

Students' Problems in Learning English Vocabulary (A Descriptive Study at Tenth Grade of SMAN 1 Rancaekek)

Fajriati Prasetya Cahyaning Fitri¹, Aip Syaepul Uyun², Eva Meidi Kulsum³

^{1,2,3}English Education Department, Ma'soem University Sumedang

Jl. Raya Cipacing No.22, Cipacing, Kec. Jatinangor, Kabupaten Sumedang, Jawa Barat

prasytafajriati12@gmail.com¹, aipsyaepul@gmail.com², evameidik@gmail.com³

Abstrak

Kosakata merupakan salah satu masalah dalam pembelajaran bahasa Inggris yang perlu diatasi. Kurangnya kemampuan siswa dalam menguasai kosakata menjadi salah satu masalah dalam pembelajaran bahasa Inggris. Penelitian ini dilakukan untuk mengetahui masalah siswa dalam mempelajari kosakata bahasa Inggris di SMAN 1 Rancaekek. Peneliti menggunakan metode deskriptif kualitatif. Kemudian, data dikumpulkan melalui kuesioner, wawancara, dan observasi. Selanjutnya, subjek penelitian ini adalah siswa kelas X MIPA 3 SMAN 1 Rancaekek tahun ajaran 2023/2024 yang terdiri dari 37 siswa. Peneliti mewawancarai enam orang terpilih berdasarkan nilai bahasa Inggris yang mereka dapatkan pada mata pelajaran bahasa Inggris. Wawancara terdiri dari 7 pertanyaan. Hasil akhir, temuan menunjukkan bahwa ada beberapa jenis masalah yang terdiri dari kurangnya minat siswa dalam mempelajari bahasa Inggris, kurangnya motivasi siswa, tidak memahami grammar dan pengucapan, malas menghafal kosakata, dan fasilitas pembelajaran yang kurang mendukung. Oleh karena itu, pentingnya pembelajaran kosakata karena menjadi komponen yang paling penting sebelum ke aspek-aspek lainnya dalam pembelajaran bahasa Inggris.

Kata kunci : Masalah Pembelajaran, Kosakata

Abstract

Vocabulary is one of the problems in English learning that needs to be addressed. The lack of students' ability to master vocabulary is one of the problems in learning English. This research was conducted to find out students' problems in learning English vocabulary at SMAN 1 Rancaekek. This research uses a qualitative descriptive method. Then the data was collected through questionnaires, interviews and observations. Furthermore, the subjects of this research were students of class X MIPA 3 SMAN 1 Rancaekek for the 2023/2024 academic year, consisting of 37 students. Researchers interviewed six people selected based on the English scores they got in English class. The interview consists of 7 questions. The final results, findings show that there are several types of problems consisting of students' lack of interest in learning English, lack of student motivation, not understanding grammar and pronunciation, laziness in memorizing vocabulary, and less supportive learning facilities. Therefore, the importance of learning English is because it is the most important component before other aspects in learning English.

Keywords : Learning Problems, Vocabulary

1. INTRODUCTION

Vocabulary is one of the problems in English learning that needs to be addressed. The lack of students' ability to master vocabulary is one of the problems in learning English. This problem can be seen when the researchers held a quiz in the middle of English learning, there were still many students who answered the quiz in a mixed language, namely Indonesian and English. In addition, when the researchers held a game to increase students' vocabulary and a student had to come to the front of the class to write down the vocabulary they knew based on the letters requested, but some students looked panicked when they came to the front of the class so that some students did not know what vocabulary they would write. This led to the students' lack of vocabulary. And this obstacle also makes students less understanding of the material conveyed by the teacher when the teacher explains it in full English. Therefore, the researchers wants to examine more deeply what problems students face when learning English vocabulary.

According to Harmer (2007) in Afidah et al., (2022) In learning English, students not only learn the four skills in English listening, speaking, reading and writing, but they also learn components such as English grammar, collocation, and vocabulary. Vocabulary is one of the linguistic components in learning English. as the first step, a student must learn vocabulary before learning the other four skills in English. Moreover Albeit in Faraj (2015) defines that vocabulary is not the only element that convey meaning, but also there are some other vital feature like grammar, intonation, stress, tone of voice, rhythm, pauses, silences or hesitations, etc.

