help the students to understand about material. The teacher must give interesting teaching method and make the learning situation enjoy and comfortable so they did not feel bored and make them interesting in learning. Secondly, teaching media. Teaching media was very important to motivate

the students to study and to help teacher in transferring about material in students.[13] The teacher must have teaching media if the teacher do not have teaching media the students find it difficult to understand the material.

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[13] Imron Safari,"*A Study On Students' Difficulities In Learning Vocabulary*", 25.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

The researcher focuses on the student's preferences on printed mass media in reading class to be explored. The researcher decides to use qualitative research to analyze what are the student's preferences on printed mass media in English reading class at State Junior High School 8 Metro.

Qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem. It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

The definition of qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret the meaning of this data so that it can help us understand social life through the study of populations or targeted places. Qualitative research methods are subjective from the participant's perspective descriptively which proposes to gather information at this time, to identify problems, to make comparisons or evaluations and to learn from the experiences of others to make decisions. In other words, this research method is more about giving a clear picture of a problem in accordance with the facts in the field.[14]

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[14] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rd Ed*, (New Delhi: Sage Publications, 2003), p.4

The characteristic in this research focuses on the descriptive qualitative research. The researcher took a survey that can be used to describe phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.[15]

In line with the explanation above, the purpose of this research is printed media can be easier for students to using printed mass media in English reading learning at State Junior High School 8 Metro.

B. Data Resources

In this research the researcher divides the sources into two items. They are primary and secondary.

1. Primary Sources

Primary sources are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary sources of this research are the document of students' reading assignment given by the English teacher in using printed mass media among the seventh grade of State Junior High School 8 Metro. The total is 25 students'. In addition, the primary sources of this research are the results

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[15] Geoffrey Marczyk et. al., *Essentials of Research Design and Methodology*, (USA: John Wiley & Sons, Inc. 2005), p. 16.

of interview with the students and English teacher in getting the data about the students' difficulties and the solution to use the printed mass media in encouraging reading.

2. Secondary Sources

Support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from the books, journals, e-books, articles and documented data related to English teaching and learning at State Junior High School 8 Metro that are related to the research.

C. Data Collecting Technique

In this research the researcher use three techniques to collect the data, there are test, observation, interview, and documentation.

1. Observation

In this research, the researcher used non participant observation, because the researcher did not participate in the activity. The researcher only observed the activities of the English teacher and the students in the learning process to find students' difficulties in learning vocabularies and strategies by the English teacher to overcome students' difficulties in learning vocabularies.

2. Interview

In this research, interview conducted in structured interview at Seventh grade of SMP Negeri 8 Metro. Interview occurs when the researchers ask one or more participants general, open-ended questions

and record their answers.[16] This Interview aimed to obtain the validity of data sources. The researcher was interviewed the English teacher and students. The research only took 10 students as participants. From this interview, the researcher found students' difficulties in learning vocabularies process and the strategies by English teacher used to overcome students' difficulties in learning vocabulary at the classroom.

3. Documentation

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study. In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes.[17] Document analysis was one of method for collecting data in qualitative research. The collecting data in document analysis such as: students' presence list, the profile data in school which included the background of the school, the vision and mission of the school, RPP, The material and exercise about vocabulary, and documentation of teaching and learning process in learning vocabulary. This research used document analysis to find out students

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[16] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4rd Ed*, (New Delhi: Pearson Education, 2012), p. 217

[17] Jhon W. Creswell, *Research Design* (California: Sage Publications , 2000), 180.

difficulties in learning vocabularies and how to overcome the strategies by English teacher to overcome students in learning vocabularies.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation.

Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

The researcher would apply Miles and Huberman model to analyze the data.[18] The componets of this analysis model are pictured by this figure. Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:

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[18] Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), p. 429

Figure 3.1: Miles and Huberman's Data Analysis Technique
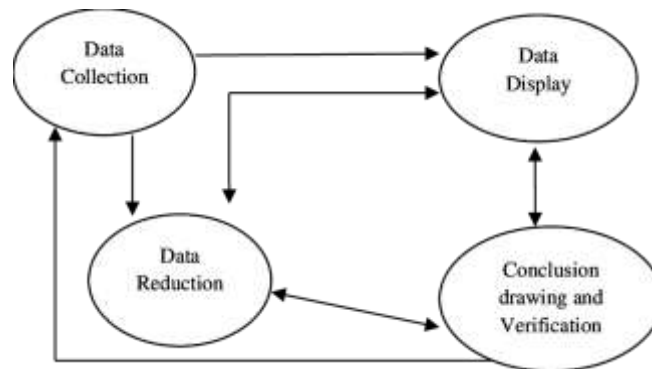
1. Data Collection

      Data collection is the step when the researcher gather all data which are used to complete the research. In the researcher focused on students' difficulties in mastering vocabulary at Seventh grade of SMP Negeri 8 Metro. Moreover, the researcher also focused on the teaching and learning process which was conducted by the students' difficulties in mastering vocabulary in the classroom.

2. To Display the Data

      Data can be displayed in the form of a table, graphic, charts, or other equivalents. So, the researcher can easily understand and analyze what happened with the data presented by displaying it.

      In this research, the data collected arrange regularly. The researcher made easier in analyzing the data. The researcher selected the data about students' difficulties in learning vocabularies at seventh grade of SMP Negeri 8 Metro and the strategies by English teacher to overcome students in learning vocabularies.

3. Conclusion and Data Findings

The researcher verifies his research by making conclusion of data findings. Researcher made conclusions from the results of research related to the three research questions.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaningful raw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. Brief History of SMP Negeri 8 Metro

SMP Negeri 8 Metro is one of the junior high schools in Metro City and is located in 23 Karang Rejo village which was founded in 1997. Geographically located on the border between Metro City, North Metro District precisely with East Lampung Regency. This condition provides opportunities for elementary school graduates to compete to become students of SMP Negeri 8 Metro.

Since the enactment of Law no. 20 of 2003 on the national system and PP no. 19 of 2005 on national education standards, has encouraged changes to the education management system in Metro City. The learning process at SMP Negeri 8 Metro has imposed an educational unit curriculum (KTSP) for grades VII to class IX by applying contextual learning.

SMP Negeri 8 Metro was established in 1998, located at Karang Rejo 23, North Metro District. SMP Negeri 8 Metro is located in strategic place, cool and comfortable because away from the noise. SMP Negeri 8 Metro also strongly supports government programs in the effort of the implementation of DIKNAS, this is evidenced by the

provision of learning opportunities for poor students through subsidies of School Operational Assistance.

Since its inception until now SMP Negeri 8 Metro has experienced several times the turn of the principal, as for the list of names of leaders of SMP Negeri 8 Metro from the beginning until now is as follows:

- H.Rozili.Z.Msc (1998 to 1999)
- Dra.Hj.Mulyasari (1999 to 2001)
- Drs.Bambang Irawan (2001 to 2006)
- Gono Irianto, S.Pd.M.M (2006 to 2012)
- Slamet, S.Pd (2012 to 2018)
- Drs. Supardi, S.Pd (2018 to 2022)
- Dra. Lilik Firdayati (2022 until now)

b. Vision and Mission of SMP Negeri 8 Metro

1. Vision

Being an independent and prestigious school based on educational manner and knowledge about technology advance.

