

## AN ANALYSIS OF STUDENTS' ABILITY IN BASIC ENGLISH VOCABULARY OF THE SEVENTH GRADE AT SMPN 3 BENGKALIS

KOLIJA<sup>1</sup>, ADE SILVANA<sup>2</sup>, NOVAL FADLI<sup>3</sup>

STAIN Bengkalis<sup>1,2</sup>, Universitas Mohammad Natsir<sup>3</sup>

Email: kholijah28125@gmail.com<sup>1</sup>, ade.silvana@gmail.com<sup>2</sup>, Novalfadli.nf@gmail.com<sup>3</sup>

**Abstract:** This study aims to determine students' ability in basic English vocabulary and to determine the factors that hinder students' ability in basic English vocabulary of the seventh grade at SMPN 3 Bengkalis. This study used a descriptive research with mixed methods approach. The samples were 45 students from 90 students in class VII. The researcher chose the sample with a random sampling technique. The researcher used a multiple-choice test instrument to determine students' ability, and then used an interview instrument to determine the factors that hinder students' ability in class VII. The results of the test data obtained from 45 students showed a total score of 1955. With these results the researcher has obtained an average score of all students 43.44 so that the level of students' basic vocabulary ability is classified as fair, where this level students' basic English vocabulary ability is not stated as high or low but rather moderate. Meanwhile, interview data shows that the students feel dizzy when their teacher explains English vocabulary, which is caused by their lack of understanding of the word and their struggle to understand english language learning. As a result, they experience physical symptoms like dizziness during the lesson. Additionally, the researcher found that the students in grade VII at SMPN 3 Bengkalis lack motivation to learn English vocabulary.

**Keywords :** descriptive qualitative; basic; ability; English vocabulary

### A. Introduction

In culture, to relate well to other people, we must have a system that is used to communicate more efficiently to transfer data to other people. This system is called language, with which we can communicate better. Therefore, language is considered important in everyday life because language has a big influence in making us able to communicate or interact with other people throughout the world through that language (Nazilatul Maghfiroh, 2022:106).. English has become an international language that is very important to learn. This knowledge facilitates individuals in acquiring information related to educational and technological development. Thus, it is important for young learners to learn English from an early age because their brains and memory are still very fresh and new to receiving these English language skills so most of them can learn very well.

In understanding English, vocabulary is an important linguistic element in English. Building speaking, writing listening, and reading skills can be achieved after we have the main foundation for building these skills, namely vocabulary. Therefore, without mastery of vocabulary, students will find it difficult to channel effective communication, making it difficult to understand (Mofareh Alqahtani, 2015:22). However, when they can master vocabulary, students can easily convey ideas, emotions, thoughts, and desires. Vocabulary can be said to be important because it can support language mastery. Therefore, in research and practice, vocabulary is usually related to the teaching and learning of language skills, with special emphasis on the relationship between vocabulary and reading. In Indonesia in particular, research studies on vocabulary are needed to fully understand the role of vocabulary in second or foreign language learning and to overcome teaching and learning problems related to vocabulary mastery (Bambang Yudi Cahyono, 2008:8).

Then it can also be said that vocabulary is characterized as a collection of words from a language that is used in various aspects of skills such as reading, speaking, writing, and listening. Vocabulary is one of the points of view that must be studied and dominated by students because vocabulary is related to skills contained in English. Vocabulary is connected by components such as listening, speaking, reading, and writing so vocabulary mastery is a mandatory component of mastering English as a foreign language at Basic, intermediate, and advanced levels. Vocabulary can also be interpreted as the basis for knowing how well someone speaks, writes, reads, and listens. With this, it can be said that vocabulary has a very important role because with vocabulary a person can communicate, and express ideas, opinions, feelings, emotions, and desires through the vocabulary they have (Nur Rahmah, 2023:36). In this case, the researcher wants to analyze the ability of basic English

vocabulary. This is caused by the results of observations made in the seventh grade at SMPN 3 Bengkalis. Researcher found problems related to low English vocabulary skills, especially for students in the seventh grade. When learning, the students pay less attention to the teacher when explaining and are also less active in responding to learning when the teacher teaches. Researchers also saw that some students lacked motivation to learn English, then some students did not understand basic English vocabulary. For this reason, it is necessary to carry out an analysis to see and find out the actual situation to improve understanding and encourage decision-making regarding their English Vocabulary ability. In general, basic English vocabulary is indeed taught at the elementary school level where basic vocabulary is applied, however, in direct field practice, students at the junior high school level still have relatively low basic vocabulary.

This school is a state school which of course provides English language learning in each class with 40 minutes per meeting and only two English learning meetings a week. The school is located in Riau Province, Bengkalis Regency.

