

**NEW UNIVERSITY STUDENTS' LEARNING DIFFICULTIES
OF ENGLISH VOCABULARY : A NARRATIVE INQUIRY**

A THESIS

Submitted in Partial Fulfilment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education



By :

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**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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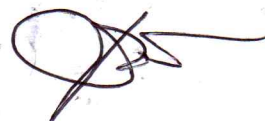
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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

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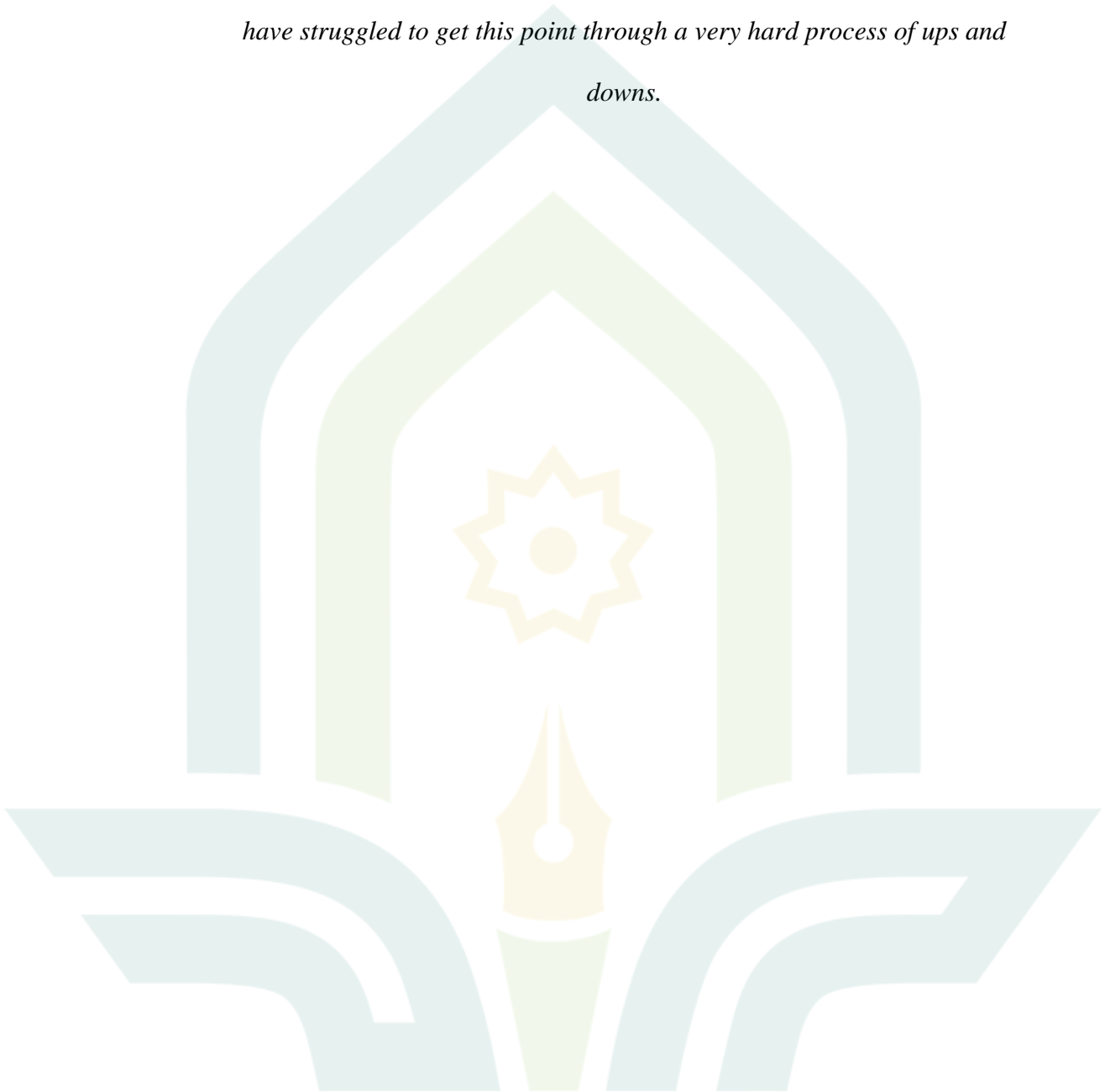
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MOTTO

Never look at other people's strengths, look at your own strengths, who have struggled to get this point through a very hard process of ups and downs.



