



**THE EFFECT OF WATCHING FILM
TO STUDENTS' VOCABULARY MASTERY
AT GRADE XI SMK NEGERI 1 PADANGSIDIMPUAN**

A THESIS

*Submitted to the English Education Department of State Institute for Islamic Studies
Padangsidempuan as a Partial Fulfillment of the Requirement for the Degree of Islamic
Educational Scholar (S.Pd.I) in English*

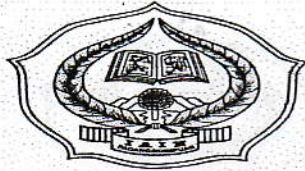
Written By:

SRI NARDANI HSB
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ENGLISH DEPARTMENT

**FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2014



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2014

Term : Munaqasyah
a.n. Sri Nardani Hsb

Padangsidimpuan, 21st February 2014

To :
The Dean of Tarbiyah and Pedagogy Faculty
in _ .
Padangsidimpuan

Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to **Sri Nardani Hsb** entitle "***The Effect of Watching Film to Students' vocabulary Mastery at Grade XI SMK Negeri 1 Padangsidimpuan***", we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), in English Department, Tarbiyah and Pedagogy Faculty in IAIN Padangsidimpuan.

Therefore, we hope she could be to defend her thesis in Munaqasyah. That's all and thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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DECLARATION OF SELF THESIS COMPLETION

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Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of IAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, 21st February 2014
Declaration maker,



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LEGALIZATION

The Thesis with Title : The Effect of Watching Film to Students' Vocabulary
Mastery at Grade XI SMK Negeri 1 Padangsidimpuan

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise to Allah the Almighty for giving me healthy, opportunity, and ability to complete this thesis. Peace and Salutation to our beloved prophet Muhammad SAW who has guided us to have good life.

In writing this thesis, I have found various difficulties. Fortunately, there are many people who help me to finish this thesis. May be without their helping and support, this thesis would not be as it is now.

I would like to express my thanks to:

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3. Hj. Zulhimma, S.Ag., M.Pd, as the Dean of Tarbiyah and Pedagogy Faculty.
4. Rayendriani Fahmei Lubis, M.Ag, as the Chief of English Department.
5. Mhd. Abdi Lubis, M.Si., as academic advisor and also to all lecturers in English Department.
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8. My beloved friends Maya sari , Umami Kalsum Batubara, Nurmalan Siregar and all my friends that I can't mention, for their support and suggestion.

I realize this thesis is imperfect. Therefore, critics and suggestion are really needed to make this thesis become better in the future.

Padangsidempuan, 21th February 2014

The Researcher,



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NAME : SAHRIANI NASUTION
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THE TITLE : THE STUDENTS' PROBLEM IN LEARNING VOCABULARY AT GRADE VII SMP N PANYABUNGAN

ABSTRACT

The aims of this research were to describe the students' problems in learning vocabulary at grade VII students SMP N 5 Panyabungan and to describe the students' effort to overcome the problems at grade VII students SMP N 5 Panyabungan.

The research was done in SMP N 5 Panyabungan. The source of the data was the grade VII students and the English teacher SMP N 5 Panyabungan. The kind of this research was qualitative research by using descriptive method. The instruments of collecting data were observation and interview.

Based on the result of research, researcher found that the students' problems in learning vocabulary were they have difficulties in remembering vocabulary caused by a single word can have multiple pronunciations, spellings, and meanings, easier to forget the new vocabulary because seldom hear and used in their conversation, lack of motivation and decrease of will to rich their vocabularies, and they did not have learning English strategies. For the second formulation, it was gotten the answer that the efforts by the students to overcome their problems in learning vocabulary by listen well on teacher explanation, do the task or homework that given by teacher, started to watching English films and try to memorize vocabulary then practice it in conversation.

Appendix I

LIST OF INTERVIEW

A. To the Students

1. Do you take English course?
Apakah kamu mengikuti kursus bahasa Inggris?
2. Do you like learning English?
Apakah kamu suka belajar B.Inggris?
3. How is the situation of learning English?
Bagaimana suasana belajar B.Inggris
4. How do you feel when you are in English learning process especially vocabulary?
Bagaimana perasaanmu ketika belajar bahasa inggris khususnya kosakata B.Inggris?
5. What do you know about vocabulary?
Apa yang ananda ketahui tentang kosakata B.Inggris?
6. How do you increase your vocabulary?
bagaimana kamu meningkatkan kosakatamu?
7. Where are the difficulties that you found when you studied vocabulary?
Dimana letak kesulitanmu dalam mempelajari kosakata?
8. What are your problems in learning Vocabulary?
Apa masalahmu dalam belajar kosakata?
9. How do you think about your English teachers?
Bagaimana pendapatmu tentang guru bahas inggris mu?
10. How is the teaching technique of your English teacher?
Bagaimana teknik mengajar guru bahasa inggrismu?
11. How is the teaching style of your English teacher?
bagaimana gaya mengajar guru bahasa Inggrismu?
12. Are they enjoyed for learning?
Apakah mereka cukup menyenangkan dalam pembelajaran?
13. How do you think about the Medias of learning like library, books, etc?

Bagaimana dengan media pendukung pembelajaran seperti perpustakaan, buku-buku, dll?

14. Do they help you in English learning especially vocabulary?

Apakah media tersebut cukup membantu pembelajaran mu?

15. What have you done to overcome your problems?

Tindakan apa yang sudah kamu lakukan dalam mengatasi masalahmu?

16. What do you hope for developing your English ability especially the vocabulary?

Apa yang kamu harapkan untuk membantu meningkatkan kemampuan bahasa inggris mu khususnya kosakata B.Ingggris?

B. To the English Teachers

1. What do you think about the students in learning English?

Bagaimana menurut ibu/bapak siswa-siswa dalam proses pembelajaran bahasa inggris?

2. What do you think about their abilities in learning vocabulary?

Bagaimana pendapat ibu/bapak tentang kemampuan mereka dalam bahasa inggris khususnya kosakata B.Ingggris?.

3. What do you know about their difficulties in learning vocabulary?

Menurut ibu/bapak, dimana letak kesulitan mereka dalam belajar kosakata B.Ingggris?

4. What are the important things for helping them in learning English?

Apa yang paling penting untuk membantu mereka dalam meningkatkan kemampuan mereka dalam bahasa inggris?

5. Do they take English course?

Apakah ada siswa-siswi ibu yang ibu ketahui mengikuti les bahasa Inggris?

6. According to you, are take English course can help them to increase their vocabulary?

Menurut pandangan ibu, apakah les bahasa Inggris dapat membantu meningkatkan kosakata mereka?

Appendix II

OBSERVATION GUIDANCES

1. Location of SMP N 5 Panyabungan

Lokasi SMP N 5 Panyabungan

2. The English teaching learning process in SMP N 5 Panyabungan

Proses pembelajaran bahasa Inggris

3. The circumstances of the equipments and facilities as supporter of learning process.

Keadaan sarana prasarana sebagai penunjang kegiatan pembelajaran

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is very important for many people as a tool of communication. Language is a means of communication to convey thought, opinion, and ideas, without it people are difficult in their relation. The function of language is as a communication tool as well as a social symbol of humanity. Because whatever and however the definition of language ultimately ended in the communication process.¹ In social phenomenon, human as social living need language in many activities for example social gathering, social administration, social dedication, ect. In other word, they need language in their social process to communicate with other people around them. That is true based on Holy Qur'an (Al- Qur'an surah Al- Baqarah: 30).

