

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LEARNING
ENGLISH VOCABULARY OF THE S-1 LAW STUDY PROGRAM
AT UNIVERSITAS SARI MULIA**



THESIS

In partial fulfillment of the requirement for the degree of Bachelor in
English Language Teaching

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF HUMANITIES
SARI MULIA UNIVERSITY
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2024**

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STATEMENT OF ORIGINALITY

I, the undersigned, hereby declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfil the purposes and objective of this study, and has not been previously submitted to any other university or institution for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I am willing to accept the consequences of such actions.

Banjarmasin, 08 March 2024

The writer



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An Analisis of Students' Difficulties in Learning English Vocabulary of the S-1 Law Study Program at Universitas Sari Mulia

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Abstract

Background: English is a crucial subject in Indonesia, taught since elementary school. Mastering English involves four skills: listening, speaking, reading, and writing. Vocabulary is an essential component in English, as it helps deliver ideas and access information. However, many Indonesian students struggle with English due to their lack of vocabulary mastery. The main cause of academic failure is a lack of understanding of vocabulary. Research shows that students often struggle with understanding the context of English sentences in pronunciation, spelling, and grammar. Vocabulary development is crucial for language learning, as it connects the amount of vocabulary needed to be mastered with academic material. In the S1 law study program at Universitas Sari Mulia, English is a crucial subject for students to support their academic performance, especially in foreign languages.

Objective: To find out students' difficulties in learning English vocabulary.

Methods: Quantitative descriptive method research design. The population is the first semester of law study program at Universitas Sari Mulia, with a total sample of fourteen students.

Results: Base on the data presentation and analysis in the previous chapter, it can be concluded that the students' difficulties vocabulary mastery in pronunciation was (28.24%), meaning was (28.24%), grammar was (24.71%), and spelling was (18.82%). So, the dominant difficulty in vocabulary mastery at the first-semester law students was pronunciation and meaning.

Conclusion: Researchers found that some Universitas Sari Mulia law students still struggle with English vocabulary, indicating a lack of knowledge and a need for improvement in their vocabulary mastery.

Keywords: English Vocabulary, Students' Difficulties, Law Students

Analisis Kesulitan Mahasiswa dalam Mempelajari Kosakata Bahasa Inggris pada Program Studi S-1 Ilmu Hukum di Universitas Sari Mulia

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Abstrak

Latar Belakang: Bahasa Inggris adalah mata pelajaran penting di Indonesia, yang diajarkan sejak sekolah dasar. Menguasai bahasa Inggris melibatkan empat keterampilan: mendengarkan, berbicara, membaca, dan menulis. Kosakata adalah komponen penting dalam bahasa Inggris, karena membantu menyampaikan ide dan mengakses informasi. Namun, banyak siswa Indonesia yang mengalami kesulitan dalam belajar bahasa Inggris karena kurangnya penguasaan kosakata, penyebab utama kegagalan akademis adalah kurangnya pemahaman kosakata. Penelitian menunjukkan bahwa siswa sering kali kesulitan dalam memahami konteks kalimat bahasa Inggris dalam pengucapan, ejaan, dan tata bahasa. Pengembangan kosakata sangat penting dalam pembelajaran bahasa, karena menghubungkan jumlah kosakata yang perlu dikuasai dengan materi akademik. Pada program studi S1 Hukum di Universitas Sari Mulia, Bahasa Inggris merupakan mata kuliah yang krusial bagi mahasiswa untuk menunjang prestasi akademik mereka, terutama dalam berbahasa asing.

Tujuan: Untuk mengetahui kesulitan siswa dalam mempelajari kosakata bahasa Inggris.

Metode: Desain penelitian metode deskriptif kuantitatif. Populasi penelitian ini adalah mahasiswa semester pertama program studi hukum di Universitas Sari Mulia, dengan jumlah sampel sebanyak empat belas orang.

Hasil: Berdasarkan penyajian dan analisis data pada bab sebelumnya, dapat disimpulkan bahwa kesulitan penguasaan kosakata mahasiswa pada pengucapan sebesar (28,24%), makna sebesar (28,24%), tata bahasa sebesar (24,71%), dan ejaan sebesar (18,82%). Jadi, kesulitan yang paling dominan dalam penguasaan kosakata pada mahasiswa hukum semester pertama adalah pengucapan dan makna.

Simpulan: Para peneliti menemukan bahwa beberapa mahasiswa hukum Universitas Sari Mulia masih kesulitan dengan kosakata bahasa Inggris, yang mengindikasikan kurangnya pengetahuan dan perlunya peningkatan dalam penguasaan kosakata mereka.

Kata Kunci: Kosakata Bahasa Inggris, Kesulitan Mahasiswa, Mahasiswa Hukum

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, the suggestion will be expected to make it better.

Banjarmasin, Marxh 8th 2024

Writer

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CHAPTER I

INTRODUCTION

1.1 Research Background

English is a subject in Indonesia and has been taught to children since elementary school. English in Indonesia has a special position. Indonesian students need to learn English, because the status of English has become a very important international language in the global era, however Indonesian students still find English quite difficult.

In learning English, there are four skills to be mastered. They are listening, speaking, reading and writing. Students must learn all those skill if they want to master English well. In addition, vocabulary is one important component in English which must be master in English beside those skills. In mastering any skill, there must be vocabulary on it.

Vocabulary is unity of letters to be words which was formed by a set of user communities. According to (Andriani & Sriwahyuningsih, 2019), there are several definitions of vocabulary is one thing language foundations are important and therefore it makes sense to be able to measure learner abilities. It means that vocabulary could be defined as an important component in a language, because by using vocabulary someone can deliver the ideas and also by using vocabulary someone can access the information.

However, as a foreign language in Indonesia, students have difficulties with English. Although they have learned English from elementary school, they still get

many difficulties in learning this language. A classroom will be the only place for many students to practice their English. They believe English is a very difficult subject because of some reasons. One of the reasons is that it is difficult to remembering new words. It happens because students must adopt the new pronunciation and meaning of the word. It refers to students' lack of vocabulary mastery.

Furthermore, the importance of vocabulary development namely connecting the amount of vocabulary needs to be mastered by students with academic material for language learning (Susanto, 2017). He stated that a lack of understanding of vocabulary was the main cause of academic failure experienced by students. A study states that understanding a text also depends on the size of a person's vocabulary. (Wardani, 2015) said that vocabulary is an important aspect in language, because it appears in every language skill including skills listening, speaking, reading and writing. Vocabulary is basic to mastery all English skills.

Learning vocabulary is obviously essential in foreign language learning. While this is an obvious fact, it is equally obvious that most Indonesian students still have to struggle hard with their poor mastery of English vocabulary. The inadequacy in turn hinders their fluent use of the language for a wide range of communicative purposes in the academic or professional domain.

In learning vocabulary, students are still confused which one is adverb. For example students are still difficult to know whether "good" is included to adjective or to adverb. (Komalasari, 2022) entitled "Analysis helps students in mastering vocabulary, describes the difficulties and dominant difficulties in mastering

vocabulary. Research shows that the difficulty most often experienced by students is a lack of understanding the context of English sentences in all aspects, both in pronunciation, spelling and grammar.

Students' lack of vocabulary affects other skills in language learning such as listening, speaking, reading and writing skills, which means vocabulary knowledge plays an important role in language learning. It has been noticed that learners with a large amount of vocabulary knowledge can easily master other skills in a language and have. (Sulistiana et al., 2019) states that mastering also vocabulary helps students in reading comprehension, good writing and also helps overall understanding of language tests. (Sulistiana et al., 2019) also states that students with a lot of vocabulary knowledge helps students to have better academic performance.

Based on curriculum of S1 law study program at Universitas Sari Mulia, English is one of the subjects that must be taken by first semester students. It can be seen that English is considered as an important subject to be mastered to support their academic performance, especially in foreign language. Based on the English lesson plan, students must be able to master English vocabulary related to business and law. This aims to support their profession in the future.