Vocabulary is stated as a core component in providing many basics on how to speak, listen, read, and write, and vocabulary can also be stated as a basic component of language skills in the form of expression and contains aspects namely meaning, use of words, form, (pronunciation and spelling) (Rohmatillah, 2014:71).

Therefore, as a student who wants to improve his ability to speak English, the student should know the words or learn words from that language as a first step to gradually increase his understanding (Dea Nur Apriliani, 2021:344). This is done so that students can have other skills in English such as speaking, listening, writing, and reading.

Another opinion also says that vocabulary is an important thing that should not be underestimated because it has an important role and is one of the skills that is important to master and pay attention to in teaching English (Ema Maritha & Saniago Dakhi, 2017:164).

Therefore, when students have a larger vocabulary size, it will influence the learning process and a learning process that is followed by great interaction and good motivation can also create good student understanding. So it can be said that the size of students' vocabulary is one of the important things to make the learning process more effective (Barry Afriando, 2015:4).

A person's ability to speak or the quality of his skills in language can be determined by looking at the quality and quantity of his vocabulary and it depends on the ability of that person's vocabulary because when explaining something you need vocabulary and with that vocabulary you can put together sentences based on certain patterns and rules to create something language (Edy Kurniawan, 2017:100).

In his research, vocabulary is divided into two types, namely active vocabulary and passive vocabulary (Mofareh Alqahtani, 2015:25). The type of passive vocabulary is vocabulary obtained from activities such as reading, memorizing, and the like, where we only know the meaning of the word, while active vocabulary is words that we not only know the meaning of the word but can easily use in conversation. directly or it could also be said that this active vocabulary can automatically be used when writing and speaking continuously without stopping at will and forcing oneself to remember, while passive vocabulary is rarely used both when speaking and writing because this passive vocabulary is understood incompletely or completely (Dakhi, Sanigo, 2019:19).

Several types of vocabulary differentiate or can different vocabulary into several groups, namely nouns, pronoun, verb, adverbs, adjective, and prepositions. Having this types of vocabulary can be an important component for students in learning a language and makes it easier for language learners to use the language more efficiently (Sholihatul Hamidah Daulay, 2021:18).

The purposes of the research are to find out the students' ability to understand basic English vocabulary in the seventh grade at SMPN 3 Bengkalis and to find out the factors hinder the basic English vocabulary ability in the seventh grade at SMPN 3 Bengkalis.

## B. Method

This research used descriptive research with mixed methods approach to describe or explain the problems and focus of the research. The data is presented as it is without providing treatment, manipulation, or changes to the variables studied, but rather describes the conditions of the phenomena as they are (Suharsimi Arikunto, 2006:11).

The population of this research was all of the students at the eleventh grade of SMPN 3 Bengkalis. The seventh grade of SMPN 3 Bengkalis consists of 3 classes. The total number of the seventh grade at SMPN 3 Bengkalis was 90 students.

In qualitative research, sample is respondents, but as sources, or participants friends and teachers (Sugiyono, 2019:272). Therefore, to obtain information related to phenomenon desired in research, researcher need participants to help researcher understand the situation and collect relevant data. Participants in qualitative research are called direct data sources or information phenomena obtained from individuals or groups involved in the interest.

Based on the number of class VII students at SMPN 3 Bengkalis, there are 90 students from three classes (VIIA, VIIB, VIIC). So in this study, the researcher only took 50%, because the population was less than 100, so the total sample taken was 45 students, from each class taken randomly or all class VII students at SMPN 3 Bengkalis can take part in class VII research so that the sample can size is sufficient to be 45 students (Sugiyono, 2019:134). Therefore the sample in this study was taken using a random sampling techniques using the lottery method to select samples from 90 students in the seventh grade of SMPN 3 Bengkalis, consisting of three classes with 29, 29 and 32 students respectively. The process begins by writing each student's number on small piece of paper, then rolling it up and putting it in a bottle. After that, shake the bottle to shuffle the paper, then take 45 papers randomly as samples. In this way, all students in the population in this research have equal to be the samples.

The researcher used test and interview to collect the data. By using a test, researchers can determine the basic English vocabulary ability of seventh-grade students at SMPN 3 Bengkalis and then collect data from the test results to assess their basic vocabulary ability. The researcher interviewed each student in writing or using interview questionnaires from a predetermined sample, namely 45 students from 3 classes VII, or in other words the researcher took a predetermined sample obtained through the lottery method carried out by the previous researcher so that the total was 45 samples by asking 5 questions that had been prepared by the researcher based on factors that hinder students' ability in basic English vocabulary, then distributed to students in class VII, the previous questions paper was explained so that students could easily understand the questions then students answered it individually and wrote their answers at the bottom of the questions sheet.