2. Mission

(a) Creating the developing of curriculum

(b) Increasing the affectivity of learning process

(c) Creating accomplishment with the standard minimum > 6,5 for each lesson

(d) Creating human resources of good teacher

(e) Completing the infrastructures

Moreover, the orientation of SMPN 8 Metro is the official management. The school consists of eighteen classes, teacher room, official employee room, library, computer laboratory, biological laboratory, mosque, canteen, toilet, and parking area.

Also, the principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of SMP Negeri 8 Metro is helped by school committee, official employee, and the head vice of student, the head vice of general, and the head vice of curriculum.

c. Structure Organization of SMPN 8 Metro

The structure of organization of SMPN 8 Metro is stated below:

Figure 4.1: Structure Of Organization

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                    ┌─────────────────────────┐
                    │       HEADMASTER        │
                    │   Dra. LILIK FIRDAYATI  │
                    └─────────────────────────┘
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HEADMASTER
Dra. LILIK FIRDAYATI

SCHOOL COMMITTEE
Dra. SUTRISNO

CHIEF OF ADMINISTRATION
- STEVENSON WARUWU, S.Si
- SUTATIK
- IKA LISTIKARINAH, S.Pd
- ANIS OKTAVIANI, S.Pd
- RICKY RAMDHAN, SH

Vice of Headmaster of Academic and Humas
TINI SUKMAWATI, S.Pd

Vice of Headmaster of Student Affairs and Fasilities
MARYANI, S.Pd

TEACHERS OF CLASSES

STUDENTS
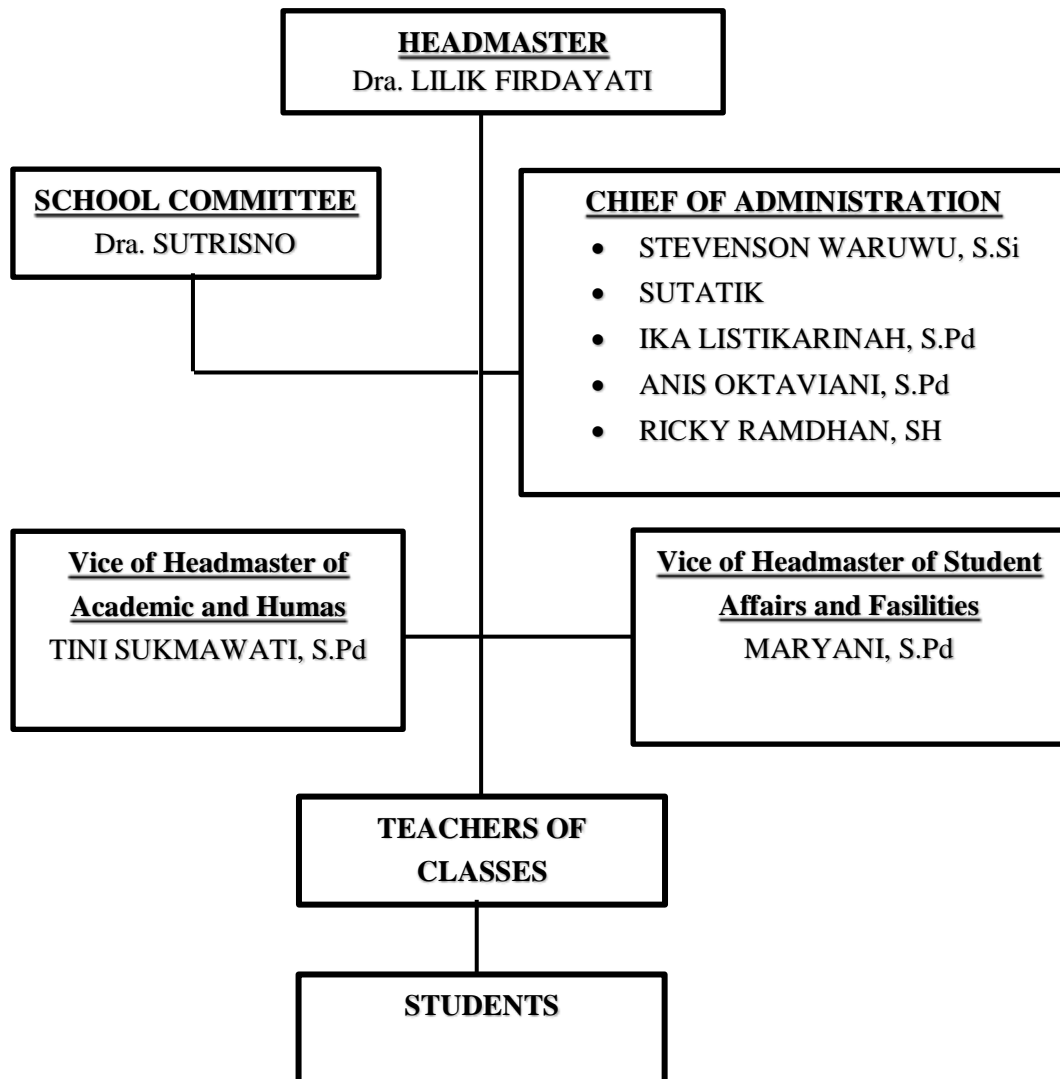
d. Condition of State Junior High School 8 Metro

    1) Condition of The Teachers

        The condition of the teachers in SMP Negeri 8 Metro is stated below:

Table 4.1: Condition of Teachers

No.	Name/NIP	Subject
1.	Dra. Lilik Firdayati 196611171991032004	Mathematics
2.	Fuspawatinopia, S.Pd. 198311232008042001	Counselor Guidance
3.	Rika Wahyu Utami, S.Pd. 199007192019022001	Counselor Guidance
4.	Aviva Amalia, S.Pd. 199408042022212006	Counselor Guidance
5.	Drs. Suyanto, M.Pd.I 196707201999031004	Islamic Religious Education
6.	Madiyono, S.Pd.I 196807291999031002	Islamic Religious Education
7.	Sundari, S.Pd. 197803132005012015	Civic Education
8.	Mahmud Hidayat, S.Pd. 198511252019021003	Civic Education
9.	Amirah, S.Pd. 196907101994122004	Indonesian
10.	Tini Sukmawati, S.Pd. 197010081995122003	Indonesian
11.	Dwi Haryuni, S.Pd. 196812281999032004	Indonesian
12.	Umi Hasanah, S.Pd. 197110071999032002	Indonesian
13.	Eka Ariyadi, S.Pd. 197812252007011015	Indonesian
14.	Agustinus Yuwono, S.Pd. 196807261997021002	English Religious Kristen/Katholik
15.	Siswanti, S.Pd. 197302021999032006	English
16.	Nora Dewiyanti 196911151992032007	English
17.	Maryani, S.Pd. 197708302005022001	English
18.	Mariyam, S.Pd. 196411051986012002	Natural Sciences
19.	Rindiyati, S.Pd. 197106301999032002	Natural Sciences

