

**ANALYSIS OF STUDENTS' DIFFICULTIES IN MEMORIZING
ENGLISH VOCABULARY AT SMPN 6 MAJENE**



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**This Undergraduate Thesis was written to fulfill a part of the requirement
for obtaining the Undergraduate Degree Education**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS SULAWESI BARAT**

2024

ABSTRAK

NURLIA : Analisis Kesulitan Siswa Dalam Menghafal Kosakata Bahasa Inggris di SMPN 6 MAJENE, SKRIPSI, Majene : Fakultas Keguruan Dan Ilmu Pendidikan Universitas Sulawesi Barat, 2024.

Tujuan dari penelitian ini adalah untuk mengetahui Kesulitan siswa dalam menghafal kosakata bahasa Inggris, faktor yang menjadi penyebab kesulitan menghafal di SMPN 6 MAJENE. Pendekatan yang digunakan pada penelitian ini adalah pendekatan kualitatif-deskriptif, menggunakan kuesioner, dan wawancara mendalam. Data penelitian dikumpulkan melalui kuesioner dari 15 siswa dan wawancara mendalam dari 5 siswa di SMPN 6 Majene. Data penelitian ini dianalisis melalui model interaktif dari Miles dan Huberman. Penelitian ini menunjukkan bahwa terdapat 5 jenis kesulitan antara lain: kesulitan dalam menghafal, kesulitan dalam menerjemahkan atau mengartikan, kesulitan dalam mengingat kosakata, kurang motivasi dalam menghafal kosakata bahasa Inggris, dan kesulitan dalam pengucapan kosakata. Penelitian ini juga menunjukkan bahwa terdapat dua faktor penyebab kesulitan dalam menghafal kosakata bahasa Inggris antara lain: faktor internal dan faktor eksternal.

Kata kunci: Menghafal, Vocabulary, Kesulitan

CHAPTER I

INTRODUCTION

A. Background

Language was the most important thing that can be used to communicate with other people around the world. In Indonesia, English is chosen as the first foreign language and is taught formally starting from elementary school, middle school, high school and at college level. To master these four skills, one of the fundamental elements that must be learned is vocabulary. Learning a new language cannot be separated from vocabulary, students need to learn vocabulary to improve several English skills such as speaking, reading, listening, and writing. Richard and Renandya (2002) state that vocabulary is a core component of language proficiency and provided many statements that the basis of how students acquire a broad vocabulary will increase their potential to learn further mastery of English. Without vocabulary, students cannot communicate effectively. So the first step to learning English is learning vocabulary. The importance of teaching vocabulary for students is because it gives students the ability to say what they mean, helps students understand what they read, supports students' ability to learn English and helps students memorize new words in English.

Vocabulary will indeed be very helpful in honing English skills, good reading, speaking even writing, it is related to Muhammad Erfan Nugroho (2015) aspect of vocabulary is not only about meaning but also related to how to spell, pronounced, influenced, and how it can change if it is a verb, noun, or adjective and so on. It will help the learners to express their thoughts and it will enable them to communicate clearly and speak with great precision with the other. The other aspects can be affected by the students' "difficulties Vocabulary in learning students" especially ability in memorizing the words. For example, undesirable material, teaching method, technique, the learning of

atmosphere vocabulary. The environment can be one of the causes of students to be able to improve their ability in learning English.

In line with ideas above in, Richards and Schmidt (2010), memorizing is the process of building information in memory. The term memorization usually refers to a conscious process. Memorizing vocabulary in English is very important to facilitate communication with other people or in teaching and learning process. Because many students don't develop adequate vocabulary mastery, explicit instruction about memorization strategies and providing strategy awareness can facilitate them retain and retrieve new vocabulary new items. Memorization on the set of system will focus that allows encode to us, store, retrieve and information. Chyntia PM et al (2013) stated vocabulary recognition, sometimes students have some problems in memorizing, such as when students struggle to mention words, students not be able to memorize the similar words and students is difficult to distinguish the words. For this reason, it becomes the student's problem memorizing of words. Memorizing vocabulary is one of the aspects to mastering English as foreign language. It means that the students have ability in understanding and using the words and meaning. The students do not only memorize the words, but also their meaning. Therefore, the students can learn English language more easily and understand the meaning of those words. The larger vocabulary students memorize, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skills.