The data analysis technique in this research was a technique where the process of grouping and sorting data can occur into terms that are by the research objectives. The analysis activities consist of three activities that occur simultaneously as follows:

1. Data Reduction

In data reduction, researchers can focus, simplify, abstract, or researchers can also throw away parts that are not needed, then organize the data and get conclusions that can be drawn and verified.

2. Data Display

After the data has been reduced, the data is organized and arranged in a relationship pattern so that it is easy to understand. Then this data display can be done in the form of narrative text, graphics, network matrices, and the like. However, what is most often used in presenting data in descriptive qualitative research is in the form of narrative text.

3. Conclusion

To conclude data analysis is of course not haphazard and also at the time of data collection it is not only at that time that the conclusions are drawn but the truth needs to be verified in an accountable manner to describe new findings based on conclusions from valid data.

To analyze the data of students' the researcher use the formula (Nuryadi, 2017:43):

$$\bar{x} = \frac{\sum x}{n}$$

Where:

$\bar{x}$  = Average (mean)

$\sum$  = Greek capital letter sigma, which means add up

$x$  = The value of an observation result or observation

$$\sum x = \text{Add up all obsevation ( total data )}$$

$$n = \text{Sum of all observations (sample size )}$$

### C. Result and Discussion

This research was conducted to find students' basic English vocabulary ability and find out the factors that hinder students' ability in basic English vocabulary in the seventh grade of SMPN 3 Bengkalis. Therefore, researchers use tests and interviews as instruments or as tools for collecting data. The data collected through this test aims to find out how much students are capable of basic English vocabulary, where the test is in objective form with 30 multiple choice questions based on types of basic English vocabulary.

Before this test was carried out or distributed to the sample, the researcher carried out a validity test on 30 questions that the researcher had previously prepared by distributing the question sheets to seventh-grade students in other words, this validity test was carried out on 30 students who were not included in the sample in this study. students to measure whether the question is valid or not. After carrying out the validity test, the researcher found that there were 20 valid questions out of the 30 questions so these 20 multiple-choice questions could be used as instrument material that would be distributed by the researcher to a sample of 45 students. The following is a table of student multiple-choice test results:

**Table .1**  
**Results of Seventh Grade Students' Multiple Choice Test at SMPN 3 Bengkalis**

No.	Samples	Number question	Students answer		Score
			Correct	Incorrect	
1	Student	20	7	13	35
2	Student	20	6	14	30
3	Student	20	7	13	35
4	Student	20	9	11	45
5	Student	20	13	7	65
6	Student	20	6	14	30
7	Student	20	5	15	25
8	Student	20	6	14	30
9	Student	20	5	15	25
10	Student	20	12	8	60
11	Student	20	6	14	30
12	Student	20	7	13	35
13	Student	20	6	14	30
14	Student	20	8	12	40
15	Student	20	6	14	30
16	Student	20	8	12	40
17	Student	20	5	15	25
18	Student	20	7	13	35
19	Student	20	7	13	35
20	Student	20	12	8	60
21	Student	20	7	13	35
22	Student	20	3	17	15
23	Student	20	16	4	80
24	Student	20	8	12	40
25	Student	20	11	9	55
26	Student	20	8	12	40
27	Student	20	7	13	35
28	Student	20	16	4	80
29	Student	20	7	13	35

No.	Samples	Number question	Students answer		Score
			Correct	Incorrect	
30	Student	20	12	8	60
31	Student	20	9	11	45
32	Student	20	12	8	60
33	Student	20	7	13	35
34	Student	20	8	12	40
35	Student	20	9	11	45
36	Student	20	5	15	25
37	Student	20	10	10	50
38	Student	20	11	9	55
39	Student	20	12	8	60
40	Student	20	11	9	55
41	Student	20	11	9	55
42	Student	20	17	3	85
43	Student	20	11	9	55
44	Student	20	12	8	60
45	Student	20	3	17	15
Total					1955
Mean					43,44

Based on the results of the test conducted with 20 multiple choice questions, out of 45 students tested, only 15 students managed to answer more questions correctly than incorrectly. In contrast, the other 29 students answered more questions incorrectly than correctly. Then there was 1 student who answered with the same number 10 of correct and incorrect answers.

The researcher then continued data collection using an interview instrument with the seventh-grade students regarding basic English vocabulary to find out what factors were hindering the seventh-grade students' ability of basic English vocabulary. The interview was conducted in the form of interview questionnaires and the questions asked amounted to 5 questions that the researcher had prepared in advance based on the factors inhibiting students' vocabulary as explained in the previous chapter. Therefore, in this instrument, the researcher provided sheets of paper containing questions and distributed them to 45 previously determined samples including grades VII A, VII B and VII C. Before the student answered the questions, the researcher had the opportunity to direct and explain a little about the questions so that the students understood what was being asked or interviewed. That way, the quality of the data or the information obtained will be better. The following is a description of the questions and answers of students used during the interview:

1. How is your learning motivation in learning english vocabulary?

For this question, students answered with various opinions that lead to positive or negative answers, as well as other questions. Regarding motivation in learning English vocabulary, class VII A students answered with positive answers.

