

CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is a fundamental comprehension of English. To comprehend the English language, one must also comprehend its lexicon. A language's vocabulary is important since it is one of the means by which the language is expressed. The four English language skills of speaking, reading, writing, and listening will all increase with vocabulary mastery. Literally, vocabulary can be explained as a list or assemblage of terms or combinations of terms and expressions that are sometimes organized in alphabetical order and clarified or described. According to this definition, vocabulary is a set of terms and expressions that are sorted alphabetically, along with their meanings explained.

Nation (2001), asserts that pupils should acquire a big vocabulary since it will benefit them, considering that vocabulary learning is a continuous process. Furthermore, Cameroon (2001) asserted that as language is made up of words, the foundation of learning a foreign language is building, which must be learned before others. This will be required of pupils learning English skills such as speaking, listening, writing, and reading. To be able to learn English more effectively, students need to have a large enough vocabulary.

A person's vocabulary is the list of terms they are familiar with. Educating vocabulary is an important component of language learning because language itself is built on the basis of words (Thombury, 2002:15). Stated differently, vocabulary is a component of language that should be the main focus studied well in order to understand a language. In addition, vocabulary cannot be separated from other language skills; a robust vocabulary improves all areas of communication such as listening, speaking, reading, writing; you will learn more the more words you know.

Teaching vocabulary in conjunction with reading comprehension is a complex process that entails much more than just looking up words in a

dictionary and utilizing them in sentences. Reading skills instruction should be combined with vocabulary instruction. Students should purposefully learn vocabulary through explicit instruction on a particular term and word learning procedures, as well as accidentally through indirect exposure to words.

The quantity of unfamiliar or new terms that arise in textbooks or other reading comprehension related barriers is known as mastery. These terms continue to be one of the biggest barriers to vocabulary mastering and reading comprehension, particularly for students learning English as a second language. This is most likely because they lack appropriate vocabulary. When the research asked the students to read and grasp a chapter, the majority of them claimed that it was hard to understand since it had a lot of unfamiliar vocabulary. They can't make sense of the meaning of fresh terms that show up in a sentence or discours.

They failed to consider how to comprehend the meaning of the words and began to ask each other questions while making noises. They showed unwillingness to answer inquiries about the reading text. Every time students were asked to comprehend unfamiliar words in texts or sentences, they invariably checked their dictionaries, sought assistance from friends, or consulted their teachers.

Vocabulary reflects the diversity and abundance of words found in (Soedjito et al., 2011:3) a language. When acquiring a language, it certainly cannot be divorced from vocabulary acquisition, because vocabulary play a crucial part in assessing communication fluency. Communication is possible in a number of languages, including English. One of the prerequisites for learning English is having a large vocabulary. Please use English if improved by mastering vocabulary well because good vocabulary mastery will affect a person's language skills.

According to Richards & Renandya, as quoted by Mashhadi & Jamalifar (2015), vocabulary ia a fundamental aspect of language proficiency and forms a large part of the foundation for how effectively students write,

talk, and listen. Additionally, Zimmerman claims as quoted by Alizadeh (2016), lexicon is the core of language as well as has a crucial role for language learners in general. Insufficient vocabulary knowledge is a major barrier to learning process will cause meaningful communication to be lacking. According to Laufer, who was quoted by Alqahtani (2015), learning vocabulary is akin to learning other words, meaning that it is inextricably linked to other language skills. Students will be better able to comprehend what they read or hear if they have a larger vocabulary.

Given the growing sophistication of science and technology, the requirement to be proficient in a foreign language as a communication tool is essential. A sufficient command of vocabulary is among the key elements in becoming proficient in English. It is explained that English comprises three main components: pronunciation, vocabulary, and grammar" (Kasihani, 2010:43). Understanding the reality of the importance of the future of English, then the process of learning English itself could need to be implemented.

The initial thought that comes to a person's mind about vocabulary is that it refers to a collection of terms in a specific language. However, numerous definitions of Vocabulary have been compiled by various authorities. The vocabulary is the core of words acquisition, be it the first, second, or foreign language explained by Murcia (2001, p.285). According to Hatch and Brown (1995, p.1), vocabulary is a list of specific terms that a speaker may employ in their language. Additionally, Hornby (1995:133) explained that a collection of words and their definition is referred to as vocabulary. It is the foundation of language. From the definitions given above, vocabulary can be defined as a group of terms in language, along with their meanings, that are utilized orally or in writing by a person or group of persons communication.