The researcher did the preliminary observation with the English teacher at the Junior High School at SMP Negeri 6 Majene, especially class VIII students and found that there were still many student having difficulties learning English vocabulary, especially difficulties in memorizing English vocabularies. Researcher found that only a few students could not memorize English vocabulary, some students could not identify the meaning of vocabulary, some students were still confused about writing the spelling of these words, Most

students don't know how to use vocabulary in writing sentence, and some students are not interested in learning english vocabulary.

Based on the phenomena depicted above, the researcher is interested in conducting research entitled.

“Analysis of students’ difficulties in memorizing English vocabulary at SMPN 6 Majene”.

B. Problem Identification

Based on the background, the researcher concluded that some problems were found that when learning the English language especially Learning vocabulary skills. The identification of the problem in this research to identify the difficulties in memorizing vocabulary and to explore the effort of students in dealing with their difficulties in memorizing vocabulary.

C. Research Focus

This research focus of the study cover students’ difficulties in memorizing vocabulary at the second-grade students of SMPN 6 Majene, The subject are 15 students at the second grade students of SMPN 6 Majene;

Research formulation:

1. What are the students’ difficulties in memorizing vocabulary at the second-grade students of SMPN 6 Majene?

D. Research Objectives

Based on the formulation of the problem, the objectives of the research were as follows.

1. To find out the students’ difficulties in memorizing vocabulary at the second-grade students of SMPN 6 Majene

E. Research Benefit

The result of this research is expected to be one of the information for the teacher in teaching English. Generally, this research is covered by two benefit, namely theoretical and practical significance.

1. Theoretical benefits :

The research is supposed to provide information and insight for writer, teacher, student, and te school related difficulties in memorizing vocabulary

in general. Apart from that readers will get a lot of knowledge related to this research. For example, readers can to identify problems in memorizing vocabulary.

2. Practical benefits :

- a. For the students, researcher are expected to be able to help students find out the causes that make them difficult to memorize english vocabulary.
- b. For teachers, the result of the study is expected can facilitate the teacher to get more information about the students' problems in vocabulary. Even it is used as a reference for the teachers to teach English vocabulary and can be applied in teaching English vocabulary.
- c. For school, it's hoped that it can be a reference in compiling a syllabus for english language material, especially vocabulary learning, which is one of the materials in english learning.
- d. For the research, the result of this study is hoped for as a basic consideration and information for doing further research. Furthermore, the finding of this study is expected to be able to bring a positive impact to the teaching-learning process in memorizing vocabulary.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Findings

In this part, to make study more appropriate, the researcher found some reference materials from another researcher's previous research on English language difficulties, as the researcher's theoretical basic as follows :

The research by Anugerah Al Layli (2018) is " Analyzing students difficulty to remember vocabulary : A case study at SMPN 12 Mataram ". The researcher found that the difficulties which faced by the students in remembering vocabulary were varied. The difficulties cover pronunciation, synonym of the words and short-term memory. The lack of similarities between the first language and the second language in some aspects such as pronunciation and grammar add more challenges for the students and there were some efforts to overcome these difficulties such as using object, listing, mime, expression and gesture that will definitely help them to remember vocabulary easily. The similarity Anugrah's research and this research was both of them analyzing of the student's difficulty in memorizing English vocabulary. The difference of the research are research location, sample and population, instrument and Data analysis.

The research by Mailasari, (2018) is "The analysis of the student's difficulty in memorizing English vocabulary in elementary school". This study uses descriptive qualitative method. The result denotes that students have difficulties in memorizing vocabulary including there is no visible intrinsic motivation from students, considering English as just another compulsory subject. In addition to the factors of integration and talent, it seems that attitudinal and motivational factors take the main role of the difficulties of students of SDIT Amal Insani in remembering English vocabulary. Students with high level of intelligence coupled with high enthusiasm because there is a reward from the teacher, easy to remember vocabulary as well as remembering other subject method. Students with a

priori and low motivation attitude find it difficult to remember the vocabulary that has been given. The similarity of Mailasari's research and this research was both of them analyzing of the student's difficulty in memorizing English vocabulary. The difference was the substance of research where Mailasari's research focused elementary school while this research focuses on junior high Scholl and both of them different instrument.

