

CHAPTER I

INTRODUCTION

A. Background

Language is the most important aspect in human interaction. People communicate and interact with others using the language. In widely community, English has become international language. Most of the community in the whole world use English in order they can communicate with others who have different language. From this, English language is important to be taught and learned by the students. And as the form of our government's response toward this case, English has been put in the educational system in our country, and it is taught from elementary school until university and become a compulsory subject.

As a compulsory subject in English teaching and learning process, vocabulary is the important aspect to support the English component skills, namely: reading, writing, speaking, and listening. Vocabulary is words know by the person.¹ While the other states that vocabulary is content and function words of a language which are learn so toughly that will become a part of child understands in speaking, listening, reading and writing. Vocabulary is words which have meaning when heard or seen and produced by individual in social interaction.²

Learning vocabulary for learners is important because the ability of students to learn English is determined by vocabulary that they have. Through vocabulary, someone can communicate his/her idea, feeling, emotion, and desire. Sometimes, a clever student who has good idea stops to express his/her idea only because he/she lacks of

¹Homby AS, Oxford Advance learners Dictionary of Current English (Oxford University Press, 1974) p. 531

²Douglas Brown, *Teaching by Principle (An Interactive Approach to language Pedagogy)*, first edition (San Fransisco State University: Addison Wesley Longman, 2011) p. 237

vocabulary or the listeners misunderstand indeed because of the fault of choosing words.

The more people master vocabulary the more they can speak, write, read and listen as they want. It can be said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.³ It means that even someone has good grammar but it will be useless if they do not know many vocabularies. In addition, it vocabulary is one of important things to be taught in learning foreign language because it will be impossible to speak up without variety of words.⁴ Those statements imply the importance of teaching vocabulary as a foreign language. In line with learning English vocabulary, English vocabulary is different from Indonesian viewed from form, including pronunciation and spelling, meaning and the word use. In addition, the way of how pronouncing the word is quite different from writing. Therefore, people especially students who learn English often find difficulties in learning vocabulary. Thus, in this research, “Students’ Difficulties in Learning and Acquiring English Vocabulary in Eighth Grade of MTSN Bojo” the researcher wants to investigate the difficulties that students face in learning vocabulary.

B. Problem Statement

By considering the statement in background above, the researcher formulated research questions as central in this script discussion.

1. What are the students’ difficulties in learning and acquiring vocabulary in the eighth grade of MTS Bojo?

³Scott Thornbury, *How to Teach Vocabulary* (London: Longman, 2002), p.13

⁴Penny Ur, *A Course in Language Teaching, Practice and Theory* (Cambridge: Cambridge University Press, 1996), p.60

C. The Operational Definition of Terms

In this research, there are some terms that are necessary to be explained to prevent misunderstanding of the reader at the concepts and ideas. They are as follows:

1. Vocabulary

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication.

To know the meaning of vocabulary, the following are definitions about vocabulary. Oxford Advanced Learner's Dictionary has applied a meaning of vocabulary as follow:

- a) All the words that a person knows or uses.
- b) All the words in a particular language.
- c) The words that people use when they are talking about a particular subject.
- d) List of words with their meanings, especially in a book for learning a foreign language.⁵

2. Learning Vocabulary

Learning vocabulary is more than study of individual word. Learning vocabulary also learn about the word function. It means in learning new word the students do not look only from the meaning but should understand the word in context.⁶

⁵*Oxford Learner's Pocket Dictionary*, Fourth edition (New York: Oxford university Press, 2008),p.224

⁶Roger Gower, *Teaching Practice* (Thailand: Macmilan Education, 2005), p.142

3. Acquiring Vocabulary

Acquiring vocabulary used in this level of knowledge of the students in learning English, especially the knowledge of vocabulary.

