

## ANALYSIS OF INHIBIT FACTORS OF STUDENTS' ENGLISH VOCABULARY MASTERY

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### Abstract

Vocabulary is one of language components that are important in English. This research was designed to analyze the inhibit factors of students' English vocabulary mastery. The objective of the research is to analyze and find the inhibit factors of vocabulary mastery that experienced by the students. The method used in this research was qualitative method. While the approach that used here was case study approach. The researcher took the subject of the research from seventh graders of Global Junior High School in academic year 2017/2018. In this research, the data collection methods were used observation, questionnaire, and interview. Observation process was done when the teacher was teaching in the class. Questionnaire was given to all the students in seventh grade in Global Junior High School. Whereas interview was done to the six randomly selected students and one English teacher. From the result of the analysis from the four instruments, the researcher found many inhibit factors that happen to the students, such as: similarity to English words already known, spelling and pronunciation, and appropriate use. The result of the research is expected to be used as reference or idea to create or develop further research. This research also can be used as reference or consideration to the institution or the teacher to improve the learning and teaching technique that can improve the students' vocabularies.

**Key words:** *analysis, inhibit factors, qualitative method, vocabulary.*

### Background

In Indonesian, English is as a foreign language. Launder (2008) states that it is a significant subject to be taught for junior high school or senior high school. Therefore the students are expected to increase their ability in English. Teachers should think about how to improve their English skills, and there are so many approaches, methods, and techniques that can use by the teacher.

English has four skills, consist of reading, writing, speaking, and listening. Besides the four skills, there are components that will support them, including vocabulary, grammar, and pronunciation. According to David (1991, p.9), vocabulary is a important component to support the language skills. The vocabulary mastery will affect students' ability in using English. In listening skill, they should know what the meaning of word and sentences being said. Additionally, they

should understand what people are reading, and people should be able to arrange to give meaning in writing. Therefore, vocabulary mastery will be the most crucial aspect.

Although vocabulary is important, there are many students who have not mastered the vocabulary. Most of them dislike to learn vocabulary because they feel uninterested in vocabulary, class situation, and even how the teachers to teach. According to Huyen, et al (in Rahman, 2008), students think that vocabulary is a list of words with meaning in native speaker and they may share the experience in looking up words in a bilingual dictionary.

According to Kagan et al. (1988), pointed out that inhibition refers to a temperamental tendency to display caution, fearfulness, or restraint in response to unfamiliar people, objects, and situations. It shows that inhibit factors will have an effect in students' language learning especially in their mastering vocabulary. This inhibit factors is important to know in learning language. Vocabulary is a basic things to be learn by the students. It really has an effect in students' learning process especially in English.

The problem with vocabularies is also found in Global Junior High School. Global Junior High School is one of junior high school in Trenggalek. This school has English as one of the compulsory subject to improve students' skills. In this school, researcher found many students who have not mastered vocabulary, some students have difficulties to memorize the words or they do not understand some of the vocabularies even the subject of learning also have influence in mastery of the

students' material. Remembering English vocabulary as foreign language is not easy. It depends on the students' memories. Some factor can make the students not be able to remember English vocabulary such as pronunciation, spelling, and overlap meaning. It also happens in teaching material, this is very important thing in teaching learning process. Teaching material should be able to make the students fun and excited in following teaching learning process.

### **Research Methods**

The method used in this research was qualitative method. Qualitative method is one of the methods to understand and explore a meaning by an individual or a group of people who come from social issues or humanity. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation (Creswell, 2007). While the approach that used here was case study approach. Case study is a research where the researcher investigate an incident, activity, or the process of an individualist group.

The researcher took the subject of the research from seventh grade students in Global Junior High School in academic year 2017/2018. In this research, the data collection methods were used observation, questionnaire, and interview. Observation process was done when the teacher was teaching in the class. Questionnaire used open ended question and close ended question. It was given to all the students in seventh grade in Global Junior High School. Whereas Interview was done to the six randomly selected students and one English teacher.

## **Findings and Discussion**

In findings part, the researcher will discuss about the result of the research based on some of research instruments, such as: observation, vocabulary test, questionnaire, and interview.