The research by Sitta Maisyaroh (2019): *The Analysis of Students' Ability in Memorizing English Vocabularies at the State Junior High School 4 Kampar*. Based on the research findings, it can be found that the students' ability in memorizing English vocabularies was categorized into less level at score 65. There are five aspects in memorizing English vocabularies: spell the word, affixes (prefix, root, and suffix), synonym and antonym, verb grammatically and meaning of the words. The students mean score of spells the word was 76, the mean score of affixes (prefix, root, and suffix) was 71, the mean score of synonym and antonym was 68, the mean score of verbs grammatically was 49 and the mean score of meaning of the words was 63. From five aspects of vocabulary of students in memorizing English vocabularies, it can be concluded that there were two dominant aspects found in this research, the highest ability of memorizing English vocabularies on spell the word and the lowest ability of memorizing English vocabularies on verb grammatically. The similarity of Siti Maisyaroh's research and this research was both of them analyzing of the student's difficulty in memorizing English vocabulary. The difference of the research are research location, sample and population, instrument and Data analysis.

The research by Reskianty (2021): *The students' difficulties in memorizing vocabulary at the third semester of english education department uin alauddin makassar*. In this research, the researcher investigated the students' difficulties in memorizing vocabulary in Islamic State of University Alauddin Makassar. The participant of this study was the third semester students of English Education Department. There were six students as the subject in this research. This research applied a descriptive method which

used qualitative analysis to the data of the research. It was conducted in English Education Department of Tarbiyah and Teaching Faculty of UIN Alauddin Makassar. The researcher collected data by conducting interviews and documenting several important data that support this research. Data was collected from interview scripts, notes on the low score students had. The subjects of this research were students majoring in English at UIN Alauddin Makassar. Based on the data collection, the researcher concludes that the difficulties faced by English students in memorizing vocabulary are; 1) difficulty in utterance 2) difficulty in differentiating the meaning of the words 3) pronunciation problem of the different meaning words but have similar sounds 4) learning words that are not suitable to their needs.

Referring to the findings above, the researcher concludes that difficulties there are some problems which faced by the students in memorizing vocabulary were varied, that was why the researcher will analyst students' difficulties in memorizing vocabulary in the different context to find out the students' difficulties in memorizing vocabulary at the eight-grade students of SMP Negeri 6 Majene.

B. Theoretical Framework

1. Concept of Vocabulary

a. The Definition of Vocabulary

Vocabulary is a set of words with meanings and definitions used by someone to express the idea in a language and it is used in communication. Vocabulary is the knowledge of words and word meanings. Therefore, learning vocabulary is a crucial matter in developing their English. According to (Rahmatillah, 2015:72) Vocabulary is a list of words as a basic component of language proficiency which has a form or expression and contains of aspect, they are meaning, use of word, from (pronunciation and spelling). Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Generically, vocabulary is the knowledge of meanings of words.

According to Ur (2012) defines that vocabulary is one of important things to be taught in learning foreign language because it will be impossible to speak up without variety of words. Thus, vocabulary is a list of words with their meanings that is used in the four language skills. Faraj (2015) said that that vocabulary is an essential building block of language and as such it makes sense to be able to measure learners' knowledge of it. Therefore, vocabulary is one of the most pivotal components of language learning and teaching of a foreign language since it affords learner of the language access to all forms of oral and written communication of word.

Vocabulary was the basis of acquiring a second language. Rohmatillah (2017) asserts that without learning the vocabulary communication in the second language becomes harder. Further, vocabulary knowledge is an

integral part of the language; it is central to communicative competence. Low vocabulary knowledge poses severe problems to its learners, which consequently impedes the learning of English language (Alqahtani, 2015).

Vocabulary learning plays an important role in foreign language learning, both in the first language and second language. Ling et al (2012) suggest that the vocabulary also should introduce from the simple to the complex one. They also suggest that to the author to make the meaning of the vocabulary can be guessed by the students without look dictionary. Thus, students get new vocabularies during the learning. The text should allow students to make inference, apply what they read in their real life, identify meaning of unknown words from the context, replace difficult words with the simpler words and new words are repeated for reinforcement. .

