IDENTIFYING VOCABULARY MASTERY PROBLEMS DURING ONLINE LEARNING AT THE SECOND SEMESTER STUDENTS OFENGLISH EDUCATION DEPARTMENT AT UIN ALAUDDIN MAKASSAR

Nur Aliyah Nur[1]
Mardiana[2]
Soraya Khumaira[3]

[1,2,3]Universitas Islam Negeri Alauddin Makassar

e-mail: nuraliyahnur@uin-alauddin.ac.id

ABSTRACT

This research is aimed to find out the students' problems in mastering vocabulary and the effects to their speaking activity. The research design used was case study with qualitative descriptive design. It was conducted at the second semester of English Education Department at UIN Alauddin Makassar in academic year 2021. There were 5 students pointed as the participants of this research; they are from PBI-C. The researcher used interview guideline to collect the data. The data were analyzed using content analysis such as data condensation, data display, conclusion drawing and verification. The result of this research showed that the students nearly had similar problems in mastering vocabulary. They found it difficult to understand the meaning of vocabulary because there were some of them that have similar sound one another. Furthermore, the particular rules and types of nouns made the students confused when putting them into sentences while speaking. They often misplaced and got wrong grammar when they spoke. The students also have problems when they talked to somebody. They often produced incorrect pronunciation and occasionally repeated the mispronunciation vocabulary. therefore, the problem they faced affected to their speaking activity. There were four of five students confessed that those problems become obstacle on their speaking ability because it could make them feeling insecure, less of confidence, trying to end the conversation, or change the topic immediately. Besides, one of the participants assumed that we should not think too much about mistakes when we spoke because the most important thing in communicating to people is that we can understand each other of what we wanted to convey. The results of this research can be useful for the English lecturer as they can teach the students by considering their problems.

Keywords: students' problem, online learning, vocabulary mastery

1) INTRODUCTION

Vocabulary plays important role in language learning. It is essential to master the vocabulary as the basic skill to learn reading, speaking, writing and listening. Without sufficient vocabulary, students cannot communicate and express their feeling both in Form of written and spoken effectively. The more students master the vocabulary the more they can speak, read, write, and listen as they want. They cannot express their opinion and ideas in English without recognizing their vocabulary the students who have low vocabulary mastery also makes them incapable to express the opinion

properly. Learning a foreign language cannot be separated from vocabulary because it is necessary for the students to know and recognize the vocabulary. Vocabulary can be defined in various manners. Experts have proposed various terms about vocabulary. According to Richards and Renandya (2002: 255), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies to acquire new vocabularies, students often achieve their potential and may be discouraged from making use of language learning opportunities around them such as watching or streaming on youtube, listening music, listening to the native speaker, using language in different context, watching television, reading a novel and so on. Another definition of vocabulary was put forward by Hatch and Brown (1995: 1), they proposed that vocabulary refers to a set or list of words for a particular language or a list or set of words that individual speakers of language might use. Hatch and Brown (1995:1) also state that vocabulary is the only system involved of alphabetical order.

The students should comprehend a sentence by finding out the meaning of the vocabulary. The words that students choose when they speak affect how well they comprehend what the opponent convey. In writing, students' vocabulary mastery describes how well they can deliver the readers' thought. In reading, students' vocabulary mastery affects their ability to comprehend and understand of what the writer wanted to convey through her/his writing. In addition, Rivers (1983, p. 125) as cited in Nunan (1991, p. 117) pointed out that vocabulary is important for successful second language use because without adequate vocabulary, people cannot communicate one another and express their feeling in form of spoken and written effectively. Anisa (2016:10) in her research found that students who studied at the second semester of English Language Education do not master the vocabulary well. They were facing several problems and problems especially in writing and spelling. This also support by Andrinani (2020:2), she concluded that most of students' in the first semester at university are still not mastering the vocabulary because of some problems, such as pronunciation and grammar.

Mastering vocabulary is one of the essential aspects to master English as a foreign language. The students should have ability in understanding the meaning of vocabulary and how to put it in a sentence. Therefore, students are not only required to recognize words, but also the meaning of sentences. According to Gunning (2002) as cited in Pisut (2012, p. 816), limited comprehend of vocabulary will be the main problems in learning a language. However, it would cause a substantial problem if they did not have certain stock of vocabulary. The more students master the vocabulary, the better they perform their skill of language. By having a limited stock of vocabulary, the students would find some difficulties and problems in mastering the language skills.