Hornby (1995) in Manda et al., (2022) also states that vocabulary is a collection of words in language or a number of words used in books, subjects, and certain word lists, this definition shows that vocabulary is the basic or first element of a language. This definition explains that vocabulary is the basic and most important element that must be mastered in learning a language including English, followed by other elements.

Similarly, with speaking and listening, if a student has a good command of vocabulary, then the student is able to communicate directly with other students using English. The explanation shows that vocabulary is an important foundation or component in learning English and is also very important in learning the language. Vocabulary is also an essential skill for learning to read, speak, write and listen. Without sufficient vocabulary, people cannot communicate and express their feeling both in form of spoken and written effectively. The more people master vocabulary the more they can speak, write, read and listen as they want.

Richards et al., (2015) in Rahmayanti (2022) state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Vocabulary is very important to be learned by students who want to master a language. In addition, Wilkins in Thornbury (2014) states that without grammar there would be little to say, and without vocabulary it would be very difficult to say. Which means that someone who has good grammar will be at a loss if they know a lot of vocabulary.

Henry Guntur Tarigan (1993) argues that the better the quality and amount of one's vocabulary, the more likely one is to be skilled in language. In addition, Ronald Carter and Michael Mc Carthy state that vocabulary is all the words that a person uses in communication. According to him vocabulary development is a very important component in learning to read. The number of words with different meanings can affect reading ability. Therefore, the more the number of words they know, the easier it is for them when learning to read.

Brown and Payne state that there are five important steps in learning vocabulary: (1) having resources to be able to find new words, such as learning new words from reading books, listening to radio and TV and reading newspapers or magazines. (2) getting image of the form of a new word either visually or auditorily or both, (3) learn the meaning of the word, (4) remember the form and meaning of words that have been studied previously, and finally (5) use the word.

According to Hornby who states that "teaching is a process of imparting knowledge to someone in order to make them know or be able to do something". On the other hand, Harmer (2001) provides an explanation of several techniques for teaching English vocabulary, including the following :

a) Explanation

The teacher explains language constructions in diagrams, textbooks, whiteboards or projectors. The way we explain to students will depend on how the form of language we focus on is based on age, level, and classroom preferences.

b) Discovery

Students can understand new language forms by acquiring them in a test or by looking at grammar evidence to construct grammar rules.

c) Accurate Reproduction

One excellent way for students to explore new language forms is through the accurate reproduction stage. At this stage students are asked to imitate a new word, phrase or sentence in a controlled way.

d) Immediate Creativity

Where students demonstrate an understanding of the meaning, use, and organization of the language form we are focusing on, a teacher can ask students to create their own sentences using that language form.

Vocabulary mastery is a very important component of foreign language learning. Without mastering it, a foreign language learner will experience difficulties or problems in speaking English. This phenomenon can be seen from students' mistakes in the learning process. In foreign language learning, vocabulary is very important. A student who has adequate vocabulary can communicate well in a foreign language. According to Thornbury in Alifudin (2019) there are 6 difficulties in vocabulary acquisition namely: pronunciation, spelling, length and complexity, grammar, meaning, range (connotation and idiomaticity).

a. Pronunciation

One of the difficulties in learning vocabulary is pronunciation. In addition, the difference between spoken and written pronunciation in English is one of the factors causing students' difficulties in learning vocabulary.

b. Spelling

The mismatch between sound and spelling is one of the causes of the problem. Spelling problems also occur because there are differences between oral and written. An article written by Herri Susanto states that one of the problems in learning English is that the written form is different from the spoken form in English. For example, when a student wants to write the words, -muscle and -science they only write the words they hear -massel and -sains.

c. Length and Complexity

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

d. Grammar

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

e. Word Meaning

When two words have different meanings, students tend to get confused. After understanding one meaning of a word, they may be confused if they find a second different meaning. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire (Anissa, 2021).

f. Range, Connotation and Idiomaticity

In general, words that are used in multiple contexts will considered easier than their narrower synonyms. So, put is a very broad verb in scope, compared to impose, place, position, etc. Problems can also arise due to uncertainty on connotations, which some words can cause problems too. words or expressions that are idiomatic (like make up your mind, keep an eye on....) will generally be more difficult than words whose meaning is transparent (decide, watch) (Wahyu Alifudin, 2019).

