

STUDENTS STRATEGY TO SOLVE DIFFICULTIES IN ENGLISH VOCABULARY ACQUISITION

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ABSTRACT

The purposes of the present study are to explore students' difficulties in vocabulary acquisition and to discover the strategy which able to solve students difficulties in vocabulary acquisition. Strategies are specific methods used to approaching a problem or task, modes of operation for achieving a particular end, plan or designs for controlling and manipulating certain information. The research object of this study is the students in seventh A of SMP Negeri 7 Metro. The researchers use observation, interview and document to collect the data. The result of the study shows that there are some strategy to solve the students difficulties in English vocabulary acquisition: meta-cognitive strategy, cognitive strategy, and socio-affective strategy. Each of strategies plays important roles in vocabulary acquisition.

Keywords: Students strategy, English Vocabulary Acquisition

INTRODUCTION

Vocabulary acquisition is identified as involving the progressive development of learners' mental lexicon (Henriksen, 2005). In measuring students vocabulary acquisition needs evaluation or test. Sub-skills have characteristics for evaluating the students ability in each sub-skills, include of the evaluation vocabulary acquisition. To make evaluation for the students ability in vocabulary acquisition is not to indicate someone or students used language correctly. But the evaluation can help the teacher to diagnose the strength and weakness of students' communication in spoken or written. The aimed of vocabulary assessment is to measure of students comprehension in using languages that is speaking and writing.

Generally, Vocabulary is the basic which is able to control the students in learning English. How do people able to express the language if they did not understand the language? The new students who want to begin to learn English

are required the vocabulary knowledge because the students had sufficient vocabulary, then students' are able to understand well in English. Conversely, without having adequate vocabulary, the students can not achieve the language competency. The students have to complete the standard competence. So, the students must learn more in vocabulary acquisition.

Solving this problem, both teacher and student should have strategy to overcome this problem. One of the strategies that can be used are teachers help the student to master the materials that have discussed especially student understanding kind of vocabulary. Besides, students have to know that they get the vocabulary not only from the teacher, he or she could get many vocabulary everywhere. It is from movie, magazine, banner and other. So, the student did not focus on vocabularies that giving by teacher.

Strategy is very important to solve a problem, for example, student difficulties in vocabulary acquisition, and strategy can be used as a way to finish student problem. Strategy can make students' job simpler and easier. There are many strategies used in vocabulary acquisition, such as, reading many books and understand what they have learned.

In this case, the researchers find the problem in SMPN 7 Metro in seventh A . The student as the new learners' of English and consist of 31 students. The researchers observed students when learning process was going on. Most of the student are active and interested with teacher explanation. But, there is one student that makes the researcher want to make him be an object of this research. The student initial name is FR. He seems different from other students, because he looks very confused to follow the class. At that time, the teacher asked him in English which has related to the materials, he was difficult to answer it. In fact, he got difficult in vocabulary acquisition. His way to solve his problem is always asked his friends and also the teacher. Then, when the teacher gave all students exercise, his score is low whereas the tests have ever given before. So, the researchers concluded that his ability especially vocabulary knowledge not enough like other. It can be concluded that, the researchers have to explore student difficulties and discover the way how the student to solve his problem in vocabulary acquisition.

Brown (2007) states be divided into eight groups. English language namely: A noun, pronouns, adjectives, verbs, adverbs, preposition, conjunction and the last is interjection.

METHOD

The design of the study is a case study which conducted at SMP Negeri 7 Metro in form of descriptive qualitative research design. Qualitative research

focuses on the understanding social of phenomena from the view of the human participants in the research. L.R Gay (2000) describes that descriptive method is useful for investigating a variety of educational problems and issues. Descriptive qualitative study is a study considered to obtain information about the phenomenon. Moleong (2006: 5) indicates that descriptive research is a method of research trying to picture out and interprets the objects as in the fact.

