CHAPTER I
INTRODUCTION

A. Research Background

Vocabulary is the entire words that make up a language. Vocabulary is one of the linguistic components of learning English. Before students study abo the English skill, they should learn vocabulary as the first step. It is used to link the four language skills, that is: listening, reading, speaking, and writing. (Nunan, 1991:17) Vocabulary is a part very important language. The more words students understand and can use, the more meaning they can convey in various situations.

Furthermore, students should understand a sentence by investigating the meaning of the vocabulary. The words that students choose in speaking affect how well they understand what a speaker says in public or with a friend. In reading, students' vocabulary mastery affects their ability in comprehending the writer's message. In writing, students should have vocabulary mastery and describes how well they can convey the readers' thinking.

Zhihong Bai (2018:854), stated that vocabulary is the basic component of language and a fundamentally important aspect of language development. Limited knowledge of vocabulary was the main problem in learning the language. It means that it was caused by a big problem if someone did not have a rich vocabulary. The large the vocabulary students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skills. The students in Indonesia learn English as a foreign language and start at the elementary level. And the English proficiency index (EPI) data arranged by English first (EF) show that in 2017 Indonesia ranked 39th out of 80 countries in the world and 10th out of 20 countries in Asia. The Indonesian score was 52, 15 on average, and falls under the low proficiency band level.

There are some difficulties for students in mastering vocabulary. The first is forgetting words easily. Remembering English words as a foreign

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language is not easy, it depends on the learners" retention. There are several factors that make english vocabulary becomes difficult to be remembered and forget easily such as difficulties in pronunciation, spelling,idiomc, and overlapped meaning. The second is students" interest. Many students do not give their attention when teachers explain the materials because the learning process would be boring then students do not give their feedback. Third, teaching material. In teaching vocabulary, it is also needed the appropriate materials. Teaching material is very important in the learning process. The appropriate materials make the students interested in studying and the bad materials will make students bored.

Based on the explanation above the researcher aims to determine the difficulties of students' difficulties in mastering the vocabulary of the fourth-semester students of IKIP PGRI Pontianak. This research uses a descriptive method. Fourth-semester students of IKIP PGRI Pontianak for the academic year 2021/2022 are the subjects of this research. The population in this study were students of class c Afternoon in the fourth semester, totaling 30 students of the English study program. The title is "AN ANALYSIS OF STUDENTS DIFFICULTIES IN LEARNING VOCABULARY MASTERY".

B. Research Questions

1. What are the difficulties in vocabulary mastery to the fourth semester students of English Education Study Program of IKIP PGRI Pontianak in the academic year of 2021/2022?

2. What are the factors which cause the difficulties in vocabulary mastery fourth semester students of English Education Study Program of IKIP PGRI Pontianak in the academic year of 2021/2022?

C. Research Purposes

1. To find out the difficulties in vocabulary mastery to the fourth semester students of English Education Study Program of IKIP PGRI Pontianak in the academic year of 2021/2022.

2. To describe the factors which cause the difficulties in vocabulary mastery fourth semester student of English Education Study Program of IKIP PGRI Pontianak in the academic year of 2021/2022.

D. Significance of Research

This research gives some useful information about students' difficulties in learning vocabulary mastery to the fourth semester students of English Education Study Program of IKIP PGRI Pontianak in the academic year of 2021/2022.

1. Theoretical Benefit

In the theoretical aspect, this research will add more information, view, and knowledge to share good input to English lecturers about the students' difficulties in English vocabulary mastery.

2. Practical Benefits

Hopefully, the result of this research will give some benefit and positive contribution to English learning in vocabulary mastery context for the students, lecturer, and the other researchers

a. To the students

The results of this research will benefit to find out students' difficulties in learning vocabulary mastery, the students' will be able to investigate the difficulties of learning vocabulary mastery.

b. To the lecturers

The result of this research hopefully can help the lecturers to make an evaluation and consideration in developing and applying suitable tools or media that make it easier for teaching learning process vocabulary mastery.

c. To the other researchers

This result hopefully will help the other researcher to develop the important thing in teaching is find out students' difficulties which in this research focuses on analyzing students' difficulties in learning vocabulary mastery.

