

KNOWING THE STUDENTS' LACK IN IMPROVING VOCABULARY BY ONLINE CORRESPONDENT AT SMA SWASTA CERDAS BANGSA

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ABSTRACT

This research has deal with the students' lack in improving vocabulary by online correspondent in SMA Swasta Cerdas Bangsa. This result based on their daily study in their English book at the school. The purpose of this research is how to know the students' lack in improving vocabulary through their daily study at the school and what the students' difficulties when improving English language. The study was a descriptive qualitative research that used simple sampling to take the sample. It means the samples of this research were 20 students of 30 students at the tenth science grade of senior high school Cerdas Bangsa. To collect the data, the writer used an online test (Google form), that contain the revealed questions on their English book study. The test consists from multiple choice and essay questions. The writer findings revealed that the percentage of the students' lack in improving vocabulary related with their English book study, like: knowing the meaning of word, finding the expression, and getting synonyms. So, the research result of students at tenth science grade of senior high school Cerdas Bangsa dominant difficult tin finding the expression of conversation that founded in the third session.

Key words: *knowing, students' lack, improving vocabulary*

1. Background of the Problem

All languages have words and emerge first as words, both historical and in terms of sentence subsequent languages. Vocabulary is fundamentally about learning definition of words. Vocabulary has long been an important topic in education, and today it could be considered a hot topic. Vocabulary plays important roles in mastering English. Vocabulary refers to all of words in language used in particular variety. Vocabulary is also an essential skill for learning in reading, speaking, writing and listening. According to Wilkins (1972, p.111-112) wrote that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means before learning language, firstly the students have to learn the vocabulary, because vocabulary is one basis of language elements that play important role in English.

Richards and Renandya (2002, p. 225) vocabulary is a core component of language proficiency and provides much of the basis for how learners listen, speak, and write well. It's describe that when students try to speak they will be speaking words, in reading they read words, in listening the students listen words, and in writing they used words. Those

components are very important to students in improving vocabulary.

In other words, teaching vocabulary helps students to understand and communicate with others in English. In learning vocabulary, it will be helping students to be master English for their purposes. So, vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning. Teaching vocabulary is not just about words; it involves lexical phrases and knowledge of English vocabulary and how to learn and teach it. The writer believe that vocabulary is the important things and be one aspect of language component that play a control role as a tool to communicate English. So, the students have the ability to know four English components, like reading, speaking, writing, and listening.

In learning vocabulary, the writer hoped all the teachers never stop giving motivation and support the students to improve their English every time, because as the statement above, vocabulary is the important role in mastering English, and without it, it would be impossible for students be able in learning English well. According to Harmon, Wood, & Kiser (2009) learning vocabulary is an

important instructional aim for teachers in all content areas in middle grades schools. However, indicates that vocabulary instruction may be problematic because many teachers are not “confident about best practice in vocabulary instruction and at times don’t know where to begin to form an instructional emphasis on word learning” (Berne & Blachowicz, 2008, p. 315). In order this topic, the writer wants the students able to learn vocabulary, growth, development and share effective instructional strategies that the teachers used above, like how to teach vocabulary across the content areas. The writer hopes, the teachers will use these strategies to help students become verbophiles-“people who enjoy word study and become language enthusiasts, lovers of words, appreciative readers, and word-conscious writers” (Mountain, 2002, p. 62). Exactly, studying component English sustainable, good technique and method from the teacher are needed for students learning vocabulary well.

The research located in SMA SWASTA SWASTACERDAS BANGSA, Sub-district of Deli Tua, Regency of Deli Serdang, Province of North Sumatera. The writer focused to students at tenth science grade of senior high school Cerdas Bangsa. The school is adopted 2013 curriculum (K13) to be their curriculums at the school, it include listening, speaking, writing, and reading subject. Before decided this research, firstly the writer made sure the students of tenth grade of senior high school Cerdas Bangsa has learned the subject of the research. The writer connected the research test to their English book at the school. So, the writer believed the students will be able to do the research well.

During doing the research, the writer found some of students at tenth grade are still difficult in vocabulary and it looks from their score on their test papers. Some of them are getting different about their ability in vocabulary. The purpose of this research is not achieved. Some of students were not able to analyze and identify the meaning of the text. They failed to find the correct answer. The writer believed that the students were lacked of vocabulary. Many of weaknesses that the writer found from the students caused by several factors, like: Some of students difficult to follow English subject and difficult to get a

meaning from listening, writing, reading and speaking while learning English subject in the class. In addition, Allen (1999) whether in school or out of school, the key to learning words at this amazing rate is that individuals experience words in comprehensible and meaningful contexts. The students must realize that if the students want to improve their vocabulary, they must learn individuals, not depend on their English subject at the school. English lesson is not only as a subject that students learn in one day, but also many subjects that students must learn every day. If the students want to improve their English, they must learn outside from the time of school. The students must add their time in learning English, so the students will be easier to get a new word. In other words, to be master in English the students must learn every time and do it continually. One important finding from this research suggests that vocabulary learning never stops (Smith, 1998); it is a natural and lifelong phenomenon.

Based on the weakness above, the writer has thought this title will be interested to investigate this problem into a research entitled: the analysis of students’ lack in improving vocabulary by online correspondent in SMA Swasta Cerdas Bangsa.

1.2. Problem of the Study

There are problems of students that can be identified as research subject. In this case the writer would like to open discuss with the students to find:

1. Are the students at tenth grade of senior high school Cerdas Bangsa lack to memorize word in improving vocabulary in their daily study at the school?
2. Are the students at tenth grade of senior high school Cerdas Bangsa lack in expressing their ideas with their own words?

1.3 The Objective of the Study

Objectives of this research is to find out the dominant the students’ lack in improving vocabulary in their subject at tenth grade, those are:

1. To know the difficulties of students when memorize word in improving vocabulary in their daily study at the school.
2. To know the difficulties of students when they express their idea with their own words in their English subject at the school.

1.4 Limitation of the Study

In this research, the writer limited the research on students' lack in improving vocabulary in their English subjects at tenth grade