CHAPTER IV
THE RESULT OF THE RESEARCH

A. Data Presentation

In this chapter there were some descriptions would present the data which had been collected from the research in the field. The important point of this chapter was to answer the problems of study. It would be described the data analyze based on the data collecting procedures, they were: test, interview, questionnaire, and documentation.

1. Test

Based on result of the test, the writer would expose data findings, they were the score of each student who passed and failed in the test, it can be seen that for the first test, the students' highest score was 100 and the student's lowest score was 31. The percentage of the students passed based on score achievement were 59 % or about 10 students , and 40,9 % or about 12 students were failed. For the second test , just one student was pass and 21 students were failed. The students's highest score was 92, 2 and the students' lowest score was 0. The percentage of the students passed was 4,54 %, and 95,45 % students were failed.

2. Interview

After getting the subjects of the study, the writer would get more informations about the students problems in learning vocabulary by using interview. The subjects of interview were 6 students taken from the criteria of the students' score. They were the higest score students, the enough or god score students, and the less or the failed score students. The results of interview could be seen as follows:

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a. MLN

MLN was the last student who was interviewed by the writer. Based on interviewed, MLN said that she ever learned and knew about vocabulary. She seldom learned the vocabulary taught by the teacher. She has about 60 words of vocabularies that she memorized. MLN has an English book and ever read it, but she never learned vocabulary except taught by the teacher at school. She also said that she never communicate english because she felt difficult. In reading the text, she said can read it, many words she understood of the text, but just a part of the text she understood what did the text tell about. MLN has difficult in learning vocabulary especially in pronunciation. She has a strategy to solve her problem, it was reading much.[97]

b. DNI

The other subject interviewed was DNI. During interviewed, he didn't understand about vocabulary but he said ever learned it. DNI also said that he seldom learned about vocabularies who taught by the teacher at school. He has 25-30 words of vocabularies. DNI has an English book but he seldom read it. He never learned new vocabulary except taught by the teacher at school. DNI also said that he ever communicate English with their father at home. In reading the text, he said no many words he can read. Just little words he knew and understood the meaning of text. He didn't know about what did the text tell about. DNI admitted that he felt difficult in

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[97] Result interview with MLN at School on October 24, 2013, at 08. 15 am

reading and translating the words. He has strategy to solve his problem in learning vocabulary by reading much.[98]

c. MGT

MGT said that she ever learned and knew about vocabulary. She also often learned the vocabulary who taught by the teacher. She just has about 10 words of vocabularies that she memorized. MGT also has an english book but she seldom read it. She never learned the new vocabulary except taught by the teacher at school. MGT also said that she never communicate english. In reading the text, she said no many words she can read, MGT did not understand meaning words of the text. just little words she knew. Her problem was difficult to remember the words. She also said that she has no strategy to solve her problem.[99]

d. ANS

ANS was the third students who interviewed by the writer. Based on interviewed, ANS said that she ever learned and knew about vocabulary. She seldom learned the vocabulary who taught by the teacher, but she said that she ever learned and looked for the new vocabulary except taught at school. She has about 30-40 words of vocabularies that she memorized. ANS has an english book like a dictionary or story book and she ever read them. She also said that she ever communicate english at home with her sister. In reading the text, she said can read it, she understod much the meaning the words of the text. Althought her difficulties in

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[98] Result interview with DNI at School on October 24, 2013, at 08. 30 am
[99] Result interview with MGT at School on October 24, 2013, at 08. 40 am

learning vocabulary were in writing the words and how to read them or pronounciation. ANS has strategy to solve her problems by reading much.[100]

e. RSC

RSC stated that she knew about vocabulary and she ever leaened it. She seldom learned vocabulary who taught at school by the teacher. RSC also mentioned the she memorized 100 words of vocabularies. She has a reference books to learn like story book and picture dictionary. She seldom looked for the other new vocabularies except taught at school. RSC also said that she never tried to communicate english at school or outside. When RSC was given the short text and read it. She still faced difficult in reading the text. No many of words she can read according to the correct pronounciation, and not all the words of the text she can understod. Her difficulties in learning vocabularies based on interview were using to be and additional word, although from her reading the text she was difficult in pronounciaton of the words. RSC has strategy to solve her problem by writing the words and translated them by browsing throught social network, because she was still confuse translated vocabulary used dictionary.[101]

f. APL

Based on interviewed with APL, she knew about vocabulary and often learned it. Beside that, she has been memorizing 100 words vocabularies. She has english book for learning and reading to increase her vocabulary mastery except taught at school. She never communicated english because she felt doubt. When APL was given a text by the writer, she can read the text and knew many words of the text

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[100] Result interview with ANS at School on October 24, 2013, at 08. 55 am
[101] Result interview with RSC at School on October 24, 2013, at 09. 10 am

but she just understod some parts meaning. APL has difficulties in arranging the

sentence, using to be and to do, but she has strategy to solve her problem in learning

vocabulary, it was training to make the sentence.[102]

Table 4.1
The Result of Interviewed about the Students Problems in Vocabulary Learning
at Tenth Grade Students of SMK Kesehatan Maranatha Palangka Raya.

