

## **THE ANALYSIS OF THE STUDENTS LEARNING DIFFICULTIES IN VOCABULARY AT SMP NEGERI 7 SATAP LANGOWAN**

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**Abstract:** The purpose of this research was to find out the students vocabulary learning difficulties and the factors that can affect learning difficulties in vocabulary at SMP Negeri 7 Satap Langowan. The type of research used is a qualitative method with a descriptive approach and use interview as data collection. Data analysis used in this research is data reduction, data presentation, and conclusion. The results of the research show that there are two aspects and factors that can cause students learning difficulties. The two aspects that can cause learning difficulties in English Vocabulary, namely: difficulty in pronunciation and meaning vocabulary. There also found internal and external factors that can affect the difficulty of learning English Vocabulary. Internal factors include attitude towards learning, learning motivation, learning concentration, saving the acquisition of learning outcomes, achievement or display of learning results, student self-confidence, study habits, and student aspiration. External factors include the school environment, family environment, and community environment.

**Keywords:** *Student Learning, Difficulties, Factors, Vocabulary*

### **INTRODUCTION**

Learning English is very important because English dominates technology, commerce, education, etc (Mogea, 2019). English can also help improve the quality of human resources in Indonesia so that they are ready to compete domestically and abroad. Despite the importance of this subject, English is also a subject that often experiences a decline in final exam results (Suoth et al., 2023; Rorintulus & Wuntu, 2023; Liando et al., 2021; Liando et al., 2021). So it can be understood that students have difficulty in learning English. Based on the researcher's experience, the researcher found that students' learning difficulties were caused by students'

weak vocabulary. Students' vocabulary is the main goal and the basis on which students experience difficulties in learning English. Vocabulary is one of the components of a language, in addition to sounds, systems, grammar, and culture (Samola, 2023; Liando et al., 2023; Tineh et al., 2023; Maru et al., 2022). Lack of vocabulary can be why a person needs help using English. A person who needs more English vocabulary can have great difficulty speaking, listening, writing, and reading. All of these things can happen if someone needs more vocabulary (Wuntu et al., 2022; Rorintulus et al., 2024). Therefore, vocabulary is the primary basis for Learning English. The more vocabulary memorized, the more it helps speak, listen, write, and read. Based on the initial observation, the researcher assumed that this school needs help to improve vocabulary learning methods and strategies, considering that students have difficulties in English lessons. Other problems that the researcher found from students in this school are that students in this school need motivation, increased student understanding, increasing students to be more active, lack of school facilities, and family life background can affect students in learning or experiencing learning difficulties. The purpose of this research was to find out the students vocabulary learning difficulties and the factors that can affect learning difficulties in vocabulary at SMP Negeri 7 Satap Langowan. Based on the explanation, the researcher to find out student's vocabulary learning difficulties and factors that can affect learning difficulties.

## **RESEARCH METHOD**

The method used by researchers in this research is a qualitative method with a descriptive approach. According to John W. Creswell, (Creswell, 1994 in Hamid, 2013), qualitative research method is an investigative process to understand social problems or human problems based on creating a holistic picture formed with words, reporting the views of informants obtained from a detailed data collection process and compiled in a scientific setting. In this study, researchers also did not conduct hypothesis testing and only described qualitative data obtained from interviews.

### ***Subject of the Research***

The subjects of this study were two English teachers and eleven students from grades 1, 2, and 3, at SMP Negeri 7 Satap Langowan with academic year 2023/2024. There is also an additional informant who is a community from the local village where the students live to complete this research data.

### ***Data Collection***

The data collection technique used to collect research data was interviews. The researcher interviewed two teachers, eleven students and a community member from the local village to obtain primary data. The type of interview used in this research is a semi-structured interview with prepared questions and also additional questions to explore the topic in depth.

### ***Data Analysis***

Data analysis in this study used a qualitative descriptive model, namely:

#### 1. Data Reduction

Data reduction is determining, focusing on simplifying, abstracting, and transforming data that emerges from research data obtained after conducting research (Hamid, 2013).