ABSTRAK

Tujuan dari penelitian ini adalah untuk mencari informasi terkait kesulitan siswa dalam kelas bahasa Inggris. Penelitian akan dilakukan untuk mengetahui faktor-faktor atau kesulitan yang didapat, serta cara masing-masing orang dan juga proses dalam menghadapi kesulitan tersebut. Penelitian ini menggunakan desain penelitian kualitatif dengan pendekatan langsung, observasi, wawancara, dan dokumentasi. Subyek penelitian ini adalah mahasiswa baru semester 2 semester dua pertama. Objek penelitiannya adalah 2 orang siswa yang mempunyai kesulitan yang berbeda-beda. Data hasil penelitian ini akan dianalisis menggunakan teori Miles, Huberman, dan Saldana.

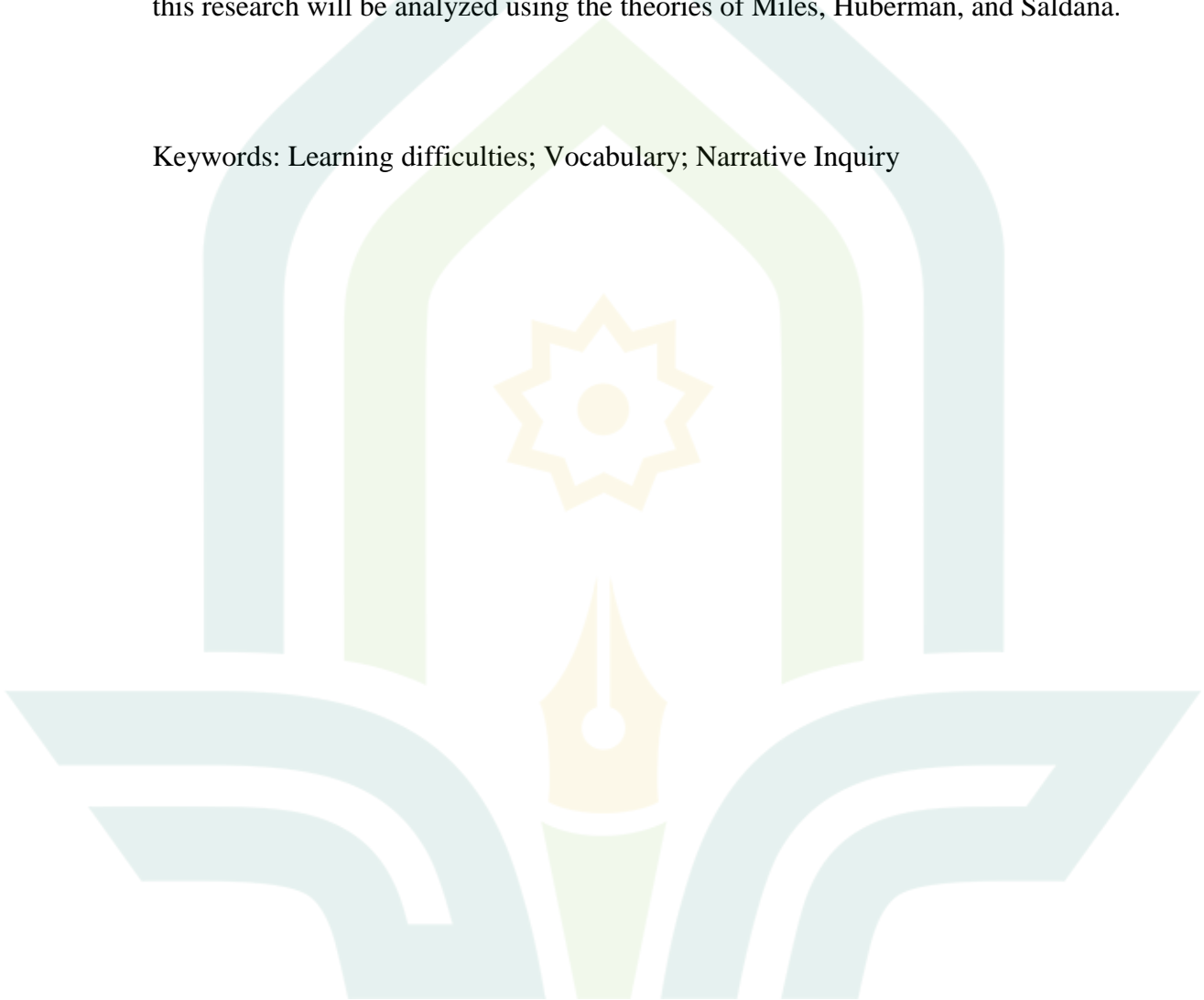
Kata Kunci: Kesulitan belajar, Kosakata, Pertanyaan Narasi