E. Scope of Research

This research analyzes students' difficulties in learning vocabulary mastery. The researcher will choose fourth semester students of English Education Study Program of IKIP PGRI Pontianak in the academic year of 2021/2022.

1. Research Variable

A variable is a qualitative or quantitative entity that can vary or take on different values. In research, variables are the things that are measured and represent the concept study. Ary et al. (2010: 210) state that, "a variable is a contract or a characteristic which will be studied that can take on different values or scores". It means that a variable is anything studied by the researcher. In this research, the researcher indicates the variable of this research is college students' difficulties in learning vocabulary mastery.

2. Research Terminology

The following definitions are provided to ensure uniformity and understanding of these terms during the study:

a. *Vocabulary Mastery*

Vocabulary mastery refers to the great skill in processing words of the language. Mastering a language means being able to comprehend the vocabulary both in speaking and in writing. In this research, mastering vocabulary comprehends the meaning of vocabulary, pronounces it, spells it, and knows how to use it structurally and grammatically.

b. *Students' Difficulties*

The difficulty is a problem, something that causes trouble, difficulty is defined as something that is not easy to do or hard to do and understand. Students' difficulties are conditions in which the students face the problem. It will be seen from students' mistakes and errors in the learning process. The difficulties faced by the students at the fourth Semester of IKIP PGRI Pontianak in terms of using vocabulary.

c. The fourth Semester Students

The students are the fourth semester students of English Education Study Program of IKIP PGRI Pontianak in the academic year of 2021/2022.

CHAPTER II

LITERATURE REVIEW

A. The Nature of Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the language aspects that are very important for studying English. Vocabulary is also has a relation with the four aspects of the study of language (Speaking, Reading, Listening, and Writing). Since vocabulary is the basic knowledge of learning a language, particularly English, the learner is required to enrich the vocabulary very well. According to Puspita and Losari (2017:4). Vocabulary is a bank of a number of words in a language or a list of words with their meanings." It means that vocabulary is total number of word whose meaning of those words must be understood and organize the words of language is by use the use of rules. So it is clear that vocabulary must exist in a language.

There are some definitions of vocabulary proposed by some experts. Defined by Hatch and Brown (1995:37) as the term vocabulary refers to a list or set of words for a particular language or words that individual speakers of a language might use. Hornby in Alqahtani (2015) mentions his definition of vocabulary as a list of words with their meanings. It means that before someone will use language, the students should have a certain amount of vocabulary because it is an essential element of the language which h the students use in communication.

Vocabulary can be defined as the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) (Bintz: 2011:44). Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them (McKeown 1985:44). Deliberately teaching

vocabulary is one of the least efficient ways of developing learners. Vocabulary knowledge but it is an important part of a well-balanced vocabulary program. The main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time.

Vocabulary is a very important field, and it is more that just presenting and introducing new vocabulary to the students. Knowing words is not filling papers with new words and memorizing them. Students need to understand the meaning in context and understand to use the proper word in the conversation. Vocabulary is needed for expressing meaning and using the receptive (listening and reading) and productive (speaking and writing) skills.

From the definition above, the researcher concludes that vocabulary is the list of words that can make a sentence on a language and it is used as the means of communication in learning a language. In other words, vocabulary has many functions in learning a language particulary in English. The students who lack of vocabulary where the students cannot express and communicate their ideas effectively, it is important to the students to learn vocabulary as a result of English mastery.

2. Vocabulary Mastery

Vocabulary mastery is also important component in order to four major skills in English, such as speaking, reading, writing, and listening. According to Rivers is Nunan (1991:17), "The acquisition of an adequate vocabulary is essential for successful second language us, because without an extensive vocabulary students will be unable to use the structure and function students may have learned for comprehensible communication.

And Hanson and Padua (2011:5) state vocabulary refers to words students use to communicate in othe ral and print language. Based on experts opinion vocabulary mastery is important in language teaching because without an extensive vocabulary students will be unable to use

words and do not know about meaning of words. This case will make difficult in speak English and express idea.

