ANALYZING STUDENTS DIFFICULTY TO REMEMBER VOCABULARY: A CASE STUDY AT SMPN 12 MATARAM

JOURNAL APPROVAL

By:

ANUGERAH AL LAYLI

NIM. E1D014006

STUDY PROGRAM OF S1 ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING & EDUCATION
UNIVERSITY OF MATARAM
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By:
ANUGERAH AL LAYLI
E1D014006

Has been approved in Mataram on Juni 2018, by:

Second Consultant,

Dr. Amrullah, M.Pd.
NIP.197400202008011005
CHAPTER I
BACKGROUND

1.1 Background of Study

Language is the most important things that can be used to communicate with other people around the world. In Indonesia, English is chosen as the first foreign language and is taught formally from elementary school, junior to senior high school and in the college level. There are four main skills in learning English. The skills cover reading, writing, speaking, and listening. The students are expected to master all of them. In order to master these four skills, one of fundamental elements to be learned is vocabulary.

The more vocabulary that the students have, the more various sentences that they can produce. In the other words, vocabulary can improve the main skills in English learning.

Based on the explanation above, the researcher was interested in doing a research entitled: “ANALYZING STUDENTS DIFFICULTY TO REMEMBER VOCABULARY: A CASE STUDY AT SMPN 12 MATARAM”.

1.2 Statement of Problems

Based on the background above the researcher would like to answer the following questions:

1. What are the difficulties that students face to remember vocabulary at SMPN 12 MATARAM?
2. What are the students’ efforts to solve the difficulties to remember vocabulary?

1.3 Objective of Study

The aim of this research is:

1. To identify the difficulties in remembering vocabulary at SMPN 12 MATARAM
2. To explore the effort of students in dealing with their difficulties in remembering vocabulary

1.4 Definition of Key Terms

a. Vocabulary

According to Richards and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and written.

b. Difficulty

Difficulty in this study means the problems that students encounter in doing something and it makes them cannot do it easily. (MauliaPujiana, 2016)

c. Remember

To be able to bring back a piece of information into your mind, or to keep a piece of information in your memory. (Cambridge Dictionary, 1995)
CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Vocabulary

McCharty (1990) stated that vocabulary is the experience of most language teachers that the biggest component of any language course. No matter how well the student learns grammar, no matter how successfully the sounds of second language are mastered, without words to express a wide range of meanings, communication in second language just cannot happen in any meaningful way.

2.1.1 The Meaning of Vocabulary

Learning a new language cannot be separated from vocabulary. Meaning that in learning a new language people have to know its vocabulary. Vocabulary can be defined in various ways. Experts have proposed some terms about vocabulary. According to Richards and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, and using language in different context, reading or watching television.
2.1.2 Types of Vocabulary

Hiebert and Kamil (2005) propose word has two forms; first oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary consists of those words for which the meaning is known when we write or read silently.

2.2 Difficulty in Vocabulary

The first steps in successful teaching vocabulary are to identify the difficulties that faced by the students. Thornbury (2002) proposes some factors as follows:

a. Pronunciation

The words that are difficult to pronounce are more problem to learn vocabulary.

b. Spelling

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

2.3 Remember

Types of Remembering

There are two types of remembering:

a. Long-term memory

*Long-term memory* is a vast store of knowledge and a record of prior events, and it exists according to all theoretical views; it would be
difficult to deny that each normal person has at his or her command a rich, although not flawless or complete, set of long-term memories.

b. Short-term memory

*Short-term memory* is related to the primary memory of James (1890) and is a term that Broadbent (1958) and Atkinson and Shiffrin (1968) used in slightly different ways.

2.4 Students efforts to solve the difficulty in remembering vocabulary

Here are some efforts to solve the difficulties in remembering vocabulary as stated by Brewstrer, Ellis, and Girard (cited in Alqahtan, 2015):

a. Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners to remember vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words (Takač, 2008). In addition, Gairns & Redman (1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary.

b. Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of
clothes e.g. a dress, a skirt, trousers etc, and then the meaning of the word "clothes" will became clear. The same is true of ‘vegetable’ or “furniture”, ’for example (Harmer 1991).

c. Mime, Expressions and Gesture

Klippel (1994) implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad", "happy"; mime and taking a hat off your head to teach hat and so on.
CHAPTER III
RESEARCH METHODS

This chapter deals with the research methodology of the study, including the research setting, population and data-collection instruments.