Based on preliminary research conducted by researchers on January 15, 2024, it can be seen that some students can easily understand the English vocabulary based on the context, but most students still seem to be confused by the vocabulary learned in the classroom. The researcher believed that the students lacked of vocabulary, but the teacher always gave new vocabulary to them every

meeting. However, some students still had some problems in using the vocabulary. In addition, most of them did not know pronunciation, spelling of vocabulary, grammar, and meaning in terms of vocabulary in descriptive text.

In fact, the teacher has taught the students by some ways, for instance, the teacher taught the students by listening conversations or text, and used other books related to English subject from some sources, and translated English text. In order to increase students' vocabulary, teacher also asked the students to do exercises and homework.

From this situation, it can be concluded that most students have many difficulties understanding the English vocabulary in the classroom. To respond to the situation, researchers were interested in conducting research related to their difficulties in learning English vocabulary. In this case, the researcher was took the undergraduate students majoring in the in the Law Study Program at Universitas Sari Mulia as the subject.

This research is different from previous research where most of the research regarding difficulties in learning English vocabulary involved elementary, secondary and high school students as research subjects. Meanwhile, in this study, the research subjects are college students, especially law students.

1.2 Research Problem

The research problems of this research are formulated in the following questions:

What are the difficulties of law students in learning English vocabulary?

1.3 Research Objective

Based on the research problems, this research is aimed at finding out:

To find out students' difficulties in learning English vocabulary.

1.4 Research Significance

1.4.1 Theoretical Significance

The results of the research will be useful for providing information about students' difficulties in learning vocabulary in English and can later be used as feedback for better educational methods.

1.4.2 Practical Significance

a. Students:

The result of this study is useful for students, especially for S1 Law Study Program to know their difficulties in learning vocabularies, so that they can overcome their difficulties.

b. Teachers

The result of this research can be applied for teacher to use appropriate methods in teaching English in the classroom to the students in order to achieve maximum result and overcoming students; difficulties in learning vocabulary.

c. Other Researchers

The result of the study can be beneficial for other researchers who want to conduct research at the same areas.

1.5 Research Limitation

This research is limited to focus on finding the difficulties in learning English vocabulary of first semester of S1 law study program at Universitas Sari Mulia academic year 2023/2024.

CHAPTER II

THEORETICAL REVIEW

2.1 Theoretical Description

2.1.1 Definition of Vocabulary

There are many definitions of vocabulary. Vocabulary is fundamental in learning (Tawali, 2018) . Therefore, a language teaches vocabulary plays an important role in language acquisition because mastering the vocabulary will help students in mastering all language skills such as listening, speaking, reading and writing ability. This means that vocabulary is knowledge that must be understood based on the context, not just the definition of words.

Then, Hatch & Brown (2017) define vocabulary as a list or set of words particular language or a list or set or words individual speakers of language might use. It means that, by using vocabulary itself, the interaction can be happened. It is a tool for communicating each other in daily life. It is important to express the feelings and to express the ideas what is on our minds. Moreover, Penny Ur said that vocabulary can be defined roughly as the words we teach in foreign language.

From the explanation above, it is clear that vocabulary cannot be separated from learning english as foreign language. Another definition comes from Richards that states vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. (Tawali, 2018) It means that vocabulary spreads in the four skills such as in the listening skill, speaking skill, reading skill, and writing skill. Then, it can be interpreted that

vocabulary is exist in each of those skills and learning those skills means that learning the vocabulary itself. In addition, vocabulary refers to words we use to communicate in oral and print language. It can be said that we can deliver something orally and written by words.

2.1.2 Types of Vocabulary

There are two types of vocabulary, productive and receptive vocabulary. Productive vocabulary is a collection of words that are well known, familiar, and often used when someone writes or speaks. Otherwise, receptive or recognition vocabulary are words that students are less familiar with and rarely used, but they can give meaning when they hear or read them as explained by Hiebert and Kamil (2005 as cited in Manda et al., 2022)

Productive vocabulary for each person is different depending on the knowledge they have about vocabulary, for example in the sentence "I have two hands" some people will find it easy, but it is not impossible if there are some who find it difficult. Receptive vocabulary is a vocabulary that is infrequently employed and foreign to students' ears. But when they hear or read it students can give meaning to the word. This vocabulary is not used spontaneously by students, but when they find it they recognize it. Due to the need of productive vocabulary for the students, the researcher focused conduct research on productive vocabulary.

2.1.3 Classification of vocabulary

A vocabulary is a series of words used for communicating in a language. The role of words when communicating determines their categorization in a language. According to (Hersalina, 2021a) part of speech is a classification of

words based on their functional categories. Nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions are examples of parts of speech.

a. Noun

Noun is the name of person, place, thing or idea (Muchtar, 2017) . Nouns are the most common type of word in most languages. We saw that nouns can be separated into subclasses, which are:

1) Proper Noun Proper nouns are unusual names or titles given to people, places, or things. Proper nouns are names given to certain individuals, places, or things. They all start with a capital letter. For example, Lisa, Sandy, Indonesia, etc.

2) Common Noun

A common noun is a general name for a person, place, or thing in a class or group. Unlike proper nouns, common nouns are not capitalized until they open a sentence or appear in a title. They are considered common because they apply to everyone in the class. Examples include men, cities, and plants etc.

3) Abstract Noun

An abstract noun is intangible noun, cannot be perceive, seen, or touched. However, in many circumstances, that thought may be an intangible notion or an abstract form of a noun. For example, qualities, feeling, ideals, love, etc.

4) Concrete Noun

A concrete noun is one that can be identified by one of the five senses (seen, touched, heard, smelled, or tasted). For example, grape, rabbit, school, etc.

5) Countable Noun

Count nouns are nouns that can be counted and modified with numbers and can be singular or plural. For example, tiger, literature, guava, etc. 14

6) Uncountable Noun

Uncountable nouns are those that cannot be counted. For example, coffee, bread, salt, etc.

b. Verb

Verb is the lexical class which includes words expressing action, events, states, and processes (Hersalina, 2021a) A verb is a phrase that primarily acts as the sentence's predicate. Verbs are classified into four categories: classes: activities, accomplishments, achievement, and states.

- 1) Activities: climb, read, talk.
- 2) Accomplishments: painting a picture, drawing a triangle, running a mile, building, etc.
- 3) Achievements: recognize, discover, misplace, comprehend, hear, and see.
- 4) States: aware, love, had, and want.

Action or activities, as well as successes, appear to be more verb-like than achievement and state verbs. So, while we may think of a verb as a categorization, certain verbs better match or illustrate the class than others. Verbs are differentiated into several types: Transitive Verb, Intransitive Verb, Regular Verb, Irregular Verb.

- 1) Transitive Verb. Transitive verb is a verb that requires an object to complete their meaning. For example: if you arrive late, I will go to the bookstore witho
- 2) Intransitive Verb. Intransitive verb cannot have a direct object after them. The subject is doing the action of the verb and nothing receives the action. An intransitive verb does not pass the action to an object. For example: the baby smiled. Smiled is intransitive verb.
- 3) Regular Verb. Regular verb refers to those verbs in which the past tense and the past participle form are made up simply by the addition of the inflectional morpheme-ed. Example: Open-opened opened.
- 4) Irregular Verb. Irregular verb is common verb in English which do not follow the simple system of adding “d” or “ed” to the end of the word to form the past tense and the past participle forms. Example: go-went-gone.ut you. Arrive is transitive verb.

c. Adjective

(Hersalina, 2021b) an adjective is a word whose major grammatical the function is to add information to a noun or pronoun by modifying it. about the noun or pronoun's referent.Certain adjectives are commonly used to characterize specific nouns. Adjectives are descriptive words. It explains more about the noun. An adjective is frequently used before a noun. An adjective is a term that describes the quality of a noun or serves as its complement. Example:he is diligentin the class. Diligentis adjective.

