STUDENTS' DIFFICULTIES IN VOCABULARY MASTERY AT ELEVENTH GRADE OF SEKOLAH MENENGAH KEJURUAN (SMK) AINUL YAQIN AJUNG JEMBER ACADEMIC YEAR 2021/2022

THESIS

Submitted to the State Islamic University Kiai Haji Achmad Siddiq Jember
to fulfill one of the requirements
for Bachelor's Degree of *Sarjana Pendidikan* (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Program

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

By

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ENGLISH DEPARTMENT FACULTY OF TARBIYAH
STATE ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ JEMBER
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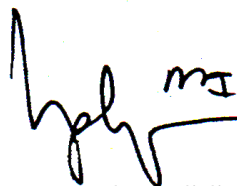
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ii

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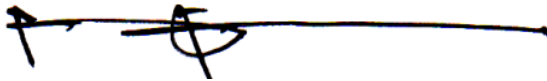
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Day: Monday
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iii

MOTTO

أَلَمْ نَشْرَحْ لَكَ صَدْرَكَ ﴿١﴾ وَوَضَعْنَا عَنكَ وِزْرَكَ ﴿٢﴾ الَّذِي أَنقَضَ ظَهْرَكَ ﴿٣﴾

وَرَفَعْنَا لَكَ ذِكْرَكَ ﴿٤﴾ فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ فَإِذَا

فَرَغْتَ فَانصَبْ ﴿٧﴾ وَإِلَىٰ رَبِّكَ فَارْغَب ﴿﴾

1. Have we not opened your breast for you (O Muhammad (Peace be upon him))?

2. And removed from you your burden,

3. Which weighed down your back?

4. And raised high your fame?

5. So verily, with the hardship, there is relief,

6. Verily, with the hardship, there is relief (i.e. there is one hardship with two reliefs, so one hardship cannot overcome two reliefs).

7. So when you have finished (from your occupation), thenstand up for Allahs worship (i.e. stand up for prayer).

8. And to your Lord (Alone) turn (all your intentions and hopes and) your invocations.[1]

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[1] Muhammad Taqiuddin Al-Hilali, Muhammad Muhsin Khan, *Interpretation the Meaning of the Noble Quran*, (Medina Dar-us Salam Publications, 1996) 94

DEDICATION

I would like to thank to:

1. My Beloved Parents, Mr. Imam Khudori and Mrs. Muhimah for their prayers, motivation, encouragement and love. Who have allowed me to receive education up to Bachelor's Degree

2. My brother and sister, Ahmad Yazid Mubarok and Hanum Amalia for always prayers , help,and supports me during process of finishing my thesis.

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First of all, I would like to thank Allah, the most gracious and the most merciful. All praise Allah for the strengths and his blessing for me in completing my thesis entitled "Students' Difficulties in Vocabulary Mastery at Eleventh Grade of Sekolah Menengah Kejuruan (SMK) Ainul Yaqin in Academic Year 2021/2022.

The researcher really realized that this undergraduate thesis would not finish without help and guidance from other people. The researcher would like to express her gratitude and appreciation to the honorable people who gave their help, encouragement, and countless contribution to the researcher in the process of the study:

1. The excellency, Prof. Dr. H. Babun Soeharto, S.E,MM, as a Rector of State Islamic University Kiai Haji Achmad Siddiq Jember who has given opportunity for me to study in this Institute.

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ABSTRACT

Anissa'ul Afidah, 2021. *Students' Difficulties in Vocabulary Mastery at Eleventh Grade of Sekolah Menengah Kejuruan (SMK) Ainul Yaqin Ajung Jember Academic Year 2021/2022.*

Key Words: *vocabulary mastery, students' difficulties.*

This research explored students' difficulties in vocabulary mastery. Vocabulary is an essential part in foreign language learning that must be mastered well by the students, because vocabulary is an important factor that support the students ability in speaking, listening writing and reading. Students who master in vocabulary also have ability in understanding and using the words and meanings. Students who have difficulty in vocabulary will be agitated in understanding the English lessons.

This research focused on: 1) what are the difficulties encountered by eleventh grade students of SMK Ainul Yaqin Academic Year 2021/2022 in vocabulary mastery? 2) what are the factors that cause students' difficulties in vocabulary mastery for eleventh grade students of SMK Ainul Yaqin Academic Year 2021/2022?

The objectives of this research were to describe the students' difficulties in vocabulary mastery and the factor that caused students' difficult in vocabulary mastery. This research used qualitative descriptive and phenomenology approach. It was conducted at SMK Ainul Yaqin in 11th Grade. The participants were 17 students. A purposeful sampling technique was used to choose 7 students as the subject in this research. The data were gathered by observation, interview, and document review. Data Technique and data source triangulation were used to validate data.

The result of this research revealed that several students had difficulties in vocabulary mastery. 1) The difficulties encountered by students were students got difficulties in translating words or sentences in English into Indonesian and vice versa. Students also experience difficulties in pronunciation, misspelling, and remembering or memorizing vocabulary in English. 2) There are some factors that caused students difficulties in vocabulary mastery. Students were reluctant to open dictionaries. Students were also less interested in learning English. They did not practice speaking English regularly. Another factors were external factors such as inadequate facilities and the negative influence of friends that made them difficult to master vocabulary.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

1. Declaration of Authenticity

2. Matrix of Research

3. Documentation

4. Research Permission Letter

5. Research Finishing Letter

6. Journal of Research Activities

7. Questions Interview

8. Researcher's Biodata

CHAPTER I

INTRODUCTION

A. Background Of Study

Learning English is the important thing to do because by the end of the twentieth century English was already well on its way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first (or even second) language.[1]

Learning is the process of acquiring or getting knowledge of a subject or a skill by studying experience or instruction.[2] In English language learning, students are not only expected to master the four language skills; listening, speaking, reading and writing but also to master the components such as English grammar, collocation and vocabulary.[3] Vocabulary is one of linguistic components in learning English. Before students study about the English skill, they should learn about vocabulary as the first step. It is used to link the four language skills.

Vocabulary related to four skills of English, they are writing, reading, speaking and listening. Vocabulary will be very useful in conveying ideas. When reading a simple text in English, if the mastery of vocabulary students are good, it will be easily for students to take the content of information in the text. When speaking and listening, if the vocabulary

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[1] Jeremy harmer, *The practice of English Language Teaching (4th Ed.),* (Harlow: Longman, 2007) 13

[2] Douglas H Brown,., Principles of Language Learning and Teaching., (USA: San Francisco State University,2000) 6

[3] Jeremy Harmer, 102

of students are good, then the students can use their ability to communicate directly with other students who also use the English. The explanations above show that the vocabulary is a foundation in learning English and is very important in learning a language.

To some points, students will definitely be familiar with vocabulary. The biggest component of any language course is vocabulary. It does not matter how well the student learn grammar and it does not matter how successfully the sound of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.[4] Vocabulary should be mastered well by the students in order to support their ability in doing communication, orally or in written form. When students improve their vocabulary, they can communicate with others in English. It makes students easier to express themselves because they feel more confident to participate in the classroom.

Vocabulary mastery is one of the components to master English a foreign language. The students have ability in understanding and using the words and meanings. The students do not only know the words, but also their meaning. Students can learn English more easily and understand the meaning of those words. Rivers as cited in Nunan states that vocabulary is essential for successful second language use, because without sufficient vocabulary, people cannot communicate and express their feeling in form of spoken and written

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[4] Michael McCarthy, *Language Teaching*, (New York: Oxford University Press, 1990)

effectively. Vocabulary is one of language elements which are needed to be mastered.[5]

Learning vocabulary is one of the hardest things to do, many students have graduated from the school with minimum ability in using English. According to journal by Urai Salam and Nurnisa state that factor is because of the lack of vocabulary.[6] The result showed that students experienced difficulties in vocabulary namely pronouncing, spelling, memorizing long syllable and understanding the meaning of words.

Based on the thesis of Karimatul Aristya, she interviewed the students at SMP N 1 Kebonsari Madiun, the result said that the students got difficulties in vocabulary mastery, there were students are difficult to remember vocabulary, they hard to understand structure of vocabulary and difficulties in understanding the meaning of word, the other students said that they had difficulty in writing or pronouncing the words.[7] It can be said that every student has different difficulties in vocabulary mastery. Research about analyzing students' difficulties is very important to do because by knowing the students' difficulties, it can help teachers find problems faced by students in process of vocabulary mastery.

This research was conducted at the eleventh grade of SMK Ainul Yaqin, this school was located at Otto Iskandar Dinata street no 13 Ajung Jember. In the school, the teacher has taught the vocabulary mastery by some

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[5] Nunan, *Language Teaching Methodology*. (New York: Prentice Hall, 1991) 117
[6] Uri Salam, Nurnisa, "Students' Difficulties in Learning Vocabularies" *English community journal*, Vol.5 Issue 1 (2021): 46-53
[7] Karimatul Aristya, Thesis:"Case Study on Students' Difficulties in Vocabulary Mastery at SMP N 1 Kebonsari Madiun"(Ponorogo:IAIN,2018) 116

ways. For instances, the teacher taught the students by listening conversations or text, and used other books related to English subject from some sources, and translated English text. In order to increase students'' vocabulary, teacher also asked the students to do exercises and homework.

The writer chosen the eleventh grade to be the research participants because based on preliminary study results they seems have difficulties in understanding English, students' vocabulary mastery are still low, some of the students do not seem to know the easiest English vocabulary even the common and daily vocabulary and sometimes the students do not understand what the teacher explained, the other problem is that they will get the English final examination soon at twelve grade.

The researcher was interested to carry out a research dealing with the topic related to the problem. The researcher was willing to examine the students' difficulties in vocabulary mastery. Based on the description, the researcher decided to conduct the research under the title: "Students' Difficulties in Vocabulary Mastery at Eleventh Grade of SMK Ainul Yaqin Ajung Jember." This research hopes to give a scientific contribution to the development of English learning.

B. Research Question

1. What are the difficulties encountered by eleventh grade students of SMK Ainul Yaqin Academic Year 2021/2022 in vocabulary mastery?

2. What are the factors that cause students' difficulties in vocabulary mastery for eleventh grade students of SMK Ainul Yaqin Academic Year 2021/2022?

C. Research Objective

1. To describe the difficulties encountered by eleventh grade students of SMK Ainul Yaqin Academic Year 2021/2022 in vocabulary mastery

2. To examine the factors that cause students' difficulties in vocabulary mastery for eleventh grade students of SMK Ainul Yaqin Academic Year 2021/2022

D. Significance Of The Research

The result of this research is expected to give some information explain as follows:

1. Theoretical Significance

The results of this study are this research can become a reference for the student or other researcher to know the some difficulties in student's vocabulary.

2. Practical Significance

a. For students

Students can find out the factors and difficulties in mastering vocabulary

b. For teacher

The research results can be used as the information in learning process and help teachers find problems faced by students in process of vocabulary mastery

c. For researcher

The result of this research can be used as the references to the other researchers who will conduct a research on the topic, also additional information and knowledge of experience in education, especially in teaching vocabulary for a better future English.

E. Definition Of Key Terms

1. Vocabulary

In this research, Vocabulary is the important thing in learning English, Vocabulary is the foundation of learning English, before students study about the English skill, they should learn about vocabulary at the first step. If the mastery of vocabulary students are good, students will be master of four language skills automatically, because vocabulary related to four skills of English. In this point, the researcher explained about the teaching English vocabulary, definition of vocabulary, type of vocabulary, and the importance of vocabulary.

