

**VOCABULARY MASTERY OF THE THIRD SEMESTER
STUDENTS OF ENGLISH EDUCATION DEPARTMENT
UIN SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**



THESIS

Submitted to State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the
Requirement for the Degree of Education Graduate (S.Pd)
in English

Written By:

RIZKI KHAIRANI
Reg. Number. 16 203 00070

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

**VOCABULARY MASTERY OF THE THIRD SEMESTER
STUDENTS OF ENGLISH EDUCATION DEPARTMENT
UIN SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**



THESIS

Submitted to State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfillment of the
Requirement for the Degree of Education Graduate (S.Pd)
in English

Written By:

RIZKI KHAIRANI
Reg. Number. 16 203 00070

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023**

**VOCABULARY MASTERY OF THE THIRD SEMESTER
STUDENTS OF ENGLISH EDUCATION DEPARTMENT
UIN SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**



THESIS

Submitted to State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfillment of the
Requirement for the Degree of Education Graduate (S.Pd)
in English

Written By:


RIZKI KHAIRANI
Reg. Number. 16 203 00070

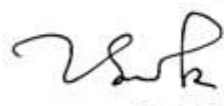


ENGLISH EDUCATION DEPARTMENT

Advisor I

Advisor II


Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004


Sokhira Linda Vinde Rambe, M.Pd
NIP. 19851010 201903 2 007

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN
AHMAD ADDARY PADANGSIDIMPUAN
2023**

ADVISOR AGREEMENT

Term : Munaqasyah
a.n. Rizki Khairani

Padangsidempuan, 16 October 2023

To: **Dean**

Tarbiyah and Teacher Training Faculty

In-

Padangsidempuan

Assalamu'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to Rizki Khairani, entitled “**Vocabulary Mastery of the Third Semester Students of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan**”. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.

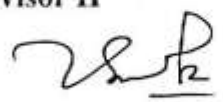
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalam'alaikumwr.wb.

Advisor I


Fitri Rayani Siregar, M. Hum
NIP. 19820731 200912 2 004

Advisor II


Sokhira Linda Vinde Rambe, M.Pd
NIP. 19851010 201903 2 007

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : Rizki Khairani
Reg. Number : 16 203 00070
Faculty/ Department : Tarbiyah and Teacher Training Faculty/ English
Department-2
The title of the Thesis : Vocabulary Mastery of the Third Semester
Students of English Education Department UIN
Syekh Ali Hasan Ahmad Addary
Padangsidimpuan

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, October 9th 2023
Declaration Maker



Rizki Khairani
Reg. No. 16 203 00070

PUBLICATION APPROVAL STATEMENT

As Academic Cavity of the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the name who signed here:

Name : Rizki Khairani
Registration Number : 16 203 00070
Faculty/Department : Tarbiyah and Teacher Training Faculty/ English
Department -2
Kind : Thesis


To develop of science and knowledge, I hereby declare that I present to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Non Exclusive Royalty Right on my thesis with entitled: **“Vocabulary Mastery of the Third Semester Students of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan”**. With all the set of equipments (if needed). Based on the this non-exclusive royalty right, the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Based on the statement above all, this statement is made true heartedly to be used properly.

Padangsidimpuan, October 9th 2023



ned


Rizki Khairani

Reg. Num. 16 203 00070

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Rizki Khairani dalimunthe
Registration Number : 16 203 00070
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-2
The Tittle of Thesis : **Vocabulary Mastery of the Third Semester Students of English Education Department UIN syekh Ali Hasan Ahmad Addary Padangsidempuan**


Chief,

Secretary,



Fitri Rayani Siregar, M.Hum.
NIP 19820731 200912 2 004


Sri Rahmadhani Siregar, M.Pd
NIDN 2006058602

Members,


Fitri Rayani Siregar, M.Hum.
NIP 19820731 200912 2 004


Sri Rahmadhani Siregar, M.Pd
NIDN 2006058602


Shokira Linda Vinde Rambe, M.Pd.
NIP 19851010 201903 2 007


Rayendriani Fahmei Lubis, M.Ag.
NIP 19710510 200003 2 001

Proposed:

Place : Padangsidempuan
Date : Juli, 20th2023
Time : 10.30 WIB until finish
Result/Mark : 75.5 (B)
IPK : 3.07
Predicate : Memuaskan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080
Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis : Vocabulary Mastery of the Third Semester Students of English Education
Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan
Written By : RIZKI KHAIRANI
Reg.No : 16 203 00070
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI

The Thesis had been accepted as a partial fulfillment of the Requirement
for Graduate Degree of Education (S.Pd.)

Padangsidimpuan, Desember 2022
Dean of Tarbiyah and Teacher Faculty



Dr. Lely Hilda, M.Si.
NIP 19710920 200003 2 002

ABSTRACT

Name : Rizki Khairani
Register Number : 16 203 00070
Title Of Thesis : **Vocabulary Mastery of the Third Semester Students of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan**

This research is about the students' vocabulary mastery. The kind of this research is quantitative research by using descriptive method. The instruments of collecting the data are test and interview. The sources of the data are the Third Semester students and the lecturer of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. This research had purposes to find out the level of students' vocabulary mastery at semester 3 and to describe the problems affecting the students' vocabulary mastery at semester 3 of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. After the research was done, it is concluded that from 62 students, based on the researcher' counting of the all students' total score gotten was 5292,5 so that the mean score was 85.36. Therefore, the researcher got that the hypothesis was accepted as the researcher formulated the hypotheses as follows: "The researcher assumes that the third semester students' vocabulary mastery is in advanced or very high levels in learning vocabulary subject of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan". It means that the researcher's hypothesis was accepted. It was 85,36 or it was very high level or category, but the students' still have problem based on the interview with the students and the lecturer found that the researcher got the students' problems point that their main problems in mastering vocabulary was difficult to distinguish or differentiate the types of the parts of speech or word classes in the sentences, in the correct position in the sentences, and they are not familiar for the same spelling like *move* or *mop* or the same meaning but the different words..

Key words: Vocabulary and Mastery

ABSTRAK

Nama : Rizki Khairani
NIM : 16 203 00070
Judul Skripsi : **Penguasaan Kosakata Mahasiswa Semester III
Jurusan Pendidikan Bahasa Inggris UIN Syekh Ali
Hasan Ahmad Addary Padangsidempuan**

Penelitian ini tentang penguasaan kosakata siswa. Jenis penelitian ini adalah penelitian kuantitatif dengan menggunakan metode deskriptif. Instrumen pengumpulan datanya adalah tes dan wawancara. Sumber datanya adalah mahasiswa Semester III dan dosen Jurusan Pendidikan Bahasa Inggris UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Penelitian ini bertujuan untuk mengetahui tingkat penguasaan kosakata siswa pada semester 3 dan untuk mendeskripsikan permasalahan yang mempengaruhi penguasaan kosakata siswa pada semester 3 Jurusan Pendidikan Bahasa Inggris UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Setelah dilakukan penelitian disimpulkan bahwa dari 62 siswa, berdasarkan perhitungan peneliti total nilai yang diperoleh seluruh siswa adalah 5292.5 sehingga nilai rata-ratanya adalah 85.36. Oleh karena itu, peneliti mendapatkan bahwa hipotesis diterima karena peneliti merumuskan hipotesis sebagai berikut: “Peneliti berasumsi bahwa penguasaan kosakata siswa semester ketiga berada pada tingkat lanjut atau sangat tinggi dalam pembelajaran mata pelajaran kosakata Jurusan Pendidikan Bahasa Inggris UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan”. Artinya hipotesis peneliti diterima. Nilainya adalah 85.36 atau berada pada level atau kategori sangat tinggi, namun siswa masih mempunyai masalah berdasarkan wawancara dengan siswa dan dosen menemukan bahwa peneliti mendapatkan poin masalah siswa bahwa masalah utama mereka dalam penguasaan kosa kata adalah kesulitan. untuk membedakan atau membeda-bedakan jenis-jenis part of Speech atau kelas kata dalam kalimat, pada posisi yang benar dalam kalimat, dan tidak familiar untuk ejaan yang sama seperti *move* atau *mop* atau arti yang sama tetapi kata yang berbeda.

Kata kunci: *Kosakata dan Penguasaan*

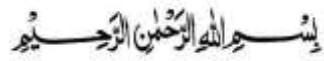
خلاصة

الاسم : رزقي خيراني
الرقم : ١٦٢٠٣٠٠٠٧٠
عنوان الرسالة : الفصل الدراسي الثالث إتقان المفردات قسم تعليم اللغة الإنجليزية، جامعة
الشيخ علي حسن أحمد أداري الإسلامية الحكومية بادانجسديمبوان

يدور هذا البحث حول إتقان المفردات لدى الطلاب. هذا النوع من البحث هو بحث كمي باستخدام الأساليب الوصفية. أدوات جمع البيانات هي الاختبارات والمقابلات. مصادر البيانات هم طلاب الفصل الثالث والمحاضرون في قسم تعليم اللغة الإنجليزية، جامعة الشيخ علي حسن أحمد أداري بادانجسديمبوان الإسلامية الحكومية. يهدف هذا البحث إلى تحديد مستوى إتقان مفردات الطلاب في الفصل الدراسي الثالث ووصف المشكلات التي تؤثر على إتقان مفردات الطلاب في الفصل الدراسي الثالث، قسم تعليم اللغة الإنجليزية، جامعة الشيخ علي حسن أحمد أداري الإسلامية الحكومية، بادانجسديمبوان. وبعد إجراء البحث توصل إلى أنه من أصل ٦٢ طالباً، وبناءً على حسابات الباحث فإن مجموع الدرجات التي حصل عليها جميع الطلاب كانت ٥٢٩٢.٥، أي أن المعدل المتوسط كان ٨٥.٣٦. ولذلك توصلت الباحثة إلى أن الفرضية مقبولة لأن الباحثة صاغت الفرضية على النحو التالي: "تفترض الباحثة أن إتقان طلاب الفصل الثالث للمفردات في مستوى متقدم أو مرتفع جداً في تعلم موضوعات المفردات قسم تعليم اللغة الإنجليزية سيخ علي جامعة حسن أحمد أداري بادانجسديمبوان الإسلامية الحكومية". وهذا يعني قبول فرضية الباحث. النتيجة هي ٨٥.٣٦ أو في مستوى أو فئة عالية جداً، ولكن لا يزال الطلاب يواجهون مشاكل بناءً على المقابلات مع الطلاب والمحاضرين وجدوا أن الباحثين وجدوا نقاط مشكلة الطلاب أن مشكلتهم الرئيسية في إتقان المفردات كانت الصعوبة. لتمييز أو التمييز بين أنواع أجزاء الكلام أو فئات الكلمات في الجمل، في الموضع الصحيح في الجملة، والتهجئة غير المألوفة مثل حرك أو ممسحة أو نفس المعنى ولكن كلمات مختلفة.