3.1 Research Design

The research design was the researcher’s overall plan for obtaining answers to the research questions guiding the study. Burns and Grove (2001) state that designing a study helps researchers to plan and implement the study in a way that would help them obtain the intended results, thus increasing the chances of obtaining information that could be associated with the real situation.

3.2 Research Setting

The research setting refers to the place where the data collected. In this study, data was collected at SMPN 12 MATARAM. The subjects were the students in seventh grade.

3.3 Population and Samples of the Study

3.3.1 Population of the Study

The population of this study was the whole of the seventh grade students of SMPN 12 MATARAM in academic year 2017/2018. The total numbers of the population were 249 students which were divided into nine classes.
3.3.2 Sample

To make it easier, the researcher took 10% from the population that would be represented by seventh graders of VIIH as the sample. The sample consisted of 30 students comprising 17 females and 13 males. Further, the students in this class had lower motivation to remember vocabulary than the others.

3.4 Instruments

Data collection instruments refer to devices used to collect data such as questionnaires, tests, structured interview schedules and checklists (Seaman 1991). Polit and Hungler (1997) define a questionnaire as “a method of gathering information from respondents about attitudes, knowledge, beliefs and feelings”.

3.5 Data Analysis

Method of data analysis that used in this research is descriptive qualitative method; it means that the data was described from the certain variable. The data from the questionnaire was analyzed by using Likert scale. The answers were collected and counted using percentage. After that it was elaborated descriptively. Meanwhile the data from interview were analyzed qualitatively to complete the data from questionnaires.
CHAPTER IV
FINDING AND DISCUSSIONS

4.1 Findings

4.1.1 Students’ Difficulty in Remembering Vocabulary

The table below shows the difficulties in remembering the vocabulary based on the result of students’ questionnaire (close-ended question).

Table 1: Difficulties to remember vocabulary

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>SS</th>
<th>S</th>
<th>N</th>
<th>TS</th>
<th>STS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mengingat kosa kata merupakan hal tersulit dalam bahasa Inggris.</td>
<td>3</td>
<td>14</td>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Remembering vocabulary is one of difficulty in English.</td>
<td></td>
<td>(10%)</td>
<td>(46.67%)</td>
<td>(43.33%)</td>
<td>(0%)</td>
</tr>
<tr>
<td>2</td>
<td>Sulit mengingat terjemahan atau arti kata dari bahasa Inggris ke Indonesia.</td>
<td>4</td>
<td>11</td>
<td>13</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Difficulty to remember the meaning of vocabulary in Bahasa Indonesia.</td>
<td></td>
<td>(13.33%)</td>
<td>(36.67%)</td>
<td>(43.33%)</td>
<td>(6.67%)</td>
</tr>
<tr>
<td>3</td>
<td>Terkadang saya bisa mengingat hampir semua kosa kata yang telah diberikan bpk/ibu guru di sekolah, namun setelah sampai di rumah saya lupa apa yang telah saya pelajari di sekolah tadi.</td>
<td>4</td>
<td>8</td>
<td>17</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sometimes I can remember almost all of the vocabulary that teacher gives me, but once I get home I forget it.</td>
<td></td>
<td>(13.33%)</td>
<td>(26.67%)</td>
<td>(56.67%)</td>
<td>(0%)</td>
</tr>
<tr>
<td>4</td>
<td>Saya memiliki kesulitan untuk mengingat kosa kata karena sangat banyak arti kata yang sama dalam Bahasa Inggris.</td>
<td>8</td>
<td>11</td>
<td>8</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>I have difficulty to remember vocabulary because English words have more than one meaning.</td>
<td></td>
<td>(26.67%)</td>
<td>(36.67%)</td>
<td>(26.67%)</td>
<td>(6.67%)</td>
</tr>
</tbody>
</table>
Based on the result of the questionnaire, it is found that the difficulty which is experienced most by the students is number 5. The difficulty relates to the complexity of English pronunciation. From 30 students, 66.67% of them have difficulty to remember the vocabulary because English words have the same pronunciations. Meanwhile only 33.33% students stated that this difficulty does not affect them in learning English.

