AN ANALYSIS OF STUDENTS' DIFFICULTIES IN VOCABULARY MASTERY AT ELEVENTH GRADE SMA NEGERI 1 YOSOWILANGUN IN ACADEMIC YEAR 2023/2024

THESIS

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

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THE ENGLISH EDUCATION PROGRAM
JUNE 2024

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THESIS

Has been examined and approved by the board
Examiners in partial fulfillments of the requirements
For the Bechelor's Degree of education (S. Pd)
Faculty of tarbiyah and Teacher Training
Islamic studies and language education department
English education program

Day: Friday
Date: 21th June 2024

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MOTTO

۞ إِنَّ ٱلۡإِنسَٰنَ خُلِقَ هَلُوعًا ۞

Indeed, mankind was created anxious

Al-Ma'arij (70) : 19 [*]

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[*] Al Qolam: *Al Qur'an 3 Bahasa: Arab, Indonesia, Inggris (Depok: Al-Huda Kelompok Gema Insari)*

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DEDICATION

I would like to thank to my beloved parents Mr.Supriyono and Mrs. Nur Kolifah, my sister Efa Nanda Rini. Also my big family for their valuable endless prayer, sacrifire and support.

I Love You… <3 <3

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7. Zainal Abidin, M.Pd. as English Teacher of the eleventh grade SMA Negeri 1 Yosowilangun who helped me in collecting data of this research.
8. Thanks to my family who always support me till I have done this thesis.

Jember, 30 Maret 2024

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ABSTRACT

Muvit Datur Rohma, 2024. *An analysis of students' difficulties in vocabulary mastery at eleventh grade sma negeri 1 yosowilangun In academic year 2023/2024*

Key Words: *vocabulary Mastery, Student Difficulties*

This study examined students' difficulties in vocabulary mastery. Vocabulary is an important part of learning a foreign language and must be mastered well for students. Vocabulary is an important factor basic in supporting the student speaking, listening, writing and reading abilities. Students' who mastery vocabulary also have the ability to urderstand and use words and meanings. Students' with difficulties in vocabulary feel uncomfortable understanding the English lesson.

Focused of the research is: 1) What are students' difficulties in mastery vocabulary at SMA Negeri 1 Yosowilangun? 2) What are the factors of students' difficulties in mastery vocabulary at SMA Negeri 1 Yosowilangun?. The Purpose of this study was to describes student difficulties in mastering vocabulary and factors causing students' vocabulary difficulties.

The qualitative method is used in this research. The course is conducted in eleventh grade SMA Negeri 1 Yosowilangun. In this study was selected 6 student as subject. Data are collected through observation, interview and document review. Triangulation are used to validate of the data.

Related with the data the researcher aim to find 4 difficulties in vocabulary mastery. There are 2 Students' who have difficulty in pronunciation. 2 students' also have experience in misspelling. Another student who also have difficulties are in grammar there is 4 student, and also another 3 student have difficulties in meaning some word. From the result above it can be concluded that grammar is the most difficult thing experienced by students'. Related to observation there were some factors that caused students difficulties in vocabulary mastery. The researcher find that 2 students' were reluctant to open dictionaries. 5 students'also were less interest in learning English. Also the researcher find that 6 students' do not practice English regularly. From the result of factor that caused students' difficulties in vocabulary mastery, is most of them are do not practice English regularly.

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CHAPTER I
INTRODUCTION

This chapter present an introduction to te research. The part of this chapter are research baground, research question, research objectives, research significances, definition of key term, and procedures of research.

A. Research Background

By the end of the 20th century learning English is important because it was on its way to becoming a true lingua franca. For instance, language that is often used to communicate between people who didn't originally speak the same language or at all.[1]

When learning English, the students' not only master the four language skills Listening, speaking, reading and writing, but also to master the components of English grammar, collocation and vocabulary. Vocabulary is one of the language components in learning English. Before students learn English skills, the first step should be learning vocabulary. It is crucial basic knowledge to comprehence the four language skills.

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Vocabulary related to the four English language skills: writing, reading, speaking and listening. These words are very useful for conveying ideas. If students have good vocabulary skills in reading English texts, automatically they can understand content of the texts easily. When students have a good vocabulary

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

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in speaking and listening, they can use their abilities to communicate directly with other students who also speak English.

Additionally, the instruction of using vocabulary also mention in the holy Qur'an, said about good communication to help people understand our speech in surah Taha verse 25-28.

رَبِّ ٱشۡرَحۡ لِی صَدۡرِی ﴿٢٥﴾ وَیَسِّرۡ لِیٓ أَمۡرِی ﴿٢٦﴾ وَٱحۡلُلۡ عُقۡدَةً مِّن لِّسَانِی ﴿٢٧﴾ یَفۡقَهُوا۟ قَوۡلِی

(Moses As) said: "My Lord, expand for me my chest, and make my business easy for me, and remove the stiffness from my tongue, so they can understand my speech.[2]

The above explanations show that vocabulary is a fundamental part of learning English speaking and it is very essential for learning a new language.

In some ways, students will definitely be familiar with the vocabulary. The largest part of any language course is vocabulary. Students should have a good command of vocabulary to support their oral or written communication skills. As students' vocabulary improves, they can communicate with others in English.

Mastering vocabulary is one of the components of mastering English as a foreign language. Students understand and use words and meanings. Students not only know the words, but also the meaning of the words. Students can learn English more easily and understand the meaning of these words. As quoted by Rivers in Nunan, it states that vocabulary is critical to the successful use of a

[2] Al Qolam: *Al Qur'an 3 Bahasa: Arab, Indonesia, Inggris (Depok: Al-Huda Kelompok Gema Insari)*

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second language, as people without sufficient vocabulary cannot communicate effectively and express their feelings both orally and in writing. Vocabulary is one of the language elements that need to be mastered.[3] Learning vocabulary is one of the most difficult tasks. Many students leave school with little knowledge of English. According to a journal in Urai, Salam and Nurnisa point out that this factor is due to lack of vocabulary.[4]

From the researcher small observation it showed that students had difficulty with vocabulary, especially in pronunciation, spelling, memorizing long syllables and understanding word meanings. It's related with Ika Nur Fais's explained. in that research, the researcher aim to find what factor that make students' have difficulties and the researcher found the factor as follow: most if students' difficult to pronounce correcly, the students' have difficulties in spelling words in english language, besides most of them was difficulty to translate the meaning, they rarely open the dictionary if they have difficult and the did not bring dictionary.[5]

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Another reseach conducted by Mhd. Ferdi Irvani aim to find what are any problem difficulties in vocabulary mastery. The result from this study was found factor that effecting the student difficulties in vocabullary mastery is in pronunciation was (36.92%), pelling (32.30%), grammar was (30.76%) and

[3] Nunan, Language Teaching Methodology. (New York: Prentice Hall, 1991) 117
[4] Uri Salam, Nurnisa, ―Students' Difficulties in Learning Vocabularies‖ English community journal, Vol.5 Issue 1 (2021): 46-53
[5] Ika Nur Fais, A Study on Students' in Learning Vocabularies at Seventh Grade of MTSN 8 Banyuwangi. (Jember: Universitas Islam Negeri KH Achmad Siddiq Jember, 2022)

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meaning was (30.51%).[6] It can be said that each student has different difficulties in mastering vocabulary. Research analyzing student difficulties is important because understanding student difficulties can help teachers identify problems students face in vocabulary learning.

The reason why the researcher chooses the students in the eleventh grade as the research object is because from the preliminary research results, they have difficulties in understanding the English language. The students' vocabulary mastery is still low, and some students seem to have not mastered the most basic English Vocabulary. Becase the student never practice English vocabulary, sometimes students can't understand what the teacher explains.

The researcher choose this title because researcher had small observation with students' who has difficulties in vocabulary mastery. Almost of students' had problem in vocabulary. So, the researcher challenged to research this problem.

B. Research Questions

Based on the background that has been described, the focus of this research can be further elaborated in several questions as follows:

1. What are students' difficulties in vocabulary mastery at SMA Negeri 1 Yosowilangun?
2. What are the factors of students' difficulties in vocabulary mastery at SMA Negeri 1 Yosowilangun?

[6] Mhd. Ferdi Irvani, An Analysis of Students' Difficulties in Vocabulary Mastery At State Senior High School 1 Kampar. (Pekanbaru: University of Sultan Syarif Kasim Riau Pekanbaru, 2020)

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C. Research Objectives

In accordance with the above problems, the objectives of this research are:

1. To find out students' difficulties in vocabulary mastery at SMA Negeri 1 Yosowilangun.
2. To find out the factor of students' difficulties in vocabulary matery at SMA Negeri 1Yosowilangun.

D. Research Significances

The results of this study are expected to provide benefits both theoretically and practically. Theoretical benefits mean that research results are useful for developing knowledge related to the object of research. Further, the theoretical and practical benefits of this research are as follow:

1. Theoretically
   a. The results of this study are expected to contribute to developments in the field of teaching methods and in the world of education.
   b. This research is expected to be used as a reference and consideration for further research
2. Practically
   a. The result of this research can improve and develop their ability in learning speaking English and it could help them to be more active talking in the class, increase the students' knowledge and explore experience.

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b. For School Principals The results of this study are expected to be used as input so that school principals can create a conducive environment and maintain that environment for students.

c. For teachers The results of this study are expected to be used as input for teachers in creating good learning methods for students so that students are more motivated to learn so that learning objectives can be achieved optimally.

d. For researchers The results of this study are expected to increase knowledge, as a provision to become educators in the future, and provide learning experiences in developing research abilities and skills.

E. Definotion of Key Term

1. Vocabulary

Vocabulary is the foundation of learning English. Before students can engage in English skills, the first step is learning vocabulary. When students master vocabulary, they automatically master the four language skills because vocabulary is related to the four English skills.

2. Students difficulties in vocabulary mastery

In vocabulary masteri students' not only know words, but also the meaning. Students can learn English more easily and understand the meaning of these words.

There are several difficulties in mastering vocabulary, namely pronunciation, spelling, grammar and meaning.

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CHAPTER II
LITERATURE REVIEW

This chapter discuss the theoritical description in this research. There are review of speaking, problem of speaking and strategis

A. Previous Research

The researcher has selected fourth research that relevant. There are many researcher studied about students' difficulties in speaking english.

1) An Analysis of Students' Difficulties in Vocabulary Mastery At First Year of English Language Education FKIP Universitas Islam Riau

The first, the thesis writen by Hersalina who is college in Universitas Islam Riau Pekanbaru 2021/2022. With title "An Analysis Of Students' Difficulties In Vocabulary Mastery At First Year Of English Language Education Fkip Universitas Islam Riau". In this research, the researcher used quantitative research method. From that research, the researcher can result some problem in these case students' difficulties in vocabulary mastery is start from preposition, verb, pronoun, adverb and adjective. While, the noun and conjunction is have easy criteria. The difficult question for students is preposition question. The level of preposition question is difficult. From 35 questions only 3 questions for student of first year FKIP Universitas Islam Riau difficult is questions number 25, 32, and 35.

The Similarity between the previous studies above and this reserch is used Creswell statement. The differences with the previous reserch is that

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Hersalina's reaserch is used quantitative. While this research is used Qualitative research method.

2) An Analysis of Students' Difficulties in Vocabulary Mastery At State Senior High School 1 Kampar

The second reserch is written by Mhd. Ferdi Irvani, who is college in State Islamic University of Sultan Syarif Kasim Riau Pekanbaru 2020. With title research is "An Analysis of Students' Difficulties in Vocabulary Mastery At State Senior High School 1 Kampar". The researcher aim found what are any problem difficulties that students' have when study speaking English and what are the solution to solve the students' speaking problem. The researcher used a descriptive quantitative research method. The result from this study was found factors that affecting the students' difficulties vocabulary mastery in pronunciation was (36.92%), spelling was (32.30%), grammar was (30.76%), and meaning was (30.51%).

The Similarity between Mhd. Ferdi Irvani research and this research has aim to find the students' problem and solve the students' problem in difficulties of vocabulary mastery. Also there is the difference among of them in this research instrument are used Observation, Questionnaire, and Document Review. While Mhd. Ferdi Irvani's research used observing, and documenting quantitative data.

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3) Students' Difficulties in Vocabulary Mastery At Eleventh Grade of Sekolah Menengah Kejuruan (SMK) Ainul Yaqin Ajung Jember Academic Year 2021/2022

The Third reserch entitled "Students' Difficulties in Vocabulary Mastery At Eleventh Grade of Sekolah Menengah Kejuruan (SMK) Ainul Yaqin Ajung Jember Academic Year 2021/2022". Conducted by Anissa'ul Afidah. This research was using descriptive qualitative. Based on the data difficulties 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.

The similarity between this research is about to find the students' problem and what factor that make difficulties in vocabulary mastery. The differences between the research from Anissa'ul Afidah is student at eleventh grade of Sekolah Menengah Kejuruan (SMK) Ainul Yaqin Ajung Jember is and this research is elevent grade at SMA Negeri 1 Yosowilangun.

4) An Analysis of Students Difficulties in Vocabulary Mastery At Tenth Grade of SMK Negeri 2 Malinau Kota

The fourth thesis is conducted by Silvia Wulandari who is college in Borneo Tarakan University 2022/2023 with entitled "An Analysis of Students

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Difficulties in Vocabulary Mastery At Tenth Grade of SMK Negeri 2 Malinau Kota". The result of the study is that the fourth aspect had a different result. However, the grammar test (48%), meaning test (84%) the spelling test (86%) and the pronunciation test (63%). Thus, grammar is the most dominating difficulty experienced by students in learning vocabulary. It has supported by the results of the questionnaire given to students.

The similarity of this study is aim to find the students' difficulties in vocabulary mastery. The different of this study is Silvia Wulandari's research is used quantitative reasearch while this research is using qualitative reasearch.

5) A Study on Sudents' Difficulties in Learning Vocabularies At Seventh Grade of MTSN 8 Banyuwangi

The last is the research conducted by Ika Nur Fais, Who is college in Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember 2022/2023. The researcher found what are the factor that make students' had difficulties in vocabulary there are: most of students' difficult to pronounce correcly, the students' have difficulties in spelling words in English language. Besides, most of them was difficulty to translate the meaning, they rarely open the dictionary if they had difficult and they did not bring a dictionary, and in grammar the students' have difficulties to didtinguish V_1 and V_2.

The similarity of this study is the research study is using qualitative and the design is using descriptive. The differences between this research is Ika

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Nur Fais subject students' seventh grade of MTSN 8 Banyuwangi while this study is SMA Negeri 1 Yosowilangun.