الكلمات المفتاحية: المفردات والإتقان

ACKNOWLEDGEMENT



First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, chance and spirit so the researcher can accomplish her thesis entitled “**Vocabulary Mastery of the Third Semester Students of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan**”. The Second, shalawat and salaam upon to the prophet Muhammad SAW that had guided the human beings from **the dark era to the bright era**.

In finishing this thesis, the researcher faced many troubles and difficulties. It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. I got a lot of guidance, inspiration and motivation during writing this thesis. Although, in this opportunity I would like to express my deepest gratitude to the following people:

1. Mrs. Fitri Rayani Siregar, M.Hum., as my first and Sokhira Linda Vindhe Rambe, M.Pd., as my second advisor who have guided me for finishing this thesis, who have been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.
2. Mr. Dr. H. Muhammad Darwis Dasopang, M. Ag., as the Rector of UIN SYAHADA Padangsidimpuan

3. Thanks to Dean of Tarbiyah and Teacher Training Faculty Mrs. Dr. Lelya Hilda, M.Si.
4. Special thanks to the of Chief English Education Department, Mrs. Fitri Rayani Siregar, M. Hum. who supported every requirements of finishing my thesis.
5. Thanks too to Mrs. Rayendriani Fahmei Lubis, M.Ag., as my Academic Advisor as have advised me since I started my study in this University.
6. All lecturers and all the cavities academic of UIN SYAHADA Padangsidempuan who had given so much knowledge and helped during I studied in this institute.
7. My beloved parent (Mr. Ahmad Raja Tua Dalimunthe and my wonder mother Mrs. Normawati Hasibuan), and my lovely young brother and young sisters (Awaluddin Dalimunthe, Siti Fatimah Dalimunthe, and Rojiah Dalimunthe) who always give me a lot of love, affection, attention, prayers and big spirit how to be patient and survive in any condition by my own self, who always give me motivation to achieve my dream, and who have been my inspiration.
8. My beloved husband “Ali Azhari Sarumpaet” and my Soleh son “Hasim Fikri Sarumpaet” as my support system in my life.
9. Big thanks to my beloved friends from TBI-1 to TBI-3 especially all my beloved friends in TBI-2. Thank you for all the things done to everyone who gave helps whether mention or not to finish the thesis.
10. Last but not least, I want to thanks me, for believing in me, for doing all the hard work, for having no days of suggestion

Nothing in the world is perfect; the researcher realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidempuan, Desember 2023
Researcher

RIZKI KHAIRANI
Reg. No. 16 203 00070

TABLE OF CONTENTS

TITLE PAGE	
LEGALIZATION OF ADVISOR SHEET	
ADVISORS' AGREEMENT	
DECLARATION OF SHEET THESIS COMPLETION	
PUBLICATION APPROVAL STATEMENT	
SCHOOLAR MUNAQOSAH EXAMINATION	
LEGALIZATION OF EXAMINER	
ABSTRACT	i
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	vii
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Focus of the Problem	4
C. Definition of the Terminologies	4
D. Formulations of the Problem	6
E. Purposes of the Research	6
F. Significances of The Research.....	7
CHAPTER II THEORETICAL DESCRIPTION	
A. Theoretical Description of Vocabulary	8
1. Definition of Vocabulary	8
2. Types of Vocabulary	9
3. Word Classes	10
4. The Importances of Vocabulary.....	16
5. Process of Learning Vocabulary	16
6. The Problems in Learning Vocabulary	18
B. Review Of Related Finding	25
CHAPTER III RESEARCH METHODOLOGY	
1. The Place and Time of Research	28
2. The Design of the Research.....	28
3. The Sources of Populasi Data.....	29
4. The Instruments of Collecting the Data.....	29
5. The Techniques of the Data Analysis	32
6. The Techniques of Data Trustworthiness	33
CHAPTER IV THE RESULT OF RESEARCH	
A. Data Description	35

1. Students' Vocabulary Mastery by Using Test at Semester 3 of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan	35
2. The Problems Affecting the Students' Vocabulary Mastery at Semester 3 of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan	42
B. Discussion.....	51
C. Threats of the Research	54
 CHAPTER V CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	56
B. Suggestions	57
 REFERENCES	

CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is highly important in daily life. Humans need vocabulary to communicate. Without vocabulary comprehension, humans cannot communicate or use language. The arrangement of vocabulary can result into the sentences, and the sentences themselves can be used as a language. Moreover, vocabulary is a fundamental component of English literature. Without having mastered English vocabulary, the students do not possess English proficiency.

Then, in the Qoran, Allah SWT states in Holy – Qur'an (Q.S : Al – Baqarah : 31) .¹

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

The meaning : “ And He taught Adam the names (of everything), then He showed to Angels and said : “Tell Me the names of these if you truthful”.² The above verse told us that first, Allah SWT taught Adam as the names (of everything). Allah SWT taught Adam as by Angle. Angle taught Adam as about names of Angles and family of Adam as. Then Allah SWT asked to Angle about the names studied by Adam. Then Angle said to They (Adam) : “Those things and its names”. After those Allah SWT said to Adam as “Told Me the names of these if you truthful”.

Therefore from the verse of Qoran above, it can be known that vocabulary is very important to be known, studied, and understood by the humans especially to the students. The students can communicate or interact to other people. Vocabulary is also important in four skills of English; in listening, reading,

¹Abdullah Yusuf Ali, *The Meaning of the Holy Quran in English Language*, (Beurit: Al-Alami Publications, 2001), p. 382

²Abdullah Yusuf Ali, *The Meaning of the Holy Quran in English Language*, (Beurit: Al-Alami Publications, 2001), p. 382

writing and speaking. The understanding four skills needs many vocabularies. The students who only have little vocabulary will get hard to understand four skills or will understand four skills difficultly because the vocabulary is the base of four skills. The students can not develop four skills without understanding vocabulary. In result, students who enrich in vocabulary will be successful in language learning skill; listening, speaking, reading and writing.

Here are some utilities of vocabulary mastery. Rivers as cited in Nunan that vocabulary is essential for successful second language use because, without sufficient vocabulary, people cannot communicate and express their feeling in form of spoken and written effectively.³ Then by Umam Statet that, Students' listening comprehension, writing, speaking, and reading abilities are hampered by their limited vocabulary.⁴ Imagine what the students can get in reading or listening classes if the materials are full of unknown words. They will find difficulties to comprehend the text they read and the materials they listen. Students will fail in speaking classes also because of the lack of vocabulary. They will fail to express their thoughts and ideas. They become reluctant to communicate either in or outside class with other friends. As Kufaishi states in Khoirul Umam's thesis added that "A large number of vocabulary items is necessary to success in social, professional, and intellectual life, that vocabulary is a vehicle for thought, selfexpression, interpretation, and communication".⁵ It

³David Nunan, *Practical English Language Teaching*, (Singapore: McGraw Hill, 2003), p. 117

⁴Khoirul Umam, *Improving the Students' Vocabulary Mastery with the Jakarta Post Newspaper Articles*, (Jakarta: UIN Syarif Hidayatullah, 2010), p. 13-14

⁵Khoirul Umam, *Improving the Students' Vocabulary Mastery with the Jakarta Post Newspaper Articles*, (Jakarta: UIN Syarif Hidayatullah, 2010), p. 13-14

means that vocabulary teaching should not be delayed. Another point that vocabulary mastery is the most important thing to make easy in learning English. Without mastering it, they get some difficulties in developing four skills of English.

Moreover, for students who study English as a foreign language, vocabulary learning is always a primary concern and plays a key role. The important one is the students must know how many words or vocabulary that should be known by them or in other words, the students have to be aware in what level their vocabulary mastery is. Then, the facts met by the researcher based on the researcher's finding at third semester English Education Department academic year 2022/ 2023 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, the students found some problems in the process of learning English vocabulary. The actual problems are revealed in the following:

The first, the students are less of vocabulary. The evidence was observed by the researcher when the teaching and learning Vocabulary subject is in progress directly.⁶ They were not able to communicate using English practically even in simple utterance when they would like to give opinion to the lecturer and they are difficult to catch the new topic lesson. It is meant by the lack of vocabulary, so they could not be able to communicate English well. Secondly, they were ashamed in expressing their idea especially in saying some objects in the classroom and they think the syllabus topics that the lecturer taught for them in learning vocabulary subject were really new for them. Then, some of students are

⁶Pre-Observed Research done by the Researcher in the Vocabulary Subject Class is lectured by Fitri Rayani Siregar M.Hum

not able to identify the meaning of vocabulary. Some of students are still confused to write the spelling of the words and some of students do not know how to use vocabulary. The last, some of students are not interested in learning English vocabulary showed from their gesture or face that getting sleepy.

Based on the phenomena above, the researcher was interested in conducting a research entitles “Vocabulary Mastery of the Third Semester Students of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan”. The researcher would like to find out the students’ vocabulary mastery whether their mastery or understanding in very good level or advance, intermediate, or pre elementary level.

B. Focus of the Problem

There are many vocabularies according to its kinds or classifications, but because of the limitation of the researcher’s time, knowledge and expense, so the researcher limited the problem and only took about the students’ vocabulary mastery related to word classes in at English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

C. Definition of the Terminologies

1. **Analysis:** Analysis means the study of planned complex series of procedures to decide the quickest, most efficient order for carrying out those procedures. Then, Simon Blackburn said that analysis is the process of breaking a concept down into more simple parts, so that its logical structure is displayed. Based on the explanations above the researcher was concluded that analysis is logical

structures or procedures to decide the quickest, most efficient order for carrying out those procedures to find solution of the problem.

