



**PROBLEMS IN MASTERING ENGLISH VOCABULARY
FACED BY SEVENTH GRADE STUDENTS OF SMP
NEGERI SATU ATAP FATUMETAN, NTT.**

THESIS

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Sarjana Pendidikan (S.Pd)

By

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**ENGLISH EDUCATION STUDY PROGRAM
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**PROBLEMS IN MASTERING ENGLISH VOCABULARY FACED BY
SEVENTH GRADE STUDENTS OF SMPN 1 ATAP FATUMETAN, NTT.**

Xvi + 57 pages, 25 tables, 2 graphics, 8 appendices

ABSTRACT

The objective of this study was to find out problems in mastering vocabulary faced by seventh grade students of SMPN Satu Atap Fatumetan, NTT. The subjects of this study were 47 students classified into two classes i.e. VIIA & VIIB. This study used qualitative method. The writer used questionnaire and observation to gain the data. All the data were analyzed descriptively. The findings showed that problems faced by the students in mastering vocabulary were: first, the assumption of the students about English in which they thought English is difficult. Second, the way to pronounce English words. Third, lack of the mastery of English alphabets in spelling the words. Fourth, grammatical form such as affixation. Fifth, the confusion of using the words in the appropriate context. Sixth, lack of teacher motivation. Seventh lack of teaching method or variation and the last learning facilities were limited.

Key words: English vocabulary mastery, kinds of vocabulary, vocabulary levels, vocabulary development.

References 27 (1992-2016)

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Rince Manafe (2014850061)

**MASALAH PENGUASAAN KOSAKATA BAHASA INGGRIS YANG
DIHADAPI OLEH SISWA KELAS 7 SMPN SATU ATAP FATUMETAN,
NTT.**

Xvi + 57 halaman, 25 tabel, 2 grafik, dan 8 Lampiran

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui masalah dalam penguasaan kosakata yang dihadapi oleh siswa kelas tujuh SMPN Satu Atap Fatumetan, NTT. Subjek penelitian ini adalah 47 siswa yang dibagikan ke dalam dua kelas yaitu VIIA & VIIB. Penelitian ini menggunakan metode kualitatif. Penulis menggunakan kuesioner dan observasi untuk mendapatkan data. Semua data dianalisis secara deskriptif. Temuan menunjukkan bahwa masalah yang dihadapi oleh siswa dalam menguasai kosakata adalah: pertama, asumsi siswa tentang bahasa Inggris di mana mereka berpikir bahwa bahasa Inggris sulit. Kedua, cara mengucapkan kata-kata bahasa Inggris. Ketiga, kurangnya penguasaan alphabet bahasa Inggris sehingga kesulitan dalam mengeja kata. Keempat, bentuk gramatikal seperti afiksasi. Kelima, kebingungan menggunakan kata-kata dalam konteks yang sesuai. Keenam, kurangnya motivasi guru. Ketujuh kurangnya metode pengajaran atau variasi mengajar dan terakhir fasilitas belajar terbatas.

Kata kunci: Penguasaan kosakata bahasa Inggris, jenis-jenis kosa kata, tingkatan kosakata, pengembangan kosa kata.

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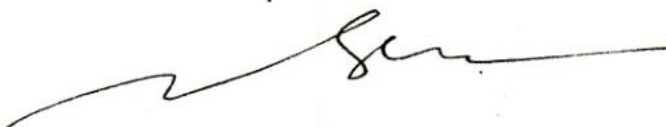
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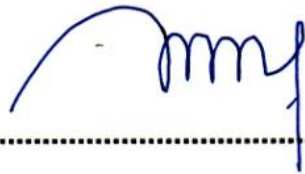
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DEDICATION

“This thesis is dedicated to my lovely husband, my beloved parents and my whole family and friends that always keep support and motivate me wherever and whenever I am.”

MOTTO

“Be smart in any situation as educated people to create a peaceful life”

~Rince Manafe~

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Rince Manafe

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of important things in our life. It is what human needs in daily activities because language is a tool to communicate, interact, understand, and express ideas with each other. Nowadays, English is one of the languages that mostly used in the world and it is known as an international language.

Indonesia is one of the developing countries, which put English as a compulsory subject in educational curriculum. According Dardjowidjojo (2000: 22-23) cited in Sari (2014), the history of teaching English as a foreign language in Indonesia lies long since Dutch colonial times, but English is officially taught as a foreign language in Indonesian schools (Junior High School, Senior High School and universities) along with the publication of the Decree of the Minister of Education and Culture No. 096 of 1967 which stated:

1. English is the first foreign language to be taught formally starting from Junior High School up to university level.
2. The aim of English teaching is to develop students' communicative competence.

3. English competencies to be developed comprise reading, listening, writing, and speaking.

English is a foreign language because it is not used to communicate in daily life. It is taught at schools and university levels as one of an important subjects to let Indonesian students understand this global language; able to use this language both in spoken and written. In several countries, English is put as a second language in which mostly people of these countries use English in a formal occasion. In Indonesia, English is expected to be used to communicate with other countries to get a good relationship in many sectors. However, not all Indonesian people speak English even most of educated people are still lack of English.

In learning English, there are four skills should be mastered by the students. They are listening, speaking, reading and writing. In listening skill, students have to hear and understand to someone who is talking directly or through video or audio. In speaking skill, students have to speak out in English. There are several components that should be emphasized in speaking skill i.e. vocabulary, grammar, fluency, pronunciation and comprehension. In reading skill, students learn how to read in English words and they must know the most important aspects of reading i.e. phonemic awareness, phonics, vocabulary, fluency, punctuation and comprehension. Writing skill is quite difficult because it must be

corrected in grammar and tenses (wording should be accordance with the time happened i.e. Present tense, present continuous tense, past tense, past continuous tense, present past tense and modals) and also punctuation.

Apart from those skills, vocabulary has an important role than grammar in language learning. As Hashemi (2010:158) asserted “without grammar, little can be conveyed; without vocabulary, nothing can be conveyed”. It means that to be an English master, people should master the vocabulary first and then grammar. Therefore, vocabulary is a key to master a language.

Vocabulary can help students in choosing the right words according to what they want to convey. While, mastering of good grammar can help students in making correct sentences. Mastering vocabulary and grammar can help students in making good and correct sentences to be understood easily because by mastering vocabulary and grammar students will master four skills of English easily. If students have problems in mastering vocabulary, they will have a limited understanding in all skills and cannot communicate with others.

According to some facts which were found in the real life, most of students have problems in mastering vocabulary. Most of them are unable to master vocabulary because of many factors, such as: students were unable to master vocabulary because of

their laziness in learning. This occurred because teachers lack of interesting methods, variation in teaching, motivation and also lack of learning facilities (English books, teaching media and other supporting facilities). As Zhang (2011:2) noted that vocabulary is a great problem, especially for the students in Asian countries. The other problems also come from the environment such as students have very limited access to English sources, etc . As Eliah and Kirain (2014:191) noted that acquiring a second language involves different areas as motivation, learner's needs, learning environment, learning strategies and language awareness.

The process of teaching and learning English at this school, especially to 7th grade students was based on curriculum 13 and for 8th and 9th graders used educational unit level curriculum. English learning process in this school is using scientific method, where the students were divided into groups. Each group consisted of 5/6 person. Each group was selected by teacher and being among united smart, medium and slow learners. So, the students were able to work together in answering the questions. In this scientific method, the teacher explain the materials by using various media as needed then students will observe and make questions related to the material that has been described and then they will answer the questions. When all groups have answered the questions, each group should present the answers in front of the class to other

groups. At the end of learning, teacher and students concluded the result of the group discussion. So, this step will produce a concept as a learning result.

According to Government Regulation of Education and Culture No. 81A 2013, the learning process consists of five main learning activities namely; observing, questioning, gathering information/experiments, associating/processing information, and communicating. In observing process, students are expected to be able to observe what the teacher presents such as videos, films and pictures that related to material and also what to do, when the teacher does the simulation. After observing, students formulate questions on what has been displayed by teacher. The purpose of questioning is students will pay more attention to what they have observed.

In gathering, students have questions gained through the observation then they have to collect information to answer the questions that have been made. The information can be obtained from various learning sources such as books, library studies, internet, etc. In this stage, students are required to actively cooperate in the group. In associating/processing information, each student of the group share the task to associate or develop the information that has been obtained with aims to answer the questions and display it in group reports. In communicating,

students are expected to be able to communicate with other groups about information that has been through in each group presented the answer of their questions. This is the essence of scientific method i.e. students are expected to exchange information with other groups. So that, it will create a condition of active students and make them as subjects of learning.