In fact, vocabulary learning efforts at the secondary school level have been found to be one of the biggest challenges. The researchers explored several previous studies related to this research. The aim is to connect the results of research on the problems faced by students in learning English vocabulary. The first is thesis by Nadia Balqis (2018) entitled Students Problems in Building Up English Vocabulary. This research was carried out to find out and analyze the type of students' problems by the sophomore students of SMAN 1 Baktiya in building up English vocabulary and their strategy to overcome the problem. This study uses descriptive analysis method, Then, data was collected through a questionnaire and interviews. The final result, shows that there are many factors that cause students problems in building English vocabulary such as: word meaning, motivation and learning facilities as well as student laziness which results in student deficiencies attention to teachers. The second is journal by Hari Purnomo Aji et al., (2023), entitled Students' Problems in Building up English Vocabulary. The purpose of this study is to analyze students' problems in building English vocabulary and alternative solutions to overcome students' problems in building English vocabulary during the COVID-19 pandemic at the eighth grade of SMP Negeri 3 Kepil. These students have five obstacles in learning English vocabulary namely lack of motivation, lazy to memorize vocabulary, do not understand grammar, do not understand the pronunciation of English vocabulary, and do not have supporting facilities. and the alternative solutions they use are using dictionaries, learning with friends, making vocabulary notes, searching on the internet, and listening to English music.

2. RESEARCH METHOD

In this study, researchers used a qualitative method with a descriptive design. That is, a researchers engages with students in the teaching and learning process to obtain authentic and valid data. Then, the researcher seeks further data regarding the problems faced by students in learning English vocabulary. In this study, the researcher focuses on facts that make it possible to understand the meaning of what is happening.

In this study, the researcher used qualitative methods, and used observation instruments during teaching and learning activities in the classroom for four meetings with a duration of 80 minutes, gave questionnaires to students totaling around 37 students, and finally conducted interviews with six selected students from the upper, middle, and low stages based on the scores they got in class, namely activeness scores, presentation scores and assignment scores in English subjects.

This research was conducted at SMAN 1 Rancaekek. In this study, the researchers used qualitative methods, and used observation instruments during teaching and learning activities in the classroom for four meetings with a duration of 80 minutes, giving questionnaires to X MIPA 3 students totaling about 37 students adopted from Aji Hari et al., (2023) This instrument is given to students of class X MIPA 3 because the researchers knows that this class has this problem so the researchers wants to conduct research in that class. And finally conducted interviews with six students selected from the upper, middle, and lower groups based on the grades they got in class, namely activeness grades, presentation grades, and assignment grades in English subjects.

3. FINDINGS AND DISCUSSION

a. Findings

What are the students' problems in learning English vocabulary at SMAN 1 Rancaekek

a. Low Motivation and Interest

Based on the results of questionnaire analysis conducted on students of class X MIPA 3, it was found that 18.4% of students had low motivation to learn English. We can see from questionnaire number 3 that students have low motivation to learn English.

Table 4.1 Students' Motivation to Learn English

No.	Students' Problems	Percentages
1.	Low motivations in learning English	18,4 %

On the basis of the results of interviews with students, the researchers obtained the results that students of class X MIPA 3 had low motivation in learning English vocabulary, she said :

" When I was in high school I didn't have much motivation like "why do I have to be able to speak English?" but the more I got here I realized that English is that important, the ability to speak it makes it easy for us to go anywhere such as if you want to take a scholarship you will get a bigger chance, if you work you can also get a bigger chance. So motivation is very important. " (Interview student 5)