فَفِيهَا يُفْسِدُ مَن فِيهَا أَتَجْعَلُ قَالَُوا خَلِيفَةً الْأَرْضِ فِي جَاعِلٍ إِنِّي لِلْمَلٰٓئِكَةِ رُتُلِكَ قَالَ وَإِذْ
تَعَلَّمُونَ لَا مَا أَعْلَمُ إِنِّي قَال لَكَ وَتُقَدِّسُ بِحَمْدِكَ نُسَبِّحُ وَنَحْنُ الدِّمَاءَ وَيَس

Means: And (remember) when your lord said to the Angels. “Verily, I ‘am going to place (mankind) generation after generations on earth”. They said “will you place there in and shed blood while we glorify you with praises and thanks and sanctify you. “ He (Allah) said: “I know what which you do not know”.²

¹AbdulChaer Leonie Agustina, *Sosiolinguistik Perkenalan Awal* (Jakarta: PT. Rineka Cipta, 2004), p. 11.

²Dr. Muhammad Taqi- ud – Din Al – Hilali & Muhammad Muhsin Khan, *The Noble Qur'an in the English Language* (Saudi Arabia : The Holy Qur'an Madinah , K. S. A.), p. 7.

Then another reason why the researcher says that language is very important for many people in this world because the first knowledge which has given by Allah SWT to Adam As, the first prophet, is the names of everything that we know as vocabulary. It can be seen from Allah SWTs' command in holy Quran (Q.S : Al – Baqarah : 31).

دِقِينَ كُنْتُمْ إِن هَتُّوْا بِأَسْمَاءِ أَنْبِئُونِي فَقَالَ الْمَلٰٓئِكَةُ عَلٰٓى عَرَضِهِمْ ثُمَّ كُلِّهَا اَلْاَسْمَاءِ اَدَمَ وَعَلَّمَ

صَد

Means: *And He taught Adam all the names (of everything), then He showed them to the angels and said, "Tell Me the names of these if you are truthful."*³

Above verse told us that Allah SWT gives Adam As knowledge about names of everything which is there in the universe to show to the Angels that Adam As has knowledge that unknown by them. Allah SWT is the creator of the universe and He knows everything. He has a planning about the future that no one can change it include the angels. Then from the verse researcher concludes that vocabulary is needed by human to do the best life in this world.

English is regarded as a foreign language in many countries and also in Indonesia. English is use as a tool of communication from a country to another. In Indonesia, English has succeeded to take part as an important subject to be learnt by the student.⁴ Nowadays, in some elementary schools, English starts to be learnt by student from grade III Elementary School up to University. It shows how important English must be master by students.

³*Ibid.*, p. 8.

⁴Abdul Chaer Leonie Agustina. *Loc., Cit.*

There are four skills in a language; listening, speaking, reading and writing. To master the four skills, student should know the vocabulary and the structure or grammar of the languages being learned. Vocabulary is studying of words and structure or grammar is a studying about the role in arranging the sentences. The fact shows that many students in Indonesian country have problems in learning vocabulary. Vocabulary is fundamental tool for communication because vocabulary is commonly defined as all the words known and used by a particular person for communication. People cannot do communication without vocabulary. The following illustration will present some significances of vocabulary for our life.

First, people can communicate with other people with speaking. To do speaking should have vocabulary, because vocabulary as article has been written above is all the words known and used by a particular person for communication. Second, vocabulary is the essential way of students to be easy in reading comprehension. Students cannot comprehend a text if they do not understand the words being used in it. So, student should master in vocabulary because a strong vocabulary is one of the pillars of reading comprehension. Third, student will be easy in writing when they have rich vocabularies. In writing student must know how to form sentence. Sentence is the group of words that has a meaning. Sentence derived at least from subject (noun) and predicate (verb). So they must have many vocabularies at least noun which is there around them and also verb that usual they do in daily life to express their experience, adjective, adverb, ect.

However based on researchers' talking with the teacher who teaches the subject, many students are lack vocabulary. They are difficult to remembering vocabulary caused by a single word can have multiple pronunciations, spellings, ad meanings. As a result they are difficult to know the meaning of sentence without search in dictionary. According to the researcher, those problems should be solved. There are some alternative approaches that researcher can do to those problems such as; solving those problems by applying some vocabulary's strategies, identifying variables that effect to the student's vocabulary achievement or describe the students' problems in learning vocabulary.

From the third alternative approaches above, to describe the students' problems in learning vocabulary is interested by researcher. Researcher chooses the research because applying some treatments will be better if the problems see clearly before. From the fact, the researcher is interested to find out students' problems by doing this research. That is why the researcher tries to do research about **“THE STUDENTS' PROBLEMS IN LEARNING VOCABULARY AT GRADE VII SMP N 5 PANYABUNGAN”**

B. Focus on the Research

Based on the background of the problem above, the researcher focuses to describe the students' problems in learning vocabulary at grade VII SMP N 5 Panyabungan. There are many vocabularies according its classification, but because of the limitation by the researcher on the time, knowledge, and expense. So the researcher limited the problems only about the problems of students inremembering vocabulary in noun, verb, adjective, and adverb.

C. Definition of Terminologies

1. Problem

Problem is something that is difficult to deal with or understand.⁵ While in Indonesian dictionary; masalah berarti persoalan atau hal yang perlu dipecahkan; hal yang dianggap sebagai penghambat atau penghalang.⁶ (Problem is something that must be solved; as an inhibitor or inhibiting factor). From the both of terminologies the researcher concluded that problem is something that troubles in somebody's mind and need to be solved in order to get purposes.

2. Learning

Learning is gain knowledge or skill in a subject or activity.⁷ Learning is knowledge gain by study.⁸ While in Wikipedia learning means acquiring new or modifying existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. From the three of terminologies above the researcher concluded that learning is gain knowledge and change in performance as a result of practice in a subject by study.

3. Vocabulary

Vocabulary is all the words that a person knows or uses. A person's vocabulary is the set of words within a language that are familiar to that person.⁹

Vocabulary is a representative collection of the word that exist in English

⁵Hornby, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2009), p. 350.

⁶Sulchan Yasyin, *Kamus Lengkap Bahasa Indonesia* (Surabaya: Amanah, 1997), p. 332.

⁷Hornby, *Op.Cit.*, p. 244.

⁸Hornby, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2008), p. 250

⁹Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2003), p. 1506.

language.¹⁰ From the both of definition of terminologies the researcher concluded that vocabulary is all the words that familiar use to that person and exist in English language in their daily life to communicate.

4. SMP (SekolahMenengahPertama)

SMP N 5 Panyabungan is an acronym from SekolahMenengahPertamaNegeri 5 Panyabungan. It is one of junior high schools that take place in Panyabungan. This school is school that will be research by researcher. So, in the henceforth, the researcher abbreviate SekolahMenengahPertamaNegeri 5 Panyabungan become SMP N 5 Panyabungan.

D. Formulation of the Problem

By attend the problems above, so the writer takes the formulation of the problems as below:

1. What are the students' problems in learning vocabulary at grade VII SMP N 5 Panyabungan?
2. What are the students' efforts in overcoming the problems?

