

**THE EXPLORATION OF STUDENTS' DIFFICULTIES
IN VOCABULARY MASTERY AT THE EIGHTH GRADE
OF MADRASAH TSANAWIYAH SUMBER PAYUNG
GANDING SUMENEP IN THE 2023/2024 ACADEMIC YEAR**

UNDERGRADUATE THESIS



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

By:
WAHYUDI
NIM T20176002

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ

**STATE OF ISLAMIC UNIVERSITY
KYAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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Supervisor:
As'ari, M.Pd., I.

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UNDERGRADUATE THESIS

Submitted to State Institute of Islamic Studies of Jember
in partial fulfillment of the requirements
for the Education Bachelor's Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

By:

Wahyudi
NIM T20176002

Has been approved by advisor

As'ari M. Pd., I.
NIP. 197609152005011004

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Has been examined and approved by the board examiners
In fulfillment of the requirement
for the Education Bachelor's Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

Day: Thursday
Date: 20th June 2024
The board of examiners

Chairperson



Dewi Nurul Qomariyah S.S., M.Pd.
NIP.197901272007102003

Secretary



Zahratul Maujudatul Mufidah, M.Pd.
NIP. 199201222019032009

Members:

1. Dr. Dwi Puspitarini, S.S., M.Pd.
2. As'ari M.Pd., I



Has been approved by
Dean of Faculty of Tarbiyah and Teacher Training



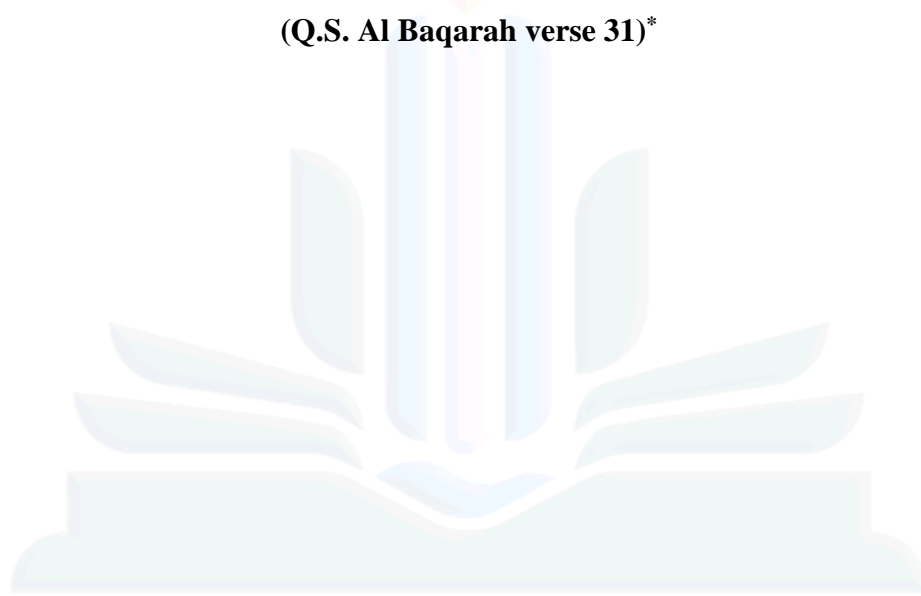
Dr. H. Abdul Mu'is, S.Ag., M.Si.
NIP. 197304242000031005

MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

“And he taught Adam the names all of them. Then he showed them to the angels and said, inform me of the names of these, if you truthful”

(Q.S. Al Baqarah verse 31)*



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* <https://quran.com/al-baqarah/31>

DEDICATION

This undergraduate thesis is honorably dedicated to:

1. My beloved parents, Hamsiyah and Fathor who always pray for me, give support and spirit
2. My beloved friends of English Department 1 (Diamond Class) who always help me and give support one other.

Thus, I would be grateful for all people and my relatives who cannot be mentioned one by one. Thank you for giving support during my hard times, so I can finish this undergraduate thesis completely. I would like to say thank you very much for all the affection they gave.



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The writer is aware that this thesis has never finished without any helps and supports from others during the process. Therefore in, this opportunity, the author would like to thankful to:

1. Prof. Dr. Hepni, S.Ag., M.M.,CPEM. as the Rector of State Islamic University Kiai Haji Achmad Siddiq of Jember who supports and facilitate the researcher during learning in this campus.
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I wish Allah SWT gives blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Jember, 20th June 2024

The Writer



Wahyudi

NIM T20176002

ABSTRACT

Wahyudi, 2024. *The Exploration of Students' Difficulties in Vocabulary Mastery at The Eighth Grade of Madrasah Tsanawiyah Sumber Payung Ganding Sumenep in The 2023/2024 Academic Year*

Keywords: *Vocabulary mastery, Students' difficulties*

Vocabulary was a crucial aspect of learning a foreign language, especially English. Students should not only be capable of the English skills; listening, speaking, reading, and writing but also of vocabulary. Before students could develop their English language skills, they must first acquire the vocabulary, because it served as the bridge that connects the four language skills.

This research conducted at the eighth grade of Madrasah Tsanawiyah Sumber Payung in academic year 2023/2024, Ganding, Sumenep. This research aimed to address three main questions: 1) What are the students' difficulties in vocabulary mastery? 2) What are the factors that cause the students' difficulties in vocabulary mastery? 3) What are the strategies used by the English teacher to overcome the students' difficulties in vocabulary mastery?

The objectives of this research were: 1) To describe the students' difficulties in vocabulary mastery. 2) To describe the factors that caused the students' difficulties in vocabulary mastery. 3) To describe the strategies used by the English teacher to overcome the students' difficulties in vocabulary mastery. This research was expected to serve as a valuable reference for students and other researchers to understand the various difficulties in vocabulary mastery.

The researcher applied qualitative descriptive and phenomenology approach as research design. The participants were sixteen students, and the researcher selected seven students based on recommendations from the English teacher. The data collection techniques of this research were observation, interview, and document review. The researcher employed the Miles, Huberman and Saldana model as data analysis process, included: data condensation, data display and conclusion drawing. And the data validation of this research was ensured through source and technique triangulation.

The results of this research revealed that: 1) The students' difficulties in vocabulary mastery were: a) translating words and phrases from English into Indonesian and vice versa, b) pronunciation, c) misspelling, d) memorizing or remembering English vocabulary. 2) The factors that caused the students' difficulties in vocabulary mastery were: a) Internal factors, such as: students were reluctant to utilize a dictionary, students lacked interest in learning English and students practiced speaking English rarely. b) External factors, such as: insufficient facilities due to absence of a library and negative impression of their classmates when they practiced speaking English. 3) The strategy used by the English teacher to overcome students' difficulties in vocabulary mastery was presenting, practicing, revising vocabulary strategy.

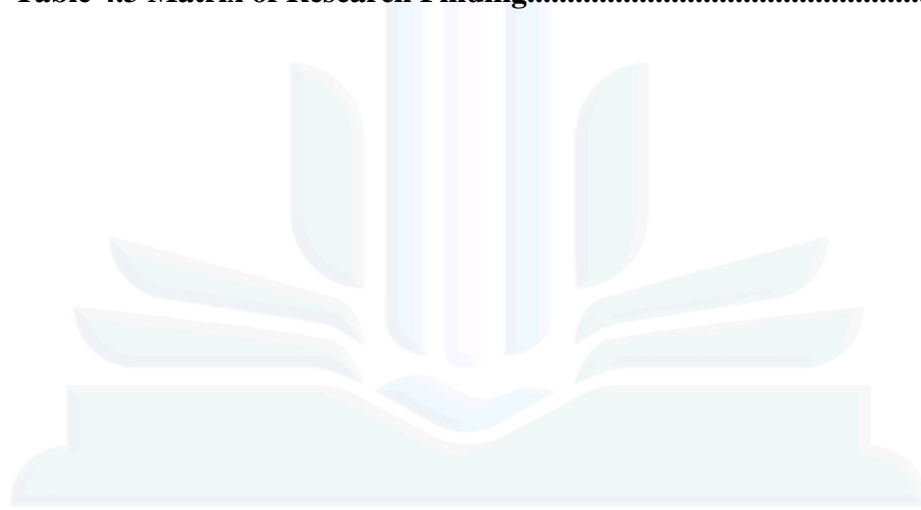
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CHAPTER I

INTRODUCTION

A. Background of Study

Learning is a way of acquiring or gaining knowledge of a subject or a skill by study, experience, or instruction.¹ It implies that learning involves a variety of methods and contexts, including formal education, personal experiences, and guided instruction. Learning is not only about acquiring knowledge but also about the development of a person. By learning, we can improve our communication skills, expand our connections, develop our interest, and also manage our time more effectively. By learning, we can discover new things, making us feel more excited and inspired. On the other hand, language as an instrument of communication, is extremely necessary to master. Because it allows people to connect and discuss a lot of things. Language also plays a significant component in intellectual, social, and emotional development. Quran does mention the importance of a language in several verses. Allah said in Holy Quran chapter 14 Surah Ibrahim verse 4:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۗ وَهُوَ الْعَزِيزُ الْحَكِيمُ

“We sent a messenger in their native language to explain the message. Then Allah let’s anyone He wills to wander and guide anyone He wills. And He is the Almighty, All-Wise”.²

¹ Douglas H Brown, *Principles of Language Learning and Teaching*., (USA: San Francisco State University,2000) 6

² <https://quran.com/ibrahim/4>

In this verse, Allah states that all the prophets sent by Allah were able to master their people's language. So that they can easily convey the messages of Allah. This indicates that language is very important to master, because only by mastering a language we can capture and understand the messages Allah conveys through his messengers.

Learning a language is critically important. Particularly, learning a language that eventually become a universal language, and that language is English, because English has become a global language. By the end of the twentieth century, English came close to becoming known as a genuine lingua franca.¹ It's widely used as a means of communication between people who do not share the same first or even second language, facilitating global interaction in various fields such as science, business, technology, and culture.

When learning a language, students should not only be capable of speaking, listening, reading, and writing but also of vocabulary, grammar, and collocation.² Vocabulary is key to mastering a foreign language because the meaning of words is frequently emphasized, both in books and in the classroom. It is also crucial for the teaching of language as well as for language learners.³ Before students can develop their English language skills, they must first acquire the vocabulary, because vocabulary serves as the bridge that connects the four language skills.

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

² Jeremy Harmer, *The practice of English Language Teaching*, 102

³ Mofareh Alqahtani, *The Importance of Vocabulary in Language Learning And How To Be Taught* International Journal of Teaching and Education, (Saudi Arabia: 2015) Vol. 3, No. 3

Students should have an excellent understanding of vocabulary to help them improve their ability to communicate in both written and oral form.⁴ While students increased their vocabulary, they would be able to communicate in English effectively, making it easier for them to express themselves confidently and actively participate in classroom discussions and interactions. With a strong vocabulary, students will also be able to effectively convey their ideas. When they read simple English texts, they can easily understand and extract the information from the texts. This demonstrates that vocabulary is not only fundamental but also critical for language learning and effective communication in English.

To some extent, students will be in touch with vocabulary. The key component of language learning is vocabulary. It does not matter how smoothly the student masters grammar or how nicely the sounds of L2 (second language) are pronounced; without words that describe a wide variety of meanings, communication in L2 simply cannot happen in any meaningful manner.⁵ Nunan stated that, vocabulary is necessary for achieving successful second language use because, without it, people struggle to effectively express themselves both orally and in written form. For this reason, vocabulary is the language components that must be mastered.⁶

Learning a language is not something that is easy. Specifically for second language students in Indonesia. Based on the results of the National Examination for

⁴ Syarifuddin Achmad, *Developing English Vocabulary Mastery through Meaningful Learning Approach*, International Journal of Linguistic, (University of Gorontalo: 2013), Vol. 5, No. 5, 81

⁵ Michael McCarthy, *Language Teaching*, (New York: Oxford University Press, 1990), 3

⁶ Nunan, *Language Teaching Methodology*. (New York: Prentice Hall, 1991), 117

Madrasah Tsanawiyah, the score for final English exam is relatively low compared to other subjects tested, with mathematics being the lowest, followed by science, and then English. The average scores of Madrasah Tsanawiyah students are: mathematics (42.24), science (44.61), English (45.94), and Indonesian (61.06).⁷ It indicates that a large number of Madrasah Tsanawiyah students graduate with only minimal proficiency in English. In accordance with that problem, Uri Salam and Nurnisa claimed that the lack of vocabulary was the cause of students' low English proficiency.⁸ The result revealed that students had difficulties with vocabulary, including difficulties with spelling, pronunciation, memorizing long syllables, and understanding the definitions of words. Although the national exam scores are no longer a requirement for graduation, students with low vocabulary mastery will struggle more to understand English lessons at higher educational levels later on.

Based on the pre-research interview with Mr. Sholeh Agus Ribowo, the teacher of the eighth grade students at Madrasah Tsanawiyah Sumber Payung. He stated that the students encountered several difficulties in vocabulary mastery. Some students had relatively low vocabulary mastery and still struggled with basic and common English vocabulary. Additionally, most of them were unfamiliar with the

⁷ https://hasilun.pusmenjar.kemdikbud.go.id/#2019!smp!capaian_nasional!99&99&999!T&T&T&T&1&!1!&, accessed on May 15, 2024

⁸ Uri Salam, Nurnisa, *Students' Difficulties in Learning Vocabularies* English community journal, Vol.5 Issue 1 (2021): 46-53

pronunciation, spelling, grammar, and the meaning of vocabulary. Sometimes they even struggled to understand the teacher's explanations.⁹

Therefore, the researcher selected the eighth grade students as research participants due to the issue that have been revealed above which also related to preliminary research findings indicated that these students faced difficulties in English comprehension due to low vocabulary mastery. The researcher also considered the low English scores of Madrasah Tsanawiyah students in the national final exam, which were caused by their lack of vocabulary. For that reason, this also highlighted the importance of addressing this issue and improving their English proficiency. This research was carried out at the eighth grade of Madrasah Tsanawiyah Sumber Payung, this school was located at Guluk-guluk street, No. 63 Ganding Sumenep

Based on the explanation above, the researcher was motivated to conduct a topic related to the problem with a keen interest in exploring students' difficulties in vocabulary mastery. As a result, the researcher chose to analyze this topic under the title: *"The Exploration of Students' Difficulties in Vocabulary Mastery at The Eighth Grade of Madrasah Tsanawiyah Sumber Payung Ganding Sumenep in The 2023/2024 Academic Year"*

⁹ Mr. Sholeh Agus Ribowo, the English teacher, pre-research interview, Sumenep, 6th May 2024

B. Research Question

Based on the background describe above, it can be determined the research questions of this study are:

1. What are the difficulties in vocabulary mastery encountered by the eighth grade students at Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year?
2. What are the factors that cause the students' difficulties in vocabulary mastery at the eighth grade of Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year?
3. What are the strategies used by the English teacher to overcome the students' difficulties in vocabulary mastery at the eighth grade of Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year?

C. Research Objective

The objective of the study is an overview of what will be addressed in conducting the research.¹⁰ The objectives of this research are:

1. To describe the difficulties in vocabulary mastery encountered by the eighth grade students at Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year

¹⁰ Tim penyusun, *Pedoman Penulisan Karya Ilmiah* (Jember: UIN KH. Achmad Shiddiq Jember Press, 2022), 76

2. To describe the factors that cause the students' difficulties in vocabulary mastery at the eighth grade of Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year
3. To describe the strategies used by the English teacher to overcome the students' difficulties in vocabulary mastery at the eighth grade of Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year

D. Significance of the Research

The expected outcome of this research is to provide information regarding the following aspects:

1. Theoretical Significance

The result of this research would be hopefully served as a reference for students and other researchers to understand the various difficulties encountered by students in vocabulary mastery.

2. Practical Significance

a. For students

The result of this research is expected to increase students' vocabulary mastery, enhance their ability to comprehend vocabulary and make them more active in English learning.

b. For teacher

The result of this research hopefully can be valuable information in the learning process and assist teachers identify the difficulties that students encounter in mastering vocabulary.

c. For researcher

The result of this research hopefully can be utilized as a reference by other researchers conducting research on identical issue.

E. Definition of Key Terms

1. Vocabulary mastery

In this research vocabulary mastery is the excellent ability to comprehend and utilize words in a language, since mastering a language implies fully understanding the vocabulary in both speaking and writing. Vocabulary mastery also refers to understanding the meanings of words, pronouncing them, spelling them, and knowing how to use them structurally and grammatically.

