

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN VOCABULARY  
MASTERY AT FIRST YEAR OF ENGLISH LANGUAGE EDUCATION FKIP  
UNIVERSITAS ISLAM RIAU**

**A THESIS**

*Intended Fulfill One of the Requirement for the Award of Sarjana Degree in  
English Language Teaching and Education*



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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly). Which were taken fro various sources and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

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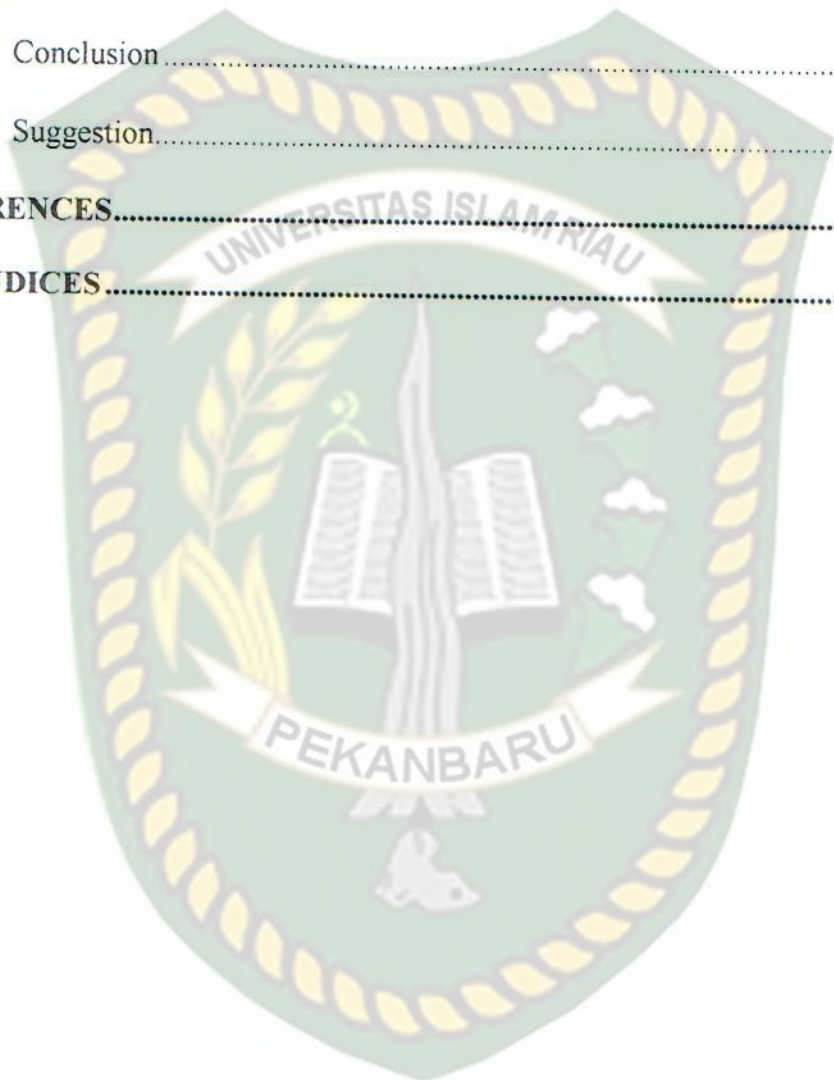
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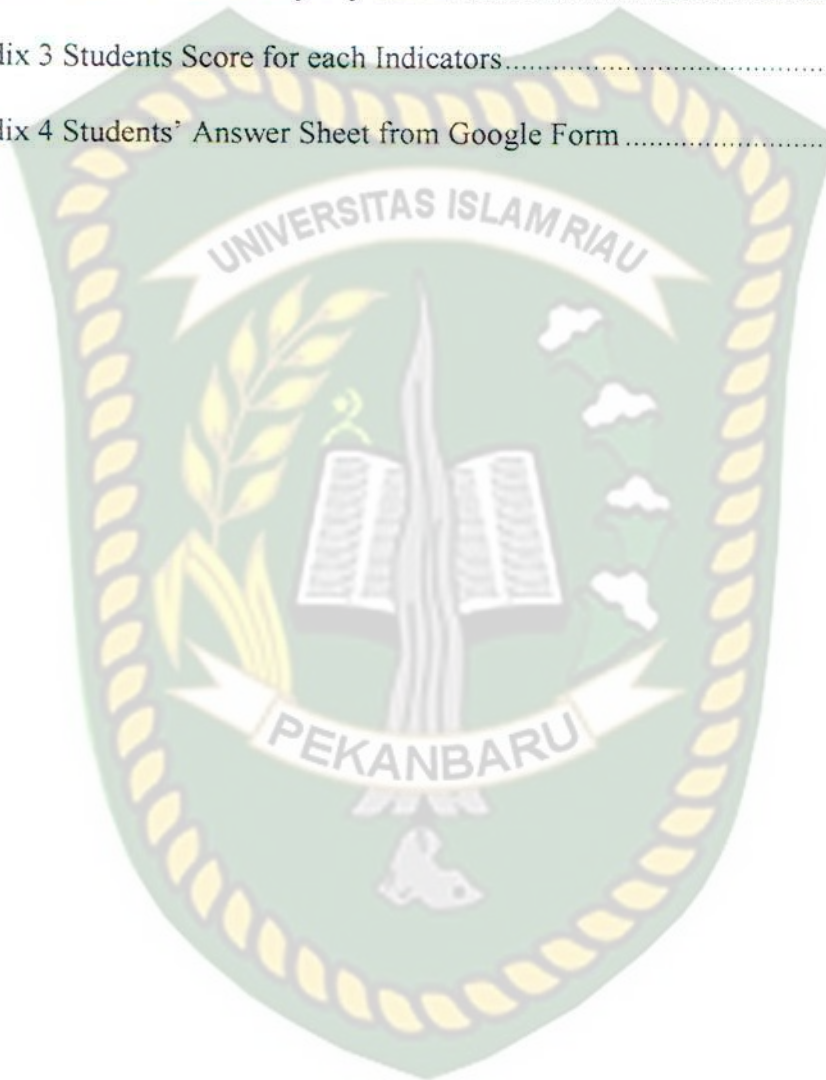
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## ABSTRACT

**HERSALINA, 2021: AN ANALYSIS OF STUDENTS' DIFFICULTIES IN VOCABULARY MASTERY AT FIRST YEAR STUDENTS OF ENGLISH LANGUAGE EDUCATION FKIP UNIVERSITAS ISLAM RIAU.**

**Keywords: Students difficulties, Vocabulary Mastery**

*Vocabulary mastery is the most important one to make easy in learning those language skills. The purpose of this research to find out to find out what are the students' difficulties in vocabulary mastery of first year at English Language Education FKIP Universitas Islam Riau.*

*The researcher used quantitative research. The subject for collecting data were the first semester class A the sample of the research and B to try out the test and was conducted from January - June 2021, there were 33 students 13 males and 20 females. The location of this research is at English Language Education Universitas Islam Riau. The researcher was used vocabulary test in multiple choice forms and researcher used simple purposive sampling. The researcher shares the link via chairman of class and the researcher used SPSS 25 version to analysis the data and the researcher was analysis which one the students' difficulties in vocabulary mastery by vocabulary test.*

*The result of this research shows that the mean score of students is 69 (Good) and then 3 students got score 86-100 and categorized "excellent", 16 students score got score 66-85 and categorized "Good". At categorized "fair" there are 11 students got score 46-65, and 3 students got score 26-45 and categorized "Poor". As a final point, it can be concluded that most of the students categorized "good" in vocabulary test. In addition, based on the result, the researcher have found that the students' difficulties in vocabulary mastery in term of preposition, verb, pronoun, adverb and adjective. While, the noun and conjunction is have easy criteria. The difficult question for students is preposition question. The level of preposition question is difficult.*

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Nowadays, as an international language, English is an important language. English helps someone to be able communicate and interact with other people from various countries, to convey wishes, suggestions and ideas. Everyone cannot learn a language without learning vocabulary. Vocabulary more than just grammar, because vocabulary is the key to understanding what students hear and read, especially at school, with the aim that students are able to communicate with others. For this reason it is very important for them to master a lot of vocabulary.

Vocabulary is the entire words that make up a language. Vocabulary is one of linguistic components in learning English. Before students study about the English skill, they should learn about vocabulary as the first step. It is used to link the four language skills, that is: listening, reading, speaking, and writing. Vocabulary mastery is one of the components to master English as a foreign language. The students have ability in understanding and using the words and meanings. Students cannot write sentence or phrase in speaking even write and read due to lack of vocabulary. Most students are lazy to memorize and add to their vocabulary, it makes it difficult for them to speak and convey something in English.

Zhihong Bai (2018:854) stated that vocabulary is the basic component of language and a fundamentally important aspect of language development. Limited

knowledge of vocabulary was the main problem in learning language. It means that it was cause a big problem if someone didn't have rich vocabulary. The larger vocabulary students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skills. The students in Indonesia learn English as a foreign language and start at elementary level. And the English proficiency index (EPI) data arranged by English first (EF) show that in 2017 Indonesia ranked 39<sup>th</sup> out 80 countries in the world and 10<sup>th</sup> out of 20 countries in Asia. The Indonesian score was 52, 15 on average and falls under 'low proficiency band' level.

Mastering vocabulary will increase (Intelligence Quotient) IQ and improve speaking skills in English of course this is the main benefit of mastering vocabulary, with the many words that we can master and understand will make it easier for us to speak in English. Vocabulary is able to improve the ability to read English texts. Vocabulary will indeed be very helpful in honing English skills, good reading, speaking even writing.