Therefore, the researcher concluded that vocabulary is a very important part of language because it is an essential skill for learning to read, speak, write and listen. Without sufficient vocabulary, people cannot communicate and express their feeling both in form of spoken and written effectively. The more people master vocabulary the more they can speak, write, read and listen as they want. Thus, students should be master as many as possible vocabularies. Then, vocabulary is the material / wealth of words that are owned by a language, In language learning definitely will not apart from learning vocabulary, because vocabulary has a very important role vital in determining the fluency of communication. Communicate can go through various languages, including English. The existence of vocabulary in the language English is one of the requirements for mastering English.

b. Types of Vocabulary

Based on Hiebert and Kamil (2005) proposed that 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:

1) Productive Vocabulary

Productive vocabulary is the words that students understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the students can produce the words to express their thought to others. From all the previous explanation, it can be concluded that there are many kinds of vocabulary. Vocabulary is one of the important elements in building up and mastering a foreign language included English. It is impossible to express our ideas, emotion, feeling, and desire without having vocabulary.

Mastering vocabulary becomes very essential for students who learn a language as a foreign language. It necessary that the teacher of vocabulary subject has to know some characteristics of words that will be presented to the students in vocabulary class. Firstly, the word being taught is the function of the word such as noun, verb, adjective, adverb, pronoun, etc., this is because some words having the same spelling and same pronunciation but they have a different function. Secondly, many words have more than one meaning; the meaning of a word depends on its use such as the face, like cost, etc.

2) Receptive vocabulary

Receptive or recognition vocabulary is the 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 details of the distinction. Typically, these are also words that individuals do not use spontaneously. Receptive vocabulary is known and understood its meaning by learners when reading text or listening to the text. Mastery referred to is the understanding of certain vocabulary in a sentence text. In other words, it can be stated that the receptive mastery of vocabulary in written form is not a verbal comprehension (listening)

In conclusion, the vocabulary can be presented in four units. They are: listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. Listening vocabulary is the words that people heard and understand when they are talking to others or listening to radio and television. Reading vocabulary consists of the word found by people when they are reading. While speaking vocabulary includes the words people used in their daily life and conversation. Based explanation above, the researcher get the conclusion of receptive and produce vocabulary. Receptive vocabulary is the ability to understand of the word. It involved gaining from environment by listening and reading. Then, productive vocabulary is the kinds of vocabulary were used in daily activity by spoken and write.

c. The Importance of Vocabulary

Vocabulary learning is very important for people who learn English both as foreign language and as second language. Vocabulary is the first basic important aspect for learning English by learners. By mastering vocabulary, they are able to communicate both orally and written well. Also, by having a lot of vocabularies, the learners are hoped to master four skills in English such as reading, speaking, writing, and listening.

Learning vocabulary is an important aspect of language two and foreign language acquisition and academic achievement and is vital to reading comprehension and proficiency, to which it is closely linked.

According to Iman Alizadeh (2016) vocabulary can be concluded that all of those which are concerned somehow with language teaching or learning should develop method a full command of vocabulary on the part of learners. Vocabulary is essential for successful second language use because, without an extensive vocabulary, the learners will be unable to use the structures and functions we may have learned for comprehensible communication. From the statement it can be concluded vocabulary is the first element in English. It must be mastered well by young learners to support the English mastery. Vocabulary has often been viewed as a basic element in language teaching, it is considered to be the most important aspect because it can widen the student intellectual development. In learning a foreign language, the students have to know what words mean. To get the meaning of words, the students should learn vocabulary.

In conclusion, vocabulary has an important role in life, vocabulary has main function are to support the four major skills namely listening, speaking, reading, and writing. Besides that, this will be difficult to understand listening, speaking, reading, and writing if the students don't have some vocabularies.

d. The problem of vocabulary

There were several strong reasons for which the vocabulary component in which language course needs to be carefully planned. Firstly, because different vocabulary gives greatly different returns for learning, it is important to make sure that learner has good control of high-frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching course makes vocabulary learning more difficult than it should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses. Interference that results in confusion for the learners is a simple matter to avoid this problem. Thirdly, vocabulary learning

opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.