Table 2.1
The Similarities and differences
Previous Research and Researcher's Study

NO 1.	Name, Title, Research year 2.	Similarities 3.	Differences 4.
1	Hersalina, *An Analysis of Students' Difficulties In Vocabulary Mastery At First Year of English Language Education Fkip Universitas Islam Riau,* 2021/2022	The Similarity between the previous studies above and this reserch is used Creswell statement.	The differences with the previous reserch is that Hersalina's reaserch is used quantitative. While this research is used Qualitative research method.
2	Mhd. Ferdi Irvani, *An Analysis of Students' Difficulties In Vocabulary Mastery At State Senior High School 1 Kampar,* 2020/2021	The Similarity between Mhd. Ferdi Irvani research and this research has aim to find the students' problem and solve	The difference among of them in this research instrument are used Observation, Questionnaire, and Document Review. While Mhd. Ferdi Irvani's

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1.	2.	3.	4.
		the students' problem in difficulties of vocabulary mastery.	research used observing, and documentation quantitative data.
3	Anissa'ul Afidah, *Students' Difficulties In Vocabulary Mastery At EleventhGrade of Sekolah Menengah Kejuruan (SMK) Ainul Yaqin Ajung Jember Academic Year 2021/2022*	The similarity between this research is about to find the students' problem and the factor that make difficulties in vocabulary mastery.	The differences between the research from Anissa'ul Afidah is student at eleventhgrade of Sekolah Menengah Kejuruan (SMK) Ainul Yaqin Ajung Jember is and this research is elevent grade at SMA Negeri 1 Yosowilangun.
4	Silvia Wulandari, *An Analysis of Students Difficulties In Vocabulary Mastery At Tenth Grade of SMK Negeri 2 Malinau Kota, 2022/2023*	The similarity of this study is aim to find the students' difficulties in vocabulary mastery.	The different of this study is Silvia Wulandari's research is used quantitative reasearch while this research is using qualitative reasearch.

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1.	2.	3.	4.
5	Ika Nur Fais, *A Study on Sudents' Difficulties in Learning Vocabularies At Seventh Grade of MTSN 8 Banyuwangi 2022/2023*	The similarity of this study is the research study is using qualitative and the design is using descriptive.	The differences between this research is Ika Nur Fais subject students' seventh grade of MTSN 8 Banyuwangi while this study is SMA Negeri 1 Yosowilangun.

B. Theoritical Framework

The following definitions were given to make the same understanding between the researcher and the readers in order to avoid the misunderstanding in comprehending the research. These were The main pupose of this study is analyz the factors of students difficulties in vocabulary mastery.

1. English Language Teaching

English language teaching is an important aspect of education that focuses on imparting knowledge and skills related to the English language. This process involves teaching students how to read, write, listen, and speak English effectively. English language teaching encompasses a variety of methodologies, approaches, and techniques to meet the diverse needs of learners. It aims to develop proficiency in communication and understanding of English among students of all ages and backgrounds.

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2. Teaching English Vocabulary

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

As we all know when someone speaking must have ability to speech correct, because when we speaking we must to carry the the aspect of speaking, Vocabulary is the one component that important because vocabulary is the basic element in speaking. It's means vocabulary is the words of a language, the words that must we understand to communicate effectively. The vocabulary include a sigle word, set phrases, variable phrases and phrasal, also idioms. Here explanation about vocabulary.

3. Definition of Vocabulary

Vocabulary refers to a person's knowledge of words. This is the essential part of learning English because mastery of vocabulary can be the basis for learning the four skills in English, which include speaking, reading, listening, and writing skills. Alizadeh argues that she generally defines vocabulary as knowledge of words and their meanings.[7] As Linse states that vocabulary development is an essential aspect of language development.[8] In addition, they must pay attention to several aspects of English, including pronunciation, spelling, structure, and vocabulary.

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[7] Alizadeh, "Vocabulary teaching Techniques: A Review of Common Practices," *International Journal of Research in English Educatio* (November 2016), 22
[8] Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill, 2005), 122

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Alqatani also states that because the meaning of new words is frequently emphasized in books or in class, vocabulary learning is essential to learning foreign languages. It is also a language teaching center, which is important for language learners.[9] Considering the importance of vocabulary, Susanto emphasizes that Because a limited vocabulary in a second language hinders successful communication, vocabulary skills are frequently regarded as an essential aspect of foreign language learners.[10]

According to the above definition, the researchers concluded that vocabulary is a list of words that are the basic components of language knowledge in the form of expression, including the usage meaning of words and word form (pronunciation and spelling). This means that mastering a learner's vocabulary is absolutely necessary in order to understand the language. In order to express our thoughts and understand what others are saying, we need to master vocabulary.

Hatch and Brown claim that vocabulary is a list or se of words which is used by any speakers of language.[11] In Addition, Neuman and Dwyer states that vocabulary is defined as the words we must know to communicate effectively, it is devided into two: expressive vocabulary means the words that

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[9] Mofareh Alqatani, "The Importance of Vocabulary in Lnguage Learning and How to be Tought," *International Journal of Teaching and Education* (March 2015), 21
[10] Susanto, "The Teaching of Vocabulary: A Perspective," *Jurnal KATA* October 2017), 183
[11] Hatch and Brown, *Teaching byy principles: An Interactive Approach Language to Language tpedagogy* (New York: Pearson Education, 2001), 34.

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used in speaking and receptive vocabulary means the words that used in listening. [12]

From the above definitions, it can be concluded that vocabulary is the list of words needed to communicate or express the meaning of the speaker.

4. Definition of Vocabulary Mastery

Vocabulary mastery is the competence or complete knowledge of a list or set of words that make up a language which might be used by particular person, class, or profession.[13] Vocabulary mastery is an integral part of mastering elementary, intermediate and advanced English as a foreign language. When learning the four language skills of listening, speaking, reading and writing, remember that these four language skills require knowledge of words, because they are useless without them.

The larger a student's vocabulary, the better their command of the language. If the vocabulary is too limited, students will struggle to acquire reading and other skills. From the above definition, it can be concluded that vocabulary mastery is an integral part of mastering elementary, intermediate and advanced English as a foreign language.

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It can be said that vocabulary mastery is not just a list of words, but is the basis of mastering English as a foreign language. Students must master vocabulary, not only to remember the form of words, but also to understand the meaning of words.

[12] Neuman and Dwyer, *Practical English Language Teaching* (Boston: Mcgraw Hill, 2003), 385
[13] Napa, *Vocabulary Developmen Skills* (Yogyakarta: Kanisius, 1991), 88

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5. Types of Vocabulary Mastery

There are various types that need to be learned. Some experts explain types of vocabulary. One of the explanations is explained by Thornbury. He stated that there are content words, which carry a lot of information.[14] Nouns, verbs, adverbs, and adjectives are common content words.

- Noun

There are some definitions regarding nouns that the expert proposes. Webster states that a noun is a word that refers to a thing (book), a person (Betty Crocker), an animal (cat), a place (Omaha), a quality (softness), and an idea (justice).[15] While in the Oxford Dictionary a noun is a person's or thing's name.[16] In addition, Frank argues that the arrangement of nouns with the verb aids in the information of the sentence core, which is necessary for every complete sentence.[17]

Based on the definition above, it can be concluded that a noun is one of the most important parts of speech. It can be used to name people, places, animals, objects, qualities, and ideas.

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- Verb

Some experts propose definitions regarding verbs. Webster states that a verb is a word that is usually the grammatical center of a predicate and

[14] Scott Thornburry, *"How to Teach Vocabulary"* (England:Pearson Education Limited, 2002), 4
[15] "Noun," Merriam Webster, accessed March 23, 2022, http://www.merriam-webster.com/dictionary/noun#note-1
[16] Oxford, *The Oxford Dictionary of English Etymology.* (London: Oxford University Press, 1996), 616
[17] Marcella Frank, *Modern English a Practical References Guide,* (United States of America: New York University, 1972), 6

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expresses an action, event, or way of being, which in various languages is inflected for agreement with the subject, for tense, for sound, for mood, or aspect, and it usually has the descriptive meaning but sometimes almost devoid of this, especially when used as an auxiliary or linking verb.[18] while frank argues that its different arrangement with nouns determines the various types of sentence statements, questions, commands, and exclamations.[19]

From the above statement, it can be concluded that the verb is the most complex part of speech and indicates the size and condition of something. Verbs have a person and a set of grammatical properties that must be agreed upon with the subject.

- Adverb

There are some definitions regarding adverbs that the expert proposes. The Oxford dictionary states that the word qualifies as an adjective, a verb, or another adverb.[20] In addition, Frank argues that the meaning of adverbs ranges from words with strong lexical content (words that describe a verb's action or words that indicate meaning, such as time and place) to words that are only used for emphasis.[21]

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[18] "Verb," Merriam Webster, accessed March 23, 2022, http://www.merriam-webster.com/dictionary/verb
[19] Marcella Frank, Modern English a Practical References Guide, (United States of America: New York University, 1972), 47
[20] Oxford, *The Oxford Dictionary o English Etymology.* (London: Oxford University Press, 1996),616
[21] Marcella Frank, Modern English a Practical Reference Guide, (United States of America: New York University, 1972),141

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Adverbs relate to the process, time, and place of occurrence. Example: today, tomorrow, for sure, maybe, etc. From the statements above, it can be concluded that adverbs are words that modify verbs, adjectives, and other adverbs and can explain how, when, and where something happens, for example: now, for sure tomorrow, and so on.

- Adjective

Some experts propose definitions regarding adjectives. Webster states that an adjective is a word from one of the major form classes that serves as a noun modifier to indicate the quality of a named thing, its quantity or extent, or to define something as distinct from something else.[22] while frank argues that adjectives are modifiers that have comparative grammatical properties.[23]

Based on the definition above, it can be concluded that adjectives are words that describe nouns and have comparative grammatical properties. for instance: beautiful, nice, small, and so on.

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- Pronoun

Pronoun is the word used to replace a person or thing, example: I, you, we, they, he, she, it.

[22] "Adjective," Merriam Webster, accessed March 23, 2022, http://www.meriam-webster.com/dictionary/adjective
[23] Marcella Frank, Modern English a Practical Reference Guide, (United States of America: New York University, 1972),109

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- Preposition

Prepositions are words preceded by nouns or pronouns that indicate a relationship between those words and another part of a sentence. There are: at, on, in, from, into, etc.

- Conjunctions

Conjunctions are the words that used to connect word on a group of words or sentences. Conjunctions are usually used inthe adverbial clause. They are as, if, because, for, other, and although.

- Determiner

To make easier in learning about determiner, thornbury devide them in two groups they are: grammatical words consist of preposition, conjunction, determines and pronoun, and belonged to the domain of grammar teaching. While content word are usually nouns, verb, adjectives and adverbs.[24]

- Morphological

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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 words.[25]

Morphological process can be by affixation or other word formation. Affixation can be inflection or derivation while other word formation can

[24] Scott Thornburry, "How to Teach Vocabulary" (England:Pearson Education Limited, 2002), 3
[25] Ramlan, *Ilmu Bahasa Indonesia Sintaksis* (Yogyakarta: CV Karyono, 2005), 44

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be compounding, blending, conversion, clipping, internal change, suppletion, back formation.

6. The Importance of Vocabulary Mastery

Vocabulary is one of the elements of language that shoud be learned and tought. 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.[26]

Tozcu & Coadyy 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.[27] 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.[28]

From the explanation importance of English vocabulary mastery, 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 writting as well, because vocabulary is one of the most important elements to improve the learners' English Skill.

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[26] Cameron Lynne, *Teaching Language to young learners*, (Cambridge University Press, New York: 2001), 72

[27] Tozcu, A., & Coady, J, *Successful learning of frequent vocabulary through Call also benefit reading comprehension and speed, omputer assited language learning*, (London: Routledge, 2004), 243

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

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7. Difficulties in Learning Vocabulary Mastery

Learning vocabulary is not an easy thing for students. Building vocabulary is a complex and time-consuming process. There are many problems that students face when they learn vocabulary. The difficulties of students' in vocabulary mastery[29]

- Difficulties in Pronunciation

  According to research, words are difficult to pronounce and even more difficult to learn. Words with potentially difficult sounds are typically those that are unfamiliar to some groups of learners.

- Difficulties in Spelling

  Some errors in spelling can occur during pronunciation or writing, including the phoneme words with silent letters such as listen, honor, foreign, honest, and so on, are particularly problematic.

- Difficulties in Grammar

  Grammar associated with the words is also problematic; this differs from its first language equivalent. whether a verb like enjoy or love is followed by an infinitive (to swim) or an –ing form (swimming). Furthermore, the grammar of phrasal verbs is particularly difficult: some phrasal verbs can be separated (she looked at the world cup), but others are not (she looked after the children).

[29] Ronald Carter, *Vocabulary, Applies Linguistic Perspective Second Edition*, (London: Routledge, 1998), 184

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- Difficulties in Meaning

When the meaning of two words overlaps, students are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do the questionnaire words with multiple meanings, such as since and till can also be difficult for students.[30]

Learning vocabulary appears to be one of the easiest aspects of learning a language, but it is also one of the most difficult. This is because learning vocabulary entails more than just learning the definitions of word. Students will learn about other aspects of words while studying vocabulary, such as usage, pronunciation, grammar, and so on . As a result, atudens frequently struggle to understand vocabulary.

8. Factor Difficulties in Learning Vocabulary Mastery

Factor that can make students' difficulties in vocabulary mastery there is:[31]

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a. Students' are reluctant to open dictionaries

Based on Rohmatillah's article titled: Dictionary Usage in English Language Learning. One of the factors that contributes to students' difficulty in mastering vocabulary is the reluctance to find out the meaning of a word

[30] Scott Thornbury, *"How to Teach Vocabulary"* (England: Pearson Education Limited, 2002), 27-28

[31] Ronald Carter, *Vocabulary, Applies Linguistic Perspective Second Edition*, (London: Routledge, 1998), 184

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from the dictionary, resulting in the meaning of the word not being based on the context of the sentence.[32]

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.[33] 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.[34]

It can be seen from the above statement that the number of students is small Interested in learning English due to lack of attention span Interests, emotions, talents and motivation.

c. Students' do not practice English regularly

One of the reasons for this is that students do not practice outside of English lesson regularly. This can cause students to have difficulty mastering vocabulary. Students who don't practice speaking English will have difficulty pronouncing the word Because students lack pronunciation practice of this word.

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[32] Rohmatillah, ―Dictionary Usage in English Language Learning‖, English Education Journal, Vol. 9(1), 186
[33] Slameto, Belajar dan Faktor yang mempengaruhinya, (Jakarta: Rineka Cipta, 2010), 55
[34] Jeremy Harmer, The practice of English language teaching, 98

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CHAPTER III
RESEARCH METHOD

This chapter presents a review related of many literature. It cosidered of relevant previous research and theoritical framework.

A. Research Design

This research is used qualitative research as method to analyzing and collect some of the data. Creswell explained that Qualitative data collection is more than deciding whether to observe or interview people. Furthermore, it has five interested steps in the process of qualitative data collection, there are five steps comprise the process of collecting qualitative data, you need to identify the participant and sites, gain access, determine the types of data to collect, develop data cillection forms, and administer the process in ethical manner.[35]

This study was designed in qualitative descriptive. According to Creswell "the descriptive techique of research is used to obtain knowledge on the current state of affairs".[36] Rubin, Babbie and Thomlinson explained that descriptive research attepts to describe characteristic of a sample and relationships between phenomena, situation and events observed by the researcher.

