



A Study on The Difficulties and Factors Affecting the Third Year Students in Enlarging Vocabulary at Senior High School

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Abstract

Vocabulary is a key when people learning English. The abilities of reading, writing, listening, and speaking in the target language may be impacted by a lack of vocabulary knowledge. This study aims to discover the difficulties and factors faced in enlarging vocabulary by the third-grade students of SMAS IT Mutiara, Duri. The research design was descriptive, and selected using cluster sampling. The samples of this research were 34 students of 185 students at the third-grade students of SMAS IT Mutiara. The research instrument of this study were vocabulary difficulty test and questionnaire. The research findings revealed that the percentage of the students' difficulties in enlarging vocabulary of meaning was (67,56%), antonym was (74,70%), synonym (72,64%), prefixes was (68,52%), and suffixes was (66,46). So, the dominant difficulty in enlarging vocabulary at the third grade of SMAS IT Mutiara, Duri was suffixes.

Keywords: *Difficulties of Vocabulary; Enlarging; Vocabulary*

Introduction

Vocabulary is powerful and essential for language development, particularly when learning English (Nation, 2014) has realized that building a strong vocabulary is essential for effectively using a second language and plays a big part in creating

both spoken and written texts. The subject of vocabulary is extensive, it is not easy to achieve any language fluency without studying the vocabulary. According to (Rohmatillah, 2015) communication in a second language gets more difficult without knowing the vocabulary. (Schmitt, 2000) states that learning vocabulary they not only memorize the meaning of the words or purpose of developing their vocabulary knowledge, students must also be aware of the words' forms, such as their pronunciation, spelling, and grammatical usage, as well as their relation to other concepts and terms.

The ability of the students is not the same as the expectation of the curriculum. It was evident that the majority of kids had trouble memorizing language. This occurred because the students still had a limited vocabulary and did not comprehend the meaning of difficult terminology in English class. Furthermore, kids are too indolent to memorize the words they hear or read in the book. Another factor is that students found it difficult to employ the words in different contexts. Students reported difficulty pronouncing words and paying less attention to the instruction.

Furthermore, SMAS IT Mutiara (Sekolah Menengah Atas Swasta Islam Terpadu Mutiara) is a prestigious Muslim senior high school in Duri, Riau. This school implements the 2013 curriculum (K13). Moreover, the point of emphasis in the 2013 curriculum is that there has been an increase in soft and hard skills that cover aspects of attitude, skills, and knowledge competencies (Fadlillah, 2014) in (Fauzi, 2019). As an Islamic Senior High School, SMAS IT Mutiara also has many subjects that the students should master. English is one of the subjects taught twice a week, where reading is also learned there. Based on the school syllabus, senior high school students must have a minimum of the Common European Framework of Reference for Languages (CEFR) vocabulary at level B1(intermediate), where the meaning, antonym, synonym, prefixes, and suffixes and etc, because learning that aspect make student can make vocabulary increasingly widespread.

Knowing the students' difficulties can help teachers find problems students face in the process of enlarging vocabulary. Therefore, the researcher believes it is essential to do research based on this topic, assuming that every student may have different difficulties and factors that affect enlarging vocabulary. Consequently, teachers have to find appropriate teaching strategies to help students improve their ability to enlarge their vocabulary. Based on the explanation above, the researcher is interested in conducting the research entitled "A Study on the Difficulties and Factors Affecting the Third-Year Student in Enlarging Vocabulary at SMAS IT Mutiara Duri."

Method

This study intends to Identifying Students' Difficulties and factors affecting

enlarging the Vocabulary of the third-grade students of SMAS IT Mutiara, Duri. Related to the study, the writer used a quantitative descriptive design. According to (Sugiyono, 2015), Descriptive quantitative research is a type of research in which the facts and features of the thing investigated are studied systematically using data obtained throughout the study by combing the relationship between variables involved in it, then interpreted using theories and associated literature. The researcher utilized a test and a questionnaire to collect data. The researcher uses a test to measure students' vocabulary difficulties, next the researcher takes a questionnaire to support the data and categorize students' factors affecting enlarging English vocabulary. This study started from July until August 2022 at SMAS IT MUTIARA, and located at SMAS IT MUTIARA, Duri.