The ability to master a foreign language is increasingly seen as a vital skill in today's globalized world. It is because language is an important instrument for communicating with other people, or a communication tool. Being a tool for both written and spoken communication, English is one of

the most crucial languages to learn. In every aspect of our lives, including communication, commerce, social, and cultural interactions, science, education, entertainment, and technology, English can be a useful language. The elementary school curriculum for learning English has been organized by classifying the resources in a methodical way for the pupils. However, the primary barrier is a lack of vocabulary. English language proficiency is required in a few areas, including grammar, vocabulary, and pronunciation. For comprehensible and acceptable the three elements need to be examined while pupils learn English.

Afisa (2015) claimed that kids' limited vocabulary is the reason they have trouble speaking, pronunciation issues, word arrangement confusion, and fear of making mistakes. When the teachers asked them, they were apprehensive and lacking confidence. The findings of this study, which showed that pupils have trouble pronouncing words correctly, further reinforced this notion. Due to the improper pronunciation, students were reluctant to use the word in English. Additionally, the pupils consistently lose their ideas due to a lack of vocabulary when speaking. When the investigator attempted to inquire about their issue, they answered that they were unaware of since students rarely hear English outside of their books and teachers, they need to know how to utter a word in the language that they truly want to convey.

Gaining more vocabulary in English was crucial since it allows one to communicate in English without having to think things through before speaking. The most fundamental skill required for learning English, which was foreign language to all students and Indonesian society, was mastery of vocabulary. How can someone communicate their thoughts if they don't comprehend all of English. Learning and mastering the vocabulary is crucial, especially if it was a foreign language must be mastered by the student in English. It was also effective to support the students' achievement in four skills.

The problems that have been raised by English teachers, students should be willing to consciously learn English. Because the benefits of

acquiring English especially for the junior high level students are mainly to go past the Nasional Examination and enter the desired high school. In addition, there are several other benefits that are obtained, namely, (1) deepening knowledge, because of the many books in English (2) improving careers quickly, by speaking English we can easily (3) becoming a translator or tour guide, (4) pursuing educational opportunities abroad.

This research seeks to ascertain students's issues with learning English, particularly with speaking and listening. Basically, if students are at ease with the learning activities, the teaching and learning process will go more smoothly. As a result this study offers some useful recommendations for educators to help pupils overcome obstacles. Students in junior high school participated in this study as responders. The significance of English student's opinions, the challenges they have when learning the language, and the teaching methods that they prefer were all examined in this study's data analysis. According to the study's findings, the majority of pupils struggle while speaking because they lack confidence and proficiency in areas like grammar, vocabulary, and pronunciation.

B. Research Questions

The researcher formulated the research problem as follows:

1. What are the primary challenges that by junior high school students in learning English Vocabulary?
2. What strategies do junior high school students use to overcome difficulties in learning English Vocabulary?

C. Research Objectives

This research has several objectives, they are:

1. To determine the specific difficulties confronted by junior high school students in learning English Vocabulary.
2. To explore the strategies employed by students to address and overcome challenges in learning English Vocabulary at the junior high school level.

D. Research Significances

There are several uses that the researcher wants to provide from this research:

1. This study's findings are anticipated to help teachers in overcoming students who have difficulty in learning vocabulary.
2. Benefits are anticipated from the findings of this study for students to overcome vocabulary difficulties in English lessons.
3. It is anticipated that this study will also give readers fresh information and insights, especially those who are learning vocabulary and interest in English.
4. Future researchers are anticipated to use this study as a reference to do additional research about the vocabulary learning experienced by students in English or other languages.

E. Definition of Key Terms

There are some operational definitions of the key words in the study:

1. Vocabulary

In the context of this study, vocabulary is a list of terms in English that are used and understood by students in the process of communication, both spoken and written. A key component is vocabulary component when learning a language because it serves as the cornerstone for mastering the four language skills of speaking, writing, listening, and reading. The more vocabulary a person masters, the better their ability to understand and use the language, especially speaking English as a second language. The vocabulary referred to in this study includes words found in textbooks, instructional materials, as well as additional educational resources utilized in the classroom.

2. Media-based learning

Media-based learning in this study discusses the learning process English using various types of media as tools to deliver learning materials to students. These media may include visual aids such as

pictures, videos, and LCD projectors; audio media such as songs and recorded conversations; and printed materials like textbooks and learning modules. The use of media aims to increase the attractiveness of the educational process and aid pupils in comprehending terminology and other learning content in an enjoyable way. At MTsN 2 Kotabaru, media-based learning is used as an alternative approach to help students overcome difficulties in understanding English vocabulary.

3. Motivation

In this study, motivation refers to the internal or external drive that influences students' enthusiasm in learning English, particularly in mastering vocabulary. Motivation plays a vital role since motivated pupils are more likely to participate actively in the learning process, engaged, and consistent in participating in class activities. Motivation can be intrinsic, such as a personal desire to become proficient in English, or extrinsic, such as encouragement from teachers, parents, or the surrounding environment. In this research, one of the main elements thought to influence pupils' learning success is motivation English vocabulary.