However, lecturers have to be creative in delivering the material to the students. Besides, it is also necessary to teach the vocabulary in the appropriate way to make the students easy to master the vocabulary. In fact, the lecturer had taught the subject of vocabulary in various ways. For example, the lecturer used the method of making the students listen to a conversations or text, used other books which related to the English subject from some sources and translated English text into Indonesian. As the supporting to increase students' vocabulary mastery, lecturer also requested the students to do some homework. They had taught the vocabulary to students well, but somehow there were some of students still had problems in mastering vocabulary. one of the causes is because English is not used in daily life or daily communication. As a result, the students' vocabulary mastery was still low.

Based on the previous explanation, the researcher interested to identify the problems of the students in mastering vocabulary during the online learning.

There are several previous findings about the students' problems on vocabulary mastery, such as (1) the research conducted by Rohmatillah (2015), she found that almost all the students getting trouble when they pronounced, wrote, and spelt the vocabulary; (2) the research by Aristya

(2018) which found that the students never study the material seriously and they did not study at home. They just learn English when they were in the class or depend on the instruction of the teachers. Besides, the students were also lazy to open the dictionary and lack of motivation to memorize vocabulary; (3) the research by Afzal (2019) which found that the vocabulary-learning problems affect the students' reading comprehension, getting meaning when listening, writing power, and communication skills due to lack of the vocabulary knowledge; (4) the research by Rahman (2016) which showed the result that the students still faced several problems in vocabulary mastery. He drawn some conclusions about the problems faced by students in mastering vocabulary using bullet points, the kinds of problems faced by students in vocabulary mastery were various, such as almost all the students were getting problems in grammar, understanding the meaning, spelling the vocabulary and identifying noun-adjective vocabulary to make a translation. Besides, there were also several factors that caused the students getting problems to master the vocabulary, such as (a) they were lack of motivation to learn deeper the vocabulary, (b) their ability in memorizing new words, (c) difficult in recognizing the tenses form, and (d) difficult to pronounce the vocabulary correctly.

The previous findings above showed that there were still many students who faced several problems in mastering vocabulary. Almost all the students getting problem in grammar, understanding the meaning of vocabulary and how to pronounce correctly. It is in line with Thornbury (2004: 27) who proposed some indicators of the students' vocabulary mastery such as meaning, grammar, and pronunciation. Therefore, the focused discussion of this research were those three problems. Besides, it can also be useful for the lecturer as a reference to recognize the students' problem in order to choose the appropriate method in teaching vocabulary in the class.

2) METHOD

The researcher used case study in this research. Case Study is a detail reserach of a specific subject, such as a person, group, place, or organization. This design usually involves qualitative approach because it is good for describing, understanding, comparing, and evaluating different aspect of a research problem. Qualitative descriptive is a research used to investigate, discover, describe and explain the quality or feature of social influences that cannot be explained, measure or describe trough a quantitative approach (Saryono, 2010).

Participants

The participants of the research were the students at the second semester of English Education Department of UIN Alauddin Makassar in the academic year 2020/2021. There were 5 students that chosen as participants in this research. The researcher chose them because they met the criteria of this research. There are 3 criteria of students required to participate in this research, such as the students who have little problems with vocabulary mastery, those who have several problems, and those who have a lot of problems regarding vocabulary material as well. Therefore, everything has been covered starting from the most problems, the medium ones, to the least.

The research was based on non-probability sampling that used informant/participant retrieval techniques based on typical cases that are considered to represent the group or phenomenon under study.

Time and Place

Considering to the government policy in academic year 2021, the students were doing class meeting via online. Therefore, all of the participants of this research were in their village. Thus, the researcher conducted this research via online by using WhatsApp as the media to collect the data. The research was conducted in a month.

Instrument

Arikunto (2015: 160) stated that instrument is the tool or facility used by the researcher in compiling the data in order to compose her or his work easier and get better result. The interview guideline is one the best instrument to compile the data of qualitative research. Therefore, the researcher used interview guideline as the instrument in this research. The interview guideline was adapted from the previous research based on the book of Creswell, 2010. The researcher composed the questions of the interview by considering the students' problems. There were eight interview questions in the form of open questions. Thornbury (2004: 27) proposed some indicators of the students' vocabulary mastery such as meaning, grammar, and pronunciation. Therefore, the researcher divided the interview question into 3 sections such as understanding the meaning of vocabulary, the use of vocabulary in the sentence (grammar), and the appropriate pronunciation of the vocabulary.

