

**HANDICAPS ENCOUNTERED IN LEARNING VOCABULARY BY
THE EIGHTH YEAR STUDENTS OF
SLTP NEGERI 3 SESEAN**

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ABSTRACT

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The problem of this research is what are the handicaps encountered in learning vocabulary by the eighth year students of SLTP NEGERI 3 SESEAN

The objective of the research is to find out the handicaps encountered in learning vocabulary by the eighth year students of SLTP NEGERI 3 SESEAN.

The population of this research was the eighth students SLTP NEGERI 3 SESEAN academic year 2008/2009. it consists of 60 students and the writer took only 30 students randomly as sample from the presence list. In doing this research, the writer employed descriptive method. she collected data by using only one kind of instrument namely questionnaire, it aimed at finding out the handicaps encountered in learning vocabulary by the eighth year students of SLTP NEGERI 3 SESEAN.

Based on the result of the data analysis tell us that the eighth year students of SLTP NEGERI 3 SESEAN:

1. The vocabulary material given by their English teacher is difficult
2. The students had limited knowledge about the English.
3. The school library did not prepare enough number of books at English vocabulary.
4. The students rarely memorized vocabulary.
5. Most of students did not have dictionary.
6. The English teacher of SLTP Negeri 3 Sesean still neglects the teaching of English vocabulary to the students especially in giving explain about the vocabulary.
7. The students have low interest in learning vocabulary.

Based on the explanation above, the writer concludes that the eighth year students of SLTP Negeri 3 Sesean still encountered handicaps in learning vocabulary.

Key Words :

INTRODUCTION

A. Background

Language is very important for human life. It plays an important role in our society because without language it is impossible for us to interact with one another. Language marks it possible for us to express our thought feeling and emotional needs as well as to get information. One of the language elements which is very important in learning language skill is vocabulary.

In general we can not speak English well because we do not know the vocabulary so when we speak we usually make the mistake. Related to the problem above so many people say that learn English language is the one of the many language that difficult to learn especially vocabulary.

Vocabulary is as an aspect of language learning is useful and necessary to enrich, especially for junior high school. Therefore, the English teacher has to implement the suitable method in teaching, so that learners are not bored, but in order the students is easy in interested to learn English. The students must

have a good vocabulary of a target language, through learning a language does not merely learning words, but vocabulary proficiency, will enable the students to quite the four skills in English.

Based on this problem, the writer feels that there is a need to carry out the research under the topic: **“HANDICAPS ENCOUNTERED IN LEARNING VOCABULARY BY THE EIGHTH YEAR STUDENTS OF SLTP NEGERI 3 SESEAN”**

B. Problem Statements

Based on the above background, the writer would like to formulate the problem statement as follow: What are the handicaps encountered in learning vocabulary by the eighth year students of SLTP NEGERI 3 SESEAN?

C. Objective of the Research

In connection with the problem statement above, the objectives of this research is stated as follow: To find out the handicaps encountered in learning vocabulary by the eighth year students of SLTP NEGERI 3 SESEAN.

METHODOLOGY AND PROCEDURE

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A. Variable and Research Design

In this research the writer used only one kind of the variable that was researched, namely: dependent variable is Handicaps encountered in learning vocabulary.

In this research, the writer used descriptive method. It aimed at Finding out of the handicaps encountered in learning vocabulary by the eighth year students of SLTP NEGERI 3 SESEAN.

B. Definition of Terms and Variable Measurement

1. Definition of Terms

- a. Handicaps : “something that makes doing more difficult ... ”
- b. Vocabulary is all the words finding in language especially some words that can make a foreign student confuse in using them in sentences.
- c. Encounter : “Find oneself, faced by (danger, difficulties, etc.)”

2. Variable Measurement

To know the handicaps encountered in learning vocabulary, the score obtained through the questionnaire.

C. Population and Sample

The population of this research is the eighth year students of SLTP NEGERI 3 SESEAN, Academic year 2008/2009. It consisted of 60 students and scattered in two classes. The sampling technique used in this research is random sampling method. This means that not all of the population is taken as respondents. The writer only took out 30 students from each class randomly.