Moreover, the students should have good ability vocabulary learning in English, because it can make students in easy learning and conversing English subjects. Therefore, teaching vocabulary is very important and beside the vocabulary is very big influence in learn especially in English. Moreover, when the students have many vocabulary and have good vocabulary and the students have to easy learn or mastery vocabulary and the students very easy to master English.

3. **Kinds of Vocabulary**

There are many kinds of vocabulary according to Expert, Thornbury (2002:3) states that the kinds of vocabulary classification, as follow:

a. Words Classes

Word classes are often called part of speech. Part of speech consists of noun, verb, adjective, preposition, and conjunction.

1) Noun

Noun is one of most important part of speech. It is usually used as subject or object. It is an arrangement with the verb helps to form the sentence. It could be the neame of person, place, thing or idea.

Examples of noun: *Nila, chair, elephant, etc.*

2) Pronoun

Pronoun is suitable word. It is used to substitute person, thing, animal, ect. It can bee seen from the table below:

Personal pronoun is to substitute word of person. It is used as normative (subject), accusative (object), possessive adjective and possessive pronoun. Examples: *My name is* Nila; she *is* teacher; *Her* baby is cute.

1) Verb

Verb is the word which expresses an action or a help to make a statement. It is usually used as predicate in a sentence.

Examples of verb: *Rina eats bread;* I like *butterfly.*

2) Adjective

Adjective is a word used to qualify noun or pronoun. Examples of adjective: old, new, smart, lazy, etc. example in sentence: *he is clever student; my brother islazy boy.*

3) Adverb

Adverb is a word used for qualifying the meaning of verb, adjective, or another adverb. Examples: *Mrs. Desi is teaching in the classroom.*

4) Conjunction

Conjunction is word related to one word to another one, one sentence to another one. Example: *My father like apple and banana; I want buy a cake but I have not money*

b. Word Families

1) Affixes

Affixes are future of grammar of most language. Example: *look; looking; looked.*

2) Inflexion

Inflexions are the different grammatical forms of a word. Example: *plays; playing; and played are inflexions of play.*

3) Derivative

Derivative is a word that is resulted from the addition of an affix to a root, and which has a different meaning form the root. Example: *player; replay; and playful are derivation of play.*

c. Word formation

In English word formation is called composite form of word, such as:

1) Compounding is the combining of two or more independent words, examples: second-hand, word processor, typewriter.

2) Blending is two words can be blended to form one new one.

Example: breakfast + lunch = brunch; information + entertainment = infotaiment.

3) Conversion is the process a word can be co-opted from onpart of speech and used as another.

4) Clipping is a new words can be coined by shortening or clipping longer words. Examples: flu from influenza; email from electronic mail.

these various kinds of vocabulary is to determine details about the classification of words in learning vocabulary, such as word classes, word families, and word formation. The classification of words is to make the students know the part of words that will they use. In this research, the researcher use is word classes which contain about noun.

4. **Aspect of Vocabulary**

There are some aspects that have to be discussed in vocabulary following below:

a. From : pronunciation and spelling

The learner has to know what a word sound like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristic, and one or the other would be preserved by the learner when they encountered the item for the frist time. In teaching, teachers need to make sure that these aspects are accurately presented and learned.

b. Grammar

The grammar of new item is necessary to be taught if this is not obvious covered by general grammatical rules. An item usually relates with other words in sentences. It is important to provide learners with the information at the same time as teachers teach base form. When teaching a new verb, for example, teacher must give the part form, if the verb is irregular. Similary when teaching noun, teachers may wish to present plural from if it is irregular.

c. Aspect of meaning: denotation, connotation, appropriateness

The meaning of a word is primarily what is refers to in the real word, it is denotation; this is often the sort of definition that is given in a dictionary. For the example, *dog* denotes a kind of animal; more specifically, a common, domestic carnivores mammal; and both *dank* and *moist* mean wet. A less obvious component of the meaning of an items is its connotation: the association, or positive or negative feeling it evokes, which may or may not be indicated in a dictionary definition. The word *dog*, for example, as understood by most British people, has positive connotation of *friendship* and *loyalty*. A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. For example, learners may know that *weep* is virtually synonym in denotation with *cry*, but it is more formal, tend to be used in writing more that in speech and is in general less common.

d. Aspect of meaning: meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relations, there are:

1) Synonyms: an item that means the same, or nearly the same; for example bright, clever, smart, may serve as a synonym of intelligent.

