

**AN ANALYSIS OF DIFFICULTIES IN LEARNING VOCABULARY OF THE  
SEVENTH GRADE STUDENTS AT SMPN 3 PALU**



**THESIS**

*Submitted to Fulfill One of the Requirements to obtain the Degree of bachelor education  
for English Tadris Department Teacher Training and Tarbiyah Faculty  
at the State Islamic University Datokarama Palu*

**By**

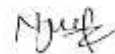
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2024  
STATEMENT OF THESIS AUTHENTICITY**

I hereby declare that this thesis entitled: “An Analysis of Difficulties in Learning Vocabulary of The Seventh Grade Students at SMPN 3 Palu” has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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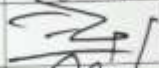
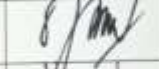


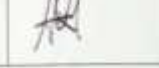


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### LEGALIZATION

A thesis by **Nurjihan N. Said**, NIM. 18.1.16.0097 entitled "**An Analysis of Difficulties in Learning Vocabulary of The Seventh Grade Students at SMPN 3 Palu**" which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 15<sup>nd</sup> Agustus 2023 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.


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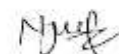
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## TABLE OF CONTENTS

<b>COVER PAGE .....</b>	<b>i</b>
<b>STATEMENT OF AUTHENTICITY OF THESIS.....</b>	<b>ii</b>
<b>APPROVAL SHEET .....</b>	<b>iii</b>
<b>LEGALAZATION .....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>v</b>
<b>TABLE OF CONTENT .....</b>	<b>viii</b>
<b>LIST OF APPENDICES.....</b>	<b>x</b>
<b>ABSTRACT .....</b>	<b>xi</b>

### CHAPTE I INTRODUCTION

A. Research Background.....	1
B. Research Questions .....	4
C. The Objective and Significance of Research .....	4
D. Operational Definition .....	5
E. Outlines of Research .....	6

### CHAPTER II LITERATURE OF RIVIEW

A. Previous Research .....	7
B. Theoretical Review .....	10
1. Definition of Vocabulary .....	10
a. Kinds of Vocabulary .....	12
b. Types of Vocabulary .....	13
c. The Importance of Vocabulary .....	14
2. Difficulties in Learning Vocabulary .....	16
a. Pronunciation .....	16
b. Length and Complexity .....	16
c. Grammar .....	16
d. Meaning .....	16
e. Range, Connotation and Idiomaticity .....	16
3. Factors Causing the Difficuties .....	17
C. Framework Theory .....	19

### CHAPTER III RESEARCH OF METHODOLOGY

A. Approach and Design of the Research .....	20
B. Research Setting .....	20
C. Researcher's Presence.....	21
D. Data and Data Sourcers .....	21
1. Primary Data.....	21
2. Secondary Data.....	21
E. Data Gathering Techniques.....	22
1. Observation.....	22
2. Interview .....	22
3. Documentation.....	22
F. Data Analysis Techniques.....	22
1. Data Reduction .....	23
2. Data Presentation .....	23
3. Data Verification .....	23
G. Cheking Data Validity.....	24
1. Endurance of Observation .....	24
2. Triangulation .....	24



3. Analysis Negative Data .....	24
<b>CHAPTER IV RESULTS AND DISCUSSION</b>	
A. Result of the Research.....	25
a. Results of Observation.....	25
b. Results of Interview .....	25
B. Discussion .....	28
<b>CHAPTER V CONCLUSION AND SUGGESTIONS</b>	
A. Conclusion.....	37
B. Suggestions .....	38
<b>REFERENCES.....</b>	<b>39</b>
<b>APPENDICES</b>	
<b>CURICULUM VITAE</b>	

## ABSTRACT

**Name : Nurjihan N. Said**

**Nim : 18.1.16.0097**

**Tittle : An analysis of difficulties in learning vocabulary of the seventh grade students at SMPN 3 Palu**

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Learning difficulties are all learning or emotional problems that affects or influence one person's learning ability substantially, interact with others and follow the convention (any learning or emotional problem that affects, or substantially affects, a person's ability to learn, get along with others and follow convention).

To understand their difficulties in learning English vocabulary, the main questions of this research were: (1). What are the types of difficulties encountered by the seventh grade students in learning English vocabulary at SMPN 3 Palu? (2). What are the factors causing the seventh grade students to have difficulties in learning English vocabulary at SMPN 3 Palu?

This research used qualitative approach, data collection methods were observation, interview and documentation. Data analysis used were data reduction, data presentation and data verification.

The findings showed that the students still faced the problems or difficulties in learning vocabulary. Kinds of difficulties faced by the students were: almost all of students had difficulties in pronouncing the words, writing the words, spelling the words the different form of a word known as inflection was one of causes of students difficulties in learning vocabulary. In addition the students were still confused in using the words based on the context. The factors causing the students to have difficulties in learning vocabulary were internal and external factors. Internal factors the students are not interested in learning English, they also do not have motivation to learn English. While, external factors were they did not get support from their family, environment and school to learn English.

In conclusion, seeing many students who are still having difficulty in learning English vocabulary. The teachers should pay attention to this and can create a good and effective learning process strategy given this very influential for the students's knowledge in the future.

## CHAPTER 1

### INTRODUCTION

#### ***A. Research Background***

English is important for everybody because it is the international language. Most people in many countries speak English for communicating with other people who are foreigners. Lowenberg, in a discussion on the role of English as a foreign language in Indonesia, suggest that because of the particular nature of the impact of English is making on the development and modernization of Indonesia's national language, Bahasa Indonesia, English as an "additional" language not merely as a "foreign" language.<sup>1</sup>

Word class is a grouping or classification of words with the aim of finding a system in language. As we know words are very complex forms composed of several elements, Indonesian words can consist of one or more syllables. In detail, the meaning of word class is the existence of a group of words contained in language unit based on the categories of form, function, and meaning in grammatical system.<sup>2</sup>

Vocabulary is essential both in second and foreign language acquisition because without correct and enough vocabulary learners cannot understand what other people say and they will not be able to express their own feelings. Vocabulary learning is a prominent part of foreign language teaching and learning. It is also necessary for a language learner. Vocabulary plays a more significant role than grammar. People need to use words in order to tell or express, feelings, and ideas in any language to be understood by anyone, as well as students. Successful people usually have a large number of vocabularies and a good ability in selecting and recognizing the word.<sup>3</sup>

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<sup>1</sup>Ivan Susanto Salawazo, et al, eds., "*Analysis of Students' Vocabulary in Learning English.*" Linguistic, English Education and Art (LEEAA) Journal 3, no. 2 Juni 2020: 470. Accessed on June 06, 2022.

<sup>2</sup> Rengki Afria, Warni dan Aldha Kusuma Wardhani "*Analysis of Word Classes in Short Story "Maaf" by Putu Wijaya: Morphologycal Studies*" Internasional Conference on Malay Identity (ICMI) 2, March 2022:86-87.

<sup>3</sup> Juliana Sujadi danm Fariska Wulandari "*Study of Sudents' Vocabulary Difficulties in Third-Semester Students of Food Technology Major.*" Jurnal Pendidikan 19, no.1 Maret 2021: 91. Accessed on November 14, 2021.

Based on the explanation above, vocabulary is very important in communicating. Therefore, with the multitude of vocabulary we know of course it easier to communicate well. Because of this, learning vocabulary is important in a language for people to be able to explain what they want to convey to others and others can understand our language well. Learning about vocabulary can improve our ability in language.

Based on the results of the interview and observation with the seventh graders of students at SMPN 3 Palu. Learning difficulties are obstacles that students experience in the learning process. They experience various kinds of difficulties such as their knowledge of vocabulary which is still very minimal, difficulty pronouncing words in English, writing, spelling and do not know how to make sentences. and, specific factors that cause students to experience learning difficulties. One of the factors that cause students to study vocabulary is an internal factor that students still less motivated and less interested in learning English. Meanwhile, external factors they are factors that come from outside the individual which relate to the environment, family and school. Their school did not support them in learning English vocabulary. and, their families are nor accustomed to learning English vocabulary. Then, the school cannot properly meet students' needs.<sup>4</sup>

According to Brown in Nazanin Mirhadizadeh, these factors are specially in the individual students like motivation, attitude, personal practice and study habits. Each of these factors is an individual element of learner's ability to acquire of foreign language but each component also interacts with another.<sup>5</sup>

Based on Brown's definition, external can be different for each individual, but their common attribute is that they are based solely on the circumstances outside of the control and influence or of the learner.<sup>6</sup>

The statement was said by seventh-grade students at SMPN 3 Palu about the difficulty they faced in learning English vocabulary. Based on the results of the interview and observations these are the reasons the researcher is interested in taking this title "An analysis of difficulties in learning vocabulary of seventh-grade students at SMPN 3 Palu.

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<sup>4</sup> Students Seventh Grade, *Interviewed and Observation* at SMPN 3 Palu, Jnauary 18, 2022.

<sup>5</sup>Nazanin Mirhadizadeh "*Internal and External Factors in Language Learning*" International Journal of Modern Language Teaching and Learning 1, no. 4 2016: 189. Accessed on November 14, 2022.

<sup>6</sup> Ibid,191

They do not have basic English, and some of the students also not confident, less interested in taking English lessons, and less interested in reading and got a support from their parents. Because only a few students got a support or facilities, one of them taken an English course. So, the development of their vocabulary is restricted. Then, for almost 3 years they learn online so the learning was not effective.<sup>7</sup>

According to Blassie and Jones in Irham and Wiyani, learning difficulties experienced by students indicate a gap or distance between the expected academic achievement and the actual academic achievement achieved by students (actual achievement). In line with it, learning difficulties is a condition in which students cannot learn naturally, due to obstacles or distractions. Moreover, according to Hamdani the factors that affect learning difficulties can be classified into two parts, namely internal factors (which come from within the student) such as students are still less motivated, less interested and they do not have confidence in learning English. Meanwhile, external factors (those originating from outside the student) external factors that come from the students' environment that affect students in learning English. Such as their family, school and community environments that do not support students in learning English.<sup>8</sup>

### ***B. Research questions***

Based on the description of the background above, the researcher formulates the main issues as follow:

1. What are the types of difficulties encountered by the seventh grade students in learning English vocabulary at SMPN 3 Palu?
2. What are the factors causing the seventh grade students to have difficulties in learning English vocabulary at SMPN 3 Palu?

### ***C. Objective and Significance of The Research***

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<sup>7</sup> Teacher, *Interviewed*, at SMPN 3 Palu, July 11, 2022.

<sup>8</sup> Cahya Wulandari, Monika Widyastuti Surtikanti dan Antonious Setyawan Sugeng Nur Agung "A Case Study Internal and External Factors on The Difficulties in Learning English." *Journal of english Education and Literature* 1, no. 2 September 2020: 44-45. Accessed on February 12, 2022.

1. Research objective

- a. To find out what the types of difficulties encountered by a the seventh grade students in learning English vocabulary at SMPN 3 Palu.
- b. To find out what the factors causing the seventh grade students to have difficulties in learning English vocabulary at SMPN 3 Palu.

2. Research Significances

- a. In order for English teachers to improve good learning strategies to increase English students' vocabulary.
- b. In order for students to find comfortable and good ways to improve their learning process at English lessons especially on English vocabulary.

#### ***D. Operational Definition***

To avoid misunderstanding, several key terms a existing in the tittle need to be explained. They are:

1. Analysis

According to Robert J. Schreiter said analysis is reading text, putting the sign in dynamic interaction, and message being delivered. Analysis is an activity that begins in the initial process of learning and evaluating some form of the problems.<sup>9</sup> In this research, the researcher wants to analyze the types of difficulties of the seventh grade students in learning English vocabulary and what are factors causing the seventh grade students to have difficulties in learning English vocabulary at SMPN 3 palu.

2. Vocabulary

Vocabulary learning, viewed broadly, is fundamental to our initial and continued learning in almost every domain. We need to know the language, so to speak, not simply

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<sup>9</sup> Reza Maulana, M.Kom “*Modul Analisis dan Perancangan Sistem Informasi 2021:2* Accessed on November 11, 2022.

in the sense of learning a first or second language but also in the sense of learning the vocabulary that characterizes some field of study, such as biology or the law.<sup>10</sup> In this research, researcher focused on word class. Word class is a language used and is related to morphology.

Based on the explanation above, it can be concluded that learning vocabulary is the earliest thing to start understanding language well. Therefore, knowing many vocabulary will be the easier it is to understand the meaning of a language and be able to improve the vocabulary on the students.