For the purpose of this study, the writer is willing to choose SMPN Satu Atap Fatumetan, NTT as her location of the research since the writer is interested to discuss problems in the area in the process of learning English. Specifically, she wants to find out problems of mastering vocabulary faced by 7th grade students of SMPN Satu Atap Fatumetan, entitled **“PROBLEMS IN MASTERING ENGLISH VOCABULARY FACED BY SEVENTH GRADE STUDENTS OF SMPN SATU ATAP FATUMETAN, NTT”**.

B. Focus of the Problem

Based on the background of the problem described above, there are several focus that will become the basis for the writer to describe her study as follows:

1. How is students' ability in mastering vocabulary by the 7th grade students of SMP N 1 Atap Fatumetan in mastering vocabulary?
2. What are the problems faced by 7th grade students of SMPN 1 Atap Fatumetan in mastering vocabulary?

C. Limitation of the Problem

In order to avoid expansion in the discussion of this paper the writer limits her problem and focuses on the problems in mastering English vocabulary faced by the 7th grade students of SMPN Satu Atap Fatumetan, NTT.

D. The Objectives of the Study

Based on the problem of the research above, the writer stated the objectives of the study below;

- 1. To know the students' ability in mastering English vocabulary.**
- 2. To find out problems faced by students 7th grade of SMP N 1 Atap Fatumetan in mastering English vocabulary.**

E. The Significance of the Study

1. Students

This research is expected to give some information to students that vocabulary is one of the important things in learning English because by mastering vocabulary they will master the four skills of English.

2. Teachers

This research is expected to give more concern to teachers to create interesting learning strategies to solve problems in mastering vocabulary faced by students.

3. Parents

This research is expected to give knowledge to parents to know their children ability and problems faced by these children in learning English.

4. Writer

This research is expected to the writer in enlarge the writer's knowledge in finding the problems in mastering English vocabulary faced by students at seventh grade of SMPN Satu Atap Fatumetan, NTT. The knowledge will help her in teaching after graduating from university and also improve her ability in conducting a research and develop her writing ability.

5. Other researchers

The results of this study can be used as a reference for further research activities or the next researcher to develop this research better.

CHAPTER II

LITERATURE REVIEW

A. The Description of the Theories

1. Vocabulary

According to Oxford advanced dictionary (2010:1662), vocabulary is all the words that person knows or uses. So, vocabulary is one of an important element in learning English because without mastering vocabulary, someone will be difficult to learn a language. Vocabulary is the total number of the words which make up a language (Hornby, 2002: 6).

By mastering vocabulary, the four language skills in English the students will be easy to understand what they listen and read. Henry and Pongrantz (2006:246), pointed out that “mastering a language means being able to comprehend the vocabulary and its phonological system both in speech and in writing”. Vocabulary is the basic competence because no matter how well students learn grammar, no matter how well the sounds of English is mastered but without mastering vocabulary communication in English is nothing.

According to Zhilong (2000: 18), Vocabulary is central to language and of critical importance to typical language

learner without a sufficient vocabulary; one cannot communicate effectively or express his ideas in both oral and written form. In addition, vocabulary is used to express ideas or opinions by learners. Therefore, vocabulary plays a very important role in learning a language. Vocabulary learning is one of the major challenges foreign language learners face during the process of learning a language (Ghazal, 2007).

From the definition above, it can be concluded that vocabulary is the basic thing to learn a language. It refers to words that can be used by individual learners to know the meaning and use those words to express ideas or opinions with others. That is the reason why vocabulary is a very important tool to master a language.

2. Kinds of Vocabulary

According to Harmer, (2001: 6) there are many kinds of vocabulary i.e:

a. Synonym

Synonym is a word which is different in writing but it has the same meaning (for example gift-present, hard-strong, helpful-beneficial, honest-truthful, ill-sick, etc).

b. Antonym

Antonym is a word which is opposite in meaning and also writing (for example accept-refuse, always-never, big-small, beautiful-ugly, dark-light, etc).

c. Polysemy

Polysemy means words which have two or more related meaning (Tyler and Evans, 2001: 95). It has very closely related senses or meanings in a word (for example we had a *good* time yesterday, buy me a *good* banana, that shoe is *good* for hiking). In each case, *good* has different meaning.

d. Homonym

Homonym is a word that shares the same form but has unrelated meaning (Thornbury, 2002: 8). It means that the words has same spelling and pronouncing but has different meaning, for example: *kind (type)-kind (caring)*, *pound (unit of weight)-pound (to beat)*, *tire (to grow fatigued)-tire (part of a wheel)*, *tender (gentle)-tender (to pay money)*, *mean (average)-mean (not nice)*, *air (oxygen)-air (a lilting tune)*, *spring (season)-spring (coiled metal)*, etc.

e. Homophone

Homophone is a word that has same or similar pronunciation but different spelling and meaning (Joshi, 2014). It assumed that there are two or more words with same pronunciation but it has different meaning, for example: *sent-cent, flower-flour, find-fined, ant-aunt, board-bored, by-buy, cell-sell, disc-disk, heal-heel, see-sea, bare-bear, die-dye, hour-our, eye-I, hear-here, hole-whole, suite-sweet, son-sun, etc.*

f. Definition

Definition is a statement of the meaning of a term (a [word](#), [phrase](#), or other set of [symbols](#)).

According to Finocchiaro in Hiebertand Kamil, (2005:167-169) categorized vocabulary into two kinds, namely:

1) Active Vocabulary

Active vocabulary are words that learners understand and pronounce correctly and used constructively in speaking and writing or called as productive vocabulary. Productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Webb, 2005).

2) Passive Vocabulary

Passive vocabulary are words that learners recognize and understand when they occur in a context but they cannot produce and also cannot be used in speaking and writing or called as receptive vocabulary. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Webb, 2009).

Widjaja, (2002:11) cited in Syarifudin, Marbun and Novita (2014) proposed vocabulary which is divided into functional words and content as follows.

a) Functional Words

Functional words are mainly used to express grammatical or structural relationship with other words in a sentence. Function words include [determiners](#) (the, that), conjunctions (and, but), preposition (in, of), pronouns (she, they), auxiliary verbs (be, have), modals (may, could), and quantifiers (some, both).

b) Content Words

Content words are used to express cultural content that consist of nouns, verbs, adjectives,

and adverbs, making up the largest part of vocabulary.

3. Vocabulary Mastery

Mastery is a great knowledge about or understanding of a particular thing (Oxford Advance Learner's Dictionary 7th Edition, 2005:944). Vocabulary is one of the language aspects that must be learned by the learners. A person said to 'know' a word if he/she can recognize the meaning of a word when he/she sees it (Cameron, 2001: 75). It means that, in learning vocabulary learners should know the meaning and also understand the words.

According to John (2000: 16), vocabulary is the knowledge involves knowing the meanings of the words; therefore, the purpose of a vocabulary test is to find out whether the learners can match each word with synonym, a dictionary – tape definition, or an equivalent word in their own language. It means that, learners should know the meaning of each word and they can produce sentences either in spoken or written text.

4. The Importance of Vocabulary Mastery

Vocabulary is an important thing used in a communication. If someone wants to communicate with other people in a particular language, he or she must master the

vocabulary of the language first, so that communication between them runs smoothly. That is why vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. In English as a second language (ESL) and English as a foreign language (EFL), learning vocabulary items play a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation, 2011)).

Nation (2001) further described the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increasing in vocabulary knowledge. As Maximo (2000) stated, there are many reasons for devoting attention to vocabulary. "First, a large vocabulary is of course essential for mastery of a language. Second, language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem".

Based on the explanation above, it can be said that vocabulary is the most important factor in learning and teaching English as a foreign language even all languages. Thus, in learning English, learners should master vocabulary

because it makes them easier to learn the language skills such as listening, speaking, reading and writing. It means that teachers should have interesting method to make students interest and easily learning English vocabulary.

5. Vocabulary Development

There are many ways to develop vocabulary such as reading English books, comics, listen to the music, etc. As Freeman (2000: 9-21) explained, there are several ways to develop vocabulary mastery, namely:

a. Translation of literary passage

Students translate a reading passage from the largest language into their native language. The reading passage focused for several classes: vocabulary and grammatical structures in the passage are studied in subsequent lessons.

b. Antonym/Synonym

Students are given one set of words and asked to find synonym/antonym in the reading passage.

c. Fill in the blanks

Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as preposition or verbs with different tenses.

d. Memorization

Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them.

e. Use words in sentences

In order to show that students understand the meaning and the use of a new vocabulary item, they make up sentences in which they use the new words.

f. Composition

The teacher gives the students a topic to write about in the target language. The topic is based upon some aspects of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a precise of the reading passage.