2) Antonyms: items that mean the opposite: rich is an antonym of poor.

3) Hyponyms: items that serve a specific example of general concept; dog, liom, mouse, are hyponym of animal.

4) Co-hyponyms or co-ordinates: others that are the 'same kind of thing'; red, blue, green, brown are co-ordinates.

5) Super ordinates: general concept that 'cover' specific items; animal is the superoredinate of dog, lion, mouse.

6) Translation: words or expressions in the learners' mother tongue that is more or less equivalent meaning to the item being taught.

Furthermore, Harmer (2001:16) says that there are some aspects that have to be discusses in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms,

word combination or collocation, and the grammar of words which comprises, noun, verb, adjective, and verb.

a. Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning of function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning.

A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

1) Synonym

The term synonym derives from Greek: syn- + -nymy. The two parts mean "same and name". synonym deals with sameness of meaning, more that one word having the same meaning, alternatively the same meaning being expressed by more that one word. In other words, synonym is word whose denotation is the same but has different connotation.

2) Antonym

Antonym is the opposite of meaning. It derives from Greek, "and- and nymy", the two parts mean "opposite + name". 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.

3) Denotation

Denotation meaning is called as some terms such as den notational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called dennotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

4) Connotation

Connotation is more complicated that denatation. Connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

b. Use

There are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc.),giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc.), and giving a well-known opposite or a well-known word describing the group or lexical set it fits into.

c. Spelling

Spelling is the writing of a words with the necessary letters and diacritics present in a accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together.

d. Pronunciation

pronunciation can be said as the act of uttering with articulation; the act off giving the proper sound and accent; utterance; as the

pronunciation of syllables of words; distinct or indistinct pronunciation. It is a way which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly.

The indicators of vocabulary that the researcher uses in this research is finding the meaning, pronunciation and spelling the words and using words.

5. **The Importance of Vocabulary Mastery**

Vocabulary mastery is very important for people who learn English both as foreign language and as second language. Tozcu & Coady (2004: 473) point out that vocabulary mastery ia an important aspect of development foreign language acquisition, academic achievement, and vital to master English which it is closely linked. Furthermore, according to Alqahtani (2015:22), vocabulary mastery is essential for successful second language use and plays an important role in the formation of complete spoken and written texts.

In English as a second language (ESL) and English as a foreign language (EFL), vocabulary item plays a vital role in all language skills such as: listening, speaking, reading, and writing. Without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Additionally, emphasizing the significant of vocabulary to communicate. Brown (2001:377) states that in fact, survival level communication can take place quite intelligibly when people simply string words together without applying grammatical rules at all. The point is that vocabulary is what gives big influence to the people's communication. We can communicate by using words that are not placed in the proper order, pronounced perfectly, or marked with proper grammatical morphemes, but communication often break down if we do not use the correct word. So, we are interested in being communicative, words are among the frist priorities.

Vocabulary is important to be able to communicate with other people. Good vocabulary mastery also can make many people or especially learners have good understanding of themselves and all aspects of their life such as their society, history, economy, and so on. If people are lack of vocabulary or only have little vocabulary, they will face trouble in their communication and achievement because vocabulary will be needed not only in speaking but also in reading, listening and writing. It is in line with Xu (2011:1586) who pointed out that vocabulary is the basic material to put into the patterns, because there is no sentence, no essay, and even no language without vocabulary.