20.	Suyani, S.Pd. 196410051990032002	Natural Sciences
21.	Eli Novitasari, S.Pd. 196802232007012003	Natural Sciences
22.	Dra. Wiwik Syam'in 196407011999032003	Mathematics
23	Susilo, S.Pd. 197407062005011006	Mathematics
24.	Farida Oktaviani 198710152010012008	Mathematics
25.	Tika Mawarni, S.Pd. 199207252020122012	Mathematics
26.	Dra. Umi Susilowati 196703121999032003	Social Sciences
27.	Agus Sutopo, S.Pd. 196808251999031004	Social Sciences
28.	Atut Dwi Sartika, S.Pd. M.Pd. 197805222007012010	Social Sciences
29.	Wahyuli 196403231990112001	Craft
30.	Martiyana Satiyaningsih, S.Pd. 197203282006042002	Art and Culture
31.	Hanna Difetra Alfath, S.Pd 199203072019022006	Art and Culture
32.	Wartono 196506091989031007	Physical Education
33.	Dimas Girianto S.Pd. 198602102010022008	Physical Education
34.	Suharti 196309071987022001	Craft
35.	Yuli Hartini	Lampung Language
36.	Gunawan	Physical Education

e. **Condition of Facilities**

The condition of facilities in SMPN 8 Metro is stated below:

Table 4.2: Condition of Facilities

No.	Facilities	Quantity
1	Classroom (Class VII-IX)	16
2	Headmaster Room	1
3	Teacher Room	1
4	Administration Room	1
5	Counseling Room	1
6	Library	1
7	OSIS Room	1
8	Lab Computer	2
9	Mosque	1
10	Warehouse	1
11	Parking Area	1
12	Teacher Toilet	1
13	Student Toilet	2
14	Canteen	5
15	Sciences Laboratory	1
16	Social Laboratory	1
17	UKS Room	1

2. **Description of Research Data**

Description of research results conducted by researchers focuses on the difficulties faced by class VII D students at SMP Negeri 8 Metro when students pronounce vocabulary. The following table presents the frequency of students correct answer and score of test.

Table 4.3: The Frequency of the students' Correct answer score of test.

No.	Students' Code	Correct Answer	Score
1.	AFPW	7	46
2.	KP	10	66
3.	RAV	9	60
4.	IF	8	53
5.	APD	7	46
6.	RPP	13	86
7.	RPW	8	53
8.	FCD	7	46
9.	MAEP	11	73
10.	AN	8	53
11.	NRS	12	80
12.	AAP	9	60
13.	MIR	7	46
14.	SW	7	46
15.	RAH	9	60
16.	APN	8	53
17.	FZ	7	46
18.	DR	6	40
19.	FP	6	40
20.	RP	13	86
Maximum			86
Minimum			40
Mean			57,5

Based on the table above, it can be seen that the sample class of students is at class VIII students of SMP Negeri 8 Metro cannot answer all

questions correctly. Only three students could answer 13 and 12 correctly out of a total of 15 questions. In addition, the average mark of all students is 57,5% with a minimum score is 40 and the maximum score is 83. Thus, it shows that students have difficulty in answering.

a. **Data Analysis**

Research finding presented and discussed the answer about the research questions that were about the analysis of students' difficulties in mastering vocabulary at SMP Negeri 8 Metro. The researcher elaborated research findings based on observation, interview, and document review as follows:

1) The difficulties faced by the students at seventh grade of SMP Negeri 8 Metro in learning vocabulary.

In the field, the researcher found that the difficulties students in learning vocabularies. In this research, the researcher divided factor students difficulties in learning vocabularies. There were students difficult in spelling, pronunciation, and meaning.

a) **Pronunciation**

The researcher found difficulties faced by VII D at SMP Negeri 8 Metro when the students pronounce about vocabularies. Pronunciation was pronounced a vocabulary in English that explains articulation, emphasis, and intonation. Pronunciation was very important to communicate especially for non-native in speaker because if the speaker was

mispronounces it made difficult in communicate. The students felt difficult in pronunciation when they learned vocabulary. The students confused in pronouncing words because they did not understand how to spell correctly. This was strengthened by interview conducted by researcher to English teacher. The English teacher said that students" ability of pronunciation was still lack because the students did not understand about pronunciation words in vocabulary.

Based on interview from English teacher said "According to me, the students was problem at VII D in learning pronunciation because, it is the most difficult thing in learning English. Some students did not understand English especially pronunciation. According to them, vocabulary was new words that they felt difficult to understand it. The students sometimes felt confuse about the difference between writing and pronunciation. Like say words" My name is "the students said "miname is". That is the students problem in learning vocabulary especially pronunciation).

The answer from English teacher was interviewed gave answer that the students had difficulty in learning vocabulary was also strengthened by the The researcher interviewed some students in the class. results of interviews with the students concerned in class.

It was explained by the student 1 as follow: "I am still having trouble pronouncing words in English. I think pronunciation was very difficult for me. How to pronounce and write not same so make me confuse about pronunciation. I also did not understand the alphabet in English. I felt difficult to pronounce the alphabet." This is also supported by interview other students.

The student 2 said: "I still had difficulty with pronunciation. I think pronunciation was very difficult for me. I did not know how to pronounce the alphabet so i mispronounce it."

The student 3 said: "At the time of elementary school, I ever learned how to pronounce the alphabet and now i forgot how to pronounce it. I felt confuse in pronouncing words in English because i forgot how to pronounce the alphabet. I think learning to pronounce was very difficult because writing and how pronouncing are not the same. That"s makes it difficult for me to learn pronounce".

The student 4 said: "I did not know how to pronounce vocabulary because I did not understand the alphabet in English".

The student 5 said: "According me, pronunciation was very important. I have difficult memorize the alphabet and I did not how know to pronounce correctly".

And last the student 6 added: "I still had difficult memorize the alphabet. I cannot pronounce well".

This statement was also strengthened by researcher in observation in the classroom to observe students difficulties in learning vocabularies. The researcher observed the process of students" activities in learning vocabulary. The researcher was observed at seventh grade. The researcher found some problems students in learning vocabularies especially in pronunciation. The students felt that pronunciation was very difficult. They had trouble pronouncing words correctly. According to students, writing and pronounced were not same. The students did not memorize the alphabet so they did not understand how to pronounce it. For the example said "I have three books.". The students said " b*oo*k" no "bʊk".

The researcher was supported by the students' worksheets. The researcher found that students were wrong in pronunciation. For the example, the question was sentance . The English teacher gave a question to the pronoun the answer. The first question was "I want a box of chocolate".