2. Students difficulties of mastering vocabulary

Vocabulary mastery is one of the components to master English a foreign language. The students have ability in understanding and using the words and meanings. The students do not only know the words, but also

their meaning. Students can learn English more easily and understand the meaning of those words.

There are several difficulties in vocabulary mastery, namely: pronunciation, spelling, length and complexity, grammar, meaning and range. In this research, the researcher find out the difficulties and factor that caused student difficulties in vocabulary mastery at eleventh grade of SMK Ainul Yaqin

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Departing from the selected title, there are several previous studies related to this research, there are:

1. Thesis by Nunik Rahmawati English Education Department Faculty of Languages and Arts State University of Yogyakarta. Entitled "Difficulties in English Vocabulary Learning Experienced by the Eighth Grade Students of SMP Negeri I Borobudur in the Academic Year of 2011/2012."[8] This study was intended to find out the difficulties in English vocabulary learning among the eighth grade students of SMP Negeri I Borobudur in the academic year of 2011/2012.

   The research used descriptive quantitative method, the result show that the students' mastery in vocabulary can be categorized into poor category. The students still have difficulties when they do the test. The less serious difficulties of vocabulary learning faced by the students are the meaning, pronunciation, and use of words. The other aspect of words is categorized into least serious is spelling.

2. Thesis by Melisa Paramudita, Muhammadiyah University of Jember with the title "Descriptive Study on Students' Difficulties in Learning

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[8] Nunik, Rahmawati, "Difficulties in English Vocabulary Learning Experienced by the Eighth Grade Students of SMP Negeri I Borobudur in the Academic Year Of 2011/2012", *(Thesis, Universitas Negeri Yogyakarta, 2012)*

Vocabulary at the Eleventh Grade of Madrasah Aliyah Negeri 2 Jember."[9] The aims of this research are to find out the students 'difficulties in learning vocabulary and how do students' solve the difficulties while learning vocabulary.

This type of research is a qualitative descriptive study. The results and discussion of the research found that students were constrained by difficulties in learning vocabulary, including difficulties understanding the meaning, pronunciation and memorizing vocabulary. To solve these difficulties, they ask the teacher, open the dictionary and get used to accessing English content to make it easier for them to learn vocabulary.

3. Journal by Urai Salam and Nurnisa (2021)[10] entitled "Students' Difficulties in Learning Vocabularies" The purpose of this journal was to uncover difficulties in learning English vocabularies faced by 33 Pesantren (boarding school) students in West Kalimantan. These students had low achievement in vocabulary mastery. The data were derived from questionnaires and interviews with selected students. The data revealed that the students experienced four difficulties, namely, pronouncing unique English sounds, spelling, memorizing long syllable-words, and understanding meaning of unfamiliar words.

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[9] Melisa Pramudita "A Descriptive Study on Students' Difficulties in Learning Vocabulary at the Eleventh Grade of Madrasah Aliyah Negeri 2 Jember." (thesis, Universitas Muhammadiyah Jember, 2020)

[10] Uri Salam, Nurnisa, "Students' difficulties in learning vocabularies" *English community journal*, Vol.5 Issue 1 (2021): 46-53.

4. Journal by Bimas Reskiawan, Netty Huzniati Andas, Hajra, (2020)[11] entitled " A Study on Students Difficulties in Vocabulary Mastery at First Grade Students of SMPN 1 Baula"

The objectives of the research were to know difficulties of the students in vocabulary mastery and to find out factors cause students difficulties in vocabulary mastery. This Research employed a qualitative research design, For gaining the data, the researcher used questionnaire and interview. In this research, researchers had 20 participants.

There are several factors that cause students difficulties in vocabulary mastery: (1) different between written word and the pronouncing in English (2) rarely to interact using English, it's rarely to practice, (3) the writing the word or sound-spelling mismatches (4) some word similar but different meaning, (5) wrong pronunciations are often caused by a lack of similarity between sounds English and Indonesian.

5. Thesis by Mhd. Ferdi Irvani, State Islamic University of Sultan Syarif Kasim Riau Pekanbaru with the Title "An Analysis of Students' Difficulties in Vocabulary Mastery at the Tenth Grade Students of State Senior High School 1 Kampar".[12] The formulation of this research was "What is dominant difficulty in vocabulary mastery at the tenth grade students State Senior High School 1 Kampar? Therefore, the objective of

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[11] Bimas reskiawan, netty huzniah andas, hajra, "A Study on Students Difficulties in Vocabulary Mastery at First Grade Students of SMPN 1 Baula", *Tamaddun Jurnal Bahasa, Sastra Dan Budaya,* Vol.19 issue 1 (2020), 54-34.

[12] MHD. Ferdi Irvani, "An Analysis of Students' Difficulties in Vocabulary Mastery at State Senior High School 1 Kampar" (thesis: State Islamic University of Sultan Syarif Kasim Riau,2020)

the research was to find out the dominant difficulty in vocabulary mastery. This study was a descriptive research. The researcher used simple random sampling to take the sample.

The research findings revealed that the percentage of the students' difficulties vocabulary mastery in pronunciation was (36.92%), spelling was (32.30%), grammar was (30.76%), and meaning was (30.51%). So, the dominant difficulty in vocabulary mastery at the tenth grade students State Senior High School 1 Kampar was pronunciation.

Table 2.1
Similarities and differences
Previous research and this research

No	Title of research	Similarities	Differences
1	2	3	4
1	Difficulties in English Vocabulary Learning Experienced by The Eighth Grade Students of SMP Negeri I Borobudur in The Academic Year of 2011/2012	1. Both researches have the same theme about difficulties in English vocabulary. 2. In terms of research objectives, they have one thing in common, that is to find out the difficulties in vocabulary.	1. Nunik Rahmawati using descriptive quantitative method, while this research using descriptive qualitative method. 2. The subject of Nunik's research was eighth grade students of SMPN 1 Borobudur, while the subject of this research is eleventh grade of SMK Ainul Yaqin
2	Descriptive Study on Students' Difficulties in Learning Vocabulary at The Eleventh Grade of Madrasah Aliyah Negeri 2 Jember	1. Both research using descriptive qualitative method 2. Both researches have the same theme about difficulties in English vocabulary	1. This subject of previous research was Eleventh Grade of Madrasah Aliyah Negeri 2 Jember, while this research is eleventh grade of SMK Ainul Yaqin 2. This research objective of previous research was are to find out the students 'difficulties in learning vocabulary and how do students' solve

1	2	3	4
			the difficulties while learning vocabulary, while this research are To describe the difficulties faced by eleventh grade students, to examine the factors that cause students' difficulties in vocabulary
3	Journal written by Uri Salam (2021) entitled "students' difficulties in learning vocabularies"	Both researches have the same theme about difficulties in English vocabulary	This subject of previous research was 33 Pesantren (boarding school) students in West Kalimantan while this research is eleventh grade of SMK Ainul Yaqin
4	Journal by Bimas Reskiawan, Netty Huzniati Andas, Hajra, (2020) entitled " A Study on Students Difficulties in Vocabulary Mastery at First Grade Students of SMPN 1 Baula"	The both same explain difficulties vocabulary mastery. The researcher used the descriptive qualitative method in the research.	1. The instruments of the research were questionnaire and interview guidelines. 2. This research took place at SMPN 1 Baula. Participants of this researcher, class VII
5	an analysis of students' difficulties in vocabulary mastery at state senior high school 1 kampar	Both researches explain about students' difficulties in mastering English vocabulary and using a descriptive research	1. The research objective of this research is was to find out the dominant difficulty in vocabulary mastery 2. This research took place the tenth grade students of State Senior High School 1 Kampar

B. Theoretical Framework

1. Teaching English Vocabulary

Harmer gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:[13]

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[13] Jeremy Harmer, *The practice of English Language Teaching, (4th Ed.).*(Harlow: Longman, 2007), 154-156

a. Explanation

The teacher explains the construction of language in diagram,using textbook, using board, or overhead projector. We can make use equipment such as Cuisenaire rods to show syntactic relationships or stress patterns. The way we offer explanation to our students will depend upon the language form we are focusing on the age, level, and preference of the class.

b. Discovery

The students can be encouraged to understand new language form by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule.

c. Accurate Reproduction

One of the ways students learn new language forms best through an accurate reproduction stage. Here we ask students to repeat new word, phrase, or sentence in controlled way.

d. Immediate Creativity

Where students show an understanding of the meaning, use, and construction of the language form we are focusing on, we can ask them to create their own sentences using the language form.

e. Check Question

The teacher can check questions to see if students have understood the meaning and use in the text or paragraph.

Based on those explanations of teaching vocabulary, the researchers conclude that teaching vocabulary is a process of giving knowledge and guide the students to learning words. Teacher takes an important role of teaching English vocabulary. The teacher have to know the purpose of learners, teacher will be able to teach vocabulary in accordance with the needs of the learner.

2. The Nature of Vocabulary

Vocabulary can be defined in various ways. Experts have proposed some terms about vocabulary. According to Hatch and Brown they say that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use.[14]

Richards and Renandya states that vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television.[15]

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[14] Hatch, E., & Brown. S, *Vocabulary, Semantics, and Language Education*.(Cambridge: Cambridge University Press, 1995) 1

[15] Richards, J.C. & Renandya, W.A, *Methodology in Language Teaching*, (New York : Cambridge University Press, 2002). 255

Vocabulary is central to second language (L2) acquisition. As McCarthy states that without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way.[16] Nation in Schmitt proposes a list of the different kinds of knowledge that a person must master in order to know a words: the meaning of word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the association of the word, and the frequency of the word.[17]

Vocabulary is a set of words with meanings and definitions used by someone to express the idea in a language and it is used in communication. Vocabulary is the knowledge of words and word meanings. Therefore, learning vocabulary is a crucial matter in developing their English. It is the first step to be taught before teaching other aspects in English.[18]

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

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[16] Michael McCarthy, *Language teaching*. 140

[17] Nation, *Learning, Vocabulary in Another Language*, (Cambridge: Cambridge University Press, 2000), 5

[18] MHD. Ferdi Irvani, Thesis: "An Analysis Of Students' Difficulties In Vocabulary Mastery At State Senior High School 1 Kampar" (Pekanbaru: State Islamic University Of Sultan Syarif Kasim Riau,2020), 11

3. Type of Vocabulary

Hiebert and Kamil propose word has two forms, first oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary consists of those words for which the meaning is known when we write or read silently.[19]

In addition, Nation in Gushendra also divides vocabulary into two types. They are receptive vocabulary and productive vocabulary.[20]

a. Receptive Vocabulary

Knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it is seen (What does it look like?) and having an expectation of what grammatical pattern the word will occur. This includes being able to distinguish it from words with a similar form and being able to judge if the word form sounds right or look right.

b. Productive Vocabulary

Knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocate with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the

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[19] Elfrida H. Hiebert, Michael L. Kamil, *Teaching And Learning Vocabulary:Bringing Research To Practice* (routledge : 2005), 3

[20] Rizky Gushendra, "An experimental study: Improving students' vocabulary mastery by using english songs", Indonesian Journal of Integrated English Language Teaching, 2017, Vol. 3 No. 1, 57

meaning it represents and being able to think of suitable substitutes for the word if there is any.

Based explanation above, the researcher get the conclusion of receptive and produce vocabulary. Receptive vocabulary is the ability to understand of the word. It involved gaining from environment by listening and reading. Then, productive vocabulary is the kinds of vocabulary were used in daily activity by spoken and write.

