

**ANALYSIS OF STUDENTS' DIFFICULTIES IN LEARNING
VOCABULARY AT SMA NEGERI 2 TAPALANG**



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**This undergraduate thesis was written and submitted in a
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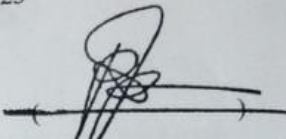
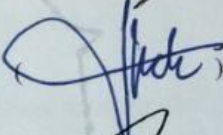
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ABSTRAK

RISMAWATI: Analisis kesulitan siswa dalam belajar kosa kata di SMA Negeri 2 TAPALANG. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2022.**

Tujuan penelitian adalah untuk mengetahui (1) kesulitan siswa dalam belajar kosakata melalui pembelajaran online dan offline di SMAN 2 Tapalang, (2) factor penyebab kesulitan siswa dalam belajar dan faktor kesulitan siswa dalam pembelajaran kosa kata kosakata melalui pembelajaran online dan offline di SMAN 2 Tapalang. Penelitian ini menggunakan metod kualitatif. Subjek penelitian ini adalah guru dan siswa kelas X SMA Negeri 2 Tapalang. Ada 1 guru dan 20 siswa yang dipilih dengan menggunakan teknik purposive sampling. Data dikumpulkan melalui questionnaire dan wawancara semi-terstruktur. Hasil Penelitian ini menunjukkan bahwa para siswa masih menghadapi masalah atau kesulitan dalam pembelajaran kosakata online dan offline Macam-macam kesulitan yang dihadapi siswa adalah (1) siswa mengalami kesulitan dalam mengucapkan kata-kata (2) cara mengeja, (3) kesulitan membuat kalimat yang Panjang (4) bagaimana menggunakan pola tata bahasa dengan benar dan (5) kesulitan dalam memahami arti kata. Ada beberapa faktor yang menyebabkan siswa mengalami kesulitan dalam pembelajaran online dan offline, dalam pembelajaran online yaitu pengucapan, mengeja, grammar, meaning, dan kata Panjang, pembelajaran siswa kurang maksimal karena ereka belajar menggunakan facebook sedangkan dalam pembelajaran offline siswa menghadapi kesulitan dalam mengucapkan kata-kata karena perbedaan antara lisan dan tulisan, kesulitan dalam ejaan karena biasanya ada kata dalam bahasa Inggris yang hurufnya tidak diucapkan, siswa kesulitan dalam memili kosa kata yang tepat karena bamyak kosa kata memiliki lebih dari satu arti, Siswa tidak tahu bagaimana menulis kalimat dengan benar karena tidak mengerti tentang tata bahasakarena mereka tidak dapat memilih tenses yang sesuai, siswa masih kesulitan membuat kalimat yang Panjang

Kata kunci: analisis, kesulitan siswa, kosakata, pembelajaran daring dan luring

CHAPTER I

INTRODUCTION

A. Background

Vocabulary mastery is the most important one to make it easy in learning those language skills. Vocabulary is one of the language elements which needs to be mastered. If students master vocabulary, they can easily improve their language skills such as listening, speaking, reading, and writing in Widiati (2019).

Teachers must be creative in teaching vocabulary to make their students easy in recalling or remembering foreign words. We realize the importance of vocabulary learning, but it does not mean that other components can be ignored such as phonology, grammar, syntax, etc. even though the students have mastered English vocabulary well, it does not guarantee for them to use the English language perfectly, because their vocabularies are just the basic for learning English.

One of the factors that are a challenge as well as an important factor in the study of foreign languages, especially English, is mastering vocabulary. In addition, vocabulary is the basis for language skills, namely, listening, speaking, reading, and writing. Furthermore, vocabulary is an important factor for language learning because inadequate vocabulary knowledge leads the learners to encounter difficulties in language learning, without learning the vocabulary, it is difficult to attain any language proficiency. According to Rohmatillah in Nareem (2017) asserts that without learning vocabulary communication in the second language becomes harder. Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicates that learning vocabulary may be problematic because many learners are not confident about best practices in

vocabulary learning and at times don't know where to begin to form an instructional emphasis on word learning.

In this case, recognizing the importance of English for students, especially at the class level is emphasized, so that students are expected to master the optimal English language so that the students become generations who are ready to fight actively in the world competition. In fact, many students do not like to study vocabulary because of their interests and the classroom situation. Based on observations when doing PLP, students respond less to teachers when explaining, it is because students lack vocabulary so that students cannot understand what is explained by the teacher, so the classroom atmosphere lacks response between teachers and students.