#### 2. Data Presentation

The presentation of data is a set of arranged data that can provide the possibility of drawing conclusions and taking action (Hamid, 2013).

#### 3. Conclusion Drawing

Data verification in qualitative research can be carried out continuously during the research process and also the data collection process, where researchers try to analyze and from the data that has been obtained during

the research process, and then will be poured in the form of conclusions that are still tentative (Hamid, 2013).

## **FINDINGS AND DISCUSSION**

### ***Analysis***

This research was conducted from October to November 2023 at SMP Negeri 7 Satap Langowan by using interview as a mean of collecting data.

### ***Student Learning Difficulties in Vocabulary***

#### 1. Difficulty in pronunciation vocabulary

Pronunciation is the way a person pronounces a word in a language.

No	Difficulty	Interview answer	Informant
1		"So boleh dorang (pertanyaan pronunciation). Suruh babaca dorang boleh, mar itu kosakata dorang masih kurang penguasaan. Ini kelas 9 tuh sebenarnya dorang nda riki 75% cuman 65% begitu".	English Teacher (Interview in 31 October 2023)
2	Pronunciation	"Kalau kita, susah di berbicara. Karna kalau bahasa Inggris itu depe pengucapan rupa sulit mo cumu. Kong kayak depe bacaan bahasa Inggris deng Indonesia itu beda. Misalnya, suggestion depe baca bukan su-ges-tion, tapi depe tulisan begitu."	Students (Interview in 14 November 2023)

From the two statements above, these two informants explained that they have difficulties in pronouncing vocabulary even though they already know it. The informants also explained that pronunciation difficulties are caused by differences in writing and reading, this is due to students' lack of vocabulary.

#### 2. Difficulty in meaning vocabulary

Meaning is the process of translating a word from the target language to the native language.

No	Difficulty	Interview answer	Informant
1	Meaning	"Menurut kita, dorang suka belajar bahasa Inggris, mar itu noh dorang terbatas di kosakata. Jadi sama deng kita mo baca mo tunggu, mar dorang nintau. Jadi lain kali kita ja bilang depe arti, ja bantu pa dorang. Tinggal dorang kase susun depe kata-kata yang betul."	English Teacher (Interview in 31 October 2023)
2		"Siksa kak. Untuk kita, siksa di kase arti. Kadang bekeng bingo karna ada yang kata-kata yang kita nintau apa depe arti."	Student (Interview in 14 November 2023)

Based on the two information obtained from the informants above, it can be concluded that students are still unable to interpret vocabulary on their own without the help of the teacher, due to limited vocabulary and lack of understanding of grammar from these students.

### ***Factors Affecting Students' Learning Difficulties in Vocabulary***

Students' learning difficulties in vocabulary can be influenced by internal factors and external factors.

1. Internal Factors
  - a) Attitude Towards Learning

Attitude in learning is one of the influences on learning outcomes.

No	Factor	Interview answer	Informant
1	Internal Factor: Attitude toward learning	"Kalau tekniknya sesuai dan cocok dengan siswa, mereka bisa antusias dan tertarik. Namun, berhubung kosakata siswa masih kurang oleh karena itu kami guru bahasa Inggris harus memberikan beberapa penjelasan tambahan supaya kosakata siswa	English Teacher (Interview in 20 November 2023)

	bisa bertambah.”	
2	“Torang rasa tertarik kak karna torang mau tau, tapi itu kalau so sampe di dapa suruh baca memang susah. Mar torang pe niat mo belajar.”	Student (Interview in 14 November 2023)

Based on the explanation from a student above, it can be understood that students also show an enthusiastic attitude in learning but the lack of vocabulary mastery is an obstacle in learning English in class.

#### b) Learning Motivation

Learning motivation is a very effective driver to make students have the desire to learn.

No	Factor	Interview answer	Informant
1	Internal Factor: Learning Motivation	“Kalau belajar kosakata, kita ja bapangge pa dorang for bahafal kosakata sama-sama. Karna lebe enak sih kak kalau bahafal sama-sama. Torang leh boleh mo sama-sama hafal.”	Student (Interview in 31 October 2023)

Based on the interview above, it was found that there are still students who have a high willingness to motivate their friends to memorize English vocabulary.