In collecting the data, Yin (2009), writes that there are some kinds of data and information collecting technique. Yin then mentions at least there are two kinds of way that may be used to collect data and information to support the research, especially research conducted in case study types. They are as following: (1) Observation, (2) Documentation

After collect the data, the data was analyzed. Data analysis is the process of structuring the data in order to develop the research and regularly identify patterns. The act of imparting meaning to an analytical process's output is referred to as interpretation. When using data analysis techniques, we must exercise critical thought. Data analysis is a procedure that organizes the data in a research project so that patterns of other explanation forms can be found. Data analysis qualitative is a case study of social reality that is devoted to data empirics and has a research paradigm orientation. Data analysis is the process of finding and managing data from interviews, field notes, and documentation in a methodical manner. It also involves organizing the data, classifying it into units, setting up a design, selecting the key information that will be learned, and drawing conclusions. Therefore, it is simple to comprehend for oneself or others. The data will be organized, clarified into units, and then arranged into the design in this study by the researchers. according to the three data. Data will be collected through interviews, documentation, and observation.

Table 1. Data of Observation in Class Activity

No	Components	Aspects	Answer	
			Yes	No
1	Student learning activity	a. Student listening to teacher explanation about kind and function of vocabulary. b. Student has done with his assignment related to vocabulary. c. Student writing the vocabulary which given by teacher. d. Student found difficulties in vocabulary acquisition.	√ √ √ √	
2	Teacher Role	a. Teacher gives brainstorming to the student. b. Giving explanation about		√ √ √

		vocabulary the used of it. c. Answering student question clearly. d. The teacher helps student to solve his problem in vocabulary acquisition.		√
3	Learning Aids	a. Using book as learning guide b. Using dictionary to find out the meaning the difficult words. c. Asking to the teacher. d. Sharing with friends.		√ √ √ √
4	Student Achievement	a. Student able to response teacher question directly. b. Student able to understanding the materials by using learning aids. c. Student able to use his own strategy to solve his problem in vocabulary acquisition. d. Student able to recall many kind of vocabulary that he gets by himself.	√ √ √	√

RESULT AND DISCUSSION

From the observation, the researchers got the data such as follow:

- a. The researchers discovered from the initial set of data that students engaged in some activities, including writing vocabulary that was provided by the teacher, completing student assignments, and listening to the teacher explain the types and purposes of vocabulary. Then, an issue was discovered, and it concerned his trouble picking up new words.
- b. The second are about Teacher role's in learning activity. When the teacher taught in the class, he always gives the students brainstorming to warm up student spirit and motivate to study in his class. He gives the explanation about vocabulary and the used of it then answers student question clearly. He also helps the student to solve his problem in vocabulary acquisition.
- c. The third components are about learning aids. The component of learnig aids namely: Using book as learning guide, using dictionary to find out the meaning the difficult words, asking to the teacher and sharing with friends. In this case, student did not used book as learning guide. Moreover, he did not have dictionary to find out the meaning the difficult words. He also did not want to ask the teacher about the difficulties or problem that he got. He was only sharing with his friends to solve his problem.
- d. The last components were about student achievement. Base on the data observation above, the researchers found that he not realizes one of

- components yet. Such as; students are able to response teacher question directly. The other components could be realized by him, although still needs many
- e. efforts and study hard. That components were; students are able to understand the materials by using learning aids, student able to use his own strategy to solve his problem in vocabulary acquisition and the last student able to recall many kind of vocabulary that he gets by himself.

CONCLUSION

According the data analysis and the result of data, the researchers draw conclusion as follows:

1. The researchers found the students have difficulties in vocabulary acquisition at the seventh grade of SMPN 7 Metro. It is based on the result of interview. The students' difficulties in vocabulary acquisition namely: (1) Facilities and environment of school was not adequate in learning process. There was not any book or worksheet as the student guide in learning. The environment of the school especially in student class was not conducive, many student were lost from teacher attention, it made the class very noisy and student can not be accepted the materials well. (2) Student ability to understand the materials was not good. It causes the lack of teacher explanation about the materials that should be learnt was not clear. So, it is clearly that student has difficulties in vocabulary acquisition.
2. The Students can overcome their difficulties in acquire English vocabulary . It can be seen from the result of interview. The student has learnt it from teacher, internet and ideal dictionary. The reason of using the strategies are among of them: 1) sharing with his friends, because he do not confident on the ability he has. 2) Looking for vocabulary in internet, because he was become easy in vocabulary acquisition. 3) Using ideal dictionary, because he lack of vocabulary and 4) playing games, because he also can got the vocabulary from that games and able to memorize because he plays it every day. So, it is clearly that student has strategy to solve his problem in vocabulary acquisition.

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