ABSTRACT

The purpose of this research is to find information related to students' difficulties in English class. The research will be carried out to determine the factors or difficulties that are obtained, as well as the methods of each person and also the process of dealing with difficulties. This study uses a qualitative research design with direct, observation, interviews, and documentation. The subjects of this study were new students in the 2 semester of the first second semester. The object of the research was 2 students who had different difficulties. The data from this research will be analyzed using the theories of Miles, Huberman, and Saldana.

Keywords: Learning difficulties; Vocabulary; Narrative Inquiry



PREFACE

Praise and thank god extend to me the gifts, favors, health, and patience that have given me in the process of writing this thesis. My thesis is titled “New University Students' Learning Difficulties of English Vocabulary : A Narrative Inquiry” and can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan Degree at the English Education Department of Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan. I realized that the writing of the thesis was well done, since there was considerable support from several people. Therefore, on this occasion I express more gratitude for:

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Learning is an activity that a person does consciously or unconsciously which can cause changes because they don't know something. This activity can be done anytime and anywhere. Slameto (2010) argues that "learning is a process carried out by a person to achieve completely new changes in behavior, as a result of his own experience when interacting with his environment." However, the learning process does not always run smoothly and there are some students who encounter obstacles during the learning process.

One of the problems students face in the learning process is learning difficulties. Learning difficulties are a particular condition characterized by obstacles in carrying out actions aimed at achieving goals. These obstacles can be psychological, sociological and physiological as well as the teaching and learning process (Sugiyanto, 2014). There are two factors that can influence a student's learning difficulties, namely internal factors that come from within the student (internal factors) and factors that come from outside the student (external factors). Therefore, students require special attention from the school teacher or it could also be due to lack of mastery of vocabulary with certain problems.

Vocabulary plays an important role in language learning (Aisyah,

2017). In listening, when we listen to conversations or songs in English, with vocabulary that we already know, we will easily know what we are hearing. Likewise with speaking, in expressing or conveying something, we need a number of vocabulary words that we can choose from. As with reading, the vocabulary we master makes the reading process more enjoyable because we can understand every word used in the reading. And even in writing, when writing we can use a number of vocabulary words to produce a sentence.

Vocabulary is also an essential skill for learning to read, speak, write and listen. Without sufficient vocabulary, a person cannot communicate effectively verbally and in writing and express his or her emotions. The more vocabulary a person has, the more they can speak, write, read and listen at will. Wilkins of Thornbury (2004) argues that without grammar little can be conveyed and without vocabulary nothing can be conveyed. This means that even if someone has good grammar, it is of no use if they do not have a large vocabulary, English vocabulary is different from Indonesian in terms of how to learn English vocabulary, English vocabulary is different from Indonesian language, including pronunciation and spelling, meaning and usage of the word. Additionally, the pronunciation of words is very different from the way they are written. This is why people, especially those new to English, often have difficulty learning vocabulary. In general, such difficulties often arise in students new to English courses.

New university students are a transition from mid-adolescence into late adolescence or the new status held by late adolescents is in his first year of college. Santrock (2007) states that new students do not only mean students or students junior year in both high school and college, but also neophytes and beginners. So, the conditions before and after entering college is different. Students also make an effort to study at a higher level, because the higher the level, of course a student not only learns that have social values whose truth is absolute. In fact studying alone is not enough, even though in learning it is very important to uphold honesty, integrity, mutual cooperation, fairness, empathy and self-sensitivity to the environment. In fact not only that, students are also indirectly required to think critically, scientifically based on values.

University students are not like high school or junior high school students, who learn monotonously or receive knowledge from the teacher. Students are also seen as agents of change in life, as next generation, large-scale student activism proves effective in influencing political change, with students indirectly serving as successor cadres, national surplus. There are also students who choose majors that are not in accordance with their wishes. Maybe there are other factors that influence it, for example parents, economics, social and also the difficulties of new students in dealing with English class. Obstacles in memorizing, such as when students do not have difficulty pronouncing words, students are unable to memorize similar words and students find it difficult to distinguish words especially during

EFL class.