D. Technique of Collecting Data

In collecting the accurate data which are relevant to the variable of this research, the writer used two kinds of techniques, namely: Library research and field research.

In order to complete the related literature which is relevant to the content of the research, the writer read books, articles, journals and other information relating to the title of the research.

In conducting this research, the writer used one instrument namely questionnaire research. This aimed at finding out the handicaps encountered in learning vocabulary by the eighth year students of SLTP NEGERI 3 SESEAN in learning vocabulary.

E. Technique in Analyzing Data

The data collected from the questionnaire were tabulated and analyzed by percentage technique calculated by the following formula:

$$P = \frac{f}{N} \times 100\%$$

Where

\bar{P} = average f = frequency of students' in choosing an option

N = the number of respondents

FINDING AND DISCUSSIONS

A. Findings

1. The Result of the Questionnaire

As have been stated in the previous chapter that the data through the questionnaire were analyzed by frequency and percentage technique. The result is as follows:

TABLE 1

The students' opinion toward English subject

| No | Attitude | Frequency | Percentage |
|--------------|----------------|-----------|------------|
| 1. | Very difficult | 2 | 6.67 |
| 2. | Difficult | 14 | 46.67 |
| 3. | Quite easy | 4 | 13.33 |
| 4. | Easy | 10 | 33.33 |
| Total | | 30 | 100 |

Table 1 above shows that out of 30 students, 2 students (6.67%) stated that English subject was very difficult. 14 students (46.67%) stated difficult. 4 students (13.33%) stated quite easy. 10 students (33.33%) stated easy. It means that English subject was difficult.

TABLE 2

The amount of dictionary that the students possess

| No | Attitude | Frequency | Percentage |
|--------------|------------------------|-----------|------------|
| 1. | Three dictionary | - | - |
| 2. | Two dictionary | - | - |
| 3. | One dictionary | 14 | 46.67 |
| 4. | Do not have dictionary | 16 | 53.33 |
| Total | | 30 | 100 |

Table 2 above shows that out of 30 students, 14 students (46.67%) stated have one dictionary, 16 students (53.33%) stated do not have dictionary. None of the students stated have three dictionaries and two dictionaries. It means that most of students did not have dictionary at all.

TABLE 3

The frequency of the students to read the theory of English vocabulary

| No | Attitude | Frequency | Percentage |
|--------------|-----------|-----------|------------|
| 1. | Usually | 1 | 3.33 |
| 2. | sometimes | 5 | 16.67 |
| 3. | Rarely | 5 | 16.67 |
| 4. | Never | 19 | 63.33 |
| Total | | 30 | 100 |

Table 3 above shows that out of 30 students, 1 student (3.33%) stated usually read the theory of English vocabulary, 5 students (16.67%) stated sometimes read vocabulary, 5 students (16.67%) stated rarely read vocabulary, 19 students (63.33%) stated never read vocabulary. It means that, students never read vocabulary.

TABLE 4

The students' opinion in the comprehension of vocabulary given by their teacher.

| No | Attitude | Frequency | Percentage |
|----|------------------|-----------|------------|
| 1. | Very interesting | 2 | 6.67 |

| | | | |
|--------------|------------------|-----------|------------|
| 2. | Interesting | 7 | 23.33 |
| 3. | Less interesting | 13 | 43.33 |
| 4. | Not interesting | 8 | 26.67 |
| Total | | 30 | 100 |

Table 4 above shows that out of 30 students, 2 students (6.67%) stated it was very interesting, 7 students (23.33%) stated it was interesting, 13 students (43.33%) stated it was less interesting, 8 students (26.67%) stated it was not interesting. It means that it was less interesting.

TABLE 5

The students' response toward the vocabulary material given by their English teacher

| No | Attitude | Frequency | Percentage |
|--------------|-----------------|-----------|------------|
| 1. | Very easy | 5 | 16.67 |
| 2. | Easy | 8 | 26.67 |
| 3. | Quite difficult | 7 | 23.33 |
| 4. | Difficult | 10 | 33.33 |
| Total | | 30 | 100 |

Table 5 above shows that out of 30 students, 5 students (16.67%) stated the vocabulary material given by their English teacher is very easy, 8 students (26.67%) stated easy, 7 students (23.33%) stated quite difficult, 10 students (33.33%) stated difficult. It means that vocabulary is difficult.