Other factors that make learners facing problems in learning vocabulary. According Thornbury (2004) the factors include vocabulary learning, those are: meaning, appropriate use, pronunciation, spelling, and connotation. Research shows that words that are difficult to pronounce are more difficult to learn. The spelling of many English words can cause problem students who speak languages with very regular spelling systems. Particularly spelling patterns can also cause confusion where the pronunciation is concerned. Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a words' 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. When two words overlap in meaning, learners are likely to confuse them. Meaning encompasses the way that form and meaning work together, in other words, the concept and what items is refer to, and the associations that come to mind when people think about a specific word or expression.

e. Difficulties in Vocabulary

Mastery vocabulary is very important for foreign language learner. Without mastering it, of course the learners will get some difficulties in English. Students' difficulties are condition in which the students face the problem. It will be seen from student's mistake and error in learning process. In foreign language learning, vocabulary plays an important role. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. According to Thornbury (2004) difficulties in vocabulary mastery, as follow:

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.

b. Spelling

When the students find a word for the first time, they need to know how to spell that word. Spelling refers to what a word looks like (its spelling). By knowing the spelling of a word, the students will know how to write a word correctly in writing form. Therefore, it is really important for the students to know the spelling of the word.

c. Length and Complexity

Long words seem to be more difficult to learn than short ones. But, as a rule of thumb, high-frequency words tend to be short in English and the learner is likely to meet them more often, a factor their “learnability”

d. Meaning

When there are two words overlap in meaning, learners are likely to confuse them. Words with multiple meanings, such as since and still can be troublesome for the learner.

Based on the explanations above, it can be concluded that there are so many factors of difficulties in mastering vocabulary Pronunciation, spelling, length and complexity, grammar, meaning. It is important to know students difficulties in mastering vocabulary. So, teacher can solve the problem using appropriate way, and the students will know about the concept of English vocabulary itself as the consideration in learning English vocabulary.

f. Difficulties in Memorizing Vocabulary.

Vocabulary is very important for understanding or knowing the names of something. In doing the activity and success in learning the English language. the students have to process adequate vocabulary and as we know

the students cannot express their ideas, emotion, and desires because the acquisition is the most important in learning the English language. Students will easily learn about English if they can understand the meanings of vocabulary. Without vocabulary, it could not be conveyed, the students could not convey their ideas in written forms and oral or other skills like reading, speaking and listening and they could not catch someone's ideas with a limited vocabulary. According to Mailasari, (2018) types of difficulties faced on the aspect of memorizing vocabulary in learning English:

1. Incorrect pronunciation
2. Wrong writing or spelling (bronw, tringel, yeelow, fadher, rengie). The correct writing includes brother, purple, pink.
3. Forgot to remember vocabulary (not because it was never given).

Based on Mailasari (2018) there are some factors cause difficulties for students on the aspect of memorizing vocabulary in learning English:

1. Students are still focused on writing and reading correctly in Indonesian so writing and speaking in English is difficult even though for some students can follow.
2. The number of students is, some are focused, others don't pay attention to the teacher's explanation.
3. The conventional bench shape is 8 lined and 4 backward. When the teacher explained that only relatively students in the front seat were full paying attention.
4. Low interest in English. Only students who are interested and have high enthusiasm are able to remember some of the vocabulary the researcher asked.
5. There was no repetition of the material from the teacher at the beginning of the lesson, only during greetings so the students memorized it.
6. Students have not been a good guesser, shy, afraid to be laughed at.

2. Concept of Students' Memorizing Vocabulary

a. Function and Nature of Memory

According to Mailasari (2018) Memory has functions that help a person, especially students in the learning process. In theory, three aspects can be distinguished in the functioning of memory as follows:

- 1) Immerse in finding impressions. Immersing is divided into two parts, namely deliberately taking in and accidentally taking note.
- 2) Keep memories of memories related to emotions. Someone will remember something better, if the events touch feelings while events that do not touch emotions will be ignored, from where the impressions are stored in the brain of a student if he really likes one subject, then the memory in these subjects are very strong and allow them to be stored for a long time. Producing impressions, namely reactivating things that are kept in mind, in this reproduction there are 2 forms, namely:
 - 3) Recalling, for example, last week students were given ablution order material and today children/students were asked the same thing, then students would recall material last week.
 - 4) Recognizing, for example students lose a pen and then show a pen, students will match the impression that has been stored with a pen that is shown in front of it.

b. Principles of Memory

The principle contained in the memory is:

- 1) Learning, it means learning is easier and longer remembered than memorizing.
- 2) Learning to connect, and or connect two objects or events.
- 3) Learning is affected by the frequency of the encounters with the same stimuli and responses made in the lesson.
- 4) Learning depends on the consequences it shows, this means that the lessons that give an impression, are fun, interesting, useful to enrich knowledge and more efficiently and stored longer.

