TEACHERS' DIFFICULTIES IN TEACHING VOCABULARY AT SMP NEGERI 2 JATIBARANG BREBES

(A Case Study of English Teachers at SMP Negeri 2 Jatibarang Brebes in the Academic Year of 2018/2019)

a final project

submitted in partial fulfillment of the requirements

for the degrees of *Sarjana Pendidikan* in English

by

Shara Astatia

2201412009

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

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APPROVAL

This final project entitled *Teachers' Difficulties in Teaching Vocabulary at SMP Negeri 2 Jatibarang Brebes* has been approved by Board of Examination of the English Department and officially verified by Dean of the Faculty of Languages and Arts of Universitas Negeri Semarang on August 19, 2019.

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   NIP. 197411042006042001

4. **Second Advisor as Second Examiner**
   Yusnita Sylvia Ningrum, S.S., M.Pd.
   NIP. 197803292008122003

5. **First Advisor as Third Examiner**
   Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D.
   NIP. 197510262005012001

Approved by
Dean of Faculty of Languages and Arts

Dr. Sri Rejeki Urip, M.Hum.
NIP. 196202211989012001

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DECLARATION OF ORIGINALITY

I, Shara Astatia, hereby declare that this final project entitled *Teachers' Difficulties in Teaching Vocabulary at SMP Negeri 2 Jatibarang Brebes* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, 19 August 2019

Shara Astatia
NIM 2201412009

MOTTO AND DEDICATION

Life is like riding a bicycle. To keep your balance, you must keep moving.

We cannot solve our problems with the same thinking we used when we created them

(Albert Einstein)

To,

My beloved parents, Ibu Ida Krisnawati and Alm. Bapak Taufik K. Khasan

My beloved brother and sisters, Mas Hilman, Mba Neli, Tias and Izza

My lovely best friends

My friends of English Department 2012

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Semarang, 19 August 2019

Shara Astatia
NIM 2201412009

ABSTRACT

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Key Words: Difficulties, Teaching Vocabulary, English Teachers

This study was focused on the difficulties in teaching English vocabulary. The objective of this study are: (1) to know the difficulties faced by the English teachers in teaching vocabulary, (2) to find out the factors causing difficulties in teaching vocabulary and (3) to discover what efforts done by the English teachers toward teaching vocabulary problems.

The subject of the study is six English teachers at SMP Negeri 2 Jatibarang Brebes. This study was designed as descriptive qualitative research. The objects analysis of this study were observation checklist results and teachers' interview analysis.

The results of this study indicated that the difficulties faced by the teachers in teaching vocabulary include: in designing and determining the English materials that appropriate to the curriculum, in explaining the vocabulary materials for students, and in evaluating assessment of process and result in teaching English vocabulary. The cause of the difficulty concerning in designing and determining the English materials that appropriate to the curriculum was that many students who had not yet received English from Elementary school. Besides, the cause of the difficulty concerning in explaining the vocabulary materials for students was that most of students were lazy to find difficult word in the dictionary. The last, the cause of the difficulty concerning in evaluating assessment of process and result in teaching English vocabulary was that lack of the students' activeness and confidents in learning English process.

It is suggested that the English teachers should improve their knowledge about teaching principals in order to achieve the goals of the teaching learning English process especially in vocabulary lesson in which English is a foreign language so that the students can interested to study English.

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CHAPTER I

INTRODUCTION

In this chapter, I would like to present the introduction to the study. It includes background to the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, limitation of the study, and outline of the report.

1.1 Background to the Study

In the seventh semester, all students of educational program have to do teaching practice or *Praktik Pengalaman Lapangan* (PPL) program as a training to be professional teachers. As one of educational program students, I did PPL program in a Junior High School. When I was doing that program, I observed that there were some problems in the teaching and learning process. One of those problems occurred in reading skill. The students had difficulty in reading texts. When I gave some texts related to reading materials, the students could not easily comprehend the content of the texts. After analyzing the problem, I found that it happened because the students lacked vocabulary.

In the course of the PPL activity, I also tried to do an informal interview with the English teacher who taught the students of that class after the PPL program. I wanted to know why the problem occurred. During the interview, the teacher said that she rarely taught vocabulary. The students were mostly taught reading and doing grammar exercises. Sometimes she only asked the students to look up the meaning of

some words in the dictionary by themselves. She thought that teaching vocabulary to the students was not an important thing. She assumed that they can improve their lexical competence to develop four language skills by themselves.