2. Students' difficulties

In this research, students' difficulties refer to the obstacles encountered by students, which can be seen through their mistakes and errors during the learning process. The difficulty encountered by eighth grade-students of MTs Sumber Payung is in terms of vocabulary mastery.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

According to the chosen title, this research is in line with several prior studies, including:

1. Hersalina's (2021) thesis English Education Department, Faculty of Teacher Training and Education, State Islamic University of Riau. entitled "An Analysis of Students' Difficulties in Vocabulary Mastery at First Year of English Language Education FKIP Universitas Islam".¹⁴ The primary objective of this study was to find the out the students' difficulties in vocabulary mastery at first year of English language education FKIP Universitas Islam Riau.

By using a quantitative descriptive approach, this research found that students' vocabulary abilities were categorized as good, because the mean scores of all the students is 69 (good). students had difficulty getting the meaning, pronunciation and use of words. In addition, some students still faced difficulties in vocabulary mastery, specifically in term of verb, pronoun, adverb and adjective.

2. Melisa Paramudita's (2020) thesis "Descriptive Study on Students' Difficulties in Learning Vocabulary at the Eleventh Grade of Madrasah Aliyah Negeri 2

¹⁴ Herlina, *An Analysis of Students' Difficulties in Vocabulary Mastery at First Year of English Language Education FKIP Universitas Islam*, Thesis, Universitas Islam Riau, (2021)

Jember,"¹⁵ was carried out at Muhammadiyah University of Jember. The aim of this study is to figure out the difficulties which students encounter during learning vocabulary and the strategies they use to overcome those difficulties.

The approach applied to this study is qualitative descriptive. The discussions and findings showed that students had difficulty memorizing, pronouncing, and comprehending the meanings of vocabulary. In order to overcome these difficulties, students routinely involved with English content, asked help from teachers, and utilized dictionary to acquire vocabulary more easily.

3. Mhd. Ferdi Irvani's (2020) thesis, State Islamic University of Sultan Syarif Kasim Riau Pekanbaru with the Title "An Analysis of Students' Difficulties in Vocabulary Mastery at the Tenth Grade Students of State Senior High School 1 Kampar".¹⁶ This research question was formulated as follows: "What is the predominant difficulty in mastering vocabulary at State Senior High School 1 Kampar among tenth grade students?. The objective of the research was identifying the most common difficulty in vocabulary mastery. This research employed a descriptive quantitative research design.

The researcher applied simple random sampling to select the subjects. According to the research findings, the following percentage of students

¹⁵ Melisa Pramudita *A Descriptive Study on Students' Difficulties in Learning Vocabulary at the Eleventh Grade of Madrasah Aliyah Negeri 2 Jember*, thesis, Universitas Muhammadiyah Jember, (2020)

¹⁶ MHD. Ferdi Irvani, *An Analysis of Students' Difficulties in Vocabulary Mastery at State Senior High School 1 Kampar* thesis, State Islamic University of Sultan Syarif Kasim Riau, (2020)

struggled with vocabulary mastery: pronunciation (36.92%), spelling (32.30%), meaning (30.51%). And Grammar (30.76 %). As a result, pronunciation was the most difficult aspect in vocabulary mastery of tenth-grade students at State Senior High School 1 Kampar.

4. Uri Salam and Nurnisa's (2021) journal titled "Students' Difficulties in Learning Vocabularies".¹⁷ The main goal of this journal was to find out the difficulties in learning English vocabulary encountered by 33 Pesantren (boarding school) students in West Kalimantan. These students had a limited vocabulary mastery. The data was gathered through questionnaires and interviews with chosen students. The findings highlighted four major difficulties for students: spelling, pronouncing specific English sounds, memorizing long syllable words, and capturing the meanings of unfamiliar words
5. Bimas Reskiawan, Netty Huzniati Andas, and Hajra's (2020) journal, "A Study on Students' Difficulties in Vocabulary Mastery at First Grade Students of SMPN 1 Baula".¹⁸ The intended outcomes of this study were to find out the difficulties that students experience when learning vocabulary and discover the factors which relate to these difficulties.

¹⁷ Uri Salam, Nurnisa, *Students' difficulties in learning vocabularies* English community journal, Vol. 5 Issue 1 (2021): 46-53

¹⁸ Bimas reskiawan, netty huzniah andas, hajra, *A Study on Students Difficulties in Vocabulary Mastery at First Grade Students of SMPN 1 Baula*, Tamaddun Jurnal Bahasa, Sastra Dan Budaya, Vol.19 issue 1 (2020), 54-34

This study employed a qualitative research design, and employed questionnaires and interviews for collecting the data. There are twenty students participated in the study. There are a few of factors that students struggle with mastering vocabulary:

- a. The distinction between English words as written and as spoken.
- b. Limited opportunities to practice and communicate in English.
- c. Difficulties pronouncing words correctly or matching sounds to written forms.
- d. Confusion caused by similar words having different interpretations.
- e. Inaccurate pronunciation due to differences in sounds between English and Indonesian.

Table 2.1
Similarities and differences between
Previous research and this research

No	Tittle of Research	Similarities	Differences
1	An Analysis of Students' Difficulties in Vocabulary Mastery at First Year of English Language Education FKIP Universitas Islam	1. Both researches share a common theme related to difficulties in English vocabulary 2. In terms of the objectives of the	1. Hersalina applied a quantitative descriptive approach as research design, whereas this research utilized a descriptive qualitative approach.

		<p>research, they both aim to identify the difficulties in vocabulary</p>	<p>2. The subject of Hersalina's research was the first year of English language education FKIP students at Universitas Islam Riau. Whereas the subject of this research is the eighth grade students of Madrasah Tsanawiyah Sumber Payung.</p>
2	<p>Descriptive Study on Students' Difficulties in Learning Vocabulary at The Eleventh Grade of Madrasah Aliyah Negeri 2 Jember</p>	<p>1. Both researches utilized a descriptive qualitative method. 2. Both researches share a common theme about difficulties in</p>	<p>1. The subject of the previous research was eleventh-grade students at Madrasah Aliyah Negeri 2 Jember, whereas this research is the eighth</p>

		<p>English vocabulary</p>	<p>grade Students of Madrasah Tsanawiyah Sumber Payung.</p> <p>2. The research objective of the previous study was to identify students' difficulties in learning vocabulary and how students overcome these difficulties. Whereas this research objectives are to describe the difficulties encountered by the eighth grade students of MTs Sumber Payung and to find</p>
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			<p>out the factors that cause the students' difficulties in vocabulary mastery.</p>
3	<p>An analysis of students' difficulties in vocabulary mastery at state senior high school 1 kampar</p>	<p>Both studies discussed students' difficulties in mastering English vocabulary</p>	<p>1. MHD. Ferdi Irvani employed a descriptive quantitative method, whereas this research utilized a descriptive qualitative method</p> <p>2. This research was carried out at tenth-grade students of State Senior High School 1 Kampar</p>
4	<p>Journal written by Uri Salam (2021) entitled "Students' Difficulties in Learning Vocabularies"</p>	<p>Both studies share a common theme about students' difficulties in English vocabulary</p>	<p>The subject of the previous research was 33 Pesantren (boarding school) students in West Kalimantan, whereas</p>

			this research subject is the eighth grade students at Madrasah Tsanawiyah Sumber Payung
5	Journal by Bimas Reskiawan, Netty Huzniati Andas, Hajra, (2020) entitled "A Study on Students Difficulties in Vocabulary Mastery at First Grade Students of SMPN 1 Baula"	Both studies describe the difficulties of vocabulary mastery using the descriptive qualitative method	1. The instruments of the research were questionnaire and interview guidelines 2. This research was conducted at SMPN 1 Baula, with participants from the seventh grade class.

Based on the table above, it could be noticed that all the researchers have their own specific ways in analyzing their subject of research, the similarity between all the previous researches above and this research is a common theme related to students' difficulties in English vocabulary. Meantime, the differences between this research and all the previous researches are the objective and the type of the research. Those two previous researches applied a descriptive quantitative approach in

collecting and analyzing the data, whereas this research applied qualitative descriptive and phenomenology approach in collecting and analyzing the data. Another previous research objectives were to identify the students' difficulties in learning vocabulary and how students resolve those difficulties. Whereas this research objectives are to describe the difficulties encountered by the eighth grade students and also to find out the factors that cause the students' difficulties in vocabulary mastery.

B. Theoretical Framework

In analyzing this research, it needs several theories related to it. Theoretical framework can be defined as the relevant theories linked to references pointed out in various printed documents in order to provide the researcher and readers with a theoretical alternative answer to the problem.¹⁹ This theoretical framework assists the researcher in answering research questions, including:

1. The Nature of Vocabulary

Vocabulary can be interpreted in several ways. Experts have offered some terms about vocabulary. Hatch and Brown defined vocabulary as a list or set of words that individual speakers of a language might use.²⁰ They emphasize that vocabulary includes not only the words themselves but also

¹⁹ Muhammad Syafii, *From paragraphs to a research report: A writing of English for academic purpose*, (Pekanbaru: Kreasi Edukasi, 2019) 102

²⁰ Hatch, E., & Brown. S, *Vocabulary, Semantics, and Language Education*. (Cambridge: Cambridge University Press, 1995) 1

the knowledge about those words, including their meanings, usage, and relationships to other words within the language.

A key component of language proficiency is vocabulary, which is a vital part of the foundation of students' abilities in listening, speaking, reading, and writing. Without an extensive vocabulary and the techniques to develop it, students often reach their potential and may become discouraged from taking advantage of language learning opportunities that exist around them, such as watching television, listening to the radio, communicating with native speakers, reading, and using the language in different environments.²¹

Vocabulary plays a central role in second language (L2) acquisition. McCarthy claims that meaningful communication in a second language (L2) is simply impossible to achieve without words that can convey a wider range of meanings.²² Nation in Schmitt presents a list of the various types of knowledge a person needs to understand in order to be familiar with a word: the word's meaning, the word's written and spoken forms, the word's grammatical behavior, the word's collocations, the word's register, the word's connections, and the word's frequency²³.

Vocabulary is a group of words with meanings and definitions that a person uses to convey something in a language and is utilized in

²¹ Richards, J.C. & Renandya, W.A, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002). 255

²² Michael McCarthy, *Language Teaching*, 140

²³ Nation, *Learning Vocabulary in Another Language*, (Cambridge: Cambridge University Press, 2000), 5

communication. Vocabulary is the understanding of words and their meanings. As a result, learning vocabulary is necessary for improving English proficiency. It is the very first step to be taught before teaching other components of English²⁴.

Based on the statements above, it can be concluded that vocabulary is a fundamental component of language skills and consists of words that have specific forms or expressions. Vocabulary contains several aspects, such as meaning, word usage, pronunciation, and spelling.

2. Type of Vocabulary

According to Hiebert and Kamil, a word can have two forms. The first is oral vocabulary, which is a set of words we can read or say without having to look up their definitions. Second, print vocabulary includes words whose meaning can be determined while we write or read silently²⁵.

Additionally, Nation in Gushendra classifies words into two categories. They have productive and receptive vocabulary²⁶.

1. Productive vocabulary

Productive vocabulary refers to the words that learners can actively use in speaking and writing. These are the words that learners

²⁴ MHD. Ferdi Irvani, Thesis: *An Analysis Of Students' Difficulties In Vocabulary Mastery At State Senior High School 1 Kampar*, (Pekanbaru: State Islamic University Of Sultan Syarif Kasim Riau, 2020), 11

²⁵ Elfrida H. Hiebert, Michael L. Kamil, *Teaching And Learning Vocabulary: Bringing Research To Practice* (routledge : 2005), 3

²⁶ Rizky Gushendra, *An experimental study: Improving students' vocabulary mastery by using english songs*, Indonesian Journal of Integrated English Language Teaching, (2017), Vol. 3 No. 1, 57

are able to recall and employ fluently and accurately in different contexts to express their thoughts and ideas effectively. Productive vocabulary is essential for language production and communication, as it enables learners to convey their messages and interact with others proficiently.

2. Receptive vocabulary

Receptive vocabulary refers to the words a person can comprehend from reading or listening to others speak, but that person may not actively utilize in his or her writing and speaking. Receptive vocabulary indicates the ability to comprehend and recognize words in various contexts without necessarily being able to produce them spontaneously. Receptive vocabulary plays a crucial role in language comprehension and understanding.

In accordance with the explanation above, the researcher uncovers that there are two primary categories of vocabulary: productive vocabulary and receptive vocabulary. Productive vocabulary refers to the set of words that individuals actively utilize in their everyday speaking and writing activities. On the other hand, Receptive vocabulary refers to the set of words that individuals can understand when encountered in speech or text, even if they may not actively use those words in their own speaking or writing.

In addition, Thornbury claimed that there are six kinds of vocabulary, they are:²⁷

1. Word Classes

Word classes, additionally known as parts of speech, they are classified into eight categories: noun, pronoun, verb, adjective, adverb, preposition, and determiner:

a. Nouns

Nouns in English are words that represent people, places, things, or ideas. They are one of the fundamental parts of speech and are typically used as the subject or object of a sentence. For example: Cat, John, London, freedom and so on.

b. Pronoun

A pronoun in English is a word that is used in place of a noun to prevent repetition and to refer to a noun that was previously mentioned or understood in the context. For example: We, yours, that, someone, whom and so on.

c. Verbs

²⁷ Scott Thornbury, *How to Teach Vocabulary*, (Essex: Longman, Pearson Education, 2002),

Verbs are types of words that define an action, event, or state of being. Verbs are used to describe what someone or something does, such as standing or sleeping, etc.

d. Adjectives

Adjectives are words that modify or describe a noun or pronoun by giving more information about its quality, quantity, or state. Adjectives can describe the size, color, shape, age, origin, material, or other characteristics of the noun they modify, such as hard, slippery, handsome, and so on.

e. Adverbs

Adverbs are words that describe or modify a verb, an adjective, or another adverb, such as early, tomorrow, extremely, and so on.

f. Prepositions

Prepositions are words that describe the relationship between a noun (or pronoun) and other elements in a sentence.

Prepositions typically represent location, direction, time, or the relationships between objects or ideas. For example: on, with, without, etc.

g. Conjunctions

Conjunctions are words that link words, phrases, or clauses inside a sentence. Conjunctions are commonly

employed in adverbial clauses, such as but, because, and, since, as, etc.

h. Determiners

Determiners are types of words that introduce a noun and identify or define a noun. Determiners include articles such as "a", "an", the, demonstratives such as "this", "that", possessives such as "my", "our", quantifiers such as "some", "many", and numbers such as "two", "three".²⁸

2. Word Families

It discusses about the morphological process that involves the development of words from basic units, which are the key forms of words. Ramlan defined the morphological process as the arrangement of the smallest components into larger components in the development of complex words. Morphological processes may include affixation, inflection and derivation.²⁹

a. Affixation

Affixation is the process of combining a free morpheme (root) with bound morphemes (affixes). This process consists of two types of affixations: inflection and derivation.

b. Inflection

²⁸ Scott Thornbury, *How to Teach Vocabulary*, 3

²⁹ Ramlan, *Ilmu Bahasa Indonesia Sintaksis*. Yogyakarta: CV Karyono, (2005), 44

According to the A.S. Hornby dictionary, inflection is modifying the ending or form of a word to illustrate its link to other words in a sentence.³⁰ Yule states that inflectional morphemes are affixes linked to verbs, nouns, and adjectives that are not utilized to create new words in the English language.³¹ Example: learn vs learning

c. Derivation

Derivation is the morphological process of creating new words by adding affixes to a base word or word root, resulting in a change in meaning or grammatical category. For example, adding the suffix "-er" to the verb "teach" creates the noun "teacher."

3. Word formation

Word formation is the process of creating new words from elements of language that already exist. It is including:³²

a. Compounding

Compounding is the combination of two or more words to create a new word that functions as one unit. Compound words can be nouns, verbs, adjectives, or other parts of speech.

³⁰ A. S Hornby, *Oxford Advance Learner's Dictionary*, New York: Oxford University Press, (1995), 865

³¹ Yule, George, *The Study of Language*, New York: Cambridge University Press, (2001), 77

³² Scott Thornbury, *How to Teach Vocabulary*, 4-5

and the meaning of the compound word may not always be predictable based on the meanings of its individual parts. For example: Noun + Noun: "lighthouse" (light + house). Verb + Particle: "breakdown" (break + down). Adjective + Noun: "whiteboard" (white + board)

b. Blending

Blending is a word structure process in which the parts of two or more words combine to produce a new word whose meaning is frequently a combination of the original words. For example: smog (smoke + fog), bollywood (bombay + hollywood). brunch (breakfast + lunch).

c. Conversion

Conversion is a word formation process that changes a word's grammatical category without adding any affixes, thus creating a new word with a different function. For example: The noun "hammer" can be converted into a verb: they will hammer the nails. The verb "email" can be converted into a noun: I received an email.

d. Clipping

Clipping is a word formation process where a word is shortened by removing one or more syllables from its original form. Clipping words are easier to use in everyday language.