Eight students stated the same answer "*pleasant*" then two students stated: "*very enthusiastic to learn*" and "*really want to*" and one student stated: "*energetic*". The next three students stated that learning english vocabulary is useful for them: "*makes us know english and adds the language*", "*very useful for my motivation in learning english*", "*we can learn english vocabulary*" then one student answered with the answer "*fairly*" (Students from VII A).

Based on the statement above, there are 15 students representing the class who admitted to having motivation to learn English vocabulary and many of these students stated that learning English vocabulary is fun. Then the students also stated that they felt enthusiastic about learning English vocabulary and some stated that they wanted to learn and felt very useful when learning English vocabulary.

Then in class VII B answered question number 1 with a different answer from the previous class. Because 8 students answered with a positive answer and 7 students answered with a



negative answer. Questions that were answered with a positive answer with different opinions, namely:

First student statement: *"joyful and pleasant"* Then one more student statement: *"I like the English language"* and three similar answers: *"Very nice"*, *"very easy and very good learning"* and also *"quite easy and easy to see"*. Then there are 2 students who answered *"fairly"* and one student answered *"I get new knowledge in learning English"*. Next, there are 7 negative answers from students, namely: there are three students who answered: *"quite difficult and very confusing"* and two similar answers: *"I think it's a bit difficult because I can't really understand English yet"* and also *"very difficult"* and two students stated that *"not motivated at all"* and *"I don't know"* (Students from VII B).

Then in class VII C there were 9 students who answered with positive answers and 6 students answered negatively:

Three students thought that *"pleasant when learning the English language"* and one student stated, *"quite easy and easy to memorize, motivation to play guessing vocabulary while learning"*. Then one student's statement was *"guided by the teacher and energetic"* One more student's statement was *"interested in learning it"* and a similar answer from one student was *"Very nice"* There were also two students who answered like this: *"Future preparation"* and *"fun and enjoyable learning English vocabulary sharpens the brain"*. Next are the negative answers of students: there is one student's statement *"I don't really like learning English I don't know"* and one similar answer *"I don't know"* and one student's statement *"Very difficult but I can learn a little English"* then three students statements carelessly such as: *"only God knows"* (Students VII C).

## 2. How do you attitude when the teacher explains english vocabulary?

In this second question related to students' attitudes in class when their teacher explains English vocabulary, in class VII A 12 students answered with positive answers and 3 negative answers. Here are 12 positive answers from students that vary:

There are five students answered with the statement *"listening"* two students answered with the statement *"polite"* and there were two students with similar statements: *"Pay attention to the teacher"* and *"discipline"*. Then there are three students with similar statements: *"paying attention to the teacher when explaining English vocabulary"*, *"listening carefully"* and *"understanding the English vocabulary explained by the teacher and asking if don't understand"*. The next is the negative answer by 3 students namely: there are two students answered with the statement *"confused and don't understand"* and one student answered *"confused and silent"* (Students from VII A).

Then the answers from the next class on average answered question number two with a positive answer or an appropriate answer, 15 students representing class VII B answering positively, there were no negative answers. The answers are as follows:

Four students were answering with answered *"listening"* and there were two students answered with the answer *"silent"* and *"polite listening"* One student statement *"very good"* and three students answered similar statements *"I listen and understand what the teacher explains"*, *"listening to the teacher explaining so I can understand"* and *"listening when the explains"* then also five students answer with a statement: *"listening and silent (but confused)"* (Students from VII B).

From this class they stated that they were orderly and did not disturb the teacher when explaining, such as:

Statement from student one: *"Look and listen"* Then there were several students who answered similarly: *"Listening and quiet"*, *"polite and good attitude"*, *"listening"*, *"polite and listen to the teacher explain"*. *"listen carefully and ask if don't understand"*, *"silent waiting for the teacher to explain"*, *"polite"*, *"relax and focus on what the teacher explains"*, *"listen even though it is quite proficient"*, *"listening to the meaning and vocabulary the teacher mentions"*, *"I listen when the teacher explains so that I understand"*, *"try to understand"*, and then two students answered with: *"listen carefully"*. (Students from VII C).