2. **Students' Mastery:** It is stated on Oxford Advanced Learning by A. S. Hornby that mastery is complete knowledge, great skills achieves or attain mastery of several language show complete mastery in situation one's handling of difficult.⁷ While, Thomas Nelson says "Mastery is the power or authority at a master, power to understand or skills to manage".⁸ It means that students must master English vocabulary and affixation. It is grammatical rules to have a good communication to the other people. From those above definitions, it can be taken the conclusion that mastery is a complete knowledge or great skill in compounding the knowledge or skill.
3. **Vocabulary:** Hiebert and Kamil state that generically, vocabulary is the knowledge of meanings of words.⁹ They also added that words comes from two forms: oral and print, also words knowledge comes from two forms as well: receptive and productive. When someone wants to learn or master a second language, it is important for them to learn the vocabulary first.
4. **Vocabulary Mastery:** vocabulary is one of the language elements.¹⁰ Whereas, mastery is, "Mastery is the power or authority at a master, power to understand or skill to manage". Therefore, vocabulary mastery means all words in

⁷A. S. Hornby, *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press, 2000), p. 711

⁸Thomas Nelson, *The Award Compact English Dictionary*, (London: Award Publication, 1985), p. 612

⁹Hiebert, E. H. and Kamil, M. L., *Teaching and Learning Vocabulary Bringing Research to Practice*, (New Jersey: Lawrence Erlbaum Associates, 10th ed., 2005), p. 59

¹⁰A. S. Hornby, *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press, 2000), p. 959

particular language and all those words that people use when they are talking about a particular subject that have to be mastered, achieved and it is as a great skill to understand by the semester 3 students of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

D. Formulations of the Problem

The researcher formulated the problem of the research as follows:

1. How was the students' vocabulary mastery at semester 3 of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan?
2. What were the problems affecting the students' vocabulary mastery at semester 3 of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan?

E. Purposes of the Research

Based on the formulation of the problem above, the purposes of this research are:

1. To find out the result of students' vocabulary mastery at semester 3 of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.
2. To describe the problems affecting the students' vocabulary mastery at semester 3 of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

F. Significances of the Research

By conducting the research about a study on students' difficulties in learning vocabulary, hopefully the result of the research is expected to be useful as the contribution or this research gives several significances:

1. Practically, the result of this research should be beneficial for the lecturers; The result of this research is used as a consideration to optimize and evolve the teachers' way of teaching to teach students about gaining their vocabulary and developing other strategies in teaching vocabulary. For students; the findings of this research will motivate the students in practicing more vocabulary exercises or mastery practice tests and be able to look for the best media in learning English vocabulary in developing their vocabulary mastery.
2. Theoretically, the result of this research can be beneficial for other researchers and other readers as the source of their references in doing the research in future.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description of Vocabulary

1. Definition of Vocabulary

There are many authors consider about the theory description of vocabulary. One of many experts is Richard and Renandya, they propose that “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write”.¹¹ While, Krashen and Terrel states that “Vocabulary is a basic in communication; it is also very important for the acquisition process of the target language proficiency”.¹² Ashraf et.al define that:

Vocabulary is the core of any language. Several studies have paid special attention to vocabulary, and a variety of methods and strategies have been examined by different scholars who seek to propose an appropriate way to facilitate vocabulary acquisition. Vocabulary acquisition sounds to occur in a relaxed, motivating, and enjoyable environment where learners concentrate on the new word and its contextual usage.¹³

While Nation in Schmitt and McCharthy proposes a list of the different kinds of knowledge that a person must master in order to know the words:

- a. The meaning of word
- b. The written form of the word
- c. The spoken form of the word
- d. The grammatical behavior of the word
- e. The collocations of the word
- f. The register of the word

¹¹Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching and Anthology of Current Practice*, (USA: Cambridge University Press, 2000), p.118

¹²Stephen Krashen, D, and T. D Terrel, *The Natural Approach Language Acquisition in The Classroom*, (Oxford: Pergamon Press, 199), p. 232

¹³Ashraf, Motlagh and Salami, *The Impact of Online Games on Learning English Vocabulary by Iranian (Low-intermediate) EFL Learners*, (Iran: 2014), p. 286

- g. The association of the word
- h. and the frequency of the word.....¹⁴

Based on the definitions above, the researcher concludes that vocabulary is one of language aspects and it is the most important components of language as communication tool and needs to be mastered by the students. The people use vocabulary to express their opinions, ideas, and feelings. When someone has a lot of vocabulary, they could express their opinions, ideas, and feelings effectively. So, vocabulary is one of language aspects and it is the most important components in language as a communication tool and needs to be mastered, especially by English subject takers. Therefore, vocabulary mastery must be the first priority in English teaching and learning process.

2. Types of Vocabulary

Hiebert et.al propose “Word has two forms; first oral vocabulary is the set of words for which we know the meanings when we speak read orally, second print vocabulary consists of those words for which meaning is known when we write and read silently”.¹⁵ They also define knowledge of words also comes in at least two forms as follows:¹⁶

a. Productive vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

¹⁴N. Schmitt and M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy*, (Cambridge: Cambridge University Press, 1997), p. 86

¹⁵Heibert, Elfrieda H., and Kamil, Michawl I., *Vocabulary, Semantics and Language Education*, (Cambridge: Cambridge University Press, 1995), p. 143

¹⁶Heibert, Elfrieda H and Kamil, Michawl I., *Vocabulary, Semantics and Language Education*, (Cambridge: Cambridge University Press, 1995), p. 176

b. Receptive or recognition vocabulary

Receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.

3. Word Classes

As mentioned before, every word is a vocabulary. It is said also that vocabulary is one of the language elements.¹⁷ Butridge says also that vocabulary is all the words in language list of word in lesson or books, all the word that one person knows.¹⁸ Next according to Nelson, vocabulary is a list of word expands in alphabetical order”.¹⁹ Then, Hornby considers “Vocabulary is all the words that a person knows or use, the words that people use when they are telling about particular subject.”²⁰

So, from those statements, the researcher takes the conclusion that vocabulary is all words or a list of word that are known or used by people usually in alphabetical order and with explanation of their meanings less complete than a dictionary.

¹⁷A. S. Hornby, *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press, 2000), p. 959

¹⁸Shirley Burnidge, *Op. Cit.*, p. 477

¹⁹Thomas Nelson, *The Award Compact English Dictionary*, (London: Award Publication, 1985), p. 612

²⁰A. S. Hornby, *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press, 2000), p. 1506

Then, in classifying the vocabulary, kinds of vocabulary can also be divided as a term that is traditionally called as parts of speech. The researcher takes the theory of Thornbury that classifies the vocabulary or words according to its kinds:

- a. Word classes/part of speech
- b. Word families
- c. Word formation
- d. Multi-word units
- e. Collocations
- f. Homonyms
- g. Polysemes
- h. Synonyms and antonyms
- i. hyponyms
- j. Lexical fields
- k. Style and connotation²¹

In this research, the researcher took about word classes or parts of speech. Word classes or parts of speech consist of:

As has been mentioned above, every word is a vocabulary. Based on this definition, kinds of vocabulary can be also divided as a term that is traditionally called parts of speech. According to Huddleston & Pullum, parts of speech are:²²

a. Noun

Noun is the category containing words denoting all kinds of physical objects, such as persons, animals and inanimate objects: car, tiger, man, woman, flower, diamond, car, computer, etc. There are also innumerable abstract nouns such as absence, man-ness, fact, idea, sensitivity, computation, etc. For example:

²¹Scott Thornbury, *How To Teach Grammar*, (England: Pearson Education Ltd.), p. 2

²²Huddleston, R., and Pullum, K. P., *A Student's Introduction to English Grammar*, (Cambridge University Press: New York, 2005), p. 33

- 1) Person – Michelle is my best friend.
- 2) Person – She is a doctor.
- 3) Animal – I have a dog.
- 4) Place – Monas or National Monument is located in Jakarta.
- 5) Thing – My pen is blue.

b. Verb

Evelyn & Robert define verbs are words that usually express an action.²³ In other definition, verb is the determiner to define the situation for whatever is expressed in a clause, and the verb is the chief determinant of what kind of situation it is: an action (I opened the door), some other event (The building collapsed), a state (They know the rules) and so on. Example:

- 1) She worked in Paris.
- 2) He knew the answer.
- 3) I study English with my friend.
- 4) She studies Arabic 5 times a week.

c. Adjectives

An adjective is a word that refers to a characteristic of a noun. Adjectives characteristically express properties of people or of concrete or abstract things. Thus when they combine with the verb be the clause generally describes a state: The soup is hot. Max was jealous, etc. Example:

- 1) She is a good woman.
- 2) You were busy yesterday.

²³Evelyn, A. P., and Vago M. Robert, *English Grammar Understanding the Basics*, (Cambridge University Press: New York, 2010), p. 76

- 3) He is sad.
- 4) We are young.
- 5) The village is quiet.
- 6) They are old.

d. Adverb

Adverb is a word that describes a verb. Adverbs generally indicate information about location, time, degree, and manner. It tell about an action, or the way something is done. Adverb also modifiers, but they modify verbs, adjectives and other adverbs. Most adjectives can changed to an adverb by adding -ly to the end of the adjective. If the adjective ends in -y, change the -y to -i and then add -ly. Seome adverbs of time, which answer the question when, do not always end in -ly. Consider words: today, tomorrow, yesterday, tonight, late, early, never. Example:

- 1) Jamal got quickly to his feet.
- 2) Justin walked slowly.
- 3) It is an extremely idea.
- 4) She ran very fast.
- 5) He sang too quietly.

e. Pronouns

Pronouns are essentially special types of nuns and are the main word in a noun phrase or (more usually) the only word in a noun phrase. They fall into a number of classes, here it is listed with the examples:

- 1) Personal pronouns: I, you, we, they.

- 2) Possessive pronouns: my, mine, your, yours.
- 3) Reflexive pronouns: myself, yourself.
- 4) Demonstrative pronouns: this, there, that, those.
- 5) Reciprocal pronouns: each other, one another.
- 6) Interrogative pronouns: who, what, which.
- 7) Relative pronouns: which, who, that.
- 8) Indefinite pronouns: some, none

f. Prepositions

Prepositions are linking words that introduce prepositional phrases, i.e a preposition + noun/noun phrase. E.g; about, after, by, down, from, into, towards, around, without, because of, due to, apart from, despite. Example:

- 1) He'll go with one of the kids.
- 2) You can't rely on any of that information.
- 3) He left without saying good bye.

g. Conjunctions

When it combines two clauses in a sentence, we may use a conjunction to link them and to indicate the relationship between it. There are two kinds of conjunctions. They indicate the different kinds of relationship between because clauses in a sentence.

- 1) Coordinating conjunctions: Coordinating conjunctions link two or more clauses of equal importance. They are “and, but, or”.
 - a) The boys shouted and rushed forward.
 - b) I asked if I could borrow her bicycle but she refused.

2) Subordinating conjunctions: Subordinating conjunctions link two clauses, one of which depends on the other. Here are the examples:

a) When he stopped, no one said anything They are going by car because it was more comfortable.

b) Although the wound was healing, he could never be able to speak again.

h. Interjection

An interjection is a word or phrase that expresses strong emotion, such as surprise, pleasure, or anger. Exclamations often stand on their own and in writing they are usually followed by an interjection mark rather than a full stop. Interjection also used to express greeting or congratulations.

Example:

- 1) How wonderful!
- 2) Ow!
- 3) That hurt!
- 4) Hello!
- 5) Well done, ladies!