E. The Aim of the Research

The aims of the research are:

1. To describe the students' problems in learning vocabulary at grade VII SMP N 5 Panyabungan.
2. To describe the efforts by the student in overcoming the problems.

¹⁰Howard Jackson, *Words, Meaning and Vocabulary* (London: Casell, 2000), p. 118.

F. Significances of the Research

The findings of the research are:

1. Researcher, as partial fulfillment of requirement for degree of Islamic education scholar (S.Pd.I).
2. Student, students as the object of the research know about their problems in learning vocabulary so they can solve their problems, and also know how to minimize the problems.
3. Teacher, the English teachers in the place know about their students' problems, so they can find out the best method or strategy to solve the problems and they can increase their ability in teaching and also enrich their knowledge.
4. Future researchers, result of this research as reference and standing point for studying the other subject in the field of language teaching.

G. Thesis Outline

The systematic of this research was divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

Chapter one, it consisted of background of the problem, focus of the problem, definition of key terms, formulations of the problem, purpose of research, significances of research, and thesis outline.

Chapter two, it consisted of the theoretical description and review of related finding. In theoretical review consists of learning vocabulary and students' problems.

Chapter three, it consisted of research methodology and in research methodology consisted of time and place of the research, research design, sources of data, technique of the data collection, technique of the data analysis and the last was technique of the data trustworthiness.

Chapter four, it consisted of findings and in findings consisted of general findings, specific findings and discussion.

Chapter five, it consisted of conclusions and suggestions.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Theoretical Study

a. Students' Problems

Problem as has been mentioned before in the definition of terminologies (*see chapter I*) is something that is difficult to deal with or understand and it is decided by purposes. So, the researcher concludes that students' problem is something that troubles in students' mind and need to be solved in order to get purposes. Students' problem means something troubles in learners' mind about subject that learn by them in the school that need to be solved with some suitable ways. Student's problems that the researcher means here is the student's problems when learn one subject, it is learning vocabulary. It means that something troubles in learner's mind about vocabulary even it; the pattern of difficulty of vocabulary, the technique of learning vocabulary used by the students, and the technique of teaching vocabulary used by their English teacher.

b. Learning Vocabulary

Learning vocabulary is a very important part of learning a language. There are four skills in a language; listening, speaking, reading and writing. To master the four skills, student should know the vocabulary and the structure or grammar of the languages being learned.

Learning vocabulary also has been mentioned before in the definition of terminologies (see chapter I). It is gain knowledge or skill in a subject or activity by study. Whereas vocabulary is all the words that familiar use to person in their daily life to communicate. From the both of explanations it can be concluded that learning vocabulary is gain knowledge from the sources especially teacher to enrich students' vocabularies and to understand the list of words. It means that the students study to have ability in understanding and using the words and meaning.

Students also must be active to search suitable method to remember the lesson. Learning vocabulary seems to be one of the easiest things about learning a language, but it's also one of the hardest things to do, especially when student have reached a certain level. Learning vocabulary needs practice and time and in our days is a problem. Students can face some difficulties, such as:

- 1) Deciding which words are worth learning; there are a lot of words in English compared with many other languages, and it is impossible to know them all – even native speakers frequently meet words they have never seen before in their reading.
- 2) Another problem can be how to organize their vocabulary; most people find that it's useful to organize the vocabulary they write down in some way, either to break the word/phrases into groups for learning, to show relationships between similar words, or to make it easier to find a particular word.
- 3) Remembering vocabulary (vocabulary has largely been construed as a memory problem) seems to be another difficulty for vocabulary learners. One of the biggest problems

with vocabulary learning is that what's "learned" today is often forgotten tomorrow.¹

c. Kinds of Vocabulary

Related to some experts, Syah and Enong, vocabulary can be divided into two: general vocabulary and special vocabulary:²

- 1) General vocabulary is words that generally used or words that can use by everyone. For example: book, food, car, tree, cat etc.
- 2) Special vocabulary is words that have special use such as; in job profession, or science. The amount of vocabulary is unlimited, for example in science. We learn vocabulary in chemistry, physic, engineering, economics, political science, sociology, psychology and so on.

Then according to EvelyMarcusen, vocabulary can be divided in two kinds, there are high frequency vocabulary and low frequency vocabulary.³

- 1) High frequency vocabulary consist of words that are used very often in normal language, use in all four skills and across the full range situation of use. High frequency vocabulary consist of 2000 word families, which are about 87% of the running words in normal written text and more than 95% of the words informal spoken texts.
- 2) The low frequency vocabulary on other hand, cover only small proportion of the running words of continuous text, it means that low frequency vocabulary is rarely used in common activity of English language. This group includes well over 100.000 word families.

¹Michelle Lowes, "Problem Students"
(<http://id.shvoong.com/socialsciences/education/2328537-study-problem-learning-english-vocabulary>) accessed on November 26, 2013 retrieved at 10:25

²DjalinusSyah, *Tata Bahasa Inggris Modern*(Jakarta: C.V Miswar Jakarta, 1980), p.12.

³EvelyMarcusen, *Vocabulary, Semantic and Language Education* (Cambridge: University Press, 1997), p. 45.

Further, according to Scott Thorbury vocabulary can be divided into two kinds, they are:⁴

- 1) Active vocabulary refers to put item which the learner can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice.
- 2) Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.

d. Classification of Vocabulary

According to Wren and Martin vocabularies are classified into function and contents of words. The classification of word intended of such as nouns, pronouns, verb, adjectives, prepositions, conjunctions, and interjections, in classification the words, categorized them as follows:⁵

- 1) Adjectives is a word used to add to the meaning of noun, adjective in grammar is a 'describing' word; the main syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified. Example: funny, nice, slim, handsome, etc.
- 2) Adverb is a word used to add something to the meaning of a verb, and adjectives, or another adverb. Adverb is a part of speech that modifies verbs or any part of speech other than noun (modifiers of noun are primarily adjectives and determiners). Adverbs can modify verb, adjectives (including numbers), clauses, sentences, and other adverbs.
- 3) Preposition is a word used with a noun or pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else. Preposition is a grammatically distinct class of words whose most central members characteristically express spatial relations (such as the English words in, under, toward) or serve to mark various syntactic functions and semantic roles (such as the English words of, for).
- 4) Pronoun substitutes for a noun.

⁴Scott Thorbury, *How To Teach Vocabulary* (New Zealand: Longman, 2002), p.114.

⁵Wren & Martin, *High School English Grammar* (Jakarta: Prasada Rao, 1990), p.3-4.

- 5) Verb is a words used to say something about some person, place, or thing.
- 6) Noun is a word used as the name of a person, place or thing.
- 7) Pronoun is a pro-form that used in place of nouns
- 8) Conjunction is a word used to join words or sentence.
- 9) Interjection is a word which expresses some sudden feeling.

Like the researcher said before the focus on the research that there are many vocabularies according its classification, but because of the limitation by the researcher on the time, knowledge, and expense so the researcher limited the problems only in memorizing noun, verb, adjective, and adverb. The explanations are below:

1) Noun

Martin says that noun is a word used as the name a person, place, and thing”.⁶Then Marcella Frank says that noun is one of the most important parts of speech. It is arrangement with the verb help to form the sentences. In addition it may function as the head word in many structures.⁷Next in Oxford Learners Pocket Dictionary stated that noun is a word that refers to a person, a place or a thing, a quality or an activity.⁸From the statements above, the researcher concludes that noun is one of the major form, or parts of speech, it comprises words that refers to a person, place and thing.