d. Adverb

Adverbs are a distinct word class or lexical category that differs from other word classes such as nouns, adjectives, verbs, and 15 prepositions. (Maienborn and Schäfer as cited, (Hersalina, 2021b) A effective method for comprehending adverbs is for thinking about them as word that provides context. Normally, we can identify an adverb by the fact that it frequently ends in -ly, although there are several adverbs that do not end in this manner. Furthermore, adverbs can be utilized in a variety of ways. For example, Tom is fluent in English. The word fluent is an adverb.

e. Pronoun

Pronouns are words that humans frequently employ to substitute nouns. Pronouns are short words that can perform all that nouns can do and are used as sentence building pieces. Common pronouns are I, she, he, it,, you, we, they. A pronoun can act as subject, direct object, indirect object, object of the proposition, and more and takes place of any person, place, animal, or thing.

f. Conjunction

A conjunction is a word or phrase that connects two or more words, phrases, clauses, or sentences. For instance, (conjunction word: wood and stone), (conjunction phrase: crossed the river and climbed the mountain), and (conjunction clauses: Maria planted a vegetables and watched it grow and in conjunction).

g. Preposition

Prepositions are words that help you find things and events in time and place. They are used to illustrate the link between a noun and a pronoun in a

sentence. In a sentence, a proposition is constantly followed by a noun or a pronoun. It can never be followed by a verb. For example, he lay on the bed.

h. Interjection

interjection is a word used to express emotion. It is often followed by an exclamation point. They are not grammatically related to the rest of the sentence. For example: Wow! That jump was amazing. “Wow” is interjection.

Vocabulary is the most important thing to make easy in learning English. Vocabulary is one of units in English. There are some units of English we must master in written and spoken, such as:

a. Letter or alphabet.

Letter or alphabet is a set of letters in a particular order, used in writing a language (Longman Dictionary, 2009, p. 28). Letter is symbols or characters that are the building blocks of language. In English, there are 26 letters from A to Z that are enough to read and write English. All letters in English have their own names as wells sound.

b. Word or vocabulary.

Word or vocabulary is a group of sounds or letters that have a particular meaning (Longman Dictionary, 2009, p. 1154). A word is a group of letters with a meaning. Word is a single unit of English that has meaning and can be spoken or written. For example: school, father, car, etc. It is must for one to know at least 25.000 words to become a very good communicator in English.

c. Phrase.

Phrase is a group of words that together have a particular meaning, a group of words without a main verb that together make a subject, an object, or a verb tense (Longman Dictionary, 2009, p. 751). Phrase to express something in a particular way. A Phrase is a group of words without a subject and predicate but with a meaning. For example: the red ball, the leader of the group, etc.

d. Clause.

Clause is a group of words which form a grammatical unit and which contain a subject and a finite verb. A clause forms a sentence or part of a sentence and often functions as a noun, adjective, or adverb (Richard & Schmidt, 2010, p. 81). A clause is a group of words, with a subject and predicate having a meaning. For example: you are my best friend, when the train arrived, etc.

e. Sentence.

Sentence is a group of word that we use to communicate our ideas in writing or speaking, and a sentence should contain at least one subject and verb (Syafi'i, 2016, p. 1). For example: they study English, Marry goes to campus, etc.

f. Paragraph.

Paragraph is unit of information in writing unified by a central idea. A paragraph is considered good only if the reader completely understands the unit of information, its content, and if its central idea is completely developed. This central idea is usually stated in a topic sentence. Every

sentence in the paragraph must develop the topic sentence (Syafi'i, 2016, p. 11).

g. Essay.

Essay is a short piece of writing about a particular subject, especially as part of a course of study. Essay to expresses information as well as the writer's opinion and essay consists of several paragraphs.

2.1.4 Difficulties in vocabularies

The difficulty is defined as something difficult to do, hard to understand or a problem. It is something that creates difficulties. Students' difficulties are situations in which the students face troubles. It will be seen in the blunders and faults made by students during the way of learning. For those whose are learning a foreign language, vocabulary knowledge is one of the important aspects. The learners may have some difficulties when they know very little about vocabulary.

Vocabulary is an essential part of learning a foreign language. Students must acquire a sufficient amount of terms and their usage appropriately in order to communicate effectively in a foreign language. Many things complicate learning vocabulary. Furthermore, according to Cameron (2001 as cited in Hersalina, 2021), There are certain challenging vocabulary elements such as:

a. Pronunciation

Pronunciation is the way how which a specific person pronounces a word in a language. The researcher stated that words that are difficult to pronounce will be more difficult to learn. So students are confused to pronounce it. There are various words pronunciation between English and Indonesian vocabulary. English

has a voice that is distinct from the voice of Indonesia. Therefore, students have obstacles in pronouncing the word.

b. Spelling

Spelling is the process of accurately assembling words of individual letters or the way a word is spelled. Mismatches in spelling and pronunciation in English can make it difficult to learn new words. There are some noticeable errors even though some of the English spelling is generally acceptable. Thus, in order to effectively communicate, students need to study English more.

c. Grammar

Words and grammar are related, so learning words can lead children to understand grammar. This shows that if we give vocabulary a high emphasis, we are not ignoring grammar in the process. A word's grammatical context can also be problematic, particularly if it differs from the grammatical context of its L1 equivalent. Remembering whether a verb like go, get, or sleep is followed by an infinitive (to swim) or an -ing form (swimming) can add to the difficulties.

d. Meaning

The student has difficulty in the meaning if they are unable to describe the words on the context. The meaning of a word may also be defined through its correlation for other words. When a term is used in several contexts, it can have multiple meanings. When a phrase is used in various settings, it might have various meanings. When the meanings of two words overlap, they are likely to perplex students. It is possible to conclude that numerous elements contribute to difficulty in memorizing the word. It is critical to understand student problems in memorizing vocabulary.

so, the instructor may appropriately solve the problem, and the students will get the concept of English vocabulary as a consideration in studying English vocabulary. Based on the difficulties in vocabulary that can be measured, in this research the researcher will concentrate on knowledge of pronunciation, spelling, grammar, and meaning as an acceptable indicator to determine students' difficulties in learning vocabulary.

2.15 Learning Vocabularies

Learning is a process that people engage in to change their knowledge or behavior. According to (Hersalina, 2021a) there are several ways that can be used to help students learn vocabulary, including using a dictionary, using note book, and guessing meaning.

- a. Using dictionary, The dictionary is one of the learning media whose contents are in the form of a limited number of vocabulary terms but customized to the needs of students. The dictionary can also be an appropriate alternative for students when they have trouble finding the meaning of words.
- b. Using note book One of the best ways to manage the acquisition of new words is to record them in small portable notebooks that can be carried around and used to record the word whenever it is seen.
- c. Guessing meaning When reading, students will frequently come across words whose precise meanings are not important for them to understand the phrase. Students should refrain from looking up unfamiliar words in the dictionary often. One of the ways to determine its meaning is to wait and see if anything else in the context provides a hint.

In other hand, Hatch and Brown in Hersalina (2021) states that tere are five essential steps in learning vocabulary, they are:

a. Encountering new words

The first important step for vocabulary learning is countering new words, that is, having a source for words. The students' strategy here includes learning new words by reading books, newspapers, and magazines, listening to TV and radio. As far as incidental learning of vocabulary goes, this step obviously the most vital. Because incidental learning of vocabulary must occur if second language learners are to approach a vocabulary that compares with that native speaker, this step very crucial.

b. Getting the word form

The second step to vocabulary learning appears to be getting of a clear image-visual or auditory or both-of the form of the vocabulary item. This step was shown in comments such as "associating new words with words that sound symbols from mu native, and seeing a word that looks like another word I already know" in this step. The important of having clear image of the 'form' of a word become apparent when we think about what happens when we try to retrieve word.

c. Getting the word meaning

The third step in the learners' reported strategies is the one which is most often associated with the idea of vocabulary learning: getting the word meaning. This step includes asking native English speakers what words mean, asking people who speak my native language the meaning of words, making pictures of word

meaning in my mind, etc. by reading the text, the students can get the word meaning easily than just reading the vocabulary list. It is because the meaning of vocabulary in the text. Besides that, the teacher facilitates the students in getting the word meaning through visual technique and verbal technique that have been mentioned before.

d. Consolidating word form and meaning in memory

Many kinds of vocabulary learning drills, such as flashcards, matching exercises, crossword puzzles, strengthen the form-meaning connection. In order to remember the vocabulary that has been required before, the consolidating word form and meaning in memory is needed. In this step, the students do exercises in order to make strong memory connection between the form and the meaning of the words.

e. Using the word

The final step in learning words is using words. Some would argue that this step is not necessary if all that is desired is a receptive knowledge of the word. However, if the goal is to help learners move as far along the continuum of word knowledge as they can, word use is essential. By using the words, the students seem having a mild guarantee that words and meaning will not fade from memory once they are learned. Use of word may simply be a form of hypothesis testing, allowing learners to see if the knowledge gained in other steps is correct.