The population in this research was six classes the third-grade students of SMAS IT Mutiara at Duri in 2022/2023 Academic. To conduct this study, the researcher used cluster sampling. (Arikunto, 2014) pointed out that a sample is a group rather than a collection of all observations or other things. A sample is the selected participants taken from the population for the research study (Arikunto, 2014).

In this research the collecting data, the researcher used some instruments: a test of difficulties vocabulary and a questionnaire about factors affecting enlarging vocabulary. The test of vocabulary difficulties was used to find deeper information about the students' difficulties in enlarging vocabulary, and the questionnaire seek what factor affects students' SMAS IT Mutiara, Duri in enlarging vocabulary. In the test of difficulties vocabulary, there are 50 questions multiple choices. The answer options are A, B, C, and D in each question. Aspects of the test are taken from the material that students have learned. Aspects of questions in this difficult vocabulary test consist of meaning, antonyms, synonyms, prefixes, and suffixes.

The questionnaire contains 20 questions about the internal and external factors affecting enlarging vocabulary. The type of questionnaire is used the Likert scale questionnaire (Gay, 2000) states that Likert scale asks the participant to respond to a series of statements they were strongly agreed (SA), agree (A), undecided (U), disagree (D), or strongly disagree (SD) with each statement. The instrument consists of several items that express students' mastery of vocabulary. The score of questionnaires gave based on the type of each item. The score arranged: SA=5, A= 4, U=3, D=2, SD=1.

In this research, the procedure of data collection arranged as follows:

1. First, before starting the test, identities of participant third grade in SMAS

IT Mutiara, Duri will be taken.

2. Second, the researcher will give some instructions to the participant.
3. Third, the researcher will share the printed out of the test, and participant fill in the personal data.
4. Participants do the difficulties vocabulary test in 30 minutes and questionnaire in 10 minutes
5. The test is complete and the participant can submit the answer to the researcher and leave the class

The data analysis technique is the process of acquiring, collecting, and translating data into relevant information, suggesting conclusions, and assisting decision-making (Moleong, 2018).

1. Vocabulary test

- a. Analyze the index of difficulty of the vocabulary test.

The writer used to try out vocabulary test to determine the difficulty level of the test. P values for the appropriate test item will typically vary from 0.15 to 0.85 (Brown, 2003).

The following formulas are used to calculate the try out.

$$P = \frac{R}{N}$$

In which:

P = Index of difficulty

R = the number of correct answers

N = the number of students

- b. The writer determined the validity of the test by using Microsoft Excel 2016.

To determine the validity of the vocabulary test, the researcher gave a try out to the respondents. Then, the researcher collected the answers for respondents and made a score, which is a score of 1 if it is correct and 0 if it is wrong. Then, the researcher processed the score in Microsoft Excel so that the total score, recount and validity per question were obtained. To get validity, it can be obtained by comparing the value of recount with ratable.

If the value of recount > ratable = valid

if the value of recount < ratable = invalid

c. The writer determined the reliability of the test by using Kuder Formula in Microsoft Excel 2016.

One way to determine the reliability of a test is to use the Kuder and Richardson formula, commonly known as the KR formula. There are two types of this KR formula: KR 20 and KR 21. The KR 20 formula is used for dichotomous scoring, for example, 1-0, true-false, and others. The formula for KR 20 is as follows:

$$r_{ii} = \frac{k}{(k-1)} \left(\frac{s_t^2 - \sum p_i q_i}{s_{t_i}^2} \right)$$

Note: r_{ii} = Instrument score reliability

k = The number of questions

s_t^2 = Total score variance

p_i = the proportion of subjects who answered correctly on an item

(proportion of subjects who score 1) which is calculated by

$$p_i = \frac{\text{Number of subjects with a score of 1}}{N}; \text{ and } q_i = 1 - p_i$$

d. The writer determined the students score test by using Microsoft Excel and using this formula:

$$M = \frac{X}{N} \times 100$$

In which:

M: individual score

X: the number of correct answers

N: the number of items

e. Analyze the mean score of the test by using Microsoft excel. The writer

determined the mean score by using the formula belows:

$$M = \frac{\sum X}{N}$$

Note:

M = The students' mean score

$\sum X$ = The sum of students' score

N = The number of students

The result will be categorized as follow:

Table 1. Categorize of Score

Numeric Scores	Marking Quality
95-100	Very Good
85-95	Good
77-84	Enough
<77	Less

Source 1. SOP SMA IT MURIARA DURI

The test scores of all students were calculated and got the average test score, then we got in what category the average value was.

2. Questionnaire

The data from the questionnaire were analyzed by using SPSS (Statistical Product and Service Solution) Application Version 25 for Windows. The writer determined the validity and reliability of questionnaire by using this software. The data from students' Likert scale questionnaires were statistically computed to determine each question's percentage.

The way to check the validity is enter the results of the students' answer into SPSS, change the score according to the Likert scale, and also make a grand total. Furthermore, select the analyst menu, select correlate, select bivariate, then the results will appear. Basis of taking the validity test are judging from the Significance (Sig.)

1. If the Significance value < 0.05 = valid
2. If the Significance value > 0.05 = invalid

From the results of the questionnaire data, Sig. all questionnaire items < 0.05. Therefore, all questionnaire items are valid.

Results

Vocabulary Test

The result can be seen in the table below:

Table 2. The Percentage of Students' Individual Score and Their Categorize of Score

N o.	Score	Frequency	Percentage	Categorize of Score
1	95-100	1	2,94%	Very Good
2	85-94	11	32,35%	Good
3	77-84	7	20,59%	Enough
4	< 77	15	44,12%	Less
Total		34	100 %	

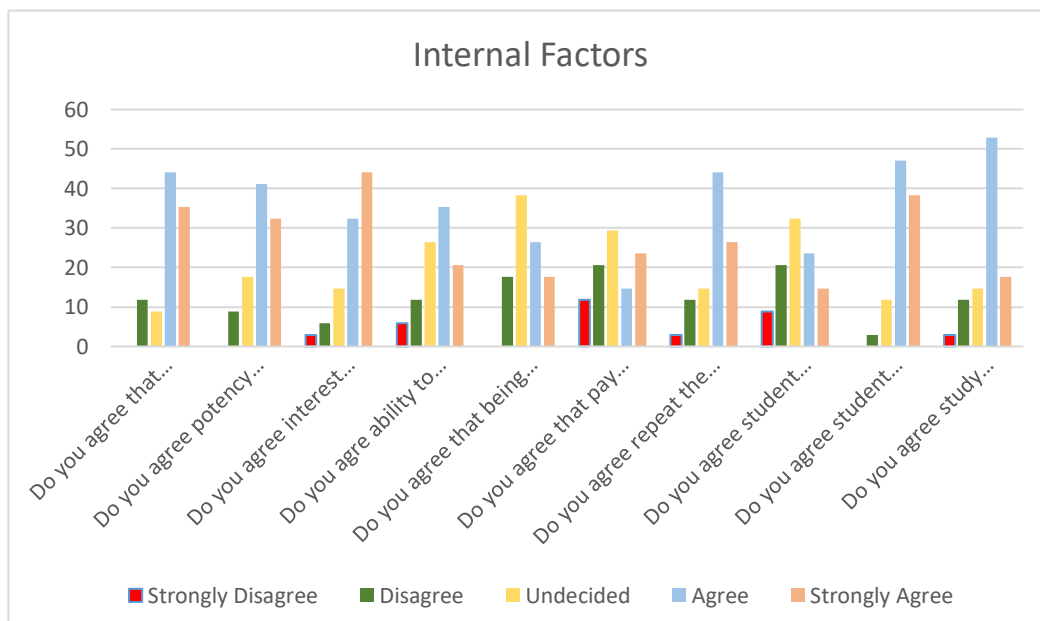
According to the table 4.1, there are one student in the very good category with a score range 95-100. Then, 11 students get a good score of difficulties in enlarging test with a score range of 85-94. 7 students get enough score with a score range 77-84. Last, there are 15 students in the less category with a score range less than 77. It means that the average student score in vocabulary difficulty test was "Less".

