

## **A Study on Students' Difficulties In Vocabulary Mastery at First Grade Students of SMPN 1 Baula**

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### **Abstract**

The Objective of the research were to know difficulties of the students in vocabulary mastery and to find out factors cause students difficulties in vocabulary mastery. This Research employed a qualitative research design, For gaining the data, the researcher used questionnaire and interview. This research was conducted by interviewed 3 students appointed by the teacher. This means students have the same opportunity to be chosen as a person participants. In this research, researchers had 20 participants. The researcher gave a questionnaire for participants. Because this research has a purpose to find out the difficulties of students in vocabulary mastery. Second grade students at SMPN 1 Baula still have a lot of difficulties in vocabulary mastery.

Based on aspects of the questionnaire and interview, namely pronunciation the word, spelling the word, and the word meaning. Furthermore, the difficulties can be caused by many factors. There are several factors that cause students difficulties in vocabulary mastery : (1) different between written word and the pronouncing in English (2) rarely to interact using English, it's rarely to practice, (3) the writing the word or sound-spelling mismatches (4) some word similar but different meaning, (5) wrong pronunciations are often caused by a lack of similarity between sounds English and Indonesian.

**Keywords:** Difficulties, Vocabulary Mastery, Qualitative Study

### **INTRODUCTION**

English is very important language in the world and has been used by almost all countries around the world. According to Lucantoni (2006), English is a world language, with more than 60 countries where English is now dominant or the official language.

English is not only an international language but also played an important role in many dimensions, such as education, business, politics and society.

Language is a useful tool to communicate with others. One of the languages is English, it was considered as an international language. In Indonesia, English is one of foreign language which was taught in elementary school, junior and senior high school, also in college. According to Brumfit (2001) “Englishin an international language that is the most widespread medium of international communication”. In English learning, there are four skills such as listening, speaking, reading and writing.

Vocabulary is one of the elements of language that should be learned and taught. It cannot be denied that it will be hard to master language without mastering on understanding certain numbers of vocabularies. Vocabulary is central to language and of critical importance to typical language learner without a sufficient vocabulary; one cannot communication effectively or express his ideas in both oral and written form (Zhihong, 2000). Vocabularies become central to any language acquisition process especially in introducing and consolidating new lexical items. Based on explanation above vocabulary is always related to word. In learning language vocabulary is one step to know the words, understanding the meaning and used them in sentence.

Everyone had different levels of difficulties, where the difficulties were like difficulties in communication, difficulties in grammar and most often found was the vagueness in vocabulary mastery. And basically learners will had difficultiesmastering the four skills in learning English because of the lack of vocabulary possessed learners. Vocabulary is a central part of a language. The more word students knew well and can use, the more meaning they can communicate in a wide variety of circumstance (Coxhead, 2006).Wu (2009) states that vocabulary is a list of words, usually in alphabetic order end with explanation of meaning Furthermore, Wilkins (2004) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.It means that even someone has good grammar but it will be useless if they do not know many vocabularies.If students mastered vocabulary, they can easily improve the language skills such as listening, speaking, reading and writing (Cahyono&Widiati, 2008).Therefore vocabulary is one of important component that has to be mastered by the students in learning English, because they cannot speak English well if they have limited vocabulary. Beside that, without a proportional amount of vocabulary they will get trouble in their reading, writing, listening, and speaking. By learning vocabulary the students can know the meaning of sentences and text in reading activity, build sentences in writing activity, understand information and avoid them from misunderstanding in listening activity, and also can arrange good sentences and expresses it in speaking activity.

The purpose of this research was to know the difficulties of first grade students of SMPN 1 Baula in vocabulary mastery and to find out factors affecting them in vocabulary mastery of first grade students at SMPN 1 Baula. Based on the explanation, the researcher aims to know difficulties of the student in vocabulary mastery and to find out factors affecting students got difficult in vocabulary mastery.