In addition, the process of learning vocabulary involves four stages:

a. Discrimination

This is the basic first step. It involves the ability to distinguish sounds, letters from those next to them, and from the sounds and letters of similar words when listening and reading to keep them distinct when speaking and writing. As will be seen later, failure to discriminate is a frequent source of error.

b. Understanding meaning

This means understanding the concept of the foreign word or phrase. Often this is straightforward because the word can be related to its referent by direct association or because there is equivalent word in English. Sometimes, as was shown earlier, the concept is unfamiliar.

c. Remembering

The next step after introducing and explaining new material is to ensure its retention. Once learners have found out the meaning of a word, they have no reason to attend to it anymore, and it will be forgotten. When no active effort was made to learn words, most learners had to encounter them on average 10 times before recognizing their meaning. Even more interaction with a word is required before it can be recalled at will.

d. Consolidation and extension of meaning

Learning new words is not an instantaneous process if it were, and if it were and if presentation were the only critical variable involved, and then words would not be forgotten and need to be relearned. As it is, however, it seems that words are absorbed slowly overtime, and that only gradually do they

become fully integrated into the learner's personal stock of words, when he can use them with the same sort of fluency that characterizes the words he uses in his native language.

In English learning, especially vocabulary learning, there are some factors that influence the students in mastering it. The factors are linguistic and non-linguistic. The linguistic factors are usually related to natural difficulty of the language. They cannot understand the relation between foreign language and mother tongue which have significant differences in styles and rules. The non-linguistics factors are divided into two factors: there are external factors and internal factors. External factors are related to curriculum, methods, classroom situation, family, and society. Meanwhile, the internal factor come from IQ, attention, motivation, interest, attitude and etc.

Based on the explanation above, it can be concluded that foreign language learners have to master the vocabulary first before mastering the other aspects of English. It means that vocabulary is the central in foreign language. Steps in learning vocabulary can help the students in learning about English vocabulary in the classroom. Those steps can support the students knowledge about English vocabulary so they can mastering the vocabulary.

2.1.6 The important of learning vocabulary

Vocabulary knowledge for students is very important because vocabulary is the fundamental aspect of learning languages, especially English which is the focus of this research. At school, many students have difficulty communicating in English. This is caused by several factors, one of which is the dearth of vocabulary

knowledge. Because of the little knowledge of vocabulary, students feel difficult to express what they feel and the teacher will also feel tricky to comprehend the meaning of the sentences conveyed by students.

According to Thornbury (2002 as cited in Hersalina, 2021)), so little can be said with grammar, but anything can be said with words. This shows how important learning vocabulary in English is, with the mastery of vocabulary students can more easily express themselves in speaking and writing. Vocabulary helps students to think and learn about the world, because by mastering vocabulary students can expand their mastery of words to have unrestricted access to fresh information and knowledge as English is widely used by people as an international language to share information and knowledge.

Vocabulary knowledge plays a significant function in language learning because vocabulary is support for the successful use of language, especially in a foreign language. It is possible to deduce from the explanations of the importance of English vocabulary that is highly significant in learning a language. Learning vocabulary is essential in learning English, as it improves not only the learners' hearing and speaking abilities, but also their reading and writing, since vocabulary is one of the most significant factors in improving the learners' English skills. Learning vocabulary may also be formed spontaneously via their experiences in life based on their needs and education. It will make it easier for someone to communicate through language. So, learning vocabulary will be beneficial since it will make it easier to learn a language, comprehend what others are saying, and have discussions about various topic

2.2 Review of Previous Studies

Many studies have been conducted to study related English vocabularies in ESL and EFL context in Indonesia and other countries. One of the is from (Komalasari, 2022), entitled “An analysis of students' Difficulties in mastering vocabulary in eighth grade at SMPN 06 Kotabumi in the academic year of 2021/2022” described the difficulties and the dominant difficulties in mastering vocabulary. The study used a case study design with interviews and observation as the tools of data collection. The data was analyzed using data reduction, data presentation, and drawing conclusions or verification. The research showed that the difficulty most often experienced by students is the lack of understanding of the context in English sentences in all aspects, both in pronunciation, spelling, and grammar.

Another study conducted by (Urai Salam and nurnisa, 2021) with entitled “Students’ difficulties in learning vocabulary” which uncover difficulties in learning English vocabulary faced by 33 Pesantren (boarding school) students in West Kalimantan. The research 17 used a descriptive qualitative design with questionnaires and interviews as the instruments of data collection. The findings indicated that students had four difficulties: pronouncing distinctive English sounds, spelling, memorizing long syllable words, and grasping the meaning of unusual terms.

The other related study with entitle “study of students’ vocabulary difficulties in third-semester students of food technology” by (Sujadi & Wulandari, 2021) to find out about the students’ language abilities and learning challenges. The

research approach is descriptive qualitative, including a questionnaire and an interview as data collection tools. The information was examined qualitatively. The research revealed that students still have a low vocabulary ability and some vocabulary difficulties; they have a very limited number of vocabularies; mispronounce English words; misspelling English words, particularly "a," "I," and "e"; and do not understand long and complex words such as public health center, expired date, and fish spoilage

Table 2.1 Previous Studies

No	Title	Author	Methods	Results
1.	An analysis of students' Difficulties in mastering vocabulary in eighth grade at SMPN 06 Kotabumi in the academic year of 2021/2022	Diah Ayu Komalasari	Qualitative Research	The research showed that the difficulty most often experienced by students is the lack of understanding of the context in English sentences in all aspects, both in pronunciation, spelling, and grammar.
2.	Students' Difficulties in Learning Vocabularies	Urai Salam and Nurnisa	Descriptive Qualitative Research	The data revealed that the students experienced four difficulties, namely, pronouncing unique English sounds, spelling, memorizing long syllable-words, and understanding meaning of unfamiliar words.
3.	Study of Students' Vocabulary Difficulties in Third-Semester Students of Food Technology Major	Juliana Sujadi and Fariska Wulandar	Descriptive Qualitative Research	The result of the research showed the students still have low vocabulary ability and there are some vocabulary difficulties experienced by the students, they have a

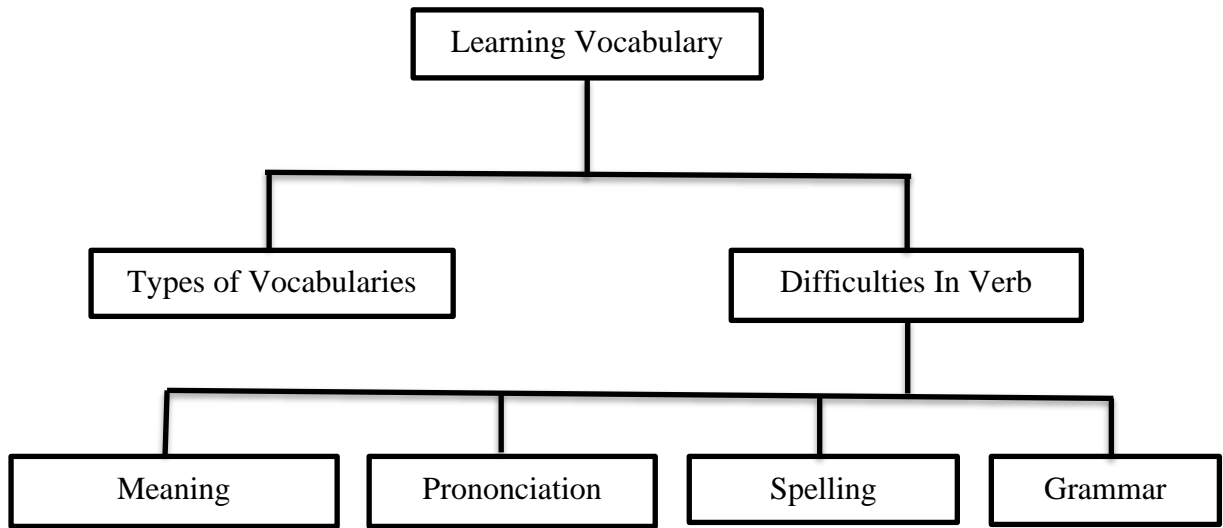
very limited number of vocabularies; mispronounce English words; spelling English words especially for „a“, „I“, and „e“; do not understand long and complex words such as public health center, expired date, and fish spoilage. The students also have problems with range, connotation, and idiom in English.