### 3. Difficulties in Learning

Learning difficulties are all learning or emotional problems that affects or influence one person's learning ability substantially, interact with others and follow the convention (any learning or emotional problem that affects, or substantially affects, a person's ability to learn, get along with others and follow convention).<sup>11</sup>

### ***E. Outlines of Research***

The outline of the research proposal is an overview that casts a shadow to the reader of the entire description presented here. As for this proposal consists of three chapters each relating to each other, the lines of content of the proposal consist of:

Chapter I introduction. The chapter is about background research, research question, objective and significance of the research, operational definition and outlines of research.

Chapter II literature of review, in this chapter contains previous research, a theoretical review regarding the title of the proposal, namely an analysis of difficulties in learning vocabulary and framework theory.

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<sup>10</sup> Robert A. Bjork dan Judith F. Kroll "Desirable Difficulties in Vocabulary Learning." *Am J Psychol. Author Manuscript*: Available in PMC June 2016: 241. Accessed on November 11, 2021.

<sup>11</sup> Destri Ratna Ma'rifah "*Diagnosis of Students Learning on Learner Development Studies*." *Jurnal Pendidikan Biologi Indonesia* 3, no.1 2017: 89. Accessed on March 11, 2022.

Chapter III research of methods. The chapter contains the type of research, the location of research, the presence of researcher, data and data sources, data collection techniques, data analysis, and data verification.

Chapter IV Result and Discussion, this chapter discusses the results of the interview from the seventh grade students and from the English teacher at SMPN 3 Palu.

Chapter V Conclusion and suggestion, it chapter related suggestion for the English teacher, the next researcher and students.



## CHAPTER II

### RELATED LITERATURE REVIEW

#### ***A. Previous Research***

Previous research included systematic descriptions of the results of research on the subject of investigation. Several studies relate to the issues raised in this subject. Thus, in this research, researcher outline the development of several scientific works relating to what researchers are discussing, some of which are:

1. The First, The Journal Written By Ni Made Dita Sintadewi, Ni Putu June Artini and Irwan Febryan Graduation of Tritama University "Analysis of English Learning Difficulty of Students in Elementary School."<sup>12</sup> Previous research and research that will be conducted by researcher using qualitative descriptive methods. A commonality of these two researcher was discussing the difficulty of learning English students. They also discussed factors affecting students having difficulty in learning English. The difference in the research that researcher will do, the researcher explains what the research focuses on about vocabulary word classes. While the previous research only explains the difficulty of learning English. The subject that became my research is seventh-grade students at SMPN 3 Palu. While the fifth grade at SDN 4 Pendem is used as a subject of research by previous researcher.
2. Second, The Journal Written By Sardor Surmanov and Maftuna Azimova Teacher of English, Language Training Department, Tashkent State

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<sup>12</sup> Ni Made Dita Sintadewi, Ni Putu June Artini dan Irwan Febryan "*Analysis of English Learning Difficulties of Students in Elementary School.*" International Journal of Elementary Education 4 no. 3 2020: 433-434. Accessed on March 11, 2022.

University of Law "Analysis of Difficulties In Vocabulary Acquisition."<sup>13</sup>

The research used quantitative methods and the research will be conducted is qualitative. The similarities from both of these research are to explain the difficulty of learning English vocabulary. and both discussed on the difficulties in learning vocabulary and explain the most common difficulties in learning vocabulary. The difference is previous research formed 5 different groups of students. Afterward, the researcher handed them a thousand words from the course book and then gave them more than one month in order to learn the new vocabulary. After that, the researcher would inquire them through interviews and they would record and see what the student's mistakes in learning vocabulary. Namely: pronunciation, length, complexity, meaning, connotation and idiomaticity. The previous researcher did not discuss the external and internal factors. Meanwhile, the researcher was conducted just want to find out what are the factors cause students have difficulty in learning English vocabulary. Then, researcher discussed both of these factors. As for the research that researcher will be done only conducted one class. The class is 7E and not form a group.

3. Third, The Journal Written By Juliana Sujadi and Fariska Wulandari Interpreting English for Business and Professional Communication, Polytechnic Tonggak Equator "Study of Students' Vocabulary Difficulties in Third-Semester Students of Food Technology Major."<sup>14</sup> Previous research and research will be conducted by researcher used qualitative descriptive

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<sup>13</sup> Sardor Sumarnov dan Maftuna Azimova "Analysis of difficulties in Vocabulary Acquisition." The Journal of Legal Studies and Research 6 no.1 2020: 147-152. Accessed on November 11, 2021.

<sup>14</sup> Juliana Sujadi dan Fariska Wulandari "Study of Students' Vocabulary Difficulties in Third-Semester Students of Food Technology Major." Jurnal Pendidikan 19 no.19 2021: 93-99. Accessed on November 14, 2021.

methods. A commonality of these two researchers was discussing the difficulty of learning English Vocabulary for students and conducting teacher to get more accurate information on what factors caused students to experience the difficulties of learning English vocabulary. The difference between previous research and the research will do, the researchers discuss some difficulties that students experience: English grammar, spell English vocabulary, complicated English vocabulary, grammar ability, simple present tense sentences, simple future tense sentences, present continuous tense sentence, and others. As for the research that the researcher will do the researcher want to know what are the factors affected the students having difficulty in learning vocabulary, and the types of difficulties encountered the students in learning English vocabulary. This research also focuses on vocabulary word classes.

4. Four, The Journal Written By Zhihong Bai, Shanxi Normal University, Linfen, China “An Analysis of English Vocabulary Learning Strategies.”<sup>15</sup> Previous research uses quantitative and research that will be conducted by researchers using qualitative descriptive methods. The commonality of these two researchers is analyzing learning English vocabulary, and want to find the answers why they have problems in learning vocabulary English. Then, these studies also explain what factors are causing students to experience difficulties in learning vocabulary English. The difference, the subject of the previous research is a student at a University who uses a questionnaire about the vocabulary learning process strategy and pairs the results with both the bad and bad of the student. The focus of this research is on student strategy in studying vocabulary in English. While the research will be done focusing

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<sup>15</sup> Zhihong Bai, “*An Analysis of English Vocabulary Learning strategies*” Journal of Language Teaching and Research 9 no. 4 2028. 849-852, Accessed on May 14, 2023.

on English vocabulary students. The subject of the research is the seventh grade students. Then, researcher interview students and teacher to get more accurate results.

5. Five, The Articles Written By Delfina Christie Sondakh and Mega Febriani Sya, Fakultas Agama Islam Dan Pendidikan Guru “Kesulitan Pembelajaran Kosakata Bahasa Inggris Tingkat Sekolah Dasar.” Previous research and research will be conducted by researcher used qualitative descriptive methods. And discussing the difficulty of learning English and what factors cause students to have difficulties in learning English vocabulary. Meanwhile, the difference is in previous research, researchers want to describe the factors that cause students to have difficulty controlling vocabulary and describe solutions in the process of English vocabulary. Then, data collection techniques through literature data collection that is researcher reviewing books, literature, notes and reports related to the research to be undertaken. While the research will be done researcher would like to know the types difficulties encountered the students have difficulties in learning English vocabulary, and the factors of the cause. Then, the data collection technique uses observation and direct interviews with students and teacher to get more accurate data.<sup>16</sup>

## ***B. Theoretical Review***

### **1. Vocabulary**

In this part, it is necessary to provide of a clear definition of the term vocabulary. Different definitions may be given for the term vocabulary regarding different viewpoints. However one can generally define vocabulary as the

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<sup>16</sup> Deldina Christie Sondakh dan Mega Febriani Sya “*Kesulitan Pembelajaran Kosakata Bahasa Inggris Tingkat Sekolah Dasar.*” Karya Ilmiah Mahasiswa Bertauhid Universitas Djuanda 1 no. 3 2022: 346-350. Accessed on May 18, 2023

knowledge of the words and word meanings. Or someone else may define vocabulary as a list of words arranged in alphabetical order with their definitions. A word, in most linguistic analyses, is described as a set of properties, of features, each word is the combination of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation) and frequency. To master a word is not only to learn its meaning but also to learn seven other aspects. All these properties are called word knowledge.<sup>17</sup>

Vocabulary plays crucial function in linguistic process acquisition. Vocabulary is additionally a vital ability for acquiring to read, talk, compose and hear. While not ample vocabulary, individuals cannot communicate and categorize their feeling each in sort of spoken and written efficiently. The additional people master vocabulary the more they will speak, write, read and listen as they want.<sup>18</sup>

In the holy Qur'an, there are some verses which explain us about vocabulary. Such as Allah says in Q.S Al-Baqarah/2 Verses 31-32:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾  
قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿٣٢﴾

He taught Adam the names of all things and then set them before the angel, saying : “ tell Me the names of these, if what you say true.” Glory to you they replied. „We have no knowledge except that which You have given us. You alone are wise, Knowing. ( 2:31-32)<sup>19</sup>

From these verses, the first thing that human needs to know vocabulary to communicate with another human being and communicate information. Allah endowed Adam with knowledge of knowing something by teaching him the name

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<sup>17</sup>Imam Alizadeh “ *Vocabulary Teaching Techniques: A Review of Common Practices.*” International Journal of Research in English Education 1, no. 1 2016: 22. Accessed on June 06, 2022.

<sup>18</sup> Herri Susanto “An Analysis About Students’ Troubles in Acquisition English Vocabulary,” Journal of English Language and Pedagogy 4 no. 2 October 25, 2021: 46. Accessed on February 09, 2022.

<sup>19</sup> Kementrian Agama RI, *Al-Qur'an dan Terjemahnya*, Jakarta: Duta Surya, 6.

of things. There were number of vocabulary definition. Vocabulary is the total of words in a language.

Based on the explanation above, the researcher concludes that vocabulary is very important for communication in life. Vocabulary can explain the words and turn them to information to communicate, giving ideas, etc. Vocabulary is a basic to learn English as well, it caused the language to have meaning. Vocabulary also helps to form a new sentence that everyone could understand. And it was important to increase vocabulary mastery to communicate well and effectively.

**a. Kinds of vocabulary**

There are many classifications made by the experts in language area about the kinds of vocabulary. Thornbury explained that, “there are six kinds of vocabulary, word classes, word families, word formation, multi-word units, collocations and homonyms.

- a) Word Classes This term belongs to morphology and syntax session, for instance, verb, noun, pronoun, adjective, adverb, preposition, determiner and conjunction.
- b) Word Families Word families almost like word classes. It still belongs to morphology and syntax session. The differences in this term discussed about suffixes in words. Such as play – plays – played = inflected and play – replay – playful = derivatives.
- c) Word Formation In English there are some formation of word such as compounding, blending and clipping. For example second hand and typewriter belongs to compounding, information + entertainment = infotainment belongs to blending and electronic mail become email of influenza become flu in clipping.

- d) Multi-word Units Mostly, this type belongs to phrasal verbs and idioms. For instance, Look for, look after, wipe off, and throw on: phrasal verbs and famous last word, eat your words, jack me around: idioms.
- e) Collocations This part can be translated as two words or more become together. Such as, this week, once more, once again, as well and so on.
- f) Homonyms, Homonyms are words which have same form but the meaning is different. Such as the word “well” means in bahasa sumur, baik and sehat. Besides, Cheek, Rona and Jimmy said that, “there are three kinds of vocabulary that may be encountered by the reader in their reading, they are general vocabulary, specialized vocabulary and technical vocabulary”<sup>20</sup>

Based on the explanation above, it can concluded that the word class has a function each to explain what vocabulary is. Then there are words that have the same form but have different meanings.

#### **b. Types of vocabulary**

According to Fries, there are four types of vocabulary describe as follow:

##### **1) Function words**

The first of vocabulary is “function words”, although some of them may have full word meaning content, primary or legally operate as means of expressing or explaining relations of the grammatical structure.

##### **2) Substitute words**

The second type of vocabulary items consist of the “substitute” words, those words which represent no individual things or specific actions, but function as fundamental for whole form-classes of word.

##### **3) Grammatical Matters as presence or absence of a negative**

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<sup>20</sup>Zulfikri Betyar Rasuan “*Teaching Vocabulary Mastery by Using Systematic Game.*” Jurnal Pendidikan Islam 4, no. 2 2017: 204-205. Accessed March 15, 2022.

The third type of vocabulary item consist of those that are distributed in use based on such grammatical matters as the presence or absence of a negative, include; some-any, too either, already yet, still anymore, quite (exemption).