According to Jayanti, nouns are divided into eight kinds:⁹

- a) Common Noun: A common noun is a name given in common to every person or thing of the same class or

⁶*Ibid.*

⁷Marcella Frank, *Modern English*(New York: Prentice Hall,1972),p.47.

⁸Hornby, *Op. Cit.*,p.298.

⁹JayanthiDakshina Murthy, *Contemporary English Grammar* (Delhi: Book Palace, 2003), p. 10-11.

kind. Ex: boy, woman, teacher, doctor, girl, officer, poet, dramatist.

- b) Proper Noun: A proper noun is the name of some particular person or place.Ex: Tagore, Keats, Mother Teresa, Shelly, R.K. Narayanan.
- c) Collective Noun: A collective noun is the name of collection of things or persons.Ex: crowd, mob, team, block, herd, army, fleet, jury, family.
- d) Concrete Noun: A concrete noun is the name of a thing that can be touched or seen.Ex: room, sun, girl, boy.
- e) Abstract noun: An abstract noun is the name of quality, action or state.Ex: freedom, liberty, thought, joy, sorrow, love death, goodness.,
- f) Countable Noun: A countable noun is the name of a thing that can be counted or divided into singular or plural. Ex: student, book, table, pen, photograph, camera, writer, man.
- g) Uncountable noun: An uncountable noun is the name of a thing that cannot be counted or divided into singular and plural.Ex: milk, rice, ice, coffee, tea, ink, oxygen, liberty, justice, butter.
- h) Material noun: A material noun is the name of a material or substance out of which things are made.Ex: gold, silver, iron, wool, air, paper, glass, copper, steel, clay.

Examples of nouns in sentences:

- 1) China has a large population.
- 2) Freedom is our birth-right.
- 3) Daksina Murthy is a good English teacher.
- 4) Knowledge is powerful.
- 5) I loved Janaki.
- 6) Mathematics is a useful science.
- 7) Money gives us many comforts.
- 8) He returned from Canada last week.
- 9) America is wealthy Nation.History is a record of past events.¹⁰

From the examples above, there are some underlining words in the sentences; they are as noun of the name a person, place and thing.

¹⁰*Ibid.*

2) Verb

In Oxford Learners Pocket Dictionary state that verb is word or phrase that expresses an action, an event, or a state.¹¹ A verb is described as a word which is used to indicate an action, a state of being of existence or possession.¹² A verb is a word that tells or asserts something about a person or thing.¹³ From those statements, the researcher concluded that verb is the most complete part of speech is used to indicate an action, asking question or delivering commands. There should be a verb to make a sentence. It must contain of subject and predicate at least. In addition, verb takes time of the action or activity, consequently to write a good paragraph need verb understanding.

A verb tells us:¹⁴

- a) What person or thing does.
Ex: Padma writes.
- b) What is done to a person or thing.
Ex: He is punished.
- c) What a person or thing is or it tells about a state of being or existence.
Ex: She is a teacher.
- d) It may tell us about possession.
Ex: She has blue eyes.

Kinds of verb: There are three types of verbs in English, namely:¹⁵

¹¹Hornby, *Op.Cit.*,p.492.

¹²JayanthiDaksinaMurthi, *Op.Cit.*,p. 86.

¹³Wren & Martin, *Op.Cit.*, p. 63.

¹⁴JayanthiDaksinaMurthi. *Loc. Cit.*

a) Transitive Verb: A verb which has an object is termed as transitive verb.

Ex: I like Padmaja.

She speaks English well.

b) Intransitive Verb: A verb which has no object is known as intransitive verb.

Ex: I slept very well.

I walked to the theatre.

c) Verb of Incomplete Prediction: A verb which requires the help of some other word to complete its meaning is known as verb of incomplete prediction.

Ex: He is a teacher.

Examples of verbs in sentences:¹⁶

- I sent him to market.
- Raju applied for medicine.
- People are lazy.
- He was arrested yesterday.
- Sita was watching T.V.
- They have been in the room.
- We were hungry.
- We worked hard for promotion.
- The doors are closed.
- He has a good memory.

From the examples above, there are some underlined words in the sentences; they are as verbs of the action or activity.

3) Adjective

¹⁵*Ibid.*, p. 86-89.

¹⁶*Ibid.*, p. 89-90.

JayantiDaksina Murthy says that adjective is a word used to expresses the quality, quantity, number and to point out the person or thing is regarded as an adjective”.¹⁷ In Oxford Learner’s Pocket Dictionary adjective is word that describes a noun.¹⁸From those statements, the researcher concludes that adjective is a word used to add to the meaning of noun and to express the quality the person or thing. There are two uses of every adjective namely:¹⁹

a) Attributive use: An adjective used with a noun.

Ex: Beautiful girl.

b) Predictive use: An adjective used with a verb.

Ex: She is afraid.

Kinds of adjectives: Adjectives are divided into ten types namely:²⁰

a) Adjective of Quality: An adjective used to talk about the quality of a person or thing (wealthy, industrial, elementary, primary, and regional).

Ex: Telugu is regional language.

b) Adjective of quantity: An adjective used to talk about the quantity of things (little, much, enough, no, any, some, all, half, whole, sufficient).

¹⁷JayanthiDakshina Murthy, *Op.Cit.*,p. 33.

¹⁸Hornby, *Op.Cit.*, p. 5.

¹⁹JayanthiDakshinamurthy.*Loc. Cit.*

²⁰*Ibid.*, p. 33-35.

Ex: There is a little milk in the jug.

- c) Adjective of number: An adjective used to talk about the number of things or person (five, few, no, many, several, first, one, all, most).

Ex: She wrote six papers for her B.A.

- d) Demonstrative adjective: An adjective used to point out which person or thing we speak (this, that, these, those, such).

Ex: This book is very interesting.

- e) Distributive adjective: An adjective used to refer to each and every person or thing separately (each, every, either, neither, both, none).

Ex: Each boy was awarded a diploma.

- f) Interrogative adjective: An adjective used to question (what, which, whose).

Ex: What advice shall I give you?

- g) Possessive adjective: An adjective used to talk about ownership or possession (my, your, our, his, her, its, their).

Ex: my mother is a teacher.

Emphasizing adjective: An adjective used to emphasize a noun (own, very).

Ex: I saw it with my own eyes.

- h) Exclamatory adjective: The word 'what'

Ex: What a beauty! What an insult! What a tragedy!

- i) Proper adjective: An adjective derived from a proper name (Indian army, English grammar, American President, Russian Parliament).

Examples of adjectives in sentences:²¹

- He is a brave person.
- I earned enough money.
- She comes every day.
- These mangoes are tasty.
- Padma is her daughter.
- What books do you prefer?
- I met her several times.
- She has three sons.
- She failed second time.
- A hand has five fingers.

From the example above, there are some underlining words in the sentences; they are as the adjectives used to add the meaning of noun and to express the quality, quantity the person or thing.

4) Adverb

A word that modifies the meaning of a verb, an adjective, or another adverb is called an adverb.²² JayantiDakshina Murthy says that a word which modifies the meaning of a verb, an adjective or another adverb is known as an adverb.²³ In Oxford Learner's Pocket Dictionary Adverb is word that adds information to a verb, adjective, phrase, or another adverb.²⁴ From those statements, the researcher concluded that

²¹*Ibid.*, p. 35-36.