For example: "phone" from telephone, "ad" from advertisement, "gym" from gymnasium

e. Suppletion

Suppletion is a morphological phenomenon where an irregular form of a word is used instead of a regular form to express a certain grammatical contrast. This means that the irregular form does not follow the typical rules of word formation or inflection. For example: "go" (present tense) become "went" (past tense), "good" (positive degree) become "better" (comparative degree), "bad" (positive degree) become "worse" (comparative degree).

f. Internal change

Internal change is a word formation process where the internal structure of the word is modified to create a new word or form. This type of word typically involves changing the pronunciation or spelling of one or more sounds within the word. For example: drive (base form) become drove (past tense), foot (singular) become feet (plural), child (singular) become children (plural).

g. Back formation

Back formation is a word formation process where a new word is created by removing what appears to be a

morpheme from an existing word, but the removed part was not actually a productive affix. For example: edit from editor, donate from donation, babysit from babysitter.³³

4. Multi-Word Units

Multi-word units are combination of words that function as a single unit of meaning within a sentence.³⁴ They include a variety of structures, such as:

- a. Phrasal verb: “give up”, “look up” and so on.
- b. Idioms: “piece of cake”
- c. Collocation: “fast food”

5. Word Meaning

- a. Synonym and antonym

Synonym is a word that has an identical meaning to another word in the same language, such as happy, cheerful and joyful. On the other hand, Antonym is a word that has an opposite meaning of another word in the same language, for example: dry >< wet, early >< late.³⁵

- b. Homonyms

Homonyms are words that have the same spelling or pronunciation but have different meanings. Homonyms can

³³ Scott Thornbury, *How to Teach Vocabulary*, 4-5

³⁴ Scott Thornbury, *How to Teach Vocabulary*, 6

³⁵ Scott Thornbury, *How to Teach Vocabulary*, 10

either be homograph (word with the same spelling but different meaning) such as: bat (a flying mammal) vs bat (a piece of sports equipment used in baseball), bank (a financial institution) vs bank (the side of a river). Or homophone (word with the same pronunciation but different meaning) for example: two (the number 2) vs too (meaning also or excessively) and their (possessive form of they) vs there (indicating a location).³⁶

c. Polysemes

Polysemes according to Scott Thornbury, are words that have multiple related meanings. Unlike homonyms, where the meanings are unrelated, the meanings of polysemes are connected in some way, often by metaphorical extension or through semantic shifts. Such as the word mouse: can be a small rodent or a device used to move a cursor on a computer screen.³⁷

d. Hyponyms

Hyponyms are words that belong to the same category or semantic field, where one word (hyponym) has a more specific meaning than another word (hypernym). In other

³⁶ Scott Thornbury, *How to Teach Vocabulary*, 8

³⁷ Scott Thornbury, *How to Teach Vocabulary*, 9

words, a hyponym is a word that represents a particular subclass or type within a hypernym is a word that represents a broader category. For example: Hypernym: Fruit. Hyponyms: Apple, Banana, Orange, Grape. In this example, “fruit” is a hypernym covering the category of edible seed plants, while “apple,” “banana,” “orange,” and “grape” are hyponyms representing specific types or subclasses of fruit.³⁸

6. Collocations

Collocation, according to Scott Thornbury, refers to the habitual occurrence of words in natural language use. Collocations are combinations of two or more words in English that often appear together. Collocations can involve various parts of speech, such as nouns, verbs, adjectives, and adverbs, all of them are related to the natural flow and authenticity of language. For example, native speakers commonly use phrases like: strong coffee (not powerful coffee or intense coffee) make a decision (not do a decision), heavy rain (not strong rain or intense rain).³⁹

3. The Importance of Vocabulary

Vocabulary is a crucial component of language that should be learned and taught. Developing a significant vocabulary is vital for primary-level

³⁸ Scott Thornbury, *How to Teach Vocabulary*, 11

³⁹ Scott Thornbury, *How to Teach Vocabulary*, 7

foreign language learning. The learners' vocabularies provide helpful information on classroom foreign language learning.⁴⁰

Tozcu and Coady emphasize that vocabulary mastery is a vital component of foreign language acquisition, academic accomplishment, and mastering English, which is very much connected.⁴¹ In the context of English as a Second Language (ESL) and English as a Foreign Language (EFL), vocabulary is necessary in all language skills, including listening, speaking, reading, and writing. Lack of an extensive vocabulary hinders our ability to effectively utilize the structure and function of the language we've acquired for clear communication.

Apart from that, Alqahtani implies in Ferdi Irvani that mastering vocabulary is necessary for successful second language use and plays a significant role in the structure of entire spoken and written texts.⁴²

Based on the explanations mentioned above, it is understood that vocabulary is incredibly crucial in language learning. Mastering vocabulary is necessary for developing not only students' listening and speaking skills but also their reading and writing abilities. Vocabulary is an important component in developing a learner's English proficiency and skills.

⁴⁰ Cameron Lynne, *Teaching Languages to Young Learners*, Cambridge University Press, (New York: 2001),72

⁴¹ Tozcu, A., & Coady, J, *Successful learning of frequent vocabulary through CALL also benefits reading comprehension and speed, computer assisted language learning*, (London: Routledge, 2004,) 243

⁴² MHD. Ferdi Irvani, Thesis: *An Analysis of Students' Difficulties In Vocabulary Mastery At State Senior High School 1 Kampar*, 17

4. Definition of Vocabulary Mastery

Mastery is a personalized and diagnostic approach to teaching in which students progress with studying and testing at their own momentum in order to achieve a specific level of academic achievement.⁴³ Mastering vocabulary is crucial for facilitating the learning of language skills. Vocabulary is a key element of language that needs to be mastered. When students have a strong vocabulary, they can enhance their listening, speaking, reading, and writing skills more easily. Vocabulary mastery can be defined as the knowledge of a set of words in a language, including information about their meanings, forms, and usage in communication context. It is the foundational knowledge that students should acquire before mastering English. Meanwhile, Rivers as cited in Nunan states that vocabulary master refers to the great skill in processing words of language. It is an individual achievement and passion.⁴⁴

Nation stated that the vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still baby.⁴⁵ Essentially, babies first language comes from their mother tongue. They will master vocabulary through simple words by listening to what others say. It is known that English vocabulary learning

⁴³ Richard, J. C., & Schmidt, R. *Longman dictionary of language teaching and applied linguistics*, London: Pearson Education Limited, vol. 4 (2010), 353

⁴⁴ Nunan, *Language Teaching Methodology*, 121

⁴⁵ Nation, I. S. *Learning vocabulary in another language*, (United Kingdom: Cambridge University Press, 2001), 7

cannot run successfully without English skills, as both of them are crucial in the English teaching and learning process.

To sum up those statements, vocabulary mastery involves more than just word memorization. When students have known the words, they can utilize them effectively in writing or oral communication. The definition of vocabulary mastery is students' complete comprehension of the meaning and form of words in the right context. Vocabulary mastery refers to the ability of learner to identify, comprehend, and utilize English vocabulary effectively and correctly.

5. Difficulties in Vocabulary Mastery

Mastering vocabulary is crucial for foreign language learners. Without vocabulary mastery, learners will encounter difficulties in English. Longman Dictionary defines difficulty as an issue, something that creates obstacles, and something that is difficult to solve or understand.⁴⁶ In this research, difficulties in vocabulary mastery are defined as the difficulties that students face while learning a language, as indicated by their mistakes and errors. Vocabulary plays a significant role in foreign language learning, as students need to acquire a sufficient number of words and understand how to use them accurately to communicate effectively.

⁴⁶ Michael Mayor, *Longman dictionary of American English*, 279

Thornbury identified six difficulties in vocabulary mastery: pronunciation, spelling, length and complexity, grammar, meaning, and range (connotation and idiomaticity).⁴⁷

a. Pronunciation

According to research, words that are difficult to pronounce are also more difficult to learn. According to Ivan Susanto Salawazo and Marintan Simbolon's article, pronunciation was one of the difficulties in learning vocabulary. The differences between spoken and written English have become a key factor in students' difficulty learning vocabulary. For example, when students came across the words muscle, listen, write, honestly, judge, and science, Some words with silent letters are complicated, especially for Indonesian students.⁴⁸

b. Spelling

Mismatches between sounds and letters can cause errors in both pronunciation and spelling. Although English spelling generally follows the rules, there are also some notable irregularities. Spelling mistakes often happen due to incorrect letter choices, letter omissions, or incorrect letter order.

⁴⁷ Scott Thornbury, *How to Teach Vocabulary*, 27-29

⁴⁸ Ivan Susanto Salawazo, Marintan Simbolon, *Analysis of Students' Vocabulary in Learning English*, Linguistic, English Education and Art LEEA, Vol.3 Issue 2 (2020): 469-475. <https://doi.org/10.31539/leea.v3i2.1017>

Misspellings can also be caused by differences in the form of spoken and written words. According to Herri Susanto's article, one of the difficulties in learning English is that the written form contrasts with the spoken version. When children want to write the words "muscle" and "science," they simply write the words "massel" and "sains."⁴⁹

c. Length and Complexity

Long words don't always seem to be more difficult to learn than short words. However, as a general rule, high-frequency words in English tend to be shorter. This means that learners are more likely to encounter the shorter and high-frequency words, which can make them easier to learn.

d. Grammar

Another factor causing vocabulary difficulties is the grammar related to the word, especially if it differs from its grammatical equivalent in the learner's native language (L1). For example, recognizing whether a verb like "enjoy," "love," or "hope" is followed by an infinitive (to eat) or a gerund (eating) makes comprehending and using the word more difficult.

e. Meaning

⁴⁹ Herri Susanto, *An Analysis about Students' Troubles in Acquisition English Vocabulary*. Journal of English Language and Pedagogy Vol.4 Issue 2 (2021): 46-50 <https://doi.org/10.33503/journey.v4i2.1413>

When there are two words have overlapping meanings, learners tend to get confused. Words that have several meanings can also cause difficulties for learners. Once learners have learned one meaning of a word, they may be hesitant to accept a second meaning that completely different. For example, considering the word "make" and "do": you "make" breakfast and "make" an appointment, but you "do" the homework and "do" a questionnaire.

f. Range, Connotation and Idiomaticity

Words that can be employed in a variety of contexts are often seen as easier than synonyms with a narrower range. When compared to impose, place, and position, put is a much broader verb. Similarly, thin is a safer choice than skinny, slim, or slender. Uncertainty across the meanings of specific words might sometimes be difficult. Thus, propaganda has negative connotations in English, yet its translation may just mean publicity. On the other hand, eccentric does not have a negative connotation in English, yet its most similar equivalent in other languages may be deviant. Finally, words or expressions that are idiomatic (such as make up your mind, keep an eye on, etc.) will often be more difficult than terms whose meaning is apparent (watch, decide, and so on).⁵⁰

⁵⁰ Scott Thornbury, *How to Teach Vocabulary*, 28

Based on the explanations above, it can be concluded that there are several issues that cause the difficulties in vocabulary mastery, including pronunciation, spelling, length and complexity of words, grammar usage, meaning, and range (including connotations and idiomaticity). Recognizing all these difficulties that student encounter in vocabulary mastery is crucial for teachers. Because by understanding these difficulties, teachers can use the appropriate strategies to solve the difficulties effectively, enabling students to understand English vocabulary more comprehensively.

6. Factors Causing Students' Difficulties in Vocabulary Mastery

According to Syaiful Bahri Djamarah, learning difficulties are a condition in which students are unable to learn effectively because of threats, obstacles, or interruptions in the study.⁵¹ Difficulties in vocabulary mastery arise due to several factors encountered by students. Some factors cause students' difficulties in mastering vocabulary including:

a. Students are Less Interest in Learning English

According to Slameto, the factors that lead to learning difficulties are internal to students, such as a lack of attention, interest, emotion, talent, and so on.⁵² Motivation is one of the reasons students are less interested in learning English. According to Harmer,

⁵¹ Syaiful Bahri Djamarah, dan Aswan Zain. *Strategi Belajar Mengajar*. (Jakarta: Rineka Cipta, 2002), 201

⁵² Slameto, *Belajar dan Faktor yang mempengaruhinya*, (Jakarta: Rineka Cipta, 2018), 57

motivation is an internal drive that encourages people to do things in order to achieve goals.⁵³

According to the statement above, students lack interest in studying English because of a lack of attention, emotional engagement, talent, and motivation.

b. Students are Reluctant to Open Dictionaries

The dictionary is one of the most significant tools for learning a foreign language. Dictionaries are usually utilized when students stumble upon a word and then look it up to make sure that they understand how to use it.⁵⁴ Dictionaries can be employed as a last resort when contextualized guessing fails. However, they can be used effectively for both text generation and vocabulary development.⁵⁵

Rohmatillah's claimed that one of the obstacles that cause students' difficulties in vocabulary mastery is how reluctant they are to find out the meaning of a word from a dictionary; as a result, the meaning of the word is not based on the context of the sentence.⁵⁶

Based on all the statements above, it indicates that the reluctance to utilize a dictionary is one of the factors causing students' difficulties in mastering vocabulary.

⁵³ Jeremy Harmer, *The practice of English Language Teaching*, 98

⁵⁴ Jeremy Harmer, *The practice of English Language Teaching*, 240

⁵⁵ Scott Thornbury, *How to Teach Vocabulary*, 151

⁵⁶ Rohmatillah, *Dictionary Usage in English Language Learning*, English Education Journal, Vol. 9 (1), 186

c. Students do not Practice Speaking English Regularly

One of the factors that causes students' difficulties in vocabulary mastery is the lack of regular practice in speaking English. Students who do not practice speaking English regularly will have difficulty in pronouncing words correctly due to a lack of practice. According to Catur Widyasworo, students did not practice speaking English due to inhibition, a lack of words, anxiety, a lack of self-confidence, and a lack of motivation.⁵⁷

d. External Factor

Learning difficulties can be caused by three external factors: the teacher, the media, and the classroom environment.⁵⁸ The findings of the open-ended questionnaire are as follows: In 52% of cases, a teacher's involvement contributes significantly to students learning issues. The teaching media have the biggest effect on learning difficulties (66%). The classroom condition has the smallest effect, accounting for 4%.

The indicators on external factors find: (a) the teacher has a big role in developing the difficulty of learning, especially in the application of teaching methods and media; (b) the classroom

⁵⁷ Catur Widyasworo, *Students' Difficulties in Speaking English at The Tenth Grade of Sekolah Menengah Kejuruan*, *Journal of English Education and Teaching* 3(4), 533

⁵⁸ Cahya Wulandari, Monika Widyastuti Surtikanti, Antonius Setyawan, *A Case Study of Internal and External Factors on The Difficulties in Learning English*, *Journal of English Education and Literature*, Vol. 1 No. 2 (2020), 43-48

environment has no significant impact on learning difficulties since it is a conservative one.

Another factor was limited facilities. Educational facilities include equipment and supplies that directly help the educational process, especially the learning process, such as buildings, classrooms, tables, chairs, teaching instruments, and media.⁵⁹

Based on the statement above, various external factors contribute to student difficulties, including the influence of teachers, the media, and the classroom environment.

7. Solving the Difficulty in Mastering Vocabulary

When the students still experience difficulties learning the vocabulary. The teacher must overcome the difficulties during teaching. As a result, the students comprehend the vocabulary. Paul Nation stated that there were various strategies to overcome difficulties in mastering vocabulary, as follows.⁶⁰

a. Brainstorming before new activity

Brainstorming is the process of recalling the material that was previously explained. Students were asked to brainstorm in order to help them recall the material and overcome the difficulties in learning vocabulary. The teacher needs to do some brainstorming before

⁵⁹ Mulyasa, *Manajemen berbasis sekolah*, Bandung: Rosda Karya. (2004), 49

⁶⁰ Paul Nation, *Teaching Vocabulary*. Victoria university of Wellington: Cambridge University Press, (2001), 150

moving on to the next step. If the students grasp the content of learning vocabulary, the teacher can move on to the next material.

b. Keep the teaching simple and clear

The teacher must provide a simple explanation of the content to students. Not only that, but the teacher created various strategies to help students understand more easily. The strategy employed must be simple and creative in order to inspire and motivate the students

c. Use both oral and written presentation

The teacher must provide the students with understanding through oral and written presentations. Oral and written presentations were incredibly important to students since these activities helped them improve their understanding of the subject

d. Give most attention to words that are already slightly known

The teacher has provided students with extra information about the words they already knew. For example, the teacher explained the difference between present and past tense. The teacher explained how to change the verb from present to past tense

e. Every single word is worth to learn

The teacher should encourage students to memorize vocabulary. Students would continually come into contact with vocabulary when learning English. Therefore, vocabulary was crucial. They needed to remember the vocabulary they had learned

f. Teach student to open dictionaries

A dictionary is a reference tool that contains information about words and phrases, usually ordered alphabetically. Dictionaries are essential tools for language learning, writing, and effective communication. The teacher should ask students to open dictionary in learning activities, especially when studying vocabulary

g. Deep processing of vocabulary items

Deep processing is the information that reveals an understanding of a person's cognitive or personal abilities. Teachers must improve the understanding of students by involving the use of words in meaningful contexts, categorizing words based on their characteristics, and connecting verbs in everyday activities.

