

**STUDENTS' VOCABULARY LEARNING DIFFICULTIES AND  
TEACHERS' STRATEGIES ( A CASE STUDY AT MTs. AL-AZIZIYAH  
PUTRA KAPEK IN ACADEMIC YEAR 2017/2018 )**



**A JOURNAL**

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by

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**ENGLISH EDUCATION PROGRAM  
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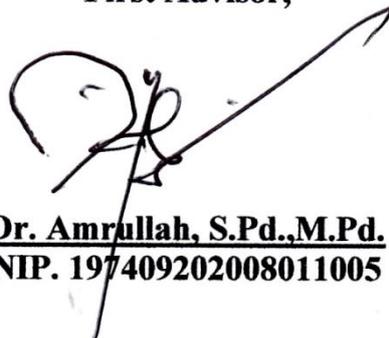
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**ABSTRACT**

**STUDENTS' VOCABULARY LEARNING DIFFICULTIES AND  
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This research entitled “ Students’ Vocabulary Learning Difficulties and Teachers’ Strategies( A Case Study at MTs Al-Aziziyah Putra Kapek in Academic Year 2017/2018 ) ” was aimed to analyze the difficulties faced by students of IX graders of MTs Al-Aziziyah Putra Kapek, during the process of learning English vocabulary, the factors that might contribute to those difficulties, and the solutions to overcome those difficulties. This research used descriptive quantitative method with 38 students and 1 teacher as the sample. The result of the study revealed that there were some difficulties that the students found in learning English vocabulary, namely: 1) the students found it difficult to read English vocabulary, 2) the students found it difficult to pronounce English vocabulary, 3) a great number of students do not know the spelling of English vocabulary, 4) the students lack in memorizing English vocabulary. The factors contributing to those difficulties were internal factors which included 1) lack of students’ interest in learning English especially in learning English vocabulary, 2) lack of students’ motivation in learning English, and external factors such as 1) technique or method that used by the teachers in Teaching English vocabulary 2) students’ environment. The solutions to overcome those problems are 1) increase interest and motivation in learning English vocabulary, 2) do much exercise in learning English vocabulary, 3) do much read English vocabulary.

*Keywords: difficulties, students learning, vocabulary*

**KESULITAN – KESULITAN SISWA DALAM BELAJAR VOCABULARY DAN  
STRATEGI GURU ( SEBUAH STUDI KASUS DI MTs. AL-AZIZIYAH PUTRA  
KAPEK TAHUN AJARAN 2017/2018 )**

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**ABSTRAK**

Penelitian ini berjudul “Students’ Vocabulary Learning Difficulties and Teachers’ Strategies (A Case Study at MTs Al-Aziziyah Putra Kapek in Academic Year 2017/2018)” yang bertujuan untuk menganalisis masalah-masalah yang dihadapi siswa kelas IX MTs Al-Aziziyah Putra Kapek tahun ajaran 2017/2018. Selama proses belajar vocabulary bahasa Inggris, faktor yang mungkin berkontribusi kepada kesulitan-kesulitan tersebut, dan solusi untuk mengatasi kesulitan-kesulitan tersebut. Penelitian ini menggunakan metode deskripsi kuantitatif dengan 38 orang siswa dan 1 guru sebagai sampel. Hasil dari penelitian ini menunjukkan bahwa terdapat beberapa kesulitan yang dihadapi oleh siswa saat proses belajar kosakata bahasa Inggris, yaitu: 1) siswa sangat sulit membaca kosakata dalam bahasa Inggris, 2) siswa sulit mengungkapkan kosakata dalam bahasa Inggris, 3) banyak siswa yang tidak mengetahui bentuk penulisan kosakata bahasa Inggris, 4) kurangnya kemampuan mengingat kosakata bahasa Inggris. Faktor yang mempengaruhi kesulitan-kesulitan tersebut adalah faktor internal yang mencakup 1) kurangnya minat siswa dalam belajar bahasa Inggris khususnya belajar vocabulary bahasa Inggris, 2) kurangnya motivasi siswa dalam belajar bahasa Inggris, dan faktor eksternal seperti 1) teknik atau metode yang digunakan oleh guru dalam mengajar dan 2) lingkungan sekitar siswa. Solusi untuk mengatasi masalah-masalah tersebut adalah 1) meningkatkan minat dan motivasi dalam belajar kosakata bahasa Inggris, 2) banyak berlatih dalam belajar kosakata bahasa Inggris, 3) banyak membaca kosakata dalam bahasa Inggris.