Procedures

The researcher applied interview in collecting the data. There were 8 questions asked to the students. Because of the pandemic situation, the researcher could not conduct the interview face to face with the participants. Therefore, the researcher used WhatsApp as a media to contact with the participants. The questions were about the students' problems in mastering vocabulary. There were 3 types of questions about the students' problems in mastering the vocabulary, such as understanding the meaning, using the vocabulary in sentences, and pronouncing the vocabulary correctly.

The researcher provided list of vocabularies for the students to be translated the meaning, example of putting the vocabulary in a sentence, and asked them to speak it loudly so that the researcher could listen how they pronounced it. In additional, the researcher also provided open ended question. So, the students can describe if they have others' problems in mastering vocabulary, accompanied by reasons

a. Data Analysis

The researcher applied matrix analysis from Miles and Huberman (2014) in analyzing the data. They pointed out that the analysis as consisting of three concurrent flows of activity, such as Data Condensation, Data Display, and Conclusion Drawing and Verifying.

Data Condensation

Data condensation referred to the process of selecting, simplifying focusing, abstracting, and transforming the data that appeared in written-up field notes or transcriptions and/or transforming the data that appear in the full body of written-up field notes. In this step, the researcher listened to the students' answers again and wrote them down into the transcript text without changing the words of the voice notes.

Data Display

The data display was organized and completed that have been written down to the paper. Text transcripts help researchers to identify students' problems because it is easier to read transcripts than to repeat and listen to voice recordings again. Next, the researcher described those problems into measured paragraph and table to make it more specify and easy to be comprehended.

Conclusion Drawing and Verification

The last step of analysis is conclusion drawing and verification. It was a brief as a fleeting second thought crossing the analyst's mind during writing. It is used to describe all of the data collected to write in conclusion, easily understood by the researcher and others. In this step, the researcher made a conclusion based on the data display. The conclusion was composed into

paragraph and presented the answers of the research questions. It was also written-up into simple paragraph to make it easy to understand by the reader.

3) RESULT

a. Students' Profiles

There were five students from Class PBI C 2020 as the participants of this research. Because the interview questions were divided into three sections, so that the interview process was also divided into three sections. The first section was the questions about understanding the meaning of vocabulary, the second section was about knowing how to use the vocabulary in a sentence, and the third section was about pronouncing the vocabulary correctly. For the convenience of the participants, the researcher used initials in writing the participants' name. There were some findings from the interview between the researcher and the participants. The researcher described the data findings as follows:

Student 1

The first participant named NAN who came from Pangkajene island, Bungoro. She was born on December 25, 2001. Her previous education was at SMKN 1 Pangkep majored TKJ (Computer Network Engineering). Her interest to learn foreign languages, especially English, was the reason she chose to major English Education at UIN Alauddin Makassar. In addition, she often learned English by watching movies. She was one of the students from the class of PBI C who was willing to do an interview because she perceived that she had many problems in mastering vocabulary.

In the first section which was the question about understanding the meaning of vocabulary, she explained that she was confused in classifying the types of nouns. Besides, she was lack of vocabulary. she pointed out that the problems she faced affected her speaking activity, she became insecure in when she spoke up and always tried to end the conversation faster or change the topic immediately because she was out of words.

In the second section which was the question about how to use the vocabulary, the student explained that she frequently confused about putting the noun vocabulary in a sentence. She clarified that sometimes she had difficulty in distinguishing in the context of singular and plural, especially the form of common and proper nouns, as well as countable and uncountable nouns. The first student said that she often experienced misplaced words because Indonesian grammar was different from English grammar.

In the third section which was the question about the pronunciation of vocabulary, she stated that she had a lot of problems in pronouncing the English vocabulary, especially in words containing the letter "R". She was not habitual to spoke in English language. Therefore, she felt that the English vocabularies were not easy to be pronounced correctly.

In addition, the researcher gave a list of vocabulary to be pronounced by the students. The researcher found that she was getting problems in pronouncing words that had voiceless dental fricatives with the symbol "θ". In identifying true or false in a sentence, the first student answered 6 questions, 5 questions were correct and 1 question was wrong.