This difficulty contrast with the difficulty number 3. This least experienced difficulty show students are likely to forget the words especially after they get home. It is found that 40% students strongly agree that they can remember almost all vocabulary at school but after getting home they forget the vocabulary that they have learned. About 56.67% quite agree with this statement and 3.33% is opposed.
Table of recapitulation percentages students difficulties

<table>
<thead>
<tr>
<th>No.</th>
<th>Actual Score</th>
<th>Ideal Score</th>
<th>Actual percentages</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>110</td>
<td>150</td>
<td>73.33%</td>
<td>Difficult</td>
</tr>
<tr>
<td>2.</td>
<td>107</td>
<td>150</td>
<td>71.33%</td>
<td>Difficult</td>
</tr>
<tr>
<td>3.</td>
<td>104</td>
<td>150</td>
<td>69.33%</td>
<td>Difficult</td>
</tr>
<tr>
<td>4.</td>
<td>113</td>
<td>150</td>
<td>75.33%</td>
<td>Difficult</td>
</tr>
<tr>
<td>5.</td>
<td>117</td>
<td>150</td>
<td>78%</td>
<td>Difficult</td>
</tr>
<tr>
<td>6.</td>
<td>105</td>
<td>150</td>
<td>70%</td>
<td>Difficult</td>
</tr>
<tr>
<td>Total</td>
<td>656</td>
<td>900</td>
<td>72.89%</td>
<td>Difficult</td>
</tr>
</tbody>
</table>

Account:

Ideal Score = Total of Statements x Maximum Score x Total of Respondents

= 6 x 5 x 30

= 900

Percentages of Actual Score = \( \frac{\text{Actual Score}}{\text{Ideal Score}} \times 100 \)

\[ = \frac{656}{900} \times 100 \]

\[ = 72.89\% \]

Based on the result from the recapitulation percentages proved that they have difficulties in remembering vocabulary with the percentage score 72.89%. We know the the difficulty criteria from the description below:

81% - 100% = Strongly Difficult

61% - 80% = Difficult

41% - 60% = Quite Difficult

21% - 40% = Not Difficult

0% - 20% = Strongly Not Difficult
4.1.2 Students’ Effort in Remembering Vocabulary

The table below shows the efforts in remembering vocabulary base on the result of students’ questionnaire (close-ended question).

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>SS</th>
<th>S</th>
<th>N</th>
<th>TS</th>
<th>STS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Objek sangat membantu saya untuk mengingat vocabulary dengan mudah.</td>
<td>11</td>
<td>9</td>
<td>4</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Picture or object really helps them to remember the vocabulary easily.</td>
<td>(36.67%)</td>
<td>(30%)</td>
<td>(13.33%)</td>
<td>(20%)</td>
<td>(0%)</td>
</tr>
<tr>
<td>2.</td>
<td>Dengan membuat daftar atau list arti vocabulary adalah cara yang paling membantu dalam mengingat kata.</td>
<td>4</td>
<td>13</td>
<td>12</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>By listing the words and their meanings is one of the efforts that can help students to remember their vocabulary.</td>
<td>(13.33%)</td>
<td>(43.33%)</td>
<td>(40%)</td>
<td>(3.33%)</td>
<td>(0%)</td>
</tr>
<tr>
<td>3.</td>
<td>Saya lebih suka mengingat vocabulary menggunakan objek daripada lisdftar/list berbagai kelompok kata seperti clothes dan vegetable.</td>
<td>7</td>
<td>7</td>
<td>10</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>I would prefer using object rather than listing to remember vocabulary.</td>
<td>(23.33%)</td>
<td>(23.33%)</td>
<td>(33.33%)</td>
<td>(20%)</td>
<td>(0%)</td>
</tr>
<tr>
<td>4.</td>
<td>Expresi yang dilakukan guru di sekolah dapat membantu saya mengingat kosa kata dengan mudah.</td>
<td>4</td>
<td>9</td>
<td>11</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Expression of the teachers in explaining the words at school can help me in remembering the vocabulary.</td>
<td>(13.33%)</td>
<td>(30%)</td>
<td>(36.67%)</td>
<td>(20%)</td>
<td>(0%)</td>
</tr>
<tr>
<td>5.</td>
<td>Saya dapat mengingat vocabulary dengan mudah jika guru di sekolah menggunakan gesture/bahasatubuh.</td>
<td>2</td>
<td>3</td>
<td>16</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>I can remember the vocabulary easily if the teacher at school uses gesture.</td>
<td>(6.67%)</td>
<td>(10%)</td>
<td>(53.33%)</td>
<td>(26.67%)</td>
<td>(3.33%)</td>
</tr>
</tbody>
</table>
Sayalebihsukamengat vocabulary dengansebuahexpresidaripadame menggunakansebuahobjek.