Langan (1992: 422) mentioned that there are three ways of developing word power (vocabulary development):

1) Regular reading

Through reading, the students will learn words by encountering them a number of times in a variety of sentences.

2) Word sheets

Vocabulary word sheets are another means of vocabulary development. Word sheet is a paper listing of words for students to learn. So teacher will prepare the listing of words in papers and give to students to learn it based on their needs.

3) Vocabulary study books

A third way to increase the students' word power is to use vocabulary study books. Many vocabulary books and programs are available for students to learn.

6. Vocabulary Levels

There are three levels of vocabulary i.e. basic, intermediate and advanced vocabulary.

a. Basic vocabulary

Basic vocabulary refers to the words which are easy and simple find around, for example names of animals, fruits, things in the classroom, etc.

b. Intermediate vocabulary

Intermediate vocabulary refers to the words that are more difficult than basic vocabulary, for example the names foods, clothes, parts of body, travelling,

governments, etc. In this case, students can use dictionary to find the words and meanings.

c. Advanced vocabulary

Advanced vocabulary refers to the words which are more difficult than intermediate vocabulary, for example the words used in society, education, economic, politics, mass media, and etc. in this case, dictionary will be important for students to find out each word related to the topic.

7. Teaching and Learning Vocabulary

Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002). It is almost impossible to learn a language without words; even communication between human beings is based on words.

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach

students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.

The teachers should concern that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners are different from adults. The teachers have to know the characteristics of his\her learners. They more over need to prepare good techniques and suitable materials in order to gain the target of language teaching.

Sunarti (2010:9) stated that vocabulary means a group of words, which have been mastered by the students after the process of teaching and learning. It means that in teaching and learning process students must be able to master vocabulary. Therefore, in teaching and learning the teacher must have an interesting method to make students interest and enjoy while learning. However, students must re-

learn material that has been taught by the teacher especially for vocabulary. In this case, parents also play a very important role in encouraging their children to study hard when they are at home.

8. Problems in Mastering Vocabulary

There are several problems in teaching and learning English. The problems come from teachers and also students. Sometimes students get difficult in learning vocabulary because of laziness, they assumed English is difficult subject. Sometimes teachers are lack of teaching media and interesting method.

Here are several factors that make words are difficult to master, such as:

a. Pronunciation

Pronunciation refers to the production of sounds that person use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way people speak a language.

English words are a little bit difficult to pronounce for the learners, since the written words are different from their sounds to certain words, a word can have two or three ways of pronunciation and each has its own meaning. Yet many adult learners find pronunciation as one of the most difficult aspects of English to acquire, and need explicit help from the teacher (Morley 1994; Fraser 2000).

b. Spelling

Spelling is a process or activity of naming the letters of a word. It means that learners should know well the sounds of each alphabet.

c. Length and complexity

Length words seem difficult to learn from the short one because short one is simple and easy to pronounce than the length one.

d. Meaning

Learners sometimes get confused knowing the meaning of words because in English meaning of words will be changes according to the sentence

e. Range, connotation and idiomatic

Range, connotation, and idiomatic seem to be the easier one in learning vocabulary but also as the hardest

one to do because learning vocabulary does not only learn the meanings of word but also the pronunciation, grammatical and etc.

9. English Language Learning and Teaching

English language teaching and learning process conducted at SMPN Satu Atap Fatumetan according to curriculum 13 for 7th grade and educational unit level curriculum for 8th and 9th grades. Although 8th and 9th grades used educational unit level curriculum but they still use method of curriculum 13 as used by 7th grade i.e. scientific method.

The curriculum 13 develops the spiritual attitudes, social attitudes, knowledge, and skills of learners. The principles of learning activities with a scientific approach of curriculum 13 namely:

- a. Learners are facilitated to find out information based on their needs.
- b. Learners learn from a variety of learning sources.
- c. The learning process uses a scientific approach.
- d. Competency-based learning.
- e. Integrated learning.
- f. Learning that emphasizes divergent answers that have multi-dimensional truths.

- g. Applicative skill-based learning.
- h. Improvement of balance, continuity, and linkage between hard-skills and soft-skills.
- i. Learning that prioritizes the culture and empowerment of learners as lifelong learners.
- j. Learning that implements values by giving exemplary, building willingness, and developing the creativity of learners in the learning process.
- k. Learning taking place at home, at school, and in the community.
- l. Utilization of information and communication technology to improve the efficiency and effectiveness of learning.
- m. Recognition of individual differences and the cultural background of learners.
- n. The atmosphere of learning is fun and challenging.

Scientific method of curriculum 13 consists of five main learning activities namely; observing, questioning, gathering information/experiments, associating/processing information, and communicating. In observing, students read, listen or see without or with tools to identify what they want to know and then they ask questions to what they do not understand or ask question to get more information about what was observed. In gathering information/experiments,

students collecting information from another sources as books, library studies, internet, etc. After collecting information, they will develop the information to be discussed with others and get feedback from others. In scientific method, teachers divided students into several groups/individual to discuss the material to be studied accordance with the indicators to be achieved.

However, the achievement of English at SMPN Satu Atap Fatumetan is quite less because school still lack of learning facilities (English books, teaching media and other supporting facilities). The other problems also come from the environment such as students have very limited access to English sources, etc. It is because of they are still lived in the village which far away from the city.

B. Theoretical Framework

Vocabulary is one of an important aspect in learning a language. If learners are lack of vocabulary, they will be difficult to build communication and understand another aspect of language. As in English, if the learners master the vocabulary well it will be easier for them to master the four skills of English i.e. listening, speaking, reading and writing.

The acquisition of sufficient vocabulary is things that are important in the use of foreign language because without extensive vocabulary, learners will not be able to use grammars and language functions that they have learned for extensive communication. Vocabulary has an important role in the English teaching program. Vocabulary appears in every teaching of four English skills and also aspects of language from phonology and structure. This means that vocabulary mastery is an important part of learning a foreign language. Therefore, vocabulary teaching should be a high priority in teaching English.

For the purpose of this study, the writer is willing to choose SMPN Satu Atap Fatumetan, NTT as her location of the research since the writer is interested to discuss problems in this area (especially in this school) in the process of learning English. Specifically, she wants to find out problems of mastering vocabulary faced by 7th grade students of SMPN satu Atap Fatumetan, NTT.

CHAPTER III

METHODS AND PROCEDURES

A. Time and Place of the Study

This research was conducted for about 6 months. It was started from January 3rd 2018 until July 3rd 2018. The writer did her research at SMPN Satu Atap Fatumetan, NTT.

B. Method of the Study

The method used in this research was descriptive qualitative method. It is a method to investigate object that cannot be measured by numbers. Descriptive research is a research that describes events, phenomenon and circumstances that occur in the present. Denzin and Lincoln (2000) claimed that qualitative research involves an interpretive and naturalistic approach: "This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (p. 3).

In this study, the writer try to find out students' ability in mastering vocabulary, students' problems in mastering vocabulary and how both students and teachers solved problems in mastering vocabulary.

C. Subject of the Study

The subject of this research was all seventh grade students of SMPN Satu Atap Fatumetan registered in academic year of 2018-2019. There were two classes in this grade i.e. grade 7A and 7B. The writer decided to involve both classes as the participants of this research which consisted of 47 students: class 7A (26 students) and class 7B (21 students).

D. Techniques of Collecting the Data

In collecting the data, the writer used several instruments as follows:

1. Questionnaire

Questionnaire was used by the writer to measure about students' activity and problems in learning vocabulary. Questionnaire is one of the data collection instruments that can be used in qualitative and quantitative research. The questionnaire is closed-ended questions so the writer asked the students to fill out a given questionnaire and they must answer the questions according to what they experience or feel during the learning vocabulary. According to Brown (2001:p.6) in Dornyei and Taguchi (2010:p.4) questionnaires are any written instruments that present respondents with a

series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. The following scales were used to indicate the frequency of the usage of each question:

0 = Never

1 = Rarely

2 = Sometimes

3 = Usually

4 = Always

2. Observation

Observation was used by the writer to observe the students in classroom while learning English vocabulary. In depth observation, the writer focused on how the students learned vocabulary and how far their achievement in mastering vocabulary. Besides, the writer also observed teachers in order to know directly how the teachers delivered the materials and what method did they applied. The observation sheet enriches data analysis since it designed to understand the context when the situation took place (Cohen, Mannion, Morrison 2000:305).