4. Eighth graders of MTSN 2 Kotabaru

Eighth grade students of MTsN 2 Kotabaru refer to learners who are currently in the eighth grade level at MTsN 2 Kotabaru, an Islamic junior high school located in Kotabaru Regency, South Kalimantan. This study focuses on eighth graders because at this level, students begin to be introduced to more complex vocabulary and are expected to engage with English texts and assignments that require contextual understanding. The eighth grade is also viewed as an important stage where students have acquired basic English skills and are in the process of expanding and deepening their language proficiency.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research conducted at MTsN 2 Kotabaru regarding students' difficulties in learning English vocabulary through a mixed-method approach, several significant findings can be drawn. These conclusions integrate quantitative data (test scores and questionnaires) and qualitative data (interviews and classroom observations), thus providing a more comprehensive picture of the students' vocabulary learning process. These findings are summarized as follows:

1. Level of Student's Vocabulary Mastery

The results of the vocabulary test indicated that the majority of students, precisely 96.43%, were categorized as *very good* in terms of vocabulary mastery. This shows that students have a solid basic knowledge of vocabulary, including recognition of word meanings, spelling accuracy, and usage in simple sentence structures. Nevertheless, further evidence from interviews and classroom observations revealed that this mastery tends to be surface-level and dependent on memorization. Students were able to recall vocabulary in formal test situations but encountered difficulties when applying it in spontaneous communication such as speaking or writing. This implies that their vocabulary knowledge has not yet been fully internalized or transformed into active, communicative competence.

2. Factors of Difficulties faced by Students

From the triangulation of data sources namely questionnaires, interviews, and observations it was found that students experience several key obstacles that hinder their vocabulary learning progress. These include:

a. Low learning motivation,

Many students show signs of disinterest during vocabulary lessons, such as lack of focus, passive participation, and a tendency to disengage from class activities. This demotivation is often linked to repetitive and uninspiring teaching styles, as well as the absence of

personal relevance or real-life connection to the vocabulary being taught.

b. Monotonous learning methods,

The predominant use of traditional lecture-based methods, where teachers explain word meanings and ask students to memorize them, was cited by many participants as a major cause of boredom. These methods rarely involve visual media, collaborative tasks, or interactive games that could enhance students' engagement and long-term memory.

c. Lack of support from the surrounding environment,

Students reported minimal exposure to English vocabulary outside the classroom. Their families and peers often do not speak or support the use of English in daily conversations, reducing opportunities for real-world practice. Without reinforcement in everyday situations, students tend to quickly forget the vocabulary they have learned in class.

d. Psychological factors,

Emotional and psychological factors such as fear of making mistakes, shyness, and lack of confidence also play a role in students' vocabulary difficulties. Many students hesitate to ask questions when they do not understand or are reluctant to speak English in class due to fear of being judged or ridiculed by peers. This results in passive learning habits and missed opportunities to practice new words.

3. Consistency of Findings with Theory

The findings of this study are consistent with several theoretical perspectives from recent literature. Nation (2022) emphasizes the importance of repeated exposure to vocabulary in meaningful, contextual settings for long-term retention, which corresponds with the students' struggle to use vocabulary beyond memorization. Laufer (2021) points out that vocabulary acquisition is more effective when integrated into reading and communication activities, rather than isolated word lists.

Similarly, Schmitt and Zimmerman (2020) highlight the impact of visual media and engaging materials on vocabulary learning, aligning with students' desire for more dynamic and enjoyable instructional methods. These theories collectively support the conclusion that successful vocabulary learning requires not only cognitive effort but also motivational, environmental, and emotional support.

B. Suggestions

Based on the research results and conclusions above, the researcher provides several suggestion as follows:

1. For English Teachers

Teachers are advised to vary their learning methods more, such as :

- a. Using images, videos, or digital learning applications.
- b. Hold educational games such as vocabulary games, matching words, or vocabulary quizzes.
- c. Provides practice in using vocabulary in sentences, conversations, and contextual texts.

2. For Students

Students need to improve their independent learning habits by:

- a. Read english books regularly.
- b. Note down and repeat the vocabulary that has been learned.
- c. Using new vocabulary in everyday life, even if it is simple.

3. For School

- a. Adequate learning media facilities (LCD, Speaker, internet connection)
- b. Training to improve teacher competency in the use of creative methods and technology.
- c. An environment that supports English language practice, such as a weekly "English Day" program.