3. Are you dizzy when the teacher explains english vocabulary?

In this question, seventh-grade students stated more negative answers than positive ones, as in the following seventh-grade class:

Four students answered with an answer "yes" then three students stated the same statement "*a little dizzy*", and there are three students' started with "*yes, because when the teacher explained I didn't understand*" and one student answered with a similar "*yes because don't understand*" and then one student stated "*very dizzy*". Then were three positive answers from students who stated: "*No*", "*easy (I'm not dizzy)*", "*No, because I can understand learning the English language*". (Students from VII A).

In this class, the students answered with 5 positive answers and 10 negative answers, they stated as follows: Five students stated that they were not dizzy when the teacher explained English vocabulary with the answered "*No*". Then the negative answer from the students namely: there are four students stated with the answer "*a little dizzy*", and two students answered with "yes" and the four students answered with the statement "*very dizzy*". (Students from VII B).

In this class there were only three positive answers and 12 negative answers in which the students stated as follows:

Three students answered with the answer "*No*" and three students answered with the same statements "*A little dizzy*", "*a little dizzy because I'm not good at English*", "*a little dizzy (because not understand)*" and there are six students answered with "yes" and two students answered "*dizzy*" then one student answered with a stated "*very dizzy*". (Students from VII C).

4. Does your teacher use appropriate learning media when learning english vocabulary?

This question is related to the media used by the teacher when teaching English vocabulary in class and this class students answered with positive answers and they stated that their teacher used the media appropriately. Here are the positive answers from the students.

Eight students answered with "yes" and two students answered with the same statements: "*Yes, my teacher uses the appropriate learning media*", and two students answered with "*Yes, using learning media*", and then also three students stated "*using*", "*very*", "*use very precisely*". (Students from VII A).

Sevent students answered with "yes" and four students answered with "*yes, my teacher uses the appropriate learning media*" and one student stated "*yes, they explain well and correctly*" then the one student stated "*with things that are for example very easy*" and one student stated again "*maybe yes*". Then one student stated with the answer, "*didn't know*". (Students from VII B).

Seven students answered "yes" and two students answered "*yes, using learning media*". Then there were four students answers that stated that the teacher used appropriate media "*precise and quite exciting*", "*very interesting*", "*the media very interesting*" and "*yes, my teacher uses the appropriate learning media*" then there was one student who stated "*maybe yes*" and there was one student stated with the answer "*I don't know.*" (Students from VII C).

5. Does your teacher use appropriate learning methods when learning english vocabulary?

The fifth question asked about the methods used by their English teacher when learning English vocabulary. Then many of the seventh graders answered with positive answers, they stated their opinions as follows:

Five students with answers "yes" and there were six students answered with similar statements as "*Yes, my teacher uses appropriate learning methods when learning English vocabulary*", "*Yes, according to the subject*", "*Yes, my teacher uses appropriate learning methods when learning English vocabulary and makes me understand the vocabulary*", "*yes, my teacher uses the appropriate learning methods*", "*yes, my teacher uses the learning methods*", "*using*" and then four students answered with similar statements such as: "*yes, appropriate*", "*appropriate*", and two students answered "*yes very appropriate*". (Students from VII A).

Ten students answered this question number five with an answer "yes" then five students answered this question differently but had the a similar meaning: "*yes very used*", "*yes, my teacher uses appropriate learning methodes when learning english vocabulary*", "*yes, that's right*", "*I like the methode used*", "*maybe yes*". (Students from VII B).

In this class, also ten students answered question with an answer “yes”, and three students stated the similar as “yes, my teacher used the appropriate learning method”, “yes that’s right”, “yes maybe” and one student stated “almost right” then one student answered with the answer namely “don’t know”. ( Students from VII C).

Based on data obtained from the field, researchers can analyze or describe the results of the data to obtain information from which conclusions can later be drawn in this research. Therefore, the researcher first looked at the data obtained from the results of the multiple-choice test which can be seen in table IV.I. The seventh-grade students answered more questions incorrectly than answered correctly of the 20 questions on the test, only around 15 students were able to answer the questions with more correct choices than incorrect choices. This can be seen from the following table:

**Table . 2**  
**The Correct Answer**

Sample	No question	Correct Answer	Score
1 student	20	17	85
2 students	20	16	80
1 students	20	13	65
6 students	20	12	60
5 students	20	11	55
1 students	20	10	50
3 students	20	9	45
5 students	20	8	40
9 students	20	7	35
6 students	20	6	30
4 students	20	5	25
2students	20	3	15
<b>Total</b>			<b>1955</b>
<b>Mean</b>			<b>43,44</b>

**Table. 3**  
**The Classification of the Level of Ability**

NO	Classification	Score
1	Exellent	80-100
2	Good	66-79
3	Fairly good	56-65
4	Fair	40-55
5	Poor	30-39

Source by Suharsimi Arikunto (2016 : 121)

Based on the data obtained from the field and the results of the scores obtained by the seventh-grade students, the researcher can answer that the ability of the seventh-grade students are classified as fair, which can be seen in classification table IV.III.