Moreover, vocabulary is very useful for anyone who studies a foreign language. However, teachers must be creative in teaching vocabulary to make their students easy in master vocabulary. We realize that the importance of vocabulary learning, but it does not mean that other components such as phonology, grammar, translation, can be ignored. Even though the students have mastered English vocabulary well, it does not guarantee for them to use English language perfectly, because their vocabulary is just the basic for learning English.

From the researcher experienced when study English at University level especially at the first year, the researcher and some her friends get the lower score in vocabulary contexts subject. The researcher and some her friend with limited vocabulary was have difficulties in learning English. Them of vocabularies will make it difficult to speak and communicate with other people and cannot express their ideas that they, instance, in the course speaking for everyday communication on average all students in the class do not understand what the teacher says because the teacher uses full English. Therefore, students often combine English and Indonesian.

Another example, in learning listening academic course, not all students' understand what is heard; often they write error answer when the lecture asked them to do listening exercises. It is happened because the audio is too fast so it is difficult to understand whole vocabularies from the audio.

Based on the problem above, it also gives an impact to the students' in mastery vocabulary. However, the researcher found that some problems. There are some problems of students in mastered English.

Firstly, the lack of vocabulary, vocabulary is the main foundation in speaking the more vocabulary is mastered the easier it is for us to speak. Because if there is a minimum of vocabulary, it will result in a short conversation and there will certainly be many silent languages because lack of vocabulary also results in a lack of idea that come up looking for material.

Secondly, students cannot express their ideas or thoughts during the class, they also difficulties in finding appropriate word to express their idea in English. It shows their language experiences are limited. The students said that English was difficult to learn because they did not know the meanings of the words that they read, wrote, or heard. They confessed that they were passive in the class, because they were afraid of making mistakes.

The last, related to the students. Based on the observation, most of them faced some difficulties dealing with vocabulary. Only few students were active in the classroom and the rest tend to be passive. The students preferred to use *Bahasa* Indonesia during the teaching-learning process to English. They said that they felt difficult to understand what the teacher said when she used English in giving instruction. Instead of making mistakes in answering the teacher's question, they tend to be silent.

Based on the explanation above the researcher conclude that the researcher want to know the difficulties vocabulary in English Language Education FKIP Universitas Islam Riau. The researcher wants to analysis students' difficulties vocabulary for helping students in learning vocabulary. The title is "an analysis of students' difficulties in vocabulary mastery at first year students of English Language Education FKIP Universitas Islam Riau".

## **1.2 Setting of the Problem**

Based on the background of the problem above, several problems can be identified, namely as follows:



The first problem is the lack of vocabulary; it is undeniable that vocabulary is the main foundation in speaking the more vocabulary is mastered the easier it is for us to speak. Because if there is a minimum of vocabulary, it will result in a short conversation and there will certainly be many silent languages, because lack of vocabulary also results in a lack of ideas that come up looking for material.

The second, problem is students cannot express their ideas or thoughts during the class, they also difficulties in finding appropriate words to express their ideas in English. It shows their language experiences are limited.

The last, they don't have motivation in studying vocabulary, they always nervous to participate in teaching and learning process. Most of them are afraid of making mistakes and they will feel embarrassed if their friends laugh at them. Therefore, they do not take a risk to try out language.

### **1.3 Limitation of the Problem**

After identifying the problems stated above, the researcher needs to limit and the problem of this research, which focus on students' difficulties in vocabulary mastery at the first year students of English Language Education FKIP Universitas Islam Riau.

### **1.4 Formulation of the Problem**

Based on the background of the problems elaboration above, the formulation of this research is what are the students' difficulties in vocabulary mastery at the first year students' of English Language Education FKIP Universitas Islam Riau.

### **1.5 Objective of the Research**

Based on the formulation above, the researcher found the objectives of this research is to find out what are the students' difficulties in vocabulary mastery of first year at English Language Education FKIP Universitas Islam Riau.

### **1.6 Significant of the Research**

The finding of this research will expect to give contribution to the following:

1. For teachers, may have more experience in dealing with problem related to the teaching and learning processes and also finding the solution to improve the teaching ability. This can be also being one of the references and inputs for the teaching and learning processes.
2. For students, to know there ability in vocabulary and they can express their ideas to make them enjoy and motivate learning English and practice they vocabulary in front of the class.
3. For researcher, to know the dominant difficulty in vocabulary mastery of first year at English Language Education FKIP Universitas Islam Riau.

### **1.7 Definition of the Key Terms**

In this research the researcher used some word in order to avoid misunderstanding and misinterpretation about the term used, it necessary to define the following terms:

### 1. Analysis :

Analysis is a research methodology to make sense of the content of messages by the text, images, symbols or audio data. (Niels Gheyle, 2017).

In this research, an analysis means that the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it.

### 2. Vocabulary :

Vocabulary is a list of words as a basic component of language proficiency which has a form or expression and contains of aspect, they are meaning, use of word, from (pronunciation and spelling). (Rahmatillah, 2015:72).

In this research, a vocabulary is all about words the words in a language or a special set of words you are trying to learn.

### 3. Vocabulary Mastery :

Vocabulary mastery is knowledge or a broad understanding of the meaning of a word that owned a language. (Dody Wahyudi, 2016:6).

In this research, vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up language which might be used by particular person, class, or profession.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 The Nature of Vocabulary

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Generically, vocabulary is the knowledge of meanings of words.

Based on Mofareh Alqahtani (2015:25) vocabulary is the total number of words that are needed to communicate ideas and express the speakers meaning. Vocabulary is the knowing of meaning of words. Knowing a meaning word is one way to understand the whole meaning of sentence or paragraphs. Vocabulary can be used to express ideas, feeling, think or information to people clearly and accurately. Even though it is not only done by using words but also using body language or gesture.

Desi Sri Astuti (2014:191-192) Vocabulary is the sum of words that make up language or unit of language speech, used and understood by certain daily activities such as in trade, technology, literature, politics, profession, and so forth. Vocabulary is a component of a language that maintains all of information about

meaning and using word in language. It's mean that vocabulary is basic to communication and also very important for acquisition process.

Based on the explanation above, it can be concluded that vocabulary is the material / wealth of words that are owned by a language, In language learning definitely will not apart from learning vocabulary, because vocabulary has a very important role vital in determining the fluency of communication. Communicate can go through various languages, including English. The existence of vocabulary in the language English is one of the requirements for mastering English.

### **2.1.1 Types of Vocabulary**

Vocabulary mastery can be divided into receptive vocabulary, productive vocabulary, and vocabulary mastery. Receptive vocabulary is an ability related to the problem of understanding vocabulary. Productive vocabulary is the ability related to the problem of using vocabulary. While what is meant by vocabulary mastery is the ability related to the problem of vocabulary correctly according to certain grammatical rules. The following is an explanation of the 3 mastery of vocabulary:

#### **1. Receptive Vocabulary**

Receptive is a passive activity, only understanding in the thought process. Receptive vocabulary is divided into two, listening and reading. Receptive language skills are closely related to vocabulary mastery. As stated by Zunita Mohammad Maskor (2016:263) Receptive vocabulary is known and understood its meaning by learners when reading text or listening to the text. Mastery referred

to is the understanding of certain vocabulary in a sentence text. In other words it can be stated that the receptive mastery of vocabulary in written form is not a verbal comprehension (listening).

## 2. Productive Vocabulary

Productive implies to produce. Productive vocabulary is the ability to use or apply the relevant vocabulary in a sentence text. Thus we can see the clarity of meaning contained in the word or vocabulary. Productive vocabulary here is intended for verbal mastery (speaking).

## 3. Vocabulary Mastery

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings.

In conclusion, the vocabulary can be presented in four units. They are: listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. Listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Reading vocabulary consists of the word found by people when they are reading. While speaking vocabulary includes the words people used in their daily life and conversation.

### 2.1.2 The Classification of Vocabulary

Vocabulary is a set of words that is used to communicate in language. The classification word of the language depends on their function in communication.

Classified word based on their functional categories and it is called as part of speech. There are parts of speech such as nouns, verbs, adjectives, adverbs, pronouns, preposition, and conjunctions.

## 1. Noun

Noun is the name of person, place, thing or idea (Naely Muchtar, 2017:541). Nouns make up the largest class of words in most languages. We saw that nouns can be divided into sub classes, namely:

### a. Proper noun.

Proper noun is the peculiar names or distinguishing title of persons, places proper nouns are names for particular people, places or things. They always begin with capital letter. Such as: Putri, Dika, Indonesia, etc.

### b. Common noun.

Common noun is generic name for a person, place, or thing in a class or group. Unlike proper noun, a common noun is not capitalized unless it either begins a sentence or appears in title. They are called common, because alike applicable to all the individuals in the class. Such as: woman, state, animal, etc.

### c. Abstract noun

Abstract noun is a type of noun that you can't see or touch. However, in many cases, that, think may be an intangible concept, or an abstract form of noun. Such as: knowledge, friendship, beauty, love, etc.

d. Concrete noun

Concrete noun is a noun can be identified through one of the five senses (taste, touch, sight, hearing, and smell). Such as: apple, house, cat, etc.

e. Countable noun

Count noun is a noun that can be modified by numeral and that occurs in both singular and plural forms. Such as: a lion, books, an orange, etc.

f. Uncountable noun

Uncountable noun is the thing that we cannot count with number. Such as: water, music, sugar, etc.

## 2. Verb

Verb is the lexical class which includes words expressing action, events, states, and processes, Floriana Popescu (2001:14). Verb is word which mainly functions as the predicate of a sentence, Placed verb into four classes: activities, accomplishments, achievements, and states.