2.3 Theoretical Framework

The theoretical framework of this research is to find out student's difficulties in learning English vocabulary. Thornbury (2002: 27-28) stated several factors that become difficulties in learning vocabulary, 7 including pronunciation, spelling, length and complexity, grammar, meaning, and range (connotation and idiomaticity). Furthermore, according to Cameron (2001:78), There are certain challenging vocabulary elements such as pronunciation, spelling, grammar, and meaning. In this research, researcher used the theory from Cameron as the theoretical framework.

Here is the figure of theoretical framework

Figure 2.2 Theoretical Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Method

In the research, the researcher uses a quantitative approach. Quantitative research, according to (Sugiyono, 2022), is a research method based on the philosophy of positivism, as a scientific or scientific method because it fulfills scientific principles in a concrete or empirical way, objectively, measurably, rationally and systematically. In educational research, quantitative research is type of research in which researcher selects what to study, poses detailed questions, collect quantifiable results from participants, analyze these figures using statistics, and conducts the sample in an independent, analytical manner.

Besides, in this research, researcher uses descriptive methods. Descriptive Research The purpose of descriptive studies is to describe, and interpret, the current status of individuals, settings, conditions, or events (Mertler, 2014). In descriptive research, the researcher is simply studying the phenomenon of interest as it exists naturally; no attempt is made to manipulate the individuals, conditions, or events. Two commonly used quantitative, non-experimental, descriptive research designs are observational research and survey research. According to (Sugiyono, 2022) the descriptive method is a method for researching the status of a human group, an object, a set of conditions, a system of thought or a class of events in the present. Which mean descriptive research is a study conducted to determine variables, either the variable is one or even more without making comparison or connect with other

variables. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating preexisting statistical data using computational techniques.

The aim of descriptive research is to create systematic, factual and accurate descriptions, images or paintings regarding the facts, characteristics and relationships between the phenomena being collected. The researcher focuses on the difficulties of students' have in learning vocabularies.

3.2 Population and Sample

According to (Creswell & Guetterman, 2018), a population is a collection of people who share a certain characteristic, it means the large group of people to whom your result was be applied. The population of this research is the first semester of law study program at Universitas Sari Mulia. According to (Sugiyono, 2022), saturation sampling is a sample determination technique where all members of the population are use as samples. This is often done when the population is relatively small less than 50 people. The total sample for this research is fourteen students taken by saturation sampling technique.

3.3 Research Instrument

Research instrument by Sugiyono (2015) is a measuring instrument such as tests, questionnaires, interview guides and observation guidelines used by researchers to collect data in a study. Principally researching is measuring, then there must be a good measuring tool. Gauges in research is usually called research instruments. Thus research instrument is an instrument used to measure the natural

and social phenomena are observed. Specifically these phenomena is called the research variables. The research instrument is used as a data collection tool, and the instruments commonly used in the research was a test. The test was used to determine the students' difficulties in vocabulary mastery. The researcher was using multiple choice tests that consist of 20 items and the test was given to each respondent who is sampled in the research. The category of students' difficulties in vocabulary mastery English are Pronunciation, Spelling, grammar, and Meaning at the text. The written test is used to examine the difficulties all of the categories that students have.

3.4 The Validity and Reliability

3.4.1 Validity of the Instrument

To know whether the data are valid or not, the instruments need to be measured its validity. Creswell and Guetterman (2018) point out that validity is the development of sound evidence to demonstrate that the test interpretation matches proposed use. It means the validity is the level to which inferences made from assessment results are appropriate, meaningful and useful in terms of the purpose of the assessment. To analyze the validity of the instrument, the researcher uses SPSS.

3.4.2 Reliability of the Instrument

Reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Creswell & Guetterman, 2018). The instrument is said to be reliable if it gives consistent result. Consistent result in this

research in seen based on the result of reliability test that research did before the researcher gained the real data. In this research, to obtain the reliability of the vocabulary test, the researcher uses test-retest technique to test the consistency of the data, then the researcher was using SPSS Program to find out whether the data of the test is reliable or not.

3.5 Technique of Data Collection

To collect the data of this research, the researcher used a test as an instrument. Regarding to Creswell (2012, p. 14), an instrument is a tool for measuring, observing, and documenting quantitative data. According to Cohen et al (2000, p.404), test is subject to items analysis, differences by item difficulty interactions in multiple choice mathematics items. In this research, the test was used to determine the students' difficulties in vocabulary mastery. The researcher used multiple choice tests that consist of 20 items. The point that had been examined can measure and evaluate the indicator of test in operational concept. For further information about the instruction of the text, the researcher shows the blue print of the best as follows:

Table 3.1 Blue Print of students' Difficulties

Category	Number Of Questions
Pronunciation	7,8,15,16, and 17.
Spelling	4,5,6,13, and 14.
Grammar	9,10,18,19, and 20.
Meaning	1,2,3,11, and 12.

The category of students' difficulties in vocabulary mastery English are Pronunciation, Spelling, Grammar, and Meaning in 3 texts descriptive. The time

allocation were 50 minutes for all the students, the researcher gave 2,5 minutes for 1 question. The reason why the time allocation is not more than 2,5 minutes for 1 question. Because the researcher considers time the students to answer test in this research.

In this research, the researcher used descriptive analysis with percentage from the frequency of information and divided with number of cases. The first identify students' difficulties in vocabulary mastery by analyzing students' answer sheet. There were four categories of students' difficulties in vocabulary mastery, such as: pronunciation, spelling, grammar and meaning. The researcher was calculate each percentage of difficulties by using formula from Sugiyono (2022) as follows:

$$P = \frac{F}{N} \times 100\%$$

In which:

P : Percentage of students' difficulties

F : Frequency on incorrect answer

N : Number of students

3.6 Data Analysis

Creswell (2023) said that data analysis is a process in which the researcher systematically seeks and organizes data to increase understanding of the data and to allow the researcher to present the data. After collecting the data, the researcher starts to analyze the data. In analyzing the data, there are some steps to be done by researcher. The steps are: collecting the data, identifying students' difficulties,

calculating the number of difficulties, find the percentage of students' difficulties, making description of errors and drawing conclusion.

3.6.1 Collecting the Data

The data was be collected from the test was compiled, then was be processed using a statistical software program in the form of SPSS. SPSS stands for Statistical Package for the Social Sciences and is a package of computer application programs for analyzing statistical data. The researcher was transcribe the questionnaire results into English.

3.6.2 Displaying Data

Data display means the process to simply the data in the form of sentence, narrative, or table. Data display refers to show data that have been reduced in the form of patterns. It benefits to help the researcher in understanding the data. In displaying data, the researcher describes data that have been reduced into sentence form. According to (Sugiyono, 2016), stated that in general, display refers to a collection of organized information that gives the possibility of drawing conclusions and taking action. In this step, researcher was show or display data containing student difficulties in mastering English Vocabulary. The data obtained in this study was be presented in tabular form, making it more systematic in understanding and analyzing the data.