Student 1 and student 3 are fluent and correct in pronouncing "ˈtʃɒklət " but some students still had difficulty in pronouncing correctly. The student 4, student 5, and student 6

still had wrong to pronouncing "chocolate". They said "chocolate" not "cocolate". Next, the question number 2 "That's very nice cupboard.". They also confused pronouncing "cupboard". The correct was " ˈkʌbəd ". But the students said "cupbord". Another question number 3. The answer in question was "I am worthy of your love.". There were 4 students who mispronounced. They said "worthy" correct was "ˈwɜːði". And the answer number 4 and number 5 was " We are all learning about pronouncation of different words.". The students still had difficulty pronouncing it. They was pronounced learning and pronunciation. In correct was "ˈlɜːnɪŋ" and "prəˌnʌnsiˈeɪʃn". They felt confuse to pronounce it.

From the result of interviews, observations, and document the researcher knew that the difficult faced by students in learning vocabulary especially in learning pronunciation. The students still had difficult to pronounce words. They did not understand how to pronounce the alphabet. The students also confused writing and pronounce were not same. They found out difficult to pronounce vocabulary correctly. They did not practice pronouncing words in English. So, they had difficulty in learning pronunciation.

b) Spelling

Spelling was the ability to spell a word to consist of several letters. Spelling was very important in learning vocabularies. Spelling was one of students" difficulties in learning vocabularies. The researcher found difficulties faced by VII D at SMP Negeri 8 Metro when the students spell about words. The students did not know how to spell the words in vocabulary. They felt difficulty to spell it. The students did not memorize alphabet especially in spelling a words. The students were still wrong in spelling words. This strengthened by interview conducted by researcher to English teacher about difficulty in spelling. The English teacher said that ability to spelling students was still lack because the students didn"t understand about spelling words in vocabulary.

Based on interview from English teacher said "According to me, the problem students in learning vocabulary were that they had difficulty spelling words in English. They did not know how to read let alone the spelling the alphabet by words. They did not memorize the alphabet in English. The students still had difficulty reading the alphabet. They did not understand it". This opinion was also strengthened by the researcher interview with the students in the classroom.

The student 4 said: "I felt difficulty spelling the alphabet in English.   I think learning to spelling was very hard. I did not know how to spell the alphabet correctly. I was spelled it wrong".

It was also supported by student 5 as follow: "Spelling was very difficult for me. I did not understand how to spell the alphabet. I still had difficulty memorizing to spell the alphabet one by one. My problem was learning vocabulary, especially spelling".

It was explained by student 6 as follow: "I did not memorize the alphabet in English. I did not know how to spell letters in words. I felt confuse to spell it. I had difficulty in spelling. Spelling was very difficult part in learning vocabularies. I think the writing and spelling were not the same. That"s what makes it always wrong to spell".

The student 1 said: "It was hard for me to say in English. I confused how to spell vocabulary because I did not know spell letters in the alphabet".

It was explained by student 2 as follow: "There abets that not pronounced. I think spelling was very difficult for me. I did not understand it".

The student 3 said: "There were some alphabets that I did not spell. I forgot how to spell it".

The statement above was strengthened by the observation in the classroom. The researcher found that there were some problems the students in learning vocabularies especially in spelling. The researcher found that the students did not memorize how to read the alphabet in English. They still had difficult in spelling words. They considered spelling was very difficult. The students still had wrong in spell the alphabet one by one. They did not know how to spell the alphabet correctly. They confused when the English teacher asked to spell words.

This was also supported by the students" worksheet. The researcher found those students" difficulties in spelling. The English teacher gave exercise about spelling and asked students to record their answer. For the question, number 1"three". Spelling students 3 was very good. She was spelled correctly. But many students still had difficult in spelling. They confused about how to spell the alphabet. For the example, the student 2, 5 and 6 did wrong. They cannot spell the alphabet. They were misspelled the letter "h" correct was "eitʃ". The question number 2 "chocolate" the same problem in number 1. They had difficulty in spell letter h. They said "ha" but correct was "eitʃ". The question 3 was "cupboard". They had difficulty distinguishing the letters "a and r". They read a and er. The

question 4 and 5 was "worthy". The students felt difficult how to spell the alphabet "w and y". They spell "dobel yu and wai" corect was "dabel yu and way".

From the interview, document review and observation above, the researcher knew that the students had difficulties in mastering vocabularies especially spelling. Therefore, they felt confuse to know the spelling. They had difficult memorize the alphabet in English. They did not understand how to spell letters. That was the main problem for students in learning spelling.

c) **Meaning/ translation**

Translating was very important to know meaning of the word. The process translating word in English into Indonesian or Indonesian into English was learning activity in translation the word. The researcher found that the students have difficulty in translating the meaning. The researcher conducted interview with English teacher. The English teacher said the students still had difficult in translation meaning.

The English teacher said: "I think, the students can made words in Indonesia, but they did not have a difficult translating word into English. They did not bring a dictionary so, they felt confuse translating words. During the lesson, the students also forgot to bring a dictionary. In my observation in

the classroom, they were still lack motivation and spirit to learn the meaning of vocabulary in English. They think that English was very difficult so, the students were less interested to learning the meaning. They also still had difficult memorizing vocabulary. They were lack practice in the meaning of vocabulary. Finally, the students had difficult translating words".

The teacher statement was also supported by students at VII D of SMP Negeri 8 Metro. The researcher conducted interview with the students. The students said they still had difficult in translating meaning.

It was explained by student 2 said: "I had difficulty in translating the meaning of the vocabulary. I did not memorize the meaning in English. I think learning to translate the meaning of a word was very difficult. I sometimes rarely bring a dictionary so I had trouble translating it".

It was based on student 5 said: "In Junior High School, I did not get English lesson. I had difficult in learning vocabulary especially meaning words. I did not understand the meaning.

The student 3 added: "I had memorized some vocabulary but when I said it again I forgot it. I also felt a lot of a new vocabulary that I did not know the meaning. Sometimes,

I forgot to bring a dictionary so I cannot search for the meaning in dictionary".

The student 4 said: "When I found a new vocabulary, I cannot translate it because I have never heard the word before".

The student 1 added: " I still had difficult in translating the meaning in English. I did not know the meaning a word. My vocabulary was still low so, I have trouble translating words. I still had difficulty in translate a word because i confused to find the meaning in the dictionary".

The student 6 said: "I did not know the meaning in Indonesian or English. I seldom opened the dictionary. I forgot it".

The statement in interviews with the English teacher and the students were strengthened by the observation that researcher did. The researcher found that the students had difficulties when the English teacher gave the assignment to translate the vocabulary. They had difficulty translating the meaning into English or Indonesian. Sometimes, they confused to translate the meaning in vocabulary. The researcher also found that some students did not bring dictionary in class, so they had difficulties translating the meaning in vocabularies. The students were lack practice in translating vocabulary. Therefore, the students had problem in translating the meaning.