No.	Name	Problems
1	MLN	Difficulty in pronunciation
2	DNI	Difficulty in reading and translating
3	MGT	Difficulty in remembering and memorizing
4	ANS	Difficulty in writing and pronunciation
5	RSC	Difficulty in using to be and letter s/es
6	APL	Difficulty in arranging the sentence, using to be and to do

3. Questionaire

From the result of questionnaire, the writer found some problems in learning

vocabulary at the tenth grade students of SMK Maranatha Palangka Raya. They were

concluded on the table as follows:

Table 4.2

Table the Result of Questionnaire at Tenth Grade Students of SMK Kesehatan
Maranatha Palangka Raya

No	Questions	Sering	Sangat Sering	Kadang-Kadang	Jarang	Tidak Pernah
1	Apakah kamu pernah belajar kosakata bahasa inggris?	7	10	4	0	0
2	Apakah kamu pernah ditugaskan untuk menghafal kosakata oleh guru di sekolah?	14	5	1	1	1

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[102] Result interview with APL at School on October 24, 2013, at 09. 25 am

3	Apakah kamu sering mempelajari kembali serta masih mengingat kosakata bahasa inggris yang telah diajarkan oleh guru di sekolah?	3	1	12	5	1
4	Apakah kamu pernah berusaha meningkatkan kosakata bahasa inggris dengan mencari kosakata baru?	3	2	7	7	3
5	Apakah kamu pernah atau sering membaca buku bacaan berbahasa inggris?	4	0	11	6	1
6	Apakah kamu merasa bosan ketika membaca teks atau mendengarkan cerita berbahasa inggris?	1	0	9	2	10
7	Apakah kamu pernah mendengarkan lagu berbahasa inggris melalui media audio?	11	9	1	1	0
8	Apakah kamu bisa memahami arti setiap teks atau cerita bahasa inggris yang kamu baca atau yang kamu dengarkan?	0	0	13	7	2
9	Apakah kamu pernah berkomunikasi menggunakan bahasa inggris di sekolah atau di luar sekolah?	0	1	4	9	8
10	Apakah kamu memahami apa yang disampaikan guru ketika menggunakan bahasa inggris dalam mengajar?	3	0	17	2	0
11	Apakah kamu mendapatkan kosakata baru ketika membaca teks atau mendengakan cerita berbahasa inggris?	9	0	5	4	4

12	Apakah kamu selalu mencatat dan mengingat kosakata baru yang diperoleh dari membaca teks atau mendengakan cerita berbahasa inggris?	6	0	9	4	3
13	Apakah kamu pernah menterjemahkan teks berbahasa inggris?	5	4	5	3	5
14	Apakah kamu mengalami kesulitan dalam menterjemahkan setiap teks bahasa inggris?	5	5	6	6	0
15	Apakah kamu sering mencari arti kata baru yang tidak kamu ketahui di dalam kamus?	6	3	1	6	6

Based on the table of questionnaire above, the writer concluded that the vocabulary learning problems at the tenth grade students of SMK Kesehatan Maranatha Palangka Raya were caused:

a. The students seldom learned the vocabularies who taught by the teacher at school.

b. The students seldom and event never learned the new vocabulary to increase their ability in vocabulary learning except taught by the teacher at school.

c. The students also seldom learned and read English book.

d. The students didn't understand the meaning of the short text what did they learned or read.

e. The students seldom tried to communicate in English at school or outside.

f. The students seldom wrote and learned the new vocabulary was gotten from reading a text or an English story.

g. The students seldom learned to translate the English text was given by the teacher.

h. The students often found the difficulties in translating of meaning the English text.