Based on statement above, there are 8 categories of vocabulary. They include of part of speech. They are noun, verb, adjective, adverb, pronoun, proposition, conjunction, and interjection. In this research, the researcher takes all the parts of speech due to the students level is not the Senior High School students anymore, they are the university students have learnt all the parts. They have to know well all parts of parts of speech.

4. The Importances of Vocabulary

Vocabulary learning is very important for people who learn English both as foreign language and as a second language. Heubener states that:

Learning of vocabulary is based on the formation of specific habits. Vocabulary learning is very important for people who learn English both as foreign language and as second language. Learning vocabulary is an important aspect of language two and foreign language acquisition and academic achievement and is vital to reading comprehension and proficiency, to which it is closely linked. Since this involves the association of symbols and their meaning, it is clear that an enrichment of the meaning of the word is as important as its frequent repetition.²⁴

It means that the learners will not be successful in learning other languages especially in English without mastering some vocabularies that belongs to its language. So, language without words is nothing.

5. Process of Learning Vocabulary

In learning vocabulary, there are some stages or phases too to pass by learners. According to Meara the process of learning vocabulary involves four stages:²⁵

a. Discrimination

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

²⁴T. Heubener, *How To Teach Foreign Languages Effectively*, (Spanish: University of Michigan, 1960), p. 118

²⁵Meara, P *Towards A New Approach To Modelling Vocabulary Acquisition*. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, acquisition and pedagogy* (Cambridge: Cambridge University Press. 1997), p. 109

b. Understanding meaning

This means understanding the concept of the foreign word or phrase.

Often this is straightforward because the word can be related to its referent by direct association or because there is equivalent word in English.

c. Remembering

The next step after introducing and explaining new material is to ensure its retention. Once learners have found out the meaning of a word, they have no reason to attend to it any more, and it will be forgotten.

d. Consolidation and extension of meaning

Learning new words is not an instantaneous process if it were, and if presentation were the only critical variable involved, then words would not be forgotten and need to be relearned. As it is, however, it seems that words are absorbed slowly overtime, and that only gradually do they become fully integrated into the learners personal stock of words, when he can use them with the same sort of fluency that characterizes the words he uses in his native language.

Achieving lexical command is a slow process. If one tries to analyze this process by relating it to linguistic description of vocabulary learning, pronunciation and spelling are probably acquired first, after the understanding of meaning, control over morphological forms and syntatic links comes next and full semantic knowledge is last.

6. The Problems in Learning Vocabulary

In learning English vocabulary, the foreign learners may find some problems. Problems can be defined as a difficulty. It means that difficulty or problem is hard to accomplish, deal with, or understand. How about learning it self, according to Alan Pritchard states that learning is something of which we all have an understanding and in which we have all participated.²⁶ Learning a new language cannot be separated from vocabulary. Meaning that in learning a new language people have to know its vocabulary.

Then vocabulary, vocabulary can be defined in various ways. Experts have proposed some terms about vocabulary. The simple one, vocabulary consist of all the words known and used by a particular person. The first steps in successful teaching vocabulary are to identify the difficulties that faced by students. Talking about difficulties in learning vocabulary, Thornbury proposes some factors that make some words more difficult they are pronunciation, spelling, length and complexity, grammar, meaning and range, connotation and idiomaticity.²⁷

a. Pronunciation

Usually the words that are difficult to pronounce are more difficult to learn. Potentially, difficult words typically be those that contain sounds that are unfamiliar to some groups of learners – such as *regular* and *lorry* for

²⁶Alan Pritchard, *Ways of Learning (Learning Theories and Learning Styles in the Classroom)*, Second edi (USA: Routledge, 2009), [https://doi.org/10.1016/s0140-6736\(45\)91319-5](https://doi.org/10.1016/s0140-6736(45)91319-5) p. 1

²⁷Scott Thornbury, *How To Teach Grammar*, (England: Pearson Education Ltd.), p. 27–28

Japanese speakers. Many learners find that words with cluster of consonant, such as *strength* or *crisps* or *breakfast* are also problematic.

b. Spelling

Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's 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*, *bored*, *honest*, *cupboard*, *muscle*, etc.

c. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them often, a factor favouring their learnability. Also, variable stress in polysyllabic words- such as in word families like *necessary*, *necessity* and *necessarily* can add to their difficulty.

d. Grammar

The next problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Spanish learners of English, for example, tend to assume that *explain* follows the same pattern as both Spanish *explicar* and English *tell*, and say *he explained me the lesson*. Remembering whether a verb like *enjoy*, *love*, or *hope* is followed by an infinitive (to swim) or an -ing form (swimming) can add to its difficulty. And the grammar of phrasal verbs is particularly troublesome: some phrasal

verbs are separable (she *looked* the word *up*) but others are not (she *looked after* the children).

e. Meaning

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 a questionnaire*. Words with multiple meanings, such as *since* and *still*, can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different meaning. Unfamiliar concepts may make a word difficult to learn. Culture specific items such as words and expressions associated with the game cricket (*a sticky wicket*, *a hat trick*, *a good innings*) will seem fairly opaque to most learners and are unlikely to be easily learned.

f. Range, connotation and idiomaticity

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus *put* is a very wide-ranging verb, compared to *impose*, *place*, *position*, etc. Likewise, *thin* is a safer bet than *skinny*, *slim*, *slender*. Words that have style constraints, such as very informal words (*chuck for throw*, *swap for exchange*), may cause problems. Uncertainty as to the connotations of some words may cause problems too. Thus, *propaganda* has negative connotations in English, but its equivalent may simply mean *publicity*. On the other hand, *eccentric* does not have negative connotations in English,

but its nearest equivalent in other languages may mean *deviant*. Finally, words or expressions that are idiomatic (like *make up your mind, keep an eye on...*) will generally be more difficult than words whose meaning is transparent (*decide, watch*), it is their idiomaticity, as well as their syntactic complexity, that makes phrasal verbs so difficult.²⁸

In conclusion, there are some factors that make some words more difficult they are pronunciation, spelling, length and complexity, grammar, meaning and range, connotation and idiomaticity

Gower et.al explain what makes a vocabulary item is easy or difficult. How easy or difficult a vocabulary item can be depended on a number of factors:²⁹

a. Similarity to L1

The difficulty of a vocabulary item often depends on how similar the item is in form and meaning to the students' first language. Obviously speakers of Latin and Germanic languages have a huge advantage over other students where learning English concerned. And a long, uncommon word such as *augmentation* may be much easier for, say, a French speaker than a short word like *mud*. However, words which are similar in the first language and English may be misleading rather than helpful. There are many examples of these false friends in European language, some described as sensible in English will be understood to be sensitive by many Europeans and if you say you are embarrassed to a Spanish speaker, they may well

²⁸Scott Thornbury, *How To Teach Grammar*, (England: Pearson Education Ltd.), p. 28

²⁹Roger Gower, Diane Phillips, and Steve Walters, *Teaching Practice A Handbook for Teachers in Training*, ed. Adrian Underhill, (MacMillan, n.d.), onestopenglish.com. p. 143-144

think you are expecting a baby. At first it is not easy to know which words students will find difficult and which they will find easy, especially if you are not familiar with their first language.

b. Similarity to English words already known

Once students have some English then a word which is related to an English word they are already familiar with is easier than one which is not. For example, if students have already met the word *friendly* they should be able to guess the meaning of *unfriendly*.

c. Connotation

Another difficult aspect that learners have to get to grips with is the connotation of the word. For example, does the word have a positive or negative connotation to a native speaker. Either *skinny* and *slim* could be used to describe someone who is thin but these words are very different in their connotation and by choosing one rather than the other the speaker conveys a particular attitude. Sometimes, however, native speakers do not even agree about the exact nuance of a word. For example, to be a *patriot* may be considered good by some and bad by others, depending on their political viewpoint.

d. Spelling and pronunciation

The spelling of many English words can cause problems for students who speak languages with very regular spelling systems (Spanish, for example). Particular spelling patterns can also cause confusion where the pronunciation is concerned. For example, it is easy to understand why many

students confuse the meaning, spelling, and pronunciation of these words:
through, though, thought, tough, thorough.

e. Multi-word item

A lexical item may consist of more than one word, as in a compound noun such as *tennis shoes* or *sports car*, or a phrasal verb such as to *put someone up*. Phrasal verbs are notoriously difficult for learners of English because they are made up of simple words (often prepositions or adverbs) which are easily confused. There is a word of difference between *putting someone up* and *putting someone down*. Phrasal verbs also cause grammatical problems: eg *look up the chimney* vs *look chimney up* (in the dictionary).

f. Collocation

How a lexical item collocates (or goes with other items) can also cause difficulty. One item that goes with a different item will become to a different meaning and using. For example, people are *injured* or *wounded* but things are *damaged*, and we can say *strong wind* and *strong coffee*, but it is a *light* wind not a *weak* wind and *weak* coffee not *light* coffee. The way some grammatical structures are formed depends on knowing which words go with others and which do not, for example, a learner may know the expression *to be interested* but say *I'm interested of that* rather than *I'm interested in that*.

g. Appropriate use

When to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular contexts (for example, we can use *pushing* to mean *almost* in *He's pushing fifty*. But *pushing* is only used in this way with older people, we do not say *He's pushing three*). Also it is important that students know whether the word or phrase has a marked style, informal or formal. Students have to take care with the use of colloquial and slang expressions, for example. Some language is so restricted we talk about it belonging to a particular *register*: for example English for commerce (eg *bill of lading, free on board*), medical English (eg *abdomen* instead of *stomach*, *fracture* instead of *break*), and legal English (eg *easement, in fee simple*).

From the two theories above can be concluded that there are the students' problems in learning vocabulary are pronunciation, spelling, length and complexity, grammar, meaning and range, similarity to L1, similarity to English words already known, connotation, multi-word item, collocation and appropriate use.

B. Review of Related Finding

There are several researchers which have done the some research that related to this research, as follows:

The first, the research journal was applied by Hariyanto and Wulandari entitled,³⁰ From the results of their journal are (1) From the interview with the English teacher of Santo Fransiskus Asisi High School Pontianak, some students are not eager to study English. Therefore, the teacher uses peer teaching to motivate students; (2) based on the observation in the classroom, from the students' behavior; there are some students who like to joke with their classmates. This minor disruptive behavior also indicates that some students are not motivated or dislike English class; and (3) from vocabulary and translation test, the average for both tests is low. From the vocabulary test, we can see that students are having difficulties with low frequency vocabularies, meanwhile synonym and antonym type questions did not affect their score. Translation ability of students is low, 20 (60, 61%) students' translation test score is <75 which means that students are still having difficulties in word-for-word translation.