²²Wren & martin,*Op.Cit.*,p.119.

²³JayanthiDakshina Murthy, *Op. Cit.*,p. 180.

²⁴Hornby,*Op.Cit.*,p.7.

adverb is having function to give information about the meaning of a verb, and adjectives, or another adverb.

Adverbs are divided into eight kinds on the basis of their use:²⁵

a) Adverb of Manner: An adverb used to show how an action is done (quickly, bravely, happily, fast, well, clearly, soundly, sadly)

Ex: They lived happily.

b) Adverb of Place: An adverb used to show where an action is done (here, there, up, down, near, below, above, away, out, in, within).

Ex: I went there.

c) Adverb of Time: An adverb used to show when an action is done (now, then, today, tomorrow, early, soon, still, yet, before, late).

Ex: My father is not at home now.

d) Adverb of Frequency: An adverb used to show how often an action is done (once, twice, often, never, always, again, seldom, sometimes).

Ex: They talked to each other again.

e) Adverb of Certainty: An adverb used to show definiteness of the action (certainly, surely, definitely, obviously).

Ex: Surely, She loves me.

f) Adverb of degree: An adverb used to show how much or in what degree or to what extent an action (very, rather, fairly, quite, too).

Ex: I am feeling much better.

²⁵JayanthiDakshina Murthy, *Op. Cit.*, p. 180-181.

g) Interrogative Adverb: An adverb used to ask question (where, when, why, how).

Ex: How long will you stay in Delhi?

h) Relative Adverb: An adverb used to relate two clauses or statements (where, when, why).

Ex: I did not know where she had gone.

Examples of adverbs in sentences:²⁶

- Madhavi never talks loud.
- I cannot walk fast.
- She went back.
- I know little about America.
- I tried hard to know her name.
- I love my mother the best.
- Padma run quick.
- Don't aim high in life.
- I only advice you.
- She speaks well enough.

From the examples above, there are some underlining words in the sentences. They are as adverb used to add something to the meaning of a verb, and adjective.

B. Review of Related Findings

In this research, the researcher was related to some research. The first research was done by Trilanti about “An analysis on the students’ ability in understanding vocabulary at first year students of English education study program (TBI) STAIN Padangsidimpuan”. The method research was done with descriptive analysis and qualitative approach. Collecting data, the research used the

²⁶*Ibid.*, p. 182.

instrument of the research such as test and interview for the students and lecturer about ability in understanding vocabulary. Data processed and analyzed with qualitative process. The results of this research shows that the students' ability in understanding vocabulary were lack. It could see from the students' score was low (22,5%); the students were difficulties that faced in prefix, suffix, synonym, antonym, polysemy, homonym, and hyponym.

The second was done by Muhammad Yusuf "The Effect of Total Physical Response on Grade V Students' Vocabulary Mastery at SD Negeri 142612 Panyabungan". The aim of the research was to know the effects of Total Physical Response (TPR) on Students' Vocabulary Mastery. The research conducted by quantitative method and types of the research was experimental research. In collecting the data, the writer used the instruments of the research multiple choice test namely, the test of 40 items test. However the hypothesis of research was "There was a significant effect of Total Physical Response (TPR) on V grade students' vocabulary mastery at SD Negeri 142612 Panyabungan". After calculating the data, the score experimental group higher then control group, and from the calculation of $t_{o2,20}$ and $t_s 1,17$, it means that, t_o is higher than t_s ($2,20 > 1,17$), so, there was a significant effect of Total Physical Response (TPR) on V grade Students' vocabulary mastery at SD Negeri 142612 Panyabungan". It means that the hypothesis of the research is accepted.

If the researchers mentioned above researched about how is the students' ability in understanding vocabulary at first year students of English education study program (TBI) STAIN Padangsidimpuan and how is the effects of Total

Physical Response (TPR) on Students' Vocabulary Mastery. Here, the researcher tried to find out the students' problems in learning vocabulary at grade VII SMP N 5 Panyabungan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the research

This research was conducted at SMP N 5 Panyabungan. It is in Jl. Bukit Barisan No. 34 Mandailing Natal. The researcher chose this school as a place of research because based on the researcher observation students in this school were low in vocabulary than another students who studied in another school. Another reason because this school is near from the house of the researcher till the data was easy to collect. The subject of the research was focused to the grade VII SMP N 5 Panyabungan. This research began from February 2013 up to 30 May 2014. The research was done from July to May 2013 (*See Appendix VI*).

B. Method of the Research

This research used a qualitative approach. Qualitative research is the researcher that's mean to understand the phenomena about what is the subject research undergone by using natural method.¹ The suitable method of this research was descriptive method because this research was done to describe what were the problems that faced by students in learning vocabulary. Gay and Peter Airasian stated that descriptive research is a descriptive study determines and

¹Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Rosda Karya, 2009), p. 5.

describes the way things are. It may also compare subgroups such as males and females or experienced and experienced teachers view issues and topic.²

Based on the statements above, the researcher concluded that descriptive research means to analyze or make a sense perception (Descriptive) about situation or events. It was used to describe what the students' problem in learning vocabulary at grade VII student SMP N 5 Panyabungan.

C. Sources of the Data

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

1. Primary source of data (principal data) was the basic of the data. Primary source of data was the grade VII students in SMP N 5 Panyabungan. The researcher took only one class because it was representative to take the result of the research. It was VII-3 class consist of 24 students. They are twelve (12) male and twelve (12) female.
2. Secondary source of data (supplementary data) was from the English teacher of SMP N 5 Panyabungan.

D. Instruments of the Research

For collecting data needed for the research, the researcher used three kind instruments namely: interview and observation. They were:

1. Interview

Interview is a purposeful interaction usually between two peoples, focused on one person to get information from the other person.³ In this

²L.R.Gay & Peter Airasian, *Educational Resesarch Compatanace for Analysis and Application* (USA: Prentice Hall Incorporate, 2000), p. 9.

research, the researcher used structural interview. In structural interview the researcher prepared the question an alternative of the answer that was given to the respondent.⁴ So, this interview was one of the techniques of collecting data by doing oral interview in individual meeting. Jhon W. Creswell stated that in interview the researcher conducts face to face interviews with participant. These interviews involve unstructured and generally open – ended questions that are few in number and intended to elicit views and opinions from the participants.⁵ The researcher interviewed the students about the students' problems in learning vocabulary and the efforts by the students in overcoming the problem.

Interview also was given to the teacher to find out information about something that have relation with students' problems. The questions that were given to the students were 16 items while the questions to the English teacher were 6 items. There are 24 students in this class. But, because of the limitation of the researcher on the time, the researcher took only twelve (8) students. They were 4 male and 4 female.

2. Observation

Observation can be done directly or indirectly. The researcher has done directly observation; namely to observe the object directly without mediator. This observation was used to know the location and circumstances

³L.R. Gay & Peter Airasian, *Op.Cit.*, p. 219.

⁴AmirulHadi and haryono, *MetodologiPenelitian* (Bandung: PustakaSetia, 1998), p. 136.

⁵Jhon W. Cresswell, *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Saga Publications Inc, 2002), p. 188.

of equipment and facilities as supporter of learning English process in SMP N 5 Panyabungan and how the situation of teaching learning English process happened in SMP N 5 Panyabungan include the English teacher technique in teaching English.