## LITERATURE REVIEW

There were some research from thesis and journal that raise about an analysis of students difficulties in vocabulary mastery. The first study was from Rahman (2016), a student of English Education Department Faculty of Languages and Art State University of Mataram. The title of the research was “An Analysis of Students Difficulties in Vocabulary Mastery: A Survey Study at Second Grade Students’ of SMPN 19 Mataram in Academic Year. Aims to find out the kinds and factors of students’ difficulties in vocabulary mastery. The participants of this study were the second grade students of SMPN 19 Mataram. There were 35 students selected by using purposive random sampling. The data were analyzed by descriptive qualitative method. In collecting the data, two kinds of instruments were used: test and questionnaire.

The second was a journal article of Rohmatillah (2015), a student of Institut Agama Islam Negeri (IAIN) RadenIntan Lampung the research entitled “A Study on Students’ Difficulties in Learning Vocabulary” . The aims of this research were to find out kinds and factors of students’ difficulties in learning vocabulary. The subject of the research was the students of the first semester of English Education Department at IAIN who took vocabulary class. This research uses a qualitative research design, implementing characteristics of a case study. For gaining the data, the researcher used interview and questionnaire. All the data were analyzed descriptively. The findings showed that the students still faced the problems or difficulties in vocabulary learning. Kinds of difficulties faced by the students were (1) almost all of the students have difficulties in pronouncing the words, (2) how to write and spell, (3) the different grammatical form of a word known as inflections was one of the causes of students difficulties in learning vocabulary. There are some factors that caused students’ difficulties in learning vocabulary (1) the written form is different from the spoken from in English , (2) The number of words that students need to learn is exceedingly large, (3) the limitations of sources of information about words, (4) The complexity of word knowledge. Knowing a words involves much more than knowing its dictionary definition, (5) causes of lack of understanding of grammatical of the words, (6) the incorrect pronunciation is often caused by the lack of sound similarity between English and the students’ native language.

The third thesis was from Hakim (2011), Teacher Training and Education Faculty of Lambung Mangkurat University Banjarmasin. The title is “A Descriptive Study on the Students’ Mastery of English Vocabulary”. This research used a descriptive quantitative-qualitative method. The instrument that was used in collecting data by the writer was tested which were held on 1st – 14th of November 2010. Each test consists of 40 items. They consist of 30 multiple choice items and 10 matching words items. And questionnaire which consists of 15 questions which were divided into two parts. The first is multiple choice questions which consist of 10 questions and the second part is an essay which consists of 5 questions. In this research, the writer used the eighth-grade students of SMP Negeri 4 Martapura as the subject of the research. The total number of population is 220 students. In this research, the sample is determined by using cluster random sampling technique. The sample of this research is 56 students. The result of the research shows that the eighth-grade students of SMP Negeri 4 Martapura in the Academic year 2010/2011 is in enough level mastering vocabulary.

Basically, this research has in common with previous research concerning difficulties in vocabulary mastery. The difference between this research and researcher can be seen from what aspects of the researcher research. In this research, researchers want to describe an analysis of students difficulties in vocabulary mastery. The subjects of this research were also different from those research. The subject of this research is students SMPN 1 Baula.

**Table 1.** *Similarities and Differences between the Previous Researches about Difficulties in Learning Vocabulary with This Research*

Author/Title	Similarity	Difference
Rahman (2016) / The title of the research was “An Analysis of Students Difficulties in Vocabulary Mastery: A Survey Study at Second Grade Students’ of SMPN 19 Mataram in Academic Year .	The both same explain difficulties vocabulary mastery. The researcher used the descriptive qualitative method in the research.	The researcherIn collecting the data, instruments was used: test
Rohmatillah (2015)/ A Study on Students’ Difficulties in Learning Vocabulary	The both explain about difficultiesvocabulary and to find out factors of students difficulties in vocabulary. The researcher also used interview and	This research use implementing characteristics of a case study.
Hakim (2011) / “A Descriptive Study on the Students’ Mastery of English Vocabulary”.	The both explain vocabulary mastery. This researcher used the descriptivequalitative method.	This researcher used a descriptive quantitative method and The instrument that is used in collecting data.