In this study, data were collected descriptively in the form of text and images. Also, it is not presented in digital form, but based on the actual situation of teaching and learning without any manipulation. Against this background, the

[35] Creswell, Educational Reseach: Planning, Conducting and Evaluating Quantitative and Qualitative Research 4th ed, Op.Cit., 204.
[36] John W. Cresswell, *Research Design: Qualitative, Quantitative and MixedMethod Approaches (Fourth Edition)* (Thousand Oaks: Sage Publication, 2014) 274.

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researchers used a descriptive qualitative approach in the current study to examine and describe the difficulties of students' vocabulary. The researcher described the problem of this study in terms of the actual situation in the learning process.

B. Research Location

This research was conducted at SMA Negeri 1 Yosowilangun which located at Jl. Raya Kebonsari Kotak Pos 2, Yosowilangun, Lumajang. The reason researcher choose that plase to be the research participant. Because, the researcher was corious about student difficulties in vocabulary mastery. The other problem that make the researcher corious is that some of the student did knot now how to pronounce the word, spelling, and the meaning some word. So, it make sense that the student did not understand what the teacher explained.

C. Source of data

The object of this reaserach is the difficulties in vocabulary mastery at SMA Negeri 1 Yosowilangun. SMA Negeri 1 Yosowilangun which is located Jl. Raya Kebonsari RT 4 RW 12, Kebonsari Yosowilangun, Lumajang, Jawa Timur.

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XI 5 was choosen to finish this research as an informant. The class has a total of 36 students'. The subject of this research are 6 students' of eleventh grade student which is 2 male students, and 4 female students and 1 English teacher.

The other source to finish this research is documentation, observation, literature, internet. Researcher choose the data sources list above because these information helped in the data collection process.

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D. Data collection Technique

According to Moh. Nazir data collection is the procedure and criteria for obtaining the required data in a systematic manner.[37]

Data collection is the process by which a researcher gathers or collects the information necessary to answer a research question. Researcher was choose appropriate methods when collecting some data to suit the type of research and research questions.

Quentin explains that the right approach to data collection method can mean that different between useful insights and timeconsuming misleading. [38]. The researcher used three kinds of data collection technique:

1. Observation

   Observation is a common method to collect data in qualitative research. Observation are carried out to obtain data real condition of an activity to answer the research questions.

   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.

   Qualitative observers may also engage in roles varying from a non-participant to a complete participant.[39] This research is use non participant

[37] Moh. Nazir, *Metode Penelitian* (bogor Selatan: Galia Indonesia, 2005) 174
[38] Quentin Ainsworth, *Data Collection Method*,http://www.jotform.com/data-collection-method/
[39] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition* (Los Angeles: SAGE Publication, 2009) 181

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obsevation, which the researcher do not participate in the activities of the research object but only became an observer.

2. Interview

Karina K. Fabian and Janet S. state in ther book that interview is one of the main methods through which we collect data for qualitative research.[40]

Interview is a process of obtaining information for purpose of the research. By interview, the reasercher could understand culture through language and the expression and clarify the things that the researcher did not know before.

The two types of interview. The two main type that we will focus on in this manual are unstructued and semi structured interviews.[41] Unstructured interview is an interview that the reasercher gather information by asking to the participant without the guidance questions. So, both of them can asking and answer freely. Semi structured is an interview that the researcher asking to the participant with structured question, even so the reseacher may introduced with questions, even so the esearcher may introduce with additional questions to get more information.

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In this study the researcher used semi structured interview that the researcher asked the participant with some guidance questions. So, the researcher could ask some questions according to eisting question and the informan can prepared the answered to make good atmosphere.

[40] Karina K, Fabian C, Janet S, *Introduction to Qualitative Research Methodology: Atraining Manual* (UK: DFID, 2012) 24
[41] Ibid 27

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3. Documentation

Creswell explained in his book with the title *Educational Research: Planning, Conducting, and Evaluating Qualitative Research* that documents consist of public private record that qualitative researchers obtain about a site or participants in a study, and they could be include newspapers, minutes o meetings, personals journals and letters.[42]

Documentation is a method of collecting data through archival legacy including books theories, arguments or the constitution and the document that relate to research problems. The research data could be obtained through reviewing documents.

E. Data Analysis

Acccording to Masykuri Data Analysis is the review process, sorting, and grouping data in order to formulate working hypotheses and lifted it into conclusion or theories in the research finding .[43]

Procedure on analyzing data taken after the data collected. The researcher analyzed the data with the descriptive form. The facts found during the interview, clasroom observation and documentation have been explained. Finally the result of the analysis would be discussed in chapter IV.

Data analysis is an effort which is done by the researcher to complete the data accurately. After collecting the data, researcher analyzed the data. Qualitative

[42] Creswell, *Educational Reseach: Planning, Conducting and Evaluating Quantitative and Qualitative Research 4th ed*, Op.Cit., 223.
[43] Masykuri, Bakri. *Metodologi Penelitian Kualitatif: Tinjauan Teoritis Dan Praktis* (Malang: Lembaga Penelitian Universitas Islam Malang, 2003) 162

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data was gained from field notes, observation, interviews, etc. The researcher collected the data by documentations and interviews. In fact while the researcher was collecting the data, the researcher automatically did analysis too.

In this research, the researcher used data analysis based on Miles and Huberman cites Sugiyono, there are three steps as follow:

1. Data Condensation

   In the first step the researcher focused on collecting the data about students' difficulties in learning speaking english through interview and documentation. Then the researcher transcribed the result of interview.

2. Data Display

   In this step the researcher displayed and described the data and do analyzed the data. The researcher presented the result from students' difficulties in learning speaking english.

3. Drawing and Verifying Conclusion

   In this part the researcher showed the result of analysis data. In other words, drawing and verifying conclusion is analyzed continously and verified to get perfect conclusion about students' difficulties in learning speaking english.

After the data collected, the researcher analyzed the data. Then, the researcher found the data and classified the students' difficulties in vocabulary mastery.

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F. Trustworthiness of Data

Validity is standart that shown how valid the instrument. The triangulation is used in this research, to checking the data validition. There is the type of triangulation: Data triangulation, methods triangulation, investigator triangulation and theory triangulation.

In this research, the researcher used source of triangulations to validate some data. Methodological triangulation was using the same method on different occasions or different methods on the same object of study.

This triangulation was making different method to get validity of data. An example is data obtained by means of interviews which are then matched with documentation, observation or questionaires. In this research, researcher used documentation and interview for collecting the data. Source of triangulation means comparing and re-check the data with different source, it could be documents, archives, historical document, official records, noted or writting personal, etc.

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Rechecking the result of interview carried out by researchers through archives, photos, and notes of researcher so that researcher can provide an accurate and systematic descroption of the data about what is being researched. So, after getting the data from the documentation, expeially about the students' difficulties in lerning speaking english, the researher compared it with the resuts of interview from different participants.

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G. Research Stage

There are some stage to procedure the research as follow

a. Stage of Pre-field Research

This part which determined that must do before researcher enters the field of research. There are the pre-field stages, as follow:

1. Arranging a research plan
2. Sellecting the research field
3. Managing the research filed
4. Exploring and evaluating the field of research
5. Selecting the participant or informant
6. Preparing the research instrument

b. Stage of fildwork

In this part, the researcher does the research object and collects the data with interview and documentation.

c. Stage of analysis

The next stage is to analyze the data that include data condensation, data display and drawing conclusion or verification.

H. Sitematic of the research

To provide more perfect undesrtanding, this discussion would be devided into 5 (five) chapter, there is:

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Chapter I : in chapter one is Introduction, there is, Research Baground, Research Question, Research Objective, Significances of Research, Key Term, and Systematic of the Research.

Chapter II: this chapter is Review of related Literature, which discusses previous research and related theoritical studies

Chapter III: in this chapter is Research Methodology , there is Research Design, Place of Research, Subject of the study, Data Colection Method, Data analysis, Data validity, and Research Procedure.

Chapter IV: this chapter is about Reseach Finding and Discussion

Chapter V: in this chapter is discusses about Conclusion and Suggestion.

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is a result of the research report. It consists of research findings and discussion.

A. Research Finding

After conducting the research process and collecting data on-site using various techniques, the data was analyzed through interview results, observations, and document review. The difficulty of the eleventh grade students in SMAN 1 Yosowilangun in mastering English vocabulary.

According to the initial research focus, the data obtained are as follow:

1. The Student Difficulties Difficulties in Vocabulary Mastery by Eleventh Grade Students of SMAN 1 Yosowilangun Academic Year 2023/2024.

   Based on the results of observations, after explaining the material, the teacher gives the students a question to answer. The students seem confused when answering the questions presented by the teacher.[44] Because of that, the teacher always carry out certain tests, but the results are not satisfactory and the observation is appropiate with teacher statement.

   > *"Saya melakukannya setiap dua minggu sekali atau setelah saya menyelesaikan suatu materi. Saya memberikan tes kepada siswa setiap dua minggu sekali dengan tujuan untuk menguji pemahaman siswa. Setelah dilihat hasilnya ternyata hasilnya kurang ideal, masih*

[44] Observation on 30 Oktober 2023

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banyak siswa yang nilainya tidak melebihi target atau masih sangat rendah skornya"[45]

"I do it every two weeks or after I finish a material. I give tests to students every two weeks with the aim of testing student understanding. "After looking at the results, it turns out that the results are not ideal, there are still many students whose scores do not exceed the target or their scores are still very low."

According to the above argument, it showed that after the teacher's practice, the performance was not good, some students scored poorly or did not reach the target. In the learning process, students encounter various problems to understand English material. According to researcher observation one of the most important factor that make student couldn't understand English material is that they still don't know the meaning of the sentence and lack of vocabulary.[46] The teacher said:

"Siswa kesulitan menguasai kosakata bahasa Inggris. Kesulitan umum yang dihadapi siswa adalah banyak siswa yang tidak memahami arti atau makna kata. Beberapa siswa mengalami kesulitan dalam pengucapan kata. Dan juga siswa kesulitan mengeja kata."[47]

"Students have difficulty mastering English vocabulary. A common difficulty faced by students is that many students do not understand the meaning or meaning of words. Some students have difficulty in pronouncing words. And the students have difficulty spelling words."

According to the interview results, it was found that students have varying degrees of difficulties in vocabulary learning.

[45] Teacher interview, Lumajang, 10 November 2023
[46] Observation on 30 Oktober 2023
[47] Teacher Interview, Lumajang, 10 November 2023

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a. Difficulties in Pronunciation

Data obtained from the study, showed that students' daily English learning performance have not achieved their goals. Its appropriate with data interview, which is student 2, he said that:

> *"Pengucapannya sulit karena saya tidak mendengarkan percakapan bahasa Inggris dalam kehidupan sehari-hari, dan pengucapan bahasa Inggris dan bahasa Indonesia berbeda, sehingga sulit untuk diucapkan."*[48]
> "The pronunciation is difficult because I don't listen to English conversations in everyday life, and the pronunciation of English and Indonesian is different, so it's difficult to pronounce."

Based on the interview above, it was found that the student failed to master vocabulary due to pronunciation difficulties. The reason is that he does not often hear native speakers and there are differences in pronunciation between Indonesian and English.

According to an interview with student 4 she stated that:

> *"Terkadang guru meminta kita membaca dialog atau teks, dan saya masih kesulitan membaca kata atau kalimat dengan pengucapan bahasa Inggris, saya juga kesulitan menulis kata bahasa Inggris karena menulis dan berbicara itu berbeda."*[49]
> "Sometimes the teacher asks us to read dialogue or text, and I still have difficulty reading words or sentences with English pronunciation, I also have difficulty writing English words because writing and speaking are different."

That statement show that when the teacher asked her to read dialogue, she had difficulty in pronouncing the words and having

[48] 2nd Student interview, Lumajang 6 November 2023
[49] 4th Student interview, Lumajang 8 November 2023

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difficulty in writing the words. The above statement was also confirmed by the teacher's explanations as follows:

> *"Saya mengikuti kuis ejaan, saya memberikan teks dan meminta siswa untuk membaca teks tersebut, beberapa siswa terus salah mengucapkan kata, seperti kata ride yang menjadi rid, kata shall yang menjadi shell, dll. Mereka masih membaca dalam ejaan bahasa Indonesia."*[50]
> "I took a spelling quiz, I gave text and asked students to reads the text, some students kept incorrect to prunouncing the word, such as the word ride which became rid, the word shall which became shell, etc. They still pronunce it in Indonesian."

From Interview above show that the teacher would take a spelling quiz, the teacher gave teks and asked students' to reads the text. Some of his students' kept incorrect to pronouncing the words, such as the word ride which became rid, the word shall which became shell, etc. his students' still pronounce it in Indonesian.

Doc 4.1

Documentation of the student difficulty in pronunciation when read some text

[50] Teacher Interview, Lumajang, 10 November 2023

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b. Difficulties in Spelling

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

> *"Kesulitan yang saya temui dalam penguasaan kosakata adalah ejaan kata, ketika guru memberikan sebuah kata dan kami diminta untuk menulis dan mengejanya, saya menulis sesuai dengan kata-kata guru dan ternyata masih banyak kata yang salah."*[51]
> "Difficulty that I found in mastering vocabulary was the spelling of words. When the teacher gave a word and we were asked to write and spell it, I wrote according to the teacher words and there were still many wrong words."

Based from statement above, it show that he found difficulty in vocabulary mastery was spelling of words. When his teacher give a word and he asked to write and spell the word. He wrote according to the teacher words and there were still many wrong words.

Student 5 also said that:

> *"Saat guru memberikan saya ejaan kata-katanya, saya kesulitan karena masih bingung antara pengucapan abjad Indonesia dan pengucapan bahasa Inggris."*[52]
> "When the teacher gave me the spelling of the words, I had difficulty because I was still confused between the pronunciation of the Indonesian alphabet and the English pronunciation."

That statement show that another difficulty in controlling vocabulary was the spelling of words. Students get confused when the teacher asks them to write a word that the teacher said earlier. They still did not know the differences between the Indonesian and English

[51] 1st Student Interview, Lumajang, 6 November 2023
[52] 5th Student Interview, Lumajang, 8 November 2023

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alphabets. From above suggest the teacher also give statement, he said:

> *"Biasanya pada saat saya memberikan materi, para siswa akan mencatat contoh yang saya berikan, terkadang saya tuliskan di papan tulis dan terkadang saya hanya akan membacakannya. Pada saat saya periksa catatan mereka, mereka kadang masih salah dalam mengeja kata."*[53]
> "Usually when I give the material, the students' will take notes on the examples that I give, sometimes I write them down on the board and sometimes i will just read them out. When i check their notes, sometimes they still misspell the words."

From the interview above, it show that when the teacher give the material, his students' would take noteson the example that he give. Sometimes he just read the example and his students' would take some notes. When he check his student notes, sometimes his students' still misspell the words.

c. Difficulties in Grammar

From the interview below it showed that grammar also included one of the bassic the student difficulties in mastery vocabulary, with student 3 statement, she said:

> *"Saya kesulitan kalau tiba tiba disuruh berbicara dalam bahasa inggris. Karena, harus menata bahasa saya, biar gak belepotan."*[54]
> "I have difficulty when suddenly asked to speak English. Because, I have to organize my language, so it doesn't get messy."