#### 4) Content words

The large body of “content” words constitutes the fourth group of vocabulary items and the chief material usually considered when the vocabulary of a language is discussed. These are the words that function as symbols for the phenomena which we react upon as the world of reality about us, symbol for “thing”, for “action” and for “qualities”.<sup>21</sup>

Based on the explanation above, there are four types of vocabulary they are function words, sabtitute words, grammatical matters, and content words. It can conclude that vocabulary have a meaning to share an information effectively and certainly well understood. Then, students have to learn vocabulary so they can learn English easily and effectively. The students also can master the four of language skills easily by learning vocabulary.

#### c. **The Importance of Vocabulary**

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition.

Ricard and Willy stated that Vocabulary is a core component of language fluency and provides much of the basis for how well learners speak, listen, read, and write. Without and extensive vocabulary and approach for acquiring new vocabulary, students often making use of language learning opportunities around

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<sup>21</sup>Laila Monica Rohmawati “*the effectiveness of talking stick method toward the students’ vocabulary Mastery of Eighth Grade at SMPN 2 Buntur Malang*, <http://eprints.umm.ac.id/id/eprint/35746,2017>: 10-11. Accessed on March 14, 2022.



them such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching television.<sup>22</sup>

Bromley states that vocabulary holds some important roles in teaching learning process. They are;

1) Promoting fluency

Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.

2) Boosting comprehension

Vocabulary knowledge strongly influence comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

3) Improving achievement

A large vocabulary means a large of conceptual knowledge which makes academic leaning easier. Students with large vocabulary score higher on achievement test then those will small vocabularies.

4) Enhancing thinking and communicating

Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.<sup>23</sup>

Based on the importance of vocabulary above, it can be concluded that by learning vocabulary students can improve their language in speaking certainly to make others understand what is being said. Vocabulary can also increase communication to speak. Then, the effectiveness of vocabulary mastery is certainly very good for students. That is, students have learned well to increase their vocabulary.

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<sup>22</sup> Ibid, 18.

<sup>23</sup> Ibid, 18-19.

## 2. Difficulties in Learning Vocabulary

According to Thornbury in Sardor Sumarnov and Maftuna Azimova the most common difficulties in vocabulary learning are as follows:

### a. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn.

### b. Length and Complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their “learnability”.

### c. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its LI equivalent. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an-in form (swimming) can add to its difficulty.

### d. Meaning

When two words overlap in meaning, learners are likely to be confused make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do the questionnaire.

### e. Range, connotation and idiomaticity

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, put is a very wide-ranging verb, compared to impose, place, position, etc. Likewise,

thin is a safer bet than skinny, slim, slender. Uncertainly as to the connotations of some words may cause problem too.<sup>24</sup>

According to Abdurrahman, learning difficulties can be divided into two large groups:

1. Developmental learning disabilities learning difficulties. Subcategory of this difficulty is:
  - a. learning difficulties related to development, including motorik disorders and perceptions.
  - b. language and communication difficulties.
  - c. learning difficulties in social behavior adjustment.
2. Academic learning disabilities are academic learning disabilities that involve the failure of academic achievement that harmonizes with the desired capacity. Such failures include skill mastery in reading, writing, or math.<sup>25</sup>

Based on the explanation above, it can be concluded that these difficulties greatly affect student achievement in the learning process which is expected not to go well.

### **3. Factors Causing the Difficulties in Learning English Vocabulary**

The factors that cause learning difficulties can be classified into two groups, namely:

- a. Internal factors (factors from within humans themselves)

According to Grof, psychological factors are factors related to the physical condition of an individual. During the learning process the role of

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<sup>24</sup>Sardor Sumarnov dan Maftuna Azimova “*Analysis of Difficulties in Vocabulary Acquisition*. “ The Journal of Legal Studies and Research 6, no. 1 2020:147-148. Accessed on November 11, 2021.

<sup>25</sup> Gunawan Tambunsaribu dan Yusniaty Galinggir, *Masalah Yang dihadapi Pealajar Bahasa Inggris Dalam Memahami Pelajaran Bahasa Inggris*. “ Jurnal Bahasa, Sastra dan Budaya 8, no. 1 2021;34. Accessed on April 11, 2023.

psychological functions in the human body greatly affects learning outcomes especially the five senses. The five senses that function properly will facilitate learning activities well too. The five senses that have a big role in learning are the eyes and ears. Example: psychomotor (the realm of initiative), such as disruption of the students' visual and hearing sensory organs.

b. External factors (factors from outside humans)

According to Mogan and Gayer-Anderson, Non-social (physical) factors that exist in the family environment. For example: disharmony in the relationship between father and mother and the low economic life of the family.

Sugiharta and Sudarsana stated, Non-social in the school environment, for example: learning tools of low quality. Social factors are factors that are influenced by the people around students. Example: the community is like a naughty playmate.<sup>26</sup>

Based on the explanation above, it can concluded that the learning process is influenced by a variety of internal and external factors, including psychological factors, non-social and social factors in the family and school environment. Understanding and addressing these factors can help optimize the learning process and improve learning outcomes for students.

Factors that affect learning can come from various factors. The factors that influence learning can be divided into two, they are: internal factors and external factors. Sukirin stated that internal factors are related to students factors and external factors are related to factors outside students. Those internal factors are:

1. Health condition
2. Talent

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<sup>26</sup> Muh, Yazid, Atiaturrehmaniah dan Mita Armila. “ *An Analysis of Learning Difficulties on Mathematic at Elementary School.*” International Journal on Advance Science, Education and Religion 3 no. 3 November 2020: 136-137. Accessed on April 15, 2023.

### 3. Interest

### 4. Motivation

Dalyono stated that motivation is an inner factor that function to generate, underlie and direct the act of learning. Motivation can determine in achieving goals so that the greater the motivation, the greater the learning success.<sup>27</sup>

### ***C. Framework Theory***

Before doing an interview, the researcher would do an observation first. Namely, the researcher comes directly to the place that becomes the object of research to see the situation in that place. The researcher will make observations in class 7E to know the process of learning English. Do they experience difficulties during the learning process. After doing observation, the researcher interviews students, especially in class 7E, who becomes the object of research and can find out the difficulties and what factors cause them to have difficulty learning vocabulary. And English because researcher want to get information about what factors make students experience difficulties in learning English vocabulary. After doing an interview, the researcher also gives Guideline questions or back interview by giving some questions to students about the difficulties in learning vocabulary and they provide information from the questions. Not only that, but the researcher also interview the English teacher in questions to get more information about what are the factors that cause students to have difficulty learning vocabulary. So that the researcher can produce more accurate data.

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<sup>27</sup> Catharina Elmayantie dan Norhayati. "An Analysis of Learning Difficulties Faced by First Year Students of STMIK Palangkaraya in English Subject as Genenal Course." *Journal of English Education, Linguistics dan Literature* 1 no. 2 2021:102. Accessed on April 15, 2023.

### **CHAPTER III**

#### **RESEARCH OF METHODOLOGY**

##### ***A. Approach and Design of the Research***

This type of research employs a descriptive qualitative approach. A qualitative approach use a theoretical basic as a guide to focus research on facts in the field. A qualitative approach is a process of research and understand base on a methodology that investigates a social phenomenon and human problem.<sup>28</sup> To this end the research will use a field/field research approach, which is a qualitative method of accumulate data that does not require a deep knowledge of the literature use and cannot be attain by qualification.

The research emphasize the nature of reality that form in the social environment that originates in data and is analysis through theory that explanation until they develop into theory. In analysis the problem, researcher focus in describe and deep and contextual analysis that lead to the single case of how "an analysis of difficulties in learning vocabulary of seventh grade students at SMPN 3 Palu." Make it easy to describe in a descriptive text, it can make it easy for researcher to understand and thus be able to provide information, to absorb data that will be study and able to answer them. Researcher hope that a qualitative approach will help answer the problem.

##### ***B. Research Setting***

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<sup>28</sup> Juliansyah Noor “*Metode Penelitian: Skripsi, Tesis, Disertasi, dan Karya Ilmiah.*” (Cet VII; Jakarta: Kencana, 2017), 33.

The research setting is at SMPN 3 Palu. The reason is that students of this school have difficulty in learning vocabulary. Therefore, the researcher gets interested in conducting research "An analysis of difficulties in learning Vocabulary."

### ***C. Researcher Presence***

In this research the presence of researcher as well as participant in collecting data that is very much needed. Because in qualitative researcher of the most important data collectors and actively participant in research to produce accurate data. In addition, researcher as a instrument come to the research field in order to speak directly with informant in order to collect data and understand directly the facts of the tearch field.

### ***D. Data and Data Sourcers***

According to Sugiono in Sutrisno, data and data sources provide a determining factor in the success of a research. It cannot be said that a research is scientific, where there is no reliable data and data source. Loflaf and Moleong suggest that "the chief source of data in qualitative research is words and actions, the rest of the secondary data such as documents and others."<sup>29</sup>

The kinds of data that the researcher in this research are going to collect is divided into two kinds:

#### **1. Primary data**

Primary data is data pick up directly through interview with informant relate to an analysis of difficulty in learning vocabulary. The source include all the element associate with the research in seventh grade students at SMPN 3 palu.

#### **2. Secondary data**

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<sup>29</sup>Sutrisno, *Penelitian Sistem Syirkah dan Aplikasinya*, hlm. 28.

Secondary data is a source which writer collect from literature such as the book, the documentation which show the objective condition of the school SMPN 3 Palu.

### ***E. Data Gathering Techniques***

To obtain an information or data consistent with research, the techniques of data collection that researcher use in this research are as follows:

#### **1. Observation**

In this section the researcher would attend the learning process in class 7E to see do they have difficulty in learning English vocabulary.

- a. Seventh grade students at SMPN 3 Palu.

#### **2. Interview**

Interview are used to interview informants. Interviews with informants are conducted with questions listed on guidelines already prepared. However, it is possible that the research can develop these questions to obtain an information aimed at interviewed informants, are as follows:

- a. seventh grade students (Class 7E) at SMPN 3 Palu.
- b. Seventh grade English teacher at SMPN 3 Palu.

An effective, efficient data collection technique for researcher is that direct interaction takes the form of a response, opinion, conviction, and thought of everything that is ask.

#### **3. Documentation**



Documentation is a method of data collection by studying important documents that support complete data or through written artifacts such as archives, articles, scriptions, types of literature and other and opinions and books on the subject of research, so that the study can be proved as a real site.

#### ***4. Data Analysis Techniques***

Data analysis is an effort to search and organize systematically those obsevation, interview and other. Data obtain is analysis in a cycle of three phases of data reduction, data presentation, and a withdrawal of conclusion or verification.

##### **1. Data reduction**

According to Sugiyono, data reduction is summarizing, choosing the main tinghs that are relevant to the research topic, looking for themes and patterns, in the end providing a clearer picture and making it easier to carry out further data collection.<sup>30</sup>

##### **2. Data presentation**

The presentation of data is an organized group of information that gives the possibility of a deduction and action taken. The presentation of data in research uses descriptive descriptions, based on observations, interviews, and documentary studies.<sup>31</sup> Data presented according to findings at the research field linked to an analysis of students in learning vocabulary of seventh grade students at SMPN 3 Palu. So much more accurate data.

##### **3. Data verification**

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<sup>30</sup>Sugiyono:247-249, 2018.

<sup>31</sup>Ibid, 194-195.

The next step in the qualitative process of data analysis is to draw conclusions based on findings and verify the data by looking for meaning to each symptom obtained from a field, noting order in order to get the full configuration. The conclusion found in the initial stages acquired is temporary and will change if evidence is found at the next stage of data collection. When the conclusion presented in the early stages is supported by solid evidence on research back into the field, then that conclusion is credible. This process of finding evidence is called data verification.<sup>32</sup>

#### ***4. Cheking Data Validity***

The next step in the qualitative process of data analysis is to draw conclusion base on finding and verify the data by looking for meaning to each symptom obtain from a field, noting order in order to get the full configuration. The conclusion find in the initial stage acquire is temporary and will change if evidence is find at the next stage of data collection. When the conclusion present in the early stage is support by solid evidence on research back into the field, then that conclusion is credible. This process of find evidence is call data verification.<sup>33</sup>

##### **1. Endurance of observation**

The technique of discernment is used to find characteristics and elements in a situation that is particularly relevant to the seeking issue or issue. Researcher using this technique also make meticulous, detailed observations to understand the deeper symptoms of activities. In this way will be obtained certainty and the sequence of data events.