- a. Activities: run, walk, write, drive, seek, listen to, and look for.
- b. Accomplishments: paint a picture, draw a triangle, run a mile, build, etc.
- c. Achievements: recognize, find, lose, understand, hear, and see.
- d. States: know, love, have, and desire.

Action or activities and accomplishments seem more verbs like than achievement and state verbs. So again although seem we think of a verb as a classification, some verbs fit or exemplify the class better than other.



### 3. Adjective

Sawsan Qasim (2012:4), adjective is a word whose main syntactic role is to modify noun or pronoun, giving more information about the noun and pronoun's referent. Certain adjectives are typically used to describe particular noun. Adjectives are a describing word. It tells more about a noun. An adjective usually appears before the noun. Adjective is a word whose main function is to describe the quality of a noun or as the complement of a noun.

Example: He is *clever* in the class. *Clever* is adjective.

### 4. Adverb

Adverb is a specific word class or lexical category and therefore contrasts with other word classes, such as nouns, adjectives, verbs, or prepositions. Martin Schafer (2011:1392). A good way to understand adverb is to think about them as the words that provide context. Normally, we can spot an adverb by the fact that it often ends in -ly, but there are lots of adverbs that do not end in this way. Moreover, adverbs can be used in many combinations with each other. For example: tom speaks English fluently. *Fluently* is adverb.

### 5. Pronoun

Andrew Carter (2010:20), pronoun are words that we often use to replace noun. Pronouns are short words and can do everything that nouns can do and are one of the building blocks of sentence. 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.

## 6. Conjunction

Conjunction is the word used to connect word, phrase by phrase, or sentence by sentence, etc. Syamsul Bahri Panggabean (2016:2). A conjunction used to connect words, phrases, clauses, or sentences. For example: (conjunction word: silver and golden),(conjunction phrase: over the river and through the woods),(conjunction clauses: Marianne planted a flower, and she watched it grow and is conjunction.

## 7. Preposition

Preposition is all those words that help locate items and actions in time and space. It is used to show relationship between the noun and pronoun in a sentence. A preposition always is followed by a noun or pronoun in a sentence. It can never be followed by a verb. For example: he sits on the chair. On is as preposition.

Based on the theories, the researcher conclude classification of vocabulary is one way to improve English language skills, because that is a system needed to form a sentence, regardless of what the respective duties or functions are.

### 2.1.3 The Importance of Vocabulary

Vocabulary is the first basic important aspect for learning English by learners. By mastering vocabulary, they are able to communicate both orally and written well. Also, by having a lot of vocabularies, the learners are hoped to master four skills in English such as reading, speaking, writing, and listening.

According to Iman Alizadeh (2016:23) vocabulary can be concluded that all of those which are concerned somehow with language teaching or learning should develop method a full command of vocabulary on the part of learners. Vocabulary is essential for successful second language use because, without an extensive vocabulary, the learners will be unable to use the structures and functions we may have learned for comprehensible communication.

From the statement it can be concluded vocabulary is the first element in English. It must be mastered well by young learners to support the English mastery. Vocabulary has often been viewed as a basic element in language teaching, it is considered to be the most important aspect because it can widen the student intellectual development. In learning a foreign language the students have to know what words mean. To get the meaning of words, the students should learn vocabulary.

In conclusion, vocabulary has an important role in life, vocabulary has main function are to support the four major skills namely listening, speaking, reading, and writing. Besides that, this will be difficult to understand listening, speaking, reading, and writing if the students don't have some vocabularies.

#### **2.1.4 Teaching English Vocabulary**

There are four stages in teaching vocabulary namely: presentation, practice, production, and review.

#### 1. Presentation

Presentation is one of the most important stages in teaching vocabulary. It indicates that it is introducing new lexical items to learners. Learners need to learn both the meaning and the form of a new word and used in presenting of new vocabulary items are visual techniques, verbal techniques and translation.

#### 2. Practice

Practice is an original investigation undertaken in order to gain new knowledge, partly by means of practice and the outcomes of that practice. Ernes Ermonds (2018:63). If the teacher just presents the meaning of the new words, the students may easily forget them. The teacher should provide vocabulary exercises in order to give students an opportunity to practice the new words.

#### 3. Production

The students should produce something as a product of their own. In this way, the students will turn words from receptive to productive and put them into long-term memory.

#### 4. Review

Review is new work on old language a challenge, requiring ingenuity and creativity. It produces better results for teaching and learning vocabulary. In the reviewing stage, students have more opportunities to use language and receive feedback. Methodologists agree that communicative activities are the best ways to help students to review vocabulary.

Besides, visual aids can make vocabulary revision more interesting and effective. Revision can be done in both individuals and collaboration. Vocabulary is essential in dealing communication both of spoken and written, (Pushpanathan Thiruvengadam, 2018:53). Vocabulary is mainly reviewed through the warm-up step. That means teachers review vocabulary learnt in an earlier lesson. It aims at refreshing student memories or as a preparation for a new presentation.

Based on those explanations of teaching vocabulary, there searchers conclude that teaching vocabulary is a process of giving knowledge and guide the students to learning words. Teacher takes an important role of teaching English vocabulary. The teacher have to know the purpose of learners, teacher will be able to teach vocabulary in accordance with the needs of the learner.

### **2.1.5 Learning English Vocabulary**

Learning is something we cannot help do because it is deeply rooted in our human genes, (Ane Qvortrup, 2016:22). Learning is the process by which information is obtained, stored, retrieved, and used. There are some ways which may be used to help the students to learn and master vocabulary as follows:

- a. By using dictionary

Obviously, students' has to have at least good vocabulary. Meanwhile when the students have troubles catching the meaning of word, dictionaries can be used effectively if the students are aware of words limitation and consult them only to find a quick definition.

- b. By using note book

One of the most effective ways to control the learning of new words is to keep a small one in our pocket so that somebody can write down word whenever see them.

- c. By guessing meaning

Often, especially in reading, the students will find words whose exact meaning is not absolutely necessary for them to know in order to understand the sentence. Therefore, the students do not run to the dictionary every time they meet a strange word. They have to wait and see if something else in the context becomes a clue to its meaning.

Finally, vocabulary is the most required skill when learning a foreign language. It is on vocabulary that all the other skills, reading, writing, speaking, and listening are based and develop because learners can express themselves better. Knowing more words allows a learner to choose their words more precisely and so become more effective and accurate when communicating with others.

## **2.2 The Nature of Vocabulary Mastery**

Vocabulary mastery refers to the great skill in processing words of language. According to Syarifudin (2017:2) Vocabulary mastery is one of factors to master English as foreign language. Mastering a language means being able to comprehend the vocabulary both in speaking and in writing. Mastery is an

individualized and diagnostic approach to teaching in which students proceed with studying and testing at their rate in order to achieve a determined level of success.

Vocabulary mastery is the most important one to make easy in learning those language skills. Vocabulary is one of language elements which need to be mastered. If the students master vocabulary, they can easily improve the language skills such as listening, speaking, reading and writing.

Mastering in language teaching is defined as a learner's proficiency in a second language and foreign language as the result of what has been taught or learned after period of instruction. Its mean vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English.

Meanwhile, Vocabulary mastery is emphasized for communication purposes to be applied through an appropriate technique, (Ahmad Zulfahri, 2016:48). It is an individual achievement and passion. Vocabulary mastery is not a spontaneous process which is easy to be done. Vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still baby.

Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listen the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability or English skills, because both of them are

very important in English teaching and learning process. To summarize those statements, vocabulary mastery is not merely remember the words. A learner who has known words would be able to use the words appropriately both for spoken or written needs. Vocabulary mastery is defined as students' complete knowledge of meaning and form of words in context appropriately. Students' vocabulary mastery refers to students' ability to recognize, understand and use vocabulary in English.

From explanation above, the researcher can conclude that vocabulary mastery it can be inferred that learners when should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

### **2.3 Difficulties in Vocabulary Mastery**

Vocabulary mastery is very important for foreign language learner. Without mastering it, of course the learners will get some difficulties in English. Difficulty is an abstract concept which stuck in our mind, (Saiful Bahri, 2008:3). Difficulty is defined as something that is not easy to do or hard to do and understanding. Students' difficulties are condition in which the students face the problem. It will be seen from students' mistake and error in learning process. In foreign language learning, vocabulary plays an important role. The students' difficulties in vocabulary mastery as follows:



1. The students get difficulties in pronunciation of vocabulary mastery.
2. The students get difficulties in spelling of vocabulary mastery.
3. The students get difficulties in grammar of vocabulary mastery.
4. The students get difficulties in meaning of vocabulary mastery.

In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. They consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions. There are some components vocabulary mastery is difficult, such as:

1. Pronunciation

Pronunciation is the way in which a particular person pronounces the word of a language. Research shows that words that are difficult to pronounce are more difficult to learn. The students were not able to identify the pronunciation of the sounds like vowel, consonant, or diphthong of the words. There is different pronunciation between English and Indonesia vocabularies. English has different sound with Indonesia sound. Therefore, students have problems in pronunciation. The students have difficulties in pronunciation of vocabulary.

2. Spelling

Spelling is the learner's ability to write a word correctly, (Safa Nabeel, 2015:235). Spelling is the writing of a word or words with the necessary letters, an arrangement of letters that form a word, and the process of forming words by putting letters together. The students have the difficulties is on the spelling, they

are still confused to recognize the words mentioned in the sentence. Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a words difficulty.

While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, and honest, cupboard, muscle, etc.