Based on the above argument it was revealed that the students' had difficulty in acquiring mastery vocabulary because she had problem when speaking, she had to organize their tensis to speak properly.

[53] Teacher Interview, Lumajang, 10 November 2023
[54] 3rd Student Interview, Lumaang, 8 November 2023

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Another statement is from Student 2, He said:

> *"Pas disuruh maju untuk mengucapkan sebuah dialog kadang suka mendadak gak bisa bicara. Gak tau harus bicara apa, pas mau memilah kata, gak tau harus pakai yang mana, contohnya, seperti apa harus pakai kata (will, Shall, should, would, can, could)."*[55]
> "When asked to come forward to say a dialogue, sometimes I suddenly can't speak. I don't know what to say, when I want to sort out words, I don't know which one to use, for example, what kind of words to use (will, Shall, should, would, can, could)."

That statement show that when he asked to say some dialogue, sometimes he suddenly couldn't speak. He don't know what to say. Because, he have to sort out the words to use, example (will, shall, should, would, can, could).

Student 5 also said that:

> *"Kadang tugasnya disuruh buat percakapan dengan teman sebangku. Karena gak tau rumusnya, jadi langsung pakai google translate saja."*[56]
> "Sometimes the task is to make conversation with my classmates. Because I didn't know the tenses, I just used Google Translate."

Based on above statement, she asked to make conversation with her classmates. Because she don't know the tense, she just used google translate. That statement also appropriate with student 6, she said:

> *"Kemarin disuruh buat cerpen tentang keseharian gitu, tapi harus sesuai rumus yang udah dielaskan dan gak saya bisa, jadi saya hanya membuat dan langsung mentranslate dengan google terjemahan, tanpa memperdulikan dengan rumus yang sudah dielaskan."*[57]
> "Yesterday I was told to write a short story about daily life, but it had to be according to the tenses that had been explained and I couldn't, so I just wrote it and immediately translated it with google translate,

[55] 2nd Student Interview, Lumaang, 6 November 2023
[56] 5th Student Interview, Lumajang, 8 November 2023
[57] 6th Student Interview, Lumajang, 8 November 2023

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without paying attention to the tenses that had been explained."

Based on Interview above, it show that when she asked to wrote a short story about daily life. According to the tenses that had been explained and she couldn't. So, she just wrote it and immediately translated it with google translate. Without paying attention to the tenses that had been explained.

The above statements also confirm with teacher statement, he said:

> *"Ya karena mereka memang tidak peduli dengan kata yang mereka tulis mau itu sesuai atau tidak dengan materi mereka, mau itu sesuai atau tidak dengan rumus.mereka hanya peduli dengan tugas mereka sudah selesai atau belum, jadi mereka setiap ada tugas mereka hanya ingin yang instan saja, hanya dengan meneremahkan dengan gogle translate."*[58]
> "Yes, because they really don't care about the words they write accordance with their material or not, accordance with the tenses or not. They only care about their assignment has been completed or not, so every time they have an assignment they just want it to be instant, just by translating with Google Translate."

From interview above show that the teacher agree with his students' statement. His students' really don't care about the words accordance with their material or not, accordance with the tenses or not. His students' only care about, that their assignment has been completed or not. So, every time when his students' have an assignment, his students' just want it to be instant. Just by translating with google translate.

[58] Teacher Interview, Lumajang, 10 November 2023

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d. Difficulties in Meaning

According to the data obtained from the research result, the result show that students' daily performane in English learning is not ideal. Student 1 based on interview he said:

> *"Kelemahan saya di kelas bahasa Inggris adalah kurangnya kosa kata bahasa Inggris yang saya ketahui, dan sulitnya saya menerjemahkan dari bahasa Indonesia ke bahasa Inggris ketika guru memberikan latihan, dan sebaliknya."*[59]
> "My weakness in English class is the lack of English vocabulary that I know, and the difficulty I have in translating from Indonesian to English when the teacher gives exercises, and vice versa."

It could be seen from the above interviews that vocabulary is one of the main reasons why students cannot understand English materials because they lack vocabulary and cannot understand its meaning. Even if the vocabulary is rich, they have not mastered the vocabulary. It show that meaning some word is one of important element when learning English.

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The above statement was also appropriate with student 3 statement, she said as follows:

> *"Saya mempunyai kendala dalam menerjemahkan Bahasa Inggris ke Bahasa Indonesia dan sebaliknya. Saat guru memberi saya soal latihan, saya kesulitan menerjemahkan soal tersebut ke dalam bahasa Indonesia, dan terkadang guru meminta saya untuk menerjemahkan bahasa Indonesia ke bahasa Inggris, dan saya juga bingung dengan terjemahannya. Alasan saya kesulitan menerjemahkan adalah karena*

[59] 1st Student Interview, Lumajang, 6 November 2023

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beberapa kata bahasa Inggris memiliki banyak arti, terkadang arti yang saya tahu tidak sesuai dengan kata yang dimaksud."[60]
"I have problems translating English into Indonesian and vice versa. When the teacher gave me practice questions, I had difficulty translating the questions into Indonesian, and sometimes the teacher asked me to translate Indonesian into English, and I was also confused by the translation. The reason I have difficulty translating is because some English words have many meanings, sometimes the meaning I know doesn't match the word in question."

This indicated that the student had difficulty in translating the word. It is difficult for the student to translate English into Indonesian and vice versa. Agreeing with student 3, Student 5 said:

"Maka dari itu sampai saat ini saya masih kesulitan ketika guru saya meminta saya untuk menerjemahkan kata atau kalimat dari bahasa Inggris ke bahasa Indonesia karena kata-kata bahasa Inggris memiliki banyak arti. Hal itu juga yang membuat saya sulit untuk menguasai kosa kata yaitu karena saya tidak tahu makna atau arti dari kata tersebut."[61]
"Therefore, until now I still have difficulty when my teacher asks me to translate words or sentences from English to Indonesian because English words have many meanings. This also makes it difficult for me to master vocabulary, namely because I don't know the meaning or meaning of the words."

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Based on the above argument, it showed that it is difficult for her to translate the word because the word has many meanings. Therefore, his vocabulary was difficult to acquire. that it is difficult for the student to understand the meaning of the word and the lack of vocabulary.

"Sebelum memulai pembelajaran, saya selalu menanyakan kepada siswa arti kata atau kalimat yang telah dipelajari sebelumnya.

[60] 3rd Student Interview, Lumajang, 8 November 2023
[61] 6th Student Interview, Lumajang, 8 November 2023

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Diusung satu per satu, banyak di antara mereka yang lupa akan arti kata yang telah dipelajarinya."[62]
"Before starting learning, I always ask students the meaning of words or sentences that have been studied previously. Carried one by one, many of them forgot the meaning of the words they had learned."

Based on the above statements, we know that the difficulty of 11th grade students in English vocabulary is that students have difficulty translating English words or sentences into Indonesian and vice versa. Students also struggle with pronunciation, spelling mistakes.

2. Factors that Caused the Students' Difficulties in Vocabulary Mastery by Eleventh Grade Students of SMAN Yosowilangun Academic Year 2023/2024

a. Student reluctant to open dictionaries

Based on the results of the interview, student 1, he said:

"Salah satu faktor yang membuat saya sulit menguasai kosakata adalah saya tidak pernah membawa kamus. Jadi, saya tidak pernah menggunakan kamus, sehingga masih banyak kata-kata yang tidak atau tidak saya ketahui."[63]
"One of the factors that makes it difficult for me to master vocabulary is that I never carry a dictionary. So, I never use a dictionary, so there are still many words that I don't know or don't know."

According to the above statement, it showed that the fact that he rarely uses a dictionary made difficult for students to acquire vocabulary.

[62] Teacher Interview, Lumajang, 10 November 2023
[63] 1st Student Interview, Lumajang, 6 November 2023

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So he had no vocabulary, many words that he did not know. Another statement, from student 6, said that:

> *"Beberapa faktor yang membuat saya sulit menguasai kosakata mungkin karena saya tidak mempunyai kamus bahasa Inggris."*[64]
> "Some factors that make it difficult for me to master vocabulary may be because I don't have an English dictionary."

This showed that the student was struggling because she did not have dictionary.

b. Student less interested in learning English

Besides rarely opening dictionaries and little study, many other factors also caused difficulties for students in vocabulary mastery.

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

> *"Alasan kenapa saya tidak mempunyai kosakata adalah karena saya tidak peduli dengan kelas bahasa inggris dan ketika saya ingin berbicara bahasa inggris, teman-teman saya menertawakan saya yang membuat saya minder dan saya tidak menyukai kelas bahasa inggris."*[65]
> "The reason why I don't have a vocabulary is because I don't care about English class and when I want to speak English, my friends laugh at me which makes me feel inferior and I don't like English class."

Based on the above statement, what made it difficult for her to master vocabulary was the fact that she was not interested in English, another factor was that her friend laughed whenever she spoke English. It

[64] 6th Student Interview, Lumajang, 8 November2023
[65] 4th Student Interview, Lumajang, 8 November 2023

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made she insecure and makes she did not like English lesson. Student 5 also said:

> *"Mungkin salah satu penyebabnya adalah karena saya kurang memperhatikan apa yang disampaikan oleh guru, dan saya juga tidak menyukai pelajaran bahasa Inggris, apalagi ketika guru meminta saya membaca bahasa Inggris dan teman-teman menertawakan saya sehingga membuat saya malas. ngomong bahasa Inggris"*[66]
> "Maybe one of the reasons is because I don't pay attention to what the teacher says, and I also don't like English lessons, especially when the teacher asks me to read English and my friends laugh at me, which makes me lazy. speak in English"

It showed that friends were one factor that made it difficult for students to acquire vocabulary. She was lazy to speak English because of his friend. Another factor was that she did not pay attention to what the teacher was explaining. Student 1 said that:

> *"Kesulitan dalam menguasai kosakata juga disebabkan karena saya tidak mempunyai motivasi untuk belajar bahasa Inggris, saya merasa bosan dan malas ketika belajar bahasa Inggris, apalagi ketika guru meminta saya membaca teks, saya tidak tahu pengucapannya. Siswa lain bahkan menertawakan apa yang saya katakan."*[67]
> "The difficulty in mastering vocabulary is also because I don't have the motivation to learn English, I feel bored and lazy when learning English, especially when the teacher asks me to read a text, I don't know the meaning. Other students even laughed at what I said."

Based on the above statement, it showed that motivation was a factor that made it difficult for the student to master vocabulary. With

[66] 5th Student Interview, Lumajang, 8 November 2023
[67] 1st student Interview, Lumajang, 6 November 2023

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less motivation, he was bored and lazy. Another factor was that the other students laughed at what he said.

Another statement is student 2 added that one of the factors that caused difficulties in mastering the English language was:

> *"Saya tidak terlalu tertarik dengan bahasa Inggris, salah satu alasannya mungkin karena lingkungan yang tidak mendukung saya dalam belajar bahasa Inggris."*[68]
> "I am not very interested in English, one of the reasons may be because the environment does not support me in learning English."

Based on the above statement it was clear that the student was not interested in learning because the environment was not supportive.

Based on an interview with student 3, she said that :

> *"faktor yang membuat sulit menguasai kosa kata Saya tidak tahu harus berkata apa. Kata-kata mengecewakan saya. Saya gugup dan takut membuat kesalahan saat berbicara dalam bahasa Inggris."*[69]
> "factors that make it difficult to master vocabulary I don't know what to say. Words fail me. I am nervous and afraid of making mistakes when speaking in English."

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This showed that the students barely practiced English because they did not know what she had to say. She was nervous and worried when she made a mistake while speaking in English. Based on the results of the above study, it was found that the main factor that caused difficulties in controlling students' vocabulary was students' reluctance to open dictionaries.

[68] 2nd Student Interview, Lumajang, 6 November 2023
[69] 3rd Student Interview, Lumajang, 8 November 2023

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c. Students' do not practice English regularly

Also, other factor, find that caused difficulties in vocabulary mastery.

Student 1 said that

> *"Alasan saya tidak mempelajari bahasa Inggris rutin itu karena malas, capek, full day, pulang sekolah sudah malas buat belajar, gak ada waktu buat belajar".*[70]
> "The reason I'm not study English regularly is because I'm lazy, tired, full day, when I come home from school I'm too lazy to study, I don't have time to study".

Based from the statement it show that the student is lazy, tired, their school is full day, after come home he too lazy for study, he don't have time to study.

According to an interview with student 2, he said that

> *"Karena sekolahnya disini full day. Jadi, capek mau belajar diluar jam pelajaran bahasa Inggris".*[71]
> "Because the school here is full day. So, I'm tired of studying outside English lesson".

It showed that the factor that he don't practice English regularly it because his school is full day. So, he tired of studying outside English leson".

Student 3 also said that

> *"Capek, full day, dirumah tidak punya banyak waktu. Jadi, gak ada waktu buat belajar".*[72]
> "Tired, full day, when home don't have much time. So, there is no time to study".

[70] 1nd Student Interview, Lumajang, 6 November 2023
[71] 2nd Student Interview, Lumajang, 6 November 2023
[72] 3nd Student Interview, Lumajang, 8 November 2023

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Based on the interview it show that she is tired, her school is full day, when home, she don't have much time. So she is don't have time to study. Agree with statement student 3, student 4 said

> *"Sama seperti yang diucapkan teman saya tadi, karena sekolahnya full day. Jadi, capek, gak mau belajar lagi dirumah".*[73]
> "Just like what my friend said earlier, because the school is full day. So, I'm tired, I don't want to study at home anymore".

From the stement above, it show that she agree with her friend that because the school is full day. So she tired, she don't want to study at home anymore.

Another statement is from student 5, she state that

> *"Faktor yang membuat saya kesulitan belajar vocabulary itu karena gak pernah belajar dirumah. Karena capek, sekolahnya full day".*[74]
> "The factor that made it difficult for me to learn vocabulary was because I never studied at home. Because I was tired, school was a full day."

Based from statement above, it show that the factor that made it difficult for her to learn vocabulary was because she never study at home. Because she was tired, school was full day. Agree with other statement, student 6 said that

> *"Sama seperti teman-teman saya tadi, karena sekolahnya full day, jadi gak bisa meluangkan waktu buat belajar lagi".*[75]
> "Just like my friends, because school is full day, so I can't taking time to study anymore"

[73] 4nd Student Interview, Lumajang, 8 November 2023
[74] 5nd Student Interview, Lumajang, 8 November 2023
[75] 6nd Student Interview, Lumajang, 8 November 2023

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From the statement above, it show that because her school is full day, so she couldn't taking time to study anymore".

Students were also less interested in learning English. They did not practice speaking English regularly. Other factors were external factors such as inadequate facilities and negative influence of friends that made it difficult to master vocabulary.