While Gower, Philips, and Walter stated that there were many strategies to overcome students' difficulties in mastering vocabulary, including:⁶¹

1. Type of lesson

The teacher helped students distinguish between developing and memorizing vocabulary. Students learn and apply some vocabulary items.

2. Receptive and productive use

⁶¹ Gower, Philips, and Walters, *Teaching Practice Handbook*. Macmillan Books For Teachers, (1995), 145

The teacher must pay attention to the use of both receptive and productive vocabulary. Whether it is through the context that has been taught or whether the students can apply it.

3. Lexical syllabus

The teacher must consider vocabulary items from the least to the most difficult levels. For example, the teacher taught the simple term before the tough term. As a result, students may easily understand the vocabulary.

4. Presenting, practicing, and revising vocabulary

First, the teacher must deliver a presentation about vocabulary. Second, the teacher practiced with the students to ensure that they understood the vocabulary. Third, the teacher revised the mistakes if the students made something incorrect or inadequate when acquiring vocabulary.

5. Vocabulary in Texts

The teacher may teach vocabulary by reading a book or recording videos. For example, the teacher gives examples of short reading on vacations, and then the students create and conclude their own stories about the theme.

CHAPTER III

RESEACH METHODOLOGY

A. Research Design

Research design is a systematic plan and procedure that consists of steps from general hypotheses to precise methodologies for collecting data, analysis, and interpretation.⁶² In this research, the researcher employed phenomenological and descriptive qualitative approach. Qualitative research involves a variety of presumptions, a worldview, the potential use of theoretical lens, and the study of research problem that aim to understand the meaning that individuals or groups attach to social or human problems.⁶³ In this research, the researcher applied a qualitative method as research approach because it was a comprehensive strategy that put the focus on inquiry. Qualitative research allowed the researcher to deeply explore the difficulties of the eighth grade students at Madrasah Tsanawiyah Sumber Payung in vocabulary mastery.

Phenomenology research illustrates how a concept or phenomenon makes sense to a group of people based on their personal experience. Phenomenology is concerned

⁶² Sugiyono, *Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*, Yogyakarta: Pustaka Pelajar, (2016), 3

⁶³ John W. Creswell, *Qualitative Inquiry & Research Design* (2nd edition), London: Sage Production, (2007), 37

with outlining what all people have in common when they view something.⁶⁴ In this research, Phenomenology approach illustrated what difficulties in vocabulary mastery experienced by the eighth grade students of Madrasah Tsanawiyah Sumber.

Descriptive research is research designed to present symptoms, facts, or events systematically and accurately on the characteristics of a certain group or area.⁶⁵ In this research, descriptive qualitative approach aimed to provide in-depth data about students' difficulties in vocabulary mastery with comprehensive explanations, based on the experience of the eighth grade students at Madrasah Tsanawiyah Sumber Payung.

B. Research Location

The setting of this research was the eighth grade of Madrasah Tsanawiyah Sumber Payung Ganding Sumenep. The school is located at Guluk-Guluk street, No. 63 Ganding Sumenep. This research was conducted for 15 (fifteen) days. The researcher chose the eighth grade students of Madrasah Tsanawiyah Sumber Payung to be the research participants due to:

1. In accordance with teacher's statement that some students still struggled with basic English vocabulary, including common and daily vocabulary. Occasionally, they did not understand the teacher's explanations.
2. The researcher was interested in exploring the difficulties students experienced with vocabulary mastery.

⁶⁴ John W. Creswell, *Qualitative Inquiry & Research Design*, 57-58

⁶⁵ Riyanto Yatim, *Metodologi Penelitian Pendidikan*, Surabaya: SIC, (2010), 23

3. Another reason is that the eighth-grade students will shortly face their ninth-grade English final exam.

C. Source of Data

The source of the data is the people or things that provide information relevant to the research topic. The researcher employed purposive sampling to select the research subject.

Sugiyono defined purposive sampling as a data-sample technique based on certain considerations by selecting individuals who are likely to know about the research data required.⁶⁶ This research used the following data sources:

1. The headmaster of Madrasah Tsanawiyah Sumber Payung
2. The English teacher of the eighth grade students at Madrasah Tsanawiyah Sumber Payung
3. The eighth grade students of Madrasah Tsanawiyah Sumber Payung. There were 16 students in the eighth grade, and the researcher picked 7 students as research subjects. The selection of the subjects was based on the recommendation from the English teacher, who had understanding of the research problem.

D. Data Collection Technique

Data collection techniques are ways used by researchers to collect data and accomplish objective results. Rather than relying on a single data source, qualitative

⁶⁶ Sugiyono, *Metodologi Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D*, Bandung: Al-Fabeta, (2016), 218

researchers particularly collect various types of data, such as interviews, observations, and documents.⁶⁷ Several methods were employed by the researcher to collect data for this research, including:

1. Observation

Observation is the technique of obtaining open-ended, first-hand information at a research location through people and place observation.⁶⁸ Observation is a fundamental research activity that aimed to collect data directly from the research subjects. Through observation, researchers can deeply focus on the problem they are researching and collect essential data.

In this research, the researcher utilized direct observation to observe the eight grade students at Madrasah Tsanawiyah (MTs) Sumber Payung because it allows researcher to observe in person how the students struggle with vocabulary mastery and to find out the factors that cause students' difficulties with vocabulary mastery.

2. Interview

Sugiyono defined an interview as a meeting between two people to exchange information and ideas through responses, resulting in communication and the mutual development of meaning concerning a specific topic.⁶⁹

⁶⁷ John, W. Creswell, *Qualitative Inquiry & Research Design*, 38

⁶⁸ John creswell, *Educational Research*, USA: Pearson Education, (2012), 213

⁶⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, 175

In this research, the researcher utilized a semi-structured interview technique. Particularly this interview belongs to the category of in-depth interviews, which have more flexibility in their implementation than structured interviews. The researcher also employed interview guidelines that prepared systematically for data collection. The interview guidelines served as a framework for questioning the research subjects, focusing on the main problems that outlined in this research.

The data collected using this interview method included:

- a. The difficulties encountered by the eighth grade students in vocabulary mastery at Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year
- b. The factors that cause the eighth grade students' difficulties in vocabulary mastery at Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year
- c. The strategies used by the English teacher to overcome the students' difficulties in vocabulary mastery at the eighth grade of Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year

3. Document review

Document review is a technique for collecting data and information by finding a proof. Documents are the public and private records that qualitative researchers collect regard to research location or research participants. For instance: letters, newspapers, minutes of meeting, and personal journal. These

resources contain valuable information in helping researchers comprehend the main phenomena in qualitative researches.⁷⁰ Document review is a data collection technique that utilizes written notes, photos, or other visual resources to support research. The objective of this technique is to help researchers understand the conditions at the research location and interpret the collected data.

The data collected using this document review technique includes:

- a. Profile of Madrasah Tsanawiyah Sumber Payung
- b. Interview process
- c. Data of the participants
- d. Lesson plan

E. Data Analysis

Qualitative data analysis is a systematic review and arrangement of data from interviews, field notes, and other sources. So that it can be effectively comprehended and explained to others.

Each of the stage is presented in the following:⁷¹

1. Data Condensation

The first stage is data condensation. It refers to the process of selecting, focusing, simplifying, abstracting, and/or modifying data from an extensive corpus of written field notes, interview transcripts, documents

⁷⁰ John Creswell, *Educational Research*, USA: Pearson Education, (2012), 223

⁷¹ Matthew B. Miles, A. Michael Huberman, Johnny Saldaña, *Qualitative data analysis: a methods sourcebook*, SAGE Publication: (2014) 30-34

review, and other empirical materials. Condensing data allows us to make it stronger. Yet (We avoid using the term data reduction because it indicates that something is weakened or lost in the process).

In this research, the condensed data were acquired through document reviews, teacher and student interviews, and researcher observations in the classroom. The selection criteria was based on the eight grade students' difficulties at Madrasah Tsanawiyah Sumber Payung in vocabulary mastery.

2. Data Display

The second important stage of the analysis activity is data display. In general, a display is an arranged and compressed presentation of information that facilitates drawing conclusions and taking action.

According to Miles and Huberman, effective displays are a key component of comprehensive qualitative analysis. Data display refers to the visual representation of research findings and data analysis results. It involves presenting data in various formats, such as tables, charts, graphs, diagrams, maps, or other visual aids, to facilitate understanding and interpretation. Data display helps researchers communicate their findings effectively to readers, allowing them to grasp complex information more easily and identify patterns or trends in the data. It is an essential component of research reporting and enhances the clarity and accessibility of research results.

In this research, the data display involved the condensed data that were organized into notes by the researcher following the sequence of the research

questions. The data display started with information related to the research objectives, included the difficulties and factors that cause the eight grade students' difficulties at Madrasah Tsanawiyah Sumber Payung in vocabulary mastery.

3. Conclusion Drawing

The third step of the analysis process is drawing conclusions. The qualitative researcher analyzes the meaning of data from the beginning of data collection by understanding patterns, explanations, causal links, and statement.

Conclusion drawing refers to the process of interpreting and making sense of the data collected during the research. It involves synthesizing the findings to determine what they mean in relation to the research questions or hypotheses. This stage includes identifying patterns, relationships, and insights that appear from the data, and articulating the implications and significance of these findings for theory, practice, or further research.

In this research the conclusions drawing were based on the data that has been collected in the field, in other words the data obtained from Madrasah Tsanawiyah Sumber Payung. The researcher obtained the result and conclusion of the research by identifying and comparing the result of observation data, interview data and data of document review.

F. Validity of Data

Qualitative research is carried out to address substantial problems, which means the worth of the findings is necessary. Data validation is the level of accuracy that separates the reported data from the research object data.⁷² In this research, the researcher applied source triangulation and technique triangulation to validate the data collected.

Ritchie and Lewis assert that triangulation can be helpful in determining whether data is authentic or not. It functions as a way to combine several readings to obtain a deeper comprehension of a subject.⁷³ Creswell defines that triangulation of data will be collected from multiple sources, including interview, observations, and document review.⁷⁴

Source triangulation refers to cross-checking information from different sources with the same methods to ensure the accuracy and the reliability. In this research, data from the student interviews was cross-checked with data collected from the English teacher interviews to validate the findings.

On the other hand, technique triangulation refers to using multiple methods or techniques to collect data on the same topic to ensure its accuracy and reliability. In this research, the data obtained from interviews tested for validity using the data obtained from observation or document review.

⁷² Yati Afiyani, Validitas dan Reabilitas Dalam Penelitian Kualitatif, (Article, <http://jki.ui.ac.id/index.php/jki/article/view/212>)

⁷³ Jane Ritchie and Jane Lewis, *Qualitative Research Practice*, (London: SAGE Publications: 2003), 275

⁷⁴ John W. Creswell, *Qualitative Inquiry & Research Design*, 45

G. Research Procedures

The research procedures are the systematics of writing that the researchers created in this format. There are various stages to the systematics, which are as follows:

1. Pre-field stages

The pre-field stage began before the research was implemented. Pre-field research activities included:

- a. Conducting a survey of the research location to find out the condition to be researched, including pre research interview with the eighth grade English teacher of Madrasah Tsanawiyah Sumber Payung.
- b. Making a request for a permit to conduct research from the State Islamic University of Kiai Haji Achmad Siddiq Jember and submitting the permit application to Madrasah Tsanawiyah Sumber Payung Sumenep.
- c. Preparing research equipment includes creating a list of interview questions and preparing observation sheets.

2. Implementation stage

In the stage of implementation, the following tasks were fulfilled:

- a. Conducted the data collection through observation, interviews, and document review.
- b. Managed the collected data in the research aimed to facilitate data analysis.

- c. Provided an overview of the data obtained during the data collection and the data described in the research findings.

3. Reporting stage

At this reporting stage, the research is compiled into a thesis that meets the applicable requirements at Kiai Haji Achmad Siddiq Jember State Islamic University.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Description of The Research Object

1. History of the Establishment of Madrasah Tsanawiyah Sumber Payung

Madrasah Tsanawiyah Sumber Payung is located in the west of Sumenep city, precisely in Ganding District, Bataal Barat Village, Sumber Payung Hamlet. The name of this hamlet actually comes from the name of a famous spring in Ganding District, because even in the dry season the spring never dries up.

Starting from this name, Madrasah Tsanawiyah Sumber Payung was founded with that name, as part of appreciation for locality. This name also suggests the existence of unity between the surrounding community and Sumber Payung foundation. The public's response to this institution is increasing every year.

The management of the Sumber Payung foundation, which at that time was owned by Madrasah Ibtidaiyah Sumber Payung institution, was the first step in establishing Madrasah Tsanawiyah Sumber Payung. After that, Madrasah Tsanawiyah Sumber Payung was established on August 27, 1983. The administrator encourages Madrasah Ibtidaiyah Sumber Payung graduates to continue their higher education under the direction of the Sumber

Payung foundation. Madrasah Tsanawiyah Sumber Payung is under the auspices of the Sumber Payung Islamic Boarding School, so that in the learning process male and female students are separated. Currently there are 12 classes at Madrasah Tsanawiyah Sumber Payung, consisting of 120 male students and 155 female students.

2. Profile of Madrasah Tsanawiyah Sumber Payung Sumenep

School Name	: MTs Sumber Payung
NSM/NPSN	: 121235290109/20583578
Name of the Madrasah principal	: K. MOH. AFIFI, M. Hum
Accreditation	: B
Address	: Jl. Raya Guluk-Guluk No. 63, Sumber Payung, Ganding, Sumenep, East Java
E Mail	: mts.sumpay@gmail.com
Year Established	: 1983
Study Time	: Morning
Ownership Status	: Ownership

3. Vision of Madrasah Tsanawiyah Sumber Payung Sumenep

"Terwujudnya Manusia yang Pembelajar. Bertaqwa dan Berakhlakul Karimah"

“The Realization of Human Learners who are pious and have good morals”

4. Mission of Madrasah Tsanawiyah Sumber Payung Sumenep

a. *Menumbuhkan minat belajar peserta didik*

“To develop students' interest in learning”

b. *Mengembangkan keterampilan peserta didik*

“To develop students' skills”

c. *Meningkatkan keimanan yang berdasarkan pada nilai-nilai Aswaja An Nahdliyah*

“Increasing faith, based on the values of Aswaja An-Nahdliyah”

d. *Memupuk minat ibadah peserta didik*

“To cultivate students' interest in worship”

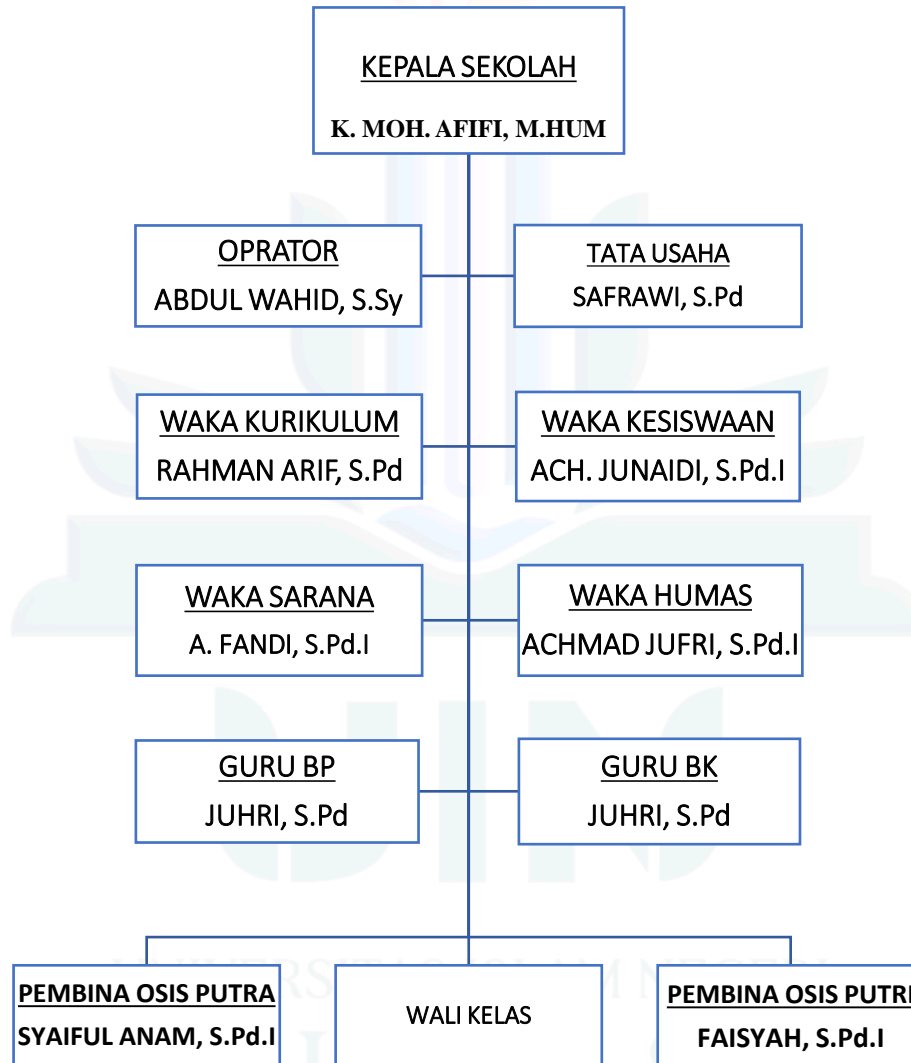
e. *Membudayakan sikap disiplin, jujur dan rapi dalam kehidupan sehari-hari*

“To civilize a disciplined, honest and neat attitude in everyday life”



5. Organizational Structure of Madrasah Tsanawiyah Sumber Payung

Table 4.1
Organizational Structure of
Madrasah Tsanawiyah Sumber Payung



6. Facilities Of Madrasah Tsanawiyah Sumber Payung

To support school educational activities, proper facilities are necessary. The facilities have an impact on how students learn. Madrasah Tsanawiyah Sumber Payung now has the following facilities:

Table 4.2
The Facilities of
Madrasah Tsanawiyah Sumber Payung

No.	Facilities	Total
1	Classroom	12
2	Leadership Room	1
3	Teachers Room	2
4	UKS Room	1
5	Library Room	0
6	TU Room	1
7	OSIS Room	2
8	Building Space	4
9	Toilet	6

B. Research Finding

The researcher gathered the data through observation, interviews, and document review techniques. Based on these methods, the researcher identified the data about students' difficulties in vocabulary mastery at the eighth grade of Madrasah Tsanawiyah Sumber Payung Ganding Sumenep.