E. The techniques of Data analysis

After collected the data, the researcher had analyzed the data by used some steps, they were:

1. Editing of data, it was done to arrange the data become a structured sentence systematically.
2. Reduction of the data, it was done to seek the uncompleted data and put a side data unnecessary.
3. Tabulation of the data, it was done to account and give the scores to respondents answer through test and take on the table that consist alternative answers, frequency and percentage. To obtain the percentage of the answer subjects and take on the table by using the formula:

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

Explanation:

M = Mean Score (Average)

N = Sum of the Respondents

$\sum x$ = total of the result⁶

⁶AnasSudijono, *PengantarStatistikPendidikan*(Jakarta: Raja GrafindoPersada, 1991), p. 40.

4. Description of the data, it is done to describe or interpret the data that have been collected systematically.
5. Take conclusion, it was done to conclude the discussion solidly and briefly.

F. The techniques of Data Trustworthiness

There were nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:⁷

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 friendly through discussion was done with expos the interview result or the final result that gotten 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 a used as a substance of comparison.

⁷Lexy J. Moleong, *Op.Cit.*, p. 175.

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 certainty 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 eighth number *wastriangulation*. It was a technique that used to check the data trustworthiness data by compares the result of observation, interview and test.

CHAPTER IV

RESULT OF THE RESEARCH

A. Findings

1. General Findings

As a general result of this research, the researcher would describe the location and setting of the research. This research was done in SMP N 5 which located at Jl. Bukit Barisan No. 34 Panyabungan in Mandailing Natal Regency Province North Sumatera. This school is one of junior high school that was built on 2003 year. Actually SMP N 5 Panyabungan has enough facilities and infrastructure in continuity of learning process. The facilities and infrastructure is reviewed as follow:

Table I. Facilities and Infrastructure in SMP N 5 Panyabungan

No	The Name of the Unit	Total
1.	Classroom	27
2.	Library room	1
3.	Headmaster room	1
4.	Teacher room	1
5.	Sport Facilities	4
6.	Bath rooms	3
7.	Laboratory	1

The headmaster of this school is Marsaulina Pane S.Pd started from 2012 until now. There are 45 teachers and 7 administrators. There are 625 students there, 328 boys and the 297 girls. The grade VII are 187 students, the grade VIII are 230 students and the grade IX are 208 students. Below is description of teacher and students' data in SMP N 5 Panyabungan:

Table II. Description of Teachers' Data in SMP N 5 panyabungan

NO	Name	NO	Name
1.	Marsaulina Pane, S.Pd	24.	Solatiah
2.	UmmiKalsum Batubara, S.Pd.I	25.	Yusti Sahara, S.pd
3.	Jamilah	26.	Sahraini, S.Ag
4.	Nurgusti	27.	AisyahTulmardiah RKT, S.Pd
5.	Sofriani, S.Pd	28.	IketiAisyah, S.Pd
6.	DamsiahNasution, S.Pd	29.	LeliKhairani, S.Ag
7.	ErmanHusin	30.	Juniatinasution, S.pd
8.	SitiAsiahS.Pd i	31.	Syarifahsima, S.pd
9.	HalimahHannum, S.Pd	32.	Safrirambe, S.Pd.I
10.	Tamaulsihombing, S.Th	33.	Mhd. ZukhriPulungan, S.Pd
11.	Khusna, S.Pd	34.	Nurlailan, S.Pd
12.	SitiAsni, S.Pd	35.	Tiroanna, S.Pd
13.	Ali Makmur RKT, A.Md.Pd	36.	Sri Erlikadaulay, S.pd
14.	NurAsiah, S.Pd	37.	Novita, S.Pd
15.	JerniHartati	38.	FitriWahyuni, S.Pd
16.	ZuralisLubis, S.Pd	39.	Sarlinamarpaung, S.pd
17.	Irmatati, S.Pd	40.	Saudah
18.	Salamuddin, S.Pd	41.	Sri Anny
19.	NovidaEfayanti, S.Pd	42.	Emi Novitaharahap, S.Pd.I
20.	Rahmawatihasyibuan	43.	HepnitaRangkuti, S.Pd
21.	ArtaPandiangan	44.	Sandi rasyid, S.pd
22.	Arifahsihombing	45.	Dewisartikaharahap, S.Pdi
23.	Ida AyuMaruti		

Table III. Description of Students' data in SMP N 5 panyabungan

NO	Class	Student		
		LK	PR	Total
1.	I	101	86	187
2.	II	132	98	230
3.	III	95	113	208
Total		328	297	625

The research participants were the students of VII-3 class. It consisted of 24 students. There were 12 male and 12 female. This class was chosen because the writer found students has problems in learning vocabulary. The names of students in VII-3class as follow:

Tabel V. Students' Names in VII-3 class SMP N 5 Panyabungan

No	Name	No	Name
1.	Angelina Nasution	13.	Muhammad Imam Lubis
2.	Arpina pane	14.	Nadia Awalia
3.	AsrimahHasibuan	15.	NurmawaddahLubis
4.	DediAhmadi	16.	Pandapotanhasibuan
5.	Devina Sari	17.	RahmadSukribatubara
6.	Dian Amru	18.	RahmayHidayat
7.	Khoirunkhopipah	19.	Risky Amy
8.	HendraSulaimanlubis	20.	SakilaLubis
9.	IrhamAyubnasution	21.	Selfiwahyuni
10.	IrwanErnandaLubis	22.	Solatiah
11.	Mhd. IrfanSyaputra	23.	Tukmapohan
12.	Muhammad Alwi	24.	Wulan sari

2. Specific Findings:

a. The Students' Problems in Learning Vocabulary at Grade VII-3 class SMP N 5 Panyabungan

The instrument of this research was observation and interview. In order to get the real data the researcher has observed the location and the circumstances of the equipment and facilities as supporter of learning process at SMP N 5 Panyabungan and the situation of teaching learning process in SMP N 5 Panyabungan directly. The researcher also has interviewed the sources of the data. They were the students of SMP N 5 Panyabungan in the VII-3 class and the English teacher of SMP N 5 Panyabungan. In this part the researcher has combined the result of observation and the result of the interview, so the researcher found the students' problems in learning vocabulary as below:

The researcher has observed the location of SMP N 5 Panyabungan.¹The researcher found that SMP N 5 Panyabungan is one of junior high school that located in strategic place because easy to be reached from other society unit and near from LintasTimur Street. Many plants such as flowers and trees are planted in front of class and another building. It made the process of teaching and learning is cool and comfortable. But the problems came from the circumstances of the

¹The Observation about Location and Circumstances Equipment in SMP N 5 panyabungan, 20 April2014.

equipment as supporter of learning process in SMP N 5 panyabungan. The researcher observed that in this school has only one small library that made the library look oppressive with full of cupboard unneeded there. All of books havenot consecutively arrangedand the library only consisted of one type of books. It was learning books like mathematics, physics, geography, English books, etc. In other word there were no various types of books. It made students did not have motivation to visit the library. It approached with Dedi Ahmad statement² *“I do not interest to visit the library because I think it will not help me to increase or develop my vocabulary”* when researcher interviewed him about the medias of learning like library.

It also rather same with the statement of RahmatHidayatwhen researcher asked him about do the medias of learning like library, books, etc, help him in English learning vocabulary. He said *“I am lazy go to the library because the English books not made me interest to read it”*. It happened because based on the researchers’ observation the English books in the library has only learning books. There has no story book, English comics or other books which can make them interest to read English.