The second, the research was done by Hasanah in her journal on journal of English and Education Too Title "An Analyze Students' Vocabulary Mastery at the Second Grade of MTs-TI Batu Belah in Academic Year 2016/2017".³¹ The findings showed that the students' vocabulary mastery was categorized in good level. The result of questionnaire proved that 17 or 65% the students like to learn English. Meanwhile, 9 or 35% the students didn't like English learning. 10 or 38% the students want to understand, tried to guess, and learned about new

³⁰Hariyanto and Fariska Wulandari, "An Analysis of Students' English Vocabulary Mastery And Translation Ability in Senior High School", taken from *Jurnal Pendidikan*, Vol. 17, No. 2, Desember 2019, p. 13

³¹Widya Hasanah, "An Analyze Students' Vocabulary Mastery at the Second Grade of MTs-TI Batu Belah in Academic Year 2016/2017", Vol. 3 No. 2 2018 taken from *Journal of English Language and Education* <http://jele.or.id>, p. 22

vocabulary before used dictionary. Meanwhile, 16 or 62% the students felt difficult and didn't understand about the vocabulary without used dictionary and felt wasted the time if they didn't use dictionary to get the meaning of the word. 13 or 50% the students felt easy to understand the meaning of vocabulary because the vocabulary was familiar for them. Meanwhile, 13 or 50% the students felt difficult and didn't understand about meaning of the vocabulary in English. 8 or 31% the students felt understand and easy to used appropriate word based on context. Meanwhile, 18 or 69% the students didn't understand and feel difficult and confused to use appropriate word based on context. 9 or 35% the students felt didn't difficult and like to answer the questions about vocabulary and easy to understood. Meanwhile, 17 or 6% the students felt the questions was difficult because they didn't know the meaning of vocabulary and sometimes the students forgot about its meaning and also made them confuse.

The third, the related finding that is same as this research was done by Andriyani and Sriwahyuningsih about "An Analysis of Students' Mastery of Vocabulary".³² The journal said that the test is given to know students' ability in vocabulary mastery. It consists of thirty questions. It consists of matching test for giving definition of a word, filling blank space and finding new vocabularies from unarranged letters. The result of the test showed that different abilities of students in mastery vocabulary. The students can find new vocabularies from unarranged letters. This was an interesting activity for them. Then, in matching the vocabularies to the definitions or synonyms, the students also could do it. The

³²Desi Andriyani and Fera Sriwahyuningsih, "An Analysis of Students' Mastery of Vocabulary" taken from *ELT- Lectura*, Vol. 6, No. 2, August 2019 retrieved from file:///C:/Users/Acer/Downloads/3195-Article%20Text-7470-1-10-20190902.pdf, p. 169

questionnaire proved that students have good ability in mastery vocabulary but they have some difficulties related to the some aspects such as grammar and spelling.

Based on related findings above it can be concluded that many findings have shown the varieties result that focus on the students' vocabulary mastery. While, here the researcher would like to find out too whether the students' vocabulary mastery is in good level, enough level or very good level, and also to describe the problems affecting the students' vocabulary mastery, the lecturers' ways to cope the problems that affecting the students' vocabulary mastery at semester 3 of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

HAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of Research

In this research, the researcher began the study from deciding the research gaps to take the available title, arranging the proposal till finishing the research result as soon as possible. These research steps were from September 2022 up to finishing the result of the research still in 2022. The researcher took the real of the students' vocabulary mastery at semester 3 of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The location of the research was conducted at H. T. Rizal Nurdin K.M. 4,5 Sihitang, Northeast of Padangsidempuan, Padangsidempuan town, North Sumatera, Indonesia.

B. The Design of the Research

The design of this research is descriptive method. It is kind of method used in research based on analysis of data and this research will use a mixed method naemly quantitative and qualitative approach. This research is quantitative research is that the data collected numerically. Whereas, the qualitative research is based on the descriptive research because the result of the research will be in utterances or written document from interview scripts, observation, and study of document.

So, this research used a descriptive qualitative and quantitative method, implementing characteristics of a case study in which the researcher find out the students' voabulary mastery, investigates the students' problems affecting the students' vocabulary and how the lecturers cope those problems. Students' vocabualry mastery was analyzed numerically by mean score and all the data

needed about the students' problems affecting the students' vocabulary and how the lecturers coped those problems was analyzed descriptively by interview and observation.

C. The Sources of Populasi Data

The sources of the data in this research are divided into two parts, they are:

1. Primary source of data (principal data) is the basic of the data. Primary source of data is the third semester students of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The researcher took the two classes due to the total of students were not big enough. English Education Department students or in Indonesian Language is said by TBI are 2 classes. They were TBI 1 and TBI 2. They are 60 students.
2. Secondary source of data (supplementary data) is from the lecturer of Vocabulary subject at the third semester students of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. She is Mrs. Fitri Rayani Siregar, M.Hum.

D. The Instruments of Collecting the Data

For collecting the data, the researcher used two kinds of instruments. They were test and interview. Here are the detailed information about those 2 instruments:

1. Test

In analyzing the test, the researcher used the same pattern for all answer sheets of participants that used pattern of the test. Because the questions are same for all participants, it really can help the researcher to

analyze the test. The researcher used simple statistic and after that it was described by the researcher. In this research the researcher prepared 40 questions by completing the missing word in the sentences form. The time for the test was about 100 minutes. It means 1 question took around 2.5 minutes.

To provide an accurate description, the researcher has some indicators:

Table III.1
Indicators of the Test

No	Form (Word Classes/ Parts of Speech)	Item	Score	Total
1	Noun	1, 9, 17, 25, 33	5x2.5	12.5
2	Verb	2, 10, 18, 26, 34	5x2.5	12.5
3	Adjective	3, 11, 19, 27, 35	5x2.5	12.5
4	Adverb	4, 12, 20, 28, 36	5x2.5	12.5
5	Pronoun	5, 13, 21, 29, 37	5x2.5	12.5
6	Preposition	6, 14, 22, 30, 38	5x2.5	12.5
7	Conjunction	7, 15, 23, 31, 39	5x2.5	12.5
8	Interjection	8, 16, 24, 32, 40	5x2.5	12.5
All total of Score				100

Based on the table above, the researcher used the techniques of collecting the data as bellow:

- a. The researcher gave the test to the students at the third semester students of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.
- b. The researcher explained the rule of answering the test and determines/limits the time of doing the test.
- c. The researcher let the students to answer the whole items.

- d. The researcher reminded the students to check their answer sheets before collecting it.
- e. The researcher collected the students' answer sheets.
- f. The researcher analyzed the data using the numerical data analyses by using mean score.

2. Interview

Interview is a purposeful interaction usually between two people, focuses on one person to get information from the other person. In this research, the researcher will use structural interview. In structural interview, the researcher prepared the question to be an alternative of the answer that was given to respondents.

Then, this interview is one of the techniques of collecting data by doing oral or written answers of interview written questions or face to face in individual meeting. The researcher interviewed the participants or students about the students' problems in learning and mastering vocabulary especially in learning word classes or parts of speech, such as; the students' problems in pronouncing the word, spelling of the word, length and complexity of the word, different meaning of the same word, and the lecturer's efforts, ways or solutions to cope with the problems.

The researcher chose this tool to make easy to collect the information validly and connected the test result with the interview. Interview was also given to the lecturer to find out the information about everything that related to students' problems.

E. The Techniques of the Data Analysis

In this research, the researcher follows some steps. Those will be defined as follows:³³

1. Checking the data whether the data are true or false.
2. Counting sum of the data whether the data true from the students' answer and classify them based on their score. Data analysis will be presented in description form.
3. Tabulation of the data, it will be done to account and give the scores to respondents answer through test and take on the table that consist alternative answer, frequency and percentage.
4. To obtain the percentage of the answer subjects and take on the table by using the formula:

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

Where:

M : Mean score (average)

N : Sum of respondents

$\sum x$: Total of the result³⁴

5. After finding out the mean of all the score, the result will be concluded based on the following criteria:

³³Miles, B. Matthew and Hauberman, Michael A., *Qualitative Data Analysis*, (USA: Sage Publications, 1994), p. 10

³⁴Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81

Table III.2
Criteria Score Interpretation

No	Percentage	Criteria
1	0 % – 20%	Very low
2	21% – 40%	Low
3	41% – 60%	Enough
4	61% – 80%	High
5	81% – 100%	Very high. ³⁵

6. Taking conclusion, it does to conclude the discussion solidly and briefly.

F. The Techniques of Data Trustworthiness

There were to determine the data trustworthiness stated by Lexy Moleong follows:³⁶

1. The extension of participation was the extension not only done at the short time, but need the long time.
2. The application of research was the researcher must do the research with careful, detail and continuous to the object of the research.
3. Triangulation was the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.
4. Checking with friends through discussion was done with expos the interview result or the final result that gotten in in discussion with friends.
5. Analyze the negative case was the research collects the example an inappropriate case with the model and the inclination of information that have collected and used as a substance of comparison.

³⁵Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89

³⁶Lexy. J. Moleong, *Metodolgi Penelitian Kualitatif*, (Bandung: Rosda Karya, 2000), p.

6. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics were collected.
7. Checking the member was the most important in checking the credibility.
8. The detail description was a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.
9. Auditing used to check the truth and certainly of data, this point that done well to the process or result and extent.

From the all of techniques to determine the data trustworthiness above, the researcher used the eight number was *triangulation*. It is a technique that was used to check the data trustworthiness data by comparing the result of three instruments test, interview and observation. Those three instruments were related each other to emphasize the result of the research validly and briefly

CHAPTER IV

THE RESULT OF RESEARCH

This chapter discusses about the result of research in order to find out the students' vocabulary mastery whether their mastery or understanding in very good level or advance, intermediate, or pre elementary level of the third semester students of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The researcher has analyzed and calculated the data to be the result of the research and followed by the problems that students found in mastering vocabulary and the researcher's hypotheses finding. It would be explained as follow:

A. Data Description

1. Students' Vocabulary Mastery by Using Test at Semester 3 of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

To make it easier in understanding this research, it was described based on only one variable. That one variable was mastering vocabulary and also it was continued to the description of the students' problems in mastering vocabulary and the testing hypothesis as well. It would be described further as result of mastering vocabulary. Result of mastering students' vocabulary that the researcher had given to the students was the vocabulary test about mastering vocabulary related to word classes or part of speech; they are noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection. The reseacher used test as an instrument to collect the data. It consisted of 8

indicators as there are 8 parts of speech. They were noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection.