Morphology is a branch of major studies of linguistics. It covers the theory of word modification. Baoji says that morphology is the sub disciplines of linguistics that deals with such pattern.[21] The existence of such patterns also implies that word may have an internal constituent structure. It means, Morphology is one of the studies of changes form of the word. The example, walks, walks, walked, walking. Walking can be divided into the constituents walk and –ing.

Morpheme divides into 2 kind: free and bound morpheme. Free morpheme is constitute word by themselves; boy,car, desire, gentle etc. bound morpheme cannot stand alone always part of words, occur attached to free morpheme; cat (free morpheme) = cat + s (bound morpheme).[22]

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[21] Booij, G. *The Grammar of Word (An Introduction to Linguistic Morphology)*.(NewYork: Ashford Colour Press, 2005), 5

[22] Andrew Carstairs-McCarthy, *An Introduction to English Morphology*, (Edinburgh University Press Ltd, 2002), 18

a. Word Classes

Words classes or parts of speech. They are divided into eight classes, such as: noun, pronoun, verb, adjective, adverb, preposition and determiner.[23]

1) Nouns

Nouns are the names of person, thing or place. Noun can be the subject of the sentence, object of the verb and object of preposition. There are types of noun as follow; countable noun, uncountable noun, proper noun, common noun, concrete noun, abstract noun, collective noun, noun plural.

2) Pronouns

Pronouns are words that are used to replace a person or thing, for example: I, you, we, they, he, she, it.

3) Verbs

Some examples of verb are like, looking, doing, etc.

4) Adjective

Adjective are words that are used to explain or modify a person, place, or thing, for example: old, beautiful, good, etc.

5) Adverbs

Adverbs are words that used to describe verb adjectives or adverbs, for example: beautifully, now, ago, etc.

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[23] *How to Teach Vocabulary*, (Essex: Longman, Pearson Education, 2002),3

6) Preposition

Prepositions are words that are uses with noun or pronoun that are placed in front of them to show a relation between these words with another part of the sentence. They are: at, on, in, from, into, etc.

7) Conjunctions

Conjunctions are words that are used to connect word on a group of words or sentences. Conjunctions are usually used in the adverbial clause, for example: as, if, because, for, others, and although.

8) Determiner

To make easier in learning about determiner, Thornbury divide them in to two groups they are: grammatical words or function words and content words. Grammatical words consist of preposition, conjuctions, determiners and pronouns, and belonged to the domain of grammar teaching. While content words are usually nouns, verb, adjectives and adverbs.[24]

Morphological process is the process formation of words from another units which is the basic form of word. Ramlan said that morphological process is the arranging of the smallest components into the big components in the form of complex

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[24] Scott Thornbury, 3

words. [25]. Morphological process can be by affixation or other word formation. Affixation can be inflection or derivation while other word formation can be compounding, blending, conversion, clipping, internal change, suppletion, back formation.

    b. Affixation

        Affixation is the process in which free morpheme (root) is added with bound morphemes (affixes). There are two kind of affixation, they are inflection and derivation

        1) Inflection

            A.S Hornby dictionary stated that to change the ending or form of a word to show its relationship to other words in a sentence.[26] According to Yule say, the inflectional morphemes are affixes that attached to verbs, nouns, and adjectives which are not used to produce new in English language.[27]

            Example: walk vs walked

        2) Derivation

            Derivation affixes are affixes (suffixes) which change the meaning of the base in some important way, or change it into a different word.

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[25] Ramlan, *Ilmu Bahasa Indonesia Sintaksis*. (Yogyakarta: CV Karyono, 2005), 44

[26] A. S Hormby, *Oxford Advance Learner's Dictionary* (New York: Oxford University Press, 1995), p. 865

[27] Yule, George, *The Study of Language*, (New York: Cambridge University Press, 2001), p. 77.

c. Other Word formation

1) Compounding, that is the combining of two or more independent words (second-hand, word processor, paperback, typewriter and so on).

2) Blending is two word blended to form one new one , breakfast + lunch = brunch, information + entertainment = infotainment etc.

3) Conversion is a word can be co-opted from one part of speech and used as another, I always television every information. (television is noun, and it is converted into verb

4) Clipping is a new word can be coined by shortening, electronic mail = email; influenza = flu.

5) Internal change is a process that substitutes' one non morphemic segment for another, sing (present)= sang (past)

6) Suppletion is a morphological process where by a root morpheme is replaced by a phonologically unrelated from in order to indicate a grammatical contrast, have = had, go = went

7) Back formation is a word of one type is reduced to a word of a different type through widespread use, to donate from donation.[28]

d. Collocations

Two words are collocates if they occur together with more than chance frequency. Example: this week, once again, as well, once more.

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[28] Scott Thornbury, *How to Teach Vocabulary*, (Essex: Longman, Pearson Education, 2002),4-5

e. Synonym and antonym

Synonym is words that share a similar, for example: sadness = unhappiness, find = good. Antonym is a word expressing an idea directly opposite to that of another word in the same language. For example: accept >< refuse, like >< dislike.

f. Homonyms

Homonyms are words that share the same from but have unrelated meanings, such as: shed, well, left, fair, bat etc.

g. Polysemes

As if homonyms, homophones and homographs were not enough. Another potential source of confusion for learners and a challenge for teachers is the fact that very many words in English have different but overlapping meaning.

h. Hyponmys

Hyponym is another *–nym* word that is useful when talking about the way word meaning are related. [29]

4. The Importance of Vocabulary

Vocabulary is one of the elements of language that should be learned and taught. Building up a useful vocabulary is central to the learning of a foreign language at primary level. Learners' vocabularies put a helpful perspective on classroom foreign language learning[30].

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[29] Scott Thornbury, *How to Teach Vocabulary*, (Essex: Longman, Pearson Education, 2002), 7

[30] Cameron Lynne, *Teaching Languages to Young Learners*, (Cambridge University Press, New York: 2001),72

Tozcu & Coady point out that vocabulary mastery is an important aspect of development foreign language acquisition, academic achievement, and vital to master English which it is closely linked.[31] In English as a second language (ESL) and English as a foreign language (EFL), vocabulary item plays a vital role in all language skills such as: listening, speaking, reading, and writing. Without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Furthermore, according to Alqahtani in Ferdi Irvani, vocabulary mastery is essential for successful second language use and plays an important role in the formation of complete spoken and written texts.[32]

From the explanations importance of English vocabulary mastey, it can be conclude that vocabulary is very important in learning language. The mastery of vocabulary cannot be denied in learning English, not only learners listening and speaking skills, but also their reading and writing as well, because vocabulary is one of the most important elements to improve the learners' English skill.

5. Difficulties in Vocabulary Mastery

Mastery vocabulary is very important for foreign language learner. Without mastering it, of course the learners will get some difficulties in English. Students' difficulties are condition in which the students face the

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[31] Tozcu, A., & Coady, J, *Successful learning of frequent vocabulary through CALL also benefits reading comprehension and speed, computer assisted language learning*,(London: Routledge,2004),243

[32] MHD. Ferdi Irvani, Thesis: "An Analysis Of Students' Difficulties In Vocabulary Mastery At State Senior High School 1 Kampar",17

problem. It will be seen from student's mistake and error in learning process. In foreign language learning, vocabulary plays an important role. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

According to Thornbury, there are 6 difficulties in vocabulary mastery, namely: pronunciation, spelling, length and complexity, grammar, meaning, range (connotation and idiomaticity).[33]

a. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Article written by Ivan Susanto Salawazo, Marintan Simbolon state that one of the difficulties in learning vocabulary was pronunciation. The differences between spoken and written in English was become the factor of difficulties of students to learning vocabulary. For example, when the students faced the words muscle, listen, write, honestly, judge, science. Some words that contain silent letters are problematic especially for Indonesia students.[34]

b. Spelling

Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a most English spelling is fairly law-abiding, there are also some

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[33] Scott Thornbury, *How to Teach Vocabulary*, (Essex: Longman, Pearson Education, 2002), 27-29

[34] Ivan Susanto Salawazo, Marintan Simbolon, "Analysis of Students' Vocabulary in Learning English" Linguistic, English Education and Art (LEEA),Vol.3 Issue 2 (2020): 469-475 https://doi.org/10.31539/leea.v3i2.1017

glaring irregularities. Spelling mistaken result from the wrong choice of letter, the omission of letters and wrong order of letter.

Misspelling also occurred because of the differences between form of spoken and written. Article written by Herri Susanto state that one of the difficulties in learning English was the written form is different from the spoken form in English. When the students want to write a word, "muscle" and "science," they just write the word that heard "massel", " sains".[35]

c. Lenght and Complexity

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

d. Grammar

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

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[35] Herri Susanto, "An Analysis about Students' Troubles in Acquisition English Vocabulary" Journal of English Language and Pedagogy Vol.4 Issue 2 (2021): 46-50 https://doi.org/10.33503/journey.v4i2.1413

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. Word with multiple meaning can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

f. Range, Connotation and Idiomaticity

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, put is a very wide-ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in English, but its nearest equivalent in other languages may be deviant. Finally, words or expression that are idiomatic (like make up your mind, keep an eye on....) will generally be more difficult than words whose meaning is transparent (decide, watch).[36]

Based on the explanations above, it can be concluded that there are so many factors of difficulties in mastering vocabulary.

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[36] Scott Thornbury, 28

Pronunciation, spelling, length and complexity, grammar, meaning, range (connotation and idiomaticity are the indicators of student difficulties in vocabulary mastery. It is important to know students difficulties in mastering vocabulary. So, teacher can solve the problem using appropriate way, and the students will know about the concept of English vocabulary itself as the consideration in learning English vocabulary.

6. Factor that Cause Students' Difficulties in Vocabulary Mastery

Syaiful Bahri Djamarah state that learning difficulties are a condition where students cannot learn properly, due to threats, obstacles or disturbances in the study.[37] Difficulties in vocabulary happened because there is a factor that they experienced. Some factors that cause students' difficulties in vocabulary mastery are

a. Students are Reluctant to Open Dictionaries

Dictionary is the important thing in learning foreign language. Dictionaries are generally used when students have already some across word and then look it up to check that they know how to use it.[38] Dictionaries can be used as a last resort when guessing from context strategies fail. But they can also be used productively both for generating text as a resources for vocabulary acquisition.[39]

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[37] Syaiful Bahri Djamarah, dan Aswan Zain. *Strategi Belajar Mengajar*. (Jakarta: Rineka Cipta,2002), 201

[38] Jeremy Harmer, *The practice of English language teaching (4th Ed.),* (Harlow: Longman, 2007), 240

[39] Scott Thornbury, *how to teach vocabulary*, 151

Based on Rohmatillah in her article entitled: "Dictionary Usage in English Language Learning". One of the factor that cause students difficulties in vocabulary mastery are reluctant to find out the meaning of word from dictionary, as a result the meaning of word is not based on the context of the sentence.[40]

It showed that dictionary is one of the factor that students have difficulties in vocabulary mastery

b. Students are Less Interest in Learning English

According to slameto said that the factor that cause learning difficulties are from within students are lack of attention, lack of interest emotion, talent, and etc.[41] Student less interest in learning English, one of the reason is motivation. Harmer states that motivation itself is some kind of internal drive which pushes someone to do things in order to achieve something.[42]

Based on statement above, it showed that students are less interest in learning English because are lack of attention, lack of interest emotion, talent, and motivation.

c. Students do not Practice Speaking English Regularly

Students do not practice regularly is one of the factor that cause student difficult in vocabulary mastery. Student who do not

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[40] Rohmatillah, "Dictionary Usage in English Language Learning", *English Education Journal*, Vol. 9(1), 186

[41] Slameto, *Belajar dan Faktor yang mempengaruhinya*, (Jakarta: Rineka Cipta, 2010), 55

[42] Jeremy Harmer, *The practice of English language teaching*, 98

practice speaking English will difficult to pronouncing the word because students lack of practice pronouncing the word.