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<sup>32</sup>Syofian Siregar, *Statistika Deskriptif untuk Penelitian* (Cetakan V: Jakarta: PT RajaGrafindo Persada, 2016), 215.

<sup>33</sup>Ibid.,215

## 2. Triangulation

Triangulation is defined as a verifying test of data obtained from source triangulation and method.

- a. Triangulation of the source is a test of the validity of the data done by examining the data that had been obtained to several related sources.
- b. Triangulation of the method is to test the validity of the data by checking with the same source but using a different technique, that is, data from an interview.

## 3. Analysis of negative data

A data analysis of a negative case is that researchers are looking for data that contradicts the findings. If the findings are no longer contradictory, then the findings are trustworthy.

## CHAPTER IV

### RESULT AND DISCUSSION

#### ***A. Result of the Research***

##### **a. Result of Observation**

In the observation section, research follows the learning in the class to see the learning process being taught by the teacher. Researcher found that it was true during the process of English study that many students had difficulty understanding the lessons being taught. The difficulties they experience are difficulty pronouncing vocabulary correctly, spelling, writing and using vocabulary in sentences. Then, the teacher has to explain repeatedly to the student to understand the material. and, when they were asked questions some of the students were afraid to answer and didn't understand what was asked. Students also ask less during the learning process.

##### **b. Result of Interview**

In the interview section, the researcher interviewed the seventh grade students and English teacher to get accurate data.

Mulyadi states in Hadi Cahyono that learning difficulties are a condition in learning characterized by certain obstacles to achieving learning outcomes.<sup>34</sup>

Vocabulary is considered to the one of the most important elements in comprehending lesson materials, especially when learning a foreign language. Heidar *et al* states that vocabulary is the core of language and the comerstone of language

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<sup>34</sup> Hadi Cahyono, “*Faktor-Faktor Kesulitan Belajar Siswa Min Janti.*” Jurnal Dimensi Pendidikan dan Pembelajaran 7, no. 1 2019: 2. Accessed on January 29, 2023.

learning. Through comprehending foreign words, students will understand the meaning of the words.<sup>35</sup>

As for the difficulties faced by seventh-grade students in the study of English vocabulary. as the results of interviewes performed with the seventh-grade students said:

We have never studied English before. We know the vocabulary but only a little and are still confused about what the language is like. English is complicated because we cannot understand when our teacher explains in English. It made it difficult for us to understand the material being presented. We also have difficulty pronouncing words in English because the writing differs from how it is pronounced. We also have difficulty remembering the vocabulary we have learned. Then, we also do not know grammar in English or understand what grammar is in sentences. and, We do not know how to spell some vocabularies. When the teacher asks to make short sentences we are still confused. Friends in the class also do not provide support for learning English. We are also bored when the teacher explains because we only use books for learning and never use other media such as videos.<sup>36</sup>

Based on the interview above can be concluded that The Seventh Grade Students still have difficulty in learning English vocabulary because they never learned English. Then, some students also do not like English. Then, they are also bored with the process taught by the teacher and their parents to their fear and difficulty understanding the material described by their teacher. So they still feel difficulty learning English vocabulary.

To clarify that the Seventh Grade Student at SMPN 3 Palu still underwent difficulty in studying English vocabulary. Reserve conducted a back view of some students in the VIIE class.

Subject “N” said:

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<sup>35</sup> Kristin Natalina Nugraha Bakti, “*Vocabulary Learning Strategies Used by Junior High School Students.*” Indonesian Journal of English Language Studies 3, no. 2 2018; 1. Accessed on January 29 2023.

<sup>36</sup> The seventh Grade Students, Interviewed, at SMPN 3 Palu, January 24, 2023

I never learned English before. I learned English when in junior high school. I like English but i do not understand because I think that is that harder. A lot of vocabulary that I do not know how to pronounce correctly. For example, bahasa inggris dari “sayur dan pendidikan”. I also have difficulty make a sentences correctly. Because I am still confused how to use vocabulary in sentences. Sometimes if I want to ask questions I am afraid my teacher will be angry. I know Vocabulary but just a bit because I never learned English before. I also hard to understand the lesson that taught by the teacher. Then, I also tired of learning English because it is hard to understand.<sup>37</sup>

Subject “J” said: I never learned English. I think English is difficult and I do not really like English either. Sometimes I did not understand what the teacher explained. So, I had to ask. Sometimes, I do my homework at school because I do not understand. English pronunciation is also difficult. There are some words that I do not know how to write. I often get tired of learning English. We only study using books without other devices like videos because we are not allowed to take our phones to school. So, I feel bored. My family at home encouraged me to learn English and sometimes i would ask them if i had a task that I did not understand. but, they did not know either, so I answered it by myself.<sup>38</sup>

Subject “A” said: I have never learned English before, I think learning English is hard. because the pronounce is difficult. Then, writing is also difficult because there are many words I do not know how to write. When make a sentences in English I do not understand and I also had difficulty when the teacher explained the material. I like learning English, but hard to understand. If I have homework, I usually do it if I understand. But, sometimes I do not work. I am bored and sleepy when learning. I want to ask the questions but I am afraid and Vocabulary that I know also just a little bit. My parents support me in learning English to add my knowledge, but I am still have trouble learning English.<sup>39</sup>

Subject “R” said: I have never learned English before, I think English is very difficult to learn. Like, the writing was different the way it read was different. The writing form is different from the pronunciation. I was also not interested in learning English because it was difficult for me to understand during the learning process. Then I could do my assignments, but I needed a recurring explanation so that I could understand it. In class, sometimes I feel bored because English is very difficult. I do not have much knowledge of vocabulary. My parents encouraged me to learn English. But learning English is difficult for me. If the teacher asks questions to me I can answer. But, sometimes I cannot either.<sup>40</sup>

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<sup>37</sup> Anonymous as Seventh Grade Student of SMPN 3 Palu, Interviewed, February 7, 2023

<sup>38</sup> Anonymous as Seventh Grade Student, of SMPN 3 Palu, *Interviewed*, February 7, 2023

<sup>39</sup> Anonymous as Seventh Grade Student of SMPN 3 Palu, Interviewed, February 7, 2023

<sup>40</sup> Anonymous as Seventh Grade Student of SMPN 3 Palu, Interviewed, February 7, 2023

Based on the interview above can be concluded that the Seventh Grade Students at SMPN 3 Palu still find it difficult to learn English vocabulary because they have never learned English. they have difficulty how to pronounce words in English, writing or making sentences in English. Then, they also have difficulty understanding English material taught by teacher. In addition, they also feel bored in class when the learning process because their teacher only use books as a tool to learn. This resulted in less working effectively, which affects students who have difficulty to learn English vocabulary.

Factor difficulties that faced by students divided into external and internal. Internal factors includes physics, intellectual and psychological. While internal factors include family and school environments.<sup>41</sup>

As for as the factors causing the seventh grade students to have difficulties in learning English vocabulary. as the results of interviews performed with the English teacher at SMPN 3 Palu.

They do not have basic learning English before. So when it comes to learning, they need repeated explanations to understand the material. Unless students with an outside basis might be capable, their vocabulary was so meager that English confused them at the time of teaching. And there were only a few students who usually asked. Then, they did not have the confidence to speak English in front of the class, and only a few students could afford it. Some regular students ask but use Indonesian, and a few students are also capable, but we must be slow because of the poor vocabulary. they did not get support from the environment. and only a few students Those who receive facilities from their parents such as takin English courses. Giving them basic English studies that they do not have is a challenge for us as well as teachers.<sup>42</sup>

## ***B. Discussion***

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<sup>41</sup> Neneng Widya Septia, et al., eds., *An Analysis of Students' Difficulties in Reading Comprehension*, English Education Journal 2, no. 1 2022: 15. Accessed on February 25, 2023.

<sup>42</sup> Ibu Andi Sahraeni as Seventh Garde English Teacher at SMPN 3 Palu, *Interviewed*, February 24, 2023

Learning difficulties can hamper students in teaching the maximum achievement. It is one of the psychological disorders including hearing loss, thinking, speaking, reading, writing and spelling. The difficulties of learning can also be seen from the analysis of the test result completed by students. Learning difficulties experienced by students can also be seen from the percentage level of the students' failure in answering the questions.<sup>43</sup>

English has come a long way with all its high level of uniqueness and challenges and gained global status. As it is the language related to all academic and professional discipline, English language has come the unique reflection of all growth and development in the recent years. English is spoken in many countries and it is considered as official language. English is the only language which serves as a link language uniting people at the global level.<sup>44</sup>

Word classes are equivalent to parts of speech, but defined according to strict linguistic criteria. As a result, the term word classes is adopted in the present study instead of part of speech.<sup>45</sup>

Vocabulary is important in English learning. Vocabulary needs to improve the four language skills, namely listening, speaking, reading, and writing. Without grammar, very little can convey, without vocabulary nothing can convey. When we just learn about grammar without learning vocabulary, we cannot express anything. It

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<sup>43</sup> Ibid., 14

<sup>44</sup> Rajith K dan Dr.C. Alamelu "A Study of Factors Affecting and Causing Speaking Anxiety" *Word Engineering Education Forum, WEEF 2019* (<http://creativecommons.org/licenses/by-nc-nd/4.0/>): 1053, Accessed on february 25, 2023

<sup>45</sup> Lixin Xia " *An Error Analysis of the Word Class: A Case Study Of Chinese College Students.*" *International Journal of Emerging Technologies in Learning* 10 no. 3 2015:41 Accessed on May 21, 2023.



shows that English has a special place in the teaching of the foreign language at school, especially junior high school.<sup>46</sup>

Based on the interview and results above can be concluded the seventh-grade students at SMPN 3 Palu still have difficulty in learning English vocabulary as follows:

1. The types of difficulties encountered by the seventh grade students in learning English vocabulary

From the results of interview, it was found that almost students have difficulties in learning vocabulary, pronouncing the words, how to write and spell, how using vocabulary in sentences, difficulty translating and having difficulty adjusting grammar correctly.

- a. Lack of vocabulary

Based on the results of the interviewes, it was found that seventh grade students had difficulty in learning English vocabulary because lack of vocabulary. Lack of vocabulary can trigger them to experience difficulties in learning English vocabulary. This happens when the teacher gives a task to the students and must be done at the time, providing the question of students while students cannot understand the material to be discussed. So this makes it difficult for them to give their ideas and opinions. They also had difficulty understanding the material that was taught, speaking the word in English, translating and difficult to make sentences in English. They also have trouble when teacher use English. Sometimes their teacher explains

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<sup>46</sup> Yenita Sembiring dan Friska Lolaninta Sitepu “*An Analysis of Students’ Vocabulary Ability Through Anagram in SMK Sandhy Putra 2 Medan.*” English Language Teachning Prima(ELT Journal) 1 no. 2 2019: 2. Accessed on February 25, 2023.

the material back so they can understand the material being taught. When they were asked a question by the teacher only a few students could answer. They also experienced difficulty remembering the vocabulary that they learned or the material that was taught. Because they find English so difficult to study because written English differs from reading it.

Nurmalita said that pronunciation skills is the ability to pronounce. Aspects in pronunciation is English is different from Indonesian, including the pronunciation of vowels, consonant and diphthongs.<sup>47</sup>

Yule in Hasan reported that the main problem of English pronunciation is to build a new set of sounds corresponding to the sounds of English, and to break down the arrangement of sounds which the habits and the systems of our LI have strongly built up. That means we use new ways of using our organs of speech. It is difficult too change such habits which a learner has obtained since his childhood or at least it needs very long years to be changed.<sup>48</sup>

#### b. Pronunciation

The students face the difficulties in pronouncing the words because of the differences between spoken and written in English. For example, when the students pronounce the words climb, honest, listen, knife and lamb. Some words that contain

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<sup>47</sup> Diah Ayu Komalasari "An Analysis of Student Difficulties in Mastering Vocabulary in Eight Grade at SMPN 06 Kotabumi, Jurnal Penelitian dan ABDIMAS Griya Cendikia." 7 no. 2 2022: 267-270. Accessed on October 8, 2023.

<sup>48</sup> Dimas Rapier Susanto "An Analysis of Students' Pronunciation With Articulation Model in Speaking For Formal Setting Class at The Third Semester of English Language Education UIR.", 2022:13. Accessed on November 14, 2023.

silent letters are particularly problematic especially for Indonesian students. The incorrect pronunciation is often caused by the lack of sound similarity between English and the student's native language. They also have difficulty reading some words such as, comfortable, vegetable, through, tough and though.