3.6.3 Drawing Conclusion

Drawing conclusions are the results of the analysis that can be used to take action. This stage aims to find the meaning of the data collected by looking for relationships, similarities, or differences to conclude answers to existing problems.

Drawing conclusions is only a part of an activity from a complete configuration of conclusions during the research. The meanings that emerge from the data must always be tested for correctness and conformity so that their validity is guaranteed.

In this study, the researcher in terms of concluding, the researcher presents data from the results of test where the data concluded by the researcher intends to get answers and an overview of the problems in chapter one, both research question and objectives of research. The presentation of data in this study is in tabular form.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

This section presents the results of the data analysis of the study. The research findings were the students' difficulties in learning English vocabularies. Research data was collected by test. Each finding was described and accompanied by supporting data. The following section presents the detailed findings of this study.

4.1.1 Validity and Reliability of the Instrument

1) Validity

To know whether are valid or not, the researcher measured its validity. Creswell (2012, p. 159), validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use. It means that validity is the level to which inferences made from assessment results are appropriate, meaningful and useful in terms of the purpose of the assessment. To make sure the instrument was valid, the researcher adopts the instrument from previous researcher which had done the validity testing. Therefore, the researcher does not need do the validity testing again.

To analyze the validity of the vocabulary mastery test, the 20 items of question had tried out to 12 students. Then SPSS 20.0 program used to analyze the data. The r value then was compared to r table at significant level of 5% that is

0.329 (df=N2=34). The r value of each item should be higher than the r table to be considered as a valid question. If the r value on the analysis of less than r table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

Table 4.1 Validity of Instrument

Item No.	R value	R table	Status
Question 1	0.669	0.329	Valid
Question 2	0.669	0.329	Valid
Question 3	0.531	0.329	Valid
Question 4	0.669	0.329	Valid
Question 5	0.531	0.329	Valid
Question 6	0.669	0.329	Valid
Question 7	0,531	0.329	Valid
Question 8	0.405	0.329	Valid
Question 9	0.721	0.329	Valid
Question 10	0.405	0.329	Valid
Question 11	0.531	0.329	Valid
Question 12	0.669	0.329	Valid
Question 13	0.531	0.329	Valid
Question 14	0.405	0.329	Valid
Question 15	0.721	0.329	Valid
Question 16	0.669	0.329	Valid
Question 17	0.531	0.329	Valid
Question 18	0.721	0.329	Valid
Question 19	0.669	0.329	Valid
Question 20	0.405	0.329	Valid

The result of the test of validity showed that there were 20 questions accepted or valid and there were no rejected or invalid questions. It can be seen that all question has score higher than 0.329. So, there were no question dropped.

2) Reliability

A test must be reliable as a measuring instrument. Reliability is necessary characteristic of any good test. Cresswell (2012, p. 159), reliability means that scores from an instrument are stable and consistent. Reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different or by different person. This research is internal consistency reliability. According to Cresswell (2012), internal consistency reliability is measuring two different versions of the same item within the same test. In this research, test-retest is used to measure the reliability of instrument. Test-retest is one kind of reliability testing in which students do the same test in different time to make sure the result of the data is consistent. After doing the test, the result of both tests was tested using SPSS.

Reliability is an indication of whether the questionnaire measures the phenomenon in a way that can be repeated and the same results are obtained. To determine test-retest reliability, the questionnaire is administered to the same group of people on two different occasions. The retest is conducted in such a way that there was be no change in the phenomenon being measured, but it is done far enough away to prevent recall from the first test. Reliability was assessed using an agreed-upon statistic, the Intraclass Correlation Coefficient (ICC). For reliability to be considered high, the ICC must be at least 0.80.

Based on the results of reliability calculation using SPSS, the following data were obtained:

Table 4.2 Reliability of the Instrument

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.938 ^a	.893	.965	30.792	47	47	.000
Average Measures	.968 ^c	.943	.982	30.792	47	47	.000

Here the interpretation of the reliability scores category in following display:

Table 4.3 Coefficient Correlation Interpretation

ICC	Interpretation
< 0.41	Poor agreement
0.41 – 0.60	Moderate agreement
0.61 – 0.80	Good agreement
>0.80	Excellent agreement

From the testing above, it can be seen that interclass correlation score which reflect the reliability of the data were 0.938 for the single measures and 0.968 for average measure. Both of single and average measures have the score more than 0.80 (> 0.80). It belongs to category excellent agreement. Therefore, it can be concluded that the reliability of the data was high.

4.1.2 Data Presentation

The data was obtained from the scores used through tests. The First semester student of S1 Law Study Program at Universitas Sari Mulia had to answer a test of 20 questions. The total number of students is 14. The answer would determine their knowledge about vocabulary. Although the test can be determined students' knowledge, but in this research, researcher focused to find out their difficulties in

mastering vocabularies. There is a student test score obtained after the researcher checks the student's correctness on each indicator.

1) The Data Distribution of First Test

The first test was given on Monday, February 12th 2024. In this first test the researcher found many failures in students test and then classified it into four types: Meaning, Spelling, Pronunciation, and Grammar. Then, the data were ranked from the highest to the lowest percentage. The rank can be seen in the following table.

Table 4.4 Students' Difficulties Percentage of First Test

No	Name of Difficulties	Total of Failure	Percentage (%)
1	Meaning	24	28,24
2	Pronunciation	24	28,24
3	Grammar	21	24,71
4	Spelling	16	18,82
Total		85	

Based on the table above it can be seen that all of the aspects of difficulties are found in students of S-1 Law Study Program. The total failure of students in the first test was 85 failures. It divides into four categories; they are meaning, spelling, pronunciation and grammar. Based on the table, the most difficulties students have been meaning and pronunciation with the total failure 24 or 28,24% for each item. The next difficulty is grammar with the total failure is 21 or 24.71% followed by spelling as the last difficulty with the total failure is 16 or 18.82%.

2) The Data of Second Test

The second test was given on Monday, February 19th 2024. In this second test the researcher found many failures in students test and then classified the errors

into four types: Meaning, Spelling, Pronunciation, and Grammar. Then, the data were ranked from the highest to the lowest percentage. The rank can be seen in the following table.

Table 4.5 Students' Difficulties Percentage of Second Test

No	Name of Difficulties	Total of Failure	Percentage (%)
1	Meaning	23	27,06
2	Pronunciation	23	27,06
3	Grammar	21	24,71
4	Spelling	18	21,18
Total		85	

Based on the table above it can be seen that all of the aspects of difficulties are found in students of S-1 Law Study Program. The total failure of students in the second test was 85 failures. It divides into four categories; they are meaning, spelling, pronunciation and grammar. Based on the table, the most difficulties students had been meaning and pronunciation with the total failure 23 or 27.06% for each item. The next difficulty is grammar with the total failure is 21 or 24.71% followed by spelling as the last difficulty with the total failure is 18 or 21.18%.

4.1.3 Data Analysis of Students' Difficulties in Vocabulary

The researcher took the data by using the test on February. In the test, researcher used 20 questions which consist of indicators namely: meaning, spelling, pronunciation and grammar.

1) Students' difficulty in answering meaning question

The researcher used and share five question related meaning. They are question number 1, 2, 3, 11, and 12 with the total sample are 14. Here is the table of the result as follow:

Table 4.6 he Result of Students' difficulty in Meaning

No	Indicator of Difficulties	Number of Test	Total Student	Total Answer	TRUE		FALSE	
					Total	%	Total	%
1	Meaning	1, 2, 3, 11, 12	14	70	46	65.70%	24	34.30%

From the table above, it shows that there were 5 questions related meaning and total students who did the test were fourteen. From the total answer of the students related the meaning, there are 46 or 65.70% of correct answer and 24 or 34.30% of incorrect answer. Based on the result of students' difficulties in meaning, it can be concluded that more than half of question are correctly answered although there were some of question are incorrectly answered by students.