#### c) Concentration of Learning

Learning concentration is the process by which a person concentrates thoughts and focuses on the lesson.

No	Factor	Interview answer	Informant
1	Internal Factor: Concentration of Learning	“Dorang suka sebenarnya torang belajar kasih lebih menarik. Mar kalau so menarik banyak, itu so jadi ta bermain daripada mo serius.”	English Teacher (Interview in 31 October 2023)

Based on the above opinion and also based on the observations made by the researchers that the teacher has tried to make learning interesting, but because the students' learning concentration is very low which causes students not to be serious in learning so that they experience difficulties in learning English.

d) Saving the Acquisition of Learning Outcomes

Saving the acquisition of learning outcomes is the process by which a person stores or remembers the learning that has been given.

No	Factor	Interview answer	Informant
1	Internal Factor: Saving the Acquisition of Learning Outcomes	"Sebenarnya kalau diterangkan, dorang boleh. Mar, kalau so sampe di ujian kayak ilang begitu. Mo tes kayak di kase tugas, dorang bekeng. Mar, serta so maso ujian, so ilang. Kayak dorang pernah bilang, "aduh.. apa eh ibu pernah bilang. Kita so lupa." Mar, disaat dorang belajar, dorang tau. Sebenarnya dorang tau, mar itu noh abis belajar lupa"	English Teacher (Interview in 31 October 2023)

Based on the information above, students' memory ability in storing learning outcomes is very low. As we know that in learning vocabulary, strong memory is needed, so if students' memory ability is low, it will be a major problem so that it becomes one of the factors causing students' learning difficulties in learning vocabulary.

e) Achievement or Display of Learning Outcomes

Achievement or display of learning outcomes is the part where students can provide results from learning.

No	Factor	Interview answer	Informant
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1	Internal Factor: Achievement or Display of Learning Outcomes	<p>“So boleh dorang. Suruh babaca dorang boleh, mar itu kosakata dorang masih kurang penguasaan. Ini kelas 9 tuh sebenarnya dorang nda riki 75%, cuman 65% begitu.</p> <p>Itu di kelas 8, dorang leh so mulai berani babaca, padahal dulu kelas 7 badiam semua, tapi sekarang dorang so mulai berkembang.”</p>	English Teacher (Interview in 31 October 2023)
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Based on the results of the interview above, the researcher found that the results of student learning in grade 9 were not satisfactory. However, in grade 7 to grade 8 students there is significant progress in learning English. Although there are satisfactory learning results in grade 8, the unsatisfactory learning results of grade 9 make the teachers continue to strive to improve learning methods that are better and more easily understood by students.

#### f) Student Confidence

Student self-confidence is very helpful in improving learning outcomes.

No	Factor	Interview answer	Informant
1		“Masih tako sih. Tako kalau nanti salah pas so bajawab. Tapi ibu ja bilang nyanda apa-apa, kalau salah nda masalah karna ini masih belajar. Jadi kita ja coba jawab kalau ibu tanya.”	Student (Interview in 31 October 2023)
2	Internal Factor: Student Confidence	“Pernah tako salah kita kak, malahan sering. Kita kadang so tau. Mar pas mo bilang, tako mo salah kayak malo kalau so jawab kong salah.”	Student (Interview in 30 October 2023)
3		“Dorang babaca misalnya salah. Paling dorang somo bilang “aduh.. ibu, kita nintau”. Mar, kita ja bilang pa dorang “nyanda, ibu nyanda mo marah kalau salah, nanti torang perbaiki sama-sama.”	English Teacher (Interview in 31 October 2023)

So, based on the results of the interviews above, students have thoughts of fear of being wrong which causes a lack of confidence, but teachers try to provide



assistance so that students can be more confident and not afraid of being wrong, because mistakes in learning English are part of the learning process.

g) Study Habits

Study habits are an important part that can determine student learning outcomes.