B. Discussions

1. The difficulties encountered by eleventh grade students of SMAN 1 Yosowilangun academic year 2023/2024 in vocabulary mastery

Based on the results of the research conducted in the elevent grade of SMAN 1 Yosowilangun, not all of the problems listed above are experienced by the students of this grade. The difficulties of the eleventh grade students were difficulties in translating English words or sentences into Indonesian and vice versa, as well as difficulties in pronunciation, spelling mistakes and memorization or memorization. All the above difficulties have been discussed in detail as follows

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The first problem was pronunciation difficulties. The reason was that Student was not given a suitable example from his mother tongue. When the teacher instructs the students to read the word one by one in front of the class, many students mispronounce the word. The student pronounces a confused vowel (a,i,,u,e,o) in an English word such as "hours, high, idea". Many of them read with Indonesian pronunciation. Another mistake is when students

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pronounce the silent letter as in "write, listen, know, etc." They pronounce while reading.

From the research result above it's related with reseach result conducted by MHD. Ferdi Irvani. That thesis aim to find one of the student difficulties in vocabulary mastery is pronunciation with 36.92%. it show that pronunciation is included in student difficulty in vocabulary mastery.[76]

Another problem was students' spelling mistakes. This was due to the differences between spoken and written English. The student struggled when the teacher gave a spelling quiz, the teacher said the word and the student wrote based on what he heard. The result said that some students chose the wrong letter such as (rid became read, shell became shall).

Based on the research result above have relationship with research result conducted by Anissa'ul Afidah. That research find that one of the student difficulties in vocabulary mastery is spelling some word.[77]

The third difficulty is grammar. The students' had difficulty when their speaking in English because they have to organize what they speak. Sometime they take a long time to answer the question and some time they don't paying attention what they say. They just answer the words that are in their heads or just using google translate.

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[76] MHD. Ferdi Irvani, *An Analysis Of Students' Difficulties In Vocabulary Mastery At State Senior High School 1 Kampar* (Pekanbaru: UIN Sultan Syarif Kasim Riau, 2020)
[77] Anissa'ul Afidah, *Students' Difficulties in Vocabulary Mastery At Eleventh Grade of Sekolah Menengah Kejuruan (Smk) Ainul Yaqin Ajung Jember Academic Year 2021/2022* (Jember, UIN Kiai Haji Achmad Siddiq Jember, 2021)

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The research result above is also support with research result conducted by Silvia Wulandari. That research show that grammar is included on students' difficulty in vocabulary mastery. With 48% of the students' is difficulty in grammar.[78]

The last difficulty the students encountered was that the students had difficulty translating English words or sentences into English language and vice versa, or in meaning. When the students meet a short text and the teacher asked the students to translate the word. The students seem confused and it takes a long time to translate Indonesian into English. Because, one English word has many meanings. When they meet the text, sometimes the meaning is not the same as the basic meaning of the word.

The result of this research is related with the research result thesis conducted by Silvia Wulandari. That thesis aim to find one of the student difficunties in vocabulary mastery. That is meaning test with 84% of the student is difficulties in vocabulary mastery. It show that meaning is included on the student difficulties in vocabulary mastery.[79]

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[78] Silvia Wulandari, *An Analysis of Students Difficulties in Vocabulary Mastery At Tenth Grade of SMK Negeri 2 Malinau Kota* (Tarakan: Universitas Borneo Tarakan, 2022)
[79] Silvia Wulandari, *An Analysis of Students Difficulties In Vocabulary Mastery At Tenth Grade of SMK Negeri 2 Malinau Kota*. (Tarakan: Universitas Borneo Tarakan, 2022)

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2. The Factors that cause students' difficulties in vocabulary mastery for eleventh grade students' of SMAN 1 Yosowilangun academic year 2023/2024

Vocabulary learning difficulties are caused by students' obstacles or problems. A students'with a learning difficulty is a condition in which students' do not learn properly due to threats, obstracles or interruptions to learning.

The first factor that cause students' difficulty are students' reluctant to open dictionaries. Dictionaries are generally used when students' have already some accross a word and than look it up to check that they know how to use it. One of the factor that cause students' were reluctant to open dictionaries was some of the students' did not have dictionaries and they use instant way, they are using google translate.

The second factor that caused students' difficulty are student are less interested in learning English. When student learning English, student would pay less attention to the material. Student lose interest in learning English, student are generally passive. Student are lazy and feel bored in English class, students' did not actively ask or answer some uestion.

The last factor that contributing to students' difficulty in learning English was the students' do not practice English regularly is because that the implementation of full-day schooling. The extended hours spent in school can lead to fatigue and decreased concentration among students, making it harder for them to absorb and retain information effectively.

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The result of this research have relationship with the research result thesis conducted by Anissa'ul Afidah. Students were found reluctant to open dictionaries. Students were also less interested in learning English. They did not practice speaking English regularly.[80]

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[80] Anissa'ul Afidah, *Students' Difficulties In Vocabulary Mastery At EleventhGrade of Sekolah Menengah Kejuruan (SMK) Ainul Yaqin Ajung Jember Academic Year 2021/2022*, (Jember: Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, 2021)

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CHAPTER V
CONCLUSION AND SUGGESTIONS

A. CONCLUSION

This point present the conclusions based on the data analysis and the conclusion in the previous chapter, the researcher can be concluded. Some difficulties encountered in mastering vocabulary by elevent grade students' SMAN 1 Yosowilangun academic year 2023/2024. In this research the researcher aim to find students' difficulties in vocabulary masery as follows. The students' difficulty in pronunciation a word there is 2 student. The student also experience in misspeling there is 2 student, student also have difficulty in grammar is 4 student, and also difficulties in meaning some word is 3 student.

Related to observation there is some factors that caused students difficulties in vocabulary mastery for elevent grade student of SMAN 1 Yosowilangun academic year 2023/2024. The researcer find that the student were reluctant to open dictionaries there is 2 student and the student were less interest in learning English is 5 student, and also student do not practice English regularly there is 6 student.

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B. SUGGESTIONS

Based on the research result, the researcher finds it necessar to make the following recommendation.

1. For the English teacher

It aims to encourage students to improve their vocabulary mastery. Teacher must apply interesting method way to develop students abilities.

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Teacher can pay more attention an motivate student in learning English, especially mastering vocabulary.

2. For the student

   Student need to gain more experience in mastering vocabulary. They should increase their motivation and interest to learn vocabulary well.

3. For the reader

   Readers are encouraged to use this thesis as one of the references to find information about student difficulties in mastering vocabulary.

4. For all the researcher

   Writers can gain eperience and deepen their study of vocabulary, also get motivation to develop themselves futher.

Those are the conclusion and suggestion that are the researcher can express in the conlusions of difficulty vocabulary mastery for student at SMAN 1 Yosowilangun.

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Appendix 1

Table 4.1
RESEARCH MATRIX

Tittle	Variable		Indicators	Source of Data	Research Methodology	Research Questions
AN ANALYSIS OF STUDENTS' DIFFICULTIES IN VOCABULARY MASTERY IN ELEVENTH GRADE AT SMA NEGERI 1 YOSOWILANGUN IN ACADEMIC YEAR 2023/2024	Vocabulary Mastery	Student Difficulties	1) Pronunciation 2) Spelling 3) Grammar 4) Meaning	1. Observation 2. Interview source 3. English teacher 4. Students' 5. Documentation	1. Research Design : Qualitative Approach Descriptive Design 2. Data Collection Method : a. Observation b. Interview c. Document Review 3. Data Analysis Technique : a. Data Condensation b. Data Display c. Drawing Conclusion 4. Validation Of Data : a. Technique Triangulation b. Source Triangulation	1) What are students' difficulties in mastery vocabulary at SMA Negeri 1 Yosowilangun? 2) What are the factor of students' difficulties in mastery vocabulary at SMA Negeri 1 Yosowilangun?
		Factor Students difficulties	1. Students' are reluctant to open dictionaries 2. Students' are less interest in learning English 3. Students' do not practice English regularly			

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Appendix 2

Table 4.2
Journal of Research

No.	Time	Activity	Research Subject	Signature
1	Monday, October 16th 2023	Giving permission letter	Mrs. Cicin Natalia	
2	Monday, October 30th 2023	Classroom observation	Mr. Zainal Abidin S,Pd. And XI 5 Class	
3	Friday, 10th November 2023	Teacher Interview	Mr. Zainal Abidin S,Pd.	
4	Monday, 6th November 2023	Student Interview	1. Syahrul Ramadhan 2. Yoga Pratama	1. 2.
5	Monday, 6th November 2023	Classroom observation	Mr. Zainal Abidin S,Pd. And XI 5 Class	
6	Wednesday, 8th November 2023	Student Interview	1. Afifah Musfirotun 2. Siti Nur Fadila 3. Talia Citra 4. Irma Firdiana	1. 2. 3. 4.
7	Friday, 10th November 2023	Asking research finished letteer	Mrs. Cicin Natalia	

Yosowilangun, 14 Oktober 2023
Kepala Sekolah

Moh. Agus Wibisono, M.Pd.
NIP. 19710908 199802 1 005

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Appendix 3

Rencana Pelaksanaan Pembelajaran

Sekolah : SMA Negeri 1 Yosowilangun
Pelajaran : Bahasa Inggris
Kelas/Semester : XI 5
Pertemuan ke : 7-8
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi Mendengarkan

Memahami makna dalam teks percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur rasa terkejut, rasa tak percaya dan ucapan selamat.

Indikator

- Menggunakan *adjective clause* dengan tepat.

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1. Tujuan Pembelajaran

Setelah mempelajari materi mengenai teks *narrative*, diharapkan:

- Siswa menggunakan *adjective clause* dengan tepat.

2. Materi Pokok

- **Adjective Clause**

Example:

a. The month is February.
b. She finishes her duty to teach them.
   The month when she finishes her duty to teach them is February.

1) Nilai yang diharapkan:

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- Bersahabat
- Komunikatif
- Percaya diri
- Santun
- Peduli Sosial
- Bekerja sama

3. Metode Pembelajaran/Teknik:

a. Tanya jawab
b. Penanaman konsep
c. Discussion
d. Latihan

4. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (Eksplorasi) (10')
   - Apersepsi:

   1. Me-*review* materi sebelumnya.
   2. Memberitahu siswa tentang standar kompetensi, kompetensi dasar, dan tujuan pembelajaran dari materi yang akan disampaikan.

   - Motivasi:

   Memberikan dorongan kepada siswa agar dapat memahami lebih tentang ungkapan terkejut dan rasa tak percaya serta ucapan selamat dengan cara lebih aktif lagi menggali sumber relevan lain.

b. Kegiatan Inti (Elaborasi) (70')
   1. Melengkapi teks menggunakan *adjective clause* yang tepat.
   2. Menjawab pertanyaan menggunakan *adjective clause*.
   3. Membuat kalimat menggunakan *adjective clause*.
   4. Menyimak percakapan yang dibacakan guru, lalu menjawabpertanyaan pemahaman.
   5. Memeragakan percakapan di kegiatan sebelumnya.
   6. Menyimak percakapan yang dibacakan guru, lalu menjawabpertanyaan pemahaman.
   7. Menyimak percakapan yang dibacakan guru.

c. Kegiatan Penutup (Konfirmasi) (10')
   1. Siswa menyimpulkan kegiatan yang pembelajaran yang telahdilakukan (*Adjective Clause*).
   2. Guru memberi tugas (mempelajari *observation result*).

5. Sumber/Bahan/Alat

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a. English Book Grade XI
b. Kamus Indonesia-Inggris dan Inggris-Indonesia.
c. Website.

6. Penilaian

a. Teknik Penilaian:
   - Test:
     - Tes tulis/written test.
     - Tes lisan/spoken test.
     - Tes Unjuk Kerja

b. Bentuk instrumen:
   - Isian
   - Jawaban singkat
   - Uraian
   - Jawaban singkat
   - Unjuk kerja
   - Jawaban singkat
   - Unjuk Kerja

7. Contoh Instrumen

➢ Fill in the blanks with appropriate words. Discuss the answers with theclass!

1. My uncle lived in a quite old building in a foreign country. The building (a) … he lived was very beautiful. One day he invited us to come to his house. July 1999 was the time (b) … we came to his house for the first time. My uncle, (c) … his wife had died because of a car accident, was very happy seeing us. He told us a story about the day left (d) … he met his beautiful wife and lived in the house.
2. Pisa and Padua were the places (a) … the first botanical gardens were located. The flower garden in Leiden, Holland, is the garden
   (b) … Carolus Clusius set up.
3. Eagles and hawks are among 280 species of raptors (birds and prey). Most birds of prey are hunters (a) … feed on other birds, fish and small mammals. Most birds of prey, (b) … claws are powerful, are strong fliers. Eagles, (c) … wing spans of up to 2,5 m, are the biggest of the hunting birds.

➢ Answer the questions below. Use adjective clauses. See the

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example!

1. When do you celebrate your holiday?
2. Who is the girl sitting beside you?
3. Where did the teachers hold the meeting?
4. What country do you really want to go to?
5. Who has the biggest bag in your class?
6. What activity do you usually do at weekends?
7. Who is your favorite actor or actress?
8. Which subject do you like the most, biology or chemistry?

- Make five sentences using adjective clauses. Share your work with theclass. See the examples!

Close your book and listen to your teacher. Then, answer the question! Vita took part in a basketball competition. At the end of the game, Vita's team won.

Rio : Hi, Vit. Congratulation on your winning! It was a goodgame. You look great!
Vita : Thank you.
Rio : Did you know something? Well… During the game your team really amazed the audience. You were particularly good at breaking your opponent's defence. Er… that was very risky, right?
Vita : Thanks. Well, we were just lucky, I guess.
Rio : I believe… you'll be a great basketball player someday…you're so humble!
Vita : Thanks.

Questions:

1. Where does the dialogue take place?
2. Who did Rio congratulate? What for?
3. Why does Rio think that Vita is humble?

- Act out the dialogue in Task A in front of the class. Do it with yourfriend!

- Close your book and listen to your teacher. Then, answer the question!

1. Vita was going to school with Gita, …
   Gita: Vit, was there anything I need to know about yesterday?
   Vita: Hmm. Let me think. Well, I believe that you will be surprised hearing the news.
   Gita: What news? C'mon, please tell me…
   Vita: Well, yesterday, our teacher distributed the biology

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test results. And, you know what? Edo got the highest mark! Hegot 9.

Gita: What? Edo…? Are you sure?

Vita: At first we didn't believe it either, but after looking at his answer sheet, we knew that he deserved it. The answer madeperfect sense. He did a great job!

Gita: Well, good for him. So, what about you? Vita: Me? Um… I got 8.

Gita: Not bad.

Questions:

1. Where did the conversation happen?
2. What made Gita feel surprise?
3. Why did Gita congratulate Vita?

2. Vito : Hi, Vita. I have a question for you.Vita: What is it?

Vito : What is the diameter of the Sun? Vita: Hmm… ten thousand kilometers.

Vito : No, … It's nowhere near.

Vita : Um, one million?