The ability of students in the seventh grade is at a fair level which indicates that a person’s ability is at an adequate level, but there is still room for improvement. Because the English language ability at a fair level means that they can communicate well but may not be fluent or do not fully understand the nuances of the language. Then based on the results of the multiple choice test of students in this seventh grade, it is also classified as fair, it can be seen from the results of their answers that out of 45 students, only 15 students were able to answer with more correctly choices than incorrectly, although only one student was able to answer questions correctly 17 out of 20 questions. Not only that, there are 29 students out of 45 students who answered more with wrong choices or more wrong than correct answers, then there was 1 student who answered with the same number 10 of



correct and incorrect answers. Meanwhile, there were even 2 students who answered 3 questions correctly from 20 questions. Therefore, the researcher found that the basic English vocabulary ability in the seventh grade is fair, and this still needs help to improve because it is not classified as high or good.

To analyze the factors that hinder students' ability in basic English vocabulary in grade seven at SMPN 3 Bengkalis, the researcher needs to conduct interviews with the students to obtain data that will later be used as a reference for researchers in this study. For this reason, based on the results of the interview data obtained by researchers in the field, the researcher can analyze the interview findings as follows:

1. How is your learning motivation in learning english vocabulary?

In this question related to students' learning motivation in learning English vocabulary, more students who were interviewed stated that they had the motivation to learn vocabulary and liked learning English, although some students stated that they did not have the motivation and admitted that learning English was difficult.

This finding is in line with the theory put forward by experts, which states that language skills, both in mother tongue and foreign languages, are closely related to individual motivation. Motivation functions as an active driver that encourages someone to try to achieve their goals. With strong motivation, individuals tend to be more enthusiastic and able to work hard to achieve these goals. According to experts, motivation can come from within or from outside and is an important factor in the learning process to accelerate the achievement of educational goals (Umm Umayyah, 2019:49).

There is another theory that explains that students' motivation to learn english is determined by various internal and external factors. Research shows that there are two types of factors, namely positive factors and negative factors, which come from within the students and from their external environment. From the internal side, positive factors include ease of communication and opportunities to enter college, while negative factors include the assumption that english is a difficult subject and students' feelings when learning. On the external side, the factors that play a role are the family environment and the school environment (Risna Sinta Safitri, 2023:482).

2. How do you attitude when the teacher explains english vocabulary in the class?

Related to this question, the students' attitude when their teacher explained English vocabulary in class and many of them stated that their attitude was good and did not disturb the teacher when explaining. The students answered with stated that their attitude was just silent, then most of the students stated that their attitude was good and polite when their teacher explained English vocabulary and they admitted that they were silent and listened to their teacher explaining. This is by Syamsinar's statement in the research journal which states that during the learning process, students show a high level of enthusiasm for the various activities carried out. With the application of appropriate media and methods, students become more active and involved, which in turn creates a more meaningful learning experience (Syamsinar and Ahmad Thariq, 2023:71). There is another theory that states that there is a moderate relationship between students' attitudes toward vocabulary learning and fluency of their English vocabulary knowledge (Kebede Kassa, 2022:6).

3. Are you dizzy when the teacher explains english vocabulary?

In this question, the students stated their physical condition when their teacher explained English vocabulary and most of them stated that they were not okay or many of them admitted that they were dizzy when their teacher explained English vocabulary. Based on the results of the interview, the reason most of the students were dizzy was because they were trying to understand the English vocabulary explained by their teacher and some admitted that they were not good at English, that's why they were dizzy when their teacher explained so the researcher concluded that they were less focused and did not achieve maximum understanding.

Based on the results of the data analysis, there is theory that states the same problem related to the physical symptoms of the students as stated by Delfina Christie Sondakh and Mega Febriani Sya in their journal, showing that students' physical health plays a crucial role in the learning process. Of the twelve students who experienced dizziness while learning english, five of

them had difficulty concentrating properly. Physical health is a very important aspect of all activities (Delfina Christie Sondakh, 2022:348). Then there is another theory that states the same thing poor physical health conditions of students can be an inhibiting factor in their learning process. In addition to having difficulty focusing, low levels of students' physical health can also cause them difficulty in following learning in class as a whole. Excellent physical health is needed so that students can learn optimally (Mai Sri Lena, 2023:4).

4. Does your teacher use appropriate learning media when learning english vocabulary?

Based on the results of the interview data obtained, many students in the seventh grade stated that the media used by their teachers when learning English vocabulary was appropriate and correct. Most of the students' stated that their teachers had used the right learning media. The statement above is by the theory put forward by Astien Liyana and Mozes Kurniawan, namely the implementation of learning media in acquiring English vocabulary yields significant benefits. Learning media serves as a resource that supports both teaching and learning processes. It can facilitate tangible experiences, enhance motivation, and stimulate interest in the learning process. As a result, students can engage in a more enjoyable learning environment, leading to positive things in their vocabulary ability (Astien Liyana and Mozes, 2019:227).