TABLE 6

The students' effort to enrich their vocabulary through memorizing

| No | Attitude | Frequency | Percentage |
|--------------|-----------|-----------|------------|
| 1. | Usually | 4 | 13.33 |
| 2. | Sometimes | 8 | 26.67 |
| 3. | Rarely | 11 | 36.67 |
| 4. | Never | 7 | 23.33 |
| Total | | 30 | 100 |

Table 6 above shows that out of 30 students, 4 students (13.33%) stated they usually memorize some vocabulary to enrich them, 11 students (26.67%) stated sometimes, 8 students (36.67%) stated rarely, 7 students (23.33%) stated never. It means that students rarely memorized vocabulary.

TABLE 7

English book vocabulary prepared by the school library

| No | Attitude | Frequency | Percentage |
|--------------|-------------|-----------|------------|
| 1. | Not enough | 14 | 46.67 |
| 2. | Enough | 6 | 20 |
| 3. | Less enough | 7 | 23.33 |
| 4. | Not prepare | 3 | 10 |
| Total | | 30 | 100 |

Table 7 above shows that out of 30 students, 14 students (46.67%) stated school library prepared not enough English book at vocabulary, 6 students (20%) stated enough, 7 students (23.33%) stated less enough, 3 students (10%) stated not prepare. It means that the school library prepared not enough English book.

TABLE 8

The importance of studying vocabulary

| No | Attitude | Frequency | Percentage |
|--------------|----------------|-----------|------------|
| 1. | Very important | 5 | 16.67 |
| 2. | Important | 4 | 13.33 |
| 3. | Less important | 17 | 56.67 |
| 4. | Not important | 4 | 13.33 |
| Total | | 30 | 100 |

Table 8 above shows that out of 30 students, 5 students (16.67%) stated it was very important, 4 students (13.33%) stated important, 17 students (56.67%) stated less important, 4 students (13.33%) stated not important. It means that vocabulary was less important to study.

TABLE 9

The students' response toward the vocabulary material given by their English teacher

| No | Attitude | Frequency | Percentage |
|--------------|-----------------|-----------|------------|
| 1. | Very difficult | 10 | 33.33 |
| 2. | Difficult | 4 | 13.33 |
| 3. | Quite difficult | 8 | 26.67 |
| 4. | Easy | 8 | 26.67 |
| Total | | 30 | 100 |

Table 9 above shows that out of 30 students, 10 students (33.33%) stated the material of vocabulary given by their English teacher was very difficult, 4 students (13.33%) stated difficult, 8 students (26.67%) stated quite difficult, 8 students (23.67%) stated easy. It means that vocabulary material given by their English teacher was very difficult.

TABLE 10

The students' frequency to get assignment in vocabulary

| No | Attitude | Frequency | Percentage |
|--------------|-----------|-----------|------------|
| 1. | Always | 5 | 16.67 |
| 2. | Sometimes | 8 | 26.67 |
| 3. | Rarely | 4 | 13.33 |
| 4. | Never | 13 | 43.33 |
| Total | | 30 | 100 |

Table 10 above shows that out of 30 students, 5 students (16.67%) stated that the teacher always gives assignment, 8 students (26.67%) stated sometimes, 4 students (13.33%) stated rarely. 13 students (43.33%) stated never. It means that the English teacher never gave assignment in vocabulary.

TABLE 11

The students' response toward as in studying vocabulary

| No | Attitude | Frequency | Percentage |
|--------------|------------------|-----------|------------|
| 1. | Very interesting | 6 | 20 |
| 2. | Interesting | 8 | 26.67% |
| 3. | Less interesting | 9 | 30 |
| 4. | Not interesting | 7 | 23.33 |
| Total | | 30 | 100 |

Table 11 above shows that out of 30 students, 6 students (20%) stated that it was very interesting, 8 students (26.67%) stated interesting, 9 students (30%) stated less interesting, 7 students (23.33%) stated not interesting. It means that the students were less interesting in studying vocabulary.