Kata kunci: *Difficulties, Students learning, Vocabulary*

## **INTRODUCTION**

Talking about language means talking about vocabulary. It means that a language cannot be separated from vocabulary, since vocabulary is the basic component of language. Therefore, the mastery of vocabulary is the most important aspect in acquiring a language. This statement is supported by Hatch and Brown (1995:1). They say “vocabulary is the foundation to build languages, which plays a fundamental role in communication”. Nowadays English is used almost all over the world, whether it is used as the first, second, or foreign language. English is a foreign language in Indonesia, encompassing language skills and language elements. The language skills are listening, speaking, reading and writing, while the language elements are pronunciation, vocabulary, grammar, structure and fluency in speaking.

Teaching vocabulary is one of the most important components of any language classes because through vocabulary, second language learners will be able to understand and express language. By understanding vocabulary, students can express the idea in the form of written and spoken English. In learning vocabulary, students have to memorize the words. They also have to know the part of speech of each word whether it is noun, verb, adjective or adverb. As foreign language learners, students have to know the meaning of the words. There are many consequences or impacts that probably arise when they do not know the meaning of word, for example, students misinterpret the meaning of the message and the students tend to lack motivation in learning English.

Based on the experience and observation during PPL, the writer found that there are some problems faced by students in learning vocabulary especially at MTs AL-AZIZIYAH PUTRA, KAPEK GUNUNGSARI. Those problems are many students that are poor in memorizing the meaning of words; they tend to ask the meaning of some words to the English teacher. In this condition, students' understanding of vocabulary is based on the teacher's translation to their native language. It makes students are lack of interest and motivation in learning vocabulary. In addition, many of students are noisy in classroom even when their teacher explain the material they just listen without giving responses to the material given. They did not answer any questions asked by the teacher. It means that if the students' vocabulary mastery is low, the language learning may show unsatisfying result or even failed. Furthermore, regarding to the background of the study stated above, four research questions are proposed in the study they are 1). What are the problems faced by students in learning vocabulary at IX grade students of MTs Al-Aziziyah Putra Kapek? 2). What are the practices of learning vocabulary in the IX grade students of MTs Al-Aziziyah Putra Kapek ? 3). What are the causes of difficulties in learning vocabulary faced by IX grade students of MTs Al-Aziziyah Putra Kapek ? 4). What are the teachers' strategies in teaching vocabulary at the IX grade students of MTs Al-Aziziyah Putra Kapek ?

The purpose of the study is to find out 1). the problems in learning vocabulary faced by IX grade students of MTs Al-Aziziyah Putra, Kapek. 2). the practices of learning vocabulary in IX grade students of MTs Al-Aziziyah Putra, Kapek. 3). the causes of difficulties in learning vocabulary faced by IX grade

students of MTs Al-Aziziyah Putra, Kapek. 4). the teachers' strategy in teaching vocabulary at the IX grade students of MTs Al-Aziziyah Putra, Kapek.

## **REVIEW OF RELATED LITERATURE**

### **The Importance of Learning Vocabulary**

Nunan (1991 ), furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. (McCarthy, 1990:viii), states that “ no matter how well the student learn grammar, no matter how successfully the sounds of second language are mastered, without words to express a wider range of meanings, communication in an second language just cannot happen in any meaningful way”. Schmitt (2000) emphasizes that “ lexical knowledge is central to communicative competence and to the acquisition of second language”.

### **Definition of Vocabulary**

Graves (2000, as cited in Taylor, 1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Krashen (1998, as cited in Herrel, 2004) extends Graves' definition further by stating that lexicon organizes the mental vocabulary in a speaker's mind.

### **Kinds of Vocabulary**

Haycraft (1978 cited in Hatch and Brown 1995), indicates two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

**a. Receptive Vocabulary**

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce.

**b. Productive Vocabulary**

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing.

**Types of vocabulary**

Montgomery (2007, cited in Firman, 2016) state that there are four types of vocabulary such as listening vocabulary, writing vocabulary, speaking vocabulary and reading vocabulary.