2) Students' difficulty in answering spelling question

The researcher used and share five question related Spelling. They are question number 4, 5, 6, 13, and 14 with the total sample are 14. Here is the table of the result as follow:

Table 4.7 The Result of Students' difficulty in spelling

No	Indicator of Difficulties	Number of Test	Total Student	Total Answer	TRUE		FALSE	
					Total	%	Total	%
1	Spelling	4, 5, 6, 13, 14	14	70	54	77,14%	16	22,86%

From the table above, it shows that there were 5 questions related Spelling and total students who did the test were fourteen. From the total answer of the students related the Spelling, there are 54 or 77.14% of correct answer and 16 or 22.86% of incorrect answer. Based on the result of students' difficulties in Spelling, it can be concluded that more than half of question are correctly answered although there were some of question are incorrectly answered by students.

3) Students' difficulty in answering pronunciation question

The researcher used and share five question related Pronunciation. They are question number 7, 8, 15, 16, and 17 with the total sample are 14. Here is the table of the result as follow:

Table 4.8 The Result of Students' difficulty in Pronunciation

No	Indicator of Difficulties	Number of Test	Total Student	Total Answer	TRUE		FALSE	
					Total	%	Total	%
1	Pronunciation	7, 8, 15, 16, 17	14	70	46	65,70%	24	34,30%

From the table above, it shows that there were 5 questions related Pronunciation. and total students who did the test were fourteen. From the total answer of the students related the Pronunciation, there are 46 or 65.70% of correct answer and 24 or 34.30% of incorrect answer. Based on the result of students' difficulties in Pronunciation, it can be concluded that more than half of question are correctly answered although there were some of question are incorrectly answered by students.

4) Students' difficulty in answering grammar question

The researcher used and share five question related Grammar. They are question number 9, 10, 18, 19, and 20 with the total sample are 14. Here is the table of the result as follow:

Table 4.9 The Result of Students' difficulty in Grammar

No	Indicator of Difficulties	Number of Test	Total Student	Total Answer	TRUE		FALSE	
					Total	%	Total	%
1	Grammar	9, 10, 18, 19, 20	14	70	59	70%	21	30%

From the table above, it shows that there were 5 questions related Grammar and total students who did the test were fourteen. From the total answer of the

students related the Grammar, there are 59 or 70% of correct answer and 21 or 30% of incorrect answer. Based on the result of students' difficulties in Grammar, it can be concluded that more than half of question are correctly answered although there were some of question are incorrectly answered by students.

4.2 Discussion

The findings in this research are difficulty in pronouncing words. Sofiyanti in (Komalasari, 2022), state that pronunciation is very important in vocabulary development because it involves distinguishing between sounds that combine to form words. if a student is used to mispronouncing a word, there is a tendency for him not to be able to give clear information.

In pronouncing English words, researchers found that a Universitas Sari Mulia law students still have difficulty in understanding English vocabulary. This is shown when they do the test given there are some difficulties that they answer from the test. The dominant difficulty in vocabulary mastery at first semester law students State was pronunciation and meaning.

The main difficulty in learning pronunciation is that English and Indonesian have different ways of pronouncing words. In English on the example the word can be pronounced differently from others and also different sounds make different meanings. This makes students even more confused in learning. Unlike the case with Indonesian, in Indonesian the words written by reading them remain the same and have no meaning anymore. The basic difficulty in learning about the pronunciation of English words is that the way they are read is very different. A syllable has more than one way of pronunciation and vice versa in Indonesian. So,

that's why college students find it difficult to pronounce English. This difference causes students to be confused in pronouncing English. Later, it makes students do errors in pronouncing certain words.

Another difficulty found is meaning. Regarding the difficulty of meaning, (Urai Salam and nurnisa, 2021) said that students had difficulty choosing the right meaning of words and were also still confused about using words based on context. In this research, researchers took aspects of synonyms and antonyms. Therefore, the difficulty experienced by students regarding synonyms and antonyms is that students do not understand these two aspects so that students look confused when researchers carry out tests on these two aspects. They only know antonyms and synonyms in Indonesian, not English.

This kind of difficulties is found due to the students failed to match the word with the meaning in English. They tend to choose a certain word which has similar in written not in meaning. However, in English, although in written form is mostly similar, the meaning usually is quite far. So, when students choose the synonym based on the similar form of the word, they failed to match it correctly.

Then, grammatical difficulties tell Handayani and Johan (2018, p.40) that students still experience problems and difficulties in several categories of grammatical errors. They still have problems with grammar when they produce written productions. Even though they had previously been taught about if, they still made mistakes when making grammatically correct sentences. It could be because in Indonesian we don't have verb conjunctions. In addition, we do not have

a time signal in expressing ideas in different time frames. They are not used to these things and because English is still a foreign language for them.

The grammatical difficulties happened because students' lack of mastering English grammar. It is due to the differences of grammatical between Indonesia and English. In Bahasa Indonesia, there is no agreement between subject and verb in sentences. However, in English beside students must match the verb with the correct meaning based on the situation, students should match or make subject agree with the verb use in sentences. It makes the students did the mistakes in choose the correct form.

And finally, difficulty in spelling words are Smith and Swan (2001) in Subhi and Yasin (2015,p 238) indicated the spelling errors are noticeable among students as the existence of linguistic differences in both languages English and Indonesian while spelling errors and found to be lees among other students as their languages share more similarities with English. Although based on the data the frequency of spelling difficulties is the lowest one, it should get attention too.

Based on the test results, it can be seen that many students answered the questions asked by the researcher incorrectly. They are still confused in answering questions because they don't understand spelling, pronunciation, meaning and grammar. Students' experience in mastering vocabulary is also a contributing factor. Teachers should improve their teaching methods to help students master English subjects. This means that students must study in depth how to master English subjects, especially vocabulary.

The difficulty of students in spelling words is because the pronunciation is almost the same which makes students confused when researchers do the Test. They don't understand the context of the sentence making it difficult for them to guess the correct answer. and also, students rarely listen to English vocabulary. That is what makes students difficult in English vocabulary.

However, although there were still many difficulties in each category, the percentage of the failures to the total number of the question items were all under of 50%. For example, in the term of meaning and pronunciation, although from the percentage of students' difficulties are the highest percentage to all categories with the 28.24% for each, the total number of failures was only 24 from the total answer 70. It means more than 50% or 46 answers which had the correct ones. It means most students had only little difficulties in vocabularies while few of them still need to be improved in vocabulary mastery.

After the researchers carried out a test with four categories, namely Spelling, Pronunciation, Meaning and Grammar, it was seen from the test results that some Universitas Sari Mulia law students still experienced difficulties in English vocabulary. So, the researchers concluded that the difficulties they experienced were caused by a lack of knowledge of English vocabulary and that their mastery of English vocabulary needed to be improved.

CHAPTER V

CONCLUSION AND SUGESTION

5.1 Conclusion

This study was designed to find out the students' difficulties in vocabulary learning encountered by the first semester Law Students. Those who had low achievement in vocabulary master indicated difficulties in vocabulary learning. This study focuses on four aspects of learning vocabularies, namely, pronunciation, spelling, grammar, and meaning. Based on the data presentation and analysis in the previous chapter, it can be concluded that the students' difficulties vocabulary mastery in pronunciation was (28.24%), meaning was (28.24%), grammar was (24.71%), and spelling was (18.82%). So, the dominant difficulty in vocabulary mastery at first semester law students State was pronunciation and meaning. The students had difficulty in pronouncing the words. They lack of vocabulary and difficulty in understanding the meaning of words, the students had difficulty in remembering vocabulary and the students were no able to use vocabulary correctly.

The reason the kids were having trouble was because English was still unfamiliar to them. Additionally, the morphological systems of Indonesian and English are rather dissimilar. Since this discrepancy is typical, it ought to be foreseeable. Predictability in this context refers to the idea that both teachers and students should have been able to foresee the difficulties that the students would encounter in order to help them acquire the new vocabulary of the language they are studying more effectively and quickly. It is also advised that teachers design

exercises and materials that can help pupils overcome their challenges with vocabulary acquisition. Creating educational materials with the needs and interests of the students in mind is one example.