Student 2

The second participant named NS who came from Bongkitonro, Malino. She was born on March 29, 2004. Her studied at SMAN 12 Gowa and majored Social Studies. Because of her interest in English, she continued her study at UIN Alauddin Makassar and majored English Education Department. She wanted to learn more about English. She mostly learned English by watching movies. She was a shy person in expressing her ideas. She preferred to ask for conversations that were combined with Indonesian and English.

In the first section which was the question about understanding the meaning of vocabulary, she explained that she had problems in memorizing the meaning of nouns because nouns have many kinds and variations. Moreover, she frequently misplaced the irregular nouns and regular plural nouns. The problems she faced affected her speaking activity. She became less confident because she worried of the words, she put in the sentences were incorrect.

In the next section which was about how to use the vocabulary, she illustrated that sometimes she forgot to distinguish the types of nouns, such as countable nouns and uncountable nouns. She clarified that she frequently experienced misplaced words when she built up a sentence and that became habit for her.

In the last section which was about the pronunciation, she explained that she was used to getting problems in pronouncing some words that had the letter "R". She added that sometimes her tongue was stiff to pronounce it. In addition, she was also asked to pronounce a certain vocabulary. The researcher figured out that she occasionally got problems to pronounce the vocabulary that have the "V". She also got mispronunciation with the vocabulary that has voiceless dental fricatives with the symbol "θ" and also silent words. In identifying true or false in a sentence, the first student answered 6 questions, 3 questions were correct and 3 were questions wrong.

Student 3

The third participant initials NFH who came from Parapa, Gowa. She was born on July 11, 2000. Before she went to UIN Alauddin Makassar, she studied at SMK 1 Gowa majoring in accountancy. She loved English so much and wanted to learn it more. Therefore, she majored English Education Department. Still, her desire to develop her ability to speak English fluently was also the reason she took that major. She used to watch movie on tv or streamed on her phone in order to improve her ability to master English. She was a student who had a response that sounds quite the same as her two previous friends. She admitted that she was lacks vocabulary, but she still made efforts to use English in interviews even though she still combined with Indonesian.

In the first section which was the question about understanding the meaning of vocabulary, she explained that she had problems in remembering the meaning of nouns because nouns have many kinds and variations. The problems affected her speaking activity and it made her afraid to spoke up loudly.

In the second section about how to use the vocabulary, she underlined that sometimes she had difficulty doing his assignments because she used to confuse to distinguish between singular and plural nouns. She often misplaced irregular nouns and regular plural nouns which made her getting misplaced a word in a sentence three or two times when speaking.

In the third section about the pronunciation of the vocabulary, she explained that she frequently got problems in pronouncing some words that had the letter "R" and silent words. Moreover, the researcher found out that the third students' also getting a little mispronunciation with the vocabulary that has a letter 'V'. In identifying true or false in a sentence, the first student answered 6 questions, 5 questions were correct and 1 question was wrong.

Student 4

The fourth participant with the initials SAP. She was born on September 6, 2002 in Pammolongan, Malino. She studied at MAS Bontote'ne majoring in IPS. Her penchant for talking to many people made her wanted to be proficient to speak in foreign languages, especially English. Thus, she majored English Education at UIN Alauddin Makassar. Playing games was one of his hobbies as well as a way for her to learn English. She was enthusiasm in explaining her problems

to master the vocabulary. Moreover, she was excited to answer the interview question by using English even though she got a little obstacle in choosing the precise words.

In the section one, the interview topic was about understanding the meaning. She mentioned that there were many English vocabulary that sounded the same but have different meaning. It made her difficult to understand and memorizing the vocabulary. She assumed that this problem was really affected her speaking activity because she frequently confused how to produce the correct pronunciation. Sometimes, she got problems to understand what the other people said because of that similar sound vocabulary which have different meanings. She added that speaking was different from writing which could be conceptualized earlier, different from speaking which was usually done spontaneously. She also pointed out the problem when she spoke and forgot some words and still has trouble remembering the vocabulary of nouns.

In the section two, the interview topic was about the use of vocabulary. She was getting problem in recognizing the nouns. It was difficult for her to identify the correct noun to be put in a sentence. Therefore, she frequently misplaced words and confused about the correct form of sentences she stringed up.