E. Techniques of Analyzing the Data

Data analysis is the process of organizing and sorting data into patterns, categories and sets of basic descriptions to be confirmed to the hypothesis. Meleong (2007:248) said that qualitative data analysis is the effort made by working on the data, organizing the data, choosing those data into units manageable synthesizing, searching and finding what is to be learned, and deciding what to be published.

In this research, the data were analysed descriptively. The data were taken from both depth observation and questionnaire.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. The Description of the Data

The data of this study resulted from the questionnaire of problems on mastering vocabulary faced by seventh grade students. This questionnaire was distributed into two classes i.e. VIIA and VIIB consisted of 47 students of SMPN Satu Atap Fatumetan, NTT. The description of the data can be seen in the following tables:

1. The statement: “In my opinion, English is one of the most difficult subjects”.

No	The options	Total	Percentage
1	Always	6	13%
2	Usually	15	32%
3	Sometimes	21	45%
4	Rarely	5	10%
5	Never	0	0%
Total		47	100%

It can be seen that from 47 students, 6 students (13%) chose always, 15 students (32%) chose usually, 21

students (45%) chose sometimes, 5 students (10%) chose rarely and 0 students (0%) chose never.

2. The statement: “I realize how important English language for my future because as is one an international language”.

No	The options	Total	Percentage
1	Always	12	26%
2	Usually	26	55%
3	Sometimes	7	15%
4	Rarely	1	2%
5	Never	1	2%
Total		47	100%

It can be seen that from 47 students, 12 students (26%) chose always, 26 students (55%) chose usually, 7 students (15%) chose sometimes, 1 students 2%) chose rarely and 1 students (2%) chose never.

3. The statement: “I am very enthusiastic in learning English vocabulary because it is fun”.

No	The options	Total	Percentage
1	Always	4	9%
2	Usually	15	32%
3	Sometimes	18	38%

4	Rarely	8	17%
5	Never	2	4%
Total		47	100%

It can be seen that from 47 students, 4 students (9%) chose always, 15 students (32%) chose usually, 18 students (38%) chose sometimes, 8 students (17%) chose rarely and 2 students (4%) chose never.

4. The statement: “I use bilingual dictionary (Indonesia-English & English-Indonesia)”.

No	The options	Total	Percentage
1	Always	19	40%
2	Usually	9	19%
3	Sometimes	7	15%
4	Rarely	8	17%
5	Never	4	9%
Total		47	100%

It can be seen that from 47 students, 19 students (40%) chose always, 9 students (19%) chose usually, 7 students (15%) chose sometimes, 8 students (17%) chose rarely and 4 students (9%) chose never.

5. The statement: “I use the dictionary to find out the word pronunciation”.

No	The options	Total	Percentage
1	Always	12	26%
2	Usually	2	4%
3	Sometimes	11	23%
4	Rarely	22	47%
5	Never	0	0%
Total		47	100%

It can be seen that from 47 students, 12 students (26%) chose always, 2 students (4%) chose usually, 11 students (23%) chose sometimes, 22 students (47%) chose rarely and 0 students (0%) chose never.

6. The statement: “I use the dictionary to find only the word meaning”.

No	The options	Total	Percentage
1	Always	9	19%
2	Usually	28	60%
3	Sometimes	8	17%
4	Rarely	1	2%
5	Never	1	2%
Total		47	100%

It can be seen that from 47 students, 9 students (19%) chose always, 28 students (60%) chose usually, 8 students (17%) chose sometimes, 1 students (2%) chose rarely and 1 students (2%) chose never.

7. The statement: “I ask teacher to create unknown word into a sentence to help me understand the word meaning”.

No	The options	Total	Percentage
1	Always	6	13%
2	Usually	5	11%
3	Sometimes	25	53%
4	Rarely	9	19%
5	Never	2	4%
Total		47	100%

It can be seen that from 47 students, 6 students (13%) chose always, 5 students (11%) chose usually, 25 students (53%) chose sometimes, 9 students (19%) chose rarely and 2 students (4%) chose never.

8. The statement: “I use illustrated pictures in the textbook to find the word meanings”.

No	The options	Total	Percentage
1	Always	3	6%
2	Usually	5	11%
3	Sometimes	15	32%
4	Rarely	7	15%
5	Never	17	36%
Total		47	100%

It can be seen that from 47 students, 3 students (6%) chose always, 5 students (11%) chose usually, 15 students (32%) chose sometimes, 7 students (15%) chose rarely and 17 students (36%) chose never.

9. The statement: “To remember a word, I practice a new word repeatedly”.

No	The options	Total	Percentage
1	Always	6	13%
2	Usually	4	9%
3	Sometimes	19	40%
4	Rarely	9	19%
5	Never	9	19%
Total		47	100%

It can be seen that from 47 students, 6 students (13%) chose always, 4 students (9%) chose usually, 19 students (40%) chose sometimes, 9 students (19%) chose rarely and 9 students (19%) chose never.

10.The statement: “To remember a word, I write it repeatedly”.

No	The options	Total	Percentage
1	Always	4	9%
2	Usually	9	19%
3	Sometimes	20	42%
4	Rarely	5	11%
5	Never	9	19%
Total		47	100%

It can be seen that from 47 students, 4 students (9%) chose always, 9 students (9%) chose usually, 20 students (42%) chose sometimes, 5 students (11%) chose rarely and 9 students (19%) chose never.

11. The statement : “I have a vocabulary note book to list down new word”.

No	The options	Total	Percentage
1	Always	28	60%
2	Usually	14	30%
3	Sometimes	3	6%
4	Rarely	2	4%
5	Never	0	0%
Total		47	100%

It can be seen that from 47 students, 28 students (60%) chose always, 14 students (30%) chose usually, 3 students (6%) chose sometimes, 2 students (4%) chose rarely and 4 students (9%) chose never.

12. The statement: “I know which words are important for me to learn”.

No	The options	Total	Percentage
1	Always	4	9%
2	Usually	3	6%
3	Sometimes	19	40%
4	Rarely	13	28%
5	Never	8	17%
Total		47	100%

It can be seen that from 47 students, 4 students (9%)

chose always, 3 students (6%) chose usually, 19 students (40%) chose sometimes, 13 students (28%) chose rarely and 8 students (17%) chose never.

13. The statement: “I ask my classmate about the word meaning”.

No	The options	Total	Percentage
1	Always	7	15%
2	Usually	7	15%
3	Sometimes	20	42%
4	Rarely	13	28%
5	Never	0	0%
Total		47	100%

It can be seen that from 47 students, 7 students (15%) chose always, 7 students (15%) chose usually, 20 students (42%) chose sometimes, 13 students (28%) chose rarely and 0 students (0%) chose never.

14. The statement: “I take note of the word usages (example sentences, part of speech, etc)”.

No	The options	Total	Percentage
1	Always	4	9%
2	Usually	3	6%
3	Sometimes	22	47%
4	Rarely	3	6%
5	Never	15	32%
Total		47	100%

It can be seen that from 47 students, 4 students (9%) chose always, 3 students (6%) chose usually, 22 students (47%) chose sometimes, 3 students (6%) chose rarely and 15 students (32%) chose never.

15. The statement : “I look up words that I’m interested in”.

No	The options	Total	Percentage
1	Always	8	17%
2	Usually	11	23%
3	Sometimes	13	28%

4	Rarely	10	21%
5	Never	5	11%
Total		47	100%

It can be seen that from 47 students, 8 students (40%) chose always, 14 students (19%) chose usually, 13 students (28%) chose sometimes, 7 students (15%) chose rarely and 5 students (11%) chose never.

16.I find difficulty in pronouncing the words because written words are different from their sounds.

No	The options	Total	Percentage
1	Always	24	51%
2	Usually	19	40%
3	Sometimes	4	9%
4	Rarely	0	0%
5	Never	0	0%
Total		47	100%

It can be seen that from 47 students, 24 students (51%) chose always, 19 students (40%) chose usually, 4 students (9%) chose sometimes, 0 students (0%) chose rarely and 0 students (0%) chose never.