### 3. Grammar

Grammatical information is tied into words, and learning words can take students along the way into grammar. Muh. Saeful (2017:43) stated that grammar is one of the language aspects, Grammar of vocabulary need to be taught if this is not obviously covered by the grammatical rules. Grammar problematic is also the grammar associated with the word, especially if this differs from that of its L1 equivalent. Remembering whether a verb like *enjoy*, *love*, or *hope* is followed by an infinitive (to swim) or an –in form (swimming) can add to its difficulty.

### 4. Meaning

The student has the difficulties in the meaning if they can describe the words on the context. The meaning it can be done through translation that is word in learner's "mother tongue that are equivalent in meaning to the item being taught. A word meaning can also be defined by its relationship to other words. A word may have more than one meaning when it is used in different context.

The teacher delivering the students about the meaning, the teacher should explain that a word may have more than one meaning when it is used in different context.

In order to discover the meaning, the teacher can use ways such as guided discovery and using dictionaries. When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point: you *make breakfast* and *make an appointment*, but you *do the housework* and *do questionnaire*.

Based on the explanations above, it can be concluded that there are so many factors of difficulties in mastering vocabulary. Pronunciation, spelling, grammar and meaning are the indicators of students' difficulties in vocabulary mastery. It's important to know students' difficulties in mastering vocabulary. Teacher can solve the problem using appropriate way, and the students will know about the concept of English vocabulary itself as the consideration in learning English vocabulary.

### **2.3.1 Vocabulary Mastery in Advanced Level**

Common European Framework of Reference for Language (CEFR) is an internationally recognized standard for describing language proficiency. CEFR is widely recognized throughout Europe and is increasingly common throughout the world. The CEFR was drawn up by the Council of Europe in 1990 as part of a broader effort to promote cooperation between language teachers in all European countries. The Council of Europe also wants to increase clarity for employers and educational institutions that need to evaluate the language skills of prospective employees or students.

In Europe, the CEFR is increasingly becoming the standard way of describing foreign language proficiency levels, especially in an academic setting.

If learning more than one language, like most Europeans, the CEFR is a simple, standard way to list two or more language Curriculum Viet (CV). CEFR is used extensively in language teaching in Europe, both in the public education sector and in private language schools. In many countries, the CEFR has replaced the leveling system previously used in foreign language teaching. There are six levels in CEFR:

1. English level A1 (Beginner)

In this level, students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type, and also the students can interact a simple way provided the other person talks slowly and clearly and is prepared to help.

2. English level A2 (Elementary English)

In this level, students can understand sentences and frequently used expressions related to areas of most immediate relevance, and also the students can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

3. English vocabulary B1 (Intermediate English)

In this level, students can understand the main points of clear standard input on familiar matters regularly encountered in work in work, school, leisure, etc. And also the students can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

#### 4. English vocabulary B2 (Upper-Intermediate)

In this level, students can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization and also can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

#### 5. English vocabulary C1 (Advanced English)

In this level, students can understand a wide range of demanding, longer texts, and recognize implicit meaning and also the students can produce clear, well-structured, detailed text on complex subjects, showing a controlled use of organizational patterns, connectors and cohesive devices.

#### 6. English vocabulary C2 (Proficiency)

In this level, students can understand with ease virtually everything heard or read and also the students can express him/her spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

In conclusion, it can be concluded that Indonesian students should start learning English from elementary school because of that they can follow the standards of the CEFR which senior high school can already be at B1 level. English language education students must have an advanced level.

## 2.4 Relevant Studies

Relevant studies are intended to avoid plagiarism toward the design and finding of the previous researchers. The researcher needs to review previous research of similar topics in order to find out the similarities and differences between the previous research and this research. According to Syafi'i (2017:109), relevant research is required to observe some previous researchers. These are relevant research which have relevancy to this research.

Firstly, Mhd. Ferdi irvani(2020)An Analysis of Students' Difficulties in Vocabulary Mastery at State Senior High School 1 Kampar, in him research, Deals with students' difficulties in mastering English vocabulary. The formulation of this research was what is dominant difficulty in vocabulary mastery at the tenth grade students State Senior High School 1 Kampar? Therefore, the objective of the research was to find out the dominant difficulty in vocabulary mastery. This study was a descriptive research. The researcher used simple random sampling to take the sample. To collect the data, the researcher used a test. There are some indicators in students' difficulties in vocabulary mastery from Cameron (2002). The research findings revealed that the percentage of the students 'difficulties vocabulary mastery in pronunciation was (36.92%), spelling was (32.30%), grammar was (30.76%), and meaning was (30.51%). The dominant difficulty in vocabulary mastery at the tenth grade students State Senior High School 1 Kampar was pronunciation.

Secondly, Nunik Rahmawati (2012) Difficulties in English Vocabulary Learning Experienced by the Eighth Grade Students of SMP Negeri 1 Borobudur in the Academic Year of 2011/2012, The conclusion of her is this study intended to find out the difficulties in English vocabulary learning, the research used descriptive quantitative method because the researcher described the data in the form of number. The population of this research is all the eighth grade students of SMP Negeri I Borobudur in the academic year of 2011/2012 which is divided into 7 classes that are 222 students. The result shows that the mean score was 15.59 with a standard deviation of 3.164. Meanwhile, the maximum score is 22 and the minimum score was 7 and the possible maximum score was 30. After being consulted with the ideal mean and ideal standard deviation, it can be concluded that the students' mastery in vocabulary can be categorized into poor category. The students still have difficulties when they do the test. The less serious difficulties of vocabulary learning faced by the students are the meaning, pronunciation, and use of words. The other aspect of words is categorized into least serious is spelling.

The last, Karimatul Aritsya (2018) Case Study on Students' Difficulties in Vocabulary Mastery at SMPN 1 Kebonsari Madiun, The conclusion of her is the students who have difficulty in vocabulary will be agitated in understanding the English lessons. The statements of the problems of this research are: 1) what are the difficulties in vocabulary mastery. 2) What are the factors that cause students' difficulties in vocabulary mastery? 3) What are the teachers' efforts in solving the students' problems? The approach applied in this research was qualitative and the

method used was case study design. The research was conducted in the ninth grade of SMPN 1 Kebonsari Madiun. The technique of data collection, the researcher used observation, interview, and questioner. To analyze the data, the researcher used data reduction, data display, and conclusion drawing or verification. The results of this research are: 1) the difficulties that students faced in vocabulary mastery such as; the students are not able to use vocabulary references correctly, to remember vocabulary, and to write or pronounce the words. 2) The factors that cause students' difficulties in vocabulary mastery are the students do not learn at home, the students lazy to open the dictionary, lost motivation in remembering vocabulary, and less interested in English lesson. 3) The teachers' effort in solving the students' difficulties in vocabulary mastery by applying questioning technique.

## **2.5 Conceptual Framework**

Nowadays, as an International language, English is an important language. English helps someone to be able communicate and interact with other people from various countries, to convey wishes, suggestions and ideas. Everyone cannot learn a language without learning vocabulary. Vocabulary more than just grammar, because vocabulary is the key to understanding what students hear and read, especially at school, with the aim that students are able to communicate with others. For this reason it is very important for them to master a lot of vocabulary.

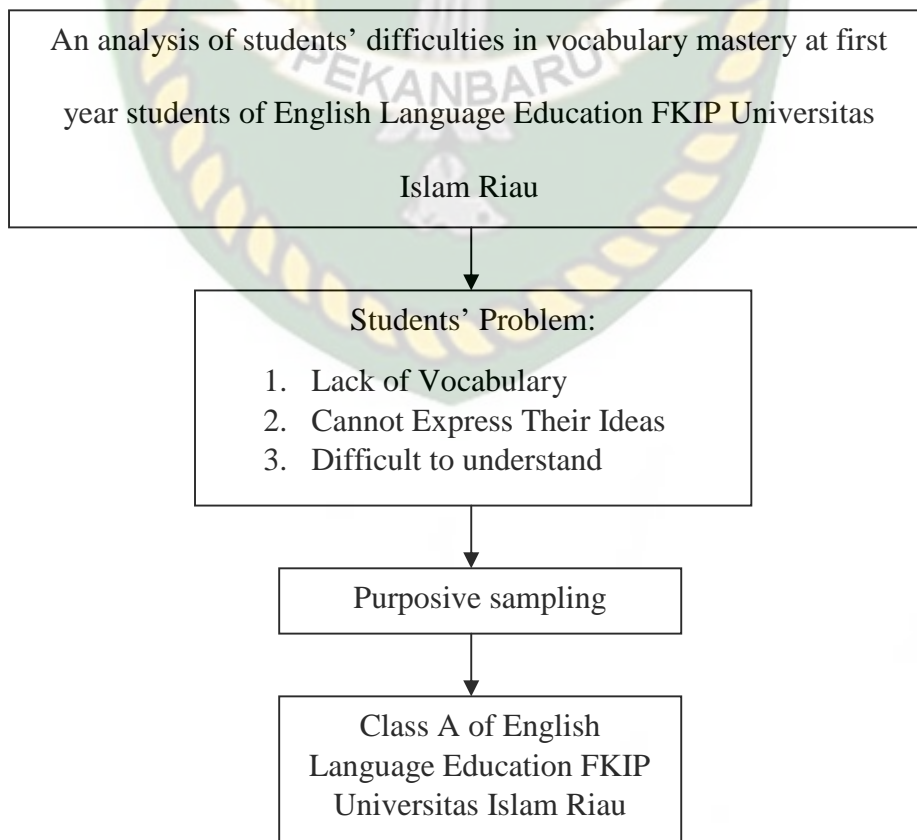
Vocabulary is very useful for anyone who studies a foreign language. However, teachers must be creative in teaching vocabulary to make their students



easy in master vocabulary. We realize that the importance of vocabulary learning, but it does not mean that other components such as phonology, grammar, translation, can be ignored. Even though the students have mastered English vocabulary well, it does not guarantee for them to use English language perfectly, because their vocabulary is just the basic for learning English.