Vito : That's close enough, but sorry, it's wrong. Vita: Oh, come on, just tell me.

Vito : It's one million, three hundred and ninety-two kilometers.

Vita: Is it? How do you know?

Vito: Well, you left your book open. You haven't read it, haveyou? Ha ha ha

Vita: I have, but I just don't remember the details. I will studytonight.

Vito: Oh… you'd better!

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Questions:

1. What were Vita and Vito doing?
2. What did they talk about?

3. Ryan : I tell you what! My house got flooded again.

Alfi : Again? I thought it happened two months ago.

Ryan : You're right. I can't believe this.

Alfi : What's going on in this country? Floods everywhere…Ryan : Earthquake everywhere.

Alfi : And volcano eruption. Isn't there something we can doabout it?

Ryan : There are things we can do and there are things wecannot.

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Alfi : We can't do anything about earthquakes and volcanoes, but there must be something we can do about floods.
Ryan : Flood has everything to do with human behavior andgovernment policy.
Alfi : Maybe we should write an article about it in anewspaper.
Ryan : That's a good idea.

Questions:

1. What's wrong with Ryan's house?
2. When did the last flood happen?
3. What natural disasters were they talking about?
4. Which disaster has something to do with human behavior?

Contoh jawaban

- Filling the blank:
  1. a. Where b. When c. Whose
  2. a. Where b. Where c. Whose
  3. a. Which b. Whose c. Where

- Answering the questions using adjective clause
  1. Last November. It was the month when I celebrate my holiday.
  2. Andrea. She is the girl whose motorcycle is white.
  3. At the office. It is a room where we meet.
  4. Ireland. It is the country where The Corrs is formed.

- Making Sentences
  1. The city where I spend time is Brebes.
  2. The little girl whose bicycle is borrowed is a clever student.
  3. I can't forget the day when I teach the students of Smansaka.

- Answering questions (Vita took part in a basketball competition):
  1. The dialogue takes place in basketball field.
  2. Rio congratulated to Vita for her winning in the competition.
  3. Rio thinks that Vita is humble because she claims that herwinning is just a lucky.

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❖ Answering questions (Ryan and Alfi):

1. Ryan's house got flooded again.
2. The last flood happened two months ago.
3. The natural disasters that they were talking were earthquake andvolcanoes.
4. Flood was the disaster that has something to do with humanbehavior.

8. Rubrik Penilaian

Table 4.3
Rubrik penilaian siswa

NO	Uraian	Skor
1.	Makna dan tata bahasa benar	4
2.	Makna benar dan tata bahasa kurang tepat	3
3.	Makna dan tata bahasa kurang tepat	2
4.	Makna dan tata bahasa salah	1
5.	Tidak menjawab	0

Skor maksimal= 40

Nilai siswa = $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 10$

Lumaang, 30 Oktober 2023

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Appendix 4

QUESTIONS INTERVIEW

STUDENTS' DIFFICULTIES IN VOCABULARY MASTERY AT ELEVENTH GRADE OF SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 YOSOWILANGUN ACADEMIC YEAR 2023/2024

Questions:

A. Interview for student

1. In Mastery vocabulary has several element there is Pronunciation, Spelling, Grammar, Meaning also Lenght and Complexity. What Difficulties do you usually face in learning mastering vocabulary? What is your reason?
2. What is the factor that cause you difficulties to learning mastery vocabulary? What is your reason?

B. Interview for teacher

1. 1. What factors or obstacles cause students to not understand the vocabulary material?
2. In Mastery vocabulary has several element there is Pronunciation, Spelling, Grammar, Meaning also Lenght and Complexity. What Difficulties that students' usually face in learning mastering vocabulary? What is the reason?
3. What is the factor that cause students' difficulties to learning mastery vocabulary? What is the reason?

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Appendix 5

Students' Transcript Interview

S : Student
R : Researcher

Monday, 6 November 2023
Student 1: Ahmad Syahrul Ramadhan

S : Assalamu'alaikum
R : Wa'alaikumssalam, kamu yang namanya Syahrul yaa?
S : Iya mbak, saya syahrul
R : Maaf ya, ganggu waktu istirahatnya
S : Gak apa-apa mbak
R : Ohh iya ini suaranya sambil saya rekam tidak apa-apa ya?
S : Iya
R : Jadi, kamu sudah tau ya, saya meminta kamu buat jadi informan untuk menyelesaikan skripsi saya.
S : (Menganggukkan kepala)
R : Saya akan menjelaskan sedikit tentang pembahasan kita. {kamu tau vocabulary? Vocabulary itu salah satu aspek dasar untuk bisa mempelajari bahasa inggris. Arti dari vocabulary sendiri itu kan kosa kata. Kita misalkan mau menulis teks, nah kan kita butuh kosa kata buat nulis. Sama juga dengan bicara, kita kan juga perlu hafal apa saja kosa kata kan? Jadi dalam pembahasan ini saya sebagai peneliti akan mengajukan beberapa pertanyaan tentang kesulitan yang kamu alami dalam mempelajari kosa kata. Sudah mengerti ya?}
S : Iya sudah mbak
R : Nah dalam mempelajari kosa kata juga dibagi lagi menjadi beberapa elemen. Ada pronunciation, spelling, grammar, meaning. (Menyerahkan lembar kertas berupa penjelasan tentang pronunciation, etc.) nah dari 4 itu apa saja yang sulit kamu kuasai?
S : Say abaca dulu ya mbak, gak ngerti masian
R :Oalah iya, gak apa-apa, kamu sebutkan saja yang gak mengerti
S : kalo Pronunciation itu cuma cara pengucapan gitu ta mbak?
R : (Menganggukkan kepala)
S : Kayaknya kalo cara pengucapannya aja sih bisa mbak, spelling mungkin agak sulit
R : Kenapa kok bisa sulit?

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S : Itu loh mbak kayak pas guru ngasih kata dan disuruh apa itu… nulis, saya kan udah nulis tuh, biasanya sih pak Zainal nyuruhnya nulis di papan tulis kayak apa namanya mbak…ngasih contoh gitu loh, saya nulisnya udah pas sama yang dibilang pak Zainal. Eh, ternyata masih banyak yang salah.

R : Contohnya kayak apa?

S : Apa yaa…itu… seperti kalo di katanya ada 2 huruf gitu kan gak tau.

R : Ahh, mmm… apa yaa kayak itu ya kata 'letter' hurufnya 2 ditulis 1 gitu ta?

S : Iya gitu

R : Mmm…ohh iya, apa lagi kesulitannya? Coba dilihat lagi kertasnya tadi

S : Grammar itu apa mbak?

R : Grammar itu tata cara bicara, kayak apa yaa… kayak contohnya kamu harus pakek shall/will gitu, grammar itu rumus-rumus itu loh

S : Tetep gak ngerti mbak, skip aja wes mbak

R : Ya sudah kalo gitu yang meaning, ada kesulitan gak kamu?

S : Gak ngerti, kyak gimana meaning itu?

R : 'Mean' itu artinya apa sih?

S : Apa mbak?

R : Lohh kok tanya saya, "What do you mean?" itu artinya apa?

S : "Apa maksud kamu?"

R : Jadi 'mean' itu apa artinya? "maksud/arti" dari sebuah kata

S : ohh iya saya mengerti mbak

R : okey, mmm… jadi kamu ada kesulitan gak dalam mengartikan sebuah kata?

S : Iya mbak

R : Alasan kamu sulit menguasai meaning itu tadi apa?

S : Yaa… itu tadi mbak

R : Kan pasti ada alasannya, apa kamu gak ada kata buat nerjemahkan sebuah teks gitu.

S : Iyaa itu hehe, kana pa itu kurang kosa kata, jadi sulit nerjemahin bahasa Indonesia ke bahasa Inggris pas gurunya ngasih tugas

R : Ya sudah, mmm… lanjut saja pertanyaan selanjutnya. Factor yang mempengaruhi kamu kesulitan belajar kosa kata. Itu dibawahnya ada 3 fator contoh. kalo ada selain itu kamu bisa tambahkan, akan saya tambahkan ke factor eksternal.

S : Yang 1 pasti sih ini mbak soalnya gak pernah bawa kamus, jadi banyak kata yang gak tau kalo disuruh terjemahin

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R : Mmm iyaa… trus faktor yang ke 2 apa itu termasuk faktor yang menyebabkan kamu kesulitan belajar vocabulary?
S : juga sih mbak. Males mbak, bosan pelajaran bahasa Inggris
R : Kenapa males?
S : Kalo disuruh-suruh baca gitu loh malas. Gak tau artinya juga, trus pas baca diketawain teman-teman
R : Yang ke 3? Kalo diluar pelajaran bahasa inggris, kamu belajar bahasa Inggris?
S : Males mbak, capek, full day, pulang sekolah udah males buat belajar. Jadi, gak ada waktu buat belajar.
R : Okey, mmm…Gak ada faktor lain yang mau ditambahkan? Saya akan masukkan ke faktor eksternal
S : (Menggeleng)
R : Mmm… okey iyaa sudah, terimakasih yaa waktunya, mas syahrul sudah berpartisipasi jadi informan saya
S : Iyaa mbak.

Monday, 6 November 2023
Student 2 : Mohammad Yoga Pratama

R : Ini dengan mas Yoga ya?
S : (Mengangguk)
R : Mas nya sudah saya chat kan kalo kita mau interview sedikit?
S : Iya
R : Saya rekam ya percakapannya?
S : Iya mbak
R : Maaf ya mengganggu waktu istirahatnya? Mmm… jadi saya akan menjelaskan sedikit tentang pembahasan kita (sama dengan penjelasan pada dialog sebelumnya
S : Mmm…iya mbak
R : Ini saya kasih kertas dulu, kamu baca dulu ya?
S : Iya mbak
R : Sudah?
S : Sudah
R : Okey disitu kan dituliskan ada beberapa point. Nah dari 4 itu apa yang sulit kamu pelajari?
S : Mmm…Apa ya

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R : Tanya kalo masih tidak mengerti
S : Pronunciation itu apa masih tidak mengerti saya
R : Pronun itu cara pengucapan kamu kalo membaca atau berbicara bahasa Inggris
S :Ohh iyaa
R : Iyaa… itu kamu ada kesulitan apa gak dalam mempelajari pronun tadi?
S : Kesulitan sih
R : Alasannya kenapa kamu bisa kesulitan belajar pronun
S : Eeehh… apa ya… ngomongnya itu loh
R : Pengucapannya
S : iya itu
R : Kenapa sulit, pernah dengerin lagu bahasa inggris gak?
S : Gak pernah
R : Okey. Terus biasanya gak disuruh baca-baca dialog gitu
S : Pernah
R : Biasanya disuruh apa aja sama pak Zainal?
S : Mmm… disuruh nulis-nulis contoh gitu, terus baca teks gitu
R : Terus pas membaca itu ada kesulitan nggak?
S : Ada mbak
R : Apa alasannya, kenapa kesulitan pas baca teksnya?
S : Kan cara bacanya beda gitu
R : Maksudnya beda itu gimana?
S : Apa ya…mmm… bahasa Indonesia sama bahasa Inggris kan beda gitu loh mbak
R : Cara pengucapannya beda gitu ya
S : (Mengangguk)
R : Ohh iya. Terus yang ke2 ada kesulitan gak?
S : Spelling itu bagaimana ya?
R : Pengejaan kata, ada kesulitan nggak mengenai pengejaan kata?
S : Nggak deh mbak kayaknya
R : Okey… grammar ada kesulitan nggak?
S : Grammar itu kayak apa mbak?
R : Tata cara bicara. Seperti contohnya apa kamu harus pakai will, shall, should, would, could, can.
S : Ohh, mmm…
R : Jadi di grammar kamu ada kesulitan ya?
S : Iya
R : Apa kesulitannya?

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S : Ya itu tadi, saya gak tau harus pakek apa. Apa harus pakek… apa tadi, should, could dan lainya itu. Terus apa itu… pas kadang disuruh buat dialog, kadang mendadak suka lupa mau bicara apa, mendadak gak bisa bicara karena itu tadi mbak.

R : Okey, mmm… oh iya yang selanjutnya meaning ada kesulitan?

S : Meaning itu pengertian gitu ta mbak?

R : (Mengangguk)

S : Ohh gak ada sih, pakek translate aja, hehe

R : Mmm… apa lagi ini, mmm sudah ya, ohh pertanyaan ke 2, mmm ma kertasnya tadi? Ini kan ada 3 faktor, satu-satu dulu ya, ini adalah faktor-faktor yang membuat siswa kesulitan belajar Vocabulary atau bahasa inggris, dari 3 ini fator apa yang membuat kamu kesulitan untuk belajar vocabulary?

S : Faktor ke 2, tidak tertarik bahasa Inggris

R : Kenapa gak tertarik?

S : Saya kan gak kemana-kemana, gak ketemu turis juga

R : Ya tergantung kamunya, mau kemana-kemana ya pasti bertemu turis, di Bromo sini juga banyak turis.

S : Saya kan gak kemana-kemana mbak

R : Berarti memang gak tertarik gara–gara wilayahnya gak ada turisnya ya, wilayahnya tidak mendukung gitu kan ya?

S : Iyaa begitu mbak

R : Terus bagaimana dengan faktor ke 3, ada kendala itu juga?

S : Yang ke 3 ini tentang apa mbak? Saya masih tidak mengerti.

R : Ohh ini tentang itu, pas kamu diluar pelajaran bahasa Inggris, kamu mempelajari ulang gak bahasa Inggris kamu?

S : Nggak mbak gak pernah

R : Kenapa gak pernah?

S : Kan sekolahnya disini fullday. Jadi, capek mau belajar diluar jam pelajaran bahasa Inggris

R : Okey, mmm… apa lagi, yang keberapa sudah? Apa ada lagi yang ingin kamu tambahkan. Kalo ada, nanti akan saya tambahkan ke faktor Eksternal

S : Gak ada sih mbak

R : Okey, mmm… sudah, terimakasih sudah mau berpartisipasi, mau menjadi informan untuk menyelesaikan skripsi saya.