3.2 Questionnaire

a. Internal Factors Affecting Students in Enlarging Vocabulary

The result can be seen in the chart below:

Chart 1. Internal Factors Affecting Students in Enlarging Vocabulary



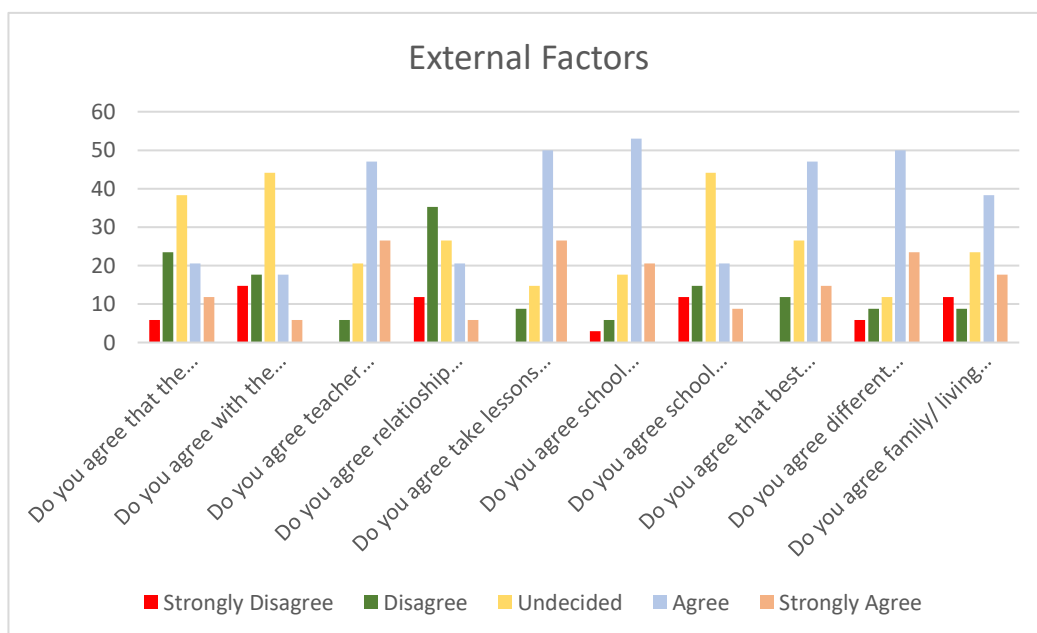
The chart provides information about internal factors affecting students towards enlarging vocabulary by the third-grade students at SMAS IT Mutiara, Duri. There are ten indicators in internal factors. The chart show that many students choose agree on existing external factors. Study equipment has more impacting in enlarging vocabulary with 52,95% student choose agree on that, on the contrast student choose strongly disagree for paying attention to the lesson with 20,59%.

Conducting from the chart we know that student agree with motivation, potency, ability, repeat the material, student learning method, last but not least is study equipment with internal factors in enlarging English vocabulary.

B. External Factors Affecting Students in Enlarging Vocabulary

The result can be seen in the chart below:

Chart 2. External Factors Affecting Students in Enlarging Vocabulary



Looking at the chart that shows information about external factors affecting students in enlarging vocabulary by the third-grade students at SMAS IT Mutiara, Duri. Student has chosen the most agree on school environment with 52,94%, and for the lowest in strongly disagree student choose on teacher has to correct student with 14,71%