From the previous theoretical review, the researcher had discussed a term of an analysis of students' difficulties in vocabulary mastery at English Language Education Universitas Islam Riau. There are several difficulties word found by students' by learning process by observation the researcher know that students' lack of vocabulary.

**Figure 2.1 Conceptual Framework**



## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

This research used a descriptive quantitative approach in order to answer the proposed question. According to Hossein Nassaji (2015:129) Descriptive research is to describe a phenomenon and its characteristics. Descriptive study describes current events and that the research questions or problems raised are based on the appreciation of present phenomena, events, or state of affairs. Quantitative research employs strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data.

In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. There were some factors that caused students' difficulties in learning vocabulary, such as the written form is different from the spoken form in English, the number of words that students need to learn is exceedingly large, the limitation of sources of information about words, the complexity of word knowledge.

#### 3.2 Time and Location of the Research

This research was conducted from January - June 2021, the location of this research at English Language Education FKIP Universitas Islam Riau.

### 3.3 Population and Sample of the Research

#### 3.3.1 Population of the Research

A population is a group of individuals that have same characteristic, (Creswell, 2012:143). The population in this research is all the first year students' at English Language Education FKIP Universitas Islam Riau 2020/2021Academic. There were 2 classes of the first semester at English Language Education FKIP Universitas Islam Riau. The total populations ware 66 students.

**Table 3.1 Population of the research**

Classes	Total of the students
A	33
B	33
Total	66

#### 3.3.2 Sample of the Research

Sample is a set of elements taken from a larger population. To conduct this study, the researcher used simple purposive sampling. Purposive sampling is a technique sampling used by researchers if researchers have certain considerations in taking the sample. The reason for using the purposive sampling technique is because researcher only can use one class from both classes at the English Language Education FKIP Universitas Islam Riau. The students consist has 66 students it was big population and made the researcher choose use sampling technique. The participants of the research are the students' of a class English Language Education FKIP Universitas Islam Riau.

### 3.4 Instrument of the Research

In this researcher, the researcher was used vocabulary test in multiple choice forms. The vocabulary test is taken from vocabulary test, which is take form website. The numbers of items of the best are 20 items of a multiple choice type test with five options: A, B, C, and D.

In this research, the test was used to determine the students' difficulties in vocabulary mastery. The researcher used multiple choice tests that consist of 35 items. The point that had been examined can measure and evaluate the indicator of test in operational concept. The category of students' difficulties in vocabulary mastery English are Noun, Verb, Adjective, Adverb, Pronoun, Conjunction, Preposition. The time allocation was 45 minutes for all the students, the researcher give 2 minutes for 1 question. And the researcher was analysis the students' answer by using SPSS 25 version.

**Table 3.2 Blue Prints of Vocabulary Tests**

No	Category/Indicators	Number of Question
1.	Noun	1,2,3,4,5
2.	Verb	6,7,8,9,10
3.	Adjective	11,12,13,14,15
4.	Adverb	16,17,18,19,20
5.	Preposition	21,22,23,24,25
6.	Conjunction	26,27,28,29,30
7.	Preposition	31,32,33,34,35
	Total	35 Items

The researcher was use vocabulary online test appropriate with advanced level then the researcher using Google form to make it easy to share and the researcher was used the test and researcher was try out the validity and reliability. [https://docs.google.com/forms/d/e/1FAIpQLSeRA1R2v3I9IJb34BaAsV38fgdQjK\\_oIDNTDQNleGs4F1oe2AA/viewform?usp=sf link](https://docs.google.com/forms/d/e/1FAIpQLSeRA1R2v3I9IJb34BaAsV38fgdQjK_oIDNTDQNleGs4F1oe2AA/viewform?usp=sf_link) it was the link for take the data.

#### **3.4.1 Validity of the Instrument**

Validity is one important thing in developing and evaluating measuring instrument. A test is declared valid if the test can measure what is actually being measured, (Zaim: 2016:41). To find out whether the test is valid or not must be done through a review of the test grid to ensure that the test questions are representative of the entire content or material that should be controlled proportionally. 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 analyze the validity of the vocabulary mastery test, the researcher conducted a try out to 35 items by handing them to 33 students who are not included in the research sample.

The researcher used SPSS 25 version program to analyze the data. The researcher compared  $r$  value to  $r_t$  at significant level of 5% is 0.344 ( $df=N-2=33$ ). The  $r$  value of each item should be higher than the  $r_t$  to be considered as a valid question. If the value of  $r$  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. The result of the analysis showed that there were 32 questions accepted or valid and the others were rejected or invalid. The invalid items were question number 25, 32, 35. These items were dropped because the scores are under 0,344.

**Table 3.3 Result of Validity Test for Try Out 1**

No	Indicators	Correlation	r Table (N-2 = 33, > = 5%)	Explanation	Conclusion
1	N1	0,443	0,344	r hitung > r Tabel	Valid
2	N2	0,498	0,344	r hitung > r Tabel	Valid
3	N3	0,533	0,344	r hitung > r Tabel	Valid
4	N4	0,353	0,344	r hitung > r Tabel	Valid
5	N5	0,370	0,344	r hitung > r Tabel	Valid
6	V1	0,346	0,344	r hitung > r Tabel	Valid
7	V2	0,393	0,344	r hitung > r Tabel	Valid
8	V3	0,503	0,344	r hitung > r Tabel	Valid
9	V4	0,429	0,344	r hitung > r Tabel	Valid
10	V5	0,523	0,344	r hitung > r Tabel	Valid
11	ADJ1	0,487	0,344	r hitung > r Tabel	Valid
12	ADJ2	0,368	0,344	r hitung > r Tabel	Valid
13	ADJ3	0,351	0,344	r hitung > r Tabel	Valid
14	ADJ4	0,709	0,344	r hitung > r Tabel	Valid
15	ADJ5	0,443	0,344	r hitung > r Tabel	Valid
16	ADV1	0,515	0,344	r hitung > r Tabel	Valid
17	ADV2	0,431	0,344	r hitung > r Tabel	Valid

				Tabel	
18	ADV3	0,495	0,344	r hitung > r Tabel	Valid
19	ADV4	0,463	0,344	r hitung > r Tabel	Valid
20	ADV5	0,365	0,344	r hitung > r Tabel	Valid
21	PRN1	0,550	0,344	r hitung > r Tabel	Valid
22	PRN2	0,379	0,344	r hitung > r Tabel	Valid
23	PRN3	0,617	0,344	r hitung > r Tabel	Valid
24	PRN4	0,387	0,344	r hitung > r Tabel	Valid
<b>25</b>	<b>PRN5</b>	<b>0,212</b>	<b>0,344</b>	<b>r hitung &gt; r Tabel</b>	<b>Invalid</b>
26	C1	0,352	0,344	r hitung > r Tabel	Valid
27	C2	0,358	0,344	r hitung > r Tabel	Valid
28	C3	0,621	0,344	r hitung > r Tabel	Valid
29	C4	0,531	0,344	r hitung > r Tabel	Valid
30	C5	0,536	0,344	r hitung > r Tabel	Valid
31	PS1	0,466	0,344	r hitung > r Tabel	Valid
<b>32</b>	<b>PS2</b>	<b>0,261</b>	<b>0,344</b>	<b>r hitung &gt; r Tabel</b>	<b>Invalid</b>
33	PS3	0,466	0,344	r hitung > r Tabel	Valid
34	PS4	0,582	0,344	r hitung > r Tabel	Valid
<b>35</b>	<b>PS5</b>	<b>0,290</b>	<b>0,344</b>	<b>r hitung &gt; r Tabel</b>	<b>Invalid</b>

Because in table 3.3 there are 3 questions invalid then the researcher take the data again in the same clause (class B). The researcher compared r value to rt at significant level of 5% is 0.344 (df=N-2=33). The result of the analysis showed that there were all questions accepted or valid. From the table below can be seen:

**Table 3.4 Result of Validity Test for Try Out 2**

No	Indicators	Correlation	r Table (N-2 = 33, >= 5%)	Explanation	Conclusion
1	N1	0,443	0,344	r hitung > r Tabel	Valid
2	N2	0,498	0,344	r hitung > r Tabel	Valid
3	N3	0,533	0,344	r hitung > r Tabel	Valid
4	N4	0,353	0,344	r hitung > r Tabel	Valid
5	N5	0,370	0,344	r hitung > r Tabel	Valid
6	V1	0,346	0,344	r hitung > r Tabel	Valid
7	V2	0,393	0,344	r hitung > r Tabel	Valid
8	V3	0,503	0,344	r hitung > r Tabel	Valid
9	V4	0,429	0,344	r hitung > r Tabel	Valid
10	V5	0,523	0,344	r hitung > r Tabel	Valid
11	ADJ1	0,487	0,344	r hitung > r Tabel	Valid
12	ADJ2	0,368	0,344	r hitung > r Tabel	Valid
13	ADJ3	0,351	0,344	r hitung > r Tabel	Valid
14	ADJ4	0,709	0,344	r hitung > r Tabel	Valid
15	ADJ5	0,443	0,344	r hitung > r Tabel	Valid
16	ADV1	0,515	0,344	r hitung > r Tabel	Valid
17	ADV2	0,431	0,344	r hitung > r Tabel	Valid
18	ADV3	0,495	0,344	r hitung > r Tabel	Valid
19	ADV4	0,463	0,344	r hitung > r Tabel	Valid
20	ADV5	0,365	0,344	r hitung > r Tabel	Valid
21	PRN1	0,550	0,344	r hitung > r	Valid