Therefore the use of appropriate learning media and the application of various learning methods by teachers can help students learn english vocabulary more easily. English teachers often need additional learning media or teaching materials to facilitate student understanding and then appropriate media also can help students imagine ideas related to the vocabulary being studied (Nihta Vera Frelly Liando, 2022: 2).

5. Does your teacher use appropriate learning methods when learning english vocabulary?

From the data obtained the students answered the question with good answers which stated that the learning method used by their teacher when learning English vocabulary was right and good. The students stated that the method used was right and good and their teacher was right in using the learning method, most of them say so.

Based on the description above, there are theory that states that learning methods are approaches used to implement plans that have been prepared, through practical and real activities, to achieve the desired results in the learning process (Ayu Bella Pertiwi, 2021:97). Every teacher has a different way of teaching english, reflecting their uniqueness. However, they all apply the same approach in the teaching process (Afdal Yuliansyah and Fitrawati, 2016:3). Teacher who use good methods are often unaware that the application of poor methods can make them ineffective in teaching (Lili Sururi Asipi, 2003:2).

Based on the results of the interview data, researchers can find that the factors that hinder students' ability in basic English vocabulary are internal factors or factors that come from within the students of grade VII, where most of them, namely 34 students, stated that they were dizzy when their teacher explained English vocabulary because they did not understand and tried to understand the English vocabulary and this can be an obstacle for students in improving basic English vocabulary because when they are dizzy, their focus on learning will automatically be disturbed so that students are not able to achieve maximum understanding in the process of learning English vocabulary. Then the researchers also found from the results of the interview data that students also predominantly stated that they lacked motivation in learning English vocabulary, namely 14 students who stated so.

Therefore, based on the results of the interview data that have been analyzed, students not only experience dizziness when their teachers explain English vocabulary but students also lack motivation to learn English vocabulary and this is an internal factor that can be an obstacle in basic English vocabulary skills in grade VII students of SMPN 3 Bengkalis. This is by Sunarti Rahman's statement in her research which states that motivation can function as a driver to achieve good results. Then it also stated that students who have high motivation tend to try hard, appear brave, do not want to give up, and are diligent in reading to improve their learning outcomes and solve the problems they face. Conversely, those who have low motivation appear indifferent, and easily give up, and their attention is not focused on learning so they experience learning difficulties (Sunarti Rahman, 2021:289).

Therefore, it can be concluded that grade VII students who have these problems are due to a lack of motivation or strong drive to learn English vocabulary, especially basic English vocabulary. As a result of the lack of motivation, they will easily give up, become less focused, and are unable to solve the problems they face, resulting in difficulties in learning and poor learning outcomes. Likewise, if grade VII students have high motivation or have a strong drive to learn English vocabulary, then they will be able to find a way out of the problems they face, such as the dizziness they experience when learning English vocabulary. Those who have strong motivation will look for solutions such as taking medication or antidotes for the symptoms of dizziness they experience and trying to find a way out and keep their bodies stable and fit while studying.

#### **D. Conclusion**

Based on the explanation and the description in the previous chapter, the researcher concluded that After the researcher presents and analyzes the data results obtained from the field, the researcher can conclude the data as follows:

1. Based on the results of the data that have been analyzed, the researcher found that the level of basic English vocabulary ability of seventh-grade students at SMPN 3 Bengkalis is a fair level, where at this level the seventh-grade students are stated in this study to have moderate or average basic English vocabulary ability based on the results of data obtained from student answers on the test instrument conducted by the researcher. 45 students showed a total score of 1955. With these results, the researcher has obtained an average score of all students 43.44 clasiffied as fair level. The students' ability in basic English vocabulary are not stated as high or low, but it can be said that they have a sufficient foundation to communicate in simple situations. However, there is still room for significant improvement, to build better English vocabulary skills, especially basic vocabulary.
2. Then, based on the results of the analysis of interview data with students, researchers found and concluded that the factors that inhibit the ability of basic vocabulary of grade VII students at SMPN 3 Bengkalis are internal factors or factors that come from within the students themselves, where they experience physical disorders such as dizzy when their teacher explains English vocabulary. This is because the students are trying to understand English, including English vocabulary explained by their teacher, that's why the students become dizzy and less focused on learning English so that understanding in learning vocabulary is not fully achieved to develop students' ability in better vocabulary, especially basic English vocabulary. Then the researchers also found other internal factors that could be an obstacle to the students' basic English vocabulary skills, namely the lack of motivation to learn English vocabulary, where some of the students stated that learning English was difficult.