According to Reed in Ramdhini *et al*, three parameters that can be used to know someone's English vocabulary spelling ability, including parameters phonemic, alphabetic parameters and mix parameters.

A student's educational experience can be severely harmed by writing difficulties. According to Heaton, teaching writing can be challenging at times due to its complexity. Not only do grammatical and rhetorical methods need to be mastered, but also intellectual and judging elements. Indeed, when a student challenges with a writing assignment, learning is hampered by the writing process itself. When faced with such overwhelming odds, students find it difficult to remain motivated.<sup>49</sup>

c. The problem in writing the words or sounds-spelling mismatches. As the students stated before that is caused by the differences between Indonesian and English. The written form is different from the spoken form in English. When the students want to write some words in English. for example: "knife" becomes "naif", "debt" becomes "det", they just write the words that they heard.

Difficulty in spelling words are Smith and Swan in Subhi and Yasin, indicated that spelling errors are noticeable among students as the existence of linguistic differences in both languages English and Indonesian while spelling errors are found

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<sup>49</sup> Amira Nuraini, *et al.*, eds., "An Analysis of Students Difficulties in Writing Narrative Text: A Case Study at Tenth Grade Students of SMAN 7 Kota Serang." *Jurnal kajian ilmu pendidikan* 4 no. 1 2023: 22-23. Accessed on November 16, 2023

to be less among other students as their languages share more similarities with English.<sup>50</sup>

Roinah said that Grammar (language structure) is the rule of arranging language elements into a patterned language. Mastery of linguistic structure will make it easier for students to learn English, specially in assembling words into a sentence.<sup>51</sup>

d. The students found difficulties in choosing the vocabulary to use in sentences. for example the word "study" when they are asked to make the word in the form of a sentence they will be confused about how to connect the word into a sentence. for example "I study English every day" then they were asked to make the sentence "saya belajar bahasa inggris kemarin" However, they wrote "I study English yesterday" There was no change in the word. Because, they are also still confused with the use of tenses in sentences. So, they just guess which word suitable to use.

Translation process from the source language to the target language needs to know about the habits of the source language. It should be done by students because every language has its own rules about grammar, contextual and condition. Talking about other language is not only about the language, we should also consider their culture. Every language in this world has its own culture. So when we do translation, the culture of the source language is one of the most important factors for translator.

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<sup>50</sup> Ibid, 269.

<sup>51</sup> Ibid, 270.

This should be done in order to avoid misunderstanding of communication between source language and target language.<sup>52</sup>

e. The difficulty was found in students is also the difficulty of translating words in English. Because they only know simple English words for example, table, book, pen, nose, eye and lips. So, when they encounter a new word that they never learned they will have difficulty to translating.

According to Cameron in Gushendra, indicators of student difficulty in mastering vocabulary include students having difficulty pronouncing vocabulary, students having difficulty spelling vocabulary, students having difficulty mastering grammar in understanding the meaning in vocabulary. that is the most common difficulty experienced by students in developing vocabulary mastery.<sup>53</sup>

Meanwhile, Rohmatillah, stated that the difficulties faced by students were almost students having difficulty in pronouncing words, spelling, and writing, grammatical differences and students having difficulty in choosing the meaning according to the word and its meaning. Student still confused about using words based on context.<sup>54</sup>

## 2. Factors causing the seventh grade students have difficulties in learning English vocabulary

Based on the results of the interviews conducted. The researcher found that two factors made students experience difficulties in learning English vocabulary

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<sup>52</sup> Diyah Sih Pratiwi Dan Candraning Prihatini “ *Translation, Why is This Difficult? Students’ Difficulties in Translating English Text*” Jurnal of English Education and Linguistics 3 No. 1 2022: 54. Accessed On November 21 20233.

<sup>53</sup> Ibid, 267.

<sup>54</sup> Ibid, 269.

## 1. Internal factors

### a. Lack of confidence

Based on results of interviewees that they do not have confidence when learning English. like, when the teacher asks a question but they are afraid to answer because they think the answer they will give is wrong and their friends will laugh and feel embarrassed. then, when the teacher told them to come in front of the class to do the questions they thought that their friends had more control over the material and would be able to answer correctly. therefore, they are afraid to come forward in front of the class because they think they will give the wrong answer. then, they don't have courage when they try to speak English. Because their friends will mock them and say that their English is bad. But some students said that they were not afraid when doing questions in front of the class. because even if the teacher is wrong they will help to improve their answers. and it can help them gain new knowledge. Some students also said that when the teacher gave a question they could answer but sometimes they heard their friends say that the answer was wrong, they would not dare to answer because they were influenced by their friends. This is what affects their confidence to learn English vocabulary.

### b. Lack of motivation

Based on the results of the interviews conducted by the researcher it was found that the reason why students were less motivated to learn vocabulary was that they were less interested in learning English because according to them it was quite difficult to learn it. for example, the way of pronunciation they say it's difficult to pronounce words in English. they also report a lack of motivation and support from friends and family. For example, when the teacher gives assignments and other

friends delay working on them, they will also follow these friends. so, students who are diligent will be lazy like other friends. then, from the family environment when students want to ask about assignments and they don't know it will make students annoyed and in the end lazy to complete the assignments given by the teacher. based on the results found by the researchers it can be concluded that this is what causes students to be less motivated to learn English. the role of family and friends in the student learning process greatly impacts the student learning process to produce the desired results.

## 2. External factors

Based on the results of the interviews conducted, the researcher found that the factors that influenced students had difficulty learning English vocabulary, namely their English teacher said that they lack of vocabulary and did not have basic English. then, from their parents who do not provide facilities for them to be able to learn English. Due to economic factors, it is difficult for them to get facilities such as taking English language courses. then, also the lack of support from their families and their environment who are not used to using English. this makes them feel embarrassed when they want to use English when communicating. according to some students also when they ask about assignments then their parents did not know it will make them feel annoyed and become lazy to do the assignment. then they also said from the school environment their friends did not support them when they tried to say one word of English or tried to use English when communicating. Because their friends will say their pronunciation is wrong or laugh at them.

## **CHAPTER V**

### **CONCLUSION**

#### ***A. Conclusion***

Based on the theories, the findings and the analysis, the present study arrived at conclusions as follows:

1. The types of difficulties encountered by the seventh grade students in learning English vocabulary. this study revealed that problems or difficulties faced by the students in vocabulary learning were various. The difficulties faced by students have difficulties in pronouncing the words. In addition translating, write. The different grammatical form of a word known as inflections was one of causes of students difficulties in learning vocabulary. Students difficulties in writing words in English triggered confusion of students using due to the context. Then, the written form is different from the spoken form in English, the number of words that students need to learn is exceedingly large and the incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language.
2. The factors causing the seventh grade students to have difficulties in learning English vocabulary, because the internal and external factors. Internal factors are students still less motivated and less interested in learning English vocabulary. Meanwhile, external factors from outside the individual. Their school did not support them in learning English. and their families are not



accustomed to learning English vocabulary. and their environment not using English. So, they are not used to learn English vocabulary.

### ***B. Suggestion***

After Observing and Examining An Analysis of Difficulties in Learning Vocabulary of Seventh Grade Students at SMPN 3 Palu, The Researcher Suggests:

#### **1. For English teachers at SMPN 3 Palu**

Seeing the many students who are still having difficulty learning English vocabulary. The teachers should pay attention to this and can create a good and effective learning process strategy given this very influential for the student's knowledge of the future. Where English is an international language, of course, this can be one of the knowledge that can help students to improve foreign language knowledge. Then this becomes one aspect that needs to be considered in the learning process.

#### **2. Future Researchers**

Can provide additional research alternatives, such as: researching the difficulties of learning English vocabulary students in more depth by reviewing more resources and references associated with an analysis of continuing in learning English vocabulary so that their results are better and more complete. Then, hopefully, the results will be used to improve as well as improve accordingly.

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## **INTERVIEW GUIDELINES**

This interview questions according to the title of this research is “An Analysis of Difficulties in Learning Vocabulary of Seventh Grade Students at SMPN 3 Palu”. Here are some interview questions:

### The Questions for Seventh Grade Students at SMPN 3 Palu

1. Have you ever studied English vocabulary before?
2. Do you know what is vocabulary?
3. Do you know a lot of English vocabulary?
4. What do you think about learning english vocabulary?
5. Do you have any difficulties when learning English vocabulary?
6. Do you feel bored when you learning English vocabulay?
7. Are the methods taught by your teacher not boring?
8. Are you able to complete your English assigments on time?
9. Are you able to respond the material aout English vocabulary quickly?
10. Does the environment around support you to learn English vocabulary?

### The Questions for English Teacher at SMPN 3 Palu

1. How do you think students' learning English process is?
2. Do you think students can understand the material being taught?
3. Do students know many vocabularies?
4. Do they can answer the questions?
5. After you explain the material do they ask the questions?
6. Were they able to complete their task on time?
7. What are factors causing students to have difficulties in learning Engliah vocabulary?

## INTERVIEW GUIDELINES

Subject Name : NS

Date : Tuesday, February 7 2023

Place : In the class

Interviewer : Nur jihan N Said

No.	Pelaku	Guide Questions
1.	<b>Researcher</b>	Assalamualaikum wr wb, good morning
	Student	Wa'alaikumussalam wr wb, good morning
2.	<b>Researcher</b>	How are you today
	Students	Alhamdulillah I'm pretty good
3.	<b>Researcher</b>	<b>First, let me introduce myself, my name is Nur Jihan N Said student of the English Department of Tadris in Uin Datokarama Palu. I want to interview with you, are you willing?</b>
	Student	Yes, I will
4.	<b>Researcher</b>	<b>Can you introduce yourself before?</b>
	Student	Well, My name is NS I am 14 years old and I am a seventh grade student at SMPN 3 Palu
7.	<b>Researcher</b>	<b>Alright, I will ask you some questions about English vocabulary</b>
	Students	Yes, please
8.	<b>Researcher</b>	<b>Have you ever studied English vocabulary before?</b>
	Interviewer	No, I am learning vocabulary when in junior high school
9.	<b>Researcher</b>	<b>Do you know what is vocabulary?</b>
	Student	vocabulary that we used everyday to communicate
10.	<b>Researcher</b>	<b>Do you know a lot of English vocabulary?</b>
	Student	Nope, just a little bit

11.	<b>Researcher</b>	<b>What do you think about learning English vocabulary?</b>
	Interviewer	It is important but I also find it hard to learn
12.	<b>Researcher</b>	<b>Do you have any difficulties when learning English vocabulary?</b>
	Student	Yes, it is difficult to understand what people say, the pronunciation and writing
13.	<b>Researcher</b>	<b>Do you feel bored when learning English vocabulary?</b>
	Student	Yes, because English hard to understanding
14.	<b>Researcher</b>	<b>Are the methods taught by your teacher not boring?</b>
	Student	Yes, because our teacher just use books and hard to understand
15.	<b>Researcher</b>	<b>Are you able to complete your English assignments on time?</b>
	Student	I can, but if the task it hard I cannot
16.	<b>Researcher</b>	<b>Are you able to respond to the material about English vocabulary quickly?</b>
	Student	Sometimes I can but sometimes I cannot
17.	<b>Researcher</b>	<b>Does the environment around you support you to learn English vocabulary?</b>
	Student	Nope, because in my environment they does not use English. but, my parents they support me to learn English
18.	<b>Researcher</b>	<b>All right, I think that's it. thanks for your time</b>
	Interviewer	Glad to help
19.	<b>Researcher</b>	<b>Okey. Assalamualaikum wr wb, good morning</b>
	Interviewer	Wa'alaikumussalam wr wb, good morning.