There are some difficulties for students in mastering vocabulary. The first is forgetting words easily. Remembering English words as a foreign language is not easy, it is depending on the learners' retention. There are several factors that make English vocabulary became difficult to be remembered and forgetting easily such as difficulties in pronunciation, spelling, idiomatic, and overlap meaning. The second is students' interest. Many students do not give their attention when teachers explain the materials because the learning process would be boring then students do not give their feedback. Third, teaching material in teaching vocabulary is also needed the appropriate materials. Teaching material is very important in the learning process. The appropriate materials make the student's interested in studying and the bad materials will make students bored. It was conquered with the research Firman in (2016) that the students still faced problems or difficulties in vocabulary mastery.

Based on the explanation above researcher was interesting in analyzing students' difficulties in learning vocabulary at tenth grade of SMA Negeri 2 Tapalang because the researcher saw the students' lack of vocabulary and the students cannot be active in class. Therefore, the researcher wants to know the student's difficulties in learning vocabulary and the student's factors difficulties in learning vocabulary

B. Problem Identification

According to the problem above, the following problems can be identified as follows:

1. The students' difficulties in learning vocabulary, which makes the students can not be active in class. Based on the experience of the researcher when the researcher did PLP (field practice activities) at SMA Negeri 2 Tapalang, the researcher sometimes confuse how to teach the students because the student's said they lack of vocabulary and it can make them tend to be silent and less responsive to the teacher who was teach them.
2. There were several factors of difficulty students in learning so that students have less of vocabulary.

C. Research Focus

In this research, the researcher limits the research about difficulties learning vocabulary. The researcher focusses on finding out the kinds and factors of student's difficulties in learning vocabulary. In this researcher, only focus on tenth grade students at SMA Negeri 2 Tapalang

Research formulation:

1. What are the students' difficulties in online and offline vocabulary learning?
2. What are the factors that causes students' difficulties in online and offline vocabulary learning?

D. Research Objective

The objective of this research:

1. To know the students' difficulties in online and offline vocabulary learning.
2. To know the factors that causes students' difficulties in online and offline vocabulary learning.

E. Research Benefits

The results of this research will give positive contribution to two layers, those are potential aspects and theoretical aspects as follows:

Potential aspect

1. For the teacher, the teacher can know what the student's problem in learning vocabulary so the teacher can give the good method how to teach students to improve student's vocabulary so the students can accept good learning from the teacher.
2. For students, students can more active in the class and the most important is the student can understand what the teacher says.

Theoretical aspect

It can be used as literature review to the other researchers if there is a researcher conduct study that is related or similar to this study

CHAPTER II

LITERATURE REVIEW

A. Previous Related studies

1. (Rohmatillah,2014) In her research, entitle” A study on Students’ Difficulties in Learning Vocabulary”.

The objectives of the research were to find out the kinds and factors of students’ difficulties in learning vocabulary. The subject of this study was the students of the first semester of the English Education Department at IAIN who took vocabulary classes. This study employed a qualitative research design, implementing characteristics of a case study. For gaining the data, the researcher used interviews and questionnaires. All the data were analyzed descriptively. The findings showed that the students still faced problems or difficulties in vocabulary learning. The kinds of difficulties faced by students in vocabulary learning were various. Kinds of difficulties faced by the students were (1) almost all of the students have difficulties in pronouncing the words, (2) how to write and spell, (3) the different grammatical forms of a word known as inflections was one of the causes of students difficulties in learning vocabulary. In addition, (4) the students found difficulties in choosing the appropriate meaning of the words, and (5) also still confused in using the word based on the context. The last, (6) the students were also still confused when they found words or expressions that were idiomatic. There were some factors that caused students’ difficulties in learning vocabulary (1) the written form is different from the spoken form in English, (2) The number of words that students need to learn is exceedingly large, (3) the limitations of sources of information about words, (4) The complexity of word knowledge. Knowing a word involves much more than knowing its dictionary definition, (5) causes of lack of understanding of grammatical of the words, (6) the incorrect

pronunciation is often caused by the lack of sound similarity between English and the students' native language.

2. Firman Rahman, 2016 In his research entitled "An analysis of Student's Difficulties in Vocabulary Mastery: A Survey Study at Second Grade Student's of SMPN 19 Mataram in the Academic year 2015/ 2016"

The aims of this research are to find out the kinds and factors of students' difficulties in vocabulary mastery. The participants of this study were second-grade students of SMPN 19 Mataram. 35 students were selected by using purposive random sampling. The data were analyzed by descriptive qualitative method. In collecting the data, two kinds of instruments were used: test and questionnaire. The finding showed that the students still faced problems or difficulties in vocabulary mastery. The kinds of difficulties faced by students in vocabulary mastery were (a) most students have difficulties in grammar, (b) how to understand the meaning of words, (c) how to spell, and (d) other difficulties such as identifying noun-adjective vocabulary and making the translation. There were some factors that caused students' difficulties in vocabulary mastery (a) the student's interest in learning vocabulary, (b) students' ability in remembering new words, (c) difficulty in identifying past tense form, and (d) difficulty in pronunciation.