Moreover, the library in the school has not functioned as possible because the library is seldom to be opened because the library keeper was a teacher till often go to teach her class. This school has only one new

²Dedi Ahmad, Student, VII-3 class, *Interview*, SMP N 5 Panyabungan, 21 April 2014.

laboratory. It was not functioned as possible too because it used as functional room. It is approached with NurmawaddahLubis statement³“*I hope the headmaster of SMP N 5 Panyabungan add interesting English books and the language laboratory can use optimally*” when researcher asked them about what do they hope for developing their English ability especially the vocabulary.

Looking for the result of the observation, it was gotten that the media of learning there is in the school such as condition of library that has not optimal and English books has not able to motivate students to learn more about vocabulary. It made students did not interest to visit the library to read book. Comparing to the results of interview that almost all of students said that they seldom go to the library because they did not interest to visit the library. From the description above it can be concluded that media of learning should be able to motivate students in learning because media of learning is as supporter of learning process.

Next, the researcher also has observed the situation of learning process happened in the grade VII-3 class. This class has only 24 students 12 male and 12 female. There are 12 tables and 24 chairs. So every student has one table mate. The boy students has table mate boy and the boy students there is in the right side, the girl students has table mate girl and all of there is in left side. This class was comfortable because all of chairs and table

³NurmawaddahLubis, Student, VII-3 class, *Interview*, SMP N 5 Panyabungan, 21 April 2014

position arranged tidy and the floor was clean because the students always clean the room after they were finished study. It had windows and ventilation so this class very bright and fresh. So, from the explanation above the researcher can conclude the students can be enjoyed in learning.

But the problems were found from 2 students that have been interviewed by researcher. When the researcher asked them about how is the situation of learning English, the first came from Dian Amrus' statement⁴ "My friends always disturb me when I am tried to learn well". It also same with Rahmat Hidayats' statement⁵ "*My tablemate often invite me to chat although I am busy to write the teacher's explanation*". So It can be concluded that the setting of chairs and table like the boy students has table mate boy and the girl students has table mate girl has not suitable to the condition of students on the grade VII class level.

When the researcher asked the second list of interview about do they like learning English especially learning vocabulary, almost all of them said that they like learning vocabulary. It showed from Angelina Nasutions' statement⁶ "*I like learning English because I often feel grateful if I get new vocabulary*" and Devina Saris' statement "*I like learning English because the teacher is very kind and the situation in learning English is enjoyable*".

⁴Dian Amru, Student, VII-3 class, *Interview*, SMP N 5 Panyabungan, 21 April 2014.

⁵Rahmathidayat, Student, VII-3 class, *Interview*, SMP N 5 Panyabungan, 21 April 2014.

⁶Angelina Nasution, Student, VII-3 class, *Interview*, SMP N 5 Panyabungan, 21 April 2014.

But it was contrast with the situation of learning process in the grade VII-3 class that has been observed by researcher.⁷ When the teacher explained vocabulary the student responded seemed normal, all students in this class listened quietly. But it happened only in shorted time. Some students started to make abnormal behavior such as talking with their tablemate. There were students who looked tired, bored, ect. Only a few of them still tried to concentrate and wrote on researcher explanation in their notebook.

Then the researcher saw that the students did not focus and noiseso that the activities have not conducive to teaching and learning, students also have less active to respond to the questions on the catapult by researcher. The last between teacher and students also did not have link or communication. When the teacher finished the explanation than asked the students have they understood or not, they did not answer. Than when the teacher asked them some questions only a few of them who answered together than other students were silent and looked confuse. In did some tests they were crowded and started to cheat their friends. Another bad usual was some of them usually forgot to bring their dictionary.

It happened because the students did not have motivation and will to learn vocabulary. It approached with the answer of some students that they

⁷Observation About the Situation of Teaching Learning Process in SMP N 5 Panyabungan, 22 April 2014.

did not have will and motivation to take English course when researcher asked the first list of interview about do they take English course. Angelina Nasution stated *“I did not take English course because I did not have will to follow English course even though I like learning English”*, IrhamAyubnasution stated⁸ *“I did not take English course because I had no motivation to take it”*, Wulan Sari stated⁹ *“I did not take English course because I thought that is not too important”*. These facts also approved by their English teachers’ statement:¹⁰

“The students had problems in learning vocabulary so every started the lesson I gave motivation to them. When I taught vocabulary the students was silent and listened. But they still poor vocabulary especially in adjective and adverb. Their difficulties were in translation, making sentences and also decrease in understanding the meaning of words. I tried to help students by giving motivation and giving homework or home task in order to students remember the lesson that learned in school”.

When researcher asked her do the students take English course to solve their difficulties, she answered *“No one students take it because the program need money and almost students in this class are poor category. So they did not take English course.*

It approached from Dediahmad answered when the researcher asked him why he does not take English course, he said *“I had no money to pay the course”*.

⁸IrhamAyubNasution, Student, VII-3 class,*Interview*, SMP N 5 Panyabungan, 21 April 2014.

⁹Wulan Sari, Student, VII-3 class,*Interview*, SMP N 5 Panyabungan, 21 April 2014.

¹⁰KhusnaS.Pd, The English Teacher ,*Interview*, SMP N 5 panyabungan, 21 April 2014.

Based on the result of observation and interview above, it can be concluded that there were some problems that can effect to the students in learning vocabulary. The first from the media of learning like library that has not used and arranged optimally . The second from English books that has not enough, it approached with Dedi Ahmad said in interview result that the English books in the library were not enough because just consisted of learning books till he did not interest to visit the library. The third was from lack of motivation and will to increase and develop vocabulary itself.

After the researcher done the research to the field and got the data, the researcher has found some problems that faced by student when learning vocabulary. The problems were found based on the result of interview described below:

Angelina Nasution stated that he had difficulties in memorizing vocabulary and easy to forget new vocabularies because seldom used and hear. Her problems were lazy to memorize and did not have will to take English course. Same with Angelina, Dedi Ahmad said that vocabulary was difficult to memorize because seldom used and hear. Next Devina Sari said that she said that her problems in learning vocabulary were she felt hard in memorize vocabulary and she did not have motivation to take English course.

Then, Dian Amru said that his problems in learning vocabulary were lazy to memories and in learning process there were his friends who usual disturb him till he did not concentrate on teacher's explanation. According to NurmawaddahLubis, vocabulary was difficult especially in verb. In learning vocabulary she was lazy to memories so she had poor vocabularies and she did not have motivation to take English course. Same with Dian Amru, IrhamAyubNasution problem in learning vocabulary was lazy to memories, there were his friends who usual disturb him when study and he did not want to take English course. The last Wulan Sari said that her problem was usual forget to bring dictionary so when the teacher asked her to translate sentences she cannot do that.

Based on the result of interview to the students, the problems got specific problems that were faced by students in learning vocabulary, the researcher got the result as follow:

- 1) Difficulties in remembering vocabulary. They were difficult in remembering vocabulary because caused by a single word can have multiple pronunciations, spellings, ad meanings. It made students lazy to memorize vocabulary It knew from their answers that they just have 1 till 50 vocabularies
- 2) They were easy to forget the new vocabulary because seldom hear and used in their conversation. One of the biggest problems with

vocabulary learning is that what's "learned" today is often forgotten tomorrow.