**METHOD**

This research was conducted throughout The Descriptive-Qualitative Method. Theoretically, the descriptive-qualitative method aimed to describe the found data much detail in a broader sentence explanation. In this context, the researcher choose this type of research method as it was considered to appropriately and accurately describe as wide as possible the phenomena. Moleong (2004) argued that the descriptive data are collected in the form of words or pictures instead of members. It started by reviewing relate literature and collecting relate information. In the qualitative method, the researchers interact with people in the natural setting because the researcher tried to get deeply involved in the world of people learning. In addition, Moleong (2004) defined for the research reports contains data quotes for serving the real situation. This kind of research is a case study research. Ary et al (2010) stated that case study investigates the contemporary phenomenon and it focuses on a single units, such as one individual, one group, one organization, and one program.

The researcher applied a case study research design is the investigation of the one or more specific ‘instances of’ something that comprise the cases in the research (Yin 2009). Polit and Hungler (2009) defined that descriptive qualitative research as a research that describes what exists and my help to uncover new facts and meaning, because the researcher collected the data through questionnaire and interview to identified and to interpret the difficulties and the students as subjects or the source data. The researcher will describe what happens in the field, as a qualitative research requires participant’s perspective, the researcher focus on vocabulary mastery. Particularly, the researcher wanted to know difficulties of vocabulary mastery.

This research took place at SMPN 1 Baula. Participants of this researcher, class VII.1 in the first grade students and class consisted of twenty students. The researcher choose class VII.1. The instruments of the research were questionnaire and interview guidelines. Questionnaire has given to students to find out their difficult in vocabulary mastery. Then interview guideline has used as supporting instrument questionnaire. The scale used in questionnaire to specify the students’ level agreement and disagreement were based on the following criteria of Brown (2001).

Scale	Agreement	Percent	Level of Problem
5	Strongly agree	90-100%	Very High
4	Agree	70-89%	High
3	Uncertain	50-69%	Moderate
2	Disagree	30-49%	Low
1	Strongly Disagree	10-29%	Very Low

Questionnaire are any written instruments that present respondent with a series of question of statement to which they are to react either by writing out their answer or selecting from among existing answer (Brown 2001)

**Table 2.** Item Distribution of the Questionnaire

No	Difficulty	Statement	Item	Reference
1.	<b>Pronunciation and spelling</b>	1. I felt difficulty in vocabulary mastery because the differences between the written and the pronunciation 2. I felt difficulty because the differences between Indonesian and English spelling 3. I felt difficulty in vocabulary mastery because the writing the	1 – 3	<b>Gower, Philips and Walter (1995)</b>

**Table 3.** Item Distribution of the Questionnaire

No	Difficulties	Statement	Item	Reference
2	<b>Word Meanings</b>	4. I feel difficulty vocabulary mastery in terms of synonyms 5. I feel difficulty vocabulary mastery in terms of antonyms 6. I feel difficulty vocabulary mastery because some word are similar in form but	4-6	<b>BrigittaDóczy (2011)</b>  <b>Gower, Philips and Walter (1995)</b>

3	<b>Students' attitude / behavior</b>	<p>7. I feel difficulty in vocabulary mastery because I am afraid of making mistake in producing certain word.</p> <p>8. I feel difficulty in vocabulary mastery because I never practice the vocabulary in daily communication or written practices.</p> <p>9. I feel difficulty in vocabulary mastery because I forget easily the vocabulary that have been learned.</p>	7-9	<b>Huyen and Nga (2002)</b>
4	<b>Teaching and Learning in the English Class</b>	<p>10. I think, learning vocabulary is difficulty because teacher's explanation of meaning (definition of words) is unclear.</p> <p>11. I think, learning vocabulary is difficulty because the teacher teaches the spelling of words unclearly.</p> <p>12. I think, learning vocabulary is difficulty because the</p>	10-12	<b>Huyen and Nga (2002)</b>

Interview is another technique that used by the researcher in this research. According to Moleong (2004) interview is a technique of data collecting by asking questions to the respondent and the answer will be note record. Moreover, interview is a technique in which the researchers ask to another individual and the question designed to obtain answer which relevant to the research problem. the researchers should prepare list of questions before the interview is being conducted and question may be developed during the interview. Moreover, new questions may emerge depend on the progress of interview and situation.