From the interview and observation above, the researcher knew that the students had difficulties in learning vocabularies especially translating the meaning. They felt confuse to know meaning in vocabulary. They were difficult memorize the meaning in English. They did not bring a dictionary. That was the main problem for students to translate the meaning in vocabularies.

B. Discussion

In this research, the researcher discussed the research finding covering the students" difficulties in learning vocabularies and the strategies by English teacher to overcome students in learning vocabularies. After categorizing the students" scores, the researcher conducted that in SMP Negeri 8 Metro, the students faced difficulty in learning vocabularies. In this research, the researcher tried to identify the Seventh grade students" difficulties in learning vocabularies and the strategies used by English teacher to overcome students in learning vocabularies through the mistake that they had done on their worksheet, from the result of the interview from the students and teacher, and the observation in field. The detail of discussion explained as follows:

1. Students" difficulties in mastering vocabulary for the seventh grade of SMP Negeri 8 Metro.

   In the research, the researcher tried to identify the students" aspects that considered as the students difficulties in learning vocabularies. The

researcher used Lynne Cameron theory. He said that there were 4 basic comprehensions in learning vocabularies that regarded as the students vocabulary, they were pronunciation, spelling, and meaning. In SMP Negeri 8 Metro, the researcher found 3 kinds of students" difficulties faced by students in learning vocabularies. There were pronunciation, spelling, and meaning. As follow:

a. **Pronunciation**

One of the difficulties faced by the students in mastering vocabulary was pronunciation from the result of the research it revealed that was the students had difficulties in learning pronunciation. The students still had difficult to pronounce words. The students felt pronunciation was very difficult. They did not know how to pronounced words. They forgot how to pronounce the alphabet and writing and how pronouncin are not same. They had difficult memorize the alphabet and they did not how to pronounce correctly. So, the students had difficult in learning pronunciation.

The statement above was strengthened by the Gower, Philps, and Walter theory that in finding about pronunciation. According to Gower, Philip, and Walter said there were some difficulties in learning vocabulary, especially in pronunciation. Gower said pronunciation of English words can cause problems for

students in learning the language.[19] In other researchers, Thonbury said that there were some students" difficulties in vocabulary, one of which was pronunciation.[20] According Thonbury said the potential difficulty in learning pronunciation was unfamiliar with sounds. Pronunciation was the way in which a particular person pronounces the word of a language. Therefore, if the students mastered it, then they can easily understand in learning vocabulary.

b. **Spelling**

The results of the presentation of observations, interviews and document reviews at Seventh grade SMP Negeri 8 Metro, the researcher found that students difficulty in learning vocabulary especially spelling. The students did not know how to spell the words. The students did not memorize the alphabet especially in spelling words. They still had difficulty memorizing to spell the alphabet one by one. They did not how to spell the alphabet correctly. They felt spelling was very hard. So, the students did not understand it.

The finding about were suitable with theory from Lynne Cameron about pronunciation. Lynne Cameron said Spelling was the act of forming words correctly from individual letter or the way that a word was spelt.[21] According Urai and Nurnisa said in learn

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[19] Gower,Philip,and Walter, *Teaching Practice: A Handbook for Teachers in Training*, 153

[20] Thonbury , *How to Teach Vocabulary*, 27

[21] Lynne Cameron, *Teaching Languages to Young Learners*, 78

spelling. The students knew the silent letters in certain words. The mistake was occurred when they failed to understand spelling mismatch. These were included, vowel substitution, vowel omission, and consonant substitution.[22] In other researcher, According to Thonbury said sound spelling mismatches caused someone mistakes in pronunciation or spelling.[23] According to Thonbury, to understand in spelling, the reader knew the sound spelling. It meant that the students must know about how to spell in alphabet so that the students were spelled correctly.

c. **Meaning**

From the finding, it was known that the students had problem difficulty to meaning words. It could be caused by the students who did not know the meaning of word. The students still had the meaning into English or Indonesian. They confused to translate the meaning in vocabulary. Some students did not bring dictionary in class, so they had difficulties translating the meaning in vocabularies. The students were lack practice the meaning. They were many problems in translating the meaning.

The finding about were relevant with the theory from Lynne Cameron about meaning. Lynne said that meaning was one of students difficulties learning in vocabulary.[24] The student had the difficulties in the meaning if they can describe the words on the

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[22] Urai Salam and Nurnisa." *Students' Difficulties In Learning Vocabularies*".49
[23] Thonbury, *How to Teach Vocabulary*, 27
[24] Lynne Cameron, *Teaching Languages to Young Learners*, 34

context. In other researchers, Thonbury said many words that it made students difficult to translate the meaning.[25] Thonbury said that to find the meaning it can be done through translation that word in learner "mother tongue that are equivalent in meaning to the item taught.

2. Solving the Difficulty in Learning Vocabulary

In the research, the researcher tried to identify factors that the solve students in learning vocabulary through the interview with the students and English teacher. The researcher identified the factors the strategies by English teacher to overcome students in learning vocabulary used Gower theory. Gower said that sixteen factors to overcome students difficulties in learning vocabularies such as type of lesson, receptive or productive, lexical syllabus, presenting-practicing-revising vocabulary, presenting a vocabulary set a visual/oral context, vocabulary in texts, test-teach-test, recycling vocabulary, conveying meaning and checking understanding, realia and visuals, mime and gesture, give examples, explanation and definition, translation, concept questions, and developing students skills and strategies. In SMP Negeri 8 Metro, the researcher found 4 factors to overcome students' difficulties in mastering vocabulary. There were described as follows:

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[25] Thonbury , *How to Teach Vocabulary*, 13

a. Developing Students Skills and Strategies

It was supported by the observation in classroom. The researcher found that to develop students' skill, the teacher gave students skills to memorize and remember vocabulary easily. In pronunciation, the teacher asked the students to practice how to spell and pronounce it. The teacher was pronounced and spelled the words first and then the students repeated after the teacher. The teacher gave a correction if the students mistakes in pronouncing and spelling. The teacher asked students to make mini vocabularies in notebook. The students come forward to practice and memorize vocabulary. The teacher asked students to distinguish vocabulary category and function. So, the students can understand and memorize vocabulary easily.

It was relevant by Gower, Philip, and Walter theory. According Gower said how the teacher can foster this independence in students divided into six.[26] There are encouraging strategies for dealing with unfamiliar vocabulary in texts, developing reference skills, encouraging the use of vocabulary records, demonstrating and discussing ways of memorizing vocabulary, giving choice, and helping learners devise their own revision plan for reviewing and learning vocabulary.