5) Learning as a need that can be measured, depends not only on the process of learning but also on the way it is evaluated.

c. Improving Memory Ability

In general, efforts to improve memory capacity must meet three conditions, namely:

- 1) The process of memory is not an easy effort; it should be noted the repetition mechanism. Someone is said to learn from experience because he is able to use various information that has been received in the past to solve problems that are being faced. According to Mailasari (2018) there are three types of remembering processes, namely:
 - a) Recall; remembering information without using instructions
 - b) Recognition; remembers information using instructions
 - c) Redintegrative; remembering by connecting various information.
- 2) Materials that will be remembered must have a relationship with other things, it means that they are not only based on one ingredient but there are already other things that have been known before.
- 3) The process of memory requires an organization, one of the well-known organizing information is mnemonic

d. Memory in the Teaching and Learning Process

Individual memory is very closely related to learning outcomes that can be achieved, so education should pay attention to the possibilities and conditions of the student's memory. In the psychology of memory, education plays a role in helping or supporting a learning and in learning as a function of memory that is receiving, storing and producing it. Weak memories will affect the learning conditions of students. So, education must know and practice the knowledge produced by studies of memory in order to increase students' creativity so that educational goals are achieved.

In the teaching and learning process students need strong memories to absorb and memorize lessons. With a strong memory, students will easily receive and save and withdraw when there is a stimulus. But someone's memory is not the same as the student's memory. In connection with the

differences in memory, in teaching, the teacher should pay attention to these things, especially the teacher must pay attention to the weaknesses:

- 1) Don't explain the lesson too quickly
- 2) Don't teach too much material
- 3) Repetition of learning material
- 4) The teacher gives the opportunity to use the five senses as well as possible, so that the results of the observation will approach reality and give a good impression and the students get a clear response.
- 5) Train students to use good ways of memorizing which essentially makes it easy for students to memorize.
- 6) To enhance learning achievement, students need to be awakened by emotion and willingness so that learning/study activities are more enjoyable and exciting.

Besides that, memory is individual, so students with strong memories will stand out in the teaching and learning process. Unhealthy physical states can also affect memory achievement in remembering lessons. Therefore, the teacher must often make repetitions, the sharpest memory in humans is childhood, which is around the age of 10-14 years. After this age, the ability to keep in mind can also be increased, but only for impressions that contain meaning (logical memory) and that lasts between the ages of 15-50 years.

e. Memorizing English Vocabulary

Memorizing English Vocabulary Pertaining to (Richards and Schmidt, 2010), memorizing is the process establishing information in memory. The term memorizing usually refers to conscious process. Memorizing may involve rote learning, practice, associative learning, etc. Memorizing is related to memory. Memory is the mental capacity to store information, either for short or long periods.

In line with idea above, (Santrock,2011) said that memory is the retention of information over time. Educational psychologist study how information is initially placed or encoded into memory, how it is retained or

stored after being encoded, and how it is found or retrieved for a certain purpose later.

From definition above, the researcher concluded that memorizing is an activity to store information in memory. Memorizing an information is closely related to our memories. The more information we store, the stronger our memory is to recall it. In memorizing English vocabulary, the students do not only memorize the words, but also their meaning. Memorizing English vocabulary is one of the aspects to mastering English as foreign language. It means that the students have ability in understanding and using the words and meaning. According to Schwartz and Otani (2019), memorizing English vocabulary is remembering of the words that will learn in the future, such as remembering the words that teacher given then recall when its learn again.