While the teacher plays a significant part in helping students overcome their challenges in learning vocabulary in English, students also have something to contribute. With the teacher's assistance, the students are urged to work through their problems and identify useful study techniques in order to increase their command of language.

5.2 Suggestion

Based on the result of this research, the researcher feels necessary to give recommendations as follows:

1. The students should review the lesson and engage their knowledge about vocabulary, because the larger vocabulary students master, the better they perform their language. The students should improve their motivation in vocabulary mastery. The students should be enriched their experiences in vocabulary mastery. They should try to practice their skills by reading or listening relates to English, but also practice their writing or speaking repeatedly so it can motivate and can raise their interest to learn vocabulary well.

2. The English teacher should be well prepared and must be creative in teaching vocabulary to make their students easy in master vocabulary. It was expected to encourage students improving the ability in vocabulary mastery. The teacher should apply interesting methods to develop the students ability. The teacher can give more attention and motivation for the students in learning English especially in vocabulary mastery. One of the solutions by analyzing the students difficulty when learning English vocabulary before teaching the students. It can help the students understand the lesson
3. The next researchers are recommended to use this thesis as one of the references in finding information about analysis of students' difficulties in vocabulary mastery. There were still many aspects that analyzed vocabulary and other skills of English concerned with the English language. the researcher suggests to analyzing other types of difficulty in vocabulary mastery and different skills in learning English

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APPENDICES

Research Schedule

No.	Kegiatan	Bulan																																		
		04-2023				05-2023				09-2023				10-2023				11-2023				12-2023				01-2024				02-2024				03-2024		
	Minggu	1	2	3	4	1	2	3	1	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1.	Pengajuan judul proposal skripsi	■	■	■	■																															
2.	Penyusunan dan konsultasi proposal skripsi					■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■											
3.	Revisi Proposal Skripsi																					■	■	■	■											
4.	Seminar Proposal Skripsi																									■										
5.	Perijinan Skripsi																											■								
6.	Persiapan penelitian																												■							
7.	Pelaksanaan Penelitian																												■							
8.	Pengisian data																												■							
9.	Penyusunan laporan skripsi																												■							
10.	Konsultasi Skripsi																												■							
11.	Sidang Skripsi																												■							




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Vocabulary of The S-1 Law Study Program at Universitas Sari
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Fakultas : **Humaniora**
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Pembimbing II : **Nur Rahmadani, M.Pd**
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Banjarmasin, 01 Maret 2024


Mahasiswa yang mengajukan


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Mengetahui

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1. Bagian Akademik (1 lembar)
2. Pembimbing I dan II (1 lembar)
3. Mahasiswa yang bersangkutan (1 lembar)
4. LPPM (Upload)



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Kepada Yth,
Rektor Universitas Sari Mulia

Di –


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NIM : 11215861910004
Judul : *An Analisis of Students' Difficulties in Learning English Vocabulary of the S-1 Law Study Program at Universitas Sari Mulia*
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Kami sangat mengharapkan Bapak/Ibu berkenan mengizinkan mahasiswa/i yang bersangkutan dalam melakukan Pengumpulan data Penelitian.

Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasamanya Bapak/Ibu kami ucapkan terima kasih.

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Peneliti : Muhammad Andi Galeri

Pembimbing 1: Noor Aisyah, M.Pd

Pembimbing 2: Nur Rahmadani, M.Pd

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NIM : 11215861910004
Fakultas : Humaniora
Program Studi : S1 Pendidikan Bahasa Inggris
Judul : AN ANALISIS OF STUDENTS' DIFFICULTIES IN
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STUDY PROGRAM AT UNIVERSITAS SARI MULIA

Telah melakukan pengecekan plagiat pada tanggal **11 Mei 2024** dan dinyatakan
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Paul Yulianto Darsono, S.Si., M.Pd
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Advisof 1 Consultation Sheet



B. Catatan Proses Bimbingan/Form. Konsultasi
 PEMBIMBING I : Noor Asyiah M.P.d

NO	Tanggal Bimbingan	Materi Bimbingan	Saran	Paraf Pembimbing
1	Paku, 8 January 2024	Mengajukan Judul	- do the screening at LPPM.	
2	Kamis 9 January 2024	Mengajukan BAB I	- revise as suggested - find more article related Your proposal.	
3	Paku 10 January 2024	Revisi chapter I	- revise background as suggested - - continue for research problems and etc. - find more theory for ch. 2.	✍

10

CATATAN KONSULTASI

PEMBIMBING I : Noor Asyiah M.P.d

NO	Tanggal Bimbingan	Materi Bimbingan	Saran	Paraf Pembimbing
4	Dum'at 12 January 2024	chapter II	- revise as suggested - - Add more premis study in chapter II.	✍
5	Senin 15 January 2024	Revisi chapter II	- Do/ make the theoretical framework - - continue for ch. 3.	✍
6	Kamis 18 January 2024	Chapter III	- revise as suggested - - Finish your ch. 3.	✍

CATATAN KONSULTASI

PEMBIMBING I : Noor Asyiah M.P.d

NO	Tanggal Bimbingan	Materi Bimbingan	Saran	Paraf Pembimbing
7	Senin 19/2/2024	Chp. IV.	- revise as suggested - - check your reliability & validity.	✍
8	Kamis, 21/2/2024	Chp. IV.	- Add your discussion	✍
9	Dum'at 23/2/2024	Chp. IV	- revise as suggested.	✍

11

CATATAN KONSULTASI

PEMBIMBING I : Nur Arsyah, Mpd.....

NO	Tanggal Bimbingan	Materi Bimbingan	Saran	Paraf Pembimbing
10.	1, Maret 2024	chp. IV	- ok. - continue to chp. V.	
11.	4, 03 2024	chp V.	revise as suggested.	
12.	Selava 0, 5/3 2024	chp. I-V	ok. Daptar Saang.	

12

Advisor 2 Consultation Sheet


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PEMBIMBING II : Nur Ramadani, M.P.d.....

NO	Tanggal Bimbingan	Materi Bimbingan	Saran	Paraf Pembimbing
1.	24/1/24	Chapter I, II, III	Perbaiki Sesuai Per	
2.	30/1/24	Chapter II theoretis Reviewers	Perbaiki Sesuai Per	
3.	31/1/24	Chapter II Kusumen Validity Reliability	theoris Kusumen Validity & Reliability	

CATATAN KONSULTASI
PEMBIMBING II : Nur Rahmadani, M.Pd.

NO	Tanggal Bimbingan	Materi Bimbingan	Saran	Paraf Pembimbing
4.	Senin 19, 02 2024	Chapter <u>III</u>	revisi chapter <u>III</u>	R
5.	Pabu, 21 02, 2024	chapter <u>IV</u>	- rensi as suggested - check rekrabiliz	R
6.	Kamis Peruari 2024	chapter <u>IV</u>	—	R

10

CATATAN KONSULTASI
PEMBIMBING II : Nur Rahmadani, M.Pd.

NO	Tanggal Bimbingan	Materi Bimbingan	Saran	Paraf Pembimbing
7.	Senin 26, 02 2024	chapter <u>III</u>	revisi - suggested	R
8.	Selasa 27, 02 2024	chapter <u>III</u>	ok	R
9.	Pabu 28, 02 2024	chapter <u>V</u>	- Continue to chapter V	R

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PEMBIMBING II : Nur Rahmadani, M.Pd.

NO	Tanggal Bimbingan	Materi Bimbingan	Saran	Paraf Pembimbing
10.	Kamis 03, 03, 2024	chapter <u>V</u>	- rensi as suggested	R
11.	Jum'at 1, 03 2024	chapter <u>V</u>	- rensi as suggested	R
12.	Senin 03, 2024	chapter <u>V</u>	- chapter srdang	R

21

CATATAN KONSULTASI
PEMBIMBING II :

NO	Tanggal Bimbingan	Materi Bimbingan	Saran	Paraf Pembimbing

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Documentation