				Tabel	
22	PRN2	0,379	0,344	r hitung > r Tabel	Valid
23	PRN3	0,617	0,344	r hitung > r Tabel	Valid
24	PRN4	0,387	0,344	r hitung > r Tabel	Valid
<b>25</b>	<b>PRN5</b>	<b>0,362</b>	<b>0,344</b>	<b>r hitung &gt; r Tabel</b>	<b>Valid</b>
26	C1	0,352	0,344	r hitung > r Tabel	Valid
27	C2	0,358	0,344	r hitung > r Tabel	Valid
28	C3	0,621	0,344	r hitung > r Tabel	Valid
29	C4	0,531	0,344	r hitung > r Tabel	Valid
30	C5	0,536	0,344	r hitung > r Tabel	Valid
31	PS1	0,466	0,344	r hitung > r Tabel	Valid
<b>32</b>	<b>PS2</b>	<b>0,361</b>	<b>0,344</b>	<b>r hitung &gt; r Tabel</b>	<b>Valid</b>
33	PS3	0,466	0,344	r hitung > r Tabel	Valid
34	PS4	0,582	0,344	r hitung > r Tabel	Valid
<b>35</b>	<b>PS5</b>	<b>0,390</b>	<b>0,344</b>	<b>r hitung &gt; r Tabel</b>	<b>Valid</b>

### 3.4.2 Reliability of the Instrument

A test is declared reliable or can be trusted if gives consistent result if tested multiple times, (Malawi & Maruti: 2016:23). A data is declaring reliable when examined by different researchers the same data is obtained, also when done in the same time obtained the same data.

To know whether are valid or not, the researcher measured its validity. Creswell (201:159), 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. The table below is the categories of reliability test used in determining the level of reliability of the test from split half and Kuder Richardson.

**Table 3.5 Level of Acceptable Reliability**

No	Reliability	Validity
1	>0.90	Very high
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably low

(Cohen, Manion, & Morison, 2007, p.506)

To obtain the reliability of the vocabulary test, the researcher used SPSS 25 version Program to find out whether the test was reliable or not.

**Reliability Statistics**

Cronbach's Alpha	N of Items
0,857	35

From the table above, it can be seen that the value of Cronbach's Alpha is 0.930. It means that the vocabulary mastery was high.

Level of difficulty is considered to be one of the most important characteristics of test items. Considering the level of difficulty of items is important as it determines the results of tests.

Level of difficulty of test item is the change to answer the item correctly at the certain level of capacity. Sometimes it is stated into index form. The index of difficulty level is usually stated into the proportion. It can be indicated by using a value ranging from 0, 00 up to 1, 00. If the level of difficulty is high level, it means the test item is easier. On the other hand, if the level of difficulty is low level, it means the test item is difficult.

The level of difficulty of the whole test can be estimated by using the formula.

According to Suharsimi (2002:203), the formula is:

$$P = \frac{B}{Js}$$

Where:

P = the facility (index of difficulty).

B = the number of students who answered correctly.

Js = the total number of the students.

A. The standard level of difficulty illustrated as the following: Interval Criteria.

Interval	Criteria
0,00 - 0,30	Difficult
0,31 - 0,70	Medium
0,71 - 1,00	Easy

Adopted by Suharsimi, (2002:203).

B. A good test consists of:

25% = difficult test item

50% = enough / medium test item

25% = easy test item

### 3.5 Data Collection Technique

To collect the data of this research, the researcher use a vocabulary test as an instrument. According to Cohen et al (2000:404), test is subject to items analysis, differences by item difficulty interactions in multiple choice mathematics items. In the first time after all letter permission was done the researcher call the chairman of class A to make a group with them. After that researcher introduce to the students and tell want to take the data in their class. After the students respond the researcher and students discuss when the best time to do the vocabulary test. 20 Mei is the first time the researcher share the link of Google form and the students have 45 minute to collect the test and after one hour all the students submit their test and then the researcher analysis data.

### 3.6 Data Analysis Technique

To facilitate the measurement of students' vocabulary mastery, the raw scores are converted in the standard scores using the percentage correction to see the mean score of vocabulary mastery, the writer tried to calculate the mean score of the vocabulary test by using the following formula:

$$M = \frac{X}{N}$$

Where:

M	= the mean.
X	= the sum of all scores.
N	= the total number of subjects

To judge the students' grade and the level of the vocabulary mastery, the researcher used the criteria from standard of evaluation and for analysis the data each indicator the researcher accordance with the categorization, the students' achievement is classified as shown in the table below. There are 5 groups of students' score as seen in the following table:

**Table 3.6 Students' Score of Vocabulary Mastery**

<b>SCORE</b>	<b>GRADE</b>	<b>CLASSIFICATION</b>
85-100	A	Excellent
66-85	B	Good
46-65	C	Fair
26-45	D	Poor
Under 25	E	Failed

(Dewi Ratnawati:2006)

## CHAPTER IV

### RESEARCH FINDING

#### 4.1 Data Presentation

The data was obtained from score was test used Google form. The second semester students of Universitas Islam Riau were to answer 35 questions of multiple choices. The answer would determine their knowledge about vocabulary. There are score of students' test get after the researcher share the link and checking the students correct each indicator.

**Table 4.1 Score of Students Test**

NO	NAME	N	V	AD J	ADV	PN	C	PR	SCORE	CATEGORY
1	Student 1	4	3	5	3	0	2	2	55	Fair
2	Student 2	4	5	5	4	2	5	4	80	Good
3	Student 3	4	4	4	4	3	1	3	63	Fair
4	Student 4	5	5	5	4	4	4	4	86	Excellent
5	Student 5	4	5	5	3	2	2	4	68	Good
6	Student 6	4	4	4	4	3	4	3	78	Good
7	Student 7	4	2	5	4	2	2	4	65	Fair
8	Student 8	5	5	5	5	2	2	4	77	Good
9	Student 9	5	5	5	4	4	3	4	83	Good
10	Student 10	4	2	4	4	2	2	3	60	Fair
11	Student 11	4	4	4	4	1	2	5	58	Fair
12	Student 12	5	5	5	3	3	4	4	80	Good
13	Student 13	3	4	5	2	3	2	4	68	Good
14	Student 14	2	4	5	3	3	2	3	66	Good
15	Student 15	3	4	5	2	3	2	4	68	Good
16	Student 16	4	4	5	4	4	3	3	75	Good
17	Student 17	3	4	5	2	3	2	4	68	Good
18	Student 18	5	4	4	3	5	4	4	80	Good
19	Student 19	5	4	4	4	5	4	5	88	Excellent
20	Student 20	2	4	2	1	2	0	1	32	Poor
21	Student 21	4	5	2	0	2	1	1	43	Poor
22	Student 22	3	4	5	3	2	2	2	64	Fair

23	Student 23	4	5	2	2	4	3	5	67	Good
24	Student 24	4	4	5	4	3	4	4	77	Good
25	Student 25	4	4	4	4	5	3	4	77	Good
26	Student 26	5	4	4	4	5	4	4	83	Good
27	Student 27	4	1	2	3	2	1	1	38	Poor
28	Student 28	3	4	3	5	5	4	5	79	Good
29	Student 29	2	3	3	4	3	3	3	63	Fair
30	Student 30	5	5	5	4	5	3	1	80	Good
31	Student 31	5	5	5	5	5	5	5	97	Excellent
32	Student 32	5	4	5	2	3	1	2	58	Fair
33	Student 33	4	2	5	2	3	1	1	53	Fair
	Totally	131	131	141	109	103	87	110	2277	
	Mean Score	3,96	3,96	4,27	3,30	3,12	2,63	3,33	69	Good

Note:

N = Noun                      ADV = Adverb                      PR = Preposition  
 V = Verb                        PN = Pronoun  
 ADJ = Adjective                C = Conjunction

Based on the table above, it can be presented that 3 students got score 86-100 and categorized “excellent”, 16 students score got score 66 until 85 and categorized “Good”. At categorized “fair” there are 11 students got score 46 until 65, and 3 students got score 26 until 45 and categorized “Poor”. As a final point, it can be concluded that most of the students categorized “good” in vocabulary test. The following is a diagram showing the result students difficulties in vocabulary test.

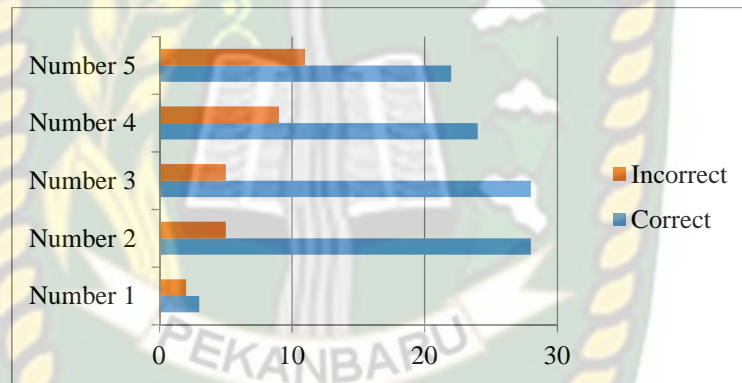
#### 4.2 Data Analysis of Students’ Difficulties in Vocabulary Matery

The researcher was take the data by google form since Mei – June 2021. In the test, researcher used 35 questions. Whics consist of indicators namely: Noun,

Verb, Adjective, Adverb, Pronoun, Conjunction and Preposition. In each indicator have 5 questions.