3. (Saldor Surmanov, Maftuna Azimova 2020) In Their Research, entitled "An analysis of Difficulties in Vocabulary Acquisition"

This study aims to examine what kind of difficulties five school pupils facing in vocabulary learning. In this case study, the author intended to find out the challenges in the process of vocabulary learning faced by five ninth-grade school pupils in one of the public schools in the Sirdarya region. The objective of the case study is to examine what kind of difficulties five school pupils facing in

vocabulary learning. The participants were given a list of one thousand words in English along with their translation in the Russian language. The words were selected “English Unlimited” which was published by the Cambridge University Press. The participants were asked to learn the vocabulary by heart in the given period. Some of the pupils have completed learning the given vocabulary, but some of them have not finished learning the given task. When the deadline comes their checked how well they learned the vocabulary, and then they took a questionnaire from every participant. To obtain data, the researcher used the interview and questionnaire. All data were analyzed descriptively. The results showed that students still face problems or difficulties in learning vocabulary. The kinds of difficulties that students face in learning vocabulary were different. The kinds of difficulties faced by students were almost all students who had difficulties with pronouncing words, writing, and spells, a different grammatical form of the word, known as exaggerations, was one of the reasons for the student's difficulty in learning vocabulary. In addition, students have found difficulty in choosing the appropriate meaning of words, and also still confuse the use of words based on context. -Last, students are also still confused when they found words or expressions that were idiomatic.

4. (Hariyanto and Fariska Wulandari 2019) In Their Research entitled: “An Analysis of Students’ English Vocabulary mastery and translation ability in senior high school”

The purposes of this research are to find out students’ capability in English vocabulary mastery and translation ability and to find out the problems that students face in learning English. The research was conducted on XI grade students. In this research, the writer used interview, observation, vocabulary mastery test, translation ability test and literature study to obtain the data. Based on the findings of this research, it can be concluded that the average score of students’

vocabulary mastery test is 65.15 and the average score of students' translation ability is 63.93. Both indicate that student's capability in English language especially in vocabulary mastery and translation ability is low. Students also faced difficulties in answering questions containing low frequency vocabularies because they rarely see or read the words.

The researcher conduct research entitled: "An analysis student's difficulties in learning vocabulary". This research was having similarities and differences with previous researchers above such as: firstly, this research is like their research above which use a qualitative method, secondly the research aims are to find out students' difficulties in learning vocabulary. The difference of this research is the instrument of this research used interviews and questionnaires, and the last is researcher found out what are students' difficulties in online and offline vocabulary learning, this is the reason why the researcher to take this study.

B. Theoretical Framework

1. Definition of vocabulary

Vocabulary is one of the main keys for successful communication in language, some English teachers even recognizing the importance of vocabulary knowledge do not reflect about how successfully vocabulary can be presented. Vocabulary is generically defined as the knowledge of words and word meanings. More specifically, we use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehension Kamil & Hiebert in Rohmatillah (2019).

Vocabulary ability is very important for humans. People almost speak every day. It is a must-have vocabulary ability. In the global era, many people speak English as a means of communication. It makes people who come from different countries to be easier in making interact and communication. It is everyone must have vocabulary ability for easier to

Speak English. According to Ibrahim in (2014) stated that the importance of vocabulary is central to English language teaching because without sufficient vocabulary learners cannot understand others or express their ideas. By mastering a lot of vocabulary, it will be easier to communicate with others and easier to learn English such as speak, write read, or listen. Without the knowledge of a certain amount of vocabulary in the target language, learners cannot effectively learn to listen, speak, read, or write in the language Nation (2001) In Zi-Gang Ge (2015)

Based on the explanation above, it can be concluded that Vocabulary is the main key in language to communicate, without vocabulary a person will not be able to communicate well, because having a lot of vocabulary will make it easier to convey the ideas that are on his mind. vocabulary is the main thing in learning English such as speaking, reading writing and listening, therefore vocabulary is the most important thing in communicating with others.