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Wednesday, 8 November 2023
Student 3 : Afifah Musfirotun

R : Siapa tadi namanya mbak?
S : Afif mbak
R : Ahh iya, maaf ya mengganggu waktunya ya, langsung saja ya, sudah tau kan kalo kamu saya minta menjadi informan saya untuk membantu saya menyelesaikan skripsi saya, okey saya akan menjelaskan sedikit tentang apa yang akan kita bahas hari ini. {Sama dengan penjelasan pada dialog sebelumnya} Jadi pertanyaannya ada 2 saja, yang pertama, dalam mempelajari vocabulary ini kan ada 4 aspek , dari 4 aspek ini, mana yang menurut kamu sulit untuk kamu kuasai?
S : Apa yaa…
R : Kalo ada yang gak ngerti, kamu tanyakan aja gak apa-apa
S : Kalo grammar itu kan yang tense-tense itu kan mbak? Yang V_1, V_2, V_3.
R : (Mengangguk)
S : Iya itu susah, gak bisa itu mbak
R : Kenapa kok bisa kesulitan?
S : Apa yaa, mmm…ya susah harus ditata dulu apanya itu…
R : Apanya?
S : Itu loh mbak 'Ngomongnya'
R : 'Bicara'
S : Iya itu kan ditata dulu bicaranya, kayak subjecnya, terus V_1, V_2, V_3.
R : Mmm… berarti maksudnya kalo bicara harus ditata dulu gitu ya
S : Nah iya gitu, apa lagi pas tiba-tiba disuruh bicara bahasa Inggris, kan harus ditata dilu biar gak belepotan.
R : Mmm…apa lagi, ahh iya coba dilihat lagi kertasnya, yang terakhir ada kesulitan gak?
S : Mmm… ini maksudnya apa mbak, gimana tadi pertanyaannya mbak?
R : Meaning ini kan artinya 'makna/arti', dalam mengartikan kata bahasa Inggris ini kamu ada kesulitan gak?
S : Masih gak ngerti mbak
R : Eeh gini, bentar, pas kamu nyari makna/arti dari kata bahasa Inggris ada kesulitan gak?
S : Ohh, ada pas kayak disuruh nerjemahin bahasa Inggris ke Indonesia dan sebaliknya gitu
R : Kamu pernah disuruh nerjemahin teks gak, apa ada kesulitan untuk menerjemahkan teks itu?
S : Mmm…pernah, eeh, bukan deng, disuruhnya terjemahin soal, disuruh

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jawab, disuruh terjemahin dulu. Bahasa Inggris ke Indonesia gitu mbak, susah terjemahinnya, bingung gitu loh.

R : Iya bingung kenapa memang?

S : Itu loh mbak, kan bahasa Inggris kan banyak artinya mbak, kadang gak sama kayak arti kata yang dimaksud gitu.

R : Ohh, mmm…jadi kendalanya pas nerjemahin itu kata bahasa Inggrispunya banyak arti gitu ya?

S : Iyaa

R : Okey, lanjut pertanyaan ke 2 ya

S : Masih ke 2 ta mbak

R : Iyaa, coba dilihat lagi kertasnya, ini dituliskan kan ada 3 faktor penyebab kesulitan untuk mempelajari vocabulary, nah pertanyaannya, dari 3 faktor itu, faktor mana yang yang menyulitkan kamu untuk mempelajari vocabulary?

S : Yang ke 2 sih mbak pastinya mbak, emang gak tertarik aku bahasa Inggris

R : Kenapa gak tertarik?

S : Malas saja mbak, gak enak pokoknya

R : Mmm iya, apa alasannya?

S : Malas saja pokoknya pas pelajaran bahasa Inggris.

R : Loh, alasannya gak tertarik itu apa? Malasnya karna apa? Apa gurunya ngajarnya gak enak? Apa pelajarannya?

S : Mmm… apa yaa

R : Pak Zainal gimana, enak gak ngajarnya? Seru gak?

S : Enak sih mbak, humoris juga pak Zainal

R : Jadi masalahnya memang gak tertarik di pelajaran ya? Terus alasannya gak suka pelajaran bahasa inggris itu apa?

S : Apa ya…gak tau harus bicara apa, pas bicara bahasa Inggris suka tiba-tiba ngeblank mbak takut salah kalo pakek bahasa Inggris

R : Yang nomer 3 bagaimana, apakah itu termasuk faktor kamu kesulitan menguasai vocabulary?

S : Kayaknya sih iya mbak, mmm, sek mbak, ini yang ke 3 kan tentang, gak pernah belajar bahasa Inggris dirumah gitu ta?

R : Bisa dibilang begitu, lebih spesifiknya pokoknya diluar pelajaran bahasa Inggris. Jadi, itu juga termasuk faktor yang membuat kamu kesulitan belajar Vocabulary? Alasannya apa? Kenapa gak belajar bahasa Inggris kalo diluar jam pelajaran/ atau dirumah?

S : Apa ya, capek mbak, kan full day, terus dirumah waktunya sedikit, jadi

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gak ada waktu buat belajar.

R : Ohh, mmm iyaa…saya mengerti, terus ada lagi? kalo ada yang lain selain itu bisa ditambahkan, saya akan memasukkan ke faktor eksternal

S : Gak ada sih mbak

R : Okey, terimakasih karna sudah berpartisipasi untuk melengkapi data dalam menyelesaikan skripsi saya

Wednesday, 8 November 2023
Student 4 : Siti Nur Fadilla

R : Kalo ini dengan mbak siapa?

S : Fadil mbak

R : Sudah tau tadi ya penjelasannya, jadi langsung ke pertanyaannya saja ya?

S : (Mengangguk)

R : Mmm… apa tadi? jadi kan dalam mempelajari vocabulary kan ada 4 aspek, nah dari 4 aspek itu, mana yang menurut kamu sulit untuk kamu pelajari?

S : Pronun itu kayaknya mbak.

R : Mmm…ohh iya alasannya apa kenapa kamu kesulitan menguasai pronunciation?

S : Mmm…pas membaca teks bahasa Inggris masih kesulitan. Eehh…tulisannya sama cara bacanya beda gitu jadi kalo disuruh nulis juga susah karena beda.

R : Jadi simple nya alasan kamu kesulitan pronouncing the word itu karena tulisan dan bacaannya beda gitu ya, okey

S : (Mengangguk)

R : Ada lagi kesulitannya?

S : Nggak ada

R : Okey, sudah ya. Sekarang lanjut pertanyaan ke 2 ya, selanjutnya ini faktor nya, ada 3 faktor penyebab kesulitan dalam mempelajari vocabulary. Nah menurut kamu, faktor yang mana yang buat kamu kesulitan buat mempelajari vocabulary?

S : Yang ke 2 sih, saya memang gak tertarik pelajaran bahasa Inggris, hehe

R : Paling semangat ya kalo ini

S : Menyuarakan pendapat mbak

R : Alasannya apa? Kenapa gak tertarik bahasa Inggris?

S : Alasannya sih karena saya kan kurang kosa kata itu karena gak peduli dengan kelas bahasa Inggris. Terus pas pengen bicara bahasa Inggris teman saya menertawakan saya, jadinya minder dan gak suka pelajaran

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bahasa Inggris

R : Okey bagaimana dengan yang nomor 3, apakah itu juga termasuk faktor kamu kesulitan belajar vocabulary?

S : Iyaa, itu juga termasuk faktor yang menyebabkan saya kesulitan mempelajari vocabulary

R : Alasannya?

S : Sama kayak teman saya tadi, karena sekolahnya kan full day. Jadi, capek mau belajar lagi dirumah.

R : Okey, ada yang mau ditambahkan?

S : Hehe, gak ada sih mbak.

R : Okey, terimakasih sudah berpartisipasi sudah mau menjadi narasumber saya untuk melengkapi data untuk menyelesaikan skripsi saya.

Wednesday, 8 November 2023
Student 5 : Talia Citra Maulida

R : Kalo kamu berarti namanya mbak lia ya?

S : Iya saya Talia mbak

R : Maaf ya mengganggu waktunya, okey langsung saja, tadi kan sudah saya jelaskan kepada mbak sebelumnya, penjelasannya sama, jadi langsung pada pertanyaannya saja ya.

S : (Mengangguk)

R : Okey pertanyaan pertama, kan sudah saya kasih kertas tadi, nah dikertas ini kan ada 4 aspek untuk mempelajari vocabulary. Nah dari 4 ini, mana yang menurut kamu sulit untuk kamu kuasai?

S : Kayaknya yang spelling deh mbak

R : Kenapa spelling, kesulitannya dimana?

S : Itu mbak, pas gurunya ngasih contoh, terus disuruh nulis. Nah pas mau spell kata-kata nya tuh kayak ragu gitu, mmm…beda gitu loh mbak sama bahasa Indonesia, pengucapan abjad Indonesia sama bahasa Inggris kan beda.

R : Okey ada lagi kesulitannya dimana?

S : Di grammar si mbak

R : Kenapa? Kesulitannya apa dalam mempelajari ngrammar?

S : Kadang kan disuruh buat percakapan dengan teman sebangku mbak, tapi gak tau rumusnya.

R : Terus biasanya kalo disuruh buat gimana?

S : Pakek google terjemah mbak

R : Mmm…okey, ada lagi kesulitannya?

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S : Di meaning sih mbak
R : Kenapa? Apakah ada kesulitan juga?
S : iyaa mbak, biasanya kan disuruh nerjemahin kata/kalimat gitu, terus sampai sekarang masih kesulitan.
R : Iya kesulitannya gimana? Apa kekurangan kosa kata apa gimana?
S : Iya kayak gitu mbak, karena kan kata bahasa Inggris banyak artinya. Itu yang buat saya kurang kata-kata yaitu karena saya tidak tau makna/arti dari kata tersebut.
R : okey, lanjut ke pertanyaan selanjutnya. Coba dilihat lagi kertasnya, nah disini kana da 3 faktor penyebab kesulitan mempelajari vocabulary, nah menurut kamu nih, faktor apa saja yang menurut kamu mempengaruhi kesulitan kamu dalam mempelajari vocabulary? Dan apa alasannya?
S : Yang ke 2 sih mbak, saya kan gak suka pelajaran bahasa Inggris. Jadi, saya kurang memperhatikan apa yang disampaikan oleh guru. Apalagi, pas gurunya minta saya membaca teks bahasa Inggris dan teman-teman saya menertawakan saya. Jadi, membuat saya malas ngomong bahasa Inggris.
R : Ada lagi?
S : Sama juga, faktor yang membuat saya kesulitan belajar vocabulary itu karena gak pernah belajar dirumah. Karena capek, sekolahnya full day.
R : Sudah, ada yang mau ditambahkan?
S : Sudah mbak
R : Ya sudah, okey. Terima kasih sudah meluangkan sedikit waktu untuk menjawab beberapa pertanyaan saya.

Wednesday, 8 November 2023
Student 6 : Irma Firdiana

R : Jadi, kamu yang namanya Irma ya?
S : Iyaa mbak
R : Okey langsung saja ya? Tadi kan sudah penjelasannya ya, langsung ke pertanyaan saja ya. Coba dilihat kertasnya, disini kan ada 4 aspek untuk mempelajari vocabulary. Nah pertanyaannya, aspek mana sajayang sulit kamu kuasai?
S : Grammar mbak
R : Apa alasannya? Kenapa kamu kesulitan mempelajari Grammar?
S : Mmm… jadi kemarin itu mbak, disuruh buat cerpen tentang keseharian gitu. Tapi, harus sesuai rumus yang sudah dijelaskan dan saya gak bisa. Jadi, saya hanya membuat dan langsung mentranslate, tanpa peduli sama rumus yang sudah dijelaskan.

R : Mmm… okey, ada lagi yang sulit?

S : Gak sih mbak, gak ada lagi

R : Okey pertanyaan selanjutnya, dikertas tadi kana da 3 faktor yang nyebab in kesulitan dalam mempelajari vocabulary. Jadi pertanyaannya, dari faktor itu, faktor yang mana yang buat kamu kesulitan mempelajari vocabulary.

S : Faktor yang buat saya sulit menguasai kosa kata, mungkin karena saya tidak mempunyai kamus.

R : Bagaimana dengan yang ke 2? Apakah kamu tertarik atau tidak belajar bahasa Inggris?

S : Saya sih cukup tertarik belajar bahasa Inggris

R : Ohh ya? Sejak kapan tertarik belajar bahasa Inggris?

S : Sejak SMP sih mbak

R : Kenapa bisa tertarik bahasa inggris?

S : Kalo nyanyi-nyanyi bahasa Inggris pengen tau artinya, jadi tertarik untuk belajar bahasa inggris. Agar kalo besok-besok pas memutar musik Inggris, kalo ditanyain artinya, bisa tau artinya.

R : Okey, berarti yang ke 2 tidak termasuk faktor yang membuat kamu kesulitan belajar vocabulary ya? Okey. Lanjut yang ke 3 apakah itu termasuk faktor yang membuat kamu kesulitan belajar vocabulary?

S : Iya mbak, sama kayak teman-teman saya tadi, karena sekolahnya fullday jadi gak bisa meluangkan waktu buat belajar lagi.

R : Okey, ada yang ingin ditambahkan?

S : Gak ada sih mbak

R : Okey, mmm… Terimakasih ya sudah meluangkan waktu untuk menjawab beberapa pertanyaan dari saya.

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Appendix 6

Research permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor:B-5557/In.20/3.a/PP.009/10/2023
Sifat :Biasa
Perihal:**Permohonan Ijin Penelitian**

Yth. Kepala SMA Negeri 1 Yosowilangun
Jl. Raya Kebonsari, Yosowilangun, Lumajang

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

NIM	:	T20186148
Nama	:	MUVIT DATUR ROHMA
Semester	:	Semesters sebelas
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Risetmengenai "An Analysis of Students' Difficulties In Vocabulary Mastery At Eleventh Grade SMA Negeri 1 Yosowilangun In Academic Year 2023/2024" selama 10 (sepuluh) hari di lingkungan lembaga wewenang Bapak/Ibu Kepala Sekolah SMA Negeri 1 Yosowilangun

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 16 Oktober 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

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Appendix 7

Research completion Letter

PEMERINTAH PROVINSI JAWA TIMUR
CABANG DINAS PENDIDIKAN WILAYAH JEMBER
SMA NEGERI 1 YOSOWILANGUN
Jl. Raya Kebonsari Kotak Pos 2 ☎ (0334) 390170
E-mail : smayosowilangun@yahoo.co.id Website :http://www.smayo.sch.id
Yosowilangun - Lumajang 67382

SURAT KETERANGAN
NOMOR: 421.7/202/101.6.5.08/2023

Yang bertanda tangan di bawah ini:

Nama	:	Moh. Agus Wibisono, M.Pd.
NIP	:	19710908 199802 1 005
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMAN 1 Yosowilangun

Menerangkan bahwa

Nama	:	Muvit Datur Rohma
NIM	:	T20186148
Program Studi	:	Tadris Bahasa Inggris
Perguruan Tinggi	:	Universitas Islam Negeri Kyai Haji Achmad Shiddiq Jember

Benar-benar melaksanakan kegiatan Penelitian dan Pengambilan Data di SMA Negeri 1 Yosowilangun, sesuai dengan permohonan mahasiswa tersebut di atas, pada tanggal 30 Oktober s/d 10 November 2023.

Demikian surat keterangan ini kami buat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.