According to Gebhard (2006), EFL can be defined as study of English. study is study that continues after the child graduates from high school and wants to continue college with a goal and usually has good major criteria. EFL classes are also in lectures that teach the English language education department. English education focuses on learning to listen, speak, read, write as well as use English in various contexts such as communicating in business, presentations, writing articles, even drama performances. Of course you will also learn grammar too, Quipperian. Apart from that, don't miss material about education, such as curriculum development and teaching assessment as is the case with EFL classes.

The difficulties faced by new students in EFL classes are very common because basically humans must have their own problems in their lives. Difficulties in EFL classes are usually indicated by vocabulary that students do not understand.

In connection with the explanation above, the researcher feels interested in researching with the title “New students' Learning difficulties of English vocabulary : A Narrative Inquiry”.

1.2. Formulation of the Problem

In relation to the research background that has been mentioned, this study provides a research question. The researcher explores:

1. What are the difficulties faced by new University students learning

vocabulary in EFL Class?

2. How do the new University students solve learning difficulties of english vocabulary in EFL Class?

1.3. Operational Definitions

To avoid misunderstanding various terms in this study, the research provides several definitions related to research as follows:

1. Learning Difficulties : A condition that can cause a person to experience problems in the context of traditional classroom learning.
2. Vocabulary : A all words used in a language in general or a particular filed in particular.
3. Narrative Inquiry : A method that uses content or context references by telling stories abaout life experiences.

1.4. Aims of The Study

This research aims to determine the learning difficulties of new University student's English vocabulary in EFL class and find out how to handle them.

1.5. Significances of the Research

1. **Theoretical** : This study will contribute to the narative Inquiry method used by new students, so that they can English class, especially in spoken vocabulary.

- 2. Empirical** : This study will provide empirical insight into how to overcome Learning difficulties of English vocabulary by new students.
- 3. Practical** : In the future, the researcher hopes that this research can help teachers or students or also the reader can learn the process of learning English, especially in mastering vocabulary and the researcher hopes this will be useful to everyone.



CHAPTER V

CONCLUSION

This chapter presents two sections. The first section is the summary of the research findings that have been discussed before. The second section contains suggestions for University students, lecturers, and future researchers.

5.1 Summary of the findings

This study has two research questions. The first question asks about Students' experiences of difficulties in learning English vocabulary in EFL class. The second question is Students' experiences of how to solve difficulties in learning English vocabulary in EFL class. Students explain the difficulties they face in Vocabulary, of course each student has different difficulties and students also explain how to face or overcome these difficulties.

So, both interviewees had the same difficulty in the EFL class in vocabulary. N1, who has difficulties with external factors in learning, feels less effective if online learning contains a lot of material that is not yet understood, as for internal factors in learning attitude, N1 feels that his attitude towards the learning process in the EFL class is very bad and very detrimental. In student learning motivation, N1 felt very comfortable with the lecturer's good attitude towards him. The patience of the lecturer's mother made N1 survive in the EFL class until now.

N2 also had difficulties with external factors in teachers, N2 had a teacher when he was in high school who made him not like English at first because the learning process was monotonous and ineffective. The N2 accent also found it difficult because N2 was in a class that had more than one accent and that made it very difficult. Lastly, there are also variations in learning. N2 feels dissatisfied if learning is done online and according to him, it is very ineffective. N2 in the internal factor does not feel that there is any difficulty in it because he always has principles and keeps trying to improve his vocabulary.

N1 and N2 have different ways of overcoming difficulties, of course they both try to be better the next day and don't fall into the same hole again, the process of failure or the process they face will become an obstacle towards the process of maturation with principles and ideals.

The positive or negative experiences obtained by students are also indicated by the difficulties they have and how to deal with them has been explained by students. They explained that the most basic difficulty in vocabulary is with oneself, with self-awareness which makes them aware of its positive or negative impact.

5.2 Suggestions

In this section the researcher would like to provide several suggestions for students, lecturers and future researchers. First, the consequences of this It is hoped that this research will be useful for students of English or a second language. This is very easy and not easy to deal with as the level of

education increases, it is hoped that this research will be useful for readers if they experience the same difficulties. Second, lecturers must be more aware of their students' difficulties and have a way of teaching that is not boring so that in EFL classes students can participate in learning well and very effectively. Third, Future researchers should expand their research by conducting in-depth research.



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