“ Ketika saya masih SMA saya tidak memiliki banyak motivasi seperti “mengapa saya harus bisa berbahasa Inggris?” tetapi semakin saya di sini saya menyadari bahwa bahasa Inggris itu penting, kemampuan berbahasa Inggris memudahkan kita untuk pergi ke mana saja seperti jika Anda ingin mengambil beasiswa Anda akan mendapatkan kesempatan yang lebih besar, jika Anda bekerja Anda juga bisa mendapatkan kesempatan yang lebih besar. Jadi motivasi itu sangat penting. “Waktu SMA saya tidak memiliki banyak motivasi seperti “kenapa saya harus bisa bahasa Inggris?” tapi semakin saya kesini saya menyadari bahwa bahasa Inggris itu penting, kemampuan berbahasa itu memudahkan kita untuk pergi kemana saja seperti jika ingin mengambil beasiswa akan mendapatkan kesempatan yang lebih besar, jika bekerja juga bisa mendapatkan kesempatan yang lebih besar. Jadi motivasi itu sangat penting. ”

(Wawancara siswa 5)

In addition, the low motivation of students in class X MIPA 3 in learning English vocabulary is influenced by students' disinterest in learning English itself. Based on the results of the questionnaire which revealed that the majority of students in class X MIPA 3 (23.7%) were not interested in learning English.

Table 4.2 Students’ Interest in Learning English

No.	Students’ Problems	Percentages
1.	Did not interest in learning English	23,7 %

Based on the results of the questionnaire above, that 23.7% of students are not interested in learning English, in accordance with what students say based on the results of the sixth student interview which states that

“ The reason I am not interested in learning English is because I often give up before trying, because I think English is very difficult to learn. for example when translating words, grammatical structures, and pronunciation of English words that for me was difficult. ” (Interview student 3)

“ Alasan saya tidak tertarik untuk belajar bahasa Inggris adalah karena saya sering menyerah sebelum mencoba, karena menurut saya bahasa Inggris sangat sulit untuk dipelajari. misalnya saat menerjemahkan kata, struktur gramatikal, dan pelafalan kata-kata bahasa Inggris yang bagi saya sulit. ”(Wawancara siswa 3)

The students' statements that the researchers interviewed that students are not interested in learning English because of the difficulty of translating words, and pronunciation and grammar are difficult. From the results of questionnaire number 2 of class X MIPA 3, 57.9% of students did not understand the meaning of English words, while the results of questionnaire number 5 revealed that 55.3% of students did not understand grammar and questionnaire number 6 33.3% of students did not understand English pronunciation.

Table 4.3 Students’ Understanding (Meaning, Grammar and Pronunciation of English Words)

No.	Students’ Problems	Percentages
1.	Dont understand the meaning of various English vocabulary	57,9 %
2.	Dont understand about grammar in English	55,3 %
3.	Dont understand about the pronunciation of English words	33,3 %

Based on the results of the questionnaire above which states that the difficulties students face are in translating the meaning of English words, not understanding grammar and not understanding English pronunciation. the results of the questionnaire are also reinforced by the results of interviews with six students and the difficulties they say are also found in these three things.

“ I have a problem with the grammar. I think if the grammar is not appropriate, it will have a different meaning, such as simple past, simple past tense. ” (Interview student 5)

“ Saya memiliki masalah dengan tata bahasa. Menurut saya, jika tata bahasanya tidak tepat, maka akan memiliki arti yang berbeda, seperti simple past, simple past tense. ” (Wawancara siswa 5)

Based on the findings above, students' problem in learning English is the lack of motivation in learning vocabulary, therefore students are not interested in learning vocabulary because for them English is difficult to understand including translating the meaning of English vocabulary, not understanding grammar and pronunciation.

b. Lazy in Memorizing Words

That the results of the questionnaire stated that one of the causes of students' difficulties in building English vocabulary was lazy to memorize vocabulary, not only that the researchers also found that the results of questionnaire number 3 stated that a number of students in class X MIPA 3 (18.4%) admitted that they had low motivation to learn English. So that these two statements are still interrelated.