Every single indicator has similar score. It based on the difficult level category. After the students finished their vocabulary test, the researcher checked these results and gave score for each student. Then, the instrument has been given for the third semester students of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, the score and the quality each of the student could be seen in the table below:

Table VI.1
The Score and the Criteria Score Interpretation
of Students' Score in Mastering Vocabulary

No	Students' Initial	Score	Criteria Score Interpretation
1	AN	87.5	Very high
2	ARR	75	High
3	ANS	92,5	Very high
4	DH	80	High
5	DSN	80	High
6	FWN	85	Very High
7	KP	82.5	Very High
8	KS	92.5	Very High
9	NHH	62.5	Enough
10	NHL	72.5	High
11	NH	80	High
12	PAA	92.5	Very High
13	RH	87.5	Very High
14	RERH	82.5	Very High
15	RFN	95	Very High
16	RSS	85	Very High
17	RA	92.5	Very High
18	SZH	85	Very High
19	SR	95	Very High
20	SAR	75	High
21	TA	75	High
22	UH	80	High
23	WA	70	High

24	WH	87.5	Very High
25	YS	85	Very High
26	AS	90	Very High
27	AAP	95	Very High
28	AZRL	90	Very High
29	ANHS	80	High
30	ANHR	92.5	Very High
31	BRNR	90	Very High
32	DMPP	92.5	Very High
33	DFS	87.5	Very High
34	DHS	87.5	Very High
35	HSR	92.5	Very High
36	KNN	87.5	Very High
37	KH	82.5	Very High
38	LFN	82.5	Very High
39	LTH	90	Very High
40	MH	90	Very High
41	NS	97.5	Very High
42	NSS	90	Very High
43	NAN	72.5	High
44	NHS	62.5	Enough
45	NN	97.5	Very High
46	PA	87.5	Very High
47	RDS	82.5	Very High
48	RAN	90	Very High
49	SA	90	Very High
50	SL	87.5	Very High
51	SD	87.5	Very High
52	SAH	95	Very High
53	TRB	95	Very High
54	TAN	85	Very High
55	WH	80	Very High
56	WL	85	Very High
57	WA	85	Very High
58	YFH	70	High
59	YM	82.5	Very High
60	YIA	90	Very High
61	YPR	92.5	Very High
62	YSB	80	Very High
Total Score			5292.5
Mean Score			85.36

Based on table III above, the total scores of the students' ability in writing descriptive text at fifth semester students of English department IAIN

Padangsidimpuan test was 5292.5 and the mean score that the students got was 85.36. It can be seen that there were students who got 97.5 as the highest score and there were students who have 62.5 score as the lowest score so that the highest score was 97.5 and the lowest score was 62.5, then after obtaining the highest and lowest scores, these scores were used to determine the score of the interval as follow:

$$BK = 1 + 3.3 \cdot \log n = 1 + 3.3 \log 62 = 4.3 \log 1.79 = 7.7 = 7$$

$$\text{Interval (i)} = i = \frac{R}{BK} = \frac{\text{highest score} - \text{lowest score}}{7} = \frac{35}{7} = 5$$

There were the distinguish between every single student's score. Their score is started from the highest up to the lowest scores. This can be concluded that some of them have mastered vocabulary test well, while, some of them have mastered good enough but also there are some of students that had many problems in mastering vocabulary. It can be seen on the table, there were 20 students who got very high scores, then there were 25 of students who got high scores and there were 5 of students who got average or enough scores. It means that the ability of the third semester students of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan was various. It can be seen on the table below:

Table IV.2
The Percentage of Students' Score in Mastering Vocabulary

No	Percentage Score Interpretation	Criteria score Interpretation	Frequency of Students	Percentage of Students
1	0 % – 30%	Very low	0	0%
2	31% – 50%	Low	0	0%
3	50% – 69%	Enough	2	3.22%
4	70% – 79%	High	7	11.29%

5	80% – 100%	Very high	53	85.48%
Total			62 students	100%

After analyzing the students' result in mastering vocabulary at semester 3 of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, it could be concluded that there were 85,48% of the students as very high levels category consisted of 53 students, 7% of the students were categorized as high levels consisted of 7 students, then 3.22% of the students recognized as enough levels consisted of 2 students.

Based on the mean score of the data, it was 85.36. From this data, it could be concluded students' vocabulary mastery at semester 3 of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan is "very high" or other experts called it "excellent". Therefore, this test have been done by 62 students, while, it was categorized to enough levels, high levels and very high levels. The researcher concluded that the students' vocabulary mastery at semester 3 of English Education Department of mean score was 85.36 was very high level. Further, the resume for the statistical data foundas table below:

Table IV.3
Resume of Statistic Data Found in Mastering Vocabulary

No	Statistic Data Result	Score
1	The total score	5292.5
2	Highest score	97.5
3	Lowest score	62.5
4	Range	35
5	Mean score	85.36
6	Median	87.5
7	Modus	87.5

Based on the table V above, it was known that the the statistic data result of mastering vocabulary which is followed by 62 students the first was the total score gotten by students was 5292.5, the highest score was 97.5 and the lowest score was 62.5. Then, the range score was 35, mean score was 85.36, median was 87.5 and modus score was 87.5. Moreover, based on the data calculation, mean score was 85.36. The researcher concluded that the students' vocabulary mastery at semester 3 of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan was very good/ very high level. It can be known from the interpretation table score in chapter II. To know the discovery of data was done to group the statistic score of finding the vocabulary mastery was by finding the interval first, that was interval 5.

Table VI.4
The Frequency Distribution of Mastering Voabulary

No	Score from the Interval (5)	Mid Point	Frequency	Percentage
1	97.5-95	96.7	7	11.29%
2	94.5-92	93.7	8	12.90%
3	91.5-89	90.7	9	14.51%
4	88.5-86	87.7	9	14.51%
5	85.5-83	84.7	7	11.29%
6	82.5-80	81.7	13	20.96%
7	79.5-77	78.7	0	0%
8	76.5-74	75.7	3	4.83%
9	73.5-71	72.7	2	3.22%
10	70.5-68	69.7	2	3.22%
11	67.5-65	66.7	0	0%
12	64.5-62	63.7	2	3.22%
Total of Data			62	100%

In order to comprehend the data clearly and completely, the researcher presents them on the histogram bellow:

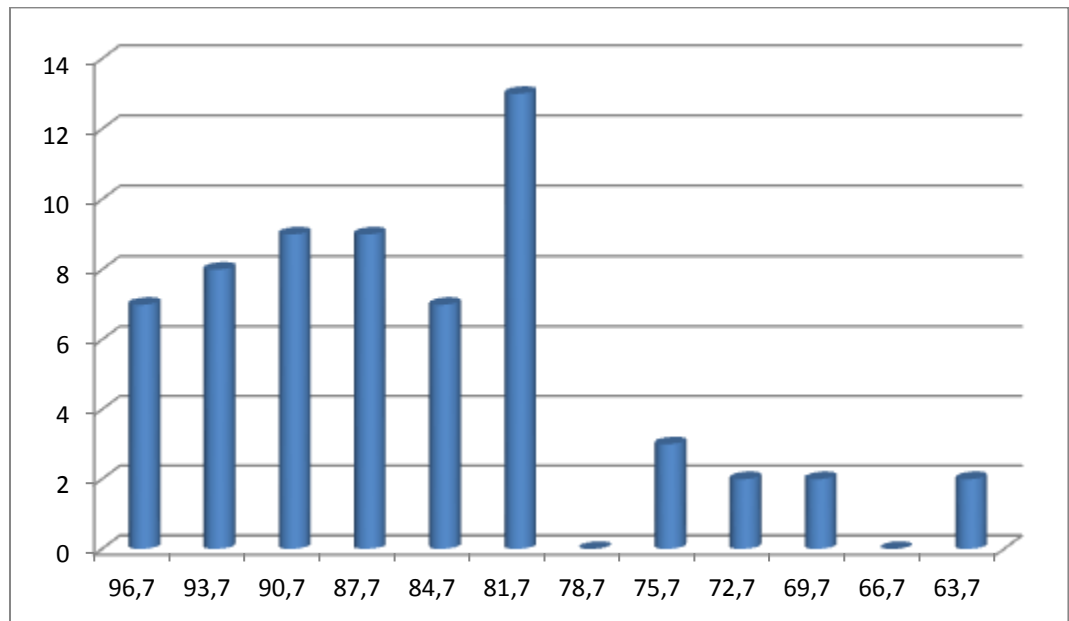


Figure I: The Histogram Score of Students in Vocabulary Mastery at Semester 3 of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

According to figure above, it was known that the variable revelation of the total number of 97.5 – 95 were 7 students of percentage 11.29%, in interval 94.5 – 92 were 8 students of percentage 12.90%, in interval 91.5 – 89 were 9 students of percentage 14.51%. In interval 88.5 – 86 were 9 students of percentage 14.51%, in interval 85.5 – 83 were 7 students of percentage 11.29%, in interval 82.5 – 80 were 13 students of percentage 20.96%, then in interval 79.5 – 77 was 0 student of percentage 0%, in interval 76.5 – 74 were 3 students of percentage 4.83%, in interval 73.5 – 71 were 2 students of percentage 3.22%, in interval 70.5 – 68 were 2 students of percentage 3.22%, while, in interval 67.5 – 65 was 0 student of percentage 0% and the last in interval 64.5 – 62 were 2 students 3.22% .

Therefore, based on the students' test result, the researcher formulated the hypotheses as follows: "The researcher assumes that the third semester students' vocabulary mastery is in advanced or very high levels in learning vocabulary subject of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan". It means that the researcher's hypotheses was accepted. It was 85.36 or it was very high level or category.

2. The Problems Affecting the Students' Vocabulary Mastery at Semester 3 of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

In this discussion, the researcher afforded to reveal the real problems affectinf the students' vocabulary mastery in which students obtained in teaching and learning vocabulary mastery in the classroom at Semester 3 students of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The researcher also had applied interview with the students and lecturer to get the storng data needed and the result about the students' problem affecting the students' vocabulary mastery.

From both students and lecturer, the researcher took 10% of participants of students at Semester 3 students of English Education Department and a lecturer. 20% of at Semester 3 students of English Education Department is 12 students out of 62 students.

To validate the data, the researcher applied deep interview about their problems to both students and lecturer to minimize the data error or mistakes and related the interview result to the students' vocabulary mastery. However,

the researcher realized that it could not avoid doing mistakes. Even, the researcher have tried the best, the reseracher still needed the revised suggestions and advices to improve this research.

Moreover, the researcher interviewed the students by asking questions what the students' problems in learning vocabulary, whether the students find problems about *the noun* and why, whether the students find problems about *the verb* and why, whether the students find problems about *the adjective* and why, whether the students find problems about *the adverb* and why, whether the students find problems about *the pronoun* and why, whether the students find problems about *the preposition* and why, whether the students find problems about *the conjunction* and why, and the last was whether the students find problems about *the interjection* and why they found problems in that part.