The first data from observation, the researcher found out the situation in teaching learning process in the class is great enough. The students had to search minimum five words, memorize the words, and re-write the new vocabulary in the small book every meeting. In the class what available are only the glossaries from the text book, reference book, and dictionary. The teacher did not use computer or laptop as teaching media. The teacher gave time in the class to do practice independently of the vocabulary strategy which has just learned. The teacher encouraged the students to demonstrate their understanding of vocabulary both oral and written. The teacher also monitored the students in their understanding about vocabulary, either in the form of individual work or group work. To document the work of the students in understanding the vocabulary, the teacher used written assessment.

The second data from questionnaire, almost all of the students said that they do not like English. According to them, English lesson is difficult to understand. There are only two students answers they like English and vocabulary material. One of the students who answered that he likes English said that it is an International language. They like to study and learn vocabulary, because their vocabulary material is more difficult and they do not feel interested to the new vocabulary that pointed by her teacher. So they feel difficult to understand, search and finish the questions about vocabulary.

The technique used by teacher in teaching vocabulary also affected with students' mastery of vocabulary. Students like the teacher's technique because her technique is interesting although they sometimes feel bored with the teachers' technique. However, it is enough to make them motivated and interested to improve their vocabulary. In short, Students learned vocabulary only used dictionary and text book. They should be memorize and re-write words that they have got.

The third data from interview, the researcher got some of the students did not like English because they fell English is difficult. The students studied English by memorizing. They can memorize five until ten words everyday. But according the teacher, the students are enthusiastic English lesson. They have some spirit to do their task. The difficulties of the students is pronouncing and memorizing.

In the discussion, the researcher will explain about the first is observation. From the result of observation that have been done in the class, produce that the teacher is only apply one strategy in teaching vocabulary. The researcher get the result if the students have the difficulties in mastering vocabulary. There are several inhibit factors that occurs in students, such as less media and lack of vocabulary material.

The second is questionnaire. From the questionnaire that has given, the researcher found that many students do not really the English learn enjoy and learning vocabulary, because they are less motivated by teacher's technique which is made them boring. Based on students' answers, their difficulties are in mastering vocabulary because vocabulary is difficult to understand and they have search the

meaning of vocabulary so they cannot do the question about vocabulary. The inhibit factors that found when the researcher analyzed is the lack of students' interest and lack of vocabulary materials.

The third is interview, in this part, the researcher found many difficulties that experienced by the students. They also feel difficult in pronunciation. The teacher said that "The difficulties that students experienced are in memorizing in pronouncing process". In this case, the teacher has minimized the students' difficulties, such as the students asked to write and memorize minimum 5 words, so the students can accustom to the vocabulary. It is line with Thornbury (2002) who said that one of some factors that make words are difficult to learn is on pronunciation. The words that the difficult to pronounce are difficult to learn. From some of answers that appears, students are less in mastering vocabulary, it's caused by lack of teaching media and lack of vocabulary material in the school. The researcher gets that there are some inhibit factors that appears in students in seventh grade at Global Junior High School like the students' inhibit factor of English vocabulary mastery is less of media, the lack of students' interest, and lack of vocabulary material.

### Conclusion

The researcher have been explained that there are some of difficulties that occurs to the students in mastering vocabulary and there are some inhibit factors that occurs to the students in mastering vocabulary. The difficulties here is students' ability, such similarity to L1, similarity to English words already known, conotation, spelling and pronunciation, multi word item, collocation, and appropriate use. While the inhibit factors that occurs to the students is

come from inside and outside the students, such as the lack of students' interest, less media, the lack of vocabulary materials, and the lack of place of students' creativity.

Based on the result of analysis from the difficulties that inhibit students in mastering vocabulary, the researcher takes a conclusion that inhibit factors become students' problems in mastering vocabulary are : 1. the less media, 2. the lack of students' interest, 3. the lack of vocabulary materials. From some of inhibit factors that have been found, there are many factors that influencing students in mastering vocabulary like less media and the lack of students' interest.

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