According to catur widyasworo state that students did not practice speaking english because because of inhibition, nothing to say, anxienty, lack of self-confidence and low motivation.[43]

d. External Factor

There are three indicators in external factors of learning difficulties namely the teacher, the media, and classroom conditions.[44] The results of the open-ended questionnaire show as follow. The role of a teacher plays a significant effect in creating the students' learning difficulties in 52%. The teaching media has the greatest effect towards learning difficulties in 66%. The smallest effect is given by the classroom condition in 4%.

The indicators on external factors find (a) the teacher has a significant role to expand learning difficulties especially on the use of teaching method and media, (b) the classroom environment has no significant effect in learning difficulties since it is a conservative one.

Another factor was inadequate facilities. Educational facilities are equipment and supplies that are directly used and support the

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[43] Catur Widyasworo, "Students' Difficulties in Speaking English at The Tenth Grade of Sekolah Menengah Kejuruan", *Journal of English Education and Teaching* 3(4), 533

[44] Cahya Wulandari, Monika Widyastuti Surtikanti, Antonius Setyawan, "A Case Study of Internal and External Factors on The Difficulties in Learning English", *Journal of English Education and Literature*, Vol. 1 No. 2 (2020), 43-48

educational process, especially the learning process, such as buildings, classrooms, tables, chairs and teaching tool and media.[45]

Based on the statement above it can be conclude that several external factors that cause students' difficulties are the teacher, the media, and the classroom environment.

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[45] Mulyasa, *Manajemen berbasis sekolah*, (Bandung: Rosda Karya.2004), 49

CHAPTER III

RESEACH METHODOLOGY

A. Approach and Design of Research

This research used descriptive-qualitative method. Theoretically, the descriptive-qualitative method aimed to describe the found data much detail in a broader sentence explanation. In this context, the researcher chosen this type of research method as it was considered to appropriately and accurately describe as wide as possible the phenomena.

The researcher Qualitative research begins with the assumptions a worldview the possible use a theoretical lens, and the study of research problems inquiring into the meaning individuals or group ascribe to a social or human problem.[46] This research used phenomenology approach. Phenomenology study describes the meaning for several individuals of their live experiences of a concept or a phenomenon. Phenomenology focus on describing what all participants have in common as they experience a phenomenon.[47]

The reason the researcher used qualitative research was the researcher wanted to obtain in-depth data about students' difficulties in mastering vocabulary based on the experienced of eleventh grade students at SMK Ainul Yaqin.

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[46] John W. Creswell, *Qualitative Inquiry & Research Design (2nd edition)*, (London:Sage Production,2007), 37
[47] John W. Creswell, 57-58

B. Research Location

The setting of the study was the eleventh grade of SMK Ainul Yaqin Jember. It was vocational high school which is located at Otto Iskandar Dinata street, No.13 Ajung, Jember

The researcher chosen the eleventh grade of SMK Ainul Yaqin to be the research participants because

1. The researcher was curious about students' difficulties experienced in mastering vocabulary

2. Some of the students did not know the easiest English vocabulary even the common and daily vocabulary and sometimes the students did not understand what the teacher explained.

3. The other problem is they will get the English final examination soon at twelve grade.

C. Source of Data

Source of the data is the important thing in a research. The researcher determined the research subject by using purposive sampling technique.

According to Sugiyono purposive sampling is a data sampling technique based on certain considerations, by selecting people who are considered to know about the research data used.[48] The data sources of this research were:

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[48] Sugiyono, *Metodologi Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D,* (Bandung: Al-Fabeta,2016),218

1. The headmaster of SMK Ainul Yaqin

2. The English teacher of eleventh grade at SMK Ainul Yaqin

3. The eleventh grade Students at SMK Ainul Yaqin. Eleventh grade students were 17 students, researcher took 7 students as research subjects. The subject of this study was selected based on the considerations of the teacher who had been adapted to the research problem.

D. Data Collection Technique

Data collection techniques are way that can be used by researchers to collect data and obtain objective data. Qualitative researchers typically gather multiple forms of data, such as interviews, observations and documents rather than rely on single data source.[49] In this research, researchers used several methods in data collection as follows:

1. Observation

Observation is basic of activity in research which has a purpose to collect data to produce the basis of research with going to the subject research directly. Observation can help the researcher to focus on the problem what the researcher wants deeply.

In this research, the researcher used direct observation because it was conducted to the object directly. This technique observed the student's difficulties in vocabulary mastery, the factors that cause students' difficulties in vocabulary mastery and the advantages of mastering vocabulary

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[49] John, W. Creswell, 38

2. Interview

According to Sugiyono, an interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic.[50]

In this study, the technique used by researchers was semi-structured interview, the researchers used interview guidelines that had been arranged systematically and completely for data collection. The interview guide used is only an outline of the problems that questioned to the research subject. The researcher arranged the main questions that form the outline of the research.

The data that obtained through this interview method are as follows:

a. The difficulties encountered by eleventh grade students of SMK Ainul Yaqin Academic Year 2021/2022 in vocabulary mastery

b. The factors that cause students' difficulties in vocabulary mastery for eleventh grade students of SMK Ainul Yaqin Academic Year 2021/2022

3. Documentation

Documentation is a technique of collecting data through notes or written objects such as writing, pictures or other works that support research, because the purpose of this technique is to help researchers

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[50] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2016), 175

understand the conditions that occur in the research location and assist in interpreting data.

The data obtained through this documentation method are as follows:

a. Profile of SMK Ainul Yaqin

b. Process interviewing

c. Data of participant

E. Data Analysis

The data analysis of qualitative is the process of looking for and arranging the data from interview, field note, and the other objects systematically, so it can be understood easily, and their finding can be informed to the others.

Each of the stage is presented in this following:[51]

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger. (We stay away from data reduction as a term because that implies we're weakening or losing something in the process.).

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[51] Matthew B. Miles, A. Michael Huberman, Johnny Saldaña, *Qualitative data analysis: a methods sourcebook,* (SAGE Publication:2014) 30-34

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action.

Miles and Huberman convinced that good displays are a major avenue to robust qualitative analysis. The display discussed and illustrated in this book include many types of matrices, graphs, charts and network. Looking at displays helps us understand what is happening and to do something—either analyze further or take action— based on that understanding.

3. Drawing and Verifying Conclusions

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions.

Conclusions are verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes; or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus" or with extensive efforts to replicate a finding in another data set.

F. Trustworthiness of Data

Triangulation is the technique used in checking the validity of the data. According to Jane Ritchie and Jane Lewis triangulation is useful in checking the validity of data or whether it is more a means of widening or deepening understanding of a subject through the combination of multiple readings.[52] Creswell defines that triangulation of data will be collected from multiple sources to include interview, observations, and document analysis.[53]In addition, Bruce L. Berg states that triangulation is a term originally more common in surveying activities, map making, navigation, and military practices.

The researcher used triangulation sources and techniques. Source triangulation to test the credibility of the data is done by checking the data that has been obtained through several sources. Source of this research was

1. The headmaster of SMK Ainul Yaqin.

2. English teacher of eleventh grade of SMK Ainul Yaqin

3. Eleventh grade student of SMK Ainul Yaqin

Technique triangulation was to test the credibility of the data which is done by checking the data to the same source with different techniques, for example data obtained by interview, then checked by observation, or documentation. The researcher carry out data collection obtained from research location at SMK Ainul Yaqin.

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[52] Jane Ritchie and Jane Lewis, *Qualitative Research Practice*, (London: SAGE Publications: 2003), 275

[53] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (London: SAGE Publications: 1990}, 45

G. Research Stage

The stages in the research are the systematics of writing which the researchers designed in such a way. As for the systematic, it was divided into several stages, which are described as follows:

The first stage was the preparation of research proposals, examinations proposals, revision of proposals, and administering research permits, submit research permit to SMK Ainul Yaqin Ajung Jember

The second stage was to develop a research framework regarding the difficulties in vocabulary mastery shows on the students of SMK Ainul Yaqin Ajung Jember at the same time as to determine the source of data in the research to be carried out.

The third stage was field data mining, consisting of descriptions regarding the object of research. The overview of SMK Ainul Yaqin Ajung Jember starts from the history of its establishment, vision and mission, organizational structure, teacher data, and student data of SMK Ainul Yaqin.

The fourth stage was data analysis aimed at collecting and process research results from interview data, observations, and documentation

The last stage was report research. At this stage the data have been processed and concluded, which are then presented in the form of a research report. Then the researcher checked so that the research carried out is truly valid.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Overview of SMK Ainul Yaqin

1. A brief history of SMK Ainul Yaqin

Ainul Yaqin Vocational School was founded in 2015, the beginning of the establishment of this school because it saw the needs of Islamic boarding schools, where not only religious knowledge was taught but general knowledge was also taught. Thus, the graduates from Ainul Yaqin Islamic boarding schools could also meet the existing criteria in society, whether it is religious or state. SMK was established in 2015 to be exact on July 5, 2015, the first principle of SMK Ainul Yaqin headed by Mahmud Abdul Ghofur, S.Pd up to now. SMK Ainul Yaqin has one major, namely marketing which is focused on in the field of marketing.

This marketing department does not only market goods or products, but students are also required to make ready-made products or long-term products. One of the products made by SMK Ainul Yaqin has a brand called Azza mart. Many products have been made such as AZZA *cibur*, AZZA bucket, hampers, hot, *krip*, etc. The names of these products do not escape the word "Azza". Starting from 2015 up to now, SMK has experienced rapid development from what was originally pioneering it has now grown, starting in terms of infrastructure and teachers who have met the standards of S1 graduates.

2. **Vocational High School Profile**

Name   : SMK Ainul Yaqin

Location   : Jalan Otto Iskandar Dinata No. 13 Dusun

Klanceng RT 03 RW 01 Ajung Village, Jember

Regency

Longitude latitude   : Latitude: -8.3167 and Longitude: 113.5538.

Region   : countryside

Electrical power   : 450 W

Phone Number   : 081212611225

Postal code   : 68175

E-mail   : smkainulyaqin@gmail.com

3. **Vision and mission of Ainul Yaqin Vocational High School**

   a. **Vision**

   Menjadikan Sekolah Menengah Kejuruan Ainul Yaqin yang berkarakter, berbudaya, berwawasan lingkungan, menghasilkan insan yang bertaqwa, profesional, mampu berwirausaha dalam kancah nasional.