The researcher interviewed the participants in the second meeting as in the first meeting it was done by taking the data of doing vocabulary test for the students. Then, the researcher got the interview results like their answers as follows:

a. The Students' Problems about *Noun*

Harahap stated that her problems in learning vocabulary were about the noun related to how to differentiate the noun and pronoun such as "*it and its or it's*", to choose the "*beauty*" or "*beautiful*" whether which one is noun and which one is adjective.¹ She adds also that she is difficult to learn the noun because the noun has many different types like abstract noun,

¹*Interview with Astri Nur Samsi Harahap, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock*

collective noun, plural or singular and many others. While, she said that he was rarely to repeat studying the those kinds of noun.

Next, Harahap said that her problem in learning vocabulary in the part of noun that she was hard to remember all nouns which there were too many kinds of noun must be learnt in the fastest time so that she was hard to memorize and remember them quickly. She said that the cause of problem because she had no much time to enrich her vocabulary.² So, Hafni's opinion is same as Astri's opinion. Then, she also stated that she has a huge problems in the context of using the noun into the sentences or dialogue.

Harahap declared that her difficulty in learning vocabulary that she was lazy to review noun like doing and practicing to do the exercise related to the noun in other books.³ She added that she can't build the words or noun from suffix and prefix.

Therefore, the students' problems in the context of noun is they are difficult to differentitate and use in the sentences all types of noun and build those nouns by adding the suffix or prefix.

b. The Students' Problems about *Verb*

Nasution's opinion was difficult to change the words in the side of *verb* in the correct forms in the sentences or in the context. For instance, she did not know the participle form of *fly*. She sometimes think it is just putting the *-ed* in the end of verb. Whereas, the students have to know the *irreguler*

²*Interview with Nur Hafni Harahap, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, on Tuesday December 13th, 2022, at 9 o'clock*

³*Interview with Nurilan Hrp, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, on Tuesday December 13th, 2022, at 9 o'clock*

verb or *irregular verb*. It made her difficult to learn vocabulary easily. It also because of the less of time she learns English in this time due to the much of homework or lots of tasks of other subjects from different lecturers.⁴ She added that the causes of those problems were; he did not maximize his effort to master English. He seldom memorizes vocabulary and he did not practice to add his vocabulary so he gets problems in mastering vocabulary.

Moreover, Harahap confirms his problems in learning vocabulary were the complicated to say the *verbs*, the spelling of verbs and the appropriate words that have a little bit same spelling; he still got hard to say or write which one is correct based on context he says or reads or listens in writing, speaking, reading and listening skill.⁵ He then said that he was difficult to understand verbs that have different meaning but have the same spelling. Or if the word is added by one added word, it will have different meaning. Then, it makes him difficult to master vocabulary.

c. The Students' Problems about *Adjective*

Ritonga explained her problem in mastering vocabulary was, "I think mastering vocabulary is not easy to master and it is hard to make it different between adjective and adverb. I also cannot put the *adjective* in the

⁴*Interview with* Nur Ainun Nasution, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock

⁵*Interview with* Yan Fauzan Harahap, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock

sentences. Such as; “he walks so slow or slowly”. I put *adjective* or *adverb*. That was really complicated.⁶

The next, Nuraisyah told his problem in mastering vocabulary was that she gave opinion, “When I read a sentence, I have problem in getting the meaning of the sentences because I do not know the functions of the words whether it is as *adjective* or *adverb*. Like in “*The driver drives so fast*” or “*That car is so fast*”. So, I was confused to get the point of what I read then I was hard to understand the material”.⁷

Moreover, Nasution reported that her problem in mastering vocabulary that she got hard in the term of appropriate use and the similar words but different meaning. For example; “*Your clothes are nice*” or “*This English class is nice*”.⁸ It is caused by the lack of vocabulary of adjective she got. To choose the appropriate words was problematic. She declared too, “Some problems make me difficulties in mastering vocabulary is how to understand and remember a lot of vocabularies for a long time, so it is hard to memorize it”.⁹

⁶Interview with Anita Rahma Ritonga, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock

⁷Interview with Nuraisyah, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock

⁸Interview with Nur Ainun Nasution, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock

⁹Interview with Nur Ainun Nasution, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock

d. The Students' Problems about *Adverb*

Ritonga explained her problem in mastering vocabulary was, "I think mastering vocabulary is hard to differentiate the spelling of adverb. For instance; "greedyly, easily, beautyly or beautifully, dramaticly or dramatically".¹⁰ It is in line with Nur Hapni Harahap's point of view, Panggabean, Harahap, and Jamilah that it was difficult to make it different or change the *adjective* into the *adverb*.¹¹

The next, Anugrah told his problem in mastering vocabulary was that he gave opinion,

"I was confused to master the vocabulary in the context of many types of adverb, like adverb of time, adverb of place, adverb of manner and others".¹²

In line with Afrida reported that her problem in mastering vocabulary that she got difficulty she was confused about *adverbs* that can be placed in front of the *verb* like "He *quickly* reads a book" or sometimes can be placed in the end of the sentences.¹³ More, it is caused by the lack of adverb knowledge she studied and to choose appropriate words was problematic. She declared too, "Some problems make me difficult in

¹⁰Interview with Suci Aprina Ritonga, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock

¹¹Interview with Nur Hapni Harahap, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock

¹²Interview with Taufiq Anugrah, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock

¹³Interview with Widya Afrida, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock

mastering vocabulary is how to understand and remember a lot of vocabularies for a long time, so it is hard to memorize it or may be because I seldom to use it in daily speaking”.¹⁴

e. The Students’ Problems about *Pronoun*

Lubis gave the information related to her problem in mastering vocabulary about pronoun that was so many types of pronoun and hard to differentiate them in the sentences or to modificate them and change them to be the possessive pronoun or reflexive pronoun, subject or object pronoun.¹⁵ It is known that the lecturer, Mrs. Fitri Rayani Siregar, M.Hum, said that the students often use the posseive pronoun as the subject pronoun like “*Her likes eating vegetables*” or “*she didn’t want to help we*”.¹⁶ The lecturer also added that the students problems in the term of pronoun that the students are not familiar to distinguish the types of pronoun so they use *it’s*, *its*, and *its* as the same function. For example “*It’s a book, this is its bone (the bone of dog), or this cage is its (punyanya)*”. Then, the students also find difficult to make it different between it and they for the singular or plural of animals, things or fruits, or plants. For instance; “*My mother bought this cake yesterday. I am crazy about eating it*” or “*My mother bought these cakes yesterday. I am crazy about eating them*”. The students feel really hard to

¹⁴Interview with Widya Afrida, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o’clock

¹⁵Interview with Nur Hapipah Lubis, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o’clock

¹⁶Interview with Mrs. Fitri Rayani Siragar, M.Hum, Vocabulary Lecturer of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o’clock

use those types of pronoun in teaching and learning while they speak especially.

f. The Students' Problems about *Preposition*

The students' problems about preposition is explained by Mrs. Fitri Rayani Siregar, M.Hum too. She informed the researcher that she got the students are not familiar to use the correct preposition for different place or different time. For example; "in Saturday, in April 24th, in block Cendana, in home". The students use the same preposition for the different words. It should be "on Saturday, on April 24th, at block Cendana, at home".¹⁷

Further, Harahap told her problem about preposition was that she couldn't distinguish many kinds of preposition with the same meaning but it is used in the different context, for example *between* and *among*, *over* and *on* or *above*, *across* or *past*, *beside* or *next to* or *close to*, etc.¹⁸

The last, in line with Hafni's answers or problems, Nuraisyah said that her problem in mastering preposition that she got difficulty to differentiate *into* or *onto* or other preposition lists.¹⁹ So, the students are still confused to use the preposition that listed in many resources like "*about*, *after*, *by*, *down*, *from*, *into*, *towards*, *around*, *without*, *because of*, *due to*, *apart from*, *despite*".

¹⁷Interview with Mrs. Fitri Rayani Siregar, M.Hum, Vocabulary Lecturer of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock

¹⁸Interview with Nur Hapni Harahap, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock

¹⁹Interview with Nuraisyah, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock

g. The Students' Problems about *Conjunction*

Harahap recognized her problem in mastering conjunction was that she couldn't notice which one is for example the main clause or subordinate clause to put the correct conjunction. Then, she also can't indicate the different kinds of relationship between because clauses in a sentence.²⁰

Next, Hasibuan talked that she can't change the position of conjunction in the first or in the middle of sentences. So, she was confused to use the appropriate conjunction whether it was after or before the main clause.²¹

Then, Harahap reported that her problem in mastering conjunction was that the clauses more than 2 clauses. It made her complicated to link or put the conjunction.²² She added more that it is caused by the lack of practices from the books, with friends, not doing many exercises and many other ways".²³

h. The Students' Problems about *Interjection*

The last problem is the students' problems about interjection. Mrs. Fitri Rayani Siregar considered that the students are afraid to show their expressions of strong emotion, such as surprise, pleasure, or anger in their

²⁰Interview with Nurilan Hrp, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock

²¹Interview with Anisa Nurwani Hsb, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock

²²Interview with Astri Nur Samsi Harahap, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock

²³Interview with Astri Nur Samsi Harahap, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock

daily communication. Therefore, the students are not familiar with the types of interjection, which one is anger, which one is pleasure, and which one is surprise". They got difficult and shy to say like *Yup, hfft, huuh, wow, what a smart person, and many others interjections.*²⁴

Then, Rangkuti realized that she hardly ever uses the interjections so that's why she cant express her communication based on the emotional like surprise, pleasure, or anger. She express or communicate her thoughts in flat way.²⁵

In conclusion, after interviewing the students and the lecturer, the researcher got the point that their main problems in mastering vocabulary was difficult to distinguish or differentiate the types of the parts of speech or word classes in the sentences, in the correct position in the sentences, and they are not familiar for the same spelling like *move* or *mop* or the same meaning but the different words.

B. Discussion

After analyzing the collection of result data and studying the real condition in the field as the researcher took the test and the interview, the researcher found that the students' vocabulary mastery was very high and even they got the good mean score, the students are still getting the problems in mastering vocabulary at the third semester students of English Education Department UIN Syekh Ali

²⁴*Interview with Mrs. Fitri Rayani Siregar, M.Hum, Lecturer of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock*

²⁵*Interview with Suci Aprina Ritonga, Semester 3 student of English Education Department, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, on Tuesday December 13th, 2022, at 9 o'clock*

Hasan Ahmad Addary Padangsidempuan. Hence, those problems were very urgent to be resolved and improved by both the students and the lecturer. Most of the students' problems in mastering vocabulary were problematic, even lecturers had helped them in many ways but some students can't be helped because they don't want to improve their knowledge, they have to improve themselves so that is why the students still faced some problems that they faced. Those problems occurred due to internal and external factors.