- 3) Lack of motivation and decrease of will to rich their vocabularies. They thought that English is not important so some of them did not do anything to increase their vocabulary such as take English course, memorizing vocabulary at least ten words a day, practice to put words in a sentence, or watching English film.
- 4) They did not have learning English strategies. It was found from their answer that they only listened on the teachers' explanation but did not try used suitable method.

b. The Students' Efforts in Overcoming the Problems

Based on researchers' interview to the students, the researcher got the information that there were students still did not do anything yet to overcome their problems. This is approached with Dedi Ahmad statement *"I has not done anything to overcome my problems"* and RahmatHidayatstament¹¹ *"I has not done anything yet because I do not know what should I do"*. Whereas other students overcome their problems in learning vocabulary by listen well when the teacher taught the subject. It is approached with Dian Amru statement *"I tried to increase and develop my vocabularies by listen well on teacher explanation and study at home"*, by doing task and homework that given by teacher, by bring

¹¹RahmatHidayat, Student, VII-3 class, *Interview*, SMP N 5 Panyabungan,,21 April 2014.

dictionary every learn English and try to memorize and practice their vocabularies in daily life. It is approached with the statement of Devina Sari¹² “I started to memorize many vocabularies”.

By seeing their efforts in overcoming their problems in learning vocabulary, it can be known that their efforts will not get the best result because they have not used suitable way. Students hope the English teacher using the different method in teaching and the headmaster add the English books collection in the library and she allowed them to used laboratory every need it. It is approached with NurmawaddahLubis statement “*I hoped the headmaster of SMP N 5 panyabngan add interesting English books and the language laboratory can use optimally*”.

For checking the data trustworthiness, the researcher choose triangulation. In triangualtion the researcher comparing all data that researcher got from observation, interview to the students, and the last the result of test. Looking for the result of the observation, it was gotten that the condition of library that was not functioned as possible and the English books that have not enough. It made students were not interest to visit the library to read book. Comparing to the results of interview that almost all of students said that they seldom go to the library because they did not interest to visit the library, whereas their problems in learning

¹²Devina Sari, Student, VII-3 class, *Interview*, SMP N 5 Panyabungan, 21 April 2014

vocabulary come from their difficulties in remembering vocabulary caused by a single word can have multiple pronunciations, spellings, and meanings, they were easy to forget the new vocabulary. Furthermore they thought that English is not important so some of them did not do anything to increase their vocabulary such as take English course, memorizing vocabulary at least ten words a day, practice to put words in a sentence, or watching English films. The last they did not have learning English strategies. It made they did not get the best result as the result of the test that has been given by researcher they have many difficulties in learning noun, verb, adjective, and adverb.

So, it can be concluded that the triangulation is success to be done. It can be proven that the result of the instrument of collecting data is similar to each other.

B. Discussion

After analyze the data. It concluded that the students' problems in learning vocabulary were difficulties in remembering vocabulary caused by a single word can have multiple pronunciations, spellings, and meanings, easier to forget the new vocabulary because seldom hear and used in their conversation, lack of motivation and decrease of will to rich their vocabularies, and they did not have learning English strategies. This research had been related with two of research. The first research was done by Trilanti about "An analysis on the students' ability in understanding vocabulary at first year students of English education

study program (TBI) STAIN Padangsidempuan”. The method research was done with descriptive analysis and qualitative approach. Collecting data, the research used the instrument of the research such as test and interview for the students and lecturer about ability in understanding vocabulary. Data processed and analyzed with qualitative process. The results of this research shows that the students’ ability in understanding vocabulary were lack. It could see from the students’ score was low (22,5%); the students were difficulties that faced in prefix, suffix, synonym, antonym, polysemy, homonym, and hyponym.

The second was done by Muhammad Yusuf “The Effect of Total Physical Response on Grade V Students’ Vocabulary Mastery at SD Negeri 142612 Panyabungan”. The aim of the research was to know the effects of Total Physical Response (TPR) on Students’ Vocabulary Mastery. The research conducted by quantitative method and types of the research was experimental research. In collecting the data, the writer used the instruments of the research multiple choice test namely, the test of 40 items test. However the hypothesis of research was “There was a significant effect of Total Physical Response (TPR) on V grade students’ vocabulary mastery at SD Negeri 142612 Panyabungan”. After calculating the data, the score experimental group higher then control group, and from the calculation of $t_{o2,20}$ and $t_s 1,17$, it means that, t_o is higher than t_s ($2,20 > 1,17$), so, there was a significant effect of Total Physical Response (TPR) on V

grade Students' vocabulary mastery at SD Negeri 142612 Panyabungan". It means that the hypothesis of the research is accepted.

If the researchers mentioned above researched about how is the students' ability in understanding vocabulary at first year students of English education study program (TBI) STAIN Padangsidimpuan and how is the effects of Total Physical Response (TPR) on Students' Vocabulary Mastery. Here, the researcher found students' problems in learning vocabulary at grade VII SMP N 5 Panyabungan like the explanation below:

Some students have not done anything to overcome their problems but the other students anticipate their problems in learning vocabulary by listen well when the teacher teach the subject, they do the task that given by teacher and bring dictionary every learn English, they try to memorize and practice their vocabularies in daily life. Students hope the English teacher using the different technique in teaching and the headmaster add the English books collection in the library and she allowed them to use laboratory every meeting.

C. The Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough.

And also the students did not do the test seriously. So, the researcher took the seats answers directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the researcher. The researcher has searched this research only. Finally this has been done because the helping from the entire advisors, principle and English teacher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusion

Based on the result of observation, interview and test was done by the researcher about the students' problems in learning vocabulary at grade VII SMP N 5panyabungan, the researcher took the conclusion as follow:

1. In learning vocabulary, the researcher concluded that there were some problems that faced by students. They were students have difficulties in remembering vocabulary caused by a single word can have multiple pronunciations, spellings, and meanings. It made students lazy to memorize vocabulary. Then they were easy to forget the new vocabulary because seldom hear and used in their conversation. They lack of motivation and decrease of will to rich their vocabularies. They thought that English is not important so some of them did not do anything to increase their vocabulary such as take English course, memorizing vocabulary at least ten words a day, practice to put words in a sentence, or watching English film. And the last they did not have learning English strategies. It was found from their answer that they only listened on the teachers' explanation but did not try used suitable method.
2. Some of students have not done anything yet to overcome their problems and the others overcome their problems in learning vocabulary by listen well when teacher teach English, do the task or homework that given by teacher, start to watching English film and try to memorize vocabulary then practice it.

B. Suggestion

Based on the conclusions above, the teacher give suggestions as follow:

1. To the students; they have to increase their vocabulary mastery by study hard. It can be done by memorizing vocabulary at least ten a day, following English course, learn a various techniques or methods of learning vocabulary then apply it, more often to visit library, often listen English conversation and read English books, and they have to used their new vocabulary in their daily life.
2. To the English teacher, they have to bring fun in their lesson by using suitable strategy. So, the teaching learning process more interested and enjoyable. The teacher should introduce learning English strategy to the students, so the students can choose which one the suitable strategy for them. Then the teacher have to give more advice and motivation to the students every start their lesson.
3. To the head master SMP N 5 Panyabungan. As a leader of school, the head master must support the English teacher to teach well and to increase their ability in teaching English.
4. To the readers, as a motivation to do better research and to improve the readers' abilities in English.

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