2. The functions of vocabulary

Students on vocabulary, activity students are hoped to be able to communicate with other people because through vocabulary ability the student can express their idea and know more about the information they need. There function of vocabulary for students, such as:

a. Vocabulary as interaction (speak)

A person's language capacity reflects his ability to classify and indicate the meaning of certain words Rambe in (2016). Therefore, we must have enough vocabulary to be able to understand every word. Vocabulary is very important to speak English because without vocabulary the people cannot communicate. Learn of vocabulary will make easy English conversation. Mastering the art vocabulary as interaction is difficult and may not be a priority for all students. However, students need skills and find themselves in a situation that requires

speaking for interaction. They felt difficulty in presenting a good image of themselves and sometimes avoid a situation that call for this kind of vocabulary. It is can be a disadvantage for some learners where the vocabulary ability to use for speaking or English conversation. If a student limited vocabulary, a student will feel confused. In this part, the researcher hopes the student in senior high school especial SMA Negeri 2 Tapalang can use English to interact among them both inside and outside of the classroom.

b. Vocabulary as reading

Reading skill is being able to understand what learners read in written text (written language). They can see information either implicitly or explicitly. As we know reading, a good reader can read outside the classroom and stay in touch with English through magazines or books when leaving school. With a language-rich environment, readers can acquire unlimited vocabulary and grammatical forms of language such as grammar. We know how to read, not practice spelling or writing Cross in (1991).

Vocabulary is important for reading because when doing the reading, someone needed many vocabularies to understand English text. Without having vocabulary, it is will make it the reader difficult in understand English text. In this part, the researcher hopes the student's senior high school can use English vocabulary to help to read.

c. Vocabulary as listening

When the people English speak for listening to English song, it is needed vocabulary because vocabulary important roles in the hear speaker English speak or hear English song. It is a reason why vocabulary very is important. In this part, the researcher hopes the student of senior high school can use English vocabulary to help their listeners. Lado in (1986) revealed that

there are three levels of difficulty in teaching vocabulary, namely easy vocabulary, normal vocabulary, and special vocabulary (difficult) vocabulary, this can affect students having difficulty in mastering foreign vocabulary including because of the influence of hearing words, and reading words.

d. **Vocabulary as written**

According to Zuchdi (2010) vocabulary mastery is a person's ability to recognize, understand, and use words properly, and correctly by listening, speaking, reading, writing. If someone many has English vocabulary, it will make it easier for them to understand English text. Because more many vocabularies, Students will easy for understand what their reading, so vocabulary has many important roles in daily activities. In this part, the researcher hopes the student in senior high school can perform their vocabulary ability to help write

3. Types of vocabulary

According to Hiebert and Kamil (2005: 3) in (Rohmatillah, (2019) 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 to 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.

4. The Aspects of Vocabulary

There are several aspects of lexis that need to be considered when teaching vocabulary R, a Gaims (2021)

- 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 meanings 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 meanings of a single word form that 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 speaker's 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

5. Difficulties in learning vocabulary

The first step in successfully teaching vocabulary is identify the students' difficulties Thornbory in Melta (2021)

a. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn.

b. Spelling

Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or 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. Long words

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.

6. Online learning

Online learning can be interpreted as media equipped with tools, a controller that can be operated by the user, so that the user can control and access what the user needs. According to Moore, Dickson-Deane, and Galyen in (Firman dan Rahman 2020) online learning is learning that use the internet network with accessibility, connectivity, flexibility and the ability to show the various types of learning interaction.

The decree of the minister of education and culture of the republic of Indonesia number 109 of 2013 that distance education can be carried out with various internet-based media as one of an effort to maximize the facilities and infrastructure in communication media (2020). According to Dabbagh and Ritland in Astani (2020) said that there are three component to online learning, namely learning model, instructional and learning strategies and online learning media. Some of the learning media used during the pandemic are whasApp, facebook, google classroom, zoom, etc.

Based on the opinion of the experts, it can be concluded that online learning is a learning system that utilizes computer, mobile phone and internet media to connect the teachers and students through various learning application such as zoom, google classroom, google meet, whatsApp, facebook etc, without direct face to face, so that both can teach and learn anytime and anywhere without the limitation of distance, space and time.

7. Offline learning

Offline learning can be interpreted as media that are not equipped with controller or navigation tools that can be used by the user. According Malyana in Yosefa (2021) Offline larning can be done by learning through books or face to face meetings. According Bonk and Graham in (2020) offline learning is convensional learning model which seek to convey the knowledge to students who bring teacher and students in a place for learning that has the characteristics of a planed, oriented place

and social interaction. According to Susilana in Mulyati (2021) Offline learning brings the benefits to both students and teachers. The benefits of distance learning during the pandemic with the system offline include: (1) Can be done anywhere and anytime, (2) Overcoming the economic gap of students, (3) Strengthening friendship and cooperation, (4) Teachers are getting to know the characteristics of students, (5) Direct strengthening of character educators.