D. Objective and Significance Of The Research

The objective of the research are:

1. To find out the students' difficulties in learning vocabulary in the eighth grade of MTS Bojo.

The results of this research are expected to give benefits as follows:

1. Teacher
 - a. Theoretically, the researcher hopes that it can be useful in teaching and learning process. If the research runs well, it can be accepted and it will be an accurate information. In practically, the teacher of English can consider this information in teaching process especially in teaching vocabulary.
 - b. The teacher can use this information to prepare an interesting teaching as needed in the class so the students acquire the vocabulary easily.
2. Students
 - a. This research will expect to be able to help the students in learning vocabulary.

E. Review of Related Literature

Many researchers have reported their research about teaching and learning English vocabulary.

Rohmatillah has reported her research entitled “A Study on Students’ Difficulties in Learning Vocabulary” were to find out kinds and factors of students’ difficulties in learning vocabulary. The findings showed that the students still faced the problems or difficulties in vocabulary learning. Kinds of difficulties faced by students in vocabulary learning were various. Kinds of difficulties faced by the students were (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 and (5) also still confuse in using the word based on the context. The last, (6) the students were also still confuse when they found words or expression that were idiomatic.⁷

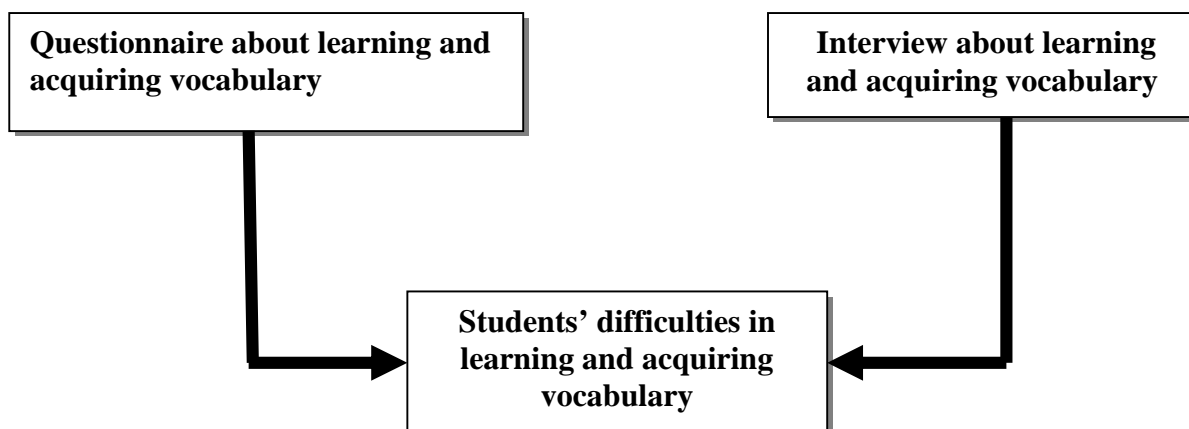
Another research is from Dessalegn Oljira under the title *A Study on Problems of Vocabulary Teaching Techniques English Teachers Use in Holeta Primary Schools: Grade Seven in Focus*. In his research, he found that relatively poor), teaching techniques that teachers used to teach learners does not seem to be successful in enhancing students’ vocabulary use (less effective in encouraging them to do more on vocabulary activities in English classes), students were waiting for teachers’ translation of vocabulary into their vernacular language (L1), students and teachers’ awareness on the importance of carrying out vocabulary activities in class through the contextual clue were low, teachers didn’t help students to become empowered in the classroom and feel confident

⁷Rohmatillah, *a study on students’ difficulties in learning vocabulary*, (Lampung: IAIN Raden Intan Lampung), p.1

spontaneously to participate in different vocabulary activities and motivate them to feel confident and risk takers.⁸

F. CONCEPTUAL FRAMEWORK

The researcher formulated the conceptual framework as follows:



From the research framework above, it can be explained that the research was begun to collect the information by giving questionnaire to the students. After getting the data, the research was continued by interviewing the students to find out more students' problem in learning and acquiring vocabulary.