## INTERVIEW GUIDELINES

Subject Name : JP

Date : Tuesday, February 7 2023

Place : In the class

Interviewer : Nur jihan N Said

No.	Pelaku	Guide Questions
1.	<b>Researcher</b>	Assalamualaikum wr wb, good morning
	Student	Wa'alaikumussalam wr wb, good morning
2.	<b>Researcher</b>	How are you today
	Students	Alhamdulillah I'm pretty good
3.	<b>Researcher</b>	<b>First, let me introduce myself, my name is Nur Jihan N Said student of the English Department of Tadris in Uin Datokarama Palu. I want to interview with you, are you willing?</b>
	Student	Yes, I will
4.	<b>Researcher</b>	<b>Can you introduce yourself before?</b>
	Student	Well, My name is JP i'm 13 years old and i'm a seventh grade student at SMPN 3 Palu
7.	<b>Researcher</b>	<b>Alright, I will ask you some questions about English vocabulary</b>
	Students	Yes, please
8.	<b>Researcher</b>	<b>Have you ever studied English vocabulary before?</b>
	Interviewer	No, I never studied English before
9.	<b>Researcher</b>	<b>Do you know what is vocabulary?</b>
	Student	Yes i know, vocabulary used to communicate
10.	<b>Researcher</b>	<b>Do you know a lot of English vocabulary?</b>
	Student	No, I do not know many vocabulary



11.	<b>Researcher</b>	<b>What do you think about learning English vocabulary?</b>
	Interviewer	Good for increasing knowledge but for me learning English is very hard
12.	<b>Researcher</b>	<b>Do you have any difficulties when learning English vocabulary?</b>
	Student	Yes, the pronunciation is difficult, writing words in English is also difficult
13.	<b>Researcher</b>	<b>Do you feel bored when learning English vocabulary?</b>
	Student	Yeah, because sometimes i cannot understand the material
14.	<b>Researcher</b>	<b>Are the methods taught by your teacher not boring?</b>
	Student	Yes, because we just use books and we never use videos
15.	<b>Researcher</b>	<b>Are you able to complete your English assignments on time?</b>
	Student	If the material is difficult i will be slow and I also hard to understand the formula
16.	<b>Researcher</b>	<b>Are you able to respond to the material about English vocabulary quickly?</b>
	Student	nope, usually i think about the material again to be able to understand it
17.	<b>Researcher</b>	<b>Does the environment around you support you to learn English vocabulary?</b>
	Student	Nope, because in my environment they don not use English, but my parents support me
18.	<b>Researcher</b>	<b>All right, I think that's it. thanks for your time</b>
	Interviewer	Glad to help
19.	<b>Researcher</b>	<b>Okey. Assalamualaikum wr wb, good morning</b>
	Interviewer	Wa'alaikumussalam wr wb, good morning

## INTERVIEW GUIDELINES

Subject Name : RA

Date : Tuesday, February 7 2023

Place : In the class

Interviewer : Nur jihan N Said

No.	Pelaku	Guide Questions
1.	<b>Researcher</b>	Assalamualaikum wr wb, good morning
	Student	Wa'alaikumussalam wr wb, good morning
2.	<b>Researcher</b>	How are you today
	Students	Alhamdulillah I'm pretty good
3.	<b>Researcher</b>	<b>First, let me introduce myself, my name is Nur Jihan N Said student of the English Department of Tadris in Uin Datokarama Palu. I want to interview with you, are you willing?</b>
	Student	Yes, I will
4.	<b>Researcher</b>	<b>Can you introduce yourself before?</b>
	Student	Well, My name is RA I am 14 years old and I am a seventh grade student at SMPN 3 Palu
7.	<b>Researcher</b>	<b>Alright, I will ask you some questions about English vocabulary</b>
	Students	Yes, please
8.	<b>Researcher</b>	<b>Have you ever studied English vocabulary before?</b>
	Interviewer	No, I am learning vocabulary when in junior high school
9.	<b>Researcher</b>	<b>Do you know what is vocabulary?</b>
	Student	Yes, vocabulary used every day to communicate
10.	<b>Researcher</b>	<b>Do you know a lot of English vocabulary?</b>
	Student	Nope, just a little bit

11.	<b>Researcher</b>	<b>What do you think about learning English vocabulary?</b>
	Interviewer	Very difficult but make easier for us to communicate with other people
12.	<b>Researcher</b>	<b>Do you have any difficulties when learning English vocabulary?</b>
	Student	There are some vocabularies its hard to read. so, is not easy for me to remember
13.	<b>Researcher</b>	<b>Do you feel bored when learning English vocabulary?</b>
	Student	Yeah, if I cannot understand I also feel sleepy
14.	<b>Researcher</b>	<b>Are the methods tauhggt by your teacher not boring?</b>
	Student	Yes, because sometimes I do not understand what my teacher said
15.	<b>Researcher</b>	<b>Are you able to complete your English assignments on time?</b>
	Student	I can, but not completely
16.	<b>Researcher</b>	<b>Are you able to respond to the material about English vocabulary quickly?</b>
	Student	I can, but depending on the material taught
17.	<b>Researcher</b>	<b>Does the environment around you support you to learn English vocabulary?</b>
	Student	Nope, because in my environment they does not use English. but, my parents they support me to learn English
18.	<b>Researcher</b>	<b>All right, I think that's it. thanks for your time</b>
	Interviewer	Glad to help
19.	<b>Researcher</b>	<b>Okey. Assalamualaikum wr wb, good morning</b>
	Interviewer	Wa'alaikumussalam wr wb, good morning.

## INTERVIEW GUIDELINES

Subject Name : NKF

Date : Tuesday, February 7 2023

Place : In the class

Interviewer : Nur jihan N Said

No.	Pelaku	Guide Questions
1.	<b>Researcher</b>	Assalamualaikum wr wb, good morning
	Student	Wa'alaikumussalam wr wb, good morning
2.	<b>Researcher</b>	How are you today
	Students	Alhamdulillah I'm pretty good
3.	<b>Researcher</b>	<b>First, let me introduce myself, my name is Nur Jihan N Said student of the English Department of Tadris in Uin Datokarama Palu. I want to interview with you, are you willing?</b>
	Student	Yes, I will
4.	<b>Researcher</b>	<b>Can you introduce yourself before?</b>
	Student	Well, My name is NKF i am 12 years old and I am a seventh grade student at SMPN 3 Palu
7.	<b>Researcher</b>	<b>Alright, I will ask you some questions about English vocabulary</b>
	Students	Yes, please
8.	<b>Researcher</b>	<b>Have you ever studied English vocabulary before?</b>
	Intervieweer	No, I am learning vocabulary when in junior high school
9.	<b>Researcher</b>	<b>Do you know what is vocabulary?</b>
	Student	Yes, like table, pen, book, pencil and shooes
10.	<b>Researcher</b>	<b>Do you know a lot of English vocabulary?</b>
	Student	No, I do not know many vocabulary

11.	<b>Researcher</b>	<b>What do you think about learning English vocabulary?</b>
	Interviewer	Good, but for me it is really hard to learn
12.	<b>Researcher</b>	<b>Do you have any difficulties when learning English vocabulary?</b>
	Student	Yes, I cannot pronounce the words properly
13.	<b>Researcher</b>	<b>Do you feel bored when learning English vocabulary?</b>
	Student	Yeah, because sometimes I feel difficult to understand the material
14.	<b>Researcher</b>	<b>Are the methods taught by your teacher not boring?</b>
	Student	Yes, because we just use books
15.	<b>Researcher</b>	<b>Are you able to complete your English assignments on time?</b>
	Student	it can, depending on the material given by the teacher
16.	<b>Researcher</b>	<b>Are you able to respond to the material about English vocabulary quickly?</b>
	Student	nope, usually i think about the material again to be able to understand it
17.	<b>Researcher</b>	<b>Does the environment around you support you to learn English vocabulary?</b>
	Student	Nope, because in my environment they do not use English, but my parents support me
18.	<b>Researcher</b>	<b>All right, I think that's it. thanks for your time</b>
	Interviewer	Glad to help
19.	<b>Researcher</b>	<b>Okey. Assalamualaikum wr wb, good morning</b>
	Interviewer	Wa'alaikumussalam wr wb, good morning

# APPENDICES

## RESEACH DOCUMENTATION



Gambar 1: Photo with administration manager and subbmission of a research permit at SMPN 3 Palu, January 16, 2023.



Gambar 2: Photo with seventh grade English teacher and aubmission of a research permit in her class. January 16, 2023.



Gambar 3: Interviewed with seventh grade students (VIIE) at SMPN 3 Palu January 24, 2023.





Gambar 4: Interviewed with “RA” as seventh grade students (VIIIE) at SMPN 3 Palu, February 14, 2023.



Gambar 5: Interviewed with “NKF” as seventh grade students (VIIIE) at SMPN 3 Palu, February 14, 2023.



Gambar 6: Interviewed with “JP” as seventh grade students (VIIIE) at SMPN 3 Palu, February 14, 2023.



Gambar 7: Interviewed with “NS” as seventh grade students (VIIIE) at SMPN 3 Palu, February 14, 2023.



Gambar 8: Did the observation in class VIIIE as seventh grade students at SMPN 3 Palu, February 14, 2023



Gambar 9: Interviewed with Ibu AS as seventh grade English Teacher at SMPN 3 Palu, February 14, 2023.

## CURRICULUM VITAE

### Personal Identify

Name : Nur Jihan N. Said  
 Place & date of birth : Prapakanda, 24 february 2000  
 Gende : Female  
 Religion : Islam  
 Citizenship : Indonesia  
 Marital status : Single  
 Address : Jl Anggur 1 No.19, West Palu  
 Email : [nurjihanaaarmy@gmail.com](mailto:nurjihanaaarmy@gmail.com)  
 No Hp : 082291722213



### Nama Orang Tua

#### 1. Ayah

Nama : Nurdin  
 Pekerjaan : Wirasuasta  
 Alamat : Desa Prapakanda

#### 2. Ibu

Nama : Ajang Halifat  
 Pekerjaan : IRT  
 Alamat : Desa Prapakanda

Educational Background

<b><u>Period</u></b>	<b><u>School/ Institut</u></b>	<b><u>Major</u></b>
2018-2023	State University Islamic datokarama	English Department
2015-2018	MA al-khairaat pusat palu	Social Science
2012-2015	Mts al-khairaat pusat palu	-
2007-2012	SDN Prapakanda	-



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Biromaru Telp. 0451-460796 Fax. 0451-460165

Website : [www.uindatokarama.ac.id](http://www.uindatokarama.ac.id), email : [humas@uindatokarama.ac.id](mailto:humas@uindatokarama.ac.id)

## DAFTAR NILAI SKRIPSI

NAMA : Nurjihan N. Said

NIM : 181160097

PROGRAM STUDI : Tadris Bahasa Inggris (TBIG)

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	79	Lack of KTI for the template Revise the abstract
2.	BAHASA	79	Revise the operational definition conclusion must leave the answer of research questions.
3.	METODOLOGI	79	
4.	PENGUASAAN	85	
5.	JUMLAH	322	
6.	NILAI RATA-RATA	80,5	

Diketahui Oleh:

Ketua Tim Penguji,

Hikmat Rahmah, Lc., M.Ed.  
NIP. 198606122015032005

Sigi, 15 Agustus 2023  
Penguji Utama II,

Hijrah Syam, S.Pd., M.Pd.  
NIP. 990000000000180096

85 - 100	A
80 - 84	A-
75 - 79	B+
70 - 74	B
65 - 69	B-
60 - 64	C+
55 - 59	C
50 - 54	D
49	E





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جامعة دارالسلامة الإسلامية  
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Bromaru Telp. 0451-460796 Fax. 0451-460185  
Website : [www.uindatokarama.ac.id](http://www.uindatokarama.ac.id), email : [humas@uindatokarama.ac.id](mailto:humas@uindatokarama.ac.id)

BERITA ACARA  
MUNAQASYAH SKRIPSI

Pada hari ini Salwa, tanggal 15 bulan 08 tahun 2023, telah dilaksanakan Munaqasyah Skripsi :

Nama : Nurjihan N. Said  
NIM : 181160097  
Program Studi : Tadris Bahasa Inggris (TBIG)  
Judul Skripsi : AN ANALYSIS OF DIFFICULTIES IN LEARNING VOCABULARY OF THE SEVENTH GRADE STUDENTS AT SMPN 3 PALU  
Ketua Tim Penguji : Hikmatur Rahmah, Lc., M.Ed.