The data were displayed and analyzed based on research questions;

1. What are the difficulties in vocabulary mastery encountered by the eighth grade students at Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year?
2. What are the factors that cause the students' difficulties in vocabulary mastery at the eighth grade of Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year?
3. What are the strategies used by the English teacher to overcome the students' difficulties in vocabulary mastery at the eighth grade of Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year?

In accordance with the initial research focus, the data obtained in the field were presented as follows:

1. The difficulties in vocabulary mastery encountered by the eighth grade students at Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year

According to the results of the document review, the researcher discovered that the eighth grade students' comprehension of English lesson at

Madrasah Tsanawiyah Sumber Payung was less than satisfactory, this could be seen by their daily grades on the their daily English learning results. Some students had really low grades or did not achieve the target.⁷⁵

In line with the data above, Mr. Sholeh Agus Ribowo as the English teacher of the eighth grade of Madrasah Tsanawiyah Sumber Payung said that:

*"Setiap saya mengajar bahasa inggris di kelas delapan ini, saya selalu memberikan ulangan harian ke siswa didik saya dengan tujuan untuk menguji pemahaman siswa, apakah mereka sudah paham atau belum, namun setelah saya melihat hasilnya ternyata masih kurang memuaskan, masih banyak siswa yang belum paham dengan pelajaran yang disampaikan, sehingga sebagian dari mereka masih mendapatkan nilai yang rendah, atau belum mencapai hasil yang sesuai target"*⁷⁶

"Whenever I teach English in the eighth grade, I always give daily tests to my students to test their understanding, whether they understand the material or not. However, after reviewing the results, I still find them unsatisfactory. Many students still do not understand the lessons presented, resulting in many of them receiving low grades or not meeting the target"

⁷⁵ Document Review, Data participants

⁷⁶ Mr. Sholeh Agus Ribowo, the English teacher, interview, Sumenep, 13th May 2024

Based on his statement above, it indicated that even after the teacher gave tests to the student regularly, the results were still poor. Some students were still struggling with the material that was taught, which led to their receiving poor grades or failing to meet the required target. Some students still have various difficulties in learning English subject.

Interview result with Muhammad Firdaus (one of the eight grade students at Madrasah Tsanawiyah Sumber Payung were also revealed that:

"Saya kurang faham dengan pelajaran bahasa inggris karena buku pelajaran bahasa Inggris menggunakan bahasa Inggris semua, serta ketika guru menulis materi, beliau menggunakan bahasa inggris juga, sehingga saya tidak tahu artinya apa, dan ketika guru menjelaskan pelajaran kadang saya kurang fokus mendengarkan apa yang guru sampaikan".⁷⁷

"I have difficulty understanding English lesson, because the English textbooks are all in English, and when the teacher writes the material, he also uses English, so I don't know what it means. Sometimes, I'm not fully focused on listening to what the teacher is saying when he explains the lesson"

From the statement above, it indicated that the student didn't understand the lesson due to lack of his English vocabulary mastery, when the

⁷⁷ Muhammad Firdaus, the eighth grade Student, Interview, Sumenep, 15th May 2024

teacher presented the materials, he was still confused because he did not understand the meaning.

From the statements above, it showed that the eighth grade students struggled with understanding the material due to their limited vocabulary and lacked of vocabulary mastery. The eighth grade students difficulties in vocabulary included:

- a. Translating vocabulary from English into Indonesian and vice versa

Based on the observation results, the researcher found that the learning activities in the class felt less active, for example when the teacher asked if they understood the descriptive text lesson about animal, some students did not give any response. On the other hand, when the teacher asked the students what was meant by “*Mammal*”, some students looked confused about the answer.⁷⁸

Basman Sammari (one of the eighth grade student) said that:

*"Kelemahan saya dalam pelajaran bahasa inggris yaitu saya tidak tahu banyak tentang kosakata bahasa inggris, sehingga ketika guru memberikan soal latihan, saya sulit untuk mengerjakannya, saya bingung untuk mentranslate bahasa Inggris ke bahasa indonesia dan sebaliknya"*⁷⁹

⁷⁸ Observation, English class, Sumenep, 20th May 2024

⁷⁹ Basman Sammari, the eighth grade student, Interview, Sumenep, 15th May 2024

"My weakness in English subject is that I don't know much about English vocabulary, so when the teacher gives practice test, I find it difficult to do them. I get confused when translating from English to Indonesian and vice versa."

The interview result indicated that vocabulary was a main reason for students' difficulties in understanding the English material. He struggled with understanding the material due to his limited vocabulary and lacked of vocabulary mastery.

This also supported by the interview result with the English teacher:

"Biasanya setelah memberikan materi, saya selalu memberikan soal kepada anak-anak didik saya. Beberapa anak masih kesulitan dalam menjawab soal tersebut, ketika saya Tanya, mereka menjawab bahwa mereka masih kesulitan menterjemahkan soal bahasa inggris tersebut ke bahasa indonesia"⁸⁰

"Usually, after giving the lesson, I always give tests to the students. Some of them still have difficulties in answering the tests. When I ask them, they say they still struggle to translate the English tests into Indonesian".

⁸⁰ Mr. Sholeh Agus Ribowo, the English teacher, Interview, Sumenep, 13th May 2024

From all the statements above, it could be concluded that the students encountered difficulties in vocabulary mastery due to not knowing the words meaning and having a lack of vocabulary, so that they struggled in translating vocabulary from English into Indonesian and vice versa

b. Pronouncing the English words correctly

Interview result with Moh. Farhan (one of the eighth grade students), revealed that:

"ketika guru menyuruh kami untuk membaca sebuah teks atau dialog dalam bahasa Inggris, saya masih kesulitan dalam membacanya, selain itu saya juga kesulitan dalam menulis kata bahasa inggris, karena antara penulisan dan pengucapannya berbeda"⁸¹

"When the teacher tells us to read a text or dialogue in English, I still struggle to read it. Moreover, I also had difficulty writing English words because the writing and the pronunciation are different."

Based on his statement, it revealed that the he faced difficulty in learning English lesson, when the teacher instructed him to read a text or dialogue in English, he faced difficulty pronouncing English words correctly so that he struggled to write the words correctly.

⁸¹ Moh. Farhan, the eighth grade student, Interview, Sumenep, 20th May 2024

In accordance with the interview result above, Abdullah Faiz (one of the eighth grade students) also mentioned:

*"Kesulitan saya dalam kosakata bahasa Inggris yaitu dalam hal pengucapan katanya, Karena sehari-hari saya kurang mendengarkan percakapan bahasa Inggris. Terus pelafalan bahasa Inggris dan bahasa Indonesia itu kan berbeda ya, jadi sulit untuk diucapkan"*⁸²

"My difficulty in English vocabulary is about the pronunciation, because I don't listen to English conversations in my daily life. Moreover, the pronunciation of English and Indonesian is different, making it difficult to pronounce"

The interview findings indicated that the students struggled with vocabulary mastery due to difficulties in pronunciation. The reason was he did not listen to English conversation regularly. Additionally, they also faced difficulty in vocabulary mastery due to different pronunciation between Indonesian and English.

Based on the observation results, the researcher found, during the learning process, when the students were asked by the teacher to read a text about animal in front of the class individually, some students mispronounced the English words, such as "Cow", "Rooster", "Paw", and "Claw". Many of them pronounced the words

⁸² Abdullah Faiz, the eighth grade student, Interview, Sumenep, 15th May 2024

with an Indonesian pronunciation, such as “*Kou*”, “*Roster*”, “*Pao*” and “*Klao*”. Another common mistake was mispronouncing silent letter in the words like “*Salmon*”, “*Calf*”, and “*Leopard*”. They just pronounced them as they read them.⁸³

From all statements above, it could be said that students faced difficulty in pronouncing the English words correctly.

c. Misspelling

Interview result with Syahrir Romadani (one of the eighth grade students) revealed that:

*"Kesulitan lain yang saya hadapi dalam menguasai kosakata yaitu cara mengeja kata, ketika guru memberikan sebuah kata untuk ditulis, saya hanya menulisnya sesuai apa yang diucapkan guru dan ternyata banyak kata yang masih salah"*⁸⁴

"Another difficulty I encounter in mastering vocabulary is spelling words. When the teacher gives a word to write, I simply write it as what the teacher said, and it turns out that many words are still wrong".

Ridho Robby (one of the eighth grade students) also said that:

"Ketika guru memberi tugas untuk mengeja kata, saya masih kesulitan karena saya masih bingung membedakan"

⁸³ Observation, English class, Sumenep, 20th May 2024

⁸⁴ Syahrir Romadani, the eighth grade students, Interview, Sumenep, 20th May 2024

pengucapan alfabet dalam bahasa Indonesia dengan alfabet bahasa inggris"⁸⁵

"When the teacher gave us the task of spelling words, I still had difficulty because I was still confused about differentiating the pronunciation of the Indonesian alphabet from the English alphabet."

From his statement, this showed that another difficulty in mastering vocabulary was spelling words. Students became confused when the teacher asked them to spell a word that was previously mentioned. They were not yet familiar with the differences between the Indonesian and English alphabets.

The statement above also supported by the teacher clarification, as follows:

"Ketika saya memberikan latihan tentang spelling, ternyata masih terdapat beberapa siswa yang salah mengejanya, seperti kata yang seharusnya study menjadi studi, install menjadi instal dll. Mereka masih mengeja dengan ejaan bahasa indonesia"⁸⁶

"When I gave them spelling exercises, there are still some students who spell it incorrectly, such as the word 'study' being

⁸⁵ Ridho Robby, the eighth grade student, interview, Sumenep, 20th May 2024

⁸⁶ Mr. Sholeh Agus Ribowo, the English teacher, Interview, Sumenep, 13th May 2024

spelled as 'studi' and 'install' being spelled as 'instal,' etc. They still spell using Indonesian spelling"

Based on the results of the document review, the researcher discovered that some students spelling ability were less than satisfactory, this could be seen by their grades on the vocabulary mastery assessment sheet on the lesson plan, some students still had low grades or did not achieve the target.⁸⁷

From all the statements above, it could be said that misspelling was one the difficulties that students faced in vocabulary mastery.

d. Memorizing or remembering English vocabulary

Interview result with Ahmad Rifqi Al Hibsy (one of the eighth grade students) said:

*"Kesulitan saya dalam memahami pelajaran bahasa inggris adalah kesulitan untuk mengingat atau menghafal kosakata atau kalimat dalam bahasa inggris, mungkin karena saya jarang mengulang kosakata atau kalimat yang saya hafalkan tersebut ketika saya di rumah"*⁸⁸

"I feel difficult in understanding the English subject due to difficulty in remembering or memorizing vocabulary or

⁸⁷ Document Review, Lesson Plan Sheet

⁸⁸ Ahmad Rifqi Al Hibsy, the eighth grade student, Interview, Sumenep, 15th May 2024

sentence in English, perhaps because when I am at home, I rarely repeat the vocabulary or sentences that I memorized"

The interview results above revealed that the student faced difficulties in understanding the English subject due to difficulty in remembering and memorizing the words or sentences. This was because when he was at his home, he rarely repeated the words or sentences he already memorized before.

In accordance with statement above, Muhammad Firdaus (one of the eighth grade students) also said that:

*"Saya kesulitan dalam mengingat kembali kosakata yang telah saya hafalkan sebelumnya, memang saya cepat hafal ketika disuruh menghafal kosakata dalam bahasa Inggris, namun pada pertemuan selanjutnya saya sering lupa kosakata yang sudah saya hafalkan tersebut"*⁸⁹

"I struggle to recall the vocabularies I memorized. I can quickly memorize vocabulary in English when asked to, but in the following meeting, I often forget the vocabulary that I've memorized".

Based on the observation results, the researcher found, during the learning process, when the teacher asked for the meanings of some words about animal, For examples, the meanings of the words "Bull",

⁸⁹ Muhammad Firdaus, the eighth grade student, Interview, Sumenep, 15th May 2024

“Rooster” and “Lamb”. Some students had difficulty answering what the meaning of those words. Consequently, they remained silent and did not respond to the teacher's question.⁹⁰

The statement above also supported by the teacher statement, as follow:

*"Setiap sebelum pembelajaran dimulai saya selalu bertanya kepada siswa mengenai arti kata ataupun kalimat yang telah mereka pelajari sebelumnya. Namun ketika mereka ditunjuk satu persatu, beberapa siswa sudah lupa arti dari kata yang telah mereka pelajari sebelumnya"*⁹¹

"Before each lesson begins, I always ask the students about the meanings of words or sentences they have learned previously.

However, when they are called upon one by one, some of them still forget the meanings of the words they have learned before"

From all the statements provided above. It could be concluded that the eighth grade students at Madrasah Tsanawiyah Sumber Payung encountered various difficulties in mastering English vocabulary. These difficulties included the students' difficulty in translating English words or phrases into Indonesian and vice versa,

⁹⁰ Observation, English class, Sumenep, 20th May 2024

⁹¹ Mr. Sholeh Agus Ribowo, the English teacher, Interview, Sumenep, 13th May 2024

pronunciation, misspelling, and remembering or memorizing English vocabulary.

2. The factors that cause the eighth grade students' difficulties in vocabulary mastery at Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year
 - a. Students used dictionary rarely

According to the interview results with Mr. Sholeh Agus Ribowo the English teacher of the eighth grade student of Madrasah Tsanawiyah Sumber Payung, students had several factors that caused their difficulties in mastering English vocabulary. He mentioned that:

"Beberapa faktor penyebab siswa kesulitan dalam menguasai kosakata bahasa Inggris adalah siswa kurang tertarik dengan pembelajaran bahasa Inggris, siswa jarang membawa dan membuka kamus ketika pembelajaran bahasa Inggris, siswa sangat sulit untuk menghafalkan kosakata bahasa Inggris serta siswa tidak belajar bahasa Inggris ketika mereka sudah di rumah"⁹²

"Several factors causing students' difficulty in mastering English vocabulary are: students' lack of interest in English learning, students rarely bring and open dictionaries during English lesson, students find it very difficult to memorize

⁹² Mr. Sholeh Agus Ribowo, the English teacher, Interview, Sumenep, 13th May 2024

English vocabulary, and students don't learn English when they are already at home".

From the statement above, it was revealed that one of the factors that caused students' difficulty in vocabulary mastery was the students used dictionary rarely.