   (Making Ainul Yaqin Vocational High School with character, culture, environmental insight, producing people who are devoted, professional, capable of entrepreneurship in the national).
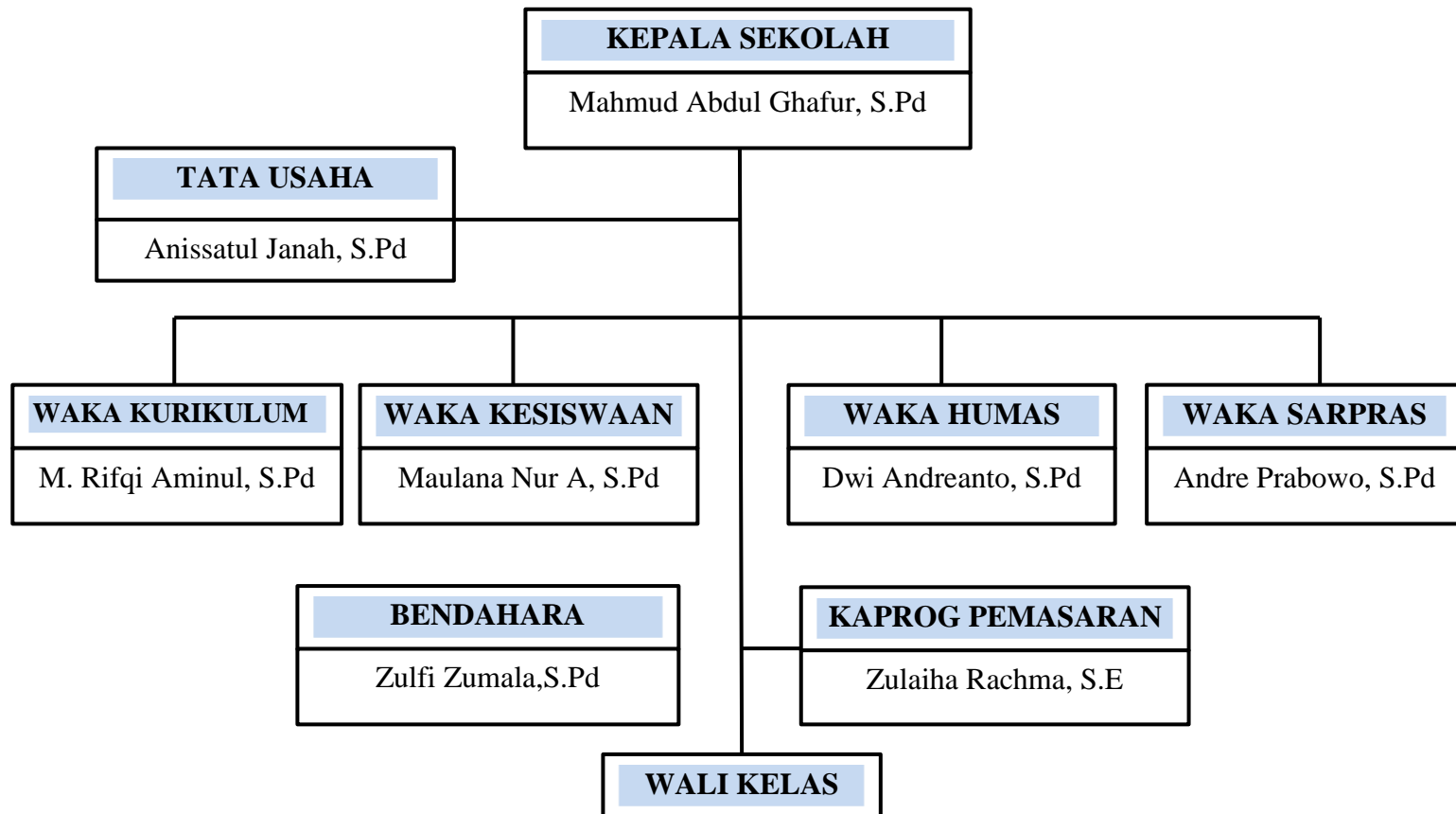
b. Mission

1. *Menyelenggarakan kegiatan pendampingan keagamaan dalam rangka peningkatan ketaqwaan.* (Organizing religious assistance activities in the context of increasing piety)

2. *Menyelenggarakan pembiasaan beribadah sesuai syariat agama.* (Organizing the habit of worshiping according to religious law).

3. *Menyelenggarakan pembelajaran dengan pendekatan teknologi informasi dan komunikasi.* (Organizing learning with an information and communication technology approach).

4. *Mengembangkan kurikulum dan sistem penilaian berbasis kompetensi sesuai dengan kebutuhan industri global.* (Develop competency-based curriculum and assessment system in accordance with global industry needs).

5. *Menyelenggarakan kegiatan kukurikuler dan ekstrakurikuler agar peserta didik memiliki multiskills yang mampu mengembangkan kecakapan hidup (life skills), berakhlak mulia, kreatif dan inovatif.* (Organizing curricular and extracurricular activities. Thus, the students have multiskills who are able to develop life skills, good character, creative and innovative)

6. *Meningkatkan kualitas dan kuantitas pendidik dan tenaga kependidikan yang kreatif, inovatif, berkarakter dan berbudaya.* (Improving the quality and quantity of educators and education

personnel who are creative, innovative, characterized and cultured).

7. *Meningkatkan fasilitas dan lingkungan belajar yang aman, nyaman, memenuhi standar nasional pendidikan, standar kerja industri secara kualitas dan kuantitas.* (Improving facilities and learning environments that are safe, comfortable, meet national education standards, industrial work standards in quality and quantity).

8. *Menerapkan dan mengembangkan pendidikan yang ramah lingkungan, dan suasana yang harmonis.* (Implement and develop education that is environmentally friendly, and a harmonious atmosphere).

9. *Membangun kemitraan (link and match) dengan lembaga yang relevan dalam negeri.* (Building partnerships (link and match) with relevant domestic institutions).

4. **Organizational Structure of Ainul Yaqin Vocational School**

Table 4.1
Organizational Structure
Ainul Yaqin Vocational School

KEPALA SEKOLAH
Mahmud Abdul Ghafur, S.Pd

TATA USAHA
Anissatul Janah, S.Pd

WAKA KURIKULUM	WAKA KESISWAAN	WAKA HUMAS	WAKA SARPRAS
M. Rifqi Aminul, S.Pd	Maulana Nur A, S.Pd	Dwi Andreanto, S.Pd	Andre Prabowo, S.Pd

BENDAHARA	KAPROG PEMASARAN
Zulfi Zumala,S.Pd	Zulaiha Rachma, S.E

WALI KELAS

Ainul yaqin vocational high school has increased students from year to year. At the beginning, there were 12 students in total (3 students were twelfth grade, 3 students were eleventh grade and 6 students were tenth grade), currently SMK Ainul Yaqin has 53 students

Chart 4.2
Student Progress
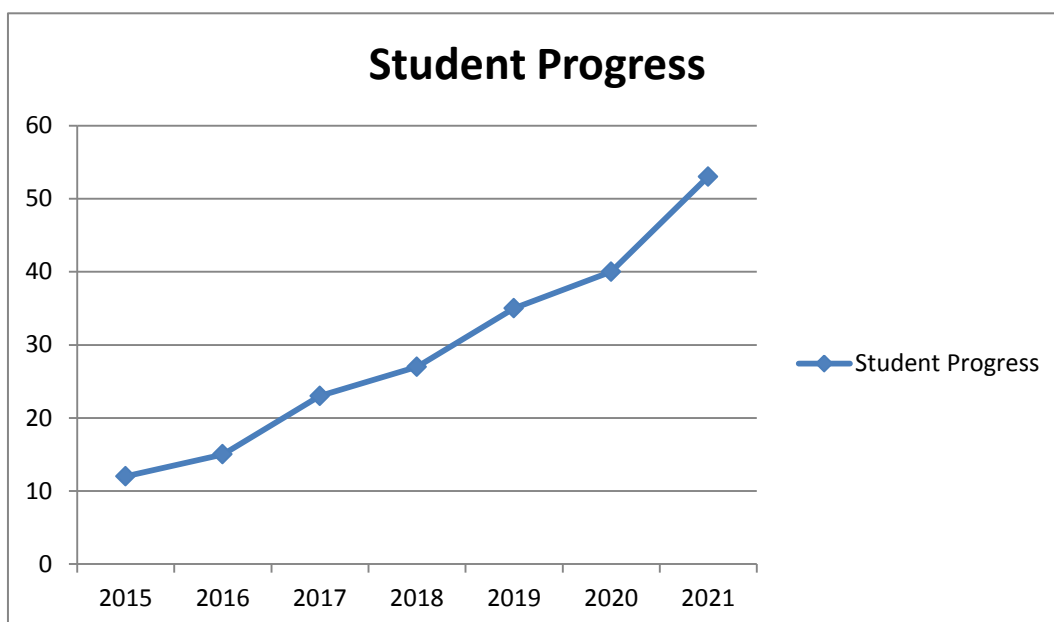
5. Facilities and Infrastructure

To support school learning activities, adequate facilities and infrastructure are needed, the facilities and infrastructure were affect the student learning process, currently SMK Ainul Yaqin has the following facilities and infrastructure:

Table 4.3
Number and Condition of
Buildings

No	Building Type	Number of Rooms by Condition				Ownership Status1)
		Good	Light Damage	Medium Damage	Heavy Damage	
1.	Classroom	3				1
2.	Headmaster room	1				1
3.	Teacher's room	1				1
4.	Administration room	1				1
6.	Teacher's Toilet	1				1
7.	Student Toilet	1				1
8.	Student Council Room	1				1
9.	Mosque	1				1
11.	Dormitory Room Student (man)	7				1
12.	Dormitory Room Schoolgirl (girl)	8				1
13.	Canteen	1				1

1) Status Ownership: 1:Owned by Own 2: Not Owned Own

Table 4.4 Learning Supporting

No.	Types of fasilities and Infrastructure	Condition		Ownership Status1)
		Good	Damaged	
1.	Student Chair	100		1
2.	Student Desk	100		1
4.	Teacher Chair in Classroom	3		1
5.	Teacher's Desk in Classroom	3		1
6.	Whiteboard	4		1
7	Computer	1		1
8	Football	1		1
9	Volleyball	1		1

10	Basketball	1		1

Table 4.5

Other supporting

No	Types of fasilities and Infrastructure	Condition		Ownership Status 1)
		Good	Damaged	
1.	Printer	1		1
12.	Filing cabinet	4		1
13.	Medicine Box (P3K)	1		1
15.	Loudspeaker	1		1

1) **Status Ownership:**   1:   Owned by Own   2:   Not Owned Own

B. **Findings**

After conducting the research process and obtaining data in the field using various techniques, the data were analyzed by transcribing interview result, observation result and document review. The data to be explained is students' difficulties in mastering English vocabulary at the eleventh grade of SMK Ainul Yaqin.

In accordance with the focus of the research at the beginning, the data that has been obtained in the field were presented as follows:

1. **The Difficulties Encountered by Eleventh-Grade Students of SMK Ainul Yaqin Academic Year 2021/2022 in Vocabulary Mastery**

Based on the data obtained from the research results show that in daily grades, students' English learning outcomes got unsatisfactory results, there were many students who get low grades or did not achieve the target, Teacher as an English teacher said that:

> *"Saya setiap dua minggu sekali atau setelah menyelesaikan satu materi. Saya selalu memberikan ulangan harian ke siswa dengan tujuan untuk* menguji *pemahaman siswa, setelah melihat hasilnya ternyata hasilnya kurang memuaskan, masih banyak siswa yang belum mendapatkan hasil diatas target, atau masih mendapatkan nilai yang rendah"[54]*

> *"*I once every two weeks or after completing one material always give a daily test to students with the aim to testing students' understanding. After seeing the results it turns out that the results are unsatisfactory, there are many students who have not got results above the target, or get low scores.*"*

According to the statement above, it showed that after the teacher gave the exercise, the result it was not good, some of the students got a low score or did not achieve the target. In learning process, students have various problems in understanding English material. Based on the results of an interview with Teacher, she said that:

> *"Dari* pengamatan *saya salah satu faktor utama siswa kurang memahami materi bahasa inggris dikarenakan mereka belum mengetahui arti atau makna dari kalimat yang mereka baca atau yang mereka ucapkan dan juga minimnya perbendaharaan kosa kata siswa juga merupakan salah satu faktor utama mereka belum memahami materi bahasa inggris."[55]*

> "From my observations, one of the main factors that students do not understand English material because they do not know the meaning of the sentences and lack of students' vocabulary is also one of the main factors they do not understand English material.*"*

This showed that students have some problem related to understanding the material, the factor was they did not the meaning of word and lack of vocabulary.