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[26] Gower, Philip, and Walter, *Teaching Practice: A Handbook for Teachers in Training*, 150

The teacher used developing students' skills and strategies in learning vocabulary. By used developing students skills and strategies help students to develop skills in acquiring new vocabulary. According Gower said developing students skills and strategies is very important that students to take response for their learning of vocabulary and foster a sense of independence students in learning vocabulary. Therefore, the students required to develop their skills in learning vocabulary with the method applied by the teacher.

b. Give Examples

The researcher found in observation and interview that the teacher gave example to the students to memorizing vocabulary. The teacher gave example about vocabulary with the illustration. The students understood about vocabulary easily and to overcome students in learning vocabulary. The English teacher gave example about how spell and pronounce. The teacher gave example first then the students tried to repeat it. This research was also supported by Gower theory. Gower said gave example was to illustrate the words that were difficult to understand about vocabulary. The illustration can provided students with question to find out students' understanding of vocabulary.

c. Presenting, practicing, and revising vocabulary

The researcher found that presenting, practicing, and revising was very necessary in the learning process. The teacher presented about vocabulary. The teacher practiced how to spell and pronounce vocabulary. The teacher revised the vocabulary that had been memorized by students. The teacher asked students to practice and memorize vocabulary in front of class. So, the students can improve vocabulary well.

The result from researcher was also the same as theory Gower. Gower, Philip, and Walter said to overcome students" difficulties in learning vocabularies, the teacher used to presenting, practicing, and revising vocabulary.[27] The teacher applied method presenting, practicing, and revising vocabulary. The teacher gave presenting to students about vocabulary learning. The teacher practiced how to spell and pronounce vocabulary and revising it correctly. According Andi Paduttangi said presentation the students to know more knowledge and experience, especially to express their opinion in learn vocabulary.

d. Translation

The result of observations and interviews, the researcher found that the teacher used to translation in learning process. The teacher asked students to bring dictionary. The teacher asked

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[27] Gower, Philip, and Walter, *Teaching Practice: A Handbook for Teachers in Training*,

students to open dictionary if they did not know the meaning in vocabulary. The teacher was translated words that difficult for students in learning English. If the students did not understand a meaning, they must open a dictionary. So, the students understand the meaning in the dictionary. So, the students knew the meaning vocabulary easily and well.

The statement above was strengthened by Gower, Philip, and Walter. Gower said that to translating vocabulary easily. The teacher has to translate one word at time and the teacher asked students to use a dictionary to translate vocabulary. To translate in English into Indonesian you must bring a dictionary. Gower also added to make it easier for students to translate words, the teacher must spending some time to ask students to open the dictionary if they did not know the meaning. Translation was the process of translating text from one language to another language to find out the meaning in the text. Translation was very important to learning vocabulary especially in English. Translation was made it easier for students to learn the meaning of vocabulary.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Based on the finding of data analysis and discussion in this previous chapter, there were two conclusions as follow:

1. The results of this study indicate that students get some difficulties in mastering vocabulary, namely pronunciation, spelling, and meaning. Only three students could answer 13 and 12 correctly out of a total of 15 questions. In addition, the average mark of all students is 57,5% with a minimum score is 40 and the maximum score is 83. Thus, it shows that students have difficulty in answering.In addition, they use several strategies in solving problems such as developing students' skills and strategies, giving examples, and translating.

2. The students' difficulties in matering vocabulary Based on analyzing the data, most of the students had difficulties in pronunciation in vocabulary. They were difficult to pronounce vocabulary easily. They confused how to pronounce correctly. While in spelling, the students have difficulty in spelling words in the English language. They did not know the alphabet in English. They did not know how to spell the alphabet correctly. Besides, most of them was difficulty to translate the meaning in vocabulary. They rarely open the dictionary if they had difficult in vocabulary and they did not bring a dictionary.

3. Solving the difficulty in mastering vocabulary from the result of the data analysis of the interview and observation, the researcher found four factors that to overcome students' difficulties in mastering vocabulary. The first factor was developing students' skills and strategies. Developing students' skills and strategies helped students to understand and memorizing vocabulary easily. The second factor was gave example. Give example helped the students to know about vocabulary. The third factors was presenting, practicing, and revising vocabulary. This factor improved the ability students' in learning vocabularies. The students memorized it easily. The last factor was translation.

B. Suggestions

The findings of the research expected to be useful for English teachers and the further researchers.

1. For English Teacher

It was expected to be able to analyze the students' difficulties in learning vocabularies. The English teacher knew the factors affecting them and to find the appropriate solution. It made it the students easy to understand and memorized the vocabulary.

2. For the Students

This study is expected to the students' vocabulary mastery, improve their ability in comprehending the vocabulary and to be more active in learning English.

3. For Other Researchers

It was expected to be able to conduct a research about analyzing of problems at the other skills of English especially in learning vocabulary. So, the futher researchers knew problems of students in learning vocabularies. The further researchers was analyzed and solved.

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APPENDICES

Instrument of Data Collection

1. **Blue Print of Documentation Sheet**

No.	Aspect
1.	Profile of SMP Negeri 8 Metro
2.	The vision and mission of SMP Negeri 8 Metro
3.	The school facilities in SMP Negeri 8 Metro
4.	The quantity of students' at SMP Negeri 8 Metro
5.	Organization structure of SMP Negeri 8 Metro

2. **Blue Print of Interview**

   a. Interview with the teacher about students' difficulties in mastering vocabulary at Seventh grade of SMP Negeri 8 Metro.

Question	Answer
Why do students have difficulty in spelling vocabulary in English?	
Why do students have difficulty in pronunciation vocabulary in English?	
What makes students have difficulty in translating the meaning of a word in learning vocabulary?	
How do you develop students' skills and strategies in learning vocabulary?	

b. Interview with the students about students' difficulties in mastering vocabulary at Seventh grade of SMP Negeri 8 Metro.

Question	Answer
What make you difficult in pronouncing vocabulary in English?	
What make it difficult for you to spell vocabulary correctly?	
What make you difficult in translating a word in learning vocabulary?	
How does the teacher give an example so that students understand the vocabulary?	
How does the teacher teach students to translate the meaning of words in English?	

3. Documentation Sheet

No.	Aspect	Availability
1.	Profile of SMP Negeri 8 Metro	√
2.	The vision and mission of SMP Negeri 8 Metro	√
3.	The school facilities in SMP Negeri 8 Metro	√
4.	The quantity of students' at SMP Negeri 8 Metro	√
5.	Organization structure of SMP Negeri 8 Metro	√

4. Observation Sheet

Name　　　　　:

Class　　　　　:

Question
1. Please pronounce the sentence!

    - I have three books.

    - I want a box of chocolate

    - That's very nice cupboard.

    - I am worthy of your love.

    - We are all learning about pronouncation of different words.

2. Please spell the word!

    - three

    - chocolate

    - cupboard

    - worthy

    - pronouncation

3. Please translate it

    - Acquier

    - Fundamental

    - Inquiry

    - worthy

    - Maintain

5. Transcript of Interview

a. Interview with the teacher about students' difficulties in mastering vocabulary at Seventh grade of SMP Negeri 8 Metro.