In accordance with this statement, Abdullah Faiz (the eighth grade student) also said:

*"Salah satu faktor yang membuat saya kesulitan dalam menguasai kosakata bahasa Inggris adalah saya jarang menggunakan kamus, sehingga masih banyak kosakata yang saya tidak ketahui"*⁹³

"One of the factors that make me struggle in English vocabulary mastery is that I rarely use a dictionary, so there are still many words that I don't know"

From his statement, it showed that the student faced difficulties in English vocabulary mastery because he used a dictionary rarely. Therefore, his vocabulary was lacking.

Based on the observation results, the researcher found that only a small number of students brought English dictionary to class. As a result, when the teacher asked students to answer a question like how to say the word "Kerbau" in English, most students tended to ask the

⁹³ Abdullah Faiz, the eighth grade student, Interview, Sumenep, 15th May 2024

teacher directly what the English word is about, without looking at the dictionary first.⁹⁴

b. Insufficient facilities

Interview result with Ridho Robby (the eighth grade student) revealed that:

*"Beberapa faktor yang menyebabkan saya sulit menguasai kosakata yaitu karena saya tidak mempunyai kamus bahasa inggris, terus saya juga jarang mengingat kosa kata lagi ketika berada di rumah"*⁹⁵

"Some factors that cause me difficulty in mastering vocabulary are because I don't have an English dictionary, and I also rarely recall vocabulary when I'm at home"

This indicated that the student struggled in mastering vocabulary because he did not have an English dictionary and when he was at home, he rarely recalled the vocabulary he learned before. Muhammad Firdaus (the eighth grade student) also stated that:

*"Akibat kurangnya belajar dan jarang membuka kamus saya merasa kesulitan dalam menguasai kosakata bahasa Inggris"*⁹⁶

"Because I don't enough study and I rarely open a dictionary, so I have difficulty in mastering English vocabulary"

⁹⁴ Observation, English class, Sumenep, 20th May 2024

⁹⁵ Ridho Robby, the eighth grade student, Interview, Sumenep, 20th May 2024

⁹⁶ Muhammad Firdaus, the eighth grade student, Interview, Sumenep, 15th May 2024

Based on the results of the document review, the researcher discovered that Madrasah Tsanawiyah Sumber Payung did not have a complete library to support the English learning process. In addition, the English dictionary provided were still limited, so that the students encountered difficulties in vocabulary mastery.⁹⁷

From all the statements above, it could be concluded that the factors that also caused students' difficulty in vocabulary mastery was because students utilized a dictionary rarely and the insufficient facilities due to absence of a library, so that the dictionary provided were still limited.

c. Negative impression of their classmates

Interview result with Basman Sammari (the eighth grade student) revealed that:

*"Faktor yang menyebabkan saya sulit menguasai kosa kata dalam bahasa Inggris yaitu saya kurang tertarik dengan pelajaran bahasa inggris, karena ketika saya ingin berbicara bahasa inggris, teman-teman saya malah menertawai saya, hal itu yang membuat saya tidak percaya diri dan kurang suka dengan pelajaran bahasa inggris"*⁹⁸

⁹⁷ Document Review, Profile of School

⁹⁸ Basman Sammari, the eighth grade student, Interview, Sumenep, 15th May 2024

"The factor that makes it difficult for me to master English vocabulary is my lack of interest in English lesson. When I try to speak English, my friends laugh at me, which makes me lose my confidence and dislike English lesson"

From his statements. It revealed that one of the factors that caused him difficult in mastering English vocabulary was his lack of interest in English, the other factor was his friends always laughed at him when he spoke in English. So that, it made him lose his self-confidence and made him dislike English lesson.

Ahmad Rifqi Al Hibsya (the eighth grade student) also said that:

*"Faktor menyebabkan saya kesulitan menguasai kosakata bahasa Inggris yaitu saya kurang memiliki motivasi dalam belajar bahasa Inggris, saya merasa bosan dan malas ketika belajar bahasa Inggris, apalagi ketika guru menyuruh saya untuk membacakan sebuah teks, sedangkan saya tidak tahu cara pengucapannya. Siswa lain malah mentertawakan apa yang saya katakan"*⁹⁹

"The factor that causes me difficulty in mastering English vocabulary is my lack of motivation in learning English. I feel bored and lazy when learning English, especially when the

⁹⁹ Ahmad Rifqi Al Hibsya, the eighth grade student 1, interview, Sumenep, 15th May 2024

teacher asks me to read a text and I don't know how to pronounce it. Other students even laughed at what I said"

According to his statement, it showed that a lack of motivation was the factor contributing to the student's difficulty in vocabulary mastery due to this lack of motivation, he felt bored and lazy. In addition, other students laughed at what he said.

Based on the observation results, the researcher found that during the learning process, when a student read a descriptive text about animals in front of the class, and he mispronounced the vocabulary, such as the word "Cow" being read "Kow", the other classmates just laughed at him. So that, he became embarrassed to read that English text.¹⁰⁰

d. Students lack interest in learning English

Interview result with Syahrir Romadani (the eighth grade student) revealed that:

"Salah satu faktor yang menyebabkan saya kurang menguasai kosakata bahasa Inggris yaitu saya kurang menyimak apa yang guru jelaskan dan saya juga kurang suka pelajaran bahasa Inggris, apalagi ketika guru menyuruh saya membaca teks bahasa Inggris, teman-teman menertawai saya, hal itu

¹⁰⁰ Observation, English class, Sumenep, 20th May 2024

*yang membuat saya malas untuk berbicara menggunakan bahasa inggris"*¹⁰¹

"One of the factors that causes me to have less mastery of English vocabulary is that I pay less attention to what the teacher explains, and I also don't like English lesson, especially when the teacher asks me to read some English texts, my friends laugh at me, which makes me reluctant to speak in English"

Based on the observation results, the researcher found that the learning activities in the classroom felt less conducive, during the teacher explained a descriptive text material about animals, some students did not pay attention to the lesson explanation, so that while the question session, they encountered difficulties answering the teacher's question. For example, when the teacher asked the students about how to pronounce the word "Cow" correctly, some students still pronounced the word using Indonesian pronunciation "Kou".¹⁰²

e. Students rarely engaged in English practice

Interview result with Moh. Farhan (the eighth grade student) revealed that:

¹⁰¹ Syahrir Romadani, the eighth grade student, Interview, Sumenep, 20th May 2024

¹⁰² Observation, English class, Sumenep, 20th May 2024

*"Salah satu faktor yang menyebabkan saya kesulitan dalam menguasai kosakata yaitu kurangnya praktek berbicara menggunakan bahasa inggris. Saya juga tidak tahu apa yang harus saya ucapkan. Saya merasa gugup dan takut kalau saya membuat kesalahan ketika berbicara menggunakan bahasa inggris"*¹⁰³

"One of the factors that causes me difficulty in mastering vocabulary is the lack of practice speaking English. I also don't know what to say. I feel nervous and afraid of making mistakes when speaking English"

This indicated that students rarely engaged in English speaking practice because they were unsure of what to say. They also felt nervous and anxious about making mistakes while speaking English.

Based on the observation results, the researcher found that the eighth grade of Madrasah Tsanawiyah Sumber Payung practiced English very rarely, for example, when the teacher asked the students who would like to read a descriptive text about animals in front of the class, the students remained silent, unless the teacher pointed them out one by one.¹⁰⁴

¹⁰³ Moh. Farhan, the eighth grade student, Interview, Sumenep, 20th May 2024

¹⁰⁴ Observation, English class, Sumenep, 20th May 2024

From all the statements provided above, it could be concluded that the primary factors that caused the eighth grade students' difficulties in vocabulary mastery at Madrasah Tsanawiyah Sumber Payung were students' reluctance to utilize dictionary, students lacked interest in learning English, students practiced English rarely, insufficient facilities due to absence of a library so that the English dictionary provided were still limited and the negative impression of their classmates.

3. The strategies used by the English teacher to overcome the students' difficulties in vocabulary mastery at the eighth grade of Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year

In the field, researchers discovered a strategy used by the eighth grade English teacher to overcome students' difficulties in mastering vocabulary, namely presenting, practicing, revising vocabulary.

Presenting, practicing, and revising vocabulary was very important in learning vocabulary. The presentation made students aware of the English material. Practicing improved their vocabulary mastery. Meanwhile, revising could determine the students' ability to master vocabulary.

Mr. Sholeh Agus Ribowo as the English teacher of the eighth grade of Madrasah Sumber Payung said that:

"Setiap pertemuan, saya selalu menjelaskan kosakata baru kepada siswa. Kemudian, saya berlatih Bersama siswa cara mengucapkan

dan mengeja kosa kata dengan benar. Setelah itu, saya meminta siswa untuk menulis dan menghafalkan minimal 5 kosakata pada setiap pertemuan. Setelah itu saya meminta siswa maju satu per satu untuk mempresentasikan kosakata yang telah mereka hafal. Setelah itu, saya merevisi kesalahan siswa dalam mengucapkan dan mengeja kosa kata."¹⁰⁵

"In every meeting, I always explain new vocabulary to the students. Then, I train with the students on how to pronounce and spell the vocabulary correctly. After that, I ask the students to write and memorize at least 5 words in each session. Following this, I ask the students to come forward one by one to present the vocabulary they have memorized. Finally, I correct the students' mistakes in pronouncing and spelling the words."

In accordance with the statements above, Moh. Farhan (the eighth grade student) said:

"Setiap pelajaran bahasa Inggris, guru menjelaskan suatu kosakata baru kepada kami. Kemudian guru memberikan contoh cara mengucapkan kosakata tersebut dengan benar. Kemudian Kami disuruh menghafal kosakata tersebut di depan guru. Setelah itu, guru

¹⁰⁵ Mr. Sholeh Agus Ribowo, the English teacher, Interview, Sumenep, 13th May 2024

mengkoreksi hafalan kami jika kami salah dalam pengucapannya. Jadi, saya merasa mudah untuk memahami arti sebuah kosa kata."¹⁰⁶

"Every English lesson, the teacher explains new vocabulary to us. Then the teacher gives examples of how to pronounce the vocabulary correctly. Then we were told to memorize the vocabulary in front of the teacher. After that the teacher corrected our memorization if there were errors in pronunciation. So, it is easy for me to understand the meaning of vocabulary."

Another interview result with Abdullah Faiz (the eighth grade student) revealed that:

*"Guru bahasa Inggris menjelaskan arti suatu kata terlebih dahulu. Kemudian guru menceritakan cara mengucapkan kosakata tersebut dengan benar. Kemudian guru meminta kami untuk menghafal kosakata tersebut. Setelah itu beliau merevisi kosakata yang telah kami hafal jika ada kesalahan. Dengan cara ini saya mudah mengetahui arti kosakata, karena setiap pertemuan kita harus menghafal beberapa kosakata."*¹⁰⁷

"The English teacher explains the meaning of a word first. Then the teacher tells how to pronounce the vocabulary correctly. Then the teacher asked us to memorize the vocabulary. After that he revised the

¹⁰⁶ Moh. Farhan, the eighth grade student, Interview, Sumenep, 20th May 2024

¹⁰⁷ Abdullah Faiz, the eighth grade student, Interview, Sumenep, 15th May 2024

vocabulary that we had memorized if there were any mistakes. In this way, it is easy for me to know the meaning of vocabulary, because every meeting we have to memorize some vocabulary."

Based on the observations result, the researcher found that the strategy used by the English teacher to overcome students' difficulties in vocabulary mastery at the eighth grade of Madrasah Tsanawiyah Sumber Payung was presenting, practicing and revising vocabulary strategy. During the learning process, the English teacher presented new vocabulary to the students, then he trained them how to pronounce and spell the vocabulary correctly. He also asked students to write and memorize the vocabulary, after that, the students were asked to practice vocabulary and come forward one by one. He also revised the students' mistakes in pronunciation, spelling, and vocabulary meaning. For instance, the word "*Rabbit*", the teacher practiced how to spell and pronounce the word "RABBIT" (R-A-B-B-I-T) repeatedly, if there were still some mistakes in their spelling and pronunciation, the teacher corrected them. So that, the students can comprehend and memorize vocabulary more easily.¹⁰⁸

From all the statements provided above, it could be said that presenting, practicing and revising vocabulary strategy could improve the eighth grade students' ability in vocabulary mastery. The students could

¹⁰⁸ Observation, English class, Sumenep, 20th May 2024

understand the meaning of vocabulary and they could also memorize vocabulary easily.

Table 4.3
Matrix of Research Finding

No	Research Focus	Research Finding
1.	What are the difficulties in vocabulary mastery encountered by the eighth grade students at Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year?	<ul style="list-style-type: none"> a. Translating phrases and words from English into Indonesian and vice versa b. Pronouncing English vocabulary c. Spelling English words d. Memorizing or remembering English vocabulary.
2.	What are the factors that cause the eight grade students' difficulties in vocabulary mastery at Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year?	<ul style="list-style-type: none"> 1. Internal factors, including <ul style="list-style-type: none"> a. students are reluctant to utilize a dictionary b. students lack interest in learning English c. students practice speaking English rarely 2. External factors, consisting of

		<p>a. insufficient facilities due to absence of a library, so that the English dictionary provided were still limited</p> <p>b. negative impression of their classmates when they practice speaking English</p>
3.	<p>What are the strategies used by the English teacher to overcome the students' difficulties in vocabulary mastery at the eighth grade of Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year?</p>	<p>presenting, practicing, revising vocabulary strategy.</p>

C. Discussion

In this discussion, the researcher presented the data obtained from the field, which had been previously presented in the form of data presentation. The following data were:

1. The difficulties in vocabulary mastery encountered by the eighth grade students at Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year

Student learning outcomes served as one of the tools to measure students' comprehension of the material they had studied. If their learning outcomes were satisfactory, it indicated that they had comprehended the material effectively.

The eighth grade teacher at Madrasah Tsanawiyah Sumber Payung employed daily grades as an indicator to evaluate students' English learning outcomes. However, the student's English learning outcomes had been insufficient, with many receiving low grades or not accomplishing the objective. According to the research, one of the factors that led to the low score was a lack of comprehension of English words and vocabulary.

Vocabulary mastery is more complex; as mentioned by Richards and Renandya in their research, vocabulary is a significant aspect of language proficiency and provides much of the basis for how learners speak, listen, read, and write.¹⁰⁹ Vocabulary serves as the backbone of knowledge that students must acquire in order to learn English effectively. Before learning the four English skills, students must first master their vocabulary.

Vocabulary mastery is necessary for every student. However, some students encounter difficulties in vocabulary mastery. As stated in the

¹⁰⁹ Richards, J.C. & Renandya, W.A, "Methodology in Language Teaching", 255

literature, Thornbury claimed that there are a few difficulties with mastering vocabulary, including: 1) struggle with pronouncing the words; 2) spelling issues; 3) length and complexity; 4) word meaning and grammar; 5) Word range, connotation, and idiomaticity.¹¹⁰

Based on the outcomes of this research conducted at the eighth grade of Madrasah Tsanawiyah Sumber Payung. The students' difficulties in vocabulary mastery included; 1) translating phrases and words from English into Indonesian and vice versa, 2) pronunciation, 3) misspelling, and 4) remembering or memorizing English vocabulary. All of these difficulties were discussed in detail, as follows:

The first difficulty was translating words or phrases from English into Indonesian and vice versa. In situations where students were given a brief text to translate, they tended to get confused and took a long time to do it because an English term might have multiple interpretations that occasionally deviated from the original meaning. Additionally, Thornbury stated that students are likely to mistake two words when their meanings overlap.¹¹¹ Therefore, students need to be able to interpret words and understand the meaning of the entire phrase.

The second difficulty was pronunciation, this happened because students did not provide ideal examples from native English speakers. When

¹¹⁰ Scott Thornbury, *How to Teach Vocabulary*, 27-28

¹¹¹ Scott Thornbury, *How to Teach Vocabulary*, 28

the teacher instructed the students to read a text aloud in front of the class individually, many of them pronounced the words incorrectly. They are confused about pronouncing English vowels (A,, I,, U,, E,, O) in words such as air, ear, hour and so on. Many of them still read the English' vocabularies with Indonesian pronunciation. Another common mistake was mispronouncing the silent letters, as in words like build, guide, know, etc. Which were pronounced the way they were written.

The third difficulty was misspelling, this happened due to the differences between spoken and written English words. When students were given a spelling exercise. They encountered difficulty in how they spell the words correctly. When the teacher assigned them to write English words, they just wrote the words based on what they heard. The results showed that some students chose the wrong letters, such as "studi" for "study" and "instol" for "install". in accordance with the statement above. Thornbury claimed that, spelling errors can be triggered by incorrect letter selection, letter omission, or letter order¹¹².

