

A STUDY ON STUDENTS' DIFFICULTIES IN USING VOCABULARY IN WRITING SKILL AT SECOND SEMESTER OF ENGLISH DEPARTMENT STKIP PGRI TULUNGAGUNG

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Abstract: The research problem of this study is what are the students' difficulties in using vocabulary in writing skill and how is the students' ability in using vocabulary in writing skill at second semester of STKIP PGRI TULUNGAGUNG academic year 2018/2019. The research design that is used in this research is descriptive qualitative research. The result of analysis the second semester of STKIP PGRI Tulungagung still have many difficulties using vocabulary in writing skill. It cause they were lack in vocabulary and do not understanding about some aspect of vocabulary causing they can't understanding well.

Key Word: difficulties, study, vocabulary, writing skill

Abstrak: Permasalahan dalam penelitian ini adalah, apa kesulitan siswa dalam menggunakan kosa kata dalam keterampilan menulis dan Bagaimana kemampuan siswa dalam menggunakan kosa kata dalam keterampilan menulis pada semester kedua STKIP PGRI TULUNGAGUNG tahun akademik 2018/2019. Desain penelitian yang digunakan dalam penelitian ini adalah penelitian deskriptif kualitatif. Hasil analisis semester kedua STKIP PGRI Tulungagung masih mengalami banyak kesulitan menggunakan kosa kata dalam keterampilan menulis. Itu menyebabkan mereka kurang dalam kosa kata dan tidak mengerti tentang beberapa aspek kosa kata yang menyebabkan mereka tidak dapat memahami dengan baik.

Kata Kunci: kesulitan, belajar, kosa kata, keterampilan menulis.

INTRODUCTION

In this era, English as an international language is important to everyone. Before learning English we must know the most important elements in language first, vocabulary and grammar. Vocabulary is the important element to support basic skill such listening skill, speaking skill, writing skill, and reading skill in learning English. Basuki et al (2018) argued that "vocabulary is very important; it is as the core of language complexities and as a starting point of those who are learning a new language". Thus, Vocabulary is the first step if they want to achieve their goal in English skill they must master the vocabulary well. Recognizing enough vocabulary will make the students can easy to communicate with other people in another country. 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. To make people easy in learning English they must mastery vocabulary at first and understanding several aspect in vocabulary. Another understanding several aspect in vocabulary there are several way for people can easy to develop their vocabulary.

A. Aspects of vocabulary

There are several aspects of lexis that mush know when teaching vocabulary. The list below is based on the work of Gairns and Redman (1986) in Moras:

- a. Boundaries between conceptual meaning: knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (e.g. cup, mug, bowl)
- b. Polysemy: distinguishing between the various meaning of a single word form with several but closely related meanings (head: of a person, of a pin, of an organization).
- c. Homonymy: distinguishing between the various meaning of a single word form which has several meanings which are not closely related (e.g. a file: used to put papers in or a tool).
- d. Homophony: understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).
- e. Synonymy: distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, expand).
- f. Affective meaning: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speakers attitude or the situation. A Socio-cultural association of lexical items is another important factor.
- g. Style, register, dialect: Being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.
- h. Translation: awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).
- i. Grammar of vocabulary: learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep, slept, sleeping; able, unable; disability).
- j. Pronunciation: ability to recognize and reproduce items in speech.

B. Mastering vocabulary

The following are the ways that are stated by Freeman (2000: 9-21) to develop vocabulary mastery:

a. Translation of literary passage

Students translate a reading passage from the largest language into their native language. The reading passage focused for several classes: vocabulary and grammatical structures in the passage are studied in subsequent lessons.

b. Antonym/ Synonym

Students are given one set of words and are asked to find synonym/antonym in the reading passage.

c. Fill in the blanks

Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as preposition or verbs with different tenses

d. Memorization

Students are given lists of target language vocabulary words and the native language equivalents and are asked to memorize them.

e. Use words in sentences

In order to show that students understand the meaning and the use of a new vocabulary item, they make up sentences in which they use the new words.

f. Composition

The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a precis of the reading passage.