Table 4.3
Table the Result of Reading Record at Tenth Grade Students of SMK Kesehatan Maranatha Palangka Raya

No.	Students	Words Error in Pronunciation
1	MLN	Mrs, vocational, at the moment, news, beside, husband, woman magazine, computer, preparing, her, noodle, bathroom, chewing carrots, its cage.
2	DNI	Factory, Mrs, teaches, have been home, the moment, relaxing, news, her husband, woman magazine, drawing, computer, daughter, she, preparing, noodle, other, bathroom, bath, cat, grasshopper, chewing, carrots, its cage.
3	MGT	A factory, and, mrs, a teacher, she teaches, a vocational, they have been home, and at the moment they are relaxing, their family, watching some news, beside her husband reading a woman magazine. Their son, drawing, the computer. Their daughter, bedroom, she, practicing, her, Their other daughter, she, preparing her favorite, noodle, their other son, the bathroom, taking a bath, their pet, cat, running after a grasshopper, and Klinchy the rabbit is chewing carrots in its cage.
4	ANS	Mrs, home, the moment, relaxing, her, new, husband, woman, computer, daughter, preparing, bathroom, bath, grasshopper, chewing, cage.
5	RSC	At, some news, her husband, magazine, computer, preparing, bathroom, running, carrots, cage.
6	APL	Bath, cat, carrots

From the result of reading record of the short text at tenth grade students of SMK Kesehatan Maranatha Palangka Raya, the writer found there were the students' errors in pronunciation of the words. Some words often error mentioned by the

students were like; preparing, her, husband, bathroom, news, computer, carrots, cage, the, moment, woman, magazine, and chewing.

B. Discussion

After taking the research about vocabulary learning problems at the tenth grade students of SMK Kesehatan Maranatha Palangka Raya and based on the entire data finding, it showed that the students' problems and difficulties in vocabulary learning were influenced by factors in students learning. They were internal factor and external factor. Based on chapter 2 page 17-18, learning is very influenced by internal factor and external factor.[103]

a. Internal factor is the factor arises from physiology and psychology aspect. In physiology aspect, it relates of condition of physic and condition of five sense function. They can influence the spirit and intensity of the students in learning process. Whereas psychology aspect, it relates of condition of the students psychology, they are like talent, interest, intelligent, motivation, and attitude.

b. External factor is the factor arises from the student self external. External factor is divided two aspects; they are social environment and non social environment. Social environment consist of family, teacher, and society. Whereas non social environment consist of learning facilities, are like school, curriculum, learning time, home, and nature.

The factors above influenced the students in learning English, especially learning vocabulary. Based on the result of test, the writer found problems of the students score of the test. For the first test, the percentages of the students passed

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[103] Dra. Eviline Siregar, M. Pd And Hartini Nara, M.Si, *Teori Belajar Dan Pembelajaran*, Bogor: Ghalia Indonesia, 2010, p. 174

based on score achievement were just 59 % or about 13 students, and 40, 9 % or about 9 students were failed. The second test, just one student or 4,45 % was pass and 21 students or 95,45 % were failed. Although based on the interview and questionnaire, the writer concluded that the students' problems in learning vocabulary as follow:

1. Difficulty in pronunciation of the words

    In this study, the difficulty in pronunciation of the words showed that words that were difficult to pronounce were more difficult to learn[104]. This case refers to the theory in chapter 2 page 28-29. It would influence the ability in English skill. In speaking, explained that speaking actively engages the students in interaction personal and other audiences. According to Hornby, "speak is to talk or say something and to know and be able to use a language".[105] According to Fauziati,"to must people, mastering the art of speaking is the single most important aspect of learning a second or forign language, and the success is measured in terms of the ability to carry out a conversation in the language".[106] Based on the theory concluded, speaking is a vital component and the single most important aspect of the English language. Because speaking is one-way people make connection with each other. By speak, the people can express their personal feeling, ideas, view of point, to tell a story, to joking, to describe something, and to clarify.

    From the definition of reading. It was a process of decoding written symbols, working from smaller units (individual letters) to larges ones (words, clauses, and

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[104] Scott Thornbury, *How To Teach Vocabulary*, Pearson Education Limited, England: 2002, p. 27

[105] A.s Hornby, *Oxford Advanced,* p. 1140.

[106] Endang Fauziati, *Teaching of English*, p. 126.

sentences).[107] Reading was not only process of receiving information, but also process of making and saving the data in the reader's brain. As the result of reading, it could be seen that the readers needed feedback. Thus, understood what they read. In reading, comprehension was as the goal of reading instruction, that understod of what meanings, ability to find the meaning from group of words or the text, and ability to draw inferences.

 2.   Difficulty in reading and translating the words

Based on interview and questionnaire. The writer found that the students had problems in reading and translating the words. Difficulty in translating the words refers to the meaning on chapter 2 page 53. The meaning: when two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire. Words with multiple meanings, such us *since* and *still,* can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different, meaning. Unfamiliar concepts may make a word difficult to learn. Thus, culture – specific items such as words and expressions associated with the game cricket (*a sticky wicket, a hat trick, a good innings)*, will seem fairly opaque to most learners and are unlikely to be easily learned.