I am interested in the facts which are explained above, especially concerning vocabulary mastery. I wanted to know more about some factors causing the difficulties of teaching vocabulary in a Junior High School. First, the factor may come from learners' motivation. Learners' motivation can be high when the students can learn vocabulary by themselves without being taught by their teachers at school. On the contrary, it can be low when the students do not know the meaning of many words which are characterized by learning phenomena in which the students often ask to their teachers. Second, teachers also contribute to the difficulties by neglecting certain components of language teaching which are important for developing four language skills. They rarely teach vocabulary. Even if the students faced some difficulties in vocabulary, the teacher just asked them to look up the meaning of some difficult words in the dictionary by themselves. Third, it may come from the use of teaching media. Some teachers rarely have any other media apart from textbooks. Monotonous use of textbooks causes another factor like students' laziness. Students will be lazy to open their textbook, without opening their textbook they will not ever read so that their vocabulary will be low. The last factor may come from the classroom management. The teachers may not be able to create a conducive learning atmosphere for the students. In fact, an effective classroom management will influence the engagement of the class.

The results of the observation above are my observation at a glance which is not yet proved scientifically. Therefore, I would like to prove the correctness of the results with the concrete result by doing research. That is why this study deserves to be carried out.

1.2   Reasons for Choosing the Topic

The topic of the study is factors causing difficulties in teaching vocabulary. There are two reasons why I choose the above topic.

First, matters concerning the importance of vocabulary in English learning process. Not many teachers pay attention to the factors in teaching vocabulary. In fact, vocabulary is one of components of English element which has to be learnt seriously by students in learning English. Vocabulary becomes an element to develop four language skills like listening, speaking, reading, and writing. If they do not have an adequate amount of vocabulary, they cannot do those four skills.

Second, many education practitioners neither curriculum, textbooks makers nor teachers neglect the importance of teaching vocabulary. English curriculum and textbooks do not give proper materials concerning vocabulary mastery. Teachers rarely teach the students vocabulary. In fact, students are recommended to learn vocabulary from their teachers. Considering the importance of vocabulary, teaching vocabulary should get suitable portion in teaching and learning English process.

1.3   Statements of the Problem

Based on the problematicities which are stated in the background to the study above, the statements of the problem will be formulated as follows:

1.   What are the difficulties faced by the English teachers of SMP Negeri 2 Jatibarang Brebes in the academic year of 2018/2019 in teaching vocabulary?

2.   What are the factors causing difficulties faced by the English teachers of SMP Negeri 2 Jatibarang Brebes in teaching vocabulary?

3.   How are the efforts of the English teachers of SMP Negeri 2 Jatibarang Brebes in overcoming the factors causing difficulties in teaching vocabulary?

1.4   Objectives of the Study

Based on the statements of the problems above, the objectives of the study are as follows:

1.   to know the difficulties faced by the English teachers of SMP Negeri 2 Jatibarang Brebes in teaching vocabulary,

2.   to find out the factors causing difficulties faced by the English teachers of SMP Negeri 2 Jatibarang Brebes in teaching vocabulary, and

3.   to discover what efforts done by the English teachers of SMP Negeri 2 Jatibarang Brebes toward the factors causing difficulties in teaching vocabulary.

1.5   Significance of the Study

The study is expected to be able to give some advantages for teachers, students, textbooks makers, and other researchers. Firstly, the English teachers of SMP Negeri 2 Jatibarang Brebes can get benefit of the result of the study by improving their teaching strategy, especially in teaching vocabulary in order to develop their students' ability in mastering four language skills. Secondly, the students can also get benefit from the result of the study by knowing their weaknesses and their strengths and how to cope with the problems. Thirdly, this result will be useful for textbooks makers who can accommodate the importance of teaching vocabulary in the textbooks. Lastly, this result will be useful as an inspiration to the potential researchers who are interested in researching topic of similar kind.

1.6   Limitation of the Study

This study has two limitations. Seen from the aspect of the subject and the object of the study. First, the subject is limited to the English teachers and classes in SMP Negeri 2 Jatibarang Brebes. Second, the object of the study is limited in factors causing difficulties in teaching vocabulary.