I like expression better than using object or picture in rememberingvocabulary.

<table>
<thead>
<tr>
<th>No.</th>
<th>Actual Score</th>
<th>Ideal Score</th>
<th>Actual percentages</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>115</td>
<td>150</td>
<td>76.67%</td>
<td>Helpful</td>
</tr>
<tr>
<td>2.</td>
<td>110</td>
<td>150</td>
<td>73.33%</td>
<td>Helpful</td>
</tr>
<tr>
<td>3.</td>
<td>105</td>
<td>150</td>
<td>70%</td>
<td>Helpful</td>
</tr>
<tr>
<td>4.</td>
<td>101</td>
<td>150</td>
<td>67.33%</td>
<td>Helpful</td>
</tr>
<tr>
<td>5.</td>
<td>87</td>
<td>150</td>
<td>58%</td>
<td>Helpful</td>
</tr>
<tr>
<td>6.</td>
<td>82</td>
<td>150</td>
<td>54%</td>
<td>Helpful</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
<td>900</td>
<td>66.55%</td>
<td>Helpful</td>
</tr>
</tbody>
</table>

Based on the result of the questionnaire above, it is found that students’ effort which is experienced most by the students is number (7) in which picture or object significantly helps them to remember the vocabulary easily. This is showed by 66.67% students agree with that statement, 13.33% quite agree and the rest 20% disagree with the statement. In contrast with the difficulty number (12), the least effort shows students are likely to remember the vocabulary better by expression than using object or picture. It is found that 10% students strongly agree, 46.67% quite agree and 43.44% students disagree with the number 12 statement.

Table of recapitulationpercentages students’ efforts

Account:

Percentages of Actual Score = \( \frac{\text{Actual Score}}{\text{Ideal Score}} \times 100 \)

\[
= \frac{600}{900} \times 100
\]

\[= 66.67\%\]
4.2. Discussion

4.2.1 The students difficulty based on the questionnaire and interview

Based on the result of questionnaire that have been analyzed researcher found out that the main students’ difficulties in remembering vocabulary cover (1) short memory in remembering the English vocabulary (2) short memory in remembering the meaning of the vocabulary.

The questionnaires result is in line with the result of the interview, the researcher found that all of the respondents have difficulty in remembering their vocabulary. Almost all of students stated that they are struggling and are confused in understanding certain vocabulary especially those that have more than one meaning.

4.2.2 The students’ effort to solve the difficulties based on the questionnaire and interview

Based on the result of the questionnaires that researcher obtained, all of respondents strongly agree that pictures can extremely help them to remember the vocabulary. Listing or enumeration is stated as one of the efforts that also can support them to remember their vocabulary easily.

The result of interviews also lists the dictionary as one of the solutions that students use in dealing with their lack of vocabulary. The students stated that they will always check their dictionaries to find the meaning of the words.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter deals with conclusion and suggestion of the result in the previous chapter of this study, as the following:

5.1 Conclusion

Based on the data obtained from the questionnaire and interview (see appendix) the researcher found the difficulties which faced by the students in remembering vocabulary were varied. The difficulties cover pronunciation, synonym of the words and short-term memory. The lack of similarities between the first language and the second language in some aspects such as pronunciation and grammar adds more challenges for the students and there were some efforts to overcome these difficulties such as using object, listing, mime, expression and gesture that will definitely help them to remember vocabulary easily.

5.2 Suggestion

The following suggestions are proposed concerning to research findings:

Suggestion for the teachers

Based on the result of this study, the teacher should apply some interesting strategies in memorizing vocabulary such as giving a lot of practice using objects, enumeration, expressions and gesture.
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