Table 4.4 Lazy in memorizing English words/vocabularies

No.	Student' Problems	Percentages
1.	Lazy in memorizing English words/vocabularies	34,2 %

According to Rianto, (2005) in Laka et al., (2020)_Motivation is something that can encourage someone or group to do or not do something. If students lack motivation in this vocabulary learning, then there is a lack of encouragement for students to learn vocabulary both internally and externally. So the need for motivation for students themselves in learning especially vocabulary learning.

Table 4.5 Students' Motivation to Learn English

No.	Students' Problems	Percentages
1.	Low motivations in learning English	18,4 %

In addition, the researchers also conducted interviews with several students totaling six people, among them also admitted to a lack of motivation in learning English and some said he had motivation because he had planning in the world of lectures.

“Of course from myself there is motivation, because I also have planning if I enter the world of lectures then I want to be fluent in English, especially in speaking. because I also like public speaking.” (Interview student 2)

"Tentunya dari diri saya sendiri ada motivasi, karena saya juga sudah punya planning kalau saya masuk ke dunia perkuliahan nanti saya ingin fasih berbahasa Inggris, terutama dalam berbicara, karena saya juga suka berbicara di depan umum." (Wawancara siswa 2)

Based on the findings above, it can be concluded that the second problem of students learning English vocabulary is due to laziness in memorizing vocabulary, the factor that causes it is because a number of students (18.4%) students lack motivation in learning English, in addition there are still many (81.6%) students who still have high learning motivation.

c. Word Meaning and Word Grammar

The findings stated that most students experienced not understanding the grammatical type of a word. In addition, students also experienced difficulty in choosing the appropriate word meaning. From the table below, it can be seen that based on the results of questionnaire numbers 2 and 5, it proves that most students in class X MIPA 3 do not understand the various meanings of words (57.9%) and also do not understand grammar in English (55.3%).

Table 4.6 Students' Understanding (Meaning and Grammar of English Words)

No.	Students' Problems	Percentages
1.	Did not understand about the meaning of various kinds of English vocabulary	57,9 %
2.	Did not understand about the grammar in English	55,3%

the above results are also reinforced by interviews by X MIPA 3 students.

" My obstacle is sometimes in pronunciation, when I find new vocabulary I find it difficult to read the vocabulary or have a fear of reading the new vocabulary for fear of being wrong. "(Student interview No.6)

" Kendala saya terkadang dalam pengucapan, ketika saya menemukan kosakata baru saya merasa kesulitan untuk membaca kosakata tersebut atau memiliki rasa takut untuk membaca kosakata baru tersebut karena takut salah. " (Wawancara siswa No.6)

As in the interview above, students will not immediately master English without continuous memorization. It is proven that students of class X MIPA 3 are lazy to memorize English vocabulary because some of them have low motivation in English so that there is a lack of encouragement for students to learn English. This is again reinforced by the results of questionnaires number 3 and 4, where questionnaire number 4 proves that as many as (34.2%) students are lazy to memorize English vocabulary and some students who are (18.4%) students have low motivation in learning English.

Table 4.7 Students' Motivation and English Vocabularies Memorization

No.	Student' Problems	Percentages
1.	Low motivations in learning English	18.4 %
2.	Lazy in memorizing English words/vocabularies	34,2 %

From the findings above, The third problem that students face in learning English vocabulary comes from their lack of understanding of the meaning of words and grammar in English caused by their laziness to re-learn or memorize the English material that has been given by the teacher because they have low motivation to learn.

d. Pronunciation

This finding explains that some students in class X MIPA 3 have difficulty in pronunciation, writing and spelling. Based on the results of questionnaire number 6 given to these students, it is known that there are students who do not understand the pronunciation of English vocabulary.

Table 4.8 Students' Understanding (Pronunciation of English Words)

No.	Students' Problems	Percentages
1.	Did not understand about the pronunciation of English words	33,3 %

The results of the questionnaire above are also reinforced by the results of interviews with students of class X MIPA 3, he said :

"When I say a word, sometimes I stammer or am not fluent in pronunciation. "
(Interview student 6)

"Ketika saya mengucapkan sebuah kata, terkadang saya terbata-bata atau tidak lancar dalam pengucapannya. " (Wawancara siswa 6)

This is also evidenced by the results of questionnaire numbers 3 and 4 that there are students who lack motivation in learning English and are lazy to memorize English vocabulary.