The researcher chose three students to interview guide to get information about students' difficulties in vocabulary mastery. In this research, the researcher conducted the interview in speech class to obtain information about the students' difficulties in vocabulary mastery.

**Table 4.** Item distribution of the interview guideline

No	Components	Question	Purposes	References
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1	Question number 1-2 are about pronunciation and spelling the word	Is it difficult for you to spelling the word correctly?	To know that students face difficulties vocabulary mastery in pronunciation and spelling the word	Gower, Philips and walter (1995), Hewing's (2003)
		What difficulties do you face when you spelling the word?		
2	Question number 3-4 about the word meaning	Is it difficult for you to use the meaning of the word correctly?	To know that students face difficulties vocabulary mastery in the word meaning	Harmer (2010)
		What difficulties do you face when you want to the word meaning correctly?		

The data collection which obtains from the result of questionnaire and interview will analyze to draw conclusions. In addition, Moleong (2010) argues that data analysis is the process of managing the data, organizing it into a good pattern, category and basic unit. In this research, the researchers will do some procedures to get a data analysis, they are data reduction, data display, verifying and conclusion, they will explain as follow:

**Data reduction**

Data reduction is one of the qualitative data analysis techniques. Data reduction is a form of analysis that sharpens, classifies, directs, discard unnecessary and organize data in such a way that the final conclusion can be drawn. It means, the researcher should summarizing, choosing the main things and focusing in the important things. After doing the research, the researcher will reduce the data and focus on the important things from the result of interview.

**Data display**

After the data is reduced, the next step is displaying the data. Data display is a process to make the data are being organized and arranged so that, it will be easy to be understand. In this step, the researcher can display the data by making short summary, the relationship between category, flowchart and etc. Nevertheless, the researcher use narrative text (in the form of field notes) to display the data.



**Verifying and conclusion**

The last step form analyzing the data is verifying and conclusion. Here, the researcher will describe conclusion and verify the result of the research.

**FINDINGS AND DISCUSSION**

**A. Findings**

Questionnaire distribution was conducted on Monday July 18<sup>th</sup> 2019 with the number of 20 students the number of items were 22 numbers. Then, the interview section was held on August 25<sup>th</sup> 2019, the students who were interviewed were about

3students. The findings of questionnaire and interview were presented below.

**Data of Questionnaire**

In this questionnaire data student difficulties in mastery are divided into several parts of the difficulty and the factors cause that will be described as in the table below.

**Table 5.** Difficulties Pronunciation and Spelling

		SCALE				
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1	I felt difficult in vocabulary mastery because the differences between the written word and the pronunciation	30%	30%	25%	15%	-
2	I felt difficult in vocabulary mastery because the differences between Indonesian and English spelling	40%	35%	15%	10%	-
3.	I felt difficult in vocabulary mastery because the writing the words or sounds-spelling mismatches	10%	55%	20%	15%	-

(It can be seen in Appendix 2)

The first question from questionnaire was about the difficult in vocabulary mastery because the differences between the word and the pronunciation. In this part, 6 from 20 respondent or 30% choose strongly agree, 6 from 20 respondent or 30% choose agree, 5 from 20 respondent choose uncertain and 3 choose. Based on percentage from question above, it can be concluded that 75% high categorized as level of problem.

The second question was about difficult in vocabulary because the differences between Indonesian and English spelling. In this part 8 from 20 respondent or 40% choose strongly agree, 7 from 20 respondent or 35% choose agree, 3 choose uncertain or 15% and 2 choose disagree or 10%. Based on percentage from question above, It means that 74% in the high category at the level of problem.

The third question was about difficult in vocabulary mastery because the writing the words or sounds-spelling mismatches. In this part 2 from 20 respondent or

10% choose strongly agree, 11 from 20 respondent or 55% choose agree, 4 from 20 respondent or 20% choose uncertain and 3 from 20 respondent or 15% disagree. Based on percentage from question above, 72% in the high category at the level of problem.