The fourth difficulty was remembering or memorizing vocabulary. Learning is about remembering; therefore, in order for students to develop their vocabulary, they must not only learn an extensive number of words but also remember them¹¹³. This indicated that if students wanted to master

¹¹² Scott Thornbury, *How to Teach Vocabulary*, 29

¹¹³ Scott Thornbury, *How to Teach Vocabulary*, 24

vocabulary, it was not enough for them to just learned a lot of words, but they also needed to remember and memorize the words. However, students in the eighth grade of Madrasah Tsanawiyah Sumber Payung had difficulty in remembering vocabulary. During the learning English process, students could not remember a lot of vocabulary for a long time. When they tried to remember new vocabulary, they forgot the vocabularies they had already memorized before. The reason why they struggled to memorize the words is the lack of repetition; they only studied at school and didn't practice at home.

2. The factors that cause the eighth grade students' difficulties in vocabulary mastery at Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year

Based on the research findings, the results revealed that the eighth grade students at Madrasah Tsanawiyah Sumber Payung encountered several factors that cause difficulties in vocabulary mastery. These included: Internal factors, such as; a) students were reluctant to utilize a dictionary, b) students lacked of interest in learning English, c) students practiced English rarely. And other external factors such as; a) insufficient facilities and b) negative impression of their classmates.

The first factor that caused students' difficulties in vocabulary mastery was internal factors. Mahmoudi claimed that Internal factors in the study

consisted motivation, persistence, intelligence and attitude.¹¹⁴ In this research the internal factors of students' difficulties in vocabulary mastery were influences that originated within the students themselves.

The first internal factor was students were reluctant to utilize a dictionary. Dictionaries are typically used by students who have encountered a word and want to confirm that they understand its meaning¹¹⁵. In fact, when the students faced difficulties in understanding vocabulary, they often preferred to ask the teacher directly rather than looking at the dictionary first. This tendency was caused by various factors, including the limited availability of dictionaries among students, some students only relied on dictionaries provided by the school, which were not enough for the entire class so that they often could not meet their needs. As a result, students became lazy to utilize dictionary and they preferred to immediately ask the teacher.

Students who were reluctant to use a dictionary would face difficulty understanding words or sentences, because one word in English could have multiple meanings depending on the contexts. It was straightened by Rohmatillah, she stated that the meaning of a word is determined by the

¹¹⁴ Mahmoudi, *Internal and External Factors Affecting Learning English as a Foreign Language. International, Journal of language and linguistics*. Vol. 3, No. 5, (2015), 313

¹¹⁵ Jeremy Harmer, *The practice of English Language Teaching*, 240

context of the word, and when students are reluctant to look up definitions in dictionaries, they will struggle to utilize the words¹¹⁶.

The second internal factor was students lacked interest in learning English. This was happened because of their lack of motivation in learning English. Motivation itself was some kind of internal drive which pushed someone to do things in order to achieve something. Students who lacked interest in learning English usually showed behaviors such as not paying attention to the material that is being taught, being passive in class activity, appearing lazy and bored during English lessons, and not actively participating by asking or answering questions. In accordance with the statement above, Slameto claimed that, the factors that lead to learning difficulties among students are lack of attention, lack of interest, emotion, talent, and so on¹¹⁷.

The third internal factor was students practiced speaking English rarely, this happens because students were not sure about what to say and they also felt anxious. They were afraid of making mistakes when they practiced speaking English. To master the pronunciation of English vocabulary fluently, students needed to speak English regularly. But in reality, students only practiced speaking English in the class, and rarely studied or spoke English at home.

¹¹⁶ Rohmatillah, *Dictionary Usage in English Language Learning*, English Education Journal, Vol. 9 (1), (2016), 186

¹¹⁷ Slameto, *Belajar dan Faktor yang mempengaruhinya*, Jakarta: Rineka Cipta, (2018), 57

The second factor that caused students' difficulties in vocabulary mastery was external factor. According to Mulyasa, educational facilities include equipment, like buildings, classrooms, tables, chairs, tools for teaching, and media that are specifically utilized to help and enhance the learning process¹¹⁸. In this research the external factors of students' difficulties in vocabulary mastery were influences which come from outside the students.

The first external factor was insufficient facilities. In this case, MTs Sumber Payung did not have a complete library to support English learning process. In addition, the English dictionary provided were still limited, those were also the factors that caused the students encountered difficulties in vocabulary mastery.

Apart from that, negative impression from their classmates was also becoming the second external factors that caused students' difficulty in vocabulary mastery, when students tried to practice speaking English, their classmates still laughed at them, that's why they feel less confident and lazy to learn and practice speaking English again.

3. The strategies used by the English teacher to overcome the students' difficulties in vocabulary mastery at the eighth grade of Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year

¹¹⁸ Mulyasa, *Manajemen berbasis sekolah*, 49

Based on the research findings, the researcher discovered that presenting, practicing, and revising vocabulary strategy was very necessary in English learning process, specifically in vocabulary mastery. In this case, the teacher presented the vocabularies, such as what the vocabulary meant according to the context of the situation. Then the teacher practiced with the students how to spell and pronounce vocabulary correctly. After that, the teacher asked the students to practice and memorize the vocabularies in front of the class one by one. So that, the teacher could revise the mistakes if the students made something incorrect, as like misspelling and mispronounce the vocabulary they had been memorized. So, the students can improve their vocabulary mastery.

In line with what Gower, Philip, and Walter claimed that in order to overcome the difficulties faced by students in mastering vocabulary, the teacher used to present, practice, and revise the vocabulary.¹¹⁹ The eighth grade English teacher at Madrasah Tsanawiyah Sumber Payung also applied the presenting, practicing, and revising vocabulary strategy to overcome students' difficulties in mastering vocabulary. The teacher gave a presentation about vocabulary to the students. Then the teacher practiced with the students how to spell and pronounce the vocabulary correctly, and he also revised the mistakes made by the students. This strategy was claimed by the teacher to be quite impactful in overcoming students' difficulties in vocabulary mastery.

¹¹⁹ Gower, Philip, and Walters, *Teaching Practice Handbook*, 146

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data findings and discussion on the previous chapters.

The results can be concluded in the following way:

1. There are some difficulties in vocabulary mastery encountered by the eighth grade students at Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year, including; translating phrases and words from English into Indonesian and vice versa, pronunciation, misspelling, and memorizing or remembering English vocabulary.
2. There were several factors that cause the eighth grade students' difficulties in vocabulary mastery at Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year. Specifically, internal and external factors. For the internal factors, including; students are reluctant to utilize a dictionary, students lack interest in learning English and students practice speaking English rarely. For the external factors, consisting of; insufficient facilities due to absence of a library, so that the provided English dictionary are still limited and also negative impression of their classmates when they practice speaking English.

3. There was a strategy the eighth grade English teacher used to overcome students' difficulties in vocabulary mastery at the eighth grade students at Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year, namely presenting, practicing, revising vocabulary strategy. This strategy improved the students' ability in learning English vocabularies, so that the students could comprehend and memorize the vocabularies more easily.

B. Suggestion

Following the outcomes of this research, the researcher believes it is necessary to give the following recommendations:

1. For The English Teacher

According to the outcomes of this research, the important thing for the English teacher is to employ interesting methods to develop students' abilities. Providing additional attention and motivation in English learning, particularly in vocabulary mastery.

2. For Researchers

Other researchers need to conduct further research regarding students' difficulties in mastering vocabulary in order to achieve more effective English learning process.

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AUTHENTICITY STATEMENT OF WRITING

The undersigned below:

Name : Wahyudi
NIM : T20176002
Study Program/Major : English Education Department
Faculty : Tarbiyah and Teacher Training
Institution : UIN KH Achmad Siddiq Jember
Place and Date of Birth : Sumenep, 14th April 1997
Address : Ellak Laok, Lenteng, Sumenep

Hereby declares that the content of the thesis entitled “The Exploration of Students' Difficulties in Vocabulary Mastery at The Eighth Grade of Madrasah Tsanawiyah Sumber Payung Ganding Sumenep in The 2023/2024 Academic Year” is the result of research or work, except in part referred by the source.

Jember, 20th June 2024

Stated by



Wahyudi

NIM. T20176002

Appendix II Matrix of research

MATRIX OF RESEARCH

TITLE	VARIABLE	SUB - VARIABLE	INDICATOR	DATA RESOURCE	RESEARCH METHOD	RESEARCH QUESTION
The Exploration of Students' Difficulties in Vocabulary Mastery at the Eighth Grade of Madrasah Tsanawiyah Sumber Payung Ganding Sumenep in The 2023/2024 Academic Year	Vocabulary	Vocabulary mastery Students' difficulties	<ol style="list-style-type: none"> 1. The Nature of Vocabulary 2. Type of Vocabulary 3. The Importance of Vocabulary <ol style="list-style-type: none"> 1. Pronunciation 2. Spelling 3. Length and complexity 4. Grammar 5. Meaning and range (connotation and idiomaticity) 	<ol style="list-style-type: none"> 1. Observation 2. Interview: <ol style="list-style-type: none"> a. The eight grade students at Madrasah Tsanawiyah (MTs) Sumber paying b. The English teacher of eighth grade at Madrasah Tsanawiyah (MTs) Sumber Payung 3. Document review: <ol style="list-style-type: none"> a. Profile of MTs Sumber Payung b. Interview process c. Data of the participants d. Lesson plan 	<ol style="list-style-type: none"> 1. Research approach: Qualitative Research 2. Type of research: Phenomenology and descriptive approach 3. Technique of collecting data: <ol style="list-style-type: none"> a. Observation b. Interview c. Document review 4. Data analysis: Miles, Huberman and saldana model: data condensation, data display and conclusion drawing 5. Validity of data: <ol style="list-style-type: none"> a. Source triangulation b. Technique triangulation 	<ol style="list-style-type: none"> 1. What are the difficulties in vocabulary mastery encountered by the eighth grade students at Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year? 2. What are the factors that cause the eight grade students' difficulties in vocabulary mastery at Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year? 3. What are the strategies used by the English teacher to overcome the students' difficulties in vocabulary mastery at the eighth grade of Madrasah Tsanawiyah Sumber Payung in the 2023/2024 academic year?

Appendix III Interview guide for English teacher and students

INTERVIEW QUESTIONS

**STUDENTS' DIFFICULTIES IN VOCABULARY MASTERY
AT THE EIGHTH GRADE OF MADRASAH TSANAWIYAH (MTS)
SUMBER PAYUNG GANDING SUMENEP
ACADEMIC YEAR 2023/2024**

Questions for:

A. Students

1. Are you able to understand the teacher's material?
2. What are the factors or obstacles that cause students to not really understand the material?
3. What difficulty do you usually face in mastering vocabulary?
4. What are the factors that cause your difficulties in vocabulary mastery?
5. How does the teacher improve the students' ability in vocabulary mastery?

B. Teacher

1. Can students understand the material you present?
2. What factors or obstacles cause students lack of understanding the material?
3. What method does teacher use to assess students' study results?
4. What difficulties do students usually face in mastering vocabulary?
5. What are the factors that cause students' difficulties in vocabulary mastery?
6. What strategies do you use to improve students' ability in vocabulary mastery?

Appendix IV Documentation



The researcher interviewed Mr. Sholeh Agus Ribowo, S.Pd, the English teacher of the eighth grade of Madrasah Tsanawiyah Sumber Payung Ganding Sumenep

Daily English learning results of the eighth grade students of Madrasah Tsanawiyah Sumber Payung Ganding Sumenep

DAFTAR HADIR SISWA KELAS VIII A PUTRA
MTS SUMBER PAYUNG GANDING SUMENEP
TAHUN PELAJARAN 2023/2024
BULAN: MEI

Nama Guru: Sholeh Agus Ribowo, S.Pd Mata Pelajaran: Bahasa Inggris

NO	NAMA SISWA	PERTEMUAN KE														JUMLAH			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	S	I	A
1	ABDULLAH FAIZ	50	60	55	50	50	60												
2	ACH. RIAN PERDANA	60	65	75	70	75	65												
3	ACH. ROFIKI	75	80	70	85	80	85												
4	ADITYA WAHYUDI	70	75	65	70	75	75												
5	AHMAD RIFQI AL HIBSY	55	60	60	60	60	60												
6	BASMAN SAMMARI	60	50	55	60	55	55												
7	FACHRIRIZAL FERDIYANSYAH	80	85	80	75	85	80												
8	MOH. ADLIAN HUZAINI	85	80	80	85	80	80												
9	MOH. FARHAN	55	60	60	55	60	60												
10	MOH. NUR RENDI ARDANA	75	70	65	70	65	70												
11	MOH. RIFQI	90	85	85	90	85	90												
12	MUHAMMAD FIRDAUS	60	55	55	60	60	60												
13	MUHAMMAD HAIDAR	70	75	65	70	75	70												
14	RIDHO ROBBY	55	60	60	60	50	60												
15	SYAFIQL IBAD	75	65	70	75	70	75												
16	SYAHRIR ROMADANI	50	60	55	60	50	55												

The researcher interviewed the eighth grade students of Madrasah Tsanawiyah Sumber Payung Ganding Sumenep



AHMAD RIFQI AL HIBSY



ABDULLAH FAIZ



MOH. FARHAN



SYAHRIR ROMADANI



BASMAN SAMMARI



MUHAMMAD FIRDAUS



RIDHO ROBBY

The researcher observed the English learning process of the eighth grade of Madrasah Tsanawiyah Sumber Payung Ganding Sumenep



Appendix V Lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MTs Sumber Payung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2
Materi Pokok	: <i>Descriptive Text About Animals</i>
Alokasi Waktu	: 4x40 Menit (2x Pertemuan)

A. KOMPETENSI INTI

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
<p>3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>3.7.1 Mengidentifikasi (C4) ciri-ciri binatang yang ada di hand puppet dalam beberapa kalimat singkat.</p> <p>3.7.2 Menganalisis (C4) unsur kebahasaan teks deskriptif binatang, pendek dan sederhana, sesuai konteks</p>
<p>4.7. Teks Deskripsi</p> <p>4.7.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.</p>	<p>4.7.2.1 Menyusun (P5) teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait binatang dengan memperhatikan struktur teks dan unsur kebahasaan dengan benar</p>
<p>4.7.2. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	

C. TUJUAN PEMBELAJARAN

Melalui pendekatan saintifik dengan menggunakan model pembelajaran *Communicative Language Teaching*, peserta didik dapat :

1. Mengidentifikasi (C4) ciri-ciri binatang yang ada di hand puppet dalam beberapa kalimat singkat dengan tepat
2. Menganalisis (C4) unsur kebahasaan teks deskriptif binatang, pendek dan sederhana, sesuai konteks dengan tepat
3. Menyusun (P5) teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait binatang dengan memperhatikan struktur teks dan unsur kebahasaan dengan benar

D. MATERI PEMBELAJARAN

➤ Descriptive Text

Descriptive Text is a text which say what person, animal, place, or thing is like. It presents about something specially.

➤ The Purpose of Descriptive Text

The Purpose of Descriptive Text is to describe and reveal a particular person, animal, place, or thing specially.

➤ Generic Structure of Descriptive Text

- a. Identification : this part identifies or introduces a particular person, animal, place, or thing being described.
- b. Description : this part describes the parts (Physical appearance), qualities, behavior, and characteristics.

➤ Language Features of Descriptive Text

- a. Using simple present tense
- b. Using Adjective and Classifiers in nominal group
- c. Using has or have.

E. Model, Pendekatan dan Metode Pembelajaran

Model : *Communicative Language Teaching*

Pendekatan : Saintifik

Metode : Diskusi, tanya jawab, presentasi individu

F. Sumber dan Media Pembelajaran

- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings The Bell*, Kelas VIII, Kemendikbud, Revisi .
- Buku Ringkasan Materi dan Latihan BRILIAN Kelas VII, Grafindo Media Pratama, Revisi.