#### **Suggestion**

In this study, the researcher hopes that these suggestions can help and provide benefits for students and teachers at SMPN 3 Bengkalis.

1. The first researcher suggests that students remain optimistic and increase their attention in learning English, especially for the development of English vocabulary comprehension. To achieve a better understanding of learning English vocabulary, of course, better comprehension skills are needed, especially in understanding basic English vocabulary. Therefore, it is hoped that by increasing the spirit of learning, remaining optimistic, and increasing attention to the development of basic English vocabulary, students will be able to achieve a better understanding of learning English.
2. Then the second, researcher also gave advice to teachers who teach English, not all students like English and want to learn it, therefore as teachers, we must make better observations of these students and provide clarity and good understanding that English is not only important in the world of education but also useful for their future. This happens because they have high enthusiasm and motivation when learning English vocabulary. Therefore, the importance of strong motivation in learning English vocabulary is to improve students' abilities in basic English vocabulary and with strong motivation will be able to eliminate obstacles in learning vocabularies

- such as dizziness and lack of motivation experienced by students of class VII SMPN 3 Bengkalis.
3. The third for other researchers, in conducting research related to English vocabulary skills, researcher hope that other researchers can obtain better results. The author realizes that there are many imperfections in this study. Therefore, it is hoped that other researchers can conduct research using better methods, theories, and references so that they can produce more significant and useful findings.

### **Bibliography**

- Afdal Yuliansyah and Fitrawati, Teaching Vocabulary to Junior High School Students By Using Kick Me Technique, *Journal of English Language Teaching*.
- Astien Liayana and Mozes, K, Speaking Pyramid Sebagai Media Pembelajaran Kosakata Bahasa Inggris Anak Usia 5-6 Tahun, *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*.
- Ayu Bella Pertiwi, et, al, Metode Pembelajaran Kosakata Bahasa Inggris Pada Anak Usia Dini, *Jurnal Kumara Cendekia*.
- Bambang Yudi Cahyono and Utami Widiati, The Teaching of EFL Vocabulary in Indonesian Context: The State of The Art, *TEFLIN Journal*.
- Barry Afriando, et al, A survey of English Vocabulary Size in Senior High School, *UNILA Journal of English School*.
- Dea Nur Apriliani, and Maman S., Students' perception in Learning English Vocabulary Through Quzlet, *Journal of English Teaching*.
- Delfina Christie Sondakh and Mega, F, S, Kesulitan Pembelajaran Kosakata Bahasa Inggris Tingkat Sekolah Dasar, *Karimah Tauhid*.
- Ema Maritha & Saniago Dakhi, The Effectiveness of Picture: An Ampirical Evidence in Vocabulary Mastery, *Journal of English Teaching*.
- Kebede Kassa, et . al, Relationship Between Students' Attitude Toward Vocabulary Learning and Their English Vocabulary Knowledge, *Theory and Practice in Learning Studies*.
- Lili Sururi Asipi, et.al, Methods of Teaching Vocabulary in English Young learners' (EYL) Classroom, *Journal on Education*.
- Mai Sri Lena, et.al, Analisis Kesulitan Siswa Dalam Pembelajaran Bahasa Inggris di Sekolah Dasar, *Bhinneka: Jurnal Bintang Pendidikan dan Bahasa*.
- Mofareh Alqahtani, The Importance of Vocabulary in Language Learning and How to Be Taught, *International Journal of Teaching and Education*.
- Nazilatul Maghfiroh, Bahasa Indonesia Sebagai Alat Komunikasi Masyarakat Dalam Kehidupan Sehari-hari, *Jurnal Ilmiah Ilmu Komunikasi*.
- Nihta Vera Frelly Liando, et, al, Pictures as a Learning Media in Teaching Vocabulary, *Jurnal Ilmiah Universitas Batanghari Jambi*.
- Nur Rahmah et.al, The Effect of Vocabulary Mastery on Students' Reading Comprehension, *International Journal of Business, English, and Communication (IJoBEC)*.
- Nuryadi et, al., *Dasar-Dasar Statistik Penelitian*, Sibuku Media.
- Rohmatillah, A Study on Students' Difficutiesis in Learning Vocabulary, *English Education: Jurnal Tadris Bahasa Inggris IAIN*.
- Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, penerbit Alfabeta, 2019.
- Suharsimi Arikunto, *prosedur penelitian suatu pendekatan praktek*, Penerbit Rineka Cipta.
- Syamsinar and Ahmad Thariq, Peningkatan Kosakata Siswa Dalam Bahasa Inggris di SMPN Satap Pulau UT Kota Tual, *Abdimas: Papua Journal of Community Service*.