1.7   Outline of the Report

This final project consists of five chapters: The first chapter is introduction which includes background to the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, limitation of the study, and outline of the report.

The second chapter deals with the review of related literature. It consists of review of the previous studies, review of the theoretical background and the theoretical framework of the study.

The third chapter discusses the research methodology. It contains research participants, research site, object of the research, data and data source, instruments, procedures of collecting data, and procedures of analyzing data.

The fourth chapter presents and discusses findings and discussions, and the last chapter in this study is the fifth chapter. It presents the conclusions of the research. Some suggestions are also offered based on the result of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents of three sub-chapters. The first sub-chapter discusses the result of some previous studies in the relevant field which had been conducted so far. The second sub-chapter provides some theories underlying this study. Then, the last sub-chapter presents the theoretical framework of this study.

2.1 Review of the Previous Studies

There have been some previous studies related to the topic of the investigation that is the difficulties of teaching vocabulary. The first study was conducted by Prastiyawati (2007). The result of her study showed that the difficulties faced by the teacher of the fourth, fifth and sixth grades in teaching vocabulary include: the material, media, teaching technique and evaluation. Considering the result that those factors caused the difficulties of teaching vocabulary, I want to reduplicate the research in this present investigation.

The second study was held by Alam (2009). The result of this study revealed that the factors causing difficulties in teaching and learning English vocabulary were readiness, learning source, learning strategies, the media and teaching techniques, the materials, and the environment. It was proven by the materials given were pronunciation and spelling. Then, he concluded that teaching English vocabulary to the fifth year students had some difficulties which was found in pronunciation,

translation or getting meaning of the words, spelling, and differentiating the kinds of words to the students.

The third study was about problems in teaching vocabulary which was conducted by Rahmawati (2015). The result indicated that the problems in teaching vocabulary to young learners especially kindergarten students covered both the linguistic and the non- linguistic problems. From the linguistic aspect, the problems faced by the teachers in teaching vocabulary were about pronunciation, grammar, vocabulary mastery, and dialect. Meanwhile, the non linguistic problems included students' ability, behavior and motivation, teachers' educational background, limited material and media, monotonous methods, society support, and limited time. In her study, she concluded that those problems can be solved in many solutions both the linguistic and the non- linguistic problems.

Those three previous studies above focused on the the difficulties of teaching and learning vocabulary especially teaching English vocabulary. They focused on different subjects in teaching English vocabulary, such as one teacher of the fourth, fifth and sixth grades at Elementary school, fifth year students of Elementary school, and young learners of kindergarten . However, my study uses teachers of junior high school to differentiate the subject of research among those three previous studies.

2.2   Review of the Theoretical Background

This sub-chapter deals with vocabulary in general, types of vocabulary, difficulties in vocabulary, aspects of vocabulary, teaching vocabulary problems, dictionary and course books for teaching vocabulary, case study, and steps in case study.

2.2.1   Vocabulary

Hebert and Kamil (2005, p. 3) define, "vocabulary is the knowledge of meanings of words. The term *vocabulary* has a range of meanings. For example, some teachers use the term to mean *sight-word vocabularies,* referring to students' immediate recognition of words in print; other teachers refer to words students understand as their *meaning vocabularies.* Still other teachers use the term to mean *listening vocabularies,* or students' understanding of words that they hear in the spoken language. Content teachers use the term *academic vocabulary* to refer to content-specific words. Within this section, we use the term *vocabulary* to refer to students' understanding of oral and print words. Vocabularies include conceptual knowledge of words that goes well beyond a simple dictionary defi-nition. Students' vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn examples and non-examples of the word and related words, and use the word accurately within the context of the sentence (Snow, Griffin, & Burns, 2005)."

Meanwhile, Richards and Renandya (2002, p. 255) write their idea about vocabulary in general terms, as follows:

> vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television.

The other definition of vocabulary states from Hatch and Brown (1995, p. 1), they say that vocabulary refers to a list or set of words for a particular language or a

list or set of words that individual speakers of language might use. Hatch and Brown (1995, p. 1) also state that vocabulary is the only system involved of alphabetical order.