TABLE 12

The students learn vocabulary before doing the task

| No | Attitude | Frequency | Percentage |
|--------------|-----------|-----------|------------|
| 1. | Always | 5 | 16.67 |
| 2. | Sometimes | 5 | 16.67 |
| 3. | Rarely | 10 | 33.33 |
| 4. | Never | 10 | 33.33 |
| Total | | 30 | 100 |

Table 12 above shows that out of 30 students, 5 students (16.67%) stated that they always learn vocabulary before doing the task, 5 students (16.67%) stated sometimes, 10 students (33.33%) stated rarely, 10 students (33.33%) stated never. It means that the students rarely learn vocabulary before doing the task.

TABLE 13

The students' opinion about the teaching of vocabulary in English

| No | Attitude | Frequency | Percentage |
|--------------|-----------|-----------|------------|
| 1. | Always | 7 | 23.33 |
| 2. | Sometimes | 6 | 20 |
| 3. | Seldom | 9 | 30 |
| 4. | Never | 8 | 26.67 |
| Total | | 30 | 100 |

Table 13 above shows that out of 30 students, 7 students (23.33%) stated that the teacher always explain vocabulary in English, 6 students (20%) stated sometimes, 9 students (30%) stated seldom, 8 students (26.67%) stated never. It means that the English teacher seldom explained vocabulary in English.

TABLE 14

The handicaps encountered by the students in studying English vocabulary

| No | Attitude | Frequency | Percentage |
|--------------|------------------------------------|-----------|------------|
| 1. | Limited knowledge about English | 12 | 40 |
| 2. | Limited knowledge about vocabulary | 9 | 30 |
| 3. | Lack of guidance | 4 | 13.33 |
| 4. | Limited number of facilities | 5 | 16.67 |
| Total | | 30 | 100 |

Table 12 above shows that out of 30 students, 12 students (40%) stated that they had limited knowledge about the English, 9 students (30%) stated that they had limited knowledge about vocabulary theory, 4 students (13.33%) stated they lacked of guidance, 5 students (16.56%) stated the limited number of facilities. It means that they can not enrich their vocabulary because students have various handicaps.

2. Discussions

Based on the finding above, the writer likes to express the discussions of the result of the data analysis. In the precious part, The handicaps encountered in learning vocabulary by the eighth year students of SLTP Negeri 3 Sesean academic year 2008/2009 are:

1. The vocabulary material given by their English teacher is difficult (item 5).
2. The students had limited knowledge about the English (item 14).
3. The school library did not prepare enough number of books at English vocabulary (item 7).
4. The students rarely memorized vocabulary (item 6).
5. Most of students did not have dictionary (item 2).
6. The English teacher of SLTP Negeri 3 Sesean still neglect the teaching of English vocabulary to the students especially in giving explain about the vocabulary (item 13).

7. The students have low interest in learning vocabulary (item 11).

CONCLUSION AND SUGGESTION

This chapter is relevant with conclusions and suggestions. The conclusions of the research, the summary of the research and the suggestions.

A. Conclusion

Based on the data analysis result, the writer concludes that: The handicaps encountered by the eighth year students of SLTP NEGERI 3 SESEAN in learning vocabulary are:

1. The vocabulary material given by their English teacher is difficult.
2. The students had limited knowledge about the English.
3. The school library did not prepare enough number of books at English vocabulary.
4. The students rarely memorized vocabulary.
5. Most of students did not have dictionary.
6. The English teacher of SLTP Negeri 3 Sesean still neglects the teaching of English vocabulary to the students especially in giving explain about the vocabulary.
7. The students have low interest in learning vocabulary.

B. Suggestion

Based on the conclusion above, the writer puts forward as follows:

1. The allocation of time in studying vocabulary must be increased as a media of instruction in teaching vocabulary.
2. Students must be accustomed to study vocabulary through in context and the students must be active to find out the new vocabulary in the dictionary.
3. The students should be highly motivated to study the new vocabulary both inside and outside of the classroom.
4. The English teacher must pay attention about the material will be taught
5. The library should prepare more books for vocabulary.

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