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	PERBAIKAN
1.	ISI	Tambahan Hasil Penelitian
2.	BAHASA & TEKNIS PENULISAN	
3.	METODOLOGI	Referensi Pedoman UIN 2020
4.	PENGUASAAN	bagian isi skripsi

Sigi, 15 - 08 - 2023

Ketua Tim Penguji,

Hikmatur Rahmah, Lc., M.Ed.  
NIP. 198606122015032005





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية المحمدية بالو  
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Biromaru Telp. 0451-460798 Fax. 0451-460155  
Website : [www.undatokarama.ac.id](http://www.undatokarama.ac.id), email : [humas@undatokarama.ac.id](mailto:humas@undatokarama.ac.id)

### DAFTAR NILAI SKRIPSI

NAMA : Nurjihan N. Said  
NIM : 181160097  
PROGRAM STUDI : Tadris Bahasa Inggris (TBIG)

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	87	
2.	BAHASA	88	
3.	METODOLOGI	88	
4.	PENGUASAAN	93	
5.	JUMLAH	356	
6.	NILAI RATA-RATA	89	

Diketahui Oleh:

Ketua Tim Penguji,

Sigi, 15-08-2023  
Pembimbing/Penguji I,

Hikmahur Rahmah, Lc., M.Ed.  
NIP. 198606122015032005

Drs. Muhammad Ihsan, M.Ag.  
NIP. 196505301992031006

Catatan:  
81 - 100  
80 - 84  
71 - 79  
70 - 74  
61 - 60  
60 - 54  
53 - 59  
50 - 54  
49

A  
A+  
B  
B+  
C+  
C  
D  
E



FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Biromaru Telp. 0451-480798 Fax. 0451-480165  
Website : [www.undatoksma.ac.id](http://www.undatoksma.ac.id) email : [humas@undatoksma.ac.id](mailto:humas@undatoksma.ac.id)

### SURAT PERNYATAAN PERBAIKAN SKRIPSI

Yang bertanda tangan di bawah ini :

Nama : Nurjihan N. Said  
NIM : 181160097  
Program Studi : Tadris Bahasa Inggris (TBIG)  
Alamat : Jl. Anggur I, No 19  
No. HP : 082291722213

Menyatakan dengan sesungguhnya bahwa :

1. Saya bersedia memperbaiki skripsi saya sesuai petunjuk atau saran yang diberikan oleh :
  - a. Penguji Utama I dan Penguji Utama II.
  - b. Pembimbing I/Penguji I dan Pembimbing II/Penguji II.
  - c. Ketua Tim Penguji.
2. Saya bersedia memperbaiki skripsi selambat-lambatnya 30 hari (1 Bulan) sejak tanggal diujikan;
3. Apabila saya tidak memenuhi ketentuan pada angka 1 dan 2 tersebut, maka saya siap menerima sanksi berupa, menyerahkan 1 buah buku pendidikan edisi terbaru yang akan diakumulasi setiap bulan sampai saya menyerahkan perbaikan skripsi;
4. Apabila saya tidak memenuhi ketentuan pada angka 3 tersebut, maka saya tidak berhak mendapatkan fotokopi/asli ijazah dan transkrip nilai.

Demikian pernyataan ini saya buat dengan sebenarnya dan tanpa paksaan dari pihak manapun.


Sigi, 15 - 08 - 2023

Mahasiswa yang bersangkutan,

Nurjihan N. Said  
NIM. 181160097

Diketahui dan ditandatangani oleh :

1. Ketua Tim Penguji

()  
NIP. 198608012005

2. Ketua Prodi

()  
NIP.

Catatan :

Dibacakan oleh mahasiswa sebelum diyudisium.



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة دارالافتاء الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Trans Palu-Palojo Desa Pombowe Kecamatan Sigi Birmanu Telp. 0451-460798 Fax. 0451-460166  
Website : [www.uindatokarama.ac.id](http://www.uindatokarama.ac.id), email : [humas@uindatokarama.ac.id](mailto:humas@uindatokarama.ac.id)

## DAFTAR NILAI SKRIPSI

NAMA : Nurjihan N. Said

NIM : 181160097

PROGRAM STUDI : Tadris Bahasa Inggris (TBIG)

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	85	
2.	BAHASA	85	
3.	METODOLOGI	80	
4.	PENGUASAAN	82	
5.	JUMLAH	332	
6.	NILAI RATA-RATA	83	A-

Diketahui Oleh:

Ketua Tim Penguji,

Sigi, 15/08/2023  
Penguji Utama I,

Hikmatur Rahmah, Lc., M.Ed.  
NIP. 198606122015032005

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 196802251992031013

85 - 100	A
80 - 84	A-
75 - 79	B+
70 - 74	B
65 - 69	B-
60 - 64	C+
55 - 59	C
50 - 54	D
49	E



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة اسلام دارا الإسلامية المحمدية باله  
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Birminu Telp. 0451-450796 Fax. 0451-450165  
Website : [www.undatokarama.ac.id](http://www.undatokarama.ac.id) email : [humas@undatokarama.ac.id](mailto:humas@undatokarama.ac.id)

## DAFTAR NILAI SKRIPSI

NAMA : Nurjihan N. Said

NIM : 181160097

PROGRAM STUDI : Tadris Bahasa Inggris (TBIG)

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	89	for the good thing is focus part
2.	BAHASA	89	
3.	METODOLOGI	87	
4.	PENGUASAAN	85	
5.	JUMLAH	350	
6.	NILAI RATA-RATA	88	

Diketahui Oleh:

Ketua Tim Penguji,

Hikmatul Rahmah, Lc., M.Ed.  
NIP. 198606122015032005

Sigi, 15 Agustus 2023  
Pembimbing/Penguji II,

Rastni, S.Pd., M.Pd.  
NIP. 198606242019032000

Grade:  
80 - 100  
70 - 79  
60 - 69  
50 - 49  
40 - 39  
30 - 29  
20 - 19  
10 - 09  
00

A  
B  
C  
D  
E



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

JAMAAH DATOKARAMA ISLAMIAH DATOKARAMA PALU  
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Trans Palu-Palolo Desa Pombene Kecamatan Sgi Bironaru Telp. 0451-460798 Fax. 0451-460188  
Website: [www.undotokanama.ac.id](http://www.undotokanama.ac.id) email: [humea@undotokanama.ac.id](mailto:humea@undotokanama.ac.id)

## DAFTAR NILAI SKRIPSI

NAMA : Nurjihan N. Sald

NIM : 181160097

PROGRAM STUDI : Tadris Bahasa Inggris (TBIg)

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	90	transkrip hasil Revisi
2.	BAHASA	90	
3.	METODOLOGI	90	
4.	PENGUASAAN	90	
5.	JUMLAH	360	
6.	NILAI RATA-RATA	90	

Diketahui Oleh:

Sig. 15 - 08 - 2023

Ketua Tim Penguji,

Hikmah Rahmah, L., M.Ed.  
NIP. 198606122015032005

Category	Count
100 - 120	10
120 - 140	20
140 - 160	30
160 - 180	40
180 - 200	50
200 - 220	60
220 - 240	70
240 - 260	80
260 - 280	90
280 - 300	100

▲ 大野 浩一



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
الجامعة الإسلامية الحكومية داتوكاراما فالو  
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-4607598 Fax. 0451-460165  
Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id) email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

Lamp : 1 (satu) berkas

Hal : Permohonan Pembastan Surat Izin Penelitian

Kepada Yth.

Subbag. AKMAH FTIK

Di-

Tempat

Yang bertanda tangan dibawah ini :

Nama : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP : 19690215 199203 1 013  
Jabatan : Ketua Jurusan Tadris Bahasa Inggris

Menerangkan :

Nama : Nur Jilhan N. Said  
NIM : 181160097  
Jurusan / Kelas : Tadris Bahasa Inggris (TBIG - 3)  
Semester : IX (Sembilan)  
No. HP : 082291722213  
Judul Skripsi : An Analysis of Difficulties in Learning Vocabulary of Seventh Grade Students at SMPN 3 Palu

Pembimbing : 1. Drs. Muhammad Ihsan, M. Ag.  
2. Rasmi, S.Pd., M.Pd.

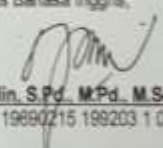
Penguji : Hijrah Syam, S.Pd., M.Pd.

Bahwa mahasiswa/i yang bersangkutan telah memenuhi persyaratan dan layak untuk mendapatkan surat izin penelitian.

Demikian, atas perhatiannya terma kasih.

Palu, 11 Januari 2023

Ketua Jurusan  
Tadris Bahasa Inggris,

  
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 013

Catatan :

➤ Surat ini diserahkan ke Subbag AKMAH FTIK (Bagian Persuratan).



PEMERINTAH KOTA PALU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 3 PALU  
NSS : 201186001003



Alamat : Jl. Kemiri No. 35 Telp. 421992

Kelurahan : SERANINDI  
Kecamatan : Palu Barat  
Kota : Palu

Provinsi : SULAWESI TENGAH  
Telp. : ( 0431 ) 421992  
Kode Pos : 94223

**SURAT KETERANGAN**

Nomor : KP.7/DPK /421.3/ Pend.

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Palu, menerangkan bahwa :

Nama : NURJULIANI N. SAID  
NIM : 1811600972  
Program Studi : Tadris Bahasa Inggris

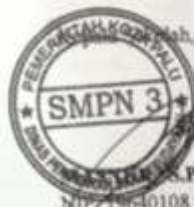
Benar Mahasiswa tersebut diatas telah selesai melaksanakan Penelitian di SMP Negeri 3 Palu, Pada tanggal 17 Januari 2023 sd. 14 Februari 2023, dalam rangka penyusunan Skripsi dengan Judul :

**" AN ANALYSIS OF DIFFICULTIES IN LEARNING VOCABULARY  
OF SEVENTH GRADE STUDENTS AT SMPN 3 PALU "**

Sesuai surat dari Dekan UIN Duto Karama Palu, tanggal 16 Januari 2023,  
Nomor : 120/Un.24/F.12/P.00.9/DK/2023.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya

Palu, 09 Februari 2023



\_\_\_\_\_  
Kepala SMPN 3 Palu, M.Pd  
NIP. 19640108 198901 1 003



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
NOMOR : ~~2130~~ TAHUN 2023

TENTANG  
PENETAPAN TIM PENGUJI SKRIPSI  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji skripsi untuk menguji skripsi mahasiswa pada ujian munagasyah;  
b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;  
c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.

- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
3. Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;  
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;  
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;  
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;  
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Uh.24/KP.07.6/12/2021 masa

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

- KESATU : Menetapkan Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :  
1. Ketua Tim Penguji : Hikmatul Rahmah, Lc., M.Ed.  
2. Penguji Utama I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D  
3. Penguji Utama II : Hijrah Syam, S.Pd., M.Pd  
4. Pembimbing/Penguji I : Drs. Muhammad Ihsan, M.Ag.  
5. Pembimbing/Penguji II : Rasmi, S.P.d., M.Pd  
untuk menguji Skripsi Mahasiswa  
Nama : Nurjihan N. Said  
NIM : 181160097  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : AN ANALYSIS OF DIFFICULTIES IN LEARNING VOCABULARY OF THE SEVENTH GRADE STUDENTS AT SMPN 3 PALU

- KEDUA : Tim Penguji Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam skripsi yang diujikan;  
KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023  
KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya  
KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu  
Tanggal : 1 Agustus 2023  
  
Dekan, M.Pd.  
NIP. 19670521 199303 1 005



KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI PALU  
NOMOR 96 TAHUN 2021

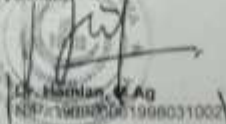
TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA  
FAKULTAS TARBIIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIIYAH DAN ILMU KEGURUAN

- |                            |  |
|----------------------------|--|
| Menimbang                  | <ul style="list-style-type: none"> <li>a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;</li> <li>b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;</li> <li>c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.</li> </ul>   |
| Mengingat                  | <ul style="list-style-type: none"> <li>1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;</li> <li>2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;</li> <li>3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;</li> <li>4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;</li> <li>5. Peraturan Menteri Agama Nomor 23 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;</li> <li>6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;</li> <li>7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 31/In.13/KP.07.6/01/2021 masa jabatan 2020-2021.</li> </ul> |
| <b>M E M U T U S K A N</b> |  |
| Menetapkan                 | KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU   |
| KESATU                     | Menetapkan saudara :<br>1. Drs. Nuhammad Ihsan, M.Ag.<br>2. Raemi, S.Pd., M.Pd.<br>sebagai Pembimbing I dan II bagi Mahasiswa<br>Nama : Nur Zhan N Said<br>NIM : 181160097<br>Program Studi : Tadris Bahasa Inggris<br>Judul Skripsi : AN ANALYSIS OF DIFFICULTIES IN LEARNING ENGLISH VOCABULARY OF SEVENTH GRADE STUDENTS AT SMPN 3 PALU   |
| KEDUA                      | Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi.   |
| KETIGA                     | Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2021.   |
| KEEMPAT                    | Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya.   |
| KELIMA                     | SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.  |

Ditetapkan di : Palu  
Pada Tanggal : 19 November 2021

Dekan,

  
Dr. Nuhammad Ihsan, M.Ag.  
NIP. 196805061998031002



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Website : www.iainpalu.ac.id email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI  
TAHUN AKADEMIK 2022/2023