17. The statement: “I find difficulty in spelling word”.

No	The options	Total	Percentage
1	Always	29	62%
2	Usually	15	32%
3	Sometimes	3	6%
4	Rarely	0	0%
5	Never	0	0%
Total		47	100%

It can be seen that from 47 students, 29 students (62%) chose always, 15 students (32%) chose usually, 3 students (6%) chose sometimes, 0 students (0%) chose rarely and 0 students (0%) chose never.

18. The statement: “I get confuse on knowing the words meaning because it will be changes according to the sentence”.

No	The options	Total	Percentage
1	Always	29	62%
2	Usually	11	23%
3	Sometimes	5	11%
4	Rarely	1	2%
5	Never	1	2%
Total		47	100%

It can be seen that from 47 students, 29 students (62%) chose always, 11 students (23%) chose usually, 5 students (11%) chose sometimes, 1 students (2%) chose rarely and 2 students (2%) chose never.

19.The statement: “I feel more focus on memorizing grammar formulas than vocabulary”.

No	The options	Total	Percentage
1	Always	4	9%
2	Usually	20	42%
3	Sometimes	15	32%
4	Rarely	5	11%
5	Never	3	6%
Total		47	100%

It can be seen that from 47 students, 4 students (9%) chose always, 20 students (42%) chose usually, 15 students (32%) chose sometimes, 5 students (11%) chose rarely and 3 students (6%) chose never.

20. The statement: “I learn words according to my needs (daily activity, family three, etc)”.

No	The options	Total	Percentage
1	Always	3	6%
2	Usually	13	28%
3	Sometimes	21	45%
4	Rarely	8	17%
5	Never	2	4%
Total		47	100%

It can be seen that from 47 students, 3 students (6%) chose always, 13 students (28%) chose usually, 21 students (45%) chose sometimes, 8 students (17%) chose rarely and 2 students (4%) chose never.

21. The statement: “My teacher uses an interesting method in teaching vocabulary (games, storytelling, etc).”

No	The options	Total	Percentage
1	Always	6	13%
2	Usually	10	21%
3	Sometimes	25	53%
4	Rarely	5	11%
5	Never	1	2%
Total		47	100%

It can be seen that from 47 students, 6 students (13%) chose always, 10 students (21%) chose usually, 25 students (53%) chose sometimes, 5 students (11%) chose rarely and 1 students (2%) chose never.

22. The statement : “My teacher uses real media in teaching vocabulary”.

No	The options	Total	Percentage
1	Always	4	9%
2	Usually	8	17%
3	Sometimes	11	23%
4	Rarely	4	9%
5	Never	20	42%
Total		47	100%

It can be seen that from 47 students, 4 students (9%) chose always, 8 students (17%) chose usually, 11 students (23%) chose sometimes, 4 students (9%) chose rarely and 20 students (42%) chose never.

23. The statement : “My teacher taught vocabulary in various ways, so I paid close attention.

No	The options	Total	Percentage
1	Always	8	17%
2	Usually	2	4%
3	Sometimes	16	34%
4	Rarely	9	19%
5	Never	12	26%
Total		47	100%

It can be seen that from 47 students, 8 students (17%) chose always, 2 students (4%) chose usually, 16 students (34%) chose sometimes, 9 students (19%) chose rarely and 12 students (26%) chose never.

24. The statement: “My teacher motivates me to learn vocabulary”.

No	The options	Total	Percentage
1	Always	6	13%
2	Usually	11	23%
3	Sometimes	15	32%
4	Rarely	10	21%
5	Never	5	11%
Total		47	100%

It can be seen that from 47 students, 6 students (13%) chose always, 11 students (23%) chose usually, 15 students (32%) chose sometimes, 10 students (21%) chose rarely and 5 students (11%) chose never.

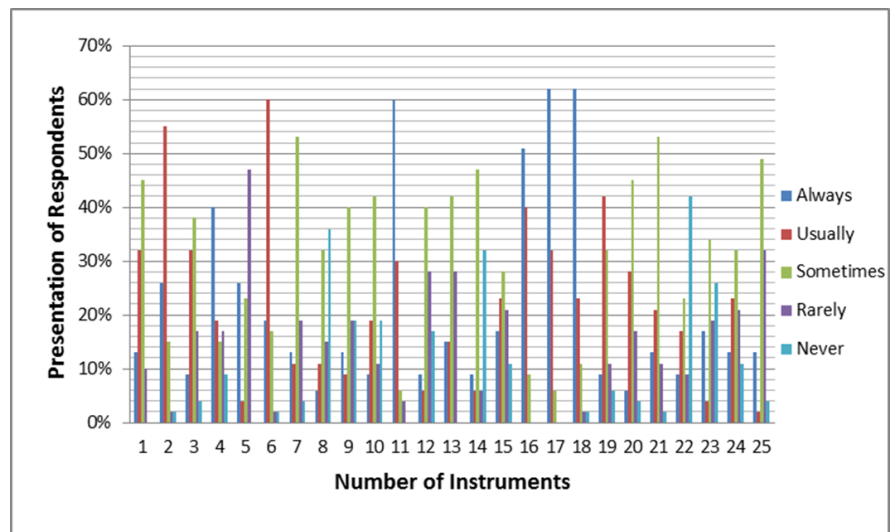
25. The statement: School provides adequate facilities for my English learning (English books, teaching media, etc).

No	The options	Total	Percentage
1	Always	6	13%
2	Usually	1	2%
3	Sometimes	23	49%
4	Rarely	15	32%
5	Never	2	4%
Total		47	100%

It can be seen that from 47 students, 6 students (13%) chose always, 1 students (2%) chose usually, 23 students (49%) chose sometimes, 15 students (32%) chose rarely and 2 students (4%) chose never.

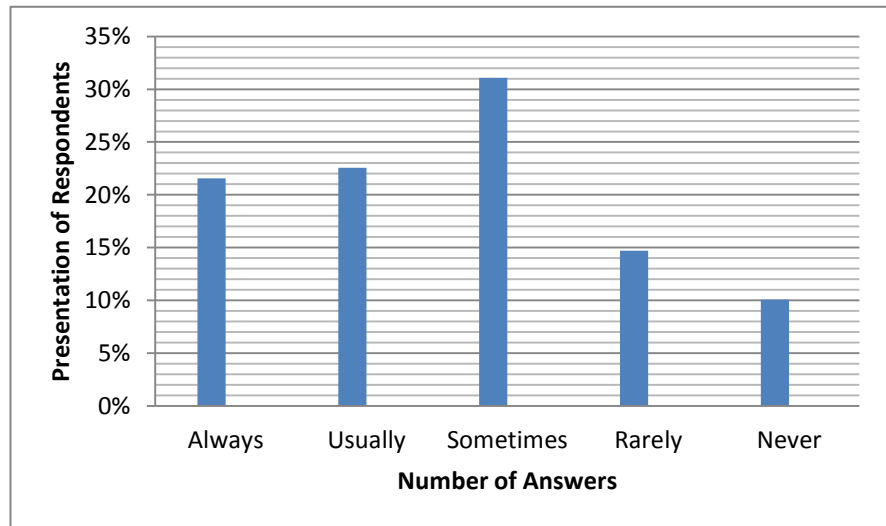
B. The Results of Analysis Data

Based on the description of the data above, the total responses of the students toward the questionnaire can be summarized in the following graphic:



Graphic 4.1

SMPN Satu Atap Fatumetan Students' Responses on Problems of Mastering English Vocabulary Questionnaire.



Graphic 4.2

The Highest and Lowest of SMPN Satu Atap Fatumetan Students' Responses on Problems of Mastering English Vocabulary Questionnaire.

Based on the questionnaire distributed to seventh grade students' of SMPN Satu Atap Fatumetan, it can be summarized that the first graphic showed percentage of students answer for each number of questionnaire. The second graphic showed the answer of five options from number 1 until number 25, there are 22% chose always, 23% chose usually, 31% chose sometimes, 15% chose rarely and 10% chose never.

C. Interpretations

The result of observation indicated the same result as the questionnaire. The writer found that almost of the students have problems in mastering English vocabulary. First, most of the students still assumed that English subject is one of the difficult subjects to learn so that they were lazy to learn English vocabulary. Second, the students faced problems in pronouncing the words because English pronunciation is one of the most difficult skills and must be done repeatedly in order to make sure that the words were pronounced correctly. As Garcia (2007) said: English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation. As known, that pronunciation is one of difficult thing in learning vocabulary. Students had difficulty in pronounced the words because they had never practiced to spoke to their friends that they have learned new words and written words are spoken differently, for example: when they pronounced the words, such as: knife, island, scissors, talk, school, etc. They understand that those words contain silent letters but they do not used to spoke so it is difficult for them. This kind of problem becomes problematic case to EFL learners also in Fatumetan school. It is caused by

the lack of exposing of native speakers sources such as listening to English songs, watching movies or videos.

