

## **INTRODUCTION**

Vocabulary is one of the important things we have to learn, especially if we study English. From vocabulary we can speak, write and so on. However, if our vocabulary is low, it will have an impact on these four aspects. Meanwhile, if our vocabulary is larger, we can speak, read, listen and write as we wish. Vocabulary writing and spoken English are different. This makes students confused. Vocabulary building is a crucial component of learning a foreign language, so language acquisition as word meaning is frequently stressed, both in literature and in the classroom, according to Aristya (2018, p. 1). As a result, students must first master vocabulary before learning English. According to Harmer (2007, p. 102) learning English involves more than just acquiring the four language abilities of speaking, listening, reading, and writing. It also involves studying vocabulary, grammar, and collocations. One of the linguistic aspects of learning English is expanding one's vocabulary. Vocabulary learning is a prerequisite for learning English language skills. It is crucial for junior high school students to understand vocabulary when learning English. This is due to the fact that early vocabulary-related events have a significant impact on pupils' language development. Students in junior high school are taught multiple methods for expanding their vocabulary. When the student grows older and takes it in high school, this will develop. While learning in middle school and high school is similar, middle school kids need more specialized attention due to their concrete or semi-abstract psychological development. The students basically learn vocabulary content words, because the students are the main words that dominate the English language.

Students had trouble understanding vocabulary, according to research by Aristya (2018), which involved interviewing junior high school students in the Madiun district of East Java. Some students have trouble recalling certain verbs from their vocabulary, for example. It is challenging for them to comprehend language used in sentence patterns. Additionally, some pupils struggle to comprehend word meanings. Some pupils reported having trouble writing or pronouncing words in the English language. Every kid seems to face unique challenges when it comes to learning language. According to Cameron in Gushendra (2017, p. 54-55), indicators Students' difficulties in mastering vocabulary include students having difficulty pronouncing vocabulary, students having difficulty spelling vocabulary, students having difficulty mastering grammar and students having difficulty understanding the meaning of vocabulary. That is the most common difficulty experienced by students in developing vocabulary mastery. According to a study by Surmanov and Azimova (2020), the most important aspect of language learning is the acquisition and retention of vocabulary. The

primary goal of this study is to identify the different kinds of vocabulary acquisition challenges that five schoolchildren encountered. The findings of the study showed that pupils had a variety of issues or challenges when acquiring language. One of the main challenges that students have is pronouncing words correctly. Another issue is that acquiring vocabulary can be challenging for pupils due to repetitive phrases, which are words with several grammatical forms. Salawazo et al. (2020) carried out another study titled "An Analysis of Students Vocabulary in Learning Vocabulary." This study examined the vocabulary of English language learners at the Pangeran Antasari Foundation Private Middle School in Medan during the 2018–19 school year. The findings indicate that pronunciation issues are the root cause of pupils' vocabulary learning challenges in English. Another factor contributing to pupils' difficulties distinguishing between spoken and written forms in the English language system is grammatical form. Additional findings indicate that pupils quickly forget words they have just learnt. This occurs when most pupils don't take their English language studies seriously or when they don't have enough time to study.

## **LITERATURE REVIEW**

Gaining proficiency in vocabulary is the most crucial factor in facilitating the acquisition of key linguistic abilities. One of the language components that must be acquired is vocabulary. Students can readily enhance language skills including speaking, listening, reading, and writing if they have a strong vocabulary. According to Hatch & Brown (1995), learning vocabulary involves five key steps: 1) having resources to locate new words; 2) gaining a clear understanding of new word forms through both visual and auditory means; 3) understanding word meanings; 4) creating a strong correlation between word form and meaning; and 5) using these words in context.

According to Djiwandono (1996) in Siswati (2012, p. 13), there are two types of vocabulary acquisition: passive-receptive mastery and productive active mastery. The creation of comprehensive spoken and written texts depends on the acquisition of vocabulary, which is also necessary for the effective use of a second language. Vocabulary lessons are crucial for all language proficiency in English as a second language (ESL) and English as a foreign language (EFL) (for example, during listening, speaking, reading, and writing). Furthermore, developing a sufficient vocabulary is necessary for proficient second language learning as without it, we are unable to utilize the learnt structures and functions for understandable communication.

Difficulties faced by students can be identified from student mistakes in the learning process. In English vocabulary, students often find errors in pronouncing words, spelling words, or even translating words. Lynne Cameron mentions aspects of word knowledge which consist of sound, spelling, grammatical changes, meaning, and usage. These aspects are explained further below:

#### 1. Pronunciation

Nurmalita (2016, p.253) says that pronunciation skills are the ability to say things. Aspects of pronunciation skills are accuracy, fluency, intonation and emphasis. The pronunciation in English is different from Indonesian, including the pronunciation of vowels, consonants and diphthongs.

#### 2. Spelling

According to Reed (2012) in Ramdhini et al (2016, p.189), there are three parameters that can be used to determine a person's ability to spell English vocabulary, including phonemic parameters, alphabet parameters and mixed parameters.

#### 3. Grammar

Grammar, or language structure, according to Roinah (2019, p. 158), is the set of principles used to arrange language components into a structured language. Students will find learning language concepts easier, particularly when it comes to stringing words together to form sentences.

#### 4. Meaning

According to Harmer (2001, p. 16), vocabulary instruction should cover a number of topics, including grammar, word meaning (including synonyms, antonyms, connotation, and denotation), and word expansion through idioms, word combinations, and collocations. words with nouns, verbs, adjectives, and adverbs in them.

Practice vocabulary in two steps, according to Thornburg (2002). They :

1. Instructional Support. Five actions can be used in learner training: a) paying attention to form; b) paying attention to meaning; c) having good guessing skills; and d) supporting taking chances and not being scared to act. make errors, e) they are capable of organizing

their own education by, for example, utilizing a dictionary to look up word meanings in a language.

2. Games using words (Thornbury, 2002). Word games can be used to teach vocabulary by grouping words together into groups. For instance, animals are the subject.

For those studying English as a second language or as a foreign language, mastery of vocabulary is crucial. According to Alqahtan (2015, p. 22), vocabulary mastery is crucial for the effective use of a second language and is necessary for the creation of coherent written and spoken texts. Vocabulary is essential for all language skills, including speaking, listening, reading, and writing, in both English as a second language (ESL) and English as a foreign language (EFL). We will not be able to apply the structures and functions we have learnt for thorough communication if we do not have a large vocabulary.

Rahman (2016), a student at Art State University of Mataram's Faculty of Languages and English Education Department, claims. *An Analysis of Students Difficulties in Vocabulary Mastery: A Survey Study at Second Grade Students' of SMPN 19 Mataram in Academic Year* was the title of the research project. seeks to identify the types and contributing aspects of students' vocabulary mastery struggles. The second-graders at SMPN 19 Mataram served as the study's participants. Purposive random selection was used to pick 35 pupils. The descriptive qualitative method was used to analyze the data. Two different types of tools were employed in the data collection process: tests and questionnaires.

A number of issues have been identified by Rahman et al. (2007) as contributing to pupils' difficulties in mastering vocabulary. These include the students' motivation to study English, their recall skills, their inability to recognize words in different contexts, and their pronunciation issues. According to the aforementioned statement, the author believes that vocabulary plays a significant role in helping students improve their abilities in the teaching and learning process. For this reason, teachers must start teaching vocabulary to students when they are still young in order to ensure that they will be able to acquire it. Reach the objectives of teaching and studying a foreign language—producing language in speaking, reading, and writing—and effortlessly acquire vocabulary.