Based on interview with Student 2 said that:

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[54] Teacher, interview, Jember, 15th November 2021
[55] Teacher, interview, Jember, 15th November 2021

"Saya kurang faham dengan materi bahasa inggris karena guru menulis materi dengan bahasa inggris, saya tidak faham artinya dan ketika guru menjelaskan, saya kurang fokus mendengarkan apa yang guru sampaikan."[56]

"I do not understand English material because the teacher writes the material in English, I do not understand the meaning and when the teacher explained, I do not focus on what the teacher explained."

Based on the interview result, it showed that student did not understand the material because when delivered the material the teacher wrote and explained using English, it made him confused because he did not understand the meaning.

Student 4 said that

"Kekurangan saya dalam pelajaran bahasa inggris yaitu kurangnya kosakata bahasa inggris yang saya tahu, ketika guru memberikan soal latihan, saya sulit untuk mentranslate bahasa indonesia kedalam bahasa inggris begitupun sebaliknya."[57]

"My weakness in English lessons is the lack of English vocabulary, when the teacher gives me exercise, I difficult to translate Indonesian into English and vice versa."

Based on the interview above, it showed that vocabulary was one of the main factors that students did not understand the English material is they did not understand the meaning because they lack of vocabulary and did not mastering vocabulary yet, whereas vocabulary is a very important element in learning English. Students still have difficulty in mastering vocabulary. Teacher said that

"Siswa kesulitan menguasai kosakata bahasa inggris, kesulitan yang biasanya dialami siswa yaitu banyak siswa yang tidak

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[56] Student 2, interview, Jember, 22 November 2021
[57] Student 4, interview, Jember, 22nd November 2021

mengerti arti atau makna kosa kata*, beberapa dari mereka masih kesulitan dalam pengucapan kosakata, siswa kesulitan dalam mengeja kata, dan siswa juga kesulitan dalam mengingat kosakata.''[58]*

"Students have difficulties in mastering vocabulary, the difficulties that students usually experience are many students do not know or understand the meaning of vocabulary, most of them have difficulty in pronouncing vocabulary, difficulty in spelling word, and students also have difficulty in remembering vocabulary."

According to the interview result, it showed that students had a various difficulties in mastering vocabulary. Based on an interview with Student 3 as an eleventh grade student, she said:

Terkadang guru menyuruh kami untuk membaca sebuah dialog maupuun teks, saya masih kesulitan dalam membaca kata atau kalimat menggunakan pelafalan bahasa inggris, saya juga kesulitan dalam menulis kata bahasa inggris, karena antara penulisan dan perkataan berbeda.''[59]

Sometimes teacher asked us to read a dialogue or text, I am hard to pronounce the English word, I am also difficult in writing an English word, because there is a difference between writing and speaking.

This showed that when the teacher asked her to read a dialogue, she hard to pronounce the word, she also had a problem in writing a word.

Based on the interview with student 1 said:

"Kesulitan dalam hal pengucapan, Karena dalam kesehariannya saya kurang mendengarkan percakapan bahasa inggris dan juga pelafalan bahasa *inggris dan bahasa indonesia berbeda, jadi sulit untuk diucapkan.''[60]*

"Difficulty in pronunciation, because in daily, I do not listen the native English conversation also the pronunciation of English and Indonesian is different, so it is difficult to pronounce"

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[58] Teacher, interview, Jember, 15th November 2021
[59] Student 3, interview, Jember, 22nd November 2021
[60] Student 1, interview, Jember, 22nd November 2021

Based on the interview above, it showed that student did not mastering vocabulary because she had difficulties in pronunciation. The factors were she did not listen the native speaker regularly and there was different pronunciation between Indonesia and English. In tune with yuni, Student 6 said

> *"Mungkin* kesulitan *yang saya hadapi karena saya tidak mengerti artinya, antara pengucapan dan tulisan tidak sama jadi susah untuk dilafalkan."[61]*

> "Perhaps the difficulty that I face is I do not understand the meaning, between spoken and written are not same so it is hard to pronounce."

Based on the results of observations, when students were appointed by the teacher to read a text in front of the class one by one. Many students mispronounced the word '*hours, high, idea, etc'*, many of them were reading with Indonesian pronunciation.. The other mistake is when students pronounce the silent letter like '*write, listen, know, etc'*. They pronounce like what they read.[62]

> The teacher said that

> *"Biasanya setelah memberikan materi, saya memberikan soal kepada anak-anak.* Beberapa *anak masih kesulitan dalam menjawab soal tersebut, ketika saya Tanya mereka menjawab masih sulit untuk menterjemahkan soal bahasa inggris ke bahasa indonesia."*

> "Usually, after giving the material, I give questions to the students, some students still have difficulty in answering the questions. When I asked them, they said they still difficult to translate English into Indonesia."

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[61] Student 6, interview, Jember, 23rd November 2021
[62] Observation, 27th November 2021

In line with statement above, Based on the results of observations that have been made, after explaining a material the teacher gives a question to be answered by students, students look confused in answering the questions that the teacher has given. One of the problems is the students difficult to interpret words from English to Indonesian.[63] The statement above was also strengthened by Student 4, as follow

> *"saya kesulitan dalam menerjemahkan bahasa inggris ke Indonesia begitupun sebaliknya. Ketika guru memberikan sebuah latihan soal saya kesulitan dalam mentranslate soal tersebut ke bahasa indo, dan terkadang guru saya juga menyuruh untuk menerjemahkan bahasa indo ke bahasa inggris, dan saya juga kebingungan untuk mentranslatenya, penyebab saya kesulitan dalam menterjemahkan karena beberapa kata dalam bahasa inggris itu memiliki beberapa arti, terkadang arti yang saya tahu itu tidak sesuai dengan kata yang dimaksud dalam soal tersebut."[64]*

> "I have difficulty translating English to Indonesian and vice versa. When the teacher gave me exercise, I was hard to translate the questions into Indonesia, and sometimes my teacher also asked me to translate Indonesia to English, the reason is because some word in English have several meaning, sometimes the meaning that I know do not match with the question."

This showed that student had difficulties in translating the word. Student difficult to translate English into Indonesia and vice versa. Agreeing with student 4, Student 7 said:

> *"sampai sekarang saya masih kesulitan jika guru menyuruh saya untuk menerjemahkan kata ataupun kalimat dari bahasa inggris ke bahasa Indonesia karena kata dalam bahasa inggris mempunyai banyak makna"[65]*

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[63] Observation on November 27th 2021
[64] Student 4, interview, Jember, 22nd November 2021
[65] Student 7, interview, Jember, 22nd November 2021

"Up to now I have difficulty if the teacher asks me to translate words or sentences from English to Indonesian because the word in English has a lot of meaning."

Based on the statement above, it showed that he difficult to translate the word because the word had a lot of meaning. Therefore, it made him difficult to mastering vocabulary. Another student, Student 2 said that

> *"hal* yang *membuat saya sulit untuk menguasai kosa kata yaitu karena saya tidak tahu makna atau arti dari kata tersebut dan kurangnya perbendaharaan kosakata."*[66]

> "The thing that makes me difficult to master vocabulary is I do not understand the meaning of the word and lack of vocabulary

Based on interviewed above, it showed that student difficult to understanding the meaning of word and lack of vocabulary.

Another difficulties in mastering vocabulary was misspelling. Student 1said that

> *"Kesulitan lain yang saya hadapi dalam menguasai kosakata yaitu ketika mengeja kata, ketika guru memberikan sebuah kata dan kita disuruh untuk menulis dan mengejanya, saya tulis sesuai apa yang diucapkan guru dan ternyata banyak kata yang masih salah."*[67]

> "Another problem that I face in mastering vocabulary is when the teacher gives a word and she is asked us to write and spell. I write the word based on what I heard and it turns out that many words are wrong."

> Student 7 also said that

> *"Ketika guru mengasih tugas mengeja kata, saya kesulitan karena saya masih* bingung *membedakan pengucapan alphabet bahasa indo dengan bahasa inggris."*

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[66] Student 2, interview, Jember, 22nd November 2021
[67] Student 3, Jember, 22 November 2021

"When the teacher give a task to spell a word, I get difficult because I am still confused to distinguish between Indonesian and English alphabet."

This showed that the other difficulty in vocabulary mastery was spelling a word. Students get confused when teacher ask her to spell a word that the teacher said before. They did not know the differences between Indonesia and English alphabet yet. The statement above also strengthened by the teacher explanation, as follows:

"*Saya memberikan kuis tentang spelling, saya memberikan sebuah kalimat dan saya menyuruh siswa untuk mengejanya, terdapat beberapa siswa yang masih salah mengeja, seperti kata yang seharusnya ride menjadi rid, shall menjadi shell dll. Mereka masih mengeja dengan ejaan bahasa indonesia*"[68]

"I give spelling quiz for the students, I give a word and asked them to spell it. There are some students still misspelling the word like ride for rid, shell for shall, etc. They spell with Indonesian spelling."

Based on an interview with Student 5, he said

"*Saya* sulit *untuk mengingat ataupun menghafal kosakata dalam bahasa inggris saya jarang mengulang kata atau kalimat yang saya hafalkan dirumah.*"[69]

"I find difficulties in remembering or memorizing vocabulary in English because I rarely repeat the word or sentence that I had already memorize it"

Based on the interviewed above, it showed that the students difficult to mastering vocabulary because she had problem in remembering and memorizing vocabulary. The factor was they rarely did a 'repetition'.

student 6 said that

[68]Teacher, interview, Jember, 15th November 2021
[69] Student 5, interview, Jember, 23 November 2021

"*saya sulit dalam mengingat kosakata, saya cepat hafal ketika disuruh menghafal tapi pada pertemuan selanjutnya saya sering lupa kosakata yang sudah dihafalkan.*"

"I difficult to remember vocabulary, I memorize quickly but at the next meeting I often forget the vocabulary that I have already memorize."

In line with the statement above, Based on the results of observations, when the teacher asked again the meaning of the words that they had learned before, many students forgot and did not know the meaning of the word. Thus, many of them were silent, they did not answer the teacher's questions, only some of them could answer.[70] The statement above also strengthened by the teacher explanation, as follow:

"*Sebelum memulai pembelajaran saya selalu bertanya kepada siswa tentang arti kata ataupun kalimat yang telah dipelajari sebelumnya. Ketika ditunjuk satu persatu banyak dari mereka yang sudah lupa arti dari kata yang telah mereka pelajari.*"[71]

"Before I start the lesson, I always ask the student about the meaning of words or sentences that have already learn. When appointed one by one, many of them have forgotten the meaning that they have learn before."

Based on the statements above, we know that the difficulties faced by eleventh grade students in mastering English vocabulary are students got difficulties in translating words or sentences in English into Indonesian and vice versa. Students also experience difficulties in pronunciation, misspelling, and remembering or memorizing vocabulary in English.