Overall, it may be said that student agree with teacher teaching strategies, take lessons outside of the school, best friend, different background, and family or ling environment affect in enlarging vocabulary as external factors. Additionally, some research has been conducted on the same topic. (Wulandari, Surtikanti, & Agung, 2020) conducted a study about the eleventh graders at SMAN 2 Sengah Temila in Landak Regency were the subjects of this study. This study entailed 76 students. Data was gathered from the classroom teacher, students, and portfolios. This study used the following data collection methods: open-ended questionnaire, in-depth interview, and observation. Meanwhile, data analysis techniques used interactive analysis. This study discovered that learning difficulties are influenced by both internal and external factors. Internal factor indicators reveal that students' interest and motivation affect learning difficulty because no variation in the teaching approach bored the students, and that lousy study habits elicit learning difficulties. According to the indicators on external factors, the teacher plays a considerable role in extending learning challenges, notably in the employment of instructional methods and media; however, the

conservative classroom environment has no substantial effect on learning difficulties.

Discussion

Vocabulary is the most important aspect of any language. In the process of acquiring the English language, vocabulary acquisition is crucial. The ability to use vocabulary has a direct impact on the growth of English listening, speaking, reading, and writing skills. Frequently, students are able to communicate in English by combining the effects of individual terms. Students with English language learning difficulties are typically at the beginning of their English studies. Therefore, in order to have a solid command of English, students must master the language.

The vocabulary test results found that the students' vocabulary knowledge got a mean score of (69,98) and was in less category. It can be concluded that the third students' in SMAS IT MUTIARA, Duri lack vocabulary and need to enlarge their vocabulary. In the process of English language learning, vocabulary learning is quite important. The capacity to use vocabulary directly affects the development of one's English listening, speaking, reading, and writing skills. According to the questionnaire result, students agree that with motivation, potency, interest, ability to catch lessons and concentrate each student's, repeating the material, student learning methods, study equipment, teacher teaching strategies and methods, take lessons outside the school, school infrastructure, best friends, different background, family/ living environment affect in enlarging vocabulary.

Vocabulary Difficulties in Meaning

There are numerous meanings for a single word. Depending on the context, a single word might have a variety of meanings. In this instance, the majority of students were unaware of this and believed that it had a single, universal meaning across all contexts (Harmer, 2013). In addition, vocabulary is crucial for all aspect of education. The student must understand the word and its meaning to gain comprehension of its use.

According (Nation, 2014), we frequently run into the issue of learning to understand the meaning of words, which cannot be done instantly and requires commitment and effort. We frequently run into a number of issues, such choosing the appropriate word meaning for a given word. English has a large number of words, some of which have similar meanings, making it impossible to determine each word's meaning individually. The word's varied meanings left the students

perplexed while determining its context-based meaning. Students struggled to understand the word because they didn't fully understand its meaning. Most of them just understand the word's common meaning.

Vocabulary Difficulties in Synonyms

The term synonymy is derived from Greek: syn-+ -nymy. The two parts mean "same and name". Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation. Because of that students might be confused what word that they have to use in different situation.

Vocabulary Difficulties in Antonyms

Antonym is the opposite of meaning. It derived from Greek, "ant-and nymy", the two parts mean "opposite + name" (Sauvage, 2018). Antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register. To sum up, students must know and remember one by one the opposites of the existing words, which are very large in number.

Vocabulary Difficulties in Prefixes

Prefix, such as re-, un-, or in-, is an affix that comes before a root, stem, or base. Prefixes are letters or groups placed at the beginning of a word or root (the simplest form (base shape) of a word - it cannot be deciphered again) to modify the meaning of the word. Prefix is considered to have its own meaning if it is attached to the root or free morpheme itself. From the data, some students were trapped in some items of the questions. It clearly stated that the students had understood about derivational prefix but it still had been not thoroughly understood by all the students. It was proved by few students as sample answered right for the test items. It showed that their ability in using derivational prefix had been understood but they had not thoroughly understood. In consequence students must have understood and remember a lot of new word.

Vocabulary Difficulties in Suffixes

Suffix is defined as -ly, -er, -ist, -s, -ing, and -ed, is an affix that comes after a root (or stem or base). Suffix is the final letter of a word or root (the simplest form (base form) of a word - it cannot be deciphered again) to produce a new word. It

can be concluded that if an affix is at the end of a word, it will be called a suffix that forms a new word.