No	Factor	Interview answer	Informant
1		"Kalau belajar di rumah, kita paling cuman dari nonton film-film begitu. Film-film marvel dengan lagu juga. Kita memang suka kalau belajar bahasa Inggris dari film atau lagu karna nda bekeng bosan."	Student (Interview in 31 October 2023)
2	Internal Factor: Study Habits	"Dari lagu juga noh kak. Kayak lagu yang kita suka yang "I love you lord for your mercy never fails me." Mar, kadang juga kita belajar kosakata, kayak batulis begitu."	Student (Interview in 14 November 2023)
3		"Kita lebih banyak dari HP sih kak. Kalau main game atau dengar lagu. Kayak dari game mobile legend, kan ada depe bahasa Inggris jadi kita sambil main juga belajar."	Student (Interview in 14 November 2023)

Based on the results of the interview above, it turns out that the way students learn in learning vocabulary by watching English movies and songs that can help in increasing vocabulary. So that it helps students to overcome the difficulty of learning English in mastering vocabulary.

h) Students Aspiration

Ideals are dreams or goals that students want to achieve.

No	Factor	Interview answer	Informant
1	Internal Factor: Students	"Kalau kita kak, kita mau jadi perawat makanya tadi kita bilang pa kak kalau kita suka belajar matematika deng biologi daripada	Student (Interview in 31 October 2023)

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Aspiration    bahasa Inggris.”

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Based on the results of the interview above, students consider that if their aspirations are not related to English, then English lessons are not important to learn. This is the reason why students have difficulties in learning English because they only want to learn subjects that are related to their aspirations.

## 2. External Factors

### a) School Environment

The school environment is a place where students gain knowledge. As for some parts that can affect the school environment, namely teachers, facilities and infrastructure.

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No	Factor	Interview answer	Informant
1	External Factor: School Environment	“Dengan kalau soal pembelajaran mo kase lebe bagus, mar torang pe sarana terbatas, nyanda ada lab. Sama dengan tuh lalu strom nda ada di sekolah jadi susah. Cuman itu noh torang pe kendala. Kong kan masih nda ada jaringan disini, jadi memang agak susah.”	English Teacher (Interview in 31 October 2023)

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Based on the results of the interview above, there are efforts by teachers to improve the quality of learning, but due to limited facilities and infrastructure, teachers have difficulties. Where, the school as the research location does not have a lab, inadequate electricity and no cellular or internet network, making teachers and students rely heavily on dictionary books provided by the school to support English learning.

### b) Family Environment

The family environment is a place that can influence student learning difficulties.

No	Factor	Interview answer	Informant
1	External Factor: Family Environment	"Kak, kita jujur. Mar kita nda pernah belajar Bahasa Inggris di rumah kak. Kalau belajar di rumah kita paling cuman dari nonton film-film begitu. Film-film marvel dan lagu-lagu juga."	Student (Interview in 31 October 2023)

Where based on the results of the student interviews above, students lack or do not restudy school lessons and how to learn English vocabulary but rather watch movies and listen to songs that use English. The role of family or parents is very important in controlling and motivating students to restudy English lessons at home so that it can help students overcome English learning difficulties and can improve English vocabulary by studying regularly at home.

#### c) Community Environment

The living environment can also be an influence on student learning difficulties.

No	Factor	Interview answer	Informant
1	External Factor: Community Environment	"Menurut kita, di torang pe lingkungan ini wajar anak-anak nda talalu anggap bahasa Inggris penting, karna pekerjaan di kampung sini kan sebagian besar pekerjaan petani (kopra dan captikus). Karna di lingkungan sini nda ada depe pengaruh for bisa bekeng anak-anak suka belajar bahasa Inggris, jadi musti ada orang luar yang datang kase motivasi. Kayak lalu ngoni anak-anak kampus mengajar disini kan bekeng itu anak-anak ada depe motivasi mo belajar bahasa Inggris sampe datang-datang pa ngoni pe tanpa tinggal."	A Community from the Local Village (Interview in 17 November 2023)

Based on the results of the interview above, the researcher can understand that students do not have motivation to learn English because it is seen from the work of most residents who do not require English language skills. However, the researcher saw that the villagers also hoped that their children could be motivated

to learn English through the students assigned to the village. According to the villagers, the teaching campus assigned to the village has been able to help foster motivation to learn English in students, seen by students who are eager to come to the teaching campus students' residence to learn English.