**Table 6.** Difficulties Word Meaning

		SCALE				
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
4	I feel difficult in vocabulary mastery in terms of synonyms	20%	30%	30%	20%	-
5	I feel difficult in vocabulary mastery in terms of antonyms	-	25%	35%	25%	15%
6	I felt difficult because some words are similar in form but different in meaning	5%	55%	25%	10%	5%

The four question was about difficult in vocabulary mastery in terms of synonyms. In this part 4 from 20 respondent or 20% choose strongly agree , 6 from 20 respondent or 30% choose agree, 6 from 20 respondent or 30% choose uncertain and 4 from 20 respondent or 30% choose disagree.

Based on percentage from question above, it can be concluded that 70% in the high level category at the level of problem.

The fifth of question was about difficult in vocabulary mastery in terms of antonyms. In this part 5 from 20 respondent or 25% choose agree , 7 from 20 respondent or 35% choose uncertain, 5 from 20 respondent or 25% choose disagree and 3 from 20 respondent or 15% choose strongly disagree. Based on percentage from question above, 54% in the moderate level category at the level of problem.

The sixth question was about they felt difficult because some word are similar in from but different. many respondent choose to strongly agree with 1 respondent from 20 respondent, 11 from 20 respondent choose agree, they are still feel uncertain with that 5 respondent choose or 25% and there are also answer disagree 2 from 20 respondent and 1 from respondent choose strongly disagree. It means that level of problem in category high with percentage 72%.

**Table 7.** Difficulties in Students Attitude Behavior

	Statement	SCALE				
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
7	I feel difficult in vocabulary mastery because I am afraid of making mistake in producing certain word	-	45%	35%	15%	5%

**Table 8.** Difficulties in Students Attitude Behavior

	Statement	SCALE				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
8	I feel difficult in vocabulary mastery because I never practice the vocabulary in daily communication or	5%	45%	25%	20%	5%

9	I feel difficult in vocabulary mastery because I forget easily the vocabulary that have been learned.	5%	45%	25%	25%	-
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Seventh question was about difficult because they are afraid of making mistake in producing certain word, very much students choose 9 agree or 45%, meanwhile who choose uncertain 7 students choose it or 35%, 3 students choose disagree or 15% and 1 student choose strongly disagree or 5%. Percentage of all answer were 64% in this category still in the level of problem moderate.

Eighth question about difficult because they are never practice the vocabulary in daily communication or written practice, very much choose agree because 9 students choose agree or 45% meanwhile who choose strongly agree is 1 student or

5%, another case with uncertain 5 students choose it or 25%, 4 students choose disagree or 20% and 1 students choose strongly disagree or 5%. Percentage of all answer is 65% in this category still in the level of problem moderate.

Ninth question about difficult in vocabulary mastery because I forget easily the vocabulary that have been learned. In this part 1 from 20 respondent or 5% choose strongly agree ,9 from 20 respondent or 45% choose agree, 5 from 20 respondent or

25% choose uncertain and 5 from 20 respondent or 25% choose disagree. Based on percentage from question above, 70% in the high level category at the level of problem.

**Table 9.** Difficulties in Teaching and Learning in the English Class

		SCALE				
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
10	I think, in learning vocabulary I felt difficult because teacher's explanation of meaning (definition of words) is unclear.		25%	40%	25%	10%
11	I think, in learning vocabulary is difficult because the teacher teaches the spelling of words unclearly.		20%	45%	20%	15%

12	I think, learning vocabulary is difficult because the teacher's technique in learning vocabulary is very bored.		40%	30%	20%	10%
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Tenth question was about difficulties because teacher's explanation of meaning (definition of words) is clear, half of the respondent choose uncertain with the number 8 students or 40%, meanwhile who choose agree is 5 students or 25%, another case with 5 students choose disagree or 25% and 2 students choose strongly disagree or 10%. Percentage of all answer is 76% in this category in the level of problem high. Students SMPN 1 Baula still feel uncertain answer because maybe they afraid answer wrong comment about the teacher.