Suffixes at phrase may extrude a part of speech or writing, now no longer handiest modifications that mean the words. In addition, it's miles type of affixes which might be placed ultimately of the phrase. So, primarily based totally on the instance suffixes, an affix attaches itself at the back of the base phrase. Suffixes extrude a device or representation from one part of speech to another (from one term to another). In addition, the by-product of Suffixes is a department of morpheme that researches root forms, word alterations, and the impact of that means shifts. They can create distinct phrases or meanings with the aid of including comments. Most students do not understand the morphological process, especially the derivative suffixes. The researcher found that most students have a poor grasp of morphemes, especially the derivative suffixes.

Furthermore, research has been conducted on the same subject. Eleventh graders at SMAN 2 Sengah Temila in the Landak Regency were the subjects of a study conducted by (Wulandari et al., 2020). In this study, 76 students participated. The data was collected from the teacher, the students, and their portfolios. This research employed an open-ended questionnaire, an in-depth interview, and observation for data collection. In the interim, data analysis techniques employed interactive analysis. This study demonstrates that both internal and external factors contribute to cognitive disabilities. Indicators of internal factors indicate that health conditions have no significant effect on learning difficulty, that students' interest and motivation influence learning difficulty because no variation in teaching methods bores them, and that poor study habits cause learning difficulties.

According to indicators of external factors, the teacher plays a significant role in the expansion of learning difficulties, particularly in the use of teaching methods and media; however, the classroom environment has no significant influence on learning difficulties because it is conservative.

Even though the vocabulary is the same, the results of this study are different from those of other studies. It is based on the fact that the aspects of the test are different, and the problems that the writer wants to comprehend are not entirely the same. Furthermore, based on those explanations, it is possible to conclude that students in the third senior high school of the SMAS IT Mutiara Duri get less in vocabulary categories. It is because of some of their difficulties when learning vocabulary, particularly in terms of meaning, antonyms, synonyms, prefixes, and suffixes.

Conclusion

Based on data analysis of the test, students' difficulties in enlarging vocabulary of the third-year senior high school at SMAS IT Mutiara, Duri is in less category (69,98%). This study focuses on five aspects of difficulties in enlarging vocabulary: meaning, antonym, synonym, prefixes, and suffixes. The writer found out the result of students' difficulties in enlarging vocabulary for each indicator test. The students got less categories in Meaning (67,56%), antonyms (74,70%), synonyms (72,64%), prefixes (68,52%), and suffixes (66,46%). Suffixes is the hardest indicator for students because this aspect got the lower results than the other aspects and it can be seen by the percentage of correct numbers obtained by students with average 66,46 (less). According to the findings of this study, students still need help distinguishing between correct suffixes and prefixes for a word, and they continue to use incorrect suffixes and prefixes in a word. The study's findings revealed that students had difficulty in enlarging their English vocabulary.

Furthermore, most students agree with internal and external factors in the questionnaire test. It means that existing factors turned out to greatly influence students in adding to their vocabulary, not only internal but external also play an important role in increasing the vocabulary of students.

Both instructors and students should have anticipated the difficulties that the students would face in order to help them learn the new vocabulary of the language they are learning more effectively and quickly. Following are some recommendations the author thinks are necessary in considering the findings of this research:

Students should review the lesson again and broaden their vocabulary because language proficiency improves with word knowledge. The students limited vocabulary will make it difficult for them to learn English. Additionally, it is advised that the teacher devise activities and resources to help students overcome their challenges with vocabulary growth. For instance, they are creating educational materials that are tailored to the wants and interests of the pupils. The students must participate even though the instructor plays a significant part in helping them overcome their barriers to growing their vocabulary in English. Students are urged to work out their own problems and choose effective study techniques to expand their vocabulary with the teacher's help. In terms of enlarging vocabulary, the author believes that this research will be helpful to students, teachers, lecturers, and all educators.

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