Name   : Mrs. Maryani

Date/Time : May, 22th, 2023

Question	Answer
Why do students have difficulty in spelling vocabulary in English?	They did not know how to read let alone the spelling the alphabet by words. They did not memorize the alphabet in English. The students still had difficulty reading the alphabet. They did not understand it.
Why do students have difficulty in pronunciation vocabulary in English?	the students was problem at VII D in learning pronunciation because, it is the most difficult thing in learning English. Some students did not understand English especially pronunciation. According to them, vocabulary was new words that they felt difficult to understand it. The students sometimes felt confuse about the difference between writing and pronunciation. Like say words" My name is "the students said "miname is
What makes students have difficulty in translating the meaning of a word in learning vocabulary?	I think, the students can made words in Indonesia, but they did not have a difficult translating word into English. They did not bring a dictionary so, they felt confuse translating words. During the lesson, the students also forgot to bring a dictionary. In my observation in the classroom, they were still lack motivation and spirit to learn the meaning of vocabulary in English. They think that English was very difficult so, the students were less interested to learning the meaning. They also still had difficult memorizing vocabulary. They were lack practice in

	the meaning of vocabulary. Finally, the students had difficult translating words.
How do you develop students' skills and strategies in learning vocabulary?	a. Developing Students" skills and strategies b. Give Examples c. Presenting, practising, and revising vocabulary d. Translation

b. Interview with the students about students' difficulties in mastering vocabulary at Seventh grade of SMP Negeri 8 Metro.

Name : **AFPW**

Class : **VII D**

Question	Answer
What make you difficult in pronouncing vocabulary in English?	I still had difficulty with pronunciation. I think pronunciation was very difficult for me. I did not know how to pronounce the alphabet so i mispronounce it.
What make it difficult for you to spell vocabulary correctly?	I felt difficulty spelling the alphabet in English. I think learning to spelling was very hard. I did not know how to spell the alphabet correctly. I was spelled it wrong.
What make you difficult in translating a word in learning vocabulary?	I had difficulty in translating the meaning of the vocabulary. I did not memorize the meaning in English. I think learning to translate the meaning of a word was very difficult. I sometimes rarely bring a dictionary so I had trouble translating it.
How does the teacher give an example so that students understand the vocabulary?	The teacher gave example about how spell and pronounce vocabulary. He asked students to practice spelling and pronunciation words in front of class. The teacher also gave some new words. The teacher told us to find out the meaning in vocabulary
How does the teacher teach students to translate the meaning of words in English?	He asked students to practice pronouncing and spelling the words. And then, come forward in front of the classroom. If there were some mistake, the teacher made a correction direction. In grammar, the teacher gave examples about differences V1-V2-V3. So, I knew about it.

Name : KP

Class : VII D

Question	Answer
What make you difficult in pronouncing vocabulary in English?	I am still having trouble pronouncing words in English. I think pronunciation was very difficult for me. How to pronounce and write not same so make me confuse about pronunciation. I also did not understand the alphabet in English. I felt difficult to pronounce the alphabet.
What make it difficult for you to spell vocabulary correctly?	I did not memorize the alphabet in English. I did not know how to spell letters in words. I felt confuse to spell it. I had difficulty in spelling. Spelling was very difficult part in learning vocabularies. I think the writing and spelling were not the same. That"s what makes it always wrong to spell
What make you difficult in translating a word in learning vocabulary?	In Junior High School, I did not get English lesson. I had difficult in learning vocabulary especially meaning words. I did not understand the meaning.
How does the teacher give an example so that students understand the vocabulary?	According to me, giving examples can help me to understand in learning vocabulary. The English teacher gives examples about how spell and pronounce. He asked students to practice in come forward.
How does the teacher teach students to translate the meaning of words in English?	I opened a dictionary if I did not know the meaning. The English teacher also asked students to make mini vocabularies in book. The English teacher asked students to open a dictionary. I wrote the difficult meaning in book. I memorized the words in the book."

Name : RAV

Class : VII D

Question	Answer
What make you difficult in pronouncing vocabulary in English?	At the time of elementary school, I ever learned how to pronounce the alphabet and now i forgot how to pronounce it. I felt confuse in pronouncing words in English because i forgot how to pronounce the alphabet. I think learning to pronounce was very difficult because writing and how pronouncing are not the same. That"s makes it difficult for me to learn pronounce
What make it difficult for you to spell vocabulary correctly?	Spelling was very difficult for me. I did not understand how to spell the alphabet. I still had difficulty memorizing to spell the alphabet one by one. My problem was learning vocabulary, especially spelling.
What make you difficult in translating a word in learning vocabulary?	I had memorized some vocabulary but when I said it again I forgot it. I also felt a lot of a new vocabulary that I did not know the meaning. Sometimes, I forgot to bring a dictionary so I cannot search for the meaning in dictionary.
How does the teacher give an example so that students understand the vocabulary?	According to me, giving examples can help me to understand in learning vocabulary. The English teacher gives examples about how spell and pronounce. He asked students to practice in come forward.
How does the teacher teach students to translate the meaning of words in English?	The English teacher asked students to open a dictionary if I did not know the meaning. The English teacher also told us to find new word then written in book with the meaning. So, it can be memorized easily.

Name : IF

Class : VII D

Question	Answer
What make you difficult in pronouncing vocabulary in English?	I did not know how to pronounce vocabulary because I did not understand the alphabet in English.
What make it difficult for you to spell vocabulary correctly?	I felt difficulty spelling the alphabet in English. I think learning to spelling was very hard. I did not know how to spell the alphabet correctly. I was spelled it wrong.
What make you difficult in translating a word in learning vocabulary?	When I found a new vocabulary, I cannot translate it because I have never heard the word before.
How does the teacher give an example so that students understand the vocabulary?	The teacher gave example about how spell and pronounce vocabulary. He asked students to practice spelling and pronunciation words in front of class. The teacher also gave some new words. The teacher told us to find out the meaning in vocabulary
How does the teacher teach students to translate the meaning of words in English?	I opened a dictionary if I did not know the meaning. The English teacher also asked students to make mini vocabularies in book. The English teacher asked students to open a dictionary. I wrote the difficult meaning in book. I memorized the words in the book.

Name : RPP

Class : VII D

Question	Answer
What make you difficult in pronouncing vocabulary in English?	According me, pronunciation was very important. I have difficult memorize the alphabet and I did not how know to pronounce correctly.
What make it difficult for you to spell vocabulary correctly?	I felt difficulty spelling the alphabet in English. I think learning to spelling was very hard. I did not know how to spell the alphabet correctly. I was spelled it wrong.
What make you difficult in translating a word in learning vocabulary?	I still had difficult in translating the meaning in English. I did not know the meaning a word. My vocabulary was still low so, I have trouble translating words. I still had difficulty in translate a word because i confused to find the meaning in the dictionary.
How does the teacher give an example so that students understand the vocabulary?	I learned pronunciation from the teacher. He taught us the way how to pronounce the word well. I followed him easily.
How does the teacher teach students to translate the meaning of words in English?	I opened a dictionary if I did not understand the meaning. The teacher told us to bring a dictionary in classroom. He wrote vocabulary on white board and we wrote it on book. If we did not know the meaning, the teacher asked students to open the dictionaries.