From the definitions above, I can conclude that vocabulary is a list of words as a basic component of language proficiency which has a form or expression and contains of aspects, they are meaning, use of word and form (pronunciation and spelling).

2.2.2 Difficulties in Vocabulary

According to Thornbury (2004, p. 27), there are six factors that make some words more difficult as follows:

a. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners such as regular and lorry for Japanese speakers. Many learners find that words with clusters of consonants, 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, climbing, 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 more often, a factor favouring their "learnability".

d. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an –ing form (swimming) can add to its difficulty.

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.

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*. 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 be *deviant*. Finally, words or expression 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*).

Gower, Philips and Walter (1995, p. 143) explain what makes a vocabulary item is easy or difficult. How easy or difficult a vocabulary item is can depend on a number of factors:

a. Similarity to L1

The difficulty of a vocabulary item is often depends on how similar the items is in the form and meaning to the students" first language. Words which are similar in the first language and English may be misleading rather than helpful.

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 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 grips with is the connotation of the word. For example, does the word have 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.

d. Spelling and pronunciation

The spelling of many English words can cause problems for students who speak languages with very regular spelling system. 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 items

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 verb are notoriously difficult for learners of English because they are made up of simple words (often prepositions or adverbs).

f. Collocation

How a lexical item collocate (or 'goes with' other items) can also cause difficulty. For example, people are *injured* or *wounded* but things are *damaged,* and we can say a *strong wind* and *strong coffee* – but it's a *light* wind not a *weak* wind and *weak* coffee not *light* coffee.

g. Appropriate use

When to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular context (for example, we can use *pushing* to mean *almost* in *He is pushing fifty.* But *pushing* is only used in this way with older people – we do not say *he is pushing there*!). Also it is important that students know whether the word or phrase has a marked *style* – informal or formal.

2.2.3 Types of Vocabulary

Hiebert and Kamil (2005, p. 3) propose word has two forms, first oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary consists of those words for which the meaning

is known when we write or read silently. They also define knowledge of words also comes in at least two forms as follows:

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.

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.

2.2.4   The Aspects of Vocabulary

There are several aspects of lexis that need to be taken into account when teaching vocabulary. The list below is based on the work of Gairns and Redman (1986) in Moras:

a. Boundaries between conceptual meaning: knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (e.g. cup, mug, bowl)

b. Polysemy: distinguishing between the various meaning of a single word form with several but closely related meanings (head: of a person, of a pin, of an organization).

c. Homonymy: distinguishing between the various meaning of a single word form which has several meanings which are not closely related (e.g. a file: used to put papers in or a tool).

d. Homophony: understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).

e. Synonymy: distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, expand).

f. Affective meaning: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speakers attitude or the situation. A Socio-cultural association of lexical items is another important factor.

g. Style, register, dialect: Being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.

h. Translation: awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).

i. Grammar of vocabulary: learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep, slept, sleeping; able, unable; disability).

j. Pronunciation: ability to recognize and reproduce items in speech.

In line with Gairns and Redman, Ur (1996, p. 60) states that there are some items need to be taught in teaching vocabulary as follows:

a. Form: pronunciation and spelling

A learner has to know what word sounds or its pronunciation and what it looks or its spelling. These are obvious characteristics and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, teachers need to make sure that both of these aspects are accurately presented and learned.

b. Grammar

The grammar of a new item will be necessary to be taught if this not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical context may have some idiosyncratic with other words in sentences; it is important to provide learners with this information at the same time as teachers teach based form. When teaching a new verb, for example, teachers must give also its past form, if it is irregular (think, thought). Similarly, when teaching noun, teachers must present its plural form, if it is irregular (mouse, mice), or draw learners" attention to the noun having no plural at all (advise, information). In presenting verbs such as *want* and *enjoy*, teachers also have to present kinds of verb following them (*want to, enjoy-ing*).

c. Collocation

The typical collocation of particular items are another factor that makes a particular combination becomes 'right' or 'wrong' in a given context. Collocation is word partners, for example *make mistake* not *do mistake* and *do*

homework not *make homework*. Therefore, this is also another information about a new item which may be worth teaching. In introducing words for example decision and conclusion, the teacher may not that he/she takes or makes one. Collocations are often noted in dictionaries, either by providing the whole collocation under one of the head-words or by a note in parentheses.