Table 4.9 Students' Motivation and English Vocabularies Memorization

No.	Students' Problems	Percentages
1.	Low motivations in learning English	18,4%
2.	Lazy in memorizing English words/vocabularies	34,2%

From the findings above, it can be concluded that the fourth problem students face in vocabulary learning is because students do not understand the pronunciation of English vocabulary and this is also reinforced by the answers to the questionnaire by students that there are students who lack motivation in vocabulary learning and are also lazy to memorize English vocabulary.

e. Learning Facilities

This finding explains that one of the factors that cause students' problems in learning English vocabulary are unmet learning facilities. Based on the results of the questionnaire obtained from X MIPA 3, 44.7% of students in X MIPA 3 class experienced problems related to learning facilities (internet connection, cell phone) when participating in learning.

Table 4.10 Students' Learning Facilities

No.	Students' Problems	Percentages
1.	Did not have sufficient learning facilities in learning English	44,7 %

This statement also states that the problem of students in learning English is in unfulfilled facilities is also reinforced by the results of an interview with one of the students of class X MIPA 3, he argues

"As for the obstacle itself, one letter of English has a different meaning because it has to be understood first, besides that, sometimes the obstacle is on the internet because Athar himself has so far searched a lot from the internet. For Athar himself, the obstacle is like that, because English needs effort/challenge." (Interview student 4)

"Kalau untuk kendalanya sendiri, satu huruf dari bahasa Inggris itu memiliki arti yang berbeda karena harus dimengerti terlebih dahulu, selain itu terkadang kendalanya ada di internet karena Athar sendiri selama ini banyak mencari dari internet. Kalau untuk Athar sendiri kendalanya seperti itu, karena bahasa Inggris itu butuh usaha/tantangan." (Wawancara siswa 4)

From the findings above, the fifth problem that students have comes from unfulfilled learning facilities in the form of poor internet connection

b. Discussion

Related with previous studies Nadia (2018) conducted her research from her reasearch are meaning words, learning facilities, motivation and prunciation. Rohmatillah (2011) found In her study she looked for any factors that made it difficult for students to learn English vocabulary are (1) almost all of the students have difficulties in pronouncing the words, (2) how to write and spell, (3) the different grammatical form of a word known as inflections was one of causes of students difficulties in learning vocabulary. In addition, (4) the students found difficulties in choosing the appropriate meaning of the words. Syafriza and Haerudin (2018) also said the students' problems in learning vocabuary are feel hard memorizing word and low motivation. Ahzam Naeem (2019) argues in his research there are several problems in learning the vocabulary such as knowing the meanings of new words, pronouncing new words, using new words correctly, memorizing and spelling new vocabulary. To its contribution, this study emphasizes the importance of learning the English vocabulary, draws students" attention towards it, highlights the problems encountered by students, and raises their awareness of the vocabulary.

Based on the research findings from the interviews, the researchers found that there are some problems faced by the students of SMAN 1 Rancaekek, these findings show that when the students learn English such as speaking, listening, reading and writing, they experience some problems in learning English vocabulary.

The problem they face is the meaning of English words (the meaning of the word). Most of them said that they are afraid of making mistakes in the correct use of vocabulary and they also do not understand when they find multiple meanings in the same word. On the other hand, students' lack of motivation is one of the problems in learning English vocabulary because students are less

interested in learning English. The third problem is pronunciation and grammar, the lack of grammar knowledge because if they speak it will cause different meanings if the grammar is not correct, and pronunciation is also an obstacle for them if they find new vocabulary they are afraid or nervous to pronounce it for fear of being wrong. Another problem that becomes an obstacle for students in learning English vocabulary is the learning facilities such as internet connections and books such as dictionaries and other supporting facilities that make it difficult for them to understand the meaning of words and grammar. Lazy memorization of vocabulary is also an obstacle for students because they are not interested in learning English.