4. For Further Researchers

This research still has limitations in scope and instruments. Future researchers are advised to:

- a. Examine the influence of specific media (e.g., videos, games, or apps).
- b. Involving more respondents and schools.
- c. Assess students' affective aspects such as self-confidence, anxiety, and learning styles.

Therefore, the results of this study cannot be generalized widely, but still provide a useful overview for the development of vocabulary learning.

With the completion of this research, it is hoped that it can provide a positive contribution in the development of English Vocabulary learning strategies in junior high schools, especially at MTsN 2 Kotabaru.

This research is also expected to be a references for teachers and schools in evaluating the teaching methods used, as well as encouraging students to be more active in the process of learning English Vocabulary.

Finally, we hope that the results of this study can be a useful reference for the development of further research and improving the quality of English education at the Madrasah and public school levels.

REFERENCES

- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3), 21–34. <https://doi.org/10.20472/TE.2015.3.3.002>
- Angelina, P. (2020). The strengths and drawbacks of LyricsTraining implementation in basic listening course. *English Language Teaching and Research Journal*, 4(2), 15–22. <https://doi.org/10.37147/eltr.v4i2.69>
- Anggraeni, A. A. S. (2019). *Improving students' vocabulary mastery through vocabulary self-collection strategy (VSS) at dormitory of State Islamic Institute (IAIN) Parepare* (Skripsi, IAIN Parepare).
- Anggraini, N. B. (2023). *Improving the students' vocabulary mastery through LyricsTraining (A classroom action research at the second grade students of SMP Nusantara Plus in academic year 2022/2023)* (Skripsi, UIN Syarif Hidayatullah Jakarta).
- Apriliani, D. P., & Suryaman, M (2021). The use of Quizlet application to enhances students' vocabularu mastery. *Journal of English Language Teaching ang Linguistics*, 6(3), 623-632.
- Clark, J. S., Porath, S., Thiele, J., & Jobe, M. (2020). *Action research*. New Prairie Press. <https://newprairiepress.org/ebooks/34/>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.

- Emor, J., Suhartono, L., & Riyanti, D. (2011). Using semantic mapping in teaching vocabulary through a descriptive text. *Jurnal Pendidikan dan Pembelajaran*, 2.
- Galeri, M. A. (2024). *An analysis of students' difficulties in learning English vocabulary of the S-1 Law Study Program at Universitas Sari Mulia* (Skripsi, Universitas Sari Mulia).
- Hanim, A. L. (2023). *Improving students' vocabulary mastery through snakes and ladders board game* (Skripsi, UIN Khas Jember). <https://digilib.uinkhas.ac.id/25948/>
- Khoirunnisah, S. (2020). *The effect of whispering game to motivation in learning vocabulary* (Skripsi, IAIN Padangsidempuan). <http://etd.iainpadangsidempuan.ac.id/6451/1/1620300077>
- Lestari, W. (2017). *Improving students' vocabulary mastery by using Text Twist game at Private Islamic Junior High School AL-Hijrah 2 Lau Dendang 2016/2017 academic year* (Skripsi, UIN Sumatera Utara).
- Lubis, M. N. (2021). *Improving students' vocabulary mastery through applying whispering games assisted short story at SMP PAB 19 Helvetia in the academic year 2021/2021* (Skripsi, UIN Sumatera Utara).
- Maritha, E., & Dakhi, S. (2017). The effectiveness of picture: An empirical evidence in vocabulary mastery. *Proceedings of the 3rd International Conference on Education and Language (ICEL)*, 3(3), 163–176.
- Mason, R., & Rennie, F. (2008). *E- Learning and social networking handbook: Resources for higher education* Routledge.
- Muzayyanah, N. (2015). *Improving students' vocabulary mastery by using word wall* (Skripsi, UIN Sumatera Utara).
- Nurani, A. F., Febriani, S. M., & Yektyastuti, R. (2019). The effectiveness of

using picture series in improving students' English vocabulary. *Al-Kaff: Jurnal Pendidikan dan Bahasa*, 2(1), 45–55.

Permatasari, R. (2021). *Vocabulary learning strategies used by students at SMP Negeri 1 Rambah Hilir* (Skripsi, UIN Sultan Syarif Kasim Riau).

Rohmatillah. (2014). A study on students' difficulties in learning vocabulary. *English Education: Jurnal Tadris Bahasa Inggris*, 6(1), 75–93.

Thornbury, S. (2002). *How to teach vocabulary*. London: Longman.

Tira, S. D., & Fitria, N. (2019). The principles and the teaching of English vocabulary: A review. *Journal of English Teaching*, 5(1), 15–25.

Zakky. (2020, April 18). Pengertian observasi menurut para ahli dan secara umum. *Zona Referensi*. <https://zonareferensi.com/pengertian-observasi-menurut-para-ahli/>