d. Aspect of meaning: denotation, connotation, appropriateness

The meaning of a word is divided into two aspects, denotation and connotation. Denotation refers to the literal meaning of a word, the dictionary definition. For example, the word *snake* in a dictionary, its denotative meanings is any of numerous scaly, legless, sometimes a venomous reptile having a long, tapering, cylindrical body and found in most tropical and temperate regions. Connotation, on the other hand, refers to the associations that are connected to a certain word or the emotional suggestions related to that word. The connotative meanings of a word exist together with the denotative meanings. The connotations for the word *snake* could include evil or danger. A more suitable aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to be used in a certain context or not. For example, learners may know that *weep* is virtually synonymous in denotation with *cry*, but it is more formal, tends to be used in writing than in speech, and generally it is less common.

e. Aspect of meaning: meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various meaning relationships, for examples:

1) Synonyms: items that mean the same or nearly the same, for example *bright*, *clever*, and *smart* may serve as synonyms of *intelligent*.

2) Antonyms: items that mean the opposite, for example: *rich* is an antonym of *poor*.

3) Hyponyms: items that serve as specific examples of a general concept, for example: *dog*, *lion*, and *mouse* are hyponyms of animal.

4) Co-hyponyms or co-ordinated: other items that are the same kind of things, for examples: *red*, *blue*, *green*, and *brown* are co-ordinates.

5) Superordinates: general concepts that cover specific item, for example: *animal* is superordinate of *dog*, *lion*, and *mouse*.

6) Translation: words or expressions in the learner‟s mother tongue that are more or less equivalent in meaning to the item being taught.

7) Word formation: vocabulary items, whether one-word or multi-word, can often be broken down into their component. Word formation is the creation of a new word. The mechanisms of word formation are:

   a) Agglutination: the process of forming new words from existing ones by adding affixes to them, like *shame + less + ness → shamelessness.*

   b) Back-formation: removing seeming affixes from existing words, like forming *edit* from *editor.*

   c) Blending: a word formed by joining parts of two or more older words, like *smog*, which comes from *smoke* and *fog*. There are two mechanisms of word blending:

(1) Acronym: a word formed from initial letters of the words in a phrase, like English *laser* from *light amplified by stimulated emission of radiation.*

(2) Clipping: taking part of an existing word, like forming *ad* from *advertisement.*

d) Calque: borrowing a word or phrase from another language by literal, word-for-word or root-for-root translation; for example the English phrase *to lose face*, which is a calque from Chinese.

e) Compound: a word formed by stringing together older words, like *earthquake*.

f) Conversion: forming a new word from an existing identical one, like forming the verb *green* from the existing adjective.

g) Neologism: a completely new word, like *quark*.

Gower, Philips and Walters (1995, p. 144) define some aspects of a vocabulary item should the teacher consider as follows:

a. The form

1) What part of speech is the word-noun,verb, preposition, etc?

2) How is it spelled-is it regular or irregular?

3) Does it belong to a 'family' of words, for example electricity, electrical, electrician.

4) How is the word, or combination of words, pronunced and, in word or more than one syllable, where is the stress?

5) How does the word collocate with surrounding words? Is it part of set expression?

b. The meaning

1) Many words have more than one meaning. What exact meaning in which context do you want to focus on?

2) What is the connotation of the item?

3) Could the vocabulary item have different meanings for different people?

c. The use

1) How is the vocabulary item used?

2) Does it have a restricted use? Does it belong to a particular style or register?

2.2.5   Teaching English Language

According to Brown (2000, p. 55) the first of principle of language learning and teaching is cognitive because they relate mainly to mental and intellectual function. There are five principles; automaticity, meaningful learning, the anticipation of reward, intrinsic motivation and strategic investment.

In teaching learning process, the teachers often face the different description of learners' types and styles. Every students have different English language knowledge from others students. Even when classes have been separated into different level, not everyone in group will have the same knowledge of English.

According to Harmer (2001, p. 48) we need to establish who the different students in our classes are. To ascertain their language level, for example, we can look at their scores on different tests, and we can monitor their progress through both formal and informal observation. This will tell us who needs more or less help in the class. It will inform our decisions about how to group students together and it will guide the type and amount of feedback we give to each student. In general way, we

will tailor our teaching methods, materials we use and the production we expect to the level we are working with.