G. RESEARCH METHODOLOGY

1. The Design and Approach of the Research

The research used qualitative research with questionnaire. In this research, the researcher wanted to know the difficulties in learning vocabulary.

⁸Dessalegn Oljira, *A Study on Problems of Vocabulary Teaching Techniques English Teachers Use in Holeta Primary Schools:Grade Seven in Focus*,(International Journal of Science and Research,2015),p.497

Qualitative research design was concerned with establishing answer to the whys and hows of the phenomenon in question. Due to this, qualitative research is often defined as being subjective, and findings are gathered in a written format as opposed to numerical.⁹

The researcher gave questionnaire and held an interview to the students with questions that have relationship with vocabulary. The questionnaire and the interview were used by researcher to find out the problems that students face in learning and acquiring vocabulary.

2. Research Site, Population and Sample

a. Research Site

The site of this research was in MTSN 1 Bojo. It is located in Tonra sub-district, Bone regency, South Celebes. It is approximately 140 km from the capital city of province, Makassar.

b. Population

Population is defined as set of all objects or people to be study on a sample basis.¹⁰ Populations of this research were all the eighth students of MTSN 1 Bojo in the academic year 2020/2021. It consists of three classes namely VIII A with 15 students, VIII B with 10 students, VIII C with 11 students. The total number of population is 36 students.

c. Sample

Sampling defines as the process of selecting a number of participants for a study in such a way that they represent the larger group

⁹S Arikunto *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta, 2006), p.120

¹⁰Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: PT Remaja Rosdakarya, 2006), p.250

from which they are selected.¹¹ The researcher applied the cluster sampling technique. Class VIII B was taken as sampling in this research which consists of 10 students.

3. The Procedure of Collecting Data

The researcher used some steps in the collecting data, include:

a. Questionnaire

Questionnaire was given to find out the students' difficulties in learning and acquiring vocabulary.

b. Interview

Interview was held to get more information about what was the students' difficulties in learning and acquiring vocabulary. The researcher chose 2 students randomly to represent the sample.

4. Data Instrument

To get the data, the researcher used some instrument. They were:

a. Questionnaire

The Questionnaire used open-ended style. The questionnaire consists of 15 items with positive answer and negative answer and the respondents were allowed to give the reason why the answer was chosen. Because of the pandemic (COVID-19) the questionnaire was given by online. It could be accessed in link <http://gg.gg/www-angket-bahasa-inggris-skripsi>.

¹¹ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, p.278

b. Interview

The aims of interview are to get more information about what was the students' problem in learning and acquiring vocabulary. There was a guidequestion to direct the discussion.

5. The Technique of Data Analysis

a. The Analysis of Questionnaire

From the questionnaire, the researcher found the factor of the students' difficulties by analysing the respondent answer one by one. The question in the questionnaires represented the general difficulties of learning and acquiring vocabulary. the answer of the respondent showed the difficulties that students face in learning and acquiring the vocabulary.

b. The Analysis of InterviewData

In this research, analysis of data was performed after the data from the field had been collected well. Firstly, the researcher collected the data from all participants with questionnaires. Second, the result of the interview transcribed become transcription. Johnson & Christensen stated that, "transcription is the process of transforming qualitative research data, such as audio recordings of interviews or field notes written from observations, into typed text. The typed text is called a transcript"¹². Then the researcher came to step segmenting, coding, and developing. In this step the researcher read the transcription and found the important data. Segmenting is the process when the researcher divides the meaningful

¹²Burke Johnson and Larry Christenesn, *Educational Research: Quantitative, Qualitative, And Mix Approaches*, (USA: SAGE Publication, 2008), p.534

of analytical units. In this section the researcher read the text line by line from the data that had been collected. After segmenting we moved to coding. Coding is the process of marking segments of data with symbols, descriptive words, or category names. Next, in corroborating and validating result, in this part the researcher thought about validity and use of the strategies throughout the qualitative data-collection, analysis, and write-up process wherever possible. And the last, the researcher drew tables of themes.