From the explanations importance of English vocabulary mastery, it can be conclude that vocabulary is very important in learning language. The mastery of vocabulary cannot be denied in learning English, not only learners' listening and speaking skills, but also their reading and writing as well, because vocabulary is one of the most important elements to improve the learners' English skill. Mastery vocabulary can be also bedeveloped naturally by their experience during life according to their need and education. It will facilitate someone in using language in communication. So, mastering vocabulary would be useful because it will make easy to learn language, easy to understand what people talking about, and easy to make discussion with different topic.

6. Difficulties in Vocabulary Mastery

Mastery vocabulary is very important for foreign language learner. Without mastering it, of course the learners will get some difficulties in English. According to Mayor (2009:279), difficulty is a problem, something that causes trouble, difficulty is defined as something that is not easy to do or hard to do and understanding. Student's difficulties are conditional in which the students face the problem. It will be seen from students' mistake and eror 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 (2002:27), there are 6 difficulties in vocabulary mastery, namely: pronunciation, spelling, length and complexity, grammar, meaning, range (connotation and idiomaticity).Then, Huyen (2002:2), identify that there are four problems. They consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions. Furthermore Cameron (2001:78), some components vocabulary mastery is difficult, such as:

a. Pronunciation

Pronunciation is the way in which a particular person pronounces the word of a language Gushendra (2017:54). Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult vocabulary will typically be those that contain sounds that are unfamiliar to some groups of learners (Thornbury, 2002:27). The students were not able to identify the pronunciation of the sounds like vowel, consonant, or diphthong of the words. There is different pronunciation between English and Indonesia vocabularies. English has different sound with Indonesia sound. Therefore, students have problems in pronunciation the students have difficulties in pronunciation of vocabulary.

b. Spelling

Spelling is the act of forming words correctly from individual letter or the way that a word is spelt. Gushendra (2017:55), spelling is the writing of a word or words with the necessary letters, an arrangement of letters that form a word, and the process of forming words by putting letters together. The students have the difficulties is on the spelling, they are still confused to recognize the words mentioned in the sentence. Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly

problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

c. Grammar

Grammatical information is tied into words, and learning words can take students along the way into grammar. This suggests that if we give a high priority to vocabulary, we are not thereby abandoning gramma.

d. Meaning

The students has the difficulties in the meaning if they can describe the words on the context. A word meaning can also be defiend by its relationship to other words. A word may have more that one meaning when it is used in different context. The teacher delivering the students about the meaning, the teacher should explain that a word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery and using dictionaries. When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point: you *make breakfast* and *make an appointment,* but you *do the housework* and *do a questionnaire.*

Based on the explanations above, it can be concluded that there are so many factors of difficulties in mastering vocabulary. Pronunciation, spelling, grammar and meaning are the indicators of students' difficulties in vocabulary mastery. It's 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.

7. Factors That Affect Vocabulary

Mastery of the material if ultimate goal of the teaching and learning process. Learning is said to be successful if students can fully master the

material that has been taught. Several factors influence vocabulary mastery according to Purwanto (2000:66).

A. Internal Factors

Internal factors are factors that come from within students. This factor has a very large influence on learning outcomes or students' abilities in a lesson. These factors are:

1) Ability or Growth

Teaching something can only be successful if the level of personal growth allows it: the physical or spiritual potential is ripe for learning.

According to Sukmadinata (2003:102), development is often equated with growth and maturity. The three have a very close relationship, growth and development is a change to a higher or better stage. There are several differences between growth and development. Growth has more to do with physical or physical aspects, while development has more to do with psychological or spiritual aspects. Growth shows a change or increase in quantity, namely the addition of size or height, while development is related to improving quality, namely increasing and perfecting functions.

2) Intelligence

Intelligence according to Dusek (Casmini, 2007:14) can be defined in two ways, namely quantitatively the learning process to solve problems that can be measured by tests intelligence, and qualitatively the way of thinking in shaping the development of how to connect and manage information from outside that is tailored to students.

3) Practice

Because is trained and often repeated, the skills and knowledge possessed can become increasingly mastered and in-depth. Without practice, the experience that has been owned can be lost or reduced.