2.2.6 Teaching and Learning Vocabulary

The specificity of any individual's knowledge about a word depends on the person and his or her motivation, desires, and needs for the word. (Hatch, 1995, p. 370)

There are five essential steps in vocabulary learning (Hatch, 1995, p. 373-390)

1. Encountering new words

    The first essential step for vocabulary is encountering new words, that is, having a source for words. This step is obviously the vital because incidental learning of vocabulary must occur if second language learners are to approach a vocabulary that compares with that of native speakers, this step is crucial. Reading is not only the way in which learners encounter words, watching television and listening to the radio as good ways to learn vocabulary. Dictionaries are also source where new words and new uses for old words can be encountered.

2. Getting the word form

    The second step essential to vocabulary learning appears to be the getting of a clear image-visual o both – of the form of the vocabulary item. The importance of getting the form of the word also appears when students are asked to give definitions of words. Beginning students are particularly likely to make

mistakes that are obviously related to confusions of the form of one word with the form of other word.

3. Getting the word meaning

   The step includes such strategies as "asking native English speakers what words mean," "making pictures of word meanings in my mind" and "explaining what I mean and asking someone to tell me the English word." Most of teachers know, however, that learners assume that dictionaries are one of the main sources of word definitions.

4. Consolidating word form and meaning in memory

   Many kinds of vocabulary learning drills, such as flashcards, matching exercise, crossword puzzles, etc, strengthen the form-meaning connection.

5. Using the word

   The final step in learning words is using the word. Some would argue that this step is not necessary if all that is desired is a receptive knowledge the word.

2.2.7 Problem in Teaching Vocabulary

Vocabulary is basic element of language. One has to have enough vocabulary to communicate to other person. In English teaching learning process has many problems to teach vocabulary. According to Thornbury (2000, p. 27) there are some factors that make some words difficult for the students:

a. Pronunciation: research shows that words are difficult to pronounce are more difficult to learn. For example: Gorgeous, Lecturer, etc.

b. Spelling is sound and spelling mismatches will be cause of errors in pronunciation or in spelling, and can contribute to a word"s difficulty. For example: muscle, headache, etc.

c. Length and complexity: long words are more difficult to learn than short ones. And the variable stresses of polysyllabic words are also difficult. For example: necessary, necessity, necessarily.

d. Meaning: when two words overlap in meaning, learners are likely to confuse them. Or it called word with multiple meaning such as *since* and *still*, can also be difficulties for learners.

e. Range: connotation and idiomatic, words that can be used in wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. For example: *thin* is more used than skinny, slim and slander. The connotation of some words may cause problem too. For example: propaganda has negative connotation in English, but it is equivalent may simply mean publicity.

2.3   Theoretical Framework

This present study aims at investigating factors causing difficulties faced by the subject of the study in teaching vocabulary. This chapter is analyzed what the difficulties in teaching vocabulary are, what factors causing those difficulties are and what efforts done in overcoming those difficulties are. The framework of this study is presented in the following:
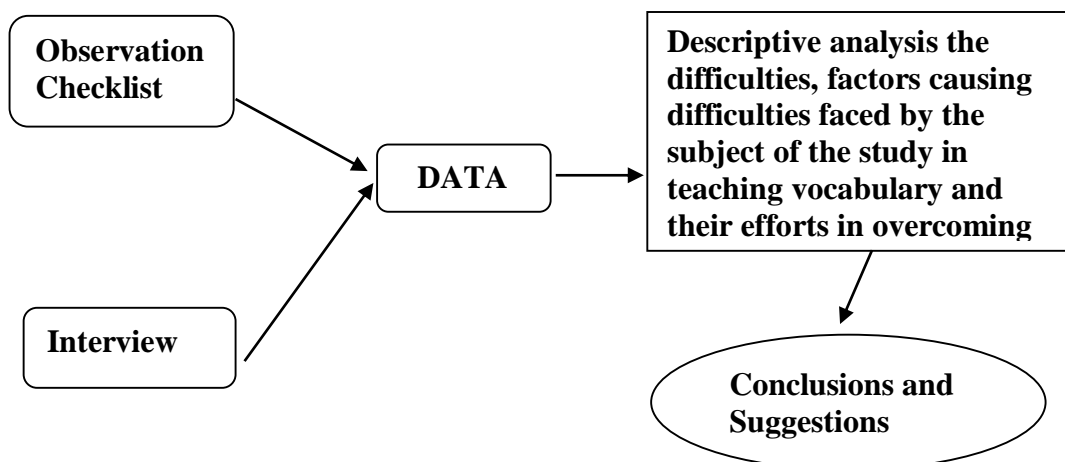
Figure 2.3 Theoretical Framework of Present Study