**Vocabulary Mastery**

There are two kinds of vocabulary mastery stated by (Stepherd, 1967 in Gazlianty, 2011) those are :

- a. Active mastery is vocabulary mastery in speech production. The students are active to produce the words or sentences and be able to communicate the words with other one. It includes of speaking and writing.
- b. Passive mastery is vocabulary mastery that only transfers the words or sentences as the students hear or watch, so they can express something. It includes the mastery of reading and listening.

## **Difficulties in Vocabulary**

The first steps in successful teaching vocabulary are to identify the difficulties that faced by the students. Thornbury (2004: 27) proposes some factors that make some words more difficult those are : pronunciation, Spelling, length and complexity, grammar and meaning.

## **Aspect of Vocabulary Knowledge**

The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are meaning, use and form.

### **1. Meaning**

Nation (2001) stated that meaning encompasses the way that form and meaning work together, in other words, the concept and what items is refer to, and the associations that come to mind when people think about a specific word or expression.

### **2. Use**

Nation (2001), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fit into (countable/uncountable, transitive/intransitive, etc), giving a few similar collocation, mentioning any restriction on the use of the word (formal, informal, impolite, only used with children, etc), and giving a well known opposite or a well known word or lexical set it fits into.

### **3. Form**

According to Nation (2001), the form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix).

#### **Teaching English Vocabulary**

Harmer (2001: 155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

##### **1. Demonstration**

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

##### **2. Explanation**

The teacher explains the construction of language in diagram using textbook, using board.

##### **3. Discovery**

The students can be encouraged to understand new language from by discovering them in a text or by looking at grammatical evidence in order to work out a grammar rule.

##### **4. Check Question**

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

##### **5. Presentation**

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

### **Factors causing student's difficulties in learning**

Internal factors that explained by Slameto (2013, cited in Alfilail, 2015) consists of several factors like intelligence, aptitude and other.

Beside internal factors that influence in learning also external factor give big influence such as family factor, school and environment factor.

### **Relevant Studies**

Beside of the literature explained above, the study is conducted based on 2 previous studies, Rohmatillah's and Cristian's :

The same study was conducted by Rohmatillah (2010) "A study on student's difficulties in learning vocabulary". In his study he just explain about the common problems that faced by students in learning vocabulary, The similar study was also conducted by Cristian (2010) "The correlation between Internal & External Factors that Influence Elementary School Students in Learning English Vocabulary and Their Grade in Vocabulary Test : A Study on the third Graders of Marsudirini 77 Elementary School Salatiga in academic year 2009/2010. In his study he explain more specific about what are the influence factors that faced by students in learning vocabulary. The difference between those two previous studies and this study are that those studies identify the problems

and factors students face, while this study focus on the way students' learning vocabulary and problems that faced by students in learning vocabulary

## **RESEARCH DESIGN**

This research is classified as case study using descriptive quantitative method. The descriptive design is appropriate with this research since it describes the difficulties in learning vocabulary among IX grade students at MTs Al-Aziziyah Putra Kapek, Gunungsari and the factors causing students difficulties. The setting of this study is MTs Al-Aziziyah Putra Kapek, Gunungsari. It was centered in the IX grade students. The population of this study is 192 students of IX grade at MTs Al-Aziziyah Putra Kapek which is divided into six classes. The sample of this study will be 38 students ( it is about 20% students of the population ) and one teacher who teach in the IX grade students. Purposive sampling system is used by the writer since the writer chooses the sample of the study by viewing that these classes are taught by the same teacher.

In this case vocabulary test, questionnaire, interview and observation are used in collecting the data. In order to get the description of the answer from the vocabulary test given by the students, the data are analyzed by using the formula  $NP$  (the result of English vocabulary),  $R$  (the row score of students) /  $SM$  (the maximum score of the test). In analyzing the data obtained through the interview method, some questions was prepared, and in collecting the data obtained through the observation the writer did an observation in the class IX A and IX B. while the

data from questionnaire using the formula  $P$  (percentage),  $F$  (frekuensi) /  $N$  (number of students) x 100%.