Syah stated that learning and mastering vocabulary have the difficulties or problems. They can be caused by 2 (two) factors, they are: the first, internal factor (factors from the child it self) involve; physiology factors such as healthy; and psychological factors such as IQ (Intelligence Question). The second, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.²⁶

From internal factor, the students were low of practicing, studying, learning, doing exercise and are lazy to use the words in the long term memory, they do not want to have new vocabulary. They get the new words, then they do not care to use and remember the words in their brain. If it has finished in the class, they finished and erased what they just learnt.

These factors were essential in mastering vocabulary, the students do the task the more the students got many vocabularies. It was one of the most important thing to develop students' vocabulary mastery successfully and

²⁶Muhibbin Syah, *Psikologi Belajar*, (Jakarta:Raja Grafindo Persada, 2008), p. 182-184.

enjoyable in teaching and learning vocabulary class process. In this case, the students were low motivation to read, write, listen, and say what the words they just studied based on their answers after being interviewed by the researcher and strengthened by their English lecturer. Unfortunately, the students rarely to listen or watch the native speakers. So they are of course difficult to add many kinds of vocabulary like many kinds of verbs, pronoun, adverb, good or bad adjective, positive or negative adjective, kinds of conjunction, prepositions, or interjections.

From external factor, based on the interview applied by the researcher too; their environment did not support enough to develop their vocabulary mastery. For example, there are not any friends to talk, to practice or to repeat the vocabulary they haven't known yet. Furthermore, the campus did not provide such places where they can practice their vocabulary mastery such as English club, English event, and English area (English area has been good, but not very good enough, only in the offices are hanged and stucked the English words, but not in the classroom).

Actually, the head of English Education Department had urged them to do that as she stated before, but it did not run well. In addition, the students specifically had problems in vocabulary mastery, the local language influenced their pronunciation and they got problems in using English as their habitual. Those problems caused by their background knowledge were not strong before they moved to higher education. The students got problems because they were not aware in their previous education particularly in English.

Giving motivation by the academic agents was very useful to accelerate this problem. A huge interest of students in learning would be a powerful weapon in dealing with their own problems. The lessons they got in campus would not be enough to feed their needs. Then, by practicing the vocabulary mastery as much as possible directly as curtain would also be very helpful in solving these difficulties. After the difficulties being solved, it would be easier to find solutions in developing students' vocabulary mastery maximally.

C. The Threats of Research

In this research, the reseacher believed that there were many threats. It Started from the beginning of the title until the end of the research. This research was so far from perfect. While doing this research, there were so many threats of time because the students have many activities to do and they have so many tasks to do too because the reseacher still took the other subjects that she hasn't reached the perfect score yet so that's why the researcher repeated to study the subjects again. Therefore, the researcher gave the fastest or quickest time to students while doing the test. So, they did not do it well and seriously. But, because of the time of the researcher just took out the answer sheet and did not care it. The researcher was aware that all the things would want to be searched but to get the excellence result from the research were the threats of the research. The researcher has searched this research only. Finally, it has been done because the helping from the entire advisors, friends and English Education Department lecturers. The researcher hoped that by applying this research, there are many improvements will be done to develop students' skill or students' mastery in vocabulary so that the

teaching and learning class would be very wonderful. The students are easy to follow and get the point what they learnt while the lecturers are enjoyable to teach the students to master the English skills especially in mastering vocabulary.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After treating the data collecting become the real data result, the researcher takes the conclusions about this research as: The result of this research which the title “Vocabulary Mastery of the Third Semester Students of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan” was categorized into *very high category*. It can be seen from the value of the percentage from mean score gotten by the students, that is 85,36 mean score. From 62 students, based on the researcher’ counting of the all students’ total score, it could be reported that the total score from all students; 62 people were gotten 5292,5. The mean score was 85,36, then median was 87,5, then same as the median score, the score that was often gotten or mode was 87,5. Next, the researcher concluded that the hypothesis was accepted as the researcher formulated the hypotheses as follows: “The researcher assumes that the third semester students’ vocabulary mastery is in advanced or very high levels in learning vocabulary subject of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan”. It means that the researcher’s hypotheses was accepted. It was 85,36 or it was very high level or category.

While, the researcher got the point that their main problems in mastering vocabulary was difficult to distinguish or differentiate the types of the parts of speech or word classes in the sentences, in the correct position in the sentences,

and they are not familiar for the same spelling like *move* or *mop* or the same meaning but the different words.

B. Suggestions

After taking the conclusions, the researcher intends to give the suggestions based on the result of this research. It can be seen as bellow:

1. It is suggested to the Chief of the English Education Department; to inform her that the students' vocabulary mastery, especially to keep motivating her students in studying English especially in mastering vocabulary.
2. It is suggested to the English lecturers, especially to the students of semester 3 English lecturers, to:
 - a. Make sure the students that they understand well about all kinds of vocabulary. The more the students do the excises, the more they understand about the the vocabulary exercises.
 - b. Make sure that the students know and familiar with the vocabulary kinds (noun, verb, adjective, adverb, pronoun, preposition, conjunction and interjection) or for prefix, suffix, synonym, antonym, and the spelling errors of the vocabulary. It is because of the language features are related to the vocabulary points.
 - c. Apply the suitable strategies, methods, ways, or procedures which can improve or help the students in understanding English especially about vocabulary topic. Topics about parts of speech kinds and details are not really familiar for the students, they are just familiar about the very basic parts of speech, just in the case of meaning, but not the use in the context so

that is why the lecturers need to make the students are mastering the use of vocabulary whether it is important for daily life or in academic part and so on.

3. It is important to other researchers to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.
4. It is important to other researchers also to discuss first to the experts people about the research related to this research because knowing the knowledge about the research design and topic is bringing the researchers to arrange the more perfect research and better than this research.

REFERENCES

- Alan Pritchard, *Ways of Learning (Learning Theories and Learning Styles in the Classroom)*, Second edi (USA: Routledge, 2009), [https://doi.org/10.1016/s0140-6736\(45\)91319-5](https://doi.org/10.1016/s0140-6736(45)91319-5).
- Ali, Abdullah Yusuf. *The Meaning of the Holy Quran in English Language*. Beirut: Al-Alami Publications. 2001.
- Ashraf, Motlagh & Salami. *The Impact of Online Games on Learning English Vocabulary by Iranian (Low-intermediate) EFL Learners*. Iran: 2014.
- Desi Andriyani and Fera Sriwahyuningsih, "An Analysis of Students' Mastery of Vocabulary" taken from ELT- Lectura, Vol. 6, No. 2, August 2019 retrieved from file:///C:/Users/Acer/Downloads/3195-Article%20Text-7470-1-10-20190902.pdf.
- Evelyn, A. P., & Vago M. Robert. *English Grammar Understanding the Basics*. Cambridge University Press: New York. 2010.
- Gay, L. R. & Peter Airasian, *Educational Research: Competencies for Analysis and Application*. New Jersey: Prentice Hall. 2000.
- Hariyanto & Fariska Wulandari, "An Analysis of Students' English Vocabulary Mastery And Translation Ability in Senior High School", taken from Jurnal Pendidikan, Vol. 17, No. 2, Desember 2019.
- Heibert, Elfrieda H., & Kamil, Michawl I. *Vocabulary, Semantics and Language Education*. Cambridge: Cambridge University Press. 1995.
- Hiebert, E. H. & Kamil, M. L. *Teaching and Learning Vocabulary Bringing Research to Practice*. New Jersey: Lawrence Erlbaum Associates. 10th ed. 2005.
- Hornby, A. S. *Oxford Advanced Learners Dictionary*. New York: Oxford University Press, 2000.
- Huddleston, R., & Pullum, K. P. *A Student's Introduction to English Grammar*. Cambridge University Press: New York. 2005.
- Meara, P *Towards A New Approach To Modelling Vocabulary Acquisition*. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, acquisition and pedagogy*. Cambridge: Cambridge University Press. 1997.
- Miles, B. Matthew & Hauberman, Michael A. *Qualitative Data Analysis*. USA: Sage Publications. 1994.

- Moleong, Lexy. J. *Metodologi Penelitian Kualitatif*. Bandung: Rosda Karya. 2000.
- N. Schmitt & M. McCarthy (Eds.). *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press. 1997.
- Nelson, Thomas. *The Award Compact English Dictionary*. London: Award Publication. 1985.
- Richard, Jack C., & Willy A. Renandya, *Methodology in Language Teaching and Anthology of Current Practice*. USA: Cambridge University Press. 2000.
- Riduan. *Belajar Mudah Penelitian Untuk Guru–Karyawan dan Peneliti Pemula*. Bandung: Alfabeta. 2005.
- Roger Gower, Diane Phillips, & Steve Walters, *Teaching Practice A Handbook for Teachers in Training*, ed. Adrian Underhill, (MacMillan, n.d.), onestopenglish.com.
- Stephen Krashen, D, & T. D Terrel. *The Natural Approach Language Acquisition in The Classroom*. Oxford: Pergamon Press. 1999.
- Sudjono, Anas. *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo Persada. 1987.
- T. Heubener. *How To Teach Foreign Languages Effectively*. Spanish: University of Michigan. 1960.
- Widya Hasanah, “An Analyze Students’ Vocabulary Mastery at the Second Grade of MTs-TI Batu Belah in Academic Year 2016/2017”, Vol. 3 No. 2 2018 taken from *Journal of English Language and Education* <http://jele.or.id>.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : **6** /Un.28/E.6a/PP.00.9/07/2023
Hal : **Surat Keterangan Penelitian**

19 Juli 2023

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan menerangkan bahwa:

Nama : Rizki Khairani Dalimunthe
NIM : 16 203 00070
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah menyelesaikan tugas akhir penelitian dengan judul "Vocabulary Mastery of the Third Semester Students of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayani Siregar, M. Hum.
NIP. 19820731 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B 104 /Un.28/E.1/TL.00/01/2023
Lampiran :
Prihal : **Izin Riset Skripsi**

9 Januari 2023

Yth. Rektor UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Rizki Khairani Dijmunthe
NIM : 1620300070
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Padangmatinggi

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul **"Vocabulary astery of the tird Semester Students of English Education Departement UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yiljanti Syafrida Siregar, S.Psi, MA
NIP 19801224 200604 2 001