With understanding same aspect in vocabulary we can increase our vocabulary with another way like listening music English, watching movie, reading novel from that we can increase new vocabulary. Without enough vocabulary in our mind, it really impossible for us to share our feelings or idea it means useless in making sentence. Rich in vocabulary we not only can speak with another people we also can communicate with another people using written we can share our idea. The goal of teaching writing is communicate using the write, the writer can express their feeling and put their imagination. Writing is one of the skills in the English language that is learnt by students in the school, while the vocabulary is supporting

components. To understanding how to write well we must know aspect of writing and know for what the purpose of writing.

C. Aspect of writing

According to Gower (1995:113), Writing involves many different aspects. It is useful to look at them under these headings:

1. Handwriting

It may seem strange to worry about handwriting when so much communication takes place electronically, in emails or by using words processing software. Yet there are still many occasions, even for the most computer– literate, when we have to write by hand. Many language exams are still taken by candidates using pens and pencils, and we generally write notes, postcard, memos, journals, etc. in handwriting (Harmer 2007: 323).

2. Spelling

One of reasons that spelling is difficult for students of English is that correspondence between the sound of a word and the way it is spelt is not always obvious. A single sound may have many different spellings and the same spelling may have many different sounds (Harmer, 2007: 324).

3. Punctuation

The conventions of English capital letters and punctuation are not universal and might have to be taught.

4. Sentence Constructions

The construction of sentences are grammatically correct using the correct word order.

5. Organizing a text and Paragraphing

It is dividing the information into paragraphs when starting a new paragraph. It is also ordering the paragraphs to present a logical argument, tell a story, etc.

6. Text Cohesion

Text cohesion is the appropriate use of linking words and phrases. It makes the organization of the text clear for the reader.

7. Register/Style

Using language (structures and vocabulary) is appropriate to the formality and style. You are going to notice that with many of the skills emphasize accuracy controlled. It guides practice activities that is able to help improving the accuracy. However, it is also important to see writing and speaking. It happens as the

meaning of communication is a way of getting ideas across, encouraging fluency and being communicative impact.

D. The Purpose of Writing

According to Grenville (2001:1), writing has some purposes as follows:

1. Writing to entertain

Writing to entertain is a writing that may engage the readers' feeling through its plot or the emotion provided in the writing.

Some examples of the writing in which purpose is to entertain are novels, stories, poems, song lyrics, plays, and screenplays.

2. Writing to inform

Writing to inform is intended to tell readers about something. For example, newspaper, articles, scientific or business reports, instructions or procedures, and essay for school and university.

3. Writing to persuade

Writing to persuade means the writing that aims to convince the readers of something through providing evidence, for example: advertisements, articles, newspaper, and magazine.

RESEARCH METHOD

The design of the research is qualitative research. Qualitative research is a research which is concerned with providing descriptions of phenomena that occur naturally, without the intervention of experiment or an artificially contrived treatment (Seliger and Shohamy, 1989: 116). The setting includes the place where the research is deal. This place of this study is in one of universities in Tulungagung. This is STKIP PGRI Tulungagung especially in the second semester of English Department in the academic year 2018/2019 which located in Jl. Mayor Sujadi No. 07 Tulungagung.

Research procedure

Research procedure explain about activities about some activities that the writer does during start observation, developing plan, doing the research, until the writing the report of the research. The research procedure of this study:

1. Determining to the object of the research. The students from second semester at English Departments in STKIP PGRI Tulungaung.
2. Observe the subject about interest in learning English acquisition.
3. Arrange background, revive of literature, and research design, including in instruments.

4. Do the research and using the instruments to collect the data in the research setting.
5. Arrange the result and conclusion of the research.

Research Instrument

In the process of collecting the data, it also used some additional instruments like field note book, test, and interview sheet. In this research the writer used test for 29 students, interview for 14 students and interview 1 lectures as instrument.