According to Dalyono (2001:43). something that is learned needs to be repeated so that it is easy to remember, so that it is fully mastered

and takes a long time to be forgotten. That is, all the material studied requires repetition and practice in order to be mastered.

4) Motivation

Student learning motivation is very important to encourage enthusiasm for student learning. In addition to the student's motivation, motivation by a teacher is very important also to provide motivational support so that students feel the market for eager to learn. Students who are high on English lessons students will be very enthusiastic about participating in the activities of the learning process. This is in line with Febrin's opinion in Dewi (2019: 124) saying that high learning motivation can determine whether or not it is good in achieving the goal to be achieved, so the greater the motivation, the greater success or success of one's learning.

B. External Factors

External factors caused by students outside themselves include, family, teaching variations, use of learning media and facilities and infrastructure.

1) Family

Various kinds of a family atmosphere and circumstances also determine how and to what extent students learn. Certain studies on the relationship between language development and family socioeconomic status show that children from less fortunate families experience delays in language development compared to children from families with better social and economic conditions, this may be due to differences in intelligence or learning opportunities (Joseph 2000:8).

2) Teaching variety

The teaching and learning process of English is carried out boldly via Whatsapp due to the Covid-19 pandemic. Teachers take advantage of the application whatsapp for the process of teaching and learning activities, the method used by the teacher in learning that is discussion, question and

answer, and assignment. The teacher has a major role in learning activities where the material special food and drink lessons to master indonesian vocabulary, the teacher sends a learning video via whatsapp, and students are given time to listen to the material in the video. After when finished, the teacher appoints a student representative to re-explain the content material in the video. In learning activities, not all students respond well or actively there are still many passive students.

3) Use of Learning Media

The use of media is very helpful in conveying the subject matter. Based on the results of teacher learning observations using video media to deliver the subject matter with food and beverage material (food and Drink). Teachers take advantage of videos on youtube, in videos is in accordance with the subject matter to be discussed. Learning tools or media which is incomplete makes the presentation less good, so it can cause learning difficulties (Ahmadi and Supriyono in Amallia and Unaenah, 2018: 130).

4) Facilities and infrastructure

Based on the results of interviews and questionnaires, the school provides textbooks indonesian to help students in learning, the condition of the terrace classroom hot because the fan in the room is still lacking. This agrees with Ahmadi and Supriyono in Amallia and Unaenah (2018: 130) said that the condition of the building or class that did not meet the requirements would unfavorable learning situation so that the learning process will hampered. The intelligence of each student is different and the development of students is also different some are fast and some are slow in terms of development. It fits with Slameto's opinion in utari, Wardana and Damayani (2019: 537) states that great intelligence influences progress student learning, in the same circumstances as students who have intelligence will be more successful than students who have intelligence low.

B. Previous Study

Relevant in this research is intended to avoid plagiarism toward the design and finding of the previous researchers. It is necessary to review previous research of similar topics in order to find out the similarities and differences between the previous research and this research. These are relevant research which have relevancy to this research.

The first, Rahmawati (2012), entitled Difficulties in English Vocabulary Learning Experienced by the Eighth Grade Students of SMP Negeri I Borobudur in the Academic Year of 2011/2012. This study is intended to find out the difficulties in English Vocabulary learning among the eighth grade students of SMP Negeri I Borobudur in the Academic Year of 2011/2012. The research used descriptive quantitative method because the researcher described the data in the form of number. The researcher also used descriptive qualitative method to help the quantitative explanation.

The second, "A Study on Students" Difficulties in Learning Vocabulary" by Rohmatillah (2014). The objectives of the research entitled "A Study on Students" Difficulties in Learning Vocabulary" were to find out kinds and factors of students" difficulties in learning vocabulary. The subject of this study was the students of the first semester of English Education 37 Department at IAIN Raden Intan Lampung who took vocabulary class. This study employed a qualitative research design, implementing characteristics of a case study. For gaining the data, the researcher used interview and questionnaire. All the data were analyzed descriptively.