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[70] Observation, 27 November 2021
[71] Teacher, interview, Jember, 15th November 2021

2. **The Factors that Cause Students' Difficulties in Vocabulary Mastery for Eleventh-Grade Students of SMK Ainul Yaqin Academic Year 2021/2022**

Based on the results of the interview with Teacher, students have several factors that cause them difficulty in mastering, she said that:

> *"siswa jarang membawa kamus ketika pembelajaran bahasa inggris, siswa jarang membuka kamus, siswa kurang tertarik dengan pembelajaran bahasa inggirs, siswa tidak belajar bahasa inggris dirumah dan siswa sangat sulit untuk disuruh menghafalkan kosakata."[72]*

> "Students rarely bring dictionaries when learning English, students rarely open dictionaries, students are less interested in learning English, students do not study English at home and students are difficult to memorize vocabulary."

The results of interviews with teachers showed that one of the factors that caused students have difficulty in mastering vocabulary was the students rarely opened dictionaries. In line with the statement above, some students also have the same problem. Based on the results of an interview with student 1 said:

> *"salah satu factor yang membuat saya kesulitan menguasai kosakata karena saya jarang menggunakan kamus, sehingga masih banyak kata-kata yang saya tidak tahu atau kurang familiar."[73]*

> "One of the factors that make me difficult to master vocabulary is I rarely use a dictionary, there are many words that I do not know or not familiar with."

According to the statement above, It showed that the factor that cause students' difficult to mastering vocabulary was she rarely use a

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[72] Teacher, interview, Jember, 15th November 2021
[73] Student 1, interview, Jember, 22nd November 2021

dictionary. Thus, it made her lack of vocabulary, many words that her did not know or familiar with. Another student, Student 7 said that

> *"Beberapa factor yang menyebabkan saya sulit menguasai kosakata* mungkin *karena saya tidak mempunyai kamus bahasa inggris, saya juga jarang menghafal kosa kata ketika dirumah."[74]*

> "Some of the factors that make difficult for me to master vocabulary maybe because I did not have an English dictionary, I also rarely memorized vocabulary when I was at home."

This showed that the student had difficulty because he did not have English vocabulary and when he was at home he seldom memorized or remember it.

> Student 1 alvso said that

> *"Kurangnya belajar dan jarang membuka kamus sehingga dalam menguasai kosakata masih kurang."[75]*

> "Lack of learning and rarely opening a dictionary makes my mastering vocabulary is lacking."

The results of the observation also stated that only some students brought a dictionary in class, when the teacher asked students to answer the questions, there were some students who tended to ask the meaning of the words directly to the teacher without looking at the dictionary first.[76]

Besides being caused by the infrequent opening of dictionaries and lack of learning, there were several other factors that caused students difficulty in mastering vocabulary

Based on the results of an interview with student 4 said that:

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[74] Student 7, interview, Jember, 22nd November 2021
[75] Student 3, Jember, 22nd November 2021
[76] Observation on November 27th 2021

> *"Penyebab saya kurang menguasai kosa kata karena saya Kurang* tertarik *dengan pelajaran bahasa inggris, dan ketika saya ingin berbicara bahasa inggris, teman-teman saya malah menertawai saya, itu yang membuat saya tidak percaya diri dan kurang suka dengan pelajaran bahasa inggris "*[77]

> "The reasons why I do not mastering vocabulary are I am not interested in English lessons, when I want to speak English, my friends laugh at me, that's what makes me not confident and do not like English lessons"

According to statement above showed that the factor that caused difficult in vocabulary mastery was she did not interest in English, the other factor was her friend always laugh when she spoke in English. It made her did not confident and did not like English.

Student 5 also said

> *"Mungkin salah satu faktornya karena saya kurang memperhatikan apa yang guru ucapkan dan saya juga kurang suka pelajaran bahasa inggris, apalagi ketika guru menyuruh saya membaca bahasa inggris dan teman-teman menertawai saya, hal itu yang membuat saya malas untuk berbicara bahasa inggris."*[78]

> "Maybe one of the factors is I do not pay attention to what the teacher says and I also do not like English lessons, especially when the teacher asks me to read English and my friends laugh at me, that makes me lazy to speak English."

This showed that friends were one of the factor that caused students' difficult to mastering vocabulary. Because of her friend she was lazy to speak English. The other factor was she did not pay attention to what the teacher explained.

Student 1 said that

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[77] Student 4, interview, Jember, 22nd November 2021
[78] Student 5, interview, Jember, 23rd November 2021

"factor lain yang menyebabkan saya kesulitan menguasai kosakata karena kurang memiliki motivasi dalam belajar bahasa inggris, saya merasa bosan *dan malas ketika belajar bahasa inggris, apalagi ketika disuruh guru membacakan sebuah teks, saya tidak tahu pengucapannya. Siswa lain malah mentertawakan apa yang saya katakan."[79]*

The other factor that made me difficult in mastering vocabulary was less motivation in learning English. I was bored and lazy especially when the teacher asked me to read a text, I did not know how to pronounce it. Other students laughed at what I said.

From the statement above, it showed that motivation was the factor that caused student difficult in mastering vocabulary. Because of less motivation she was bored and lazy. The other factor was other students laughed at what she said.

Another student added that one of the factors that caused difficulties in mastering English was

"saya kurang *begitu tertarik dengan bahasa inggris, salah satu penyebabnya yaitu mungkin karena lingkungan saya kurang mendukung saya belajar bahasa inggris."[80]*

"I am not really interested in English, one of the reason was environment did not support me learning English"

From the statement above it showed that student did not interest in learning because the environment was not supported.

Based on an interview with student 2, said that :

"faktor yang *menyebabkan saya kesulitan dalam menguasai kosakata Karena kurangnya praktek berbicara bahasa inggris.saya tidak tahu apa yang harus saya ucapkan. Saya merasa gugup dan takut kalau saya membuat kesalahan ketika berbicara bahasa inggris"[81]*

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[79] Student 1, interview, Jember, 22nd November 2021
[80] Student 6, interview, Jember, 23rd November 2021
[81] Student 2, interview, Jember, 22nd November 2021

"The factors that caused me difficulty in mastering vocabulary were the lack of practice speaking English. I did not know what I have to say. I am nervous and worried if I make a mistake when I speak English."

This showed that students barely practice speaking English, because of did not know what he has to speak. He was nervous and worried if he made a mistake when he spoke English.

Based on the results of the research above, it showed that the main factor of students having difficulty in mastering vocabulary was students were found reluctant to open dictionaries. Students were also less interested in learning English. They did not practice speaking English regularly. Another factors were external factors such as inadequate facilities and the negative influence of friends that made them difficult to master vocabulary.

C. Discussion

1. The Difficulties Encountered by Eleventh-Grade Students of SMK Ainul Yaqin Academic Year 2021/2022 in Vocabulary Mastery

Student learning outcomes are one of the tools that we can use to measure the understanding of the material that has been obtained by students, if the value of their learning outcomes is good, it can be said that they have understood the material being studied.

To measure students' learning outcomes in English, the teacher at eleventh grade of SMK Ainul Yaqin uses daily grades as a reference material. Students' English learning outcomes showed unsatisfactory results, there were many students who got low grades or did not achieve

the target. Based on the results of the study, it was stated that one of the factors that students got low grades was they did not know the meaning of English words and lack of vocabulary.

Vocabulary mastery is more complex as a literature said Richards and Renandya who stated that vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write.[82] Vocabulary is the basic knowledge that a student must have if they want to be proficient in learning English, before we learn about the four English skills, we must master of vocabulary first.

Vocabulary is a very important component to be mastered by every student. In fact, there are some students who have difficulty in mastering the vocabulary. As a literature said, Thornbury who stated that there are some problems in mastering vocabulary such as 1) Difficult pronouncing the words, 2) Difficult in Spelling, 3) Length and complexity, 4) Grammatical of words, 5) Meaning of words, 6) Range, connotation and idiomaticity.[83]

Based on the research result that has been carried out at the eleventh grade of Ainul Yaqin Vocational School, not all of the problems listed above are experienced by students in that class. The difficulties experienced by eleventh grade students were students got difficulties in translating words or sentences in English into Indonesian and vice versa, students were also difficult in, pronunciation, misspelling, and

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[82] Richards, J.C. & Renandya, W.A, *Methodology in Language Teaching*, 255
[83] Scott Thornbury, *How to Teach Vocabulary*, 27-28

remembering or memorizing. All the difficulties above were discussed in detail, as follows:

The first difficulty faced by students was students got difficulties in translating words or sentences in English into Indonesian and vice versa. When students are faced with a short text, and the teacher asked students to translate the text, students seem confused and take a long time to translate English into Indonesian because one word in English has many meanings when faced with a text, sometimes the meaning is not accordance with the basic meaning of the word. In line with statement above, Thornbury said when two words overlap in meaning, learners are likely to confuse them.[84]. In addition students have to translate the meaning of words, students also have to know the meaning of the sentence as a whole.

The second problem was difficulty in pronunciation. This was because Student did not get an appropriate example from the native English. When students are appointed by the teacher to read a text in front of the class one by one, many students mispronounce word. Student confused pronounce the vowel (a,i,,u,e,o) in English word like '*hours, high, idea*'. Many of them are reading with Indonesian pronunciation. The other mistake is when students pronounce the silent letter like '*write, listen, know, etc*'. They pronounce like what they read.

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[84] Scott Thornbury, *How to Teach Vocabulary*,28

The finding about mispronounce the silent letter word was suitable with the article written by Ivan Susanto Salawazo, Marintan Simbolon. Based on the article entitled "Analysis of Students' Vocabulary in Learning English" one of the difficulties in learning vocabulary was pronunciation. The differences between spoken and written in English was become the factor of difficulties of students to learning vocabulary. For example, when the students faced the words muscle, listen, write, honestly, judge, science. Some words that contain silent letters are problematic especially for Indonesia students.[85]

The third problem was students got misspelling word. This was because of the differences between spoken and written in English. Student got difficulty when teacher given spelling quiz, the teacher said the word and the student wrote based on what they heard. The result said that some student wrong at choosing the letter like (rid for read, shell for shall). In line with the problem above, in line with statement above, Thornbury said that spelling mistaken result from the wrong choice of letter, the omission of letters and wrong order of letter.[86]

The findings above also were suitable with the article written by Ivan Susanto Salawazo, Marintan Simbolon. Based on the article entitled "Analysis of Students' Vocabulary in Learning English" one of the difficulties in learning English was the written form is different from

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[85] Ivan Susanto Salawazo, Marintan Simbolon, "Analysis of Students' Vocabulary in Learning English" Linguistic, English Education and Art (LEEA),Vol.3 Issue 2 (2020): 469-475 https://doi.org/10.31539/leea.v3i2.1017

[86] Scott Thornbury, *How to Teach Vocabulary,*29

the spoken form in English. When the students want to write a word, "muscle" and "science," they just write the word that heard "massel", " sains".[87]

The last problem was students had difficulty in remembering vocabulary. To achieve learning vocabulary, students need not only to learn a lot of words, but to remember them, learning is about remembering.[88] It means that if the students want to mastering vocabulary, students not only learn the word but they have to memorize it. But in fact, Students at eleventh grade of SMK Ainul Yaqin had some problems in remembering vocabulary. During the process of learning English, Students were not able to remember a lot of vocabulary in a long time. When they tried to remember new vocabulary, they forgot the vocabulary that they remembered before. One of the factor was they did not do "repetition". They just learnt at school and they did not practice at home.