In learning English words pronunciation, the teacher must learn the correct pronunciation so does not misrepresented to the students because teacher is an important role. If the teacher misrepresented they were automatically be wrong because they followed what teacher has taught. The teacher must also have a strategy to developed students self-awareness as non-native speakers. According to Butler-Pascoe and Wiburg (2003), the goals of teaching pronunciation are to develop English that is easy to understand and not confusing to the listeners, develop English that meets persons' needs which results in communicative competence, help learners to feel more comfortable in using English, develop a positive self-awareness as non-native speakers in oral communication, develop speech consciousness, personal speech monitoring skills and speech adjustment strategies that help learners develop in and out of the class.

Third, students faced problems in spelling or writing the words because in spelling students were still lack of mastery of the alphabets in English while in writing students wrote down what they had heard for example "*knife*" they will write "*nair*". It

is caused by differences between Indonesian and English because the way of writing and reading will be different from the Indonesian language. Fourth, students were lack of teacher motivation to be more diligent in learning English and it could be seen from their environment and background in which they needed motivation and guidance to improve their English. The school located in the village and people around them do not realized how important English is, even the language used in daily activities is not Bahasa but mother tongue so it made them less motivated. Therefore, English teacher is the first person should motivated students realized the important of learning English.

Fifth, teacher was lack of variation or method in teaching to make students became enthusiastic in learning English. In this case, teacher used conventional method. During the lesson, teacher only delivered and explained the material in the textbook and then rewrote the vocabulary on the white board to find the words meaning and way to pronounced. Sixth, Learning facilities of the school were very limited, while were learning they had only one textbook as a source, white board and marker.

The writer found another problems while observation such as: students faced problem in grammatical form such as

affixation. Affixation is a word element of English grammar used to alter the meaning or form of a word and comes in the form of either a prefix or a suffix. It is hard for students to learn prefix and suffix because it is changing in word class and sometimes changing the words meaning. Furthermore, students got confuse to use the word based on the context. For example, the used of word “*like*”, *I look like my father*, and *I like chocolate* and *would you like to come to my birthday party?* From those sentences, the word “*like*” has different meaning in each sentence. If it was being translated into Indonesian language, “*like*” in the first sentence means “*seperti*”, in the second sentence means “*suka*” and in the third sentence means “*mau*”. So, they got confuse in the words meaning and how to used.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on finding and discussion of the data analysis.

A. Conclusion

Based on the theories, findings and analysis, the present study arrives at the conclusion. This study revealed that problems in mastering vocabulary faced by seventh grade students were various. First, the problems faced by students were almost all of them assumed that English subject is one of the difficult subjects to learn so that they will be lazy to learn English especially vocabulary. Second, students faced problems in pronouncing the words because written words are different from the spoken one. Third, students faced problems in spelling or writing the words because in spelling students still lack of mastery of the alphabet in English while in writing students will write down what they have heard. Fourth, students faced problem in grammatical form such affixation. Fifth, students got confuse to use the word based on the context. Sixth, students were lack of motivation from English teacher. Seventh, Teacher was lack of teaching variation or method. The last is learning facilities were limited.

B. Suggestion

In this research, there are some suggestions the writer would like to suggest related to the result and conclusion. The suggestions as follows:

1. For teacher

- a. Teacher should create an interesting method or variation of teaching to make students more passionate and enthusiastic in learning English.
- b. Teacher should pay more attention to students at the time of teaching because students are still lack of mastery of English.
- c. Teachers should always motivate students to love English subject because when they love it, they will try as much as possible.
- d. In this study, the writer found problems in mastering vocabulary faced by seventh grade students, hopefully this becomes a problem guide that will be able to be noticed by the teachers and find the best solution to solve.

2. For students

- a. Pay more attention while learning English because it will be useful for your future.
- b. Bring English dictionary while learning to find words meaning, pronunciation, etc.

- c. Write down any vocabulary and memorizing and practice it with your friend.
- d. Motivates yourself and always keep on your mind that learning English is fun.

3. For school

Schools should provide adequate facilities for teachers and students so that the learning process can achieve its goals.

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(it was accessed on 22nd January 2018)

<https://www.thoughtco.com/what-is-affixation-words-1688976> (it was accessed on 1st July 2018).

Appendix 1 Instruments of the Research

I. Statements of learning and problems on mastering vocabulary faced by seventh grade students.

1. This questionnaire consists of 25 statements. You can answer it by giving the mark square root (\surd) to the columns you prefer as the best answer.
2. Each statement should be answer *only once*.
3. Don't leave any statement blank because it will reduce your score.
4. Any statements you don't understand well, kindly ask to the supervisor.

The scores:

5= always 4= usually 3= sometime 2= rarely 1= never

Name :

Class :

Example:

No.	Statement	Degree of frequency				
		Always (selalu) (5)	Usually (sering) (4)	Sometime (kadang) (3)	Rarely (jarang) (2)	Never (tidak pernah) (1)
1.	In my opinion, English is one of the most difficult subjects. Menurut saya, bahasa inggris itu salah satu mata pelajaran yang sangat sulit.			\surd		

No.	Statement	Degree of frequency				
		Always (selalu) (5)	Usually (sering) (4)	Sometime (kadang) (3)	Rarely (jarang) (2)	Never (tidak pernah) (1)
1.	In my opinion, English is one of the most difficult subjects. Menurut saya, bahasa inggris itu salah satu mata pelajaran yang sangat sulit.					
2.	I realize how important English language for my future as is an international language.					

	<p>Saya sadar berapa pentingnya bahasa inggris bagi masa depan saya karena seperti yang diketahui bahwa bahasa inggris adalah salah bahasa internasional.</p>					
3.	<p>I am very enthusiastic in learning English vocabulary because it is fun.</p> <p>saya sangat berantusias dalam belajar kosakata bahasa inggris karena belajar kosakata itu menyenangkan.</p>					
4.	<p>I use bilingual dictionary (Indonesia-English & English-Indonesia)</p> <p>Saya menggunakan kamus dua bahasa (Indonesia-Inggris & Inggris-Indonesia).</p>					
5.	<p>I use the dictionary to find out the word pronunciation.</p> <p>Saya menggunakan kamus dua bahasa untuk mengetahui pengucapan kata.</p>					
6.	<p>I use the dictionary to find the word meaning.</p> <p>Saya menggunakan kamus untuk menemukan arti kata saja.</p>					
7.	<p>I ask teacher to create unknown word into a sentence to help me understand the word meaning.</p> <p>Saya meminta guru untuk membuat kata yang tidak dikenal ke dalam kalimat untuk membantu saya memahami makna kata tersebut.</p>					
8.	<p>I use pictures illustrated in the textbook to find the word meanings.</p> <p>Saya menggunakan gambar yang diilustrasikan dalam buku teks untuk menemukan makna kata.</p>					

9	To remember a word, I practice a new word repeatedly. Untuk mengingat sebuah kata, saya berulang kali mempraktikkan kata baru.					
10.	To remember a word, I write it repeatedly. Untuk mengingat sebuah kata, saya menulisnya berulang kali.					
11.	I have a vocabulary note book to list down new word. Saya memiliki buku kosakata untuk menuliskan kata baru.					
12.	I know which words are important for me to learn. Saya tahu kata-kata apa saja yang penting bagi saya untuk di pelajari.					
13.	I ask my classmate about the word meaning. Saya bertanya pada teman sebangku saya tentang arti kata yang tidak saya mengerti.					
14.	I take note of the word usages (example sentences, part of speech, etc.) Saya memperhatikan cara penggunaari kata (contoh kalimat, part of speech, dll.)					
15.	I look up words that I'm interested in. Saya mencari kata-kata yang saya suka.					
16.	I find difficult in pronouncing the words because written words are different from their sounds. Saya merasa kesulitan dalam mengucapkan kosakata karena cara tulis dan cara bacanya					

	berbeda.					
17.	I find difficult in spelling the word. Saya merasa kesulitan dalam mengeja kosakata.					
18.	I get confuse on knowing the words meaning because it will be changes according to the sentence. Saya merasa bingung dengan arti setiap kata karena artinya akan berbeda tergantung pada kalimat yang dipakai.					
19.	I more focus on memorizing grammar formulas than vocabulary. Saya lebih fokus menghafal rumus grammar dibanding kosakata.					
20.	I learn words according to my needs (daily activity, family three, etc). Saya belajar kosakata sesuai dengan kebutuhan saya (daily activity, family three, etc).					
21.	My teacher used an interesting method in teaching vocabulary (games, storytelling, etc.) Guru saya menggunakan metode yang menarik ketika mengajar kosa kata (games, storytelling, etc.)					
22.	My teacher used real media in teaching vocabulary. Guru saya menggunakan media yang real dalam mengajarkan kosakata.					
23.	My teacher taught vocabulary in various ways, so I paid close attention. Guru saya mengajar dengan cara yang bervariasi sehingga saya memperhatikan dengan baik.					