Pada hari ini Rabu, tanggal 12 Oktober 2022 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Nur Jihan N. Said  
NIM : 18.1.16.0097  
Program Studi : Tadris Bahasa Inggris (TBIG)  
Judul Proposal : An Analysis of Difficulties in Learning Vocabulary of Seventh Grade Students at SMPN 3 Palu  
Tgl / Waktu Seminar : 12 Oktober 2022/14.00 Wita

NO.	NAMA	NIM	SEM / PRODI	TTD	KET.
1.	Miftla Hui Jannah	18.1.16.0078	9 / TBIG		
2.	MUTHILA	18.1.16.0079	9 / TBIG		
3.	Fausiah	19.102015	7 / MPI		
4.	Cindy S. Pd	18.11.16.0098			
5.	Solimbah Noorika Sari	18.1.16.0088	9 / TBIG		
6.	Nachira	18.9.11.60096	9 / TBIG		
7.	Piper Yulius Fas	19.11.16.0091	3 / TBIG		
8.	SARIFA AM	18.1.16.0079	8 / TBIG		
9.	STI AMINAH GAD, S.Pd, M.Pd	18.1.03.0075	MPI		
10.	Widi Randa	19.102016	PA1		
11.	MOH. FADIL	19.1.16.0083	9 / TBIG		

Pembimbing I,

Drs. Muhammad Ihsan, M.Ag.  
NIP. 19650530 199203 1 006

Pembimbing II,

Rusli, S.Pd., M.Pd.  
NIP. 19860624 201903 2 011

Mengotahui  
a.n. Dekan  
Ketua Jurusan TBIG,

Rusli, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 013

Palu, 07 Oktober 2022  
Penguji,

Hijrah Syam, S.Pd., M.Pd.  
NIDN. 2004058603

BUKU KONSULTASI  
PEMBIMBINGAN PENULISAN SKRIPSI

Photo  
2 x 3

NAMA : Huriyhan Al Said  
NIM : 101160097  
PROGRAM STUDI : Tadris Bahasa Inggris  
PEMBIMBING : L. Drs. Muchamad Ruman, M. Ag  
                  H. Rosmi, S. Pd., M. Pd.  
ALAMAT : Sun Agung No. 19  
No. HP : 0822 9122213

JUDUL SKRIPSI

AN ANALYSIS OF DIFFICULTIES IN LEARNING  
VOCABULARY OF SEVENTH GRADE STUDENTS  
AT SMPN 3 PAU.

Buku Konsultasi Pembimbingan Skripsi

### JURNAL KONSULTASI PENGIMBINGAN PENULISAN SKRIPSI

Nama : Rizki Alvin N Satrio  
 NIM : 1811160019  
 Program Studi : Pendidikan Bahasa Indonesia  
 Jurusan : Pendidikan Bahasa Indonesia  
 Fakultas : Pendidikan Bahasa Indonesia  
 Semester : 3

Pembimbing I : Drs. Muthmainan (Nisan, M. Ag.)  
 Pembimbing II : Nuzuli, S. Pd. (M. Pd.)

No	Hari Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1	Senin, 21 Maret 2022	3	- perbaiki isi paragraf - perbaiki cover - perbaiki foto buku - perbaiki paragraf dengan penulisan yang benar - font yang digunakan - perbaiki format - perbaiki format - perbaiki format	A


No	Hari Tanggal	Bab	Saran Pembimbing	Tanda Tangan
2	Senin, 12 April 2022	3	- perbaiki kembali - perbaiki isi paragraf - perbaiki isi paragraf - perbaiki format - perbaiki format - perbaiki format	A
3	Jumat, 30 April 2022	1-2	- perbaiki isi paragraf - perbaiki isi paragraf - perbaiki isi paragraf - perbaiki isi paragraf - perbaiki isi paragraf - perbaiki isi paragraf	A
4	Senin, 20 Juni 2022	2-3	- Mengisi isi paragraf - perbaiki Theoretical Review - perbaiki isi paragraf - perbaiki isi paragraf	A

No	Hari Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1	Rabu, 8 Maret 2023	1-4	<p>- few basic. Abstract</p> <p>- Answer the research question base on the interview for result which relation to the theory of chapter 2</p> <p>- put the theory in chapter 2</p> <p>- Duties of research</p> <p>- Parakey framework</p> <p>- Theory</p> <p>- No need to put school grade</p> <p>- But still the point of the research question 1 and 2. at the research</p> <p>- Factor causing the</p> <p>- So for chapter 3 should be</p> <p>- Vocabulary should be put in chapter 3</p> <p>- Move up key words of</p> <p>- Answer the body</p> <p>- Research question</p> <p>- put numbers</p> <p>- discuss about the</p> <p>- differences and point</p>	
2	senin, 22 April 2023	1-1		

7

No	Hari Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1	Jumat, 5 Agustus 2022	1-5	<p>- Parakey Gub Bab</p> <p>- Nama orang disalah dengan huruf kapital</p> <p>- Print artikel dan</p> <p>- Seder 81.000.000 dan</p> <p>- Maksimal 20.000.000</p> <p>- Lalu berikan pendapat</p>	
2	Rabu, 6 Agustus 2022	1-5	<p>- Jawaban yang satu yang didapat dari proposal</p> <p>- pada Theoretical Review (B) diganti dengan yang satu dan 1 dengan</p> <p>- Bisa ada ke yang sudah ada print untuk pembahasan dan 2.</p>	

6

No	Hari Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Senin, 20 Juli 2023	1-5	<p>- perbaiki kembali bagian cover</p> <p>- perbaiki kembali bagian approval dan acknowledged</p> <p>- In abstract you have to put forward the following point:</p> <ol style="list-style-type: none"> <li>1) The type of research</li> <li>2) The subject of research</li> <li>3) Research questions</li> <li>4) The Method of data Collection</li> <li>5) The results of the research to the end point</li> </ol> <p>- Cek: kesimpulan akhir berdasarkan temuan penelitian dan saran: 1) Kesimpulan pengujian laboratorium secara honor</p> <p>2) Kesimpulan penerapan teknologi data in the market</p> <p>3) Kesimpulan dan rekomendasi</p>	

8

No	Hari Tanggal	Bab	Saran Pembimbing	Tanda Tangan

9







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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Trans Palu-Palolo Desa Pumbawa Kecamatan Sigi Bironano Telp. 0451-450795 Fax. 0451-450185  
Website : www.uindatokarama.ac.id email : uindatokarama@uindatokarama.ac.id

Nomor : 5199 /Un.24/F/PP.00.9/08/2023  
Sifat : Penting  
Lampiran : -  
Perihal : Undangan Menghadiri Ujian Skripsi

Sigi, 11 Agustus 2023

Yth. Bapak/Ibu Tim Penguji Skripsi  
Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu  
1. Hikmatul Rahmah, Lc., M.Ed.  
2. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D  
3. Hjrsh Syam, S.Pd., M.Pd  
4. Drs. Muhammad Ihsan, M.Ag.  
5. Rasmi, S.P.d., M.Pd

Assalamualaikum wr.wb.

Dalam rangka pelaksanaan Ujian Munqasyah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Nurjihan N. Said  
NIM : 161160097  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : AN ANALYSIS OF DIFFICULTIES IN LEARNING VOCABULARY OF THE SEVENTH GRADE STUDENTS AT SMPN 3 PALU

dengan hormat kami mohon kesediaanya untuk menguji Skripsi tersebut, yang akan dilaksanakan pada :

Hari/tanggal : Selasa, 15 Agustus 2023  
Jam : 08.30 - 10.30  
Meja Sidang : Meja Sidang C  
Tempat : Kampus II Gedung FTIK

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D  
NRP. 199603151992031013

Catatan Bagi Peserta Ujian Skripsi :

1. Berpakaian Hitam Putih dan Almamater + Kopiah (Pria).
2. Berpakaian Hitam Putih dan Almamater (Wanita).





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**BERITA ACARA  
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Rabu, tanggal 12 Oktober 2022 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Nur Jihan N. Said  
NIM : 18.1.16.0097  
Program Studi : Tadris Bahasa Inggris (TBIG)  
Judul Proposal : An Analysis of Difficulties in Learning Vocabulary of Seventh Grade Students at SMPN 3 Palu  
Pembimbing I : Drs. Muhammad Ihsan, M.Ag.  
Pembimbing II : Rusli, S.Pd., M.Pd.  
Penguji : Hijrah Syam., S.Pd., M.Pd.

**SARAN-SARAN PENGUJI/PEMBIMBING**

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	88	- perlu ditambahkan pada awal kelas saja untuk vocabnya - perlu diperlihatkan penggunaan tense untuk proposal, gunakan future tense. Etp. pada previous studies, gunakan bentuk past tense.
2.	BAHASA & TEKNIK PENULISAN	88	
3.	METODOLOGI	88	
4.	PENGUASAN	88	
	Jumlah		
	Nilai Rata-rata		

Palu, 07 Oktober 2022

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBIG,

Rusli, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 013

Pembimbing I,

Drs. Muhammad Ihsan, M.Ag.  
NIP. 19650530 199203 1 006

**Catatan**

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0 - 49	E (mengulang)

**Keterangan**

Harap memberikan nilai dalam bentuk angka



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Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

**BERITA ACARA  
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Rabu, tanggal 12 Oktober 2022 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Nur Jihan N. Said  
NIM : 18.1.16.0097  
Program Studi : Tadris Bahasa Inggris (TBIG)  
Judul Proposal : An Analysis of Difficulties in Learning Vocabulary of Seventh Grade Students at SMPN 3 Palu  
Pembimbing I : Drs. Muhammad Hasan, M.Ag.  
Pembimbing II : Rasmu, S.Pd., M.Pd.  
Penguji : Hijrah Syam., S.Pd., M.Pd.

**SARAN-SARAN PENGUJI/PEMBIMBING**

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	85	Make sure that subtitle content of the proposal is in line with the title. Abstract form is not yet done well.
2.	BAHASA & TEKNIK PENULISAN	85	
3.	METODOLOGI	85	
4.	PENGUASAAN	85	
	Jumlah	340	
	Nilai Rata-rata	85	

Palu, 07 Oktober 2022

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBIG,

Rasmu, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690825 199203 1 013

Pembimbing II,

Rasmu, S.Pd., M.Pd.  
NIP. 19900624 201903 2 011

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (Gagal)	



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**BERITA ACARA  
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Rabu, tanggal 12 Oktober 2022 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Nur Jihan N. Said  
NIM : 18.1.16.0097  
Program Studi : Tadris Bahasa Inggris (TBIG)  
Judul Proposal : An Analysis of Difficulties in Learning Vocabulary of Seventh Grade Students at SMPN 3 Palu  
Pembimbing I : Drs. Muhammad Ihsan, M.Ag.  
Pembimbing II : Rasmi, S.Pd., M.Pd.  
Penguji : Hijrah Syam., S.Pd., M.Pd.

**SARAN-SARAN PENGUJI/PEMBIMBING**

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	80	- Revise the tense that you must use in proposal - Revise the paragraph, it must consist of 4-10 sentences. - Mention the instrument of research in chapter 3
2.	BAHASA & TEKNIK PENULISAN	81	
3.	METODOLOGI	86	
4.	PENGUASAN	90	
	Jumlah	337	
	Nilai Rata-rata	84	

Palu, 07 Oktober 2022

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBIG,

Rasmi, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 013

Penguji,

Hijrah Syam., S.Pd., M.Pd.  
NIDN. 2004058603

Catatan

Nilai Mengonversi Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0 - 49	E (mengulang)

Keterangan

Harap memberikan nilai dalam bentuk angka



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Nomor : 126 /Un.24/F.I/PP.00.9/01/2023 Palu, 14 Januari 2023  
Lampiran : -  
Hal : Izin Penelitian Untuk Menyusun Skripsi

Yth. Kepala SMPN 3 PALU

Di  
Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Nur Jihan N. Said  
NIM : 181160097  
Tempat Tanggal Lahir : Prapakanda, 24 Februari 2000  
Semester : IX (Sembilan)  
Program Studi : Tadris Bahasa Inggris  
Alamat : Jl. Anggur 1 No.19  
Judul Skripsi : AN ANALYSIS OF DIFFICULTIES IN LEARNING VOCABULARY OF SEVENTH GRADE STUDENTS AT SMPN 3 PALU  
No. HP : 082291722213

Dosen Pembimbing :  
1. Drs. Muhammad Ihsan, M.Ag.  
2. Rasmi, S.Pd., M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,  
Dekan,  
  
NIP. 196705211993031005