Yosowilangun, 14 Oktober 2023
Kepala Sekolah

Moh. Agus Wibisono, M.Pd.
NIP. 19710908 199802 1 005

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Appendix 8

DOCUMENTATIONS

Doc 4.2

Doc 4.3

The researcher interviewed with the students'

Doc 4.4

The researcher interviewed with the teacher

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Doc 4.4

The researcher observed
the English learning

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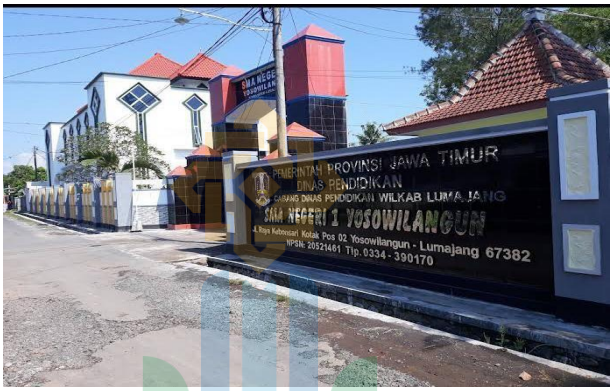
Appendix 9

Description of the Research Object

1. The History of SMA Negeri 1 Yosowilangun

Doc 4.5



SMAN 1 Yosowilangun was founded in 1983. Since then the community some people call it smayo. It is 17 km from the city center. Located in the sub-district area. The school is surrounded by houses population and stretches of rice fields.

In 2013 this school received National Adiwiyata School title. Namely a school that has an environment which is beautiful, comfortable and very supportive in developing learning according to the circumstances and according to society.

SMAN 1 Yosowilangun is an old school. So it's time SMAN 1 Yosowilangun can prove itself with its achievements. SMAN 1 Yosowilangun was once part of the district government. SMA 1 Yosowilangun school with various achievements both academic and

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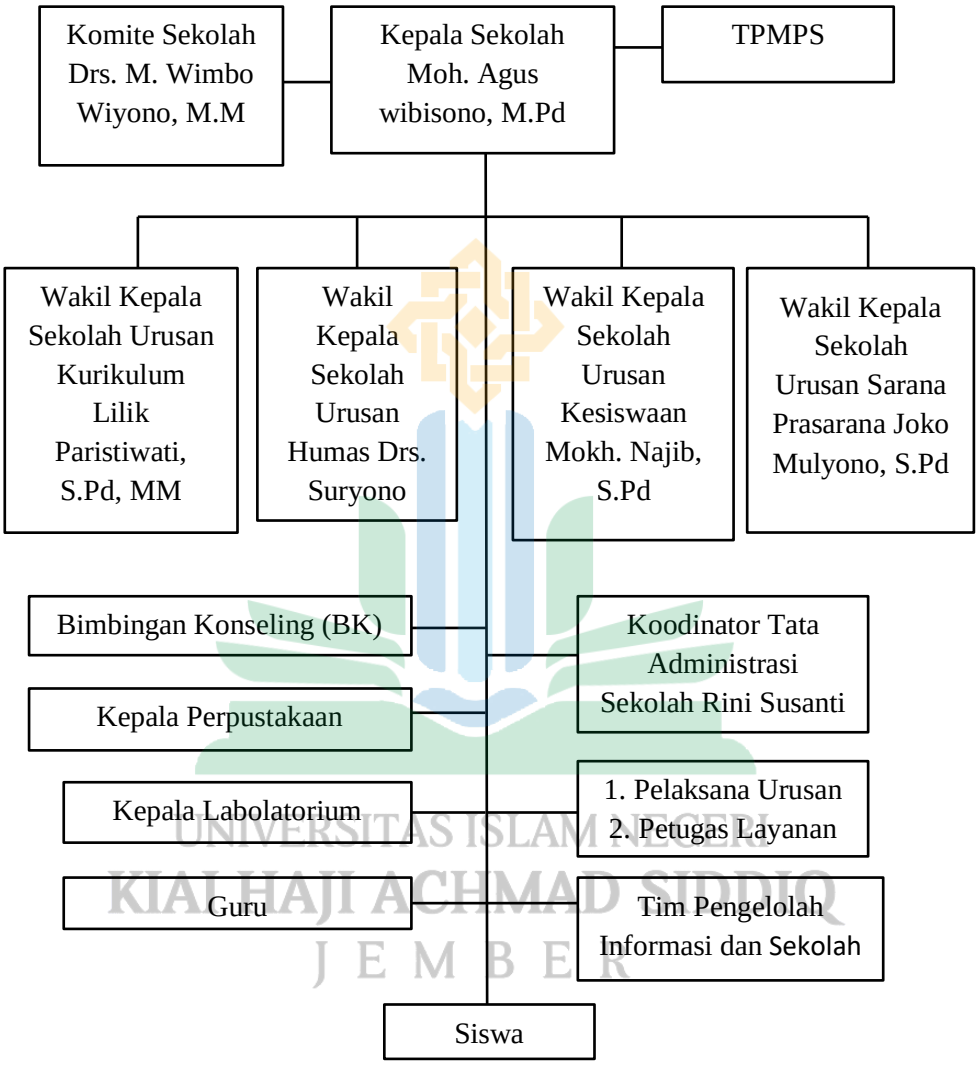
regional and district. Learning activities are carried out every Monday to Friday or full day school, starting in the morning until the afternoon.[81]

2. Institutional Organization



[81] Wawancara dengan kepala sekolah M. Agus Wibosono, M.Pd, di ruang kepala sekolah 31 Oktober 2023.

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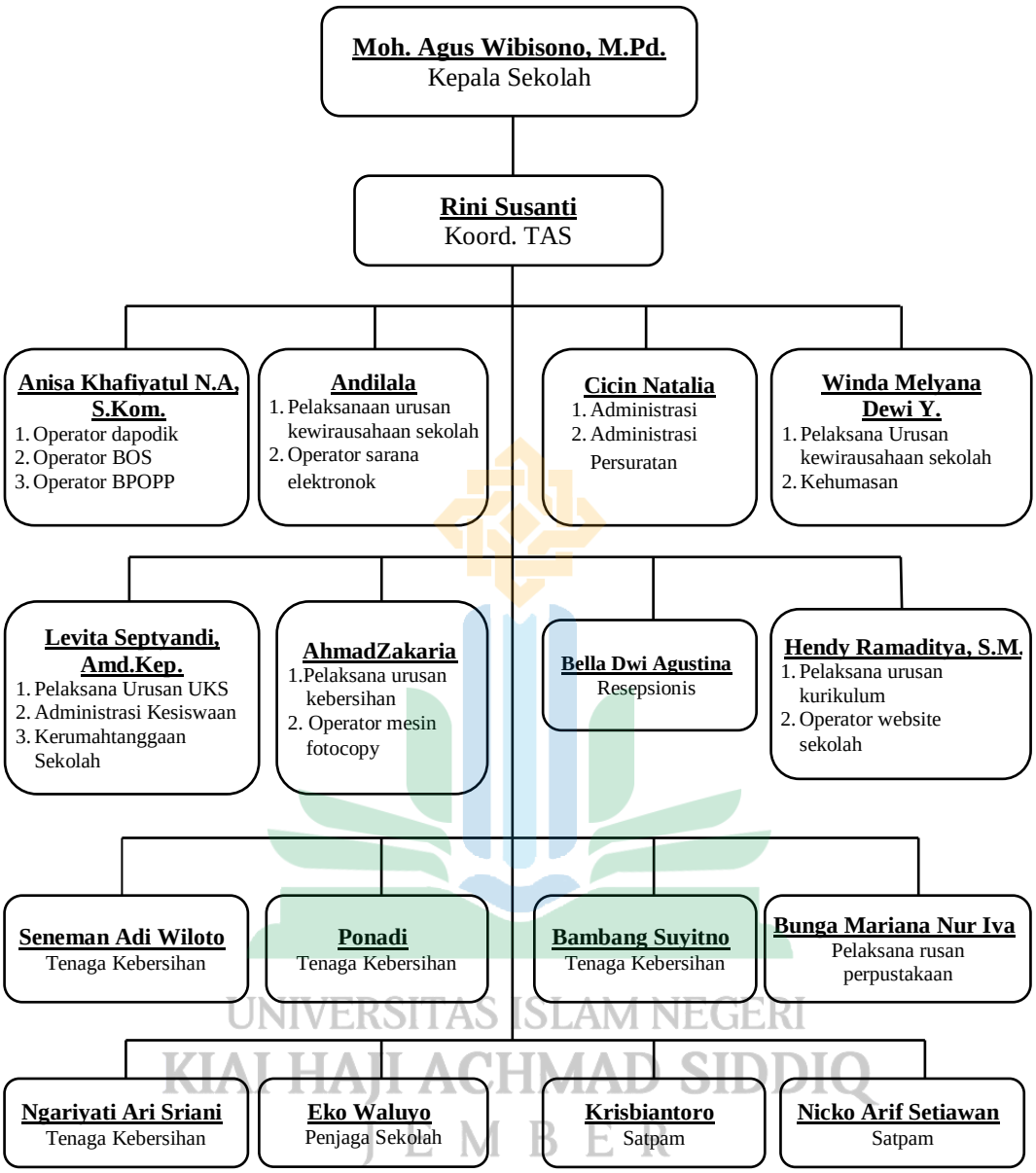

3. The Profile of SMA Negeri 1 Yosowilangun

School Identity **(1)**

School Name : SMAN 1 YOSOWILANGUN

NSS : 20521461

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Jenjang Pendidikan	: SMA
School Status	: Negeri
Address	: JL. RAYA KEBON SARI, Kebonsari, Yosowilangun, Lumajang, Jawa Timur
Kode Pos	: 67382
Building Area	: Lintang -8 Bujur 113

School Information **(2)**

Accreditation	: A
Curriculum	: Merdeka
Headmaster	: Moh. Agus wibisono, M.Pd
Phone Number	: 0334390170
Fax Number	: 0334391444
Email	: smayosowilangun@yahoo.co.id
Website	: http://sman1yosowilangun.sch.id

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Infrastructure **(3)**

Table 4.4
Table list of infrastructure facilities

NO	Type of infrastructure	Total
1	Ruang Kelas	23
2	Ruang Perpustakaan	1

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3	Ruang Laboratorium	7
4	Ruang Praktik	0
5	Ruang Pimpinan	1
6	Ruang Guru	2
7	Ruang Ibadah	1
8	Ruang UKS	1
9	Ruang Toilet	5
10	Ruang Gudang	3
11	Ruang TU	1
12	Ruang Konseling	1
13	Ruang OSIS	1
14	Lapangan Olahraga	3

The table above shows the facilities and infrastructure with relatively sufficient facilities to meet students' personal development needs. Good for meeting intracurricular and extracurricular needs.

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Not only do classrooms support the learning process, but teachers can use other spaces such as prayer rooms, library rooms, laboratory rooms, sports fields, and so on.

4. Vision and mission of SMA Negeri 1 Yosowilangun

   a. Visi SMAN 1 Yosowilangun

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SMAN 1 Yosowilangun merupakan sekolah Adiwiyata Nasional dengan visi “Hati Berisi”. Visi ini bermakna bahwa SMAN 1 Yosowilangun memiliki rasa cinta yang besar terhadap lingkungan sebagai tempat belajar, mencintai kebersihan, keindahan, ketertiban serta memiliki komitmen untuk mencetak generasi yang memiliki iman yang kokoh, sikap yang baik dan sopan serta menguasai IPTEK.

b. Misi SMAN 1 Yosowilangun

2) Menciptakan lingkungan sekolah yang sehat. Terbebas dari polusi udara, polusi tanah, polusi air, dan polusi psikis.
3) Mengembangkan budaya lingkungan yang bersih dan sehat melaui kegiatan adiwiyata.
4) Menciptakan lingkungan sekolah yang tertib. Tertib dalam administrasi, pelanggaran kegiatan baik intra dan ekstra kurikuler, serta tertib dalam melaksanakan hak dan kewajiban.
5) Menciptakan sekolah yang indah.
6) Mengembangkan sikap dan kepribadian yang bermoral dan berestetika tinggi.
7) Mengekfektifkan proses pendidikan dan pembelajaran agama, agar peserta didik bisa memahami, menghayati dan mengamalkan keyakinan agamanya secara baik, menurut keyakinan dan kepercayaan masing-masing.

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8) Meningkatkan proses pendidikan dan pembelajaran budi pekerti atau akhlak agamis agar peserta didik memiliki sikap sebagai makhluk individu atuau sosial sehingga bisa diterima oleh lingkungan keluarga, lingkungan sekolah dan lingkungan masyarakat.
9) Menerapkan nilai-nilai keimanan dan ketakwaan melalui berbagai ragam kegiatan pembelajaran dan keagamaan.
10) Menumbuhkembngkan semangat prestasi akademik dan non akademik.
11) Mengefektifkan proses pendidikan dan pembelajaran, agar peserta didik memiliki kompetensi akademik di bidang IPTEK mencapai KKM (Kriteria Ketuntasan Minimal) untuk masing-masing bidang ilmu pengetahuan, teknologi dan keterampilan yang dipelajarinya, sehingga bisa diterima saat mengikuti seleksi pada jenjang pendidikan yang lebih tinggi atau lapangan pekerjaan yang dipilihnya.
12) Mengembangkan budaya membaca bagi seluruh warga sekolah.
13) Mengoptimalkan kegiatan ekstrkulikurel sebagai wadah pengembangan diri peserta didik.
14) Mengembangkan kegiatan pembelajaran yang kreatif, inovatif, menyenangkan, dan peduli lingkungan.[82]

[82] Dokumen SMAN 1 Yosowilangun 2022/2023.

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5. Condition of Educators' and Students'

a. Condition of Educators'

Table 4.5
Condition of educators'in academic year 2023/2024

Uraian	Guru	Tendik	PTK
Laki-Laki	11	8	19
Perempuan	21	5	26
Total	32	13	45

PTK: teacher + staff (educational personnel) for example TU, Laboratory Assistant

There are 32 teachers at SMAN 1 Yosowilangun for the 2022/2023 academic year, consisting of 11 men and 21 women.

b. Condition of Students'

Table 4.6
Condition of students'in academic year 2023/2024

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Uraian	Tingkat 12	Tingkat 11	Tingkat 10	Total
Jumlah	210	231	223	655

There are 210 students at SMAN 1 Yosowilangun in the 2022/2023 academic year at level 12 or class 12. at level 11 or class 11 there are 231. Meanwhile at level 10 there are 223 students.

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Appendix 10

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Muvit Datur Rohma

NIM : T20186148

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Institusi : UIN KH Achmad Siddiq Jember

Dengan ini menyatakan bahwa skripsi yang berjudul "An Analysis of Students' Difficulties in Vocabulary Mastery at Eleventh Grade SMA Negeri 1 Yosowilangun in Academic Year 2023/2024" adalah hasil penelitian atau karya saya sendiri, kecuali pada bagian bagian yang dirujuk sumbernya.

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Jember, 27 April 2024
Saya yang menyatakan

Muvit Datur Rohma
NIM. T20186148

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Appendix 11

RESEARCHER'S BIOGRAPHY

A. Personal Information

Name : Muvit Datur Rohma

Place, Date of Birth : Lumajang, 04th June 2000

Faculty : Faculty of Education and Teaching Training

Major : English Education Departement

Address : Dusun Krajan, Desa Darungan, Kecamatan Yosowilangun, Kabupaten Lumajang

E-mail : muvida.rohma123@gmail.com

B. Educational Bacground

1. SD Negeri 2 Darungan
2. SMP Negeri 2 Yosowilangun
3. SMA Negeri 1 Yosowilangun

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