In the section three, the interview topic was about the pronunciation of the word. She usually got a problem with the silent words because she is unable to remember which words are silent words. Because of she was hard to identify the noun vocabulary based on its pronunciation, she often in trouble when trying to understand of what were the people talking about. In order to clarify her problem in pronunciation, the researcher asked the her to pronounce a list of vocabulary. The researcher figured out that she was difficult to pronounce the words that had voiceless dental fricatives with the symbol "θ". In identifying true or false in a sentence, the fourth student answered 6 questions, 3 questions were correct and 3 questions were wrong.

Student 5

The fifth participant named RI. She came from Parapa, Gowa. She was born on July 31, 2000. Her previous education was at SMK 1 Gowa by majoring Officer. She loved English and wanted to study more about it. Still, her desire to develop her ability to speak was one of the reasons she came to UIN Alauddin and majored English Education Department. She frequently learned English in various ways, one of that was by watching movies. She was the last students that the researcher interviewed. She assumed that she was one of the students in her class that have many problems in mastering vocabulary, especially in pronouncing words.

In the first section which was the interview about understanding the meaning of vocabulary, she explained that the problems she faced was not in understanding the meaning of nouns, but the pronunciation and the use of it. She claimed that it was not too difficult to understand the meaning of noun vocabulary because it could be learned by memorizing it repeatedly.

In the second section which was the question about how to use the vocabulary, she explained that the problems she faced was the use of nouns due to her inability to distinguish between noun types. She mentioned that she frequently had misplaced words in sentences. She often experienced that when she was speaking in front of people, for example when explaining the topic discussion to her friends. It was caused by a lack of confidence so that the student forgot the text that had been drafted before speaking.

In the third section which was the question about understanding the meaning of vocabulary, she illustrated that she got problems in pronouncing nouns which contained a silent word as same as the vocabulary which contained vowels because they were very diverse and difficult to pronounce. To compile a clear data from the participants, the researcher asked her to pronounce a list of vocabulary. In identifying true or false in a sentence, the fifth student answered 6 questions, 4 questions were correct and 2 questions were incorrect.

b. Students' Problems

One of the objectives of this research is to find out the students' problems in mastering noun vocabulary during online learning. Hence, the researcher interviewed the students. Due to the current pandemic situation, it was agreed to conduct online interviews by using WhatsApp in order to comply with the applicable regulations, namely WFH (work from home). Based on the data display above, the students faced various problems in mastering vocabulary. The researcher provides those problems into a table below:

Table 1. Students' problem in mastering noun vocabulary

Participants	Problems		
	Meaning	How to Use	Pronunciation
Student 1	Confused in classifying the types of nouns and lack of vocabulary	Misplaced words and confused about the grammar of noun in a sentence.	Mispronunciation, hard to pronounce the word that had voiceless dental or letter "R" and lack of confident to speak English.
Student 2	Problem in remembering the meaning of noun	Misplaced irregular and regular plural nouns, and also getting problems in distinguishing types of nouns	difficulty in pronouncing some words that had the letter "R"
Student 3			difficulty in pronouncing letter "V" and silent words
Student 4	Problem in remembering vocabulary and recognizing the vocabulary that sounded the same but had different meaning	Unable to recognize the silent words and difficult to memorize the types of nouns	difficulty in pronouncing words that had voiceless dental fricatives (Earth, They, etc.)
Student 5		Problems in the use of noun frequently had misplaced words	Difficult in pronouncing words that containing silent word or vowels (A, E, I, O, U)

c. The Effect of Students' Problems to the Speaking Activity

In the subject of vocabulary, many constraints are experienced by the students. The foregoing discussion has been widely described also in related research that students often have problems with the repository vocabulary. The shortcomings of some students were examined in several cases, for example, students who lose confidence due to not being able to convey the meaning or purpose of their conversation caused by a lack of vocabulary.

However, students were expected to be able to master a certain stock of vocabulary to support their language skills. Students' inability to master vocabulary could affect some aspects, such as the ability to speak to other people and understanding the meaning and the use of the vocabulary. One of the essential types of vocabulary is a noun. The noun has various types, functions, and uses. Therefore, many students are frequently getting problems when they try to master the noun vocabulary. Therefore, the problems faced by students greatly affect their speaking activities. Like one example of a student who lost confidence, some of them had the same problems as well. Then there is also instability in conversation or the habit of not focusing when speaking which is caused by problems faced by students.