#### 4.2.1 Students' difficulty in Answering Noun Questions

The researcher created and shared five questions are number 1 until number 5 to find the noun with total sample are 33 students. For the noun indicator researcher has given multiple choice test in order to make students easy to answer. Here is the table of students' scores as follow:



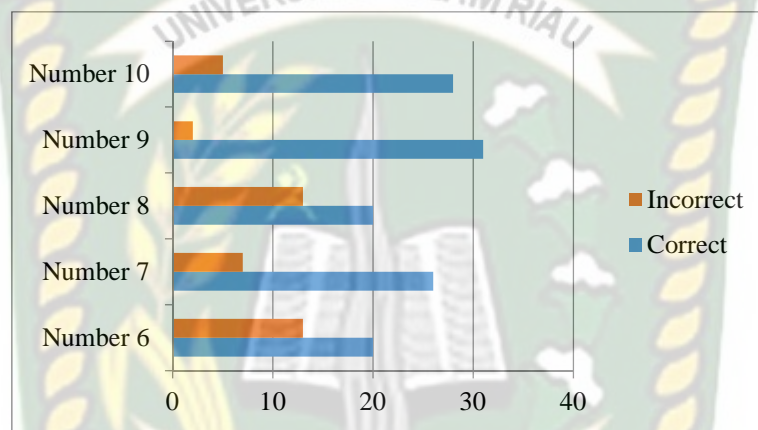
**Figure 4.1 Students' Answers of Noun Questions**

From the diagram above shows that from 5 questions about determining Noun only 2 students who cannot answer questions number 1 correctly, its mean that questions number 1 is categorize easy question. There are 5 students who answer number 2 and number 3 questions incorrect, its mean that questions number 2 and 3 categorize also easy questions. It also shows from 33 students there are 24 students who answer questions number 4 correctly, it can categorize easy questions. And there are 11 students can not answer questions number 5, Its mean that questions number 5 is categories medium questions.



#### 4.2.2 Students' difficulty in Answering Verb Questions

The researcher created and shared five questions are number 6 until number 10 to find the verb indicators with total sample are 33 students. For the verb indicator researcher given multiple choice test in order to make students easy to answer. Here is the table of students' scores as follow:



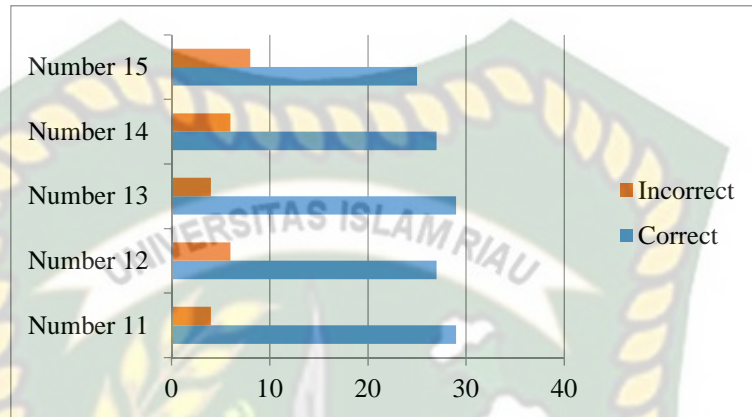
**Figure 4.2 Students' Answers of Verb Questions**

From the diagram above shows that from 5 questions about determining verb only 20 student who can answer questions number 6 and 8 correctly, its mean that categorize medium question. There are 7 students who answer number 7 corectly, its mean that categorize easy questions. It also shows from 33 students there are 31 students who answer questions number 9 correctly, it is categoriez easy questions. And there are 5 students can not answer questions number 10, Its mean that categoriez easy questions.

#### 4.2.3 Students' difficulty in Answering Adjective Questions

The researcher created and shared five questions are number 11 until number 15 to find the verb indicators with total sample are 33 students. For the

adjective indicator researcher given multiple choice test in order to make students easy to answer. Here is the table of students' scores as follow:

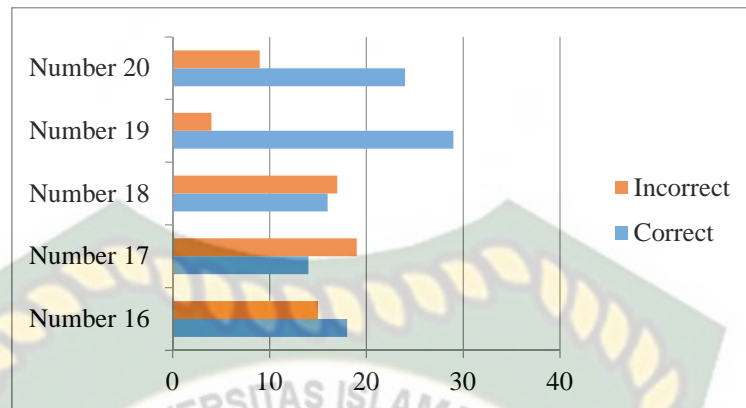


**Figure 4.3 Students' Answers of Adjective Questions**

From the diagram 4.3 above shows that from 5 questions about determining adjective all the questions students get under 10 answer questions incorrectly. And the researcher categorize questions number 15 until 20 easy questions.

#### 4.2.4 Students' difficulty in Answering Adverb Questions

The researcher created and shared five questions are number 16 until number 20 to find the verb indicators with total sample are 33 students. For the adverb indicator researcher given multiple choice test in order to make students easy to answer. Here is the table of students' scores as follow:

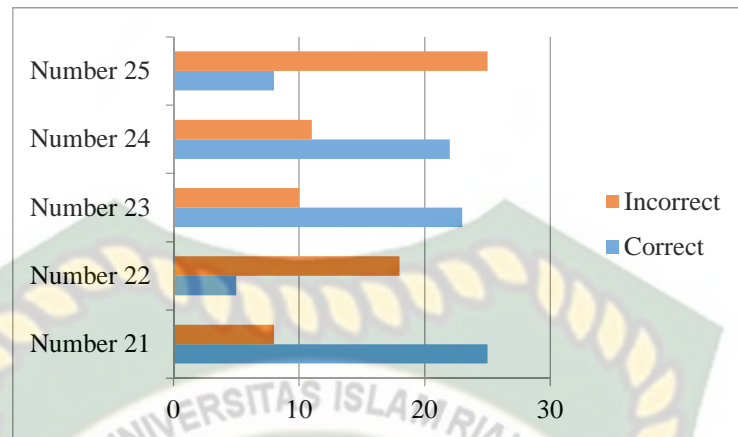


**Figure 4.4 Students' Answers of Adverb Questions**

From the diagram 4.4 above shows that from 5 questions about determining adverb 15 students who can not answer questions number 16 correctly. There are 19 students who answer number 17 incorrectly, it and number 18 questions has 17 student who answer incorrect, and the researcher conclude is categorize medium questions. And then there are 29 students who answer questions number 19 correctly. And there are 9 students can not answer questions number 20. It is mean that questions number 19 and 20 is categorize questions.

#### **4.2.5 Students' difficulty in Answering Pronoun Questions**

The researcher created and shared five questions are number 21 until number 25 to find the Pronoun indicators with total sample are 33 students. For the pronoun indicator researcher given multiple choice test in order to make students easy to answer. Here is the table of students' scores as follow:

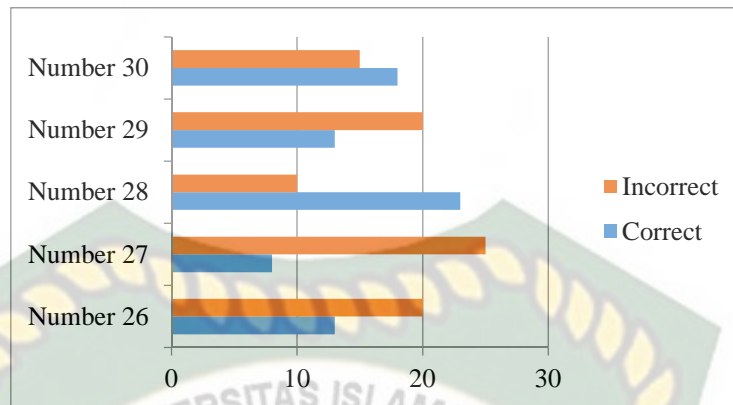


**Figure 4.5 Students' Answers of pronoun Questions**

From the diagram 4.5 above shows that from 5 questions about determining pronoun 8 students who can not answer questions number 21 correctly, it conclude categorize easy questions. There are 18 students who answer number 22 incorectly and at number 23 questions has 25 student who answer correct. And there are 11 students who answer questions number 24 incorrectly, the researcher categorize that questions number 22 until 24 medium questions. And there are 8 students can answer questions number 25. It is mean that questions number 25 is difficult questions.