24.	My teacher motivates me to learn vocabulary. Guru saya memotivasi saya untuk belajar kosakata.					
25.	School provides adequate facilitation for my English learning (English books, teaching media, etc). Sekolah menyediakan fasilitas yang memadai untuk saya belajar bahasa inggris (English books, teaching media, etc).					

Modified from: Goundar (2015:p.375)

Jakarta, 16th April 2018.

Questionnaire validated by:



Dr. M. Sofian Hadi, M.Pd



Lidiyatul Izzah, M.Pd

Observation List for Grade Seventh Students in Learning Vocabulary

No.	Instructional practice	Observed	Not observed	Notes for discussions
1.	Students are enthusiastic in learning vocabulary.			
2.	Students use dictionary or bilingual dictionary while learning vocabulary.			
3.	Students ask teacher to create unknown word into a sentence to help them in understanding the word meaning.			
4.	Students use pictures illustrated in the textbook to find the word meanings.			
5.	Students have a vocabulary note book to list down new word.			
6.	Students write down the word and translation of the word.			
7.	Students ask their classmate about the word meaning.			
8.	Students take note of the usages of the word (example sentences, part of speech, etc).			
9.	Students look up words that they're interested in.			
10.	Students difficult in pronouncing the words.			
11.	Students difficult in spelling the words.			
12.	Students get confuse in knowing the words meaning.			

13.	Students learn words according to their needs (daily activity, family three, etc).			
14.	Students more focus on learning grammar than vocabulary.			
15.	Students are motivates in learning vocabulary.			

Jakarta, 16th April 2018.

Observation list validated by:



Dr. M. Sofian Hadi, M.Pd.



Lidiyatul Izzah, M.Pd

Observation List for Teacher in Teaching Vocabulary

No	Instructional practice	Observed	Not observed	Notes for discussions
1.	Teacher recalls the lesson before starting the new lesson.			
2.	Teacher uses an interesting method when teaching vocabulary (e.g. games, storytelling, etc).			
3.	Teacher uses real media in teaching vocabulary.			
4.	Teacher pronounces the new words clearly and asks students to repeat the word chorally.			
5	Teacher demonstrates how the word is used in context (e.g. re-read the sentence from a book using a word).			
6.	Teacher provides instructions with multiple examples, pictures, sentences, etc.			
7.	Teacher combines previously taught words with newly taught words as a cumulative review.			
8.	Students are asked to share the meaning of new words they have learned.			
9.	Teacher asks students to work in pair or group to do task.			
10.	Teacher uses textbook and other references.			

Jakarta, 16th April 2018.

Observation list validated by:



Dr. M. Sofian Hadi, M.Pd.



Lidiyatul Izzah, M.Pd.

Appendix 2 Questionnaire of Students' Responses

I. Statements of problems on mastering vocabulary faced by seventh grade students.

1. This questionnaire consists of 25 statements. You can answer it by giving the mark square root (\surd) to the columns you prefer as the best answer.
2. Each statement should be answer *only once*.
3. Don't leave any statement blank because it will reduce your score.
4. Any statements you don't understand well, kindly ask to the supervisor.

The scores:

5= always 4= usually 3= sometime 2= rarely 1= never

Name : JEFRI KRSE

Class : VII B

Example:

No.	Statement	Degree of frequency				
		Always (selalu) (5)	Usually (sering) (4)	Sometime (kadang) (3)	Rarely (jarang) (2)	Never (tidak pernah) (1)
1.	In my opinion, English is one of the most difficult subjects. Menurut saya, bahasa inggris itu salah satu mata pelajaran yang sangat sulit.			\surd		

No.	Statement	Degree of frequency				
		Always (selalu) (5)	Usually (sering) (4)	Sometime (kadang) (3)	Rarely (jarang) (2)	Never (tidakpe rnah) (1)
1.	In my opinion, English is one of the most difficult subjects. Menurut saya, bahasa inggris itu salah satu mata pelajaran yang sangat sulit.				✓	
2.	I realize how important English language for my future becauseas is one an international language. Saya sadar berapa pentingnya bahasa inggris bagi masa depan saya karena seperti yang diketahui bahwa bahasa inggris adalah salah bahasa international.	✓				
3.	I am very enthusiastic in learning English vocabulary because it is fun. Saya sangat berantusias dalam belajar kosakata bahasa inggris karena belajar kosa kata itu menyenangkan.			✓		
4.	I use bilingual dictionary (Indonesia-English & English-Indonesia) Saya menggunakan kamus dua bahasa (Indonesia-Inggris & Inggris-Indonesia).				✓	
5.	I use the dictionary to find out the word pronunciation. Saya menggunakan kamus untuk mengetahui cara pengucapan kata.				✓	

6.	I use the dictionary to find only the word meaning. Saya menggunakan kamus untuk menemukan arti kata saja.		✓			
7.	I ask teacher to create unknown word into a sentence to help me understand the word meaning. Saya meminta guru untuk membuat kata yang tidak dikenal ke dalam kalimat untuk membantu saya memahami makna kata tersebut.			✓		
8.	I use pictures illustrated in the textbook to find the word meanings. Saya menggunakan gambar yang diilustrasikan dalam buku teks untuk menemukan makna kata.					✓
9.	To remember a word, I practice a new word repeatedly. Untuk mengingat sebuah kata, saya berulang kali mempraktikkan kata baru.			✓		
10.	To remember a word, I write it repeatedly. Untuk mengingat sebuah kata, saya menuliskannya berulang kali.			✓		
11.	I have a vocabulary note book to list down new word. Saya memiliki buku kosakata untuk menuliskan kata baru.	✓				
12.	I know which words are important for me to learn. Saya tahu kata-kata apa saja yang penting bagi saya untuk di pelajari.			✓		

13.	<p>I ask my classmate about the word meaning.</p> <p>Saya bertanya pada teman sebangku saya tentang arti kata yang tidak saya mengerti.</p>				✓	
14.	<p>I take note of the word usages (example sentences, part of speech, etc.)</p> <p>Saya memperhatikan cara penggunaan kata (contoh kalimat, part of speech, dll.)</p>					✓
15.	<p>I look up words that I'm interested in.</p> <p>Saya mencari kata-kata yang saya suka.</p>		✓			
16.	<p>I find difficult in pronouncing the words because written words are different from their sounds.</p> <p>Saya merasa kesulitan dalam mengucapkan kosa kata karenacara tulis dan cara bacanya berbeda.</p>		✓			
17.	<p>I find difficult in spelling word.</p> <p>Saya merasa kesulitan dalam mengeja kosakata.</p>		✓			
18.	<p>I get confuse on knowing the words meaning because it will be changes according to the sentence.</p> <p>Saya merasa bingung dengan arti setiap kata karena artinya akan berbeda tergantung pada kalimat yang dipakai.</p>	✓				

19.	<p>I more focus on memorizing grammar formulas than vocabulary.</p> <p>Saya lebih focus menghafal rumus grammar dibanding kosa kata.</p>			✓		
20.	<p>I learn words according to my needs (daily activity, family three, etc).</p> <p>Saya belajar kosa kata sesuai dengan kebutuhan saya (daily activity, family three, etc).</p>			✓		
21.	<p>My teacher used an interesting method in teaching vocabulary (games, storytelling, etc.)</p> <p>Guru saya menggunakan metode yang manarik ketika mengajar kosa kata (games, storytelling, etc.)</p>			✓		
22.	<p>My teacher uses real media in teaching vocabulary.</p> <p>Guru saya menggunakan media yang real dalam mengajarkan kosa kata.</p>					✓
23.	<p>My teacher taught vocabulary in various ways, so I paid close attention.</p> <p>Guru saya mengajar dengan cara yang bervariasi sehingga saya memperhatikan dengan baik.</p>					✓

24.	<p>My teacher motivates me to learn vocabulary.</p> <p>Guru saya memotivasi saya untuk belajar kosa kata.</p>			✓		
25.	<p>School provides adequate facilitation for my English learning (buku bahasa inggris, media pembelajaran, etc).</p> <p>Sekolah menyediakan fasilitas yang memadai untuk saya belajar bahasa inggris (English books, teaching media, etc).</p>			✓		

Appendix 3 Proposal for Doing the Research



UNIVERSITAS MUHAMMADIYAH JAKARTA FAKULTAS ILMU PENDIDIKAN

Jln. KH. Ahmad Dahlan Cireundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
Website : www.fip.umj.ac.id, Email:fip@umj.ac.id

Nomor : 088/F.8-UMJ/IV/2018
Lamp : -
Perihal : Permohonan Penelitian

17 April 2018

Kepada Yth.,
Bapak/Ibu Kepala Sekolah
SMP Negeri I Atap Fatumetan
di
Tempat

Assalamu 'alaikum wr. wb.