FINDING AND DISCUSSION

The research finding presents the result of the data analysis of the difficulties in using vocabulary in writing skill and students' ability in using vocabulary in writing skill at second semester of STKIP PGRI Tulungagung in academic year 2018/2019. Finding for this research question base on the test with 14 participants from second semester. The first steps in successful teaching vocabulary are to identify the students' difficult face by students.

A. Students' difficulties in using vocabulary in writing skill

From the some factor we can find the students' difficulties in important points are: (1) Problem in spelling the word. (2) Problem in deciding the word meaning.

1. Problem in spelling the word

English as foreign language, have difference pronunciation between the words. In fact that difference make the students get difficulties to pronounce. It also happen in this study, that the students of second semester have problem in pronunciation. Beside difference language, difference pronunciation between word and spelling become their difficulties to have good pronunciation, furthermore they are afraid to make mistake in pronouncing words.

Failed in spelling of the word become their problem, it was proven when the researcher asked them. Most of them confuse to spell it well. One of student said he confused to spell between K and C, sometimes C is read K or read otherwise, for example in the word cake C read K cake became kāk. The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling). In this case students has good category because 76.95% them could answer spelling part correctly from the test.

2. Problem in deciding the word meaning

Many kind of meaning of the word made the students confuse in deciding the meaning of the word based of the context. Less knowledge about the meaning of the word make students struck in comprehending the word. Most of them only know common meaning of the word or familiar word they used or know. The students have decided meaning as their problem in translation. Less knowledge about vocabulary make difficult to understanding the meaning of the word, one of them said that in English sometime the meaning of the word in the sentence is difference so it make her difficulties to understanding to deciding the word meaning correctly because, they know in English there are several words that have various meaning. Their limited knowledge about vocabulary and make them hard to write. Besides they must be good skill in the vocabulary the students also understanding some aspect of writing when they write. They must pay attention to the use of grammatically correct to make word order. Based on students result in the test, it showed that 20.07% students were wrong in answering the questions. Students did not know how to use the word appropriately.

B. Students' ability in learning vocabulary in writing skill

When the researcher give the test for 29 students, the researcher found that the students in STKIP PGRI Tulungagung are in very good level for general. There were 19 students in the good interpretation level and 10 other were in the sufficient interpretation level. The result not disappointing because students in that school still want to study more. There is 5 interpretation levels for this study which consist of very good, good, sufficient, less, and poor level. Fortunately no one get bad in poor level. Students ability in deciding the word meaning were categorized as good category, it showed that 79.92% students were true in answering the questions and 20.07% students from second semester wrong in answering the question. Students ability spelling the word were categorized as good category, because all of students can answer correct just in several number still have false answer. As the example of the question the test that was given to the students.

CONCLUSIONS AND SUGGESTION

Conclusion

From the research after describing and analysis the data, the researcher could draw conclusion base on the result about students' difficulties in using vocabulary in writing skill at second semester of English department STKIP PGRI Tulungagung academic year 2018/2019. The researcher conclude that:

1. Based on the result of an analysis the second semester of STKIP PGRI Tulungagung the researcher found that the students in STKIP PGRI Tulungagung are in good level for general. Although several of students still have many difficulties using vocabulary in writing skill. Several students difficult to pair the word to complete the paragraph to know their ability in writing skill, it cause they were lack in vocabulary and do not understanding about some aspect of vocabulary.
2. The solution for the difficulties in using vocabulary in writing skill base on the interview with the teacher, the students get the review of the material for example reading material so they can learn the vocab from the text and then if they don't understand the vocabulary they can take note and then letter on the class will discuss about the new vocabulary that they don't understand.

Suggestions

Based on the result of the study the researcher suggestion, the teacher should encourage them in considering a better way in teaching vocabulary in order to improve the students' ability in vocabulary mastery so, the students rich in experience vocabulary mastery.

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