4) DISCUSSION

Based on the result finding above, there were four of five subjects were facing the same problems in understanding the meaning of vocabulary, because English vocabulary is different from Indonesian vocabulary. Many vocabularies sound similar to one another. Which sometimes

made them misunderstand what the opponents is talking about. Meanwhile, the fifth participant named RI did not face any problems in understanding the meaning of vocabulary. She confessed that she could recognize and understand what the opponent wanted to convey. Furthermore, all of the students experienced misplaced word and grammar mistaken when they were speaking or talking to somebody. They complained that noun has several types and particular rules when they were putted into a sentence. One of the particular rules is when using plural noun. We cannot just add "S" to it because there are some particular types that have been established to add "ES" to their plural pattern. In addition, there are also particular nouns that have different pattern from the singular and plural, i.e. "child" to "children".

The researcher provided eight vocabularies to the students and asked them to pronounce it via voice note in order to analyze how they produce the vocabularies. The result showed that they have different mistaken in pronouncing the vocabulary. The first student had a problem in pronouncing words that had voiceless dental fricatives with the symbol "θ". The second students had problems in pronouncing several words that had the letter "R", "V", and the vocabularies that had voiceless dental fricatives with the symbol "θ", and also silent words. Same to the second students, the third students also had a problem in pronouncing the vocabularies that have the letter "R" and "V". The fourth students had a problem in pronouncing the vocabulary that has silent word because she is unable to recognize the characteristic of silent word. The fifth students had a problem in pronouncing the vocabulary has silent word and contain vowels because they were very diverse and difficult to pronounce.

However, the problems they faced affected their speaking activity. The first student felt insecure and tried to end the conversation faster or change the topic immediately because she was out of words. The second students became less of confidence because when she put the wrong vocabulary or incorrect pronunciation while she spoke. The third student confessed that the problems are the big obstacle because it was hard to understand the meaning of the sentences. The fourth students admitted that the problems she faced made her forgot the entire words she wanted to convey. The fifth students mention that the problems she faced did not have much effect to her speaking activity because she assumed that the most important thing in communicating to people is that we can understand each other of what we wanted to convey. While some other students had similar problems, namely the problems of lack of noun vocabulary, mispronounce words of nouns, misplaced words of nouns, and self-confidence problems. The problems they face tend to make students become distracted in their speaking activities.

By analyzing the students' responses, it was confirmed that they face vocabulary learning problems even at the university education level. Problems that arise in the form of difficulty in pronouncing words, understanding words, using words correctly, especially nouns that are the target of this research. Some students do feel that there are problems that can cause various effects in their speaking activities in various situations. In case examples, several previous studies also mention the effect of lack of vocabulary. However, there is also an opinion from Rohmatillah (2015) who stated that one of the causes of students who most often causes problems in learning vocabulary was the problems of pronouncing the words. Pronunciation difficulties were related to the sound system of English and inflections or the different grammatical form of a word. Previously, several students had also answered about how they felt insecure when they were talking. It was caused by mispronounce and misplaced the word. They admit that sometimes there are words that sound the same but have different meanings.

Overall, students had various kinds of problems in mastering vocabulary. The problems that are most often experienced by students are lack of vocabulary stock and misplacement of words in sentences. As a result of this problem, students were not confident and make mistakes in speaking, especially in the mention of nouns. Some students naturally arrange concepts before speaking, but the words that have been arranged cannot be a good sentence if they do not

have the ability to analyze the use of the words that they use. Some students had problems in identifying nouns and those problems affect their speaking activities. The biggest problem for students was the inability to produce a sense of confidence to speak. Most students who had problems in mastering vocabulary did not have the confidence to speak. Therefore, it caused their inability in speaking. They are motivation in vocabulary learning, the students' talent in language, the students' interest in vocabulary learning, and the students' experience in vocabulary mastery.

5) CONCLUSION

All the students were nearly had the same problems on mastering vocabulary, especially on noun. They felt difficult to understand the meaning of vocabulary because there were some of them that have similar sound one another. Furthermore, the particular rules and types of noun made the students confused when putting them into sentence while speaking. It made them often misplace or got wrong grammar when they spoke. The students also have problems when they talked to somebody. They often produce incorrect pronunciation of the vocabulary. Therefore, they occasionally repeated the mispronunciation vocabulary.