## **FINDINGS AND DISCUSSION**

### **Finding**

#### **1. The problems that students faced in learning vocabulary**

Based on the result of interview asked to the students, it was found that students of IX grade got many problems in learning vocabulary. First, the students actually like English but they were difficult to understand English vocabulary. Second, the students have difficulties in understanding English vocabulary and most of them claimed that English is difficult to be learned. Third, the students have difficulties in pronunciation and difficulties in writing. Fourth, the students stated that they have many factors that contribute in understanding vocabulary. and the last one is the students stated that they lack of interest in learning vocabulary.

#### **2. The practice of learning vocabulary**

The following table shows information about the students' vocabulary test score

**Table 4.1**

#### **The score of students' vocabulary test of the nine graders of MTs Al-Aziziyah Putra Kapek in academic year 2017/2018**

| <b>No</b> | <b>Participants</b> | <b>Class</b> | <b>Score</b> |
|-----------|---------------------|--------------|--------------|
| 1.        | Andre Setiawan      | IX-A         | 30           |
| 2.        | AdityaSapoetra      | IX-A         | 95           |
| 3.        | M. Hafid            | IX-A         | 100          |
| 4.        | BusyronKarim        | IX-A         | 65           |
| 5.        | L. Afnan D          | IX-A         | 100          |
| 6.        | KhairulAnam         | IX-A         | 88           |
| 7.        | M. AbidinZaki       | IX-A         | 82           |

|     |                  |      |     |
|-----|------------------|------|-----|
| 8.  | M. Helmi Yasin   | IX-A | 100 |
| 9.  | Robi Abdillah    | IX-A | 50  |
| 10. | Darmawan S.      | IX-A | 72  |
| 11. | Hizbullah        | IX-A | 65  |
| 12. | Nanda Yuda       | IX-A | 50  |
| 13. | Mujiburrahman    | IX-A | 55  |
| 14. | Yoga Irgiawan    | IX-A | 42  |
| 15. | Yandra Rahman    | IX-A | 85  |
| 16. | M. Yazid         | IX-A | 60  |
| 17. | Faris Mutas      | IX-A | 80  |
| 18. | M. Vito Anugerah | IX-A | 72  |
| 19. | Roni Jihadul Haq | IX-A | 32  |
| 20. | Ardiansyah       | IX-B | 38  |
| 21. | M. Genta Dafa    | IX-B | 100 |
| 22. | Satria Yuda      | IX-B | 52  |
| 23. | M. Firman        | IX-B | 42  |
| 24. | Rahmat Affandy   | IX-B | 65  |
| 25. | Munaedi          | IX-B | 55  |
| 26. | Yazidil Bustomi  | IX-B | 75  |
| 27. | Rahadian P.      | IX-B | 52  |
| 28. | Hendra Gunawan   | IX-B | 42  |
| 29. | M. Afwu A.       | IX-B | 98  |
| 30. | Zopani Adrian    | IX-B | 58  |
| 31. | Naufal Hariadi   | IX-B | 58  |
| 32. | M. Karis         | IX-B | 68  |
| 33. | M. Rizkon Zulpan | IX-B | 80  |
| 34. | Darmawan Setiad  | IX-B | 75  |
| 35. | L. Seflida       | IX-B | 80  |
| 36. | Gunadi           | IX-B | 72  |
| 37. | Fathurrahman     | IX-B | 65  |
| 38. | Rudi Apriadi     | IX-B | 42  |

According to the result of students vocabulary test that indicate many students did not reach good score. The researcher conclude that there are so many ways or strategies that students can be used in learning English vocabulary. First, students can use dictionary to increase their vocabulary ability, the students have to practice how to pronounce, how to writing and spelling the words in English, beside, the students can use media in practice learning English vocabulary such as

watching movies, flashcard, pictures and so on. Based on the result of observation that the writer did in the IX A and B class of MTs Al-Aziziyah Putra. It was found that the students were look very active and interested much in learning vocabulary if the teacher using media like picture.