Memorizing vocabulary in English is very important to easy communication with other or in teaching and learning process. From the explanation above, the researcher concludes that memorizing English vocabulary defines as a process or technique to store the English words into memory, and helpful for the learners to retain more words every time when the learners learn about vocabulary. In memorizing English vocabulary, the students do not only memorize the words, but also their meaning. The larger vocabulary students memorize, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skill.

f. Types of Memory

According to Santrock (2011), there are three types of memory, they are as follows:

1) Sensory Memory

Sensory memory holds information from the world in its original sensory memory form for only an instant, not much longer than the brief time a student is exposed to the visual, auditory, and other sensations. Students have a sensory memory for sounds for up to several

seconds, sort of like a brief echo. However, their sensory memory for visual images lasts only for about one-fourth of a second. Because sensory information lasts for only a fleeting moment, an important task for a student is to attend to the sensory information that is important for learning quickly, before it fades.

2) Short-Term Memory

Short-term memory is a limited capacity memory system in which information is retained at least 30 seconds unless it is rehearsed or otherwise processed further, in which case it can be retained longer. Short-term memory is used to store or hold information while it is being processed.

3) Long-term Memory

Long-term memory is a type of memory that holds enormous amounts of information for a long period of time in relatively permanent fashion. Long-term memory retains information for use in anything but the immediate future. When learning vocabulary, learners often have problems with retention of words for a long time. A typical human's long-term memory capacity is staggering, and the efficiency with which individuals can retrieve information is impressive.

g. Causes Students' Difficulties in Vocabulary Mastery

Syaiful Bahri Djamarah (2002) state that learning difficulties are a condition where students cannot learn properly, due to threats, obstacles or disturbances in the study. Difficulties in vocabulary happened because there is a factor that they experienced. Some factors that cause students' difficulties in vocabulary mastery are:

1. Students are Reluctant to Open Dictionaries

Dictionary is the important thing in learning foreign language. Based on Rohmatillah in her article entitled: Dictionary Usage in English Language Learning. One of the factor that cause students difficulties in vocabulary mastery are reluctant to find out the meaning of word from dictionary, as a result the meaning of word is not based on the

context of the sentence. It showed that dictionary is one of the factor that students have difficulties in vocabulary mastery.

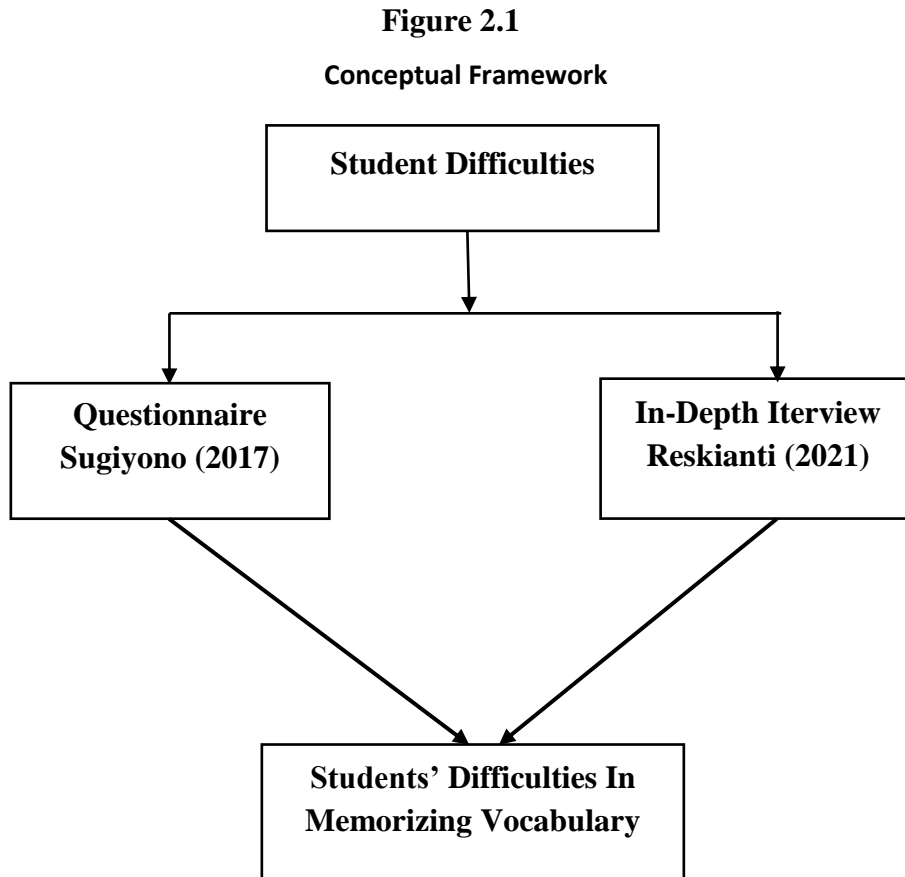
2. Lack of practice in pronunciation is one of the factors that cause students difficulty in understanding vocabulary. A student choosing to be silent is one example where students are reluctant to practice vocabulary pronunciation. In addition, many students who did not dare to try and also students were afraid of being wrong so they choose to avoid it or not do it. According to Gunarsa (2008) be afraid is caused by threats, so that someone will avoid himself and so on. That is what makes students less inclined to pronunciation using English. This also happens with students in class 8 A where students feel afraid to practice vocabulary pronunciation.