G. Media dan Alat

- Buku Pegangan Siswa
- LKPD (Lembar Kerja Peserta Didik)
- Papan Tulis
- Spidol
- Hand Puppet

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H. Kegiatan Pembelajaran
Pertemuan 2

Kegiatan dan Alokasi Waktu	Deskripsi Kegiatan Pembelajaran	Langkah-Langkah Model
<p>Pendahuluan (10 menit)</p>	<ol style="list-style-type: none"> 1. Pembukaan dengan salam pembuka, menanyakan kabar dan memeriksa kehadiran peserta didik sebagai sikap disiplin. (<i>Disiplin-PPK/PPP</i>) 2. Berdoa untuk memulai pembelajaran sebagai bentuk rasa syukur kepada Tuhan. (<i>Religiusitas PPK</i>). 3. Guru memberikan beberapa Gambar binatang dan memberi pertanyaan pemantik misalnya <ul style="list-style-type: none"> • What is the difference of these animals? (<i>Critical Thinking, communication-4C</i>) 4. Peserta didik menyimak penjelasan guru tentang tujuan pembelajaran yang hendak dicapai, metode belajar, teknik penilaian yang akan ditempuh dan manfaat mempelajari materi Descriptive text about animal (<i>Language Features</i>) 	<p>Apersepsi dan Motivasi</p>

Inti (60 Menit)	<p>5. Peserta didik menyimak hand puppet yang berbentuk binatang dan guru memberi pertanyaan untuk mengorientasikan masalah. What animals is this? What do they look like? (<i>Literasi, Critical Thinking, TPACK</i>)</p> <p>6. Peserta didik diberi kesempatan untuk bertanya dan memberi tanggapan maupun pendapat (<i>Communication, Creativity and Critical Thinking-4C</i>) (Berbicara-Literasi) (<i>Menanya-Saintifik</i>).</p>	<p>Orientasi peserta didik padamasalah</p> <p>(<i>Mengamati</i>) (<i>Menanya</i>).</p>
	<p>7. Peserta didik menyimak hand puppet yang berbentuk binatang dan guru memberi pertanyaan untuk mengorientasikan masalah. What animals is this? What do they look like? (<i>Literasi, Critical Thinking, TPACK</i>)</p> <p>8. Peserta didik diberi kesempatan untuk bertanya dan memberi tanggapan maupun pendapat (<i>Communication, Creativity and Critical Thinking-4C</i>) (Berbicara-Literasi) (<i>Menanya-Saintifik</i>).</p>	<p>Orientasi peserta didik padamasalah</p> <p>(<i>Mengamati</i>) (<i>Menanya</i>).</p>
	<p>9. Peserta didik di kelompokkan secara heterogen (<i>Collaboration-4C</i>)</p> <p>10. Peserta didik dan guru berdiskusi tentang ciri-ciri binatang sesuai dengan hand puppet yang mereka lihat (<i>Collaboration</i>)</p> <p>11. Peserta didik di minta menuliskan nama-nama dan ciri fisik binatang sesuai hand puppet. Secara individu, penyelidikan</p>	<p>Mengorganisasi kan peserta didik untuk belajar</p> <p>(Mengumpulkan Informasi)</p>

	<p>terhadap hand puppet.</p> <p>12. Peserta didik menuliskan nama-nama dan ciri fisik binatang yang dilihat pada hand puppet pada kolom LKPD yang diberikan guru.</p> <p>13. Guru memantau keterlibatan peserta didik. Peserta didik dengan bimbingan guru mengembangkan informasi yang didapat menjadi sebuah paragraf yang mengarah pada pembentukan teks deskriptif.</p> <p>14. Peserta didik mempresentasikan hasil diskusi kelompoknya dengan percaya diri. <i>(Communication-4C, Integritas Mandiri (PPK), Berbicara / Literasi, dan mengkomunikasikan / Saintifik).</i></p> <p>15. Siswa lain diminta menanggapi hasil presentasi yang disampaikan oleh temannya.</p> <p>16. Guru memberikan apresiasi dan feedback terhadap hasil presentasi Peserta didik</p> <p>17. Peserta didik dan guru menyimpulkan tentang materi pembelajaran. Peserta didik mengerjakan soal tes tertulis pilihan ganda.</p>	<p>Membimbing penyelidikan ahli (Mengasosiasi)</p> <p>Mengembangkan/ Menyajikan hasil karya (Mengkomunikasikan)</p> <p>Menganalisis dan mengevaluasi masalah</p>
<p>Penutup (10 Menit)</p>	<p>19. Guru bersama peserta didik melakukan refleksi pembelajaran hari ini</p> <p>20. Guru menyampaikan materi yang akan dipelajari di pertemuan yang akan datang.</p>	<p>Refleksi</p>

I. PENILAIAN

1. Aspek Pengetahuan

Jenis Penelitian : Tes Tulis

Bentuk penilaian : PG

2. Aspek Keterampilan

Jenis penilaian : Non Tes

Bentuk penilaian : Lembar kerja peserta didik (LKPD)

4. Aspek Sikap

Jenis penilaian : Non Tes

Bentuk penilaian : Lembar Observasi (Rubrik terlampir)

Ganding, 20 Mei 2024

Mengetahui

Kepala Kepala MTs Sumber Payung

Guru Mata Pelajaran



K. Moh. Afifi, M. Hum



Sholeh Agus Ribowo, S.Pd

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Lampiran Penilaian Pengetahuan

Kompetensi Dasar	Tujuan Pembelajaran	Indikator Soal	Jenis Tes/ Bentuksoal	No soal	ButirSoal	Kunci Jawaban	Tingkat kesulitan	Bobot skor
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> Mengidentifikasi ciri-ciribinatang tertentu Menganalisis unsur kebahasaan teks deksripsi terkait binatang. 	Disajikan sebuah teks deskripsi tentang ciri binatang, peserta didik dapat memilih binatangsesuai cirinya	Tes tertulis Pilihan ganda	1	It has two arms, two legs, and a tail. It like to eat bananas. It can swing fromtrees. What the name of this animal? a. Kangaroo b. Monkey c. Rabbit d. Sheep	B	Sedang	2
				2	It is kind of big cat. It hasbig sharp teeth. It has orange fur with black stripes. It like to eat meat. What the name of this animal? a. Tiger b. Lion	A	Sedang	2

					c. Jaguar d. Girafe			
		Disajikan sebuah kalimat, peserta didik dapat menganalisis unsur kebahasaan dari kalimat tersebut yang berupa adjektif.		3.	Rabbit has long ears. The adjective of this sentence is.... a. Rabbit b. Has c. Long d. Ears	C	sedang	2

		Disajikan kalimat rumpang, peserta didik dapat melengkapi dengan to be simple present tense yang tepat		4.	Dog smart animal. a. Is b. Am c. Is d. has	A	Sukar	2
		Disajikan kalimat rumpang, peserta didik dapat menentukan penggunaan has/have pada kalimat tersebut		5	I have a Rabbit. It names Jabrig because it..... thick fur and soft. a. Have b. Is c. Are d. Has	D	Sukar	2

Lampiran Instrumen Penilaian Pengetahuan

PENILAIAN HASIL BELAJAR

Nama peserta didik :

Kelas :

Read the following questions and choose the best answer!

1. It has two arms, two legs, and a tail. It like to eat bananas. It can swing from trees. Whatthe name of this animal?
A. Kangaroo
B. Monkey
C. Rabbit
D. Sheep
2. It is kind of big cat. It has big sharp teeth. It has orange fur with black stripes. It like to eatmeat.
What the name of this animal?
A. Tiger
B. Lion
C. Jaguar
D. Girafe
3. Rabbit has long ears. The adjective of this sentence is....
A. Rabbit
B. Has
C. Long
D. Ears
4. Dog smart animal.
A. Is
B. Am
C. Is
D. has
5. I have a Rabbit. It names Jacob because it..... thick fur and soft.
A. Have
B. Is
C. Are
D. Has

Kunci Jawaban

1. B
2. A
3. C
4. A
5. D

Pedoman penskoran soal pilihan ganda

NOMOR SOAL	SKOR	KETERANGAN
1-5	2	Apabila jawaban peserta didik benar
	0	Apabila jawaban peserta didik salah

Rumus untuk memperoleh Nilai

$$\text{Nilai} = \frac{\text{Skor yang diperoleh siswa}}{\text{Skor maksimal}} \times 100$$

Daftar Nilai Peserta didik

NO	NAMA PESERTA DIDIK	SKOR	NILAI	KETERANGAN	
				LULUS	BELUM LULUS
1	A				
2	B				
3	Dst				

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Lampiran Penilaian Keterampilan

PENILAIAN KETERAMPILAN

- a. Teknik / Strategi : Unjuk kerja
 b. Alat : Lembar Observasi (Skor)

Kompetensi Dasar	Materi	Indikator	Penilaian
4.7.2 Menyusun teks deskriptif lisan atau tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsisosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Menulis teks deskripsi tentang binatang	Menyusun (P5) teksdeskriptif lisan dan tulis, sangat pendek dan sederhana, terkait binatang dengan memperhatikan struktur teks dan unsur kebahasaan dengan benar	Unjuk Kerja Pengerjaan LKPD

No	Nama Peserta Didik	Aspek yang dinilai											
		Pengucapan (Pronunciation)			Ketepatan (Accuracy)			Tata bahasa (Grammar)			Ejaan (Spelling)		
		1	2	3	1	2	3	1	2	3	1	2	3

Rubrik Penilaian Aspek Keterampilan

Indikator Penilaian Keterampilan

Pengucapan (Pronunciation)	1 Apabila pengucapannya sering salah 2 Apabila ada sedikit kesalahan dalam pengucapan 3 Apabila pengucapannya sudah benar
Pemahaman (Comprehension)	1 Apabila kata yang digunakan tidak tepat 2 Apabila kata yang digunakan kurang tepat 3 Apabila kata yang digunakan tepat
Tata bahasa (Grammar)	1 Banyak kesalahan dan mengganggu makna 2 Ada kesalahan tapi tidak mengganggu makna 3 Tidak ada kesalahan dan tidak mengganggu makna
Ejaan (Spelling)	1 Apabila pengejaannya sering salah 2 Apabila ada sedikit kesalahan dalam pengejaan 3 Apabila pengejaannya sudah benar

Rumus untuk memperoleh nilai

Diperoleh nilai keterampilan : $\frac{\text{jumlah skor yang diperoleh}}{\text{skor maksimal}} \times 100$

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Indikator Penilaian Sikap:

Tanggung jawab	<ul style="list-style-type: none">a. Aktif dalam diskusi kelompokb. Melaksanakan tugas sesuai dengan kesepakatan kelompoknya.c. Peduli terhadap kesulitan yang dihadapi oleh teman kelompoknyadalam menyampaikan hasil diskusi
Disiplin	<ul style="list-style-type: none">a. Tertib mengikuti intruksib. Mempresentasikan hasil diskusi tepat waktuc. Tidak melakukan kegiatan yang tidak dimintad. Tidak membuat suasana forum diskusi tidak kondusif
Kerjasama	<ul style="list-style-type: none">a. Aktif dalam diskusi kelompokb. Dapat berkolaborasi dalam mengerjakan tugasc. Saling menghargai dalam kelompoknyad. Saling kerjasama dalam menyampaikan hasil diskusi
Percaya diri	<ul style="list-style-type: none">a. Berpendapat atau melakukan kegiatan tanpa ragu – ragub. Mampu membuat keputusan dengan cepatc. Berani presentasi di depan kelasd. Berani berpendapat, bertanya atau menjawab pertanyaan
Santun	<ul style="list-style-type: none">a. Berinteraksi dengan teman secara ramahb. Menggunakan bahasa yang tidak menyinggung perasaanc. menggunakan Bahasa Indonesia yang baikd. berperilaku sopan



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LEMBAR PENILAIAN PENGUASAAN KOSAKATA SISWA KELAS VIII A PUTRA

No	Nama	Students' Vocabulary Mastery												Total	
		Comprehension			Pronunciation			Grammar			Spelling				
		1	2	3	1	2	3	1	2	3	1	2	3		
1	Abdullah Faiz	✓			✓				✓			✓			41
2	Ach. Rian Perdana		✓			✓			✓			✓			66
3	Ach. Rofiki			✓		✓				✓		✓			83
4	Aditya Wahyudi		✓		✓					✓		✓			66
5	Ahmad Rifqi Al Hibsya			✓		✓		✓			✓				58
6	Basman Sammari	✓				✓		✓				✓			50
7	Fachrizzal Ferdiyansyah		✓				✓		✓				✓		83
8	Moh. Adlian Huzaini			✓		✓				✓		✓			83
9	Moh. Farhan	✓			✓					✓		✓			58

No	Nama	Students' Vocabulary Mastery											Total	
10	Moh. Nur Rendi Ardana		✓		✓					✓		✓		66
11	Moh. Rifqi			✓		✓				✓			✓	91
12	Muhammad Firdaus	✓				✓		✓				✓		50
13	Muhammad Haidar		✓			✓			✓			✓		66
14	Ridho Robby	✓					✓		✓		✓			58
15	Syafiqul Ibad		✓			✓				✓		✓		75
16	Syahrir Romadani	✓				✓		✓				✓		50

Rumus untuk memperoleh nilai

Diperoleh nilai keterampilan : $\frac{\text{jumlah skor yang diperoleh}}{\text{skor maksimal}} \times 100$

Appendix VI Letter of application for permission to conduct research



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://fuk.uinkhas-jember.ac.id](http://fuk.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-6707/In.20/3.a/PP.009/05/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Sumber Payung

Jl. Raya Guluk-Guluk No. 63, Bataal Barat, Ganding, Sumenep

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

NIM : T20176002

Nama : WAHYUDI

Semester : Semester empat belas

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Students' Difficulties In Vocabulary Mastery At Eighth Grade Of Madrasah Tsanawiyah (MTs) Sumber Payung Ganding Sumenep Academic Year 2023/2024" selama 15 (lima belas) hari di lingkungan lembaga wewenang Bapak/Ibu Moh. Afifi, M. Hum

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 07 Mei 2024

an. Dekan,

Wakil Dekan Bidang Akademik,



[Handwritten Signature]
KROTISUL UMAM

Appendix VII Certificate of having conducted research



YAYASAN SUMBER PAYUNG
MTs SUMBER PAYUNG
BATAAL BARAT GANDING SUMENEP
NSM: 121235290109 | NPSN: 20583578 | TERAKREDITASI: B

Jl. Raya Guluk-Guluk No. 63 Desa Bataal Barat,
Ganding, Sumenep, Jawa Timur | 69462
mts.sumpay@gmail.com

+62 817 9434 130
+62 877 5205 6052

SURAT KETERANGAN

Nomor: MTs.m/37/41.PP.005/102/V/2024

Yang bertanda tangan dibawah ini ;

nama : K. MOH. AFIFI, M.Hum
alamat : Bataal Barat Ganding Sumenep
jabatan : Kepala MTs Sumber Payung

menerangkan bahwa ;

nama : WAHYUDI
tempat & tanggal lahir : Sumenep, 14 April 1997
NIM : T20176002
Fakultas : FTIK
Program Studi : Tadris Bahasa Inggris (TBI)
perguruan tinggi : UIN KHAS Jember

telah benar-benar melaksanakan penelitian di Madrasah Tsanawiyah Sumber Payung dari tanggal 8 s.d. 22 Mei 2024 dalam rangka penyusunan skripsi dengan judul "*Student Difficulties in Vocabulary Mastery at 8Th Grab of MTS Sumber Payung*".

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


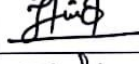
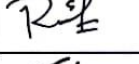
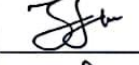
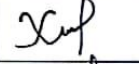

Ganding, 22 Mei 2024



Appendix VIII Journal of research activities

JOURNAL OF RESEARCH ACTIVITIES

NAME : Wahyudi
 NIM : T20176002
 TITLE : Students' Difficulties in Vocabulary Mastery at Eighth Grade of Madrasah
 Tsanawiyah (MTs) Sumber Payung Ganding Sumenep Academic Year
 2023/2024

NO	Date	Activities	Initials
1.	6 th May 2024	Pre-research interview with Mr. Sholeh Agus Ribowo, S.Pd. The eighth-grade English teacher	
2.	8 th May 2024	The researcher was giving the research permission letter	
3.	13 th May 2024	Interviewed Mr. Sholeh Agus Ribowo, S.Pd. The eighth-grade English teacher	
4.	15 th May 2024	Interviewed Abdullah Faiz, the eighth-grade student	
5.	15 th May 2024	Interviewed Muhammad Firdaus, the eighth-grade student	
6.	15 th May 2024	Interviewed Ahmad Rifqi Al Hibsya, the eighth-grade student	
7.	15 th May 2024	Interviewed Basman Sammari, the eighth-grade student	
8.	20 th May 2024	Interviewed Syahrir Romadani, the eighth-grade student	
9.	20 th May 2024	Interviewed Moh. Farhan, the eighth-grade student	
10.	20 th May 2024	Interviewed Ridho Robby, the eighth-grade student	
11.	20 th May 2024	Observation learning English	

Sumenep, 22nd May 2024

The Headmaster

 Afifi, M. Hum

Appendix IX Biography

Researcher's Biography



Personal Information:

- Full Name : Wahyudi
- NIM : T20176002
- Gender : Male
- Place, Date of Birth : Sumenep, 14th April 1997
- Adress : Ellak Laok, Lenteng, Sumenep
- Religion : Islam
- Department/Major Courses : Language Education/English Department
- E-mail Adress : Filkarifi@gmail.com

Education Background

- 2004-2011 : MI Al-Hilal
- 2011-2014 : MTs Sumber Payung
- 2014-2017 : MA Sumber Payung