If the data was provided in the distribution of frequency, it can be shown in table 4.2

**Table 4.2**  
**The distribution of frequency**

| Score (X) | F      | f(X)             |
|-----------|--------|------------------|
| 100       | 4      | 400              |
| 98        | 2      | 196              |
| 95        | 1      | 95               |
| 88        | 1      | 88               |
| 85        | 1      | 85               |
| 82        | 1      | 82               |
| 80        | 3      | 240              |
| 75        | 1      | 75               |
| 72        | 4      | 288              |
| 68        | 1      | 68               |
| 65        | 4      | 260              |
| 60        | 1      | 60               |
| 58        | 2      | 116              |
| 55        | 2      | 110              |
| 52        | 2      | 104              |
| 50        | 2      | 100              |
| 42        | 3      | 126              |
| 38        | 1      | 38               |
| 32        | 1      | 32               |
| 30        | 1      | 30               |
| Total     | N = 38 | $\sum Fx = 2593$ |

From the table 4.2 above, the researcher get the result of  $\sum f(X)$  is 2593, whereas the number of students is 38 students. Therefore, the mean score of the students' vocabulary test proceeded as in the following.

$$\text{Mean } (M_x) = \frac{\sum fx}{N}$$

$$M_x = \frac{2593}{38} = 68.22$$

This mean score indicates that the score of students' vocabulary test of the nine grade students of MTs Al-Aziziyah Putra Kapek was good.

Besides, the complete analysis of students score on vocabulary test is provided in table 4.3 below.

**Table 4.3**  
**The percentages of students' vocabulary scores**

| No | Classification | Range of Score | Number of students | Percentage |
|----|----------------|----------------|--------------------|------------|
| 1. | Very Good      | 80-100         | 13                 | 34.2%      |
| 2. | Good           | 66-79          | 6                  | 15.8%      |
| 3. | Fairly Good    | 56-65          | 7                  | 18.4%      |
| 4. | Low            | 46-55          | 6                  | 15.8%      |
| 5. | Very Low       | 0-45           | 6                  | 15.8%      |
|    | Total          |                | 38                 | 100%       |

### 3. The causes of difficulties that students faced in learning vocabulary

Based on the result of the answer of questionnaire given by the researcher to the students it was found that English vocabulary is not easy to learn. There are some difficulties that was found by the students in learning English vocabulary, those are they have difficulties in understanding vocabulary, they difficult to memorize English vocabulary, they difficult to pronounce English vocabulary and they said spelling make English vocabulary difficult for them.

**Table 4.4**  
**Students' perspective / percentage about vocabulary subject**

| NO | QUESTION                             | YES (%) | NO (%) |
|----|--------------------------------------|---------|--------|
| 1. | Do you like learning English ?       | 61.5%   | 31.5%  |
| 2. | In your opinion, is it easy to learn | 76.1%   | 94.1%  |

|           | <b>English vocabulary ?</b>  |              |              |
|-----------|--|--------------|--------------|
| <b>3.</b> | <b>Is it difficult to remember English vocabulary ?</b>                                  | <b>55.1%</b> | <b>1.8%</b>  |
| <b>4.</b> | <b>Is the pronunciation of English vocabulary difficult to understand ?</b>              | <b>61.5%</b> | <b>31.5%</b> |
| <b>5.</b> | <b>Do the pronunciation and the spelling make English vocabulary difficult for you ?</b> | <b>53.3%</b> | <b>0.02%</b> |

#### **4. Teachers' strategies in teaching vocabulary**

Related to the teacher's strategies in teaching vocabulary at the IX grade students of MTs. Al-Aziziyah Putra Kapek the teacher can apply:

- a. The teachers should be used the interesting material do develop the students' ability and knowledge and hopefully, it should help the students to understand the lesson easily. The teacher also can use vocabulary test to improve students ability in learning vocabulary.
- b. There are some alternatives or media that can be used by the teacher in teaching vocabulary those are the teacher can used picture in teaching vocabulary , using picture in teaching is very needed by the teacher especially in teaching vocabulary. Based on the research did on 13rd March 2018 at the third grade , that was touch by Mr. Ahyar, researcher found that the teacher use picture in teaching vocabulary. And it was increased students' interest and motivation in learning vocabulary. Second, the researcher can use video in teaching vocabulary, using video in teaching vocabulary makes students do not feel bored in learning vocabulary even they looks more active during the lesson.

c. Beside media, the teacher can use some techniques in teaching vocabulary. The technique that can use by the teacher such translation and memorization. To increase students ability in vocabulary the teacher can ask students to translate some words than assigned the students to practice how to pronounce words in English and ask them to memorize the meaning of words. The teacher also often motivate the students to always study hard. They also asked the students to memorize a lot of vocabulary. If the students have a lot of vocabulary, the teacher believe that the students will have a good score in English especially in vocabulary.