The problems they faced were affected their speaking activity. Four of five students confessed that those problems become obstacle on their speaking ability because it could make them feeling insecure, less of confidence, trying to end the conversation, or change the topic immediately. Besides, RI assumed that we should not think too much about mistakes when we spoke because the most important thing in communicating to people is that we can understand each other of what we wanted to convey.

REFERENCES

Afzal, Naeem. 2019. A Study on Vocabulary Learning Problems Encountered by BA English Major at the University Level of Education. AWE Vol 10, No 3.

Annisa, Ike. 2016. The Vocabulary Mastery of the Second Semester Students of Widya Dharma University. Magistra No. 98. ISSN 0215-9511.

Arikunto, Suharsimi. 2015. Prosedur penelitian: Suatu Pendekatan Praktik. Jakarta: Rineka Cipta. Aristya, Kaimatul. 2018. Case Study on Students' Problems in Vocabulary Mastery at SMPN 1 Kebonsari Madiun. STAIN Ponorogo.

Geraldine, W. 2010. English Grammar for Dummies 2nd Edition. New York: Wiley Publishing, Inc. Harris, David. 1969. Testing English as Second Language from Theory to Practice. New York: Regents Publishing Company, Inc.

Hatch, Evelyn and Cheryl Brown. 1995. Vocabulary, Semantics, and Language Education. Cambridge: Cambridge University Press.

Heubener, Theodore. 1965. How to Teach Foreign Language Effectively. New York: New York University Press.

Hierbert, Elfrieda H and Michael L Kamil. 2005. Teaching and Learning Vocabulary: Bringing to Practice. New jersey.

Hornby, A.S. 1987. Oxford Advanced Learner's Dictionary of Current English. London: Oxford University Press.

Hornby, A.S. 1995. Oxford Advanced Learner's Dictionary of Current English. New York: Oxford University Press.

Jackendoff, Ray. 2002. Semantics as a generative system, Foundations of language: brain, meaning, grammar, evolution. London: Oxford University Press.

Krifka, Manfred. 1989. Nominal Reference, Temporal Constitution and Quantification in Event Semantics. In

R. Bartsch, J. van Benthem, P. von Emde Boas (eds.), Semantics and Contextual Expression, Dordrecht: Foris Publication.

Loos, Eugene E., et al. 2003. Glossary of linguistic terms: What is a noun?

Miles, Matthew et al. 2014. Qualitatif Data Analysis: A Method Source Book. SAGE Publication Inc. "Noun". 2014. Merriam-Webster Dictionary (online). Merriam-Webster, Incorporated.

Nunan, David. 1998. Second Language Teaching and Learning. Heinle ELT.

Pisut, T. 2012. Using Games on p.6 Students' Vocabulary Learning. Published Thesis.

Quine, Willard Van Orman. 2013. 7 Ontic Decision. Word and Object. Cambridge, Massachusetts: MIT Press. pp. 215–254.

Rahman, Firman. 2016. An Analysis of Students' Problems in Vocabulary Mastery: a Survey Study at Second Grade Students' of SMPN 19 Mataram in Academic Year 2015/2016. Mataram.

Richard, Jack C and Willy A Renanda. 2002. Methodoly in Language Teaching: An Anthology of Current Practice. Cambridge.

Richard, Jack C and Richard Schmidt. 2002 Longman Dictionary of Language Teaching and Applied Linguistics, 3rd Ed. London: Pearson Education Limited.

Rohmatillah. 2015. A Study on Studntes' Problems in Learning Vocabulary. English Education Journal Vol 6, No 1.

Saryono. 2010. Metode Penelitian kesehatan Penuntun Pratis Bagi Pemula. Yogyakarta: Mitra Cendekia.

Sugiyono. 2016. Metode Penelitian Pendidikan. Pendekatan Kuantitatif Kualitatif dan R&D. Bandung: CV. Alfabeta.

Thornburry, S. 2004. How to Teach Vocabulary. England, UK: Pearson Education Limited.

Tozcu, A and J. Coady. 2004. Successful Learning of Frequent Vocabulary through CALL also Benefit Reading Comprehension and Speed. Retrieved from http:www.tanfonline.com.

Ur, Penny. 1996. A Course in English Language Teaching. Cambridge. Wallace, M. 1982. Teaching Vocabulary. London: Heinemann.

Wilkins, David A. 1972. Linguistic in Language Teaching. Australia: Edward Arnold.