Name   **: MIR**

Class   **: VII D**

Question	Answer
What make you difficult in pronouncing vocabulary in English?	I still had difficult memorize the alphabet. I cannot pronounce well
What make it difficult for you to spell vocabulary correctly?	I felt difficulty spelling the alphabet in English. I think learning to spelling was very hard. I did not know how to spell the alphabet correctly. I was spelled it wrong.
What make you difficult in translating a word in learning vocabulary?	I did not know the meaning in Indonesian or English. I seldom opened the dictionary. I forgot it
How does the teacher give an example so that students understand the vocabulary?	The teacher gave simple examples of how to pronounce some words. So, I learned easily from it.
How does the teacher teach students to translate the meaning of words in English?	He asked students to practice pronouncing and spelling the words. And then, come forward in front of the classroom.

DOCUMENTATION

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Nomor : B-0319/In.28/j/TL.01/01/2023
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Dra. LILIK FIRDAYATI SMP NEGERI
8 METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**INTAN NUR OCTAVIANI**
NPM	:	1901052017
Semester	:	8 (Delapan)
Program Studi	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF STUDENTS DIFFICULTIES IN MASTERING VOCABULARY AT SMP NEGERI 8 METRO

untuk melakukan prasurvey di SMP NEGERI 8 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 Januari 2023
Ketua Jurusan

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PEMERINTAH KOTA METRO
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SURAT IZIN PRASURVEY
NO : 800/16/L.12.3/SMPN8/2023

Yang bertanda tangan dibawah ini Kepala UPTD SMP Negeri 8 Metro, Memberikan izin kepada :

Nama	: **INTAN NUR OCTAVIANI**
NPM	: 1901052017
Jurusan	: Tadris bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan IAIN Metro

Untuk mengadakan Prasurvey dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi dengan judul : *"AN ANALYSIS OF STUDENTS DIFFICULTIES IN MASTERING VOCABULARY AT SMP NEGERI 8 METRO"*

Demikian Surat izin ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Metro, 31 Januari 2023
Kepala UPTD SMP Negeri 8 Metro

Dra. LILIK FIRDAYATI
NIP 19661117 199103 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Intan Nur Octaviani
NPM : 1901052017

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin, 8/2023 /05		Bimbingan APD	
2	Senin 15/05/2023		Acc Research Instrument	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Syahreni Siregar, M.Hum
NIP. 197608114 2009122 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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Nomor   : B-2169/In.28.1/J/TL.00/05/2023
Lampiran   : -
Perihal   : **SURAT** *BIMBINGAN SKRIPSI*

Kepada Yth.,
Syahreni Siregar (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**INTAN NUR OCTAVIANI**
NPM	:	1901052017
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALIYSIS OF STUDENTS DIFFICULTIES IN MASTERING VOCABULARY AT SMP NEGERI 8 METRO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 Mei 2023
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS
Nomor: B-2690/In.28/D.1/TL.01/05/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**INTAN NUR OCTAVIANI**
NPM	:	1901052017
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMP NEGERI 8 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANLYSIS OF STUDENTS DIFFICULTIES IN MASTERING VOCABULARY AT SMP NEGERI 8 METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 29 Mei 2023

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-2689/In.28/D.1/TL.00/05/2023   Kepada Yth.,
Lampiran : -   Dra. LILIK FIRDAYATI SMP NEGERI
Perihal   : **IZIN RESEARCH**   8 METRO
                                                     di-
                                                     Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2690/In.28/D.1/TL.01/05/2023, tanggal
18 Mei 2023 atas nama saudara:

Nama	: **INTAN NUR OCTAVIANI**
NPM	: 1901052017
Semester	: 8 (Delapan)
Jurusan	: Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas
akan mengadakan research/survey di SMP NEGERI 8 METRO, dalam rangka
meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN
ANLYSIS OF STUDENTS DIFFICULTIES IN MASTERING VOCABULARY AT SMP
NEGERI 8 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas
tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 Mei 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 8 METRO
Alamat: Jl.Anggrek 5, 23 A Karangrejo Metro Utara Telp (0725)47458 Email smp8metro@gmail.com

SURAT BALASAN IZIN RESEARCH
NO : 800/82/I.12.3/SMPN8/2023

Yang bertanda tangan dibawah ini, Kepala UPTD SMP Negeri 8 Metro :

Nama	:	Dra. LILIK FIRDAYATI
NIP	:	19661117 199103 2 004
Pangkat/Golongan	:	Pembina Utama Muda / IV/c
Jabatan	:	Kepala UPTD SMP Negeri 8 Metro

Memberikan izin kepada :

Nama	:	INTAN NUR OCTAVIANI
NPM	:	1901052017
Semester	:	8 (Delapan)
Jurusan	:	Tadris bahasa inggris

Untuk mengadakan Research/Survey di UPTD SMP Negeri 8 Metro, dalam rangka menyelsaikan tugas Akhir/Skripsi Mahasiswa yang berjudul '**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN MASTERING VOCABULARY AT SMP NEGERI 8 METRO.**

Demikian Surat izin ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Metro, 19 Mei 2023
Kepala UPTD SMP Negeri 8 Metro

Dra. LILIK FIRDAYATI
NIP 19661117 199103 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Intan Nur Octaviani
NPM : 1901052017

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Tuesday 06/06/2023	1	- Revise you abstract (the findings) - Chapter IV *(elaborate the data clearly) & Make table and explain - Revise your References.	
2	Tuesday 13/06/2023	1	- Revise again your abstract Conclusion ?	
3	Tuesday 19/06/2023	1	Acc	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 1987 102 201503 1 004

Dosen Pembimbing

Syahreni Siregar, M.Hum
NIP. 197608114 2009122 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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IAIN
METRO

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-692/In.28/S/U.1/OT.01/06/2023

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: INTAN NUR OCTAVIANI
NPM	: 1901052017
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901052017

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 8 Juni 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0725) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail:
iainmetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahsa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Intan Nur Octaviani
NPM : 1901052017
Jurusan : Tadris Bahasa Inggris

Telah meneyelesaikan administrasi perninjaman buku pada Jurusan/Prodi Bahasa Inggris. Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 19 Juni 2023
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871022201503 1 004

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN MASTERING VOCABULARY AT SMP NEGERI 8 METRO

CURRICULUM VITAE

The name of the researcher is Intan Nur Octaviani. She was born on Bumi Pratama Mandira, 8 October 2000. She is the frist child of married couple Mr. Mimin Andrianto and Mrs. Ninik Sunarsih.

She started her study at TK RA Al-Aqhso on 2005--2007. She continued her study at SD N 3 Bumi Pratama Mandira on 2007--2013. She continued her study at SMPN 1 Budi Pratama on 2013--2016. Then, she continued her study at SMAN 1 Gunung Terang on 2016 and completed in 2019.

After graduating of SMAN 1 Gunung Terang, in 2019, she was registered as a student of S1 English Education Department State Institute of Islamic (IAIN) Metro.