## **Discussion**

### **1. The problems that students faced in learning vocabulary**

In learning English , especially in learning vocabulary there are some problems that students faced those are students assume that learning vocabulary is difficult and they lack of interest and motivation. It can be proven by the students answer of interview guidelines that related to problems that students faced in learning vocabulary. most of them claimed that English especially vocabulary is difficult to be learned.

### **2. The practice of learning vocabulary**

The classroom observation involved English teacher of MTs Al-Aziziyah Putra. This observation was aimed to observe all of the students' activities during the first action in the classroom before started learning English vocabulary process. During observation in the classroom there were

several findings about the situation in the classroom activity. There are so many strategies that can be used by students in learning vocabulary those are using a dictionary to find out the meaning of words, watching movies in English subtitle is one of strategies that can be used to increase students ability in practicing pronounce the words and by using media like pictures.

### **3. The causes of difficulties that students faced in learning vocabulary**

Internal and external factors might cause the difficulties in ninth grade students of MTs Al-Aziziyah Putra. The internal factor from the students interest and students' motivation. Meanwhile, the external factor was coming from the teacher teaching technique and the students' environments.

### **4. Teachers' strategies in teaching vocabulary**

Based on the observation that the researcher did in class IX A and IX B of MTs. Al-Aziziyah Putra Kapek, the use of media and some techniques in teaching and learning vocabulary is very important. There will be better for the teacher to always combine some media and techniques in teaching in order to make the students interest and make the students not feel bored in learning English especially in learning vocabulary. The using media in teaching vocabulary will increase the probability that students will learn more and the knowledge will retain better in their mind. There are many media that can be used in teaching and learning vocabulary.

Teachers' strategies in teaching English vocabulary is very important for the students. The strategies help the students in easier, faster, and enjoyable ways to master vocabulary so they really support the students' vocabulary improvement.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Having conducted the study on students' vocabulary learning difficulties at the nine graders of MTs. Al-Aziziyah Putra Kapek, the finding and the analysis, the present study arrives at the conclusion:

Media is one of the alternatives used to make the students interested and motivated in learning vocabulary. Besides, media is used by the students to improve students' new vocabulary. The teacher uses it because it can make the students have a chance to practice their vocabulary.

First, Based on the research result, using media like picture can improve students' motivation and interest in learning vocabulary. in this research, all of characteristics of motivated students are achieved, namely: students are motivated to do exercise, students struggle to answer questions which are given by teacher, students ask question if they do not understand about teacher's explanation, students are active to join the class to get high score, students always do exercise as well as possible, students enjoy the lesson although they do not understand the lesson, and students effort to understand the material although they get difficulties.

Second, There are some problems that students faced in learning vocabulary those are students hard to remembering the meaning of vocabulary and the irregularity of the writing and pronunciation.

Third, The most dominant factor effecting students difficulty in learning English vocabulary to the nine grade students of MTs. Al-Aziziyah Putra Kapek are lack of interest and motivation.

Fourth, Many of nine grade students of MTs Al-Aziziyah Putra are still low in memorizing the meaning words and most of them are difficult in writing and pronounce English vocabulary. it shows that students vocabulary learning needs to be improved.

### **Suggestion**

Based on the conclusion of this study, some suggestions to the participant closely to the study are presented below.

1. For the English teacher

The suggestion is intended to the English teacher especially who teaches in MTs. Al-Aziziyah Putra Kapek to always find out the best and effective technique in order to make teaching and learning process enjoyable, fun, rouse students' interesting, and make students motivated. So that, they will have good in vocabulary ability as they got now.

2. For the students

The students should increase their vocabulary ability by using some strategies that they have. And then, they should spend their time to learn English vocabulary harder than before because vocabulary is the

currency of communication and it is the basic component in language learning. The students also should read many passages in English in order their vocabulary increase.

3. For the school

The school of MTs. Al-Aziziyah Putra Kapek is expected and suggested to always increase the quality of the educators in order to provide better quality for their student.

4. For the future researcher

It is also suggested to the further researcher who want to analyze with different aspect of this research. For example; students' difficulties in other skill, object and level of school.

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