3. Causes Of Lack Motivation.

Babu (2010) argues that lack of motivation in learning causes students to hesitate to speak English in class. He says that the background of this situation is that students are not motivated by teachers to communicate in English. In line with this, Aftat (2008) emphasizes that to motivate students to learn well and actively communicate in English, teachers must have the passion, creativity, and interest of their students. In other words, students' learning motivation is strongly influenced by teachers' teaching performance. Therefore, it is important for teachers to also show passion towards their teaching performance.

3. Conceptual Framework

Theoretical framework underlying this research is presented in the following diagram:



CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the results of research and discussion in the previous chapter, it can be concluded as follows:

Based on the results of questionnaires and in-depth interviews most of the students of class VIII A SMPN 6 MAJENE, including: Difficulty in pronunciation, difficulty in translating, difficulty in remembering, lack of motivation and difficulty in pronouncing properly and correctly. There are two types of memorization difficulty factors faced by students in memorizing English vocabulary, namely internal factors and external factors. Internal factors include: students' lack of vocabulary, lack of motivation, lack of confidence, and lack of preparation in memorizing English vocabulary. While external factors are learning distractions from students who often make noise in the vocabulary learning process.

B. SUGGESTION

1. For the teacher

Teachers should understand what causes students' difficulties in memorizing English vocabulary and provide more fun English vocabulary learning in class and make students motivated to improve English vocabulary skills, help overcome students' difficulties in memorizing vocabulary. In memorizing vocabulary teachers need to choose interesting learning strategies to be applied in memorizing vocabulary such as: games and often provide new vocabulary memorization every meeting.

2. For The Students

For students, vocabulary is an important thing in learning English, especially in learning to speak, to increase vocabulary is not easy, students must memorize a lot of vocabulary to be able to master vocabulary there are several steps to apply it that we can do, for example: first, often practice memorizing the vocabulary, trying to use it every day so that it is easy to

remember, often listening to English music, by listening to English songs we can get new vocabulary. Reading books can also be one way to increase our vocabulary, these difficulties can be overcome by looking for the meaning of each vocabulary and writing down the vocabulary so that we are easier in memorizing vocabulary and student motivation is needed to improve their ability to memorize vocabulary.

3. For The Next Researchers

Continue the research with a larger sample size and a wider range of schools. Investigate the factors that influence students' difficulties in memorizing English vocabulary. In addition, explore effective teaching strategies to help students overcome difficulties in memorizing vocabulary.

4. The strengths of this study include the utilization of qualitative research to calculate the percentage of questionnaire and in-depth interview. This approach provides a more comprehensive understanding of students' difficulties in memorizing English vocabulary. The initial observations also provided a strong foundation for examining the phenomena or conditions in the environment as if directly. Finally, this study conducted a vocabulary test to determine the extent of students' ability to memorize English vocabulary, so as to provide more specific information for program development or intervention.

5. The weaknesses of this study are the number of samples taken was small, resulting in limited generalization because the researcher only took 1 class out of 4 classes VIII MAJENE Junior High School, did not use instruments such as video recordings that were able to see the object of documentation of student behavior in memorizing English vocabulary. In addition, there may still be many shortcomings in this study that the researcher is not aware of, hopefully the researcher will be able to help the researcher.

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