Semoga Allah SWT melindungi dan memberi keberkahan kepada kita semua dalam menjalankan aktivitas sehari-hari. Amin.

Bersama ini kami sampaikan kepada Bapak/Ibu bahwa mahasiswa/i kami, atas nama :

Nama : Rince Manafe
Nomor Pokok : 2014850061
Program Studi : PBI

saat ini sedang melaksanakan penelitian dalam rangka penulisan tugas akhir (skripsi) dengan judul "Problems in Mastering English Vocabulary Faced by Students at Seventh Grade SMP Negeri I Atap Fatumetan in the School Year 2018-2019". Sehubungan dengan hal di atas, kami mohon agar kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa/i tersebut untuk mengadakan penelitian di lembaga yang Bapak/Ibu pimpin.

Demikian, atas perhatian dan perkenan Bapak/Ibu kami ucapkan terima kasih.

Wabillahitaufiq walhidayah

Wassalamu 'alaikum wr.wb.



Tembusan:

1. Sekolah ybs
2. Arsip untuk lampiran skripsi

Appendix 4 Letter of School Recommendation



**DINAS PENDIDIKAN DAN KEBUDAYAAN
KABUPATEN TIMOR TENGAH SELATAN
KECAMATAN MOLLO UTARA
SMP NEGERI SATU ATAP FATUMETAN**

SURAT KETERANGAN

N0:PK421.1/20/2018

Yang bertanda tangan dibawah ini :

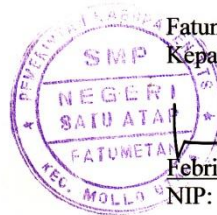
Nama : Febrianus Chr Fallo, S.Pd
NIP : 197402141988021002
Jabatan : Kepala Sekolah
Alamat : Fatumetan, Desa Lelobatan Kecamatan Mollo Utara.

Menerangkan dengan sebenarnya bahwa:

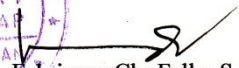
Nama : Rince Manafe
NIM : 2014850061
Fakultas : Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris

Mahasiswa tersebut telah selesai mengadakan penelitian di sekolah kami mulai tanggal 20 April 2018 sampai dengan 31 Mei 2018, guna memperoleh data yang diperlukan dalam penelitian skripsi yang berjudul **“Problems In Mastreing English Vocabulary Faced By Seventh Grade Students Of SMP N Satu Atap Fatumetan In The School Year 2018-2019”**.

Demikian surat keterangan ini disampaikan, agar digunakan sebagaimana mestinya.



Fatumetan, 1 Juni 2018
Kepala sekolah


Febrianus Chr Fallo, S.Pd
NIP: 19740214198802100



KARTU MENYAKSIKAN UJIAN SKRIPSI

Nama : Rince Manafe
NIM : 2019850061
Prodi : Pendidikan Bahasa Inggris

No.	Hari/Tanggal	Nama Peserta Ujian	Judul Skripsi	Paraf Ketua Sidang
1	Monday, 12 February 2018	Ulfiyah Zeins	Using Tic Tac Toe Game To Improve Students' Grammar Understanding On Simple Past Tense at Grade of Junior High School.	
2	Monday, 12/02/18	Maulana Nur Hidayat	The Effectiveness Raft Technique in Teaching Writing Techniques Recount Text at Grade of Junior High School.	
3	Monday, 14/02/18	Solihin Hagey Hakim	Improving The Students' Reading Comprehension Through Listen - Read - Discuss (LDR) Strategy.	
4	Monday 12/02/18	Linda Cestari	Enhancing Students' Speaking Through Werewolf Game.	
5	Monday 12/02/18	Zetha Mutiara Pertiwi	The EFFECT OF "Funland Game" Based Situated M-learning on Students' Vocabulary Enrichment.	
6	Monday 12/02/18	Putri Fahri Aulia Fatah	News Actor Through Audio-Lingual Method to Improve Students' Speaking Skill.	
7	Monday 12/02/18	Richo Alda Pratama	Team Word-Webbing to Improve Students' Reading Comprehension.	
8	Monday 12/02/18	Amira Sahya	The Effectiveness of Graphic Novels on Students' Vocabulary Mastery.	
9	Monday 12/02/18	Ullyatin Nasirah	The Use of English Comic Webtoon to Improve Students' Reading Comprehension.	
10	Monday 12/02/18	Nadia Yuma	The Use of RCRP to Improve The Students' Reading Comprehension.	



Mengetahui,
Ka. Prodi.
Zaitun. M.Pd.


Appendix 6 Thesis Consultation Card



UNIVERSITAS MUHAMMADIYAH JAKARTA
 FAKULTAS ILMU PENDIDIKAN
 KARTU KONSULTASI BIMBINGAN SKRIPSI

Nama / No.Pokok : Rince Manafe / 2014850045
 Masa Bimbingan : 03 JANUARI 2018 – 03 JULI 2018
 Program Studi : PBI
 Judul Skripsi : *Problems In Mastering English Vocabulary Faced By Students At Seventh Grade of SMP Negeri 2 Rote Barat Daya in the School Year 2018-2019*
 Pembimbing : Zaitun, M. Pd. SMP NEGERI 1 ATAP FATUMETAN

No	TANGGAL	URAIAN	PARAF PEMBIMBING
01.	5/1/2018	Revise Chapter I	H
02.	20/1/2018	Revise Chapter I	H
03.	26/1/18	Ok chapter I, Cont Chapter II	H
04	1/2/18	Revise Chapter II	H
05.	15/2/18	Final revise	H
06.	5/3/18	Totally Revise chapter III	H
07.	5/4/18	Revise chapter III	H
08.	12/4/18	Revise chapter III	H
09.	13/4/18	ok Chapter III, Instruments can be prepared / see to do research 12/4/18 17/10/18	H
10.	14/7/18	Still Revise chapter IV & V	H
11.	18/7/18	Still revise chapter IV, V, Abstract	H

No	Tanggal	Uraian	Paraf Pembimbing
12.	24/7/2018	Aee for thesis defence	

Mengetahui :
Ketua Program Studi



Zaitun, M.Pd.

Pembimbing



Zaitun, M.Pd.



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BIMBINGAN PASCA SIDANG SKRIPSI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH JAKARTA
Tanggal 10 Agustus 2018 (R. 303 FIP UMJ)

TANGGAL	KEGIATAN PEMBIMBINGAN	PARAF DOSEN
25/8/18	Mentor direvisi bagian teori. Tambah bahwa teori homophone dan homophone	
31/8/2018	Telah direvisi sesuai saran pada saat sidang	
31/8/2018	Ass oke	

Penguji I,

Muharani, M. Pd.

Penguji II,

Aswari, M. Pd.

Appendix 8 Curriculum vitae

Curriculum vitae of the writer



Name : RinceManafe
Place, Date of Birth : Oeseli, 23 Juni 1992
Religion : Katholik
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Family profile

1. Parents : Father : a. Johan ImanuelManafe
Mother : b. Elisabeth Alo
2. Brother : a. Ruben Manafe
3. Sister : b. Juliana Manafe
c. Erna Manafe
d. Feby Manafe

Educational Details

1. SDN 1 Oeseli, Rote Ndao graduated 2005
2. SMPN 1 Mollo Utara graduated 2008
3. SMAN Kapan, Timor Tengah Selatan graduated 2011

Photos



Picture 1.1
Questionnaire Fill Up



Picture 1.2
Observation Process