#### **4.2.6 Students' difficulty in Answering Conjunction Questions**

The researcher created and shared five questions are number 26 until number 30 to find the conjunction indicators with total sample are 33 students. For the pconjunction indicator researcher given multiple choice test in order to make students easy to answer. Here is the table of students' scores as follow:

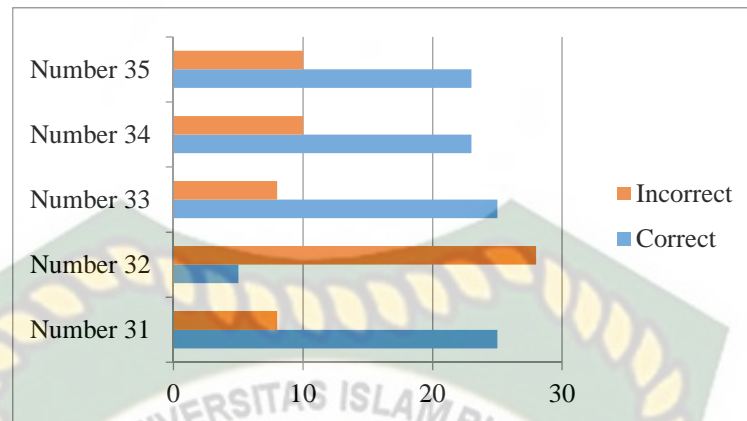


**Figure 4.6 Students' Answers of Conjunction Questions**

From the diagram 4.6 above shows that from 5 questions about determining conjunction 13 students who can answer questions number 26 correctly. There are 8 students who answer number 27 correctly and at number 28 questions has 10 student who answer incorrect. And there are 20 students who answer questions number 29 incorrectly. And there are 15 students can not answer questions number 30. It is mean that questions number 26, 28, 29, 30 can categorize medium questions and questions number 29 is difficult questions.

#### **4.2.7 Students' difficulty in Answering Preposition Questions**

The researcher created and shared five questions are number 31 until number 35 to find the Preposition indicators with total sample are 33 students. For the preposition indicator researcher given multiple choice test in order to make students easy to answer. Here is the table of students' scores as follow:



**Figure 4.7 Students' Answers of Preposition Questions**

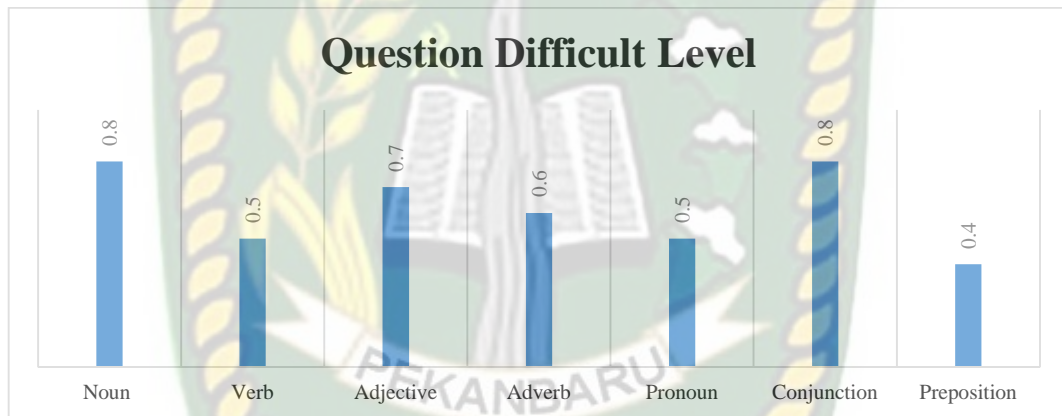
From the diagram 4.7 above shows that from 5 questions about determining preposition 8 students who can answer questions number 31 incorrectly. There are 5 students who answer number 32 corectly and at number 33 questions has 8 student who answer incorrect. And there are 10 students who answer questions number 34 incorrectly. And there are 10 students can not answer questions number 35. It is mean that questions number 31 and 33 categorize easy questions. And question number 34 and 35 is medium questions and questions number 32 is categorize difficult questions.

### 4.3 Data Interpretation

**Table 4.2 Categorize of Students' Scores**

SCORE	GRADE	CATEGORIZED	FREQUENCY	PERCENTAGE
86-100	A	Excellent	3 Students	09,09%
66-85	B	Good	16 Students	48,48%
46-65	C	Fair	11 Students	33,33%
26-45	D	Poor	3 Students	09,09%
Under 25	E	Fail	0 Student	0,00%
			33 Students	100,00%

Based on the table above, it can be presented that 3 students got score 86-100 and categorized “excellent”, 16 students score got score 66-85 and categorized “Good”. At categorized “fair” there are 11 students got score 46-65, and 3 students got score 26-45 and categorized “Poor”. As a final point, it can be concluded that most of the students categorized “good” in vocabulary test. The following is a diagram showing the result students difficulties in vocabulary test.



**4.8 Figure of Question Difficult Level**

Based on the diagram, it can be seen that the questions of difficulty level about students’ vocabulary mastery. The researcher presents the description for each indicators as follow: Noun question has 5 question and most of student can get answer the question number 1 until 4 but in question number 5 , 11 student cannot answer question (Do not play with the \_\_\_\_\_ in the kitchen!), the students difficult to identify which one the singular or plural noun.

The researcher concludes that the level of difficulties of noun’s questions is easy. From the diagram seen that noun question got ( 0,8) score in difficult

level. It conclude that from 33 students who answer question number 1 until 5 about is 80% of students can answer noun's question correctly.

At the verb's questions 13 students got confused in answer question number 6 and number 8. In this case question number 6 tell about how to use verb if in the different subject. The students confused about when will use "I have been" and "I have". In question number 6 student got question when used platy if the subject is I (first person) and following have been (I have been \_\_\_\_\_ since the morning). And in question number 8 is I have \_\_\_\_\_ this way. In verb question conclude that it is medium level (0,5). It concludes that from 33 students who answer question number 6 until 10 about is 56% of students can answer verb's question correctly.

Then in 5 questions of adjective's the students can be answer and only 6 until 10 students' answer adjective's question incorrectly. The question about analysis the situation and some students did not have analysis the question before. (Linda did not study hard, so she did not \_\_\_\_\_the exam). The correct answer is passing because if linda study hard so she can success at the exam. From the diagram seen that adverb question got 0,7 score in difficult level. It concludes that from 33 students who answer question number 11 until 15 about is 75% of students can answer adjective's questions correctly.

At adverb's questions almost 20 peoples cannot answer question number 15 until 18 correctly. In question tell about how to use adverb in the middle and end of sentence. We can seen at question number 17 (He doesn't care for anything



and \_\_\_\_\_ looks happy every time). The students cannot know how to used adverb of time to connecting the 2 sentences. In adverb's question conclude that it is medium (0,6) level. It can clouded that from 33 students who answer question number 15 until 20 about is 61% of students can answer adverb's questions correctly.

Almost the students cannot answer correctly question number 25 at pronouns categorized. The question about (You must trust yourself) the students confused which one is reflexive pronoun in the sentence. And 25 of student cannot answer question number 21(Sherry's mother asked \_\_\_\_\_ not to open the door for strangers) the question tell about how to replace sherry in sentences and the students know that sherry replace to 'her'. In pronoun's question conclude that it is medium (0,5) level. It concludes that from 33 students who answer question number 20 until 25 about is 56% of students can answer pronoun's questions correctly.

At the diagram, it can see that in conjunction's questions the student cannot answer correctly question number 26. \_\_\_\_\_ being very clever, my cousin never boasting about it. The students confused when used and, or etc. The level of conjunction's question is medium (0,8) level. It concludes that from 33 students who answer question number 26 until 30 about is 80% of students can answer conjunction's questions correctly.

Lastly, preposition's got the lower score in difficult level, the score is 0,4 although is difficult level. 13 students who can answer questions number 31

correctly. There are 8 students who answer number 32 correctly and at number 33 questions has 10 student who answer incorrect. And there are 20 students who answer question number 34 incorrectly. And there are 15 students cannot answer question number 35. The students difficult which one preposition can used in first and middle sentence. Question number 35 is (We arrived \_\_\_\_\_ at six o'clock). It concludes that from 33 students who answer question number 31 until 35 about is 42% of students can answer preposition's questions correctly.

As the final point, the questions difficult level of the first year at FKIP Universitas Islam Riau in vocabulary test was categorized as "Good". Furthermore, from the result of these data, it can be concluded that the most difficult questions faced by students in vocabulary test is on preposition's questions.

Based on the data analysis, the difficult questions were number 25, 32, and 35.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

After the researcher got all the data and analysis the data, the researcher can be concluded that:

- 1) Noun question got 0,8 score in difficult level and 80% student can be answer noun question correctly. It's mean that noun question categorized easy level.
- 2) Verb question is medium level 0,5 and 56% student can be answer noun question correctly. It's mean that verb question categorized medium level.
- 3) Adjective question got 0,7 score in difficult level and 75% student can be answer adjective question correctly. It's mean that adjective question categorized medium level.
- 4) Adverb question got 0,6 score in difficult level and 61% student can be answer adverb question correctly. It's mean that adverb question categorized medium level.
- 5) Pronoun question got 0,5 score in difficult level and 56% student can be answer noun question correctly. It's mean that pronoun question categorized medium level.
- 6) Conjunction question got 0,8 score in difficult level and 80% student can be answer noun question correctly. Its mean that conjunction question categorized easy level.

- 7) Preposition question got 0,4 score in difficult level and 42% student can be answer noun question correctly. Its mean that preposition question categorized difficult level.

In these case students' difficulties in vocabulary mastery is start from preposition, verb, pronoun, adverb and adjective. While, the noun and conjunction is have easy criteria. The difficult question for students is preposition question. The level of preposition question is difficult. From 35 questions only 3 questions for student of first year FKIP Universitas Islam Riau difficult is questions number 25, 32, and 35.

## 5.2 Suggestion

From this research the researcher was give some suggestion for some people who be read this research, first for the teacher should give chalks for students make students easier and happy to understand and give more effective time when they are improve their vocabulary. The second, for the students, try to read a lot of books and analyze the words in every text it is will increase the vocabulary and also help their ability in reading, speaking, writing and listen comprehension. The last of least for the further researchers are expected to conduct research about other skill in different grade with different kind of text or can add the factor of difficulty that students faced and can make another level for know the level of student in elementary, middle and high school and especially in English language education they must be able understand using the indicators when they are joined English language education.

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