 3.   Difficulty in remembering the words that had been memorizing

Based on the theory of chapter 2 page 51-52 about the students forget words. As a rule, forgetting is rapid at first, but gradually slows down. This is true in both

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[107]David Nunan, *Lenguage Teaching Methodology,* New York: Printice Hall, 1989, p.17.

the short term (e.g. from lesson to lesson) and in the long term (e.g. after a whole course). It has been estimated that up to 80 percent of material is lost within 24 hours of initial learning, but that then the rate of forgetting levels out. [108]

Forgetting the words may be caused both by interference from subsequent learning and by insufficient recycling. With regarded to interference. Most teachers will be familiar with the symptoms of 'overload', when the price for learning new language items is the forgetting of old ones. This same to be particularly acute if words are taught that are very similar to recently acquired words. The new words have the effect of 'overwriting' the previously learned material.

4. Difficulty in writing the words

Difficulty in writing the words was one of the mistakes of vocabulary. Based on chapter 2 page 54-56 showed that the learners make mistakes with words. In fact, the researcher Paul Meara estimates that lexical errors outnumber other types of error by more than three to one. Here is a sample of lexical errors (underlined):

1. I hope after biggening English studing I shell not has a free time at all.
2. I'd like to spend a couple of week somewhere on a peopless island.
3. I like watching flowers and inhaling their lovely smell

A lexical errors are instances of a wrong choice of form – whether a spelling errors (e.g. *biggening, shell*), or a suffix error (*peoples),* or the wrong word altogether (*hope, watching, inhaling).* However, for convenience we can categories errors into two major types:

- Form-related

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[108] Scott Thornbury, *How To Teach Vocabulary*, , p. 26

- Meaning-related

Form-related errors include **mis-selection, misinformation, and spelling and pronunciation errors**. A miss-selection is when an existing word form is selected that is similar in sound or spelling to the correct form-the equivalent to a native speaker's malapropism. For example: *My girlfriend was very **hungry** with me (for angry).* Or, *he persuaded me to have a noise operation* (for nose).

Misformations often result from misapplying word formation rules, producing non-existent words, as in *a peopless island*, or *his hopeness of peace.* Sometimes misinformation will show a clear influence from the learner's mother tongue, as in *the people looked **emocionated** –* from the Spanish *emocionade (excited).* Whole words may be combined wrongly to form non-existent combinations: *Most of time I just watched shop's window* (for go *window-shopping).* Idioms and fixed expressions are vulnerable to this kind of mix up: *A strike could **kill the gold eggs goose** and cause the ruin of a country.*

Spelling mistakes result from the wrong choice of letter (*shell for shall),* the omission of letters (*studing for studying*), or the wrong order of letters (*littel for little*). Pronunciation errors may result from the wrong choice of sound (*leave for live),* addition of sounds (*eschoo*l for *school*), omission of sounds (*produk for product)* or misplaced word stress (*comFORtable* for *comfortable*).

Meaning-related errors typically occur when words that have similar or related meanings are confused and the wrong choice is made. Thus: **I *hope* **…..*i shell not have a free time* (instead of *I expect….*). And *I like **watching** flowers and inhaling their lovely smell.* While *watching* belongs to the set of verbs related to

seeing it is inappropriate for relatively static objects like flowers. Similarly, tends to be used for smoke or gas, and not smell. That is to say, *inhaling* doesn't **collocate** with *smell.* Many 'wrong word' mistakes are in fact wrong collocates. For example: *I have fifteen years experience as a particular professor* (rather than *a private teacher*).

5. Difficulty in using to be, to do, and letter s/es.

6. Difficulty in arranging the words to be a sentence

To answer the difficulty in using to be, to do, letter s/es and difficulty in arranging the words to be a sentence refers to problem in grammar. Based on the theory of chapter 2 page 31 and 53, according to Hornby "grammar is the rules in language for changing the form of word and combining them into sentences".[109] Grammar also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent.

From various students' problems and difficulties in vocabulary learning above, the writer also found information that made the students got low score and difficulty in vocabulary learning at the tenth grade students of SMK Kesehatan Maranatha Palangka Raya. These were caused by the students seldom learned vocabularies that memorized or taught by the teacher, the students seldom and even never learned the new vocabulary to increase their ability in vocabulary learning except taught by the teacher at school, the students also seldom read the reference book like English book and the students didn't want learned to communicate by English. Besides that, the writer got information about how did the students solved

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[109] A.s Hornby, *Oxford Advanced*, p. 517

their problem. Based on the result of interview explained that the students tried to solve their problems by learning read the text, writing, translating the words, watching the movie, and learning arranged the words to make a sentence.