Next, eleventh of the question was about difficulties because the teacher teaches the spelling of word . In this also respondent choose strongly agree with the number 2 respondent from 20 respondent or 10%, 2 respondent choose agree or 10%,

9 respondent choose uncertain or 45%, 4 respondent choose disagree or 20% and 3 respondent choose strongly disagree or 15%. From the result of description it can be concluded that the total all scales and percentages 56% in categorized in the level of problem moderate. Students SMPN 1 Baula still feel uncertain answer because maybe they afraid answer wrong about the teacher.

The last of the question was about difficult because the teacher's technique in learning vocabulary is very bored. In here respondent strongly agree with the number 8 respondent from 20 respondent or 40% because as I know the teacher only teaches using books without using media like that, 6 respondent choose agree or 30%, 4 respondent choose uncertain or 20% and 2 respondent choose disagree or 10%. From the result of description it can be concluded that the total all scales and percentages 84%, it was categorized in the level of problem high.

## Data of Interview

### 1. Pronunciation the words

Pronunciation is one aspect that supports a person's good English(Hewing, 2004). it happened in this research that students SMPN 1 Baula have pronunciation difficulties. That was proven when researchers did interview with students. Of the three students, the researchers interview, everyone gets difficulties in pronunciation. They stated that:

**Table 10.** Difficulties in Pronunciation and spelling the Words

N	Difficulties	Students Said
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1	Pronunciatio n	<p><i>“kesulitan dalam berbicara, apalagi kalau belajar kosakata itu rumit sekali” (S1) “karena dalam bahasa Inggris itu dengan bahasa Indonesia itu bedanya kayak nampak sekali apalagi kayak huruf A E I itu susah sekali pengucapannya, kadang kadang kita lupa bedakan” (S1)</i></p> <p><i>“iye kak                  ...karena kalau pengucapan ada ketidakcocokan dengan ejaan suara. Kayak complete sama conflict yang dikatakan sama mereka itu conflict dan yang didengar itu complete. Jadi agak susah” ... (S2)</i></p> <p><i>“sulit dalam pengucapan kosakata begitu.... karena kata-                  Katanya sangat sulit saya sebut”.. (S3)</i></p>
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**2. Difficulties in Spelling the Words**

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together (Ur as cited in Rahmawati, 2012). The way in introducing of the letter or word did not know well by the students. They feel confused and often suddenly forget when they want to spell . And it made them got a difficulties in spelling. They said that:

**Table 11.** Difficulties in Spelling the Words

No	Difficulties	Students Said
2	Spelling the words	<p>“<i>iyekak, kayak itumitadi kayak huruf A E I.</i></p> <p><i>karena kayak mirip-miripbarukalaupengucapannyajugadaorang native speaker atau orang-orang yang sudahanudisitubiasabilanghuruf A tapi perkiraanta “I” dia kayak samajadibikinbingungbegitu ... ” (S1)</i></p> <p>“<i>sulitkak., karenandapernahdiulang kata-katanyabegitu, karenasatukalijidipelajari</i></p>

### 3. Difficulties in Word Meaning

A word can have more than one meaning. One word can have some kinds of meaning and it depends on the context of the word. In this case most of students did not know about this, they think that it only has one and same meaning in every context (Harmer, 2010). from the interview, when the researcher asked about word meaning They stated that.

**Table 12.** Difficulties In Word Meaning

No	Difficulties	Students Said
3	word meaning	<p>“<i>biasa kayak penggunaanyabegitu kayak tall sama high begitukansama-samaberartitinggi, tapimaknanyaberbedadanmasihbanyaklagikosakata lain sepertiitu... ” (S1)</i></p> <p>“<i>iyekakapalagikalausampaidikata-kata yang rumitmi... ” (S1)</i></p> <p>“<i>dalammembacamknanyaitususah. Karenabiasaitudalambahasainggrissatu kata bahasainggrisnyartinyadibahasa Indonesia duaitu yang sulitdimaknai kata.</i></p> <p>” (S2)</p>

## **B. Discussion.**

Based on data questionnaire difficulties divided five parts and factor cause difficulties in vocabulary mastery.