### ***Discussion***

English is one of the important subjects with the aim of improving the quality of human resources in this case starting from students. But as time goes by, there are many obstacles faced by students when they are in learning English, namely pronunciation and interpretation of vocabulary. There are also factors that can cause learning difficulties in vocabulary, namely internal factors and external factors.

Two aspects of students' learning difficulties in vocabulary found by the researcher are learning difficulties in pronunciation and deciphering vocabulary. The following is the explanation:

#### 1. Vocabulary pronunciation

Vocabulary pronunciation difficulties are caused by differences in pronunciation between the target language and the native language. This difference in pronunciation is caused by the influence of different dialects between English and Indonesian. As expressed by the theory of Komalasari (2022) where students have difficulty in pronunciation because they are not familiar with English pronunciation or pronunciation is different from Indonesian.

#### 2. Interpreting vocabulary

Difficulty in interpreting vocabulary is caused by students' lack of vocabulary mastery and understanding of grammar. Students need to remember the vocabulary they have learned to overcome this difficulty. As

stated by Komalasari (2022), that the difficulty in deciphering vocabulary is caused by students lacking in remembering English vocabulary.

Factors of learning difficulties in vocabulary can be internal and external. Here is the explanation:

#### 1. Internal Factors

Internal factors are factors that refer to the learner's self-condition. These factors can affect students' ability to master learning. Internal factors according to Dimiyati and Mudjiono (2006) are;

##### a) Attitude towards learning

Students show an enthusiastic attitude towards learning English, but due to the lack of vocabulary they have, it makes it difficult for students to learn or answer questions given by the teacher.

##### b) Motivation to learn

Students' motivation to learn in the school where the research was conducted was quite good.

##### c) Learning concentration

Students' learning concentration does not depend on whether a lesson is interesting or not. In the research it was found that the teacher had tried to make the lesson interesting, but students were more likely to play than to focus on learning.

##### d) Saving the acquisition of learning results

Students are still very poor at retaining learning outcomes due to their low memory skills. In mastering vocabulary, strong memory is needed and if

students' memory is low, it can cause students to have difficulties in learning English, especially vocabulary.

e) Achievement or display of learning outcomes

Some students' achievement of learning outcomes improved significantly and some did not. So it can be understood that the increase in student learning outcomes is not fully increased.

f) Student self-confidence

Students lack low self-confidence in class. This is partly due to the fear of being wrong in speaking in class.

g) Learning habits

Students tend to learn vocabulary through watching movies and listening to songs.

h) Students' aspirations

Students have the idea that important lessons are lessons related to their ideals. Thus, if students' aspirations are not related to English then they consider English is not an important subject to learn.

## 2. External Factors

External factors are factors that refer to influences that come from outside the student. External factors that can affect learning difficulties according to Hellen (2002) namely;

a) The school environment

Student learning difficulties at school due to limited facilities and infrastructure. The school where this research takes place is still inadequate in terms of labs, electricity, cellular networks, and the internet.

b) The family environment

Families can also play a role in overcoming student learning difficulties. In this research, students are less under pressure to learn back at home. With the role of the family to control students in learning, students can improve their English vocabulary by studying regularly at home.

c) The community Environment

Researcher was found that the environment where students live cannot motivate learning English, because the majority of people living in this environment have jobs that do not require English language skills.

## **CONCLUSION**

There are two aspects and factors that can cause student learning difficulties in vocabulary at SMP Negeri 7 Satap Langowan. The two aspects that can cause learning difficulties in vocabulary are difficulty in pronunciation and meaning vocabulary. In addition to the aspects that cause learning difficulties, there are also factors that cause learning difficulties consisting of internal factors and external factors. Therefore, it is very necessary to have efforts from schools and communities that can help students overcome learning difficulties in English vocabulary at SMP Negeri 7 Satap Langowan.

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