The figure above shows the theoretical framework of this study. This study was conducted by using observation checklist and interview. The instruments of this study were the observation checklist made for the students while teaching learning process occurred which adopted the form from Improving Students' English Pronunciation by Using Bruno Mars' Song Videos with Moving Lyrics by Rohmah (2016) and the theory of interviews by Sugiyono (2013). Accordingly, this study aims to describe the difficulties in teaching vocabulary faced by the English teachers.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

1.1 Conclusions

By referring to the research questions in the previous chapter, I found out that the difficulties faced by the English teachers of SMP Negeri 2 Jatibarang Brebes in teaching vocabulary are (1) in designing and determining the English materials that appropriate to the curriculum; the teaching media, the students' interest in reading new word or vocabulary is very low, many students who have not yet received English from Elementary school, every students have different competency in English, (2) in explaining the vocabulary materials for students; most of students are lazy to find difficult word in the dictionary and the students' ability in memorizing of vocabulary is low, (3) in evaluating assessment of process and result in teaching English vocabulary; students did not study more the English materials that have been taught by teacher, the students' English vocabulary mastery is lack, lack of the students' activeness and confidents in learning English process.

The factors causing difficulties in teaching vocabulary are (1) in the process of teaching vocabulary; most of students had not received English lesson at Elementary school, the students' vocabulary mastery is lack, the facilities to teach English, the difficulty to pronounce English and students are lazy to bring the English dictionary, (2) in giving motivation for students in teaching vocabulary; the orientation of students in learning English still low, (3) the factors causing difficulties in using media; the teaching media is limited, (4) in using learning strategies to

improve students' motivation of teaching vocabulary; designing of teaching strategy that appropriate to students' character, students have various character, the teachers face difficulty in drilling of new vocabulary for students, the students cannot memorize the new vocabulary easily. teachers had tried some strategies in teaching vocabulary but the students' motivation in learning vocabulary have not increased, (5) in giving reinforcement for students is use memorizing technique, use the dictionary, (6) in managing the classroom are managing or designing the students' seatmate, the students have transition moment from Elementary school at junior high school, teachers are more firm for students, (7) in improving the components of language skill in teaching vocabulary are pronunciation; students feel difficult to pronounce the English vocabulary, the duration of teaching; four hours every week, the students' interest in learning English is lack.

The efforts of the English teachers of SMP Negeri 2 Jatibarang Brebes in overcoming the factors causing difficulties in teaching vocabulary are (1) in the teaching English process; teaching English basic, giving motivation for students, and listening practice, (2) in teaching media is by using picture and creating simple media like word building, using laptop and speaker active and things around the class or school (3) in managing the classroom; arrange the students' seat, giving reward for diligent students and punishment for lazy students, making a students' group, (4) in improving the components of language skill in teaching vocabulary which were neglected; all of the teachers gave the answer that they review the English materials that have been taught.

1.2 Suggestions

The results of the study which describes the difficulties of teaching vocabulary faced by the English teachers at SMP Negeri 2 Jatibarang Brebes is not intended to be used as criticism toward some particular parties. Yet, the results should be taken positively by the school, teachers, and education practitioners in order to find the way to solve the problems in teaching vocabulary.

The suggestion for the school is they should accommodate the teachers' need in teaching English especially provide the teaching media. The schools also should provide more training, especially to the English teachers in improving teachers' competency as the English teacher in order to achieve the goals in the teaching and learning process of English lesson.

The suggestion for the English teachers in which English is a foreign language, they should improve their knowledge about teaching principals in order to achieve the goals of the teaching learning English process so that the students can interested to study English, especially in vocabulary lesson.

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