2. **The Factors that Cause Students' Difficulties in Vocabulary Mastery for Eleventh-Grade Students of SMK Ainul Yaqin Academic Year 2021/2022**

Difficulty in learning vocabulary occurs due to obstacles or problems experienced by students. It was supported by Syaiful Bahri

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[87] Herri Susanto, "An Analysis about Students' Troubles in Acquisition English Vocabulary" Journal of English Language and Pedagogy Vol.4 Issue 2 (2021): 46-50 https://doi.org/10.33503/journey.v4i2.1413

[88] Scott Thornbury, *How to Teach Vocabulary,*24

Djamarah, learning difficulties are a condition where students cannot learn properly, due to threats, obstacles or disturbances in the study.[89]

Based on the results of the study, students of eleventh grade had several factors that caused students have difficulty in mastering vocabulary. Students were reluctant to open the dictionaries. Students were also less interested in learning English. They did not practice speaking English regularly. Another factors were external factors such as inadequate facilities and the negative influence of friends that made them difficult to master vocabulary.

The first factor was students reluctant to open the dictionaries. Dictionaries are generally used when students have already some across a word and then look it up to check that they know how to use it.[90] In fact, Students tend to ask directly to the teacher rather than look up the meaning in the dictionary first. One of the factors that causes students were reluctant to open dictionaries was some of the students did not have dictionaries. They only used the dictionary provided by the school and the dictionary was not enough for one class.

Students who are reluctant to open dictionaries will make them difficult in understanding words or sentence in a text, seeing that one word in English has a different meaning when confronted with a text . It was supported by Rohmatillah in her article entitled: "Dictionary Usage in

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[89] Syaiful Bahri Djamarah, dan Aswan Zain. *Strategi Belajar Mengajar*. (Jakarta: Rineka Cipta,2002), 201

[90] Jeremy Harmer, *The practice of English language teaching (4th Ed.),* (Harlow: Longman, 2007), 240

English Language Learning". The students are reluctant to find out the meaning of word from dictionary, as a result the meaning of word is not based on the context of the sentence.[91]

The second factor was students were less interested in learning vocabulary, student less interest because they did not have motivation in learning English. Motivation itself is some kind of internal drive which pushes someone to do things in order to achieve something.[92] When learning English, students pay less attention to the material taught by the teacher, students lose interested in learning English, students tend to be passive, student lazy and bored during English lesson, student did not actively ask or answer questions. In line with the statement above, Slameto said the factors that cause learning difficulties were from within students are lack of attention, lack of interest, emotion, talent, etc.[93]

The third factor was students did not practice speaking English regularly. It happened because students did not know what they have to speak. When Students speaking English they were being worried of making mistake and being nervous. When students want to fluently pronounce an English word, the student must speak English every day. In fact, students only practice speaking English when they were in class, when at home students rarely study or speak English.

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[91] Rohmatillah, "Dictionary Usage in English Language Learning", *English Education Journal*, Vol. 9(1), 186

[92] Jeremy Harmer, *The practice of English language teaching*, 98

[93] Slameto, *Belajar dan Faktor yang mempengaruhinya*, (Jakarta: Rineka Cipta, 2010),

The findings above were suitable with the article written by catur widyasworo, based on the article entitled: "Students' Difficulties in Speaking English at The Tenth Grade of Sekolah Menengah Kejuruan." The students had difficulties in speaking because of inhibition, nothing to say, anxienty, lack of self-confidence and low motivation.[94]

The fourth factor was external factors such as inadequate facilities and the influence of friends that make students difficult to master vocabulary. It was supported by Mulyasa, educational facilities are equipment and supplies that are directly used and support the educational process, especially the learning process, such as buildings, classrooms, tables, chairs and teaching tool and media.[95]

SMK Ainul Yaqin did not yet have a library as a means to support learning, and the English dictionary provided by the school was a few, it was one of the factors that students had difficulty in mastering vocabulary. Friends were also a factor that causes students had difficulty in mastering vocabulary, when students tried to speak English, their classmates laughed at them, and that made students were not confident and lazy to speak and learn English.

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[94] Catur Widyasworo, "Students' Difficulties in Speaking English at The Tenth Grade of Sekolah Menengah Kejuruan", *Journal of English Education and Teaching* 3(4), 533

[95] Mulyasa, *Manajemen berbasis sekolah*, (Bandung: Rosda Karya.2004), 49

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data analysis and the discussion in the previous chapter, the researcher it can be concluded as follow:

1. There are some difficulties encountered in vocabulary mastery for eleventh grade students of SMK Ainul Yaqin academic year 2021/2022. This research finds that students got difficulties in translating words or sentences in English into Indonesian and vice versa. Students also experience difficulties in pronunciation, misspelling, and remembering or memorizing vocabulary in English.

2. There are some factors that cause students difficulties in vocabulary mastery for eleventh grade students of SMK Ainul Yaqin academic year 2021/2022. Students were found reluctant to open dictionaries. Students were also less interested in learning English. They did not practice speaking English regularly. Another factors were external factors such as inadequate facilities and the negative influence of friends that made them difficult to master vocabulary.

B. Suggestion

Based on the result of this research, the researcher feels necessary to give recommendations as follows:

1. For the English Teacher

It was expected to encourage students improving the ability in vocabulary mastery. The teacher should apply interesting methods to develop the students ability. The teacher can give more attention and motivation for the students in learning English especially in vocabulary mastery

2. For the students

The students should be enriched their experiences in vocabulary mastery.   They should increase their motivation and interest to learn vocabulary well.

3. For readers

The readers are recommended to use this thesis as one of the references in finding information about students' difficulties in vocabulary mastery.

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PERNYATAAN KEASLIAN TULISAN

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Prodi   :Tadris Bahasa Inggris

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Institusi   : UIN KH Achmad Siddiq Jember

Dengan ini menyatakan bahwa skripsi yang berjudul "students' difficulties in vocabulary mastery at eleventh grade of sekolah menengah kejuruan (SMK) Ainul Yaqin Ajung Jember Academic Year 2021/2022" adalah hasil penelitian atau karya saya sendiri, kecuali pada bagian bagian yang dirujuk sumbernya.

Jember, 23 Desember 2021
Saya yang menyatakan

Anissa'ul Afidah
NIM. T20176048

MATRIX OF RESEARCH

Title	Variable	Sub-Variabel	Indicators	Source Of Data	Research Method	Focus Of Research
Students' Difficulties In Vocabulary Mastery at Eleventh Grade of Smk Ainul Yaqin Ajung Jember Academic Year 2021/2022	Vocabulary	Vocabulary mastery	1.nature of vocabulary 2. type of vocabulary 3. the importance of vocabulary 4. teaching vocabulary	1. Observation 2. interview source a.the headmaster of SMK Ainul Yaqin b.English teacher c.Students 3. Dokumentation	1. Research Approach phenomenology 2. Research Design Qualitative Research 3. Technique of collecting data: a. Observation b. interview c. Dokumentation 4. Data analysis miles dan huberman 5. Validty of data: Source triangulation Technique triangulation	1. What are the difficulties encountered by eleventh grade students of SMK Ainul Yaqin Academic Year 2020/2021 in vocabulary mastery? 2. What are the factors that cause students' difficulties in vocabulary mastery for eleventh grade students of SMK Ainul Yaqin Academic Year 2020/2021?
		Students difficulties	1.Pronunciation 2. spelling, 3. length and complexity, 4. grammar, 5. meaning, 6. range (connotation and idiomaticity)			

The researcher interviewed the headmaster of SMK Ainul Yaqin

The researcher interviewed the English Teacher of SMK Ainul Yaqin

The learning English result of eleventh grade students SMK Ainul Yaqin

The researcher interviewed the students

Student 1

Student 2

Student 3

Student 4

Student 5

Student 6

Student 7

The researcher observed the English learning

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Nomor : B-1826/In.20/3.a/PP.009/10/2021
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMK Ainul Yaqin
Jl Otto Iskandar Dinata no 13 klanceng Ajung Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : T20176048
Nama   : ANISSAUL AFIDAH
Semester   : Semester sembilan
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Students difficulties in vocabulary mastery at eleventh grade of SMK Ainul Yaqin Ajung Jember academic year 2021/2022" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Mahmud Abdul Ghofur, S.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 29 Oktober 2021
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

SURAT KETERANGAN

Nomor : 0176/SMK.AY/YPI.PPAY/XI/2021

Yang bertanda tangan di bawah ini adalah Kepala SMK Ainul Yaqin menerangkan bahwa:

Nama Mahasiswa   : ANISSAUL AFIDAH

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Semester   : IX / 9

Benar-benar telah melakukan penelitian tentang "**Students Difficulties In Vocabulary Mastery At Eleventh Grade Of SMK Ainul Yaqin Ajung Jember Academic Year 2021/2022**" di lembaga kami pada tanggal 29 Oktober – 29 November 2021.

Demikian surat keterangan ini kami buat, supaya dipergunakan sebagaimana mestinya.
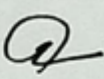
Senin, 29 November 2021
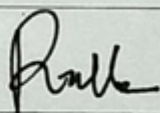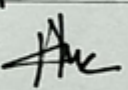
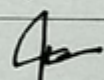Kepala SMK Ainul Yaqin
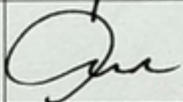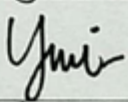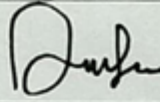
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NIY. 2020 07 25 01

JOURNAL OF RESEARCH ACTIVITIES

Name   : Anissa'ul Afidah
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Title   : Students' Difficulties in Vocabulary Mastery at Eleventh
            Grade of Sekolah Menengah Kejuruan (SMK) Ainul Yaqin
            Ajung Jember Academic Year 2021/2022

No	Date	Activities	Initials
1.	28th October 2021	The researcher was giving the research permission letter	
2.	18th November 2021	Interviewed the English teacher	
3.	22nd November 2021	Interviewed Nurul Alviana Unsa, the eleventh grade student	
4.	22nd November 2021	Interviewed jefri susilo, the eleventh grade student	
5.	22nd November 2021	Interviewed sri wahyuni, the eleventh grade student	
6.	22nd November 2021	Interviewed della hafiza, the eleventh grade student	
7.	22nd November 2021	Interviewed tri adi, the eleventh grade student	
8.	23rd November 2021	Interviewed revalina, the eleventh grade student	
9.	23rd November 2021	Interviewed siti Irma, the eleventh grade student	
10.	27th November 2021	Observation learning English	

Jember, 23rd December 2021

The headmaster

Mahmud Abdul Ghafur, S.Pd

QUESTIONS INTERVIEW

STUDENTS' DIFFICULTIES IN VOCABULARY MASTERY AT ELEVENTH GRADE OF SEKOLAH MENENGAH KEJURUAN (SMK) AINUL YAQIN AJUNG JEMBER ACADEMIC YEAR 2021/2022

Questions:

A. Students
   1. Are you behaving actively in English learning?
   2. Will you be able to understand the teacher's material?
   3. What factor or obstacles that causes students lack of understanding the material?
   4. What difficulty do you usually face in mastering vocabulary?
   5. What are the factors that have make difficulty in mastering vocabulary?

B. Teacher
   1. What method does teacher use to assess students' study results?
   2. Is every student being active in the learning English?
   3. Can students understand the material that you are presenting?
   4. What factor or obstacles that causes students lack of understanding the material?
   5. What difficulty do students usually face in mastering vocabulary?
   6. What factors that cause students' difficulties in vocabulary mastery?

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