### **Pronunciation and spelling**

Factor causing difficulties in vocabulary mastery namely: (1) they felt difficult because the difference between written the word and the pronunciation. (2) they felt difficult because the differences between Indonesian and English spelling. (3) they felt difficult because the writing the word or sound-spelling mismatches.

Rohmatillah (2015) first the students faced the difficulties in pronouncing the words because of the differences between word and the pronunciation in English. For example, when the students pronounce the word muscle, listen, write, honor, and honest. Some words that contain silent letters are particularly problematic especially for Indonesian students. The incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language. Second the difficulties in writing the words or sounds-spelling mismatches. As the researcher stated before that it caused by the differences between Indonesian and English. The written form is different from the spoken form in English. When the students want to write a word "muscle", they just write the word that they heard "mussel".

Pronunciation is one of the aspects that support someone's good English (Hewing's, 2004). Also, to have a good vocabulary someone has to have good pronunciation of the word. In fact, different pronunciation between the words of English with the spelling makes foreign language students get difficult to pronounce words, it happened in this research that the student of SMPN 1 Baula have difficulties in pronunciation. Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together (Ur as cited in Rahmawati, 2012). It becomes their difficulties because the spelling of Bahasa and English are different and it makes them almost forget and hard.

Based on explain above It can be concluded of questionnaire statement and interview that the factors that cause difficulties in vocabulary mastery are found in the difficulties of pronunciation and spelling and factor cause were because(1) different between the word and the pronunciation. (2) the differences between Indonesian and English spelling. (3) the writing the words or sound spelling mismatches. And most often they find it difficult because the writing the words or sounds-spelling mismatches.

### **Word Meaning**

It is line with Harmer (2001) statement who said that there are some factor that have to be discussed in vocabulary namely word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar. Based on explain above it can be concluded that factor cause word meaning in difficulties vocabulary because they are difficult in terms of synonym,



antonym, and similar word but different meaning almost on average all respondents answered agree.

### **Students Attitude Behavior**

From the questionnaire we can see in the questionnaire that what factor cause them difficult in students attitude behavior because (1) they afraid making mistake in producing certain word, (2) never practice the vocabulary in daily communication or written practices, and (3) the forget easily the vocabulary that have been learned. Edriz (2009) said that the factor cause difficulties vocabulary mastery is Little speaking and writing make students forget words quickly. Because they get unusual to speak with the word that is given it make them forget the word fast. In a word, students cannot learn words well, because they have some bad habits to study vocabulary. Huyen and Nga (2002) said factor cause difficulties in vocabulary mastery, students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words. Students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. For example, learners find many new words in a text and then ask the teacher to explain the meanings and usages. Many learners do not want to take risks in applying what they have learnt.

### **CONCLUSION**

Based on findings and the analysis the present research arrives at the conclusion from interview and questionnaire. This research revealed that problems or difficulties faced by the students in vocabulary mastery were various. The difficulties faced by the students were almost all of the students have difficulties in vocabulary mastery like difficulties in pronouncing the words, spelling the word, and deciding the word meaning. In addition difficulties in vocabulary mastery in questionnaire were students attitude behavior and teaching and learning in the English the class. There are some factors that cause students difficulties in vocabulary mastery (1) different between written word and the pronouncing in English (2) rarely to interact using English, it's rarely to practice, (3) the writing the word or sound- spelling mismatches (4) some word similar but different meaning, (5) wrong pronunciations are often caused by a lack of similarity between sounds English and Indonesian.

The result of the research indicates that the students SMPN 1 Baula class accountancy faced difficulties in vocabulary mastery is in category high. The students should be enrich their experiences in vocabulary mastery. They also need to increase their motivation and interest to learn vocabulary well. For the teacher, it is suggested to encourage them in considering a better way in teaching vocabulary in order to improve the students ability in vocabulary mastery. The teacher should apply interesting methods to develop the students ability, use the interesting materials likes :story telling, games, etc. That will not make the students bored. There are still many aspects which can be analyzed about vocabulary and other skills of English concerned with English Language. Finally, other researchers have to do further research with other aspects in vocabulary and other skill in language and the result of this research may be used as early information to conduct further research.

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