The results also present that most students do not fully master the four main skills namely speaking, listening, reading and writing skills including vocabulary, grammar and pronunciation.

4. CONCLUSION

The results of this study show that there are problems or obstacles in learning English at SMAN 1 Rancaekek. there are several problems that students face when learning vocabulary, The first students' problem in learning English is the lack of motivation in learning vocabulary, therefore students are not interested in learning vocabulary because for them English is difficult to understand including translating the meaning of English vocabulary, not understanding grammar and pronunciation. the second problem of students learning English vocabulary is due to laziness in memorizing vocabulary, the factor that causes it is because a number of students (18.7%) students lack motivation in learning English, in addition there are still many (81.6%) students who still have high learning motivation. The third problem faced by students in learning English vocabulary comes from students' lack of understanding of the meaning of words (57.9%) and grammar in English (55.3%) which is caused by students' laziness to re-learn or memorize English materials that have been given by the teacher because they have low motivation to learn. The fourth problem faced by students in vocabulary learning is because students do not understand the pronunciation of English vocabulary (33.3%) and this is due to students who lack motivation in vocabulary learning and are also lazy to memorize English vocabulary. and finally the fifth problem that students have comes from unfulfilled learning facilities in the form of a poor internet connection.

In addition to the problems mentioned above, students also have strategies to overcome these problems including, students use dictionaries both in the form of physical books (25.5%) and online dictionaries on their cellphones (39.3%). second, students choose to study with friends (45.1%) by making group discussions in class to learn together (44.8%) both in aspects of vocabulary, listening, speaking, and English material that they do not understand. The third is students make special notes of vocabulary that they do not understand (40%) and the last is by often listening to English songs / videos will help them know the correct pronunciation and add new vocabulary (39.5%).

REFERENCES

Afidah, A. (2021). Students' Difficulties in Vocabulary Mastery at Eleven Grade of Sekolah Menengah Kejuruan (SMK) Ainul Yaqin Ajung Jember. (State Islamic University Kiai Haji Ahmad Siddiq Jember).



- Afidah, A., Machfudi, M, I. (2022). Students' Difficulties In Vocabulary Mastery. Critical Review of English- Arabic World Journal, 1 (1).
- Alifudin, W. (2019). Improving Students Vocabulary Through Word Search Puzzle Game. (Skripsi Sarjana-Muhammadiyah University of Purwokerto).
- Balqis, Nadia. (2018). Students' Problems in Building up English Vocabulary. (Skripsi Sarjana – Ar-Raniry State Islamic University)
- Faraj, A, K. (2015). Effective Strategies for Turning Receptive Vocabulary into Productive Vocabulary in EFL Context. Journal of Education and Practice, 6 (27).
- Laka, B. M., Burdam, J., Kafiar, E. (2020). Role Of Parents In Improving Geography Learning Motivation In Immanuel Agung Samofa High School. Jurnal Inovasi Penelitian, 1 (2).
- Gilakjani, A. P., Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. English Language Teaching, 9 (6).
- Hornby. (1995), Oxford Advanced Learners' Dictionary of Current English, Fifth Edition. New York: Oxford University Press.
- Manda, S., Talib, A., Aeni, N. (2022). Improving Students' Vocabulary by Using Show and Tell (S&T) Method at the First Grade Students of SMA Negeri 6 Toraja Utara. Journal of Excellence in English Language Education, 1(4).
- Rahmayanti. (2022). Meningkatkan Vocabulari Siswa dengan Menggunakan Media Flashcard pada Pembelajaran Bahasa Inggris. Jurnal Ilmiah Pendidikan, 10 (2).
- Schmitt, M. (2000). Vocabulary in Language Teaching. Cambridge of University.
- Syafrizal., Haerudin. (2018). The Implementation of Vocabulary Building Strategy in Teaching English Vocabulary to Young Learners. Journal of English Language Teaching, 5 (1).
- Wulandari, T. (2020) Students' Problem in Building up English Vocabulary at MAN 1 Pulang Pisau (Skripsi Sarjana - State Islamic Institute Of Palangkaraya).