As a concluded of defenition of the offline learning is learning that does not use computer media, mobile phone and internet to connect the teachers and students communication, because offline learning means that the teachers and students face to face directly, so that both can be at close distance and are in the same room.

8. English learning

English subjects have become part of the established curriculum, especially for junior high school and senior high school. The importance of the role of English in the learning and teaching process requires a right method to improve the ability of English speaking students with fun learning activities and of interest to students. Since the covid-19, face to face or offline learning was change to the online learning, and also blended learning method. The blended learning method is a method that uses two approaches at once. In a sense, this method uses an online system as well as face to face or offline system. Some schools apply the online and offline learning methods. Therefore,the learning carried out will be different. The following are the learning English im online and offline system :

a. English learning in online

English learning in online use the various media. online learning is a learning system that utilizes computer, mobile phone and internet media to connect the teachers and students through various learning application such as zoom, google classroom, google meet, whatsapp, facebook etc, without direct face to face, so that both can teach and

learn anytime and anywhere without the limitation of distance, space and time.

During the face to face learning virtual, the teacher start the learning from opening, checking students attendance, however an online teaching is limited by the time, the teachers explain the material briefly and clearly, open a question and answer session.the students can ask about the material that has not been understood, and the last is closing.

b. English learning in offline

Offline learning since the existence of covid is different from learning before the existence of covid or normal learning especially in English learning. The differences are the media that used and teaching time. Lele (2019) explain that there are six various media that use in teaching English namely whiteboard, English book, dictionary, laptop and LCD Proyector and speaker. However the teaching time in offline learning just only 30 minutes every lesson, it make that the teacher just be able to use some media like whiteboard, English book and dictionary in teaching English.

9. Advantages and Disadvantages in online and offline learning

a. Advantage online learning

- 1) Saves timenand resources to offline
- 2) Students could be more comfortable as compared metode class
- 3) Students couldget a change to know about the current technology scenario of teaching

b. Disadvantage online learning

There are various of types online learning difficulties faced by students according to Hosting (2021) namely:

- 1) Limited tools for learning, not all students have the tools to participate in online learning. The limitations of smartphones or

laptops are learning obstacles. In some cases, the students borrow smartphone from their closest family and even their friends.

- 2) Limited internet quota. In addition to the absence of devices, the need for quotas is also an obstacle. When studying from home, students must have internet access.
- 3) A geographical condition that is difficult to reach by the internet network. Internet network is slow or even only available at certain points is the main thing that becomes an obstacle to online learning for schools, village, or remote areas.
- 4) Lack of interaction with teachers. Direct interaction is one of the keys to the learning process because there are actions and reactions between teachers and students.
- 5) Disturbance at home. It is undeniable that the level of distraction can be from the environment inside or around the house or even loud noises.

c. Advantages of offline learning

- 1) a teacher could pay more attention to students
- 2) Students would focus on studies
- 3) more interaction between students and teacher

d. Disadvantages of offline learning

- 1) wastage of time and resources
- 2) Students might not find a competitive peer group and hence not feel motivated enough

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Vocabulary is one of the main keys for successful communication in language, some English teachers even recognizing the importance of vocabulary knowledge do not reflect about how successfully vocabulary can be presented.

Based on the result of this study, it can be concluded that:

1. Students at SMA Negeri 2 Tapalang have difficulties in learning vocabulary towards online and offline learning. Those difficulties were in meaning 84% p, grammar 83% long word 82% pronunciation 79% spelling 76%
2. Some factor that causes students' difficulties to learn vocabulary towards online and offline learnin at SMA Negeri 2 Tapalang, in online learning namely pronunciation, spelling, grammar, meaning, and long words, student learning is less optimal because they learn to use facebook so the teacher did not explain the material in detail. While in offline learning students face difficulties in pronouncing words due to differences between spoken and written, difficulty in spelling because there are usually words in English whose letters are not pronounced, students have difficulty in having the right vocabulary because many vocabulary have more than one meaning, Students do not know how to write sentences correctly because they do not understand grammar because they cannot choose the appropriate tenses, students still have difficulty making long sentences

B. Sugestion

Based on the conclusions above and the experiences experienced during the research process, the authors can provide the following suggestions:

1. For student
Students must be more active and more enthusiastic in online and offline learning

2. For teacher

The researcher suggests that in online and offline learning, English teachers must know where the students' difficulties are in learning vocabulary in order to focus on how to reduce student difficulties.

3. For the next researcher

The writer expects that the results of this study can be used as references for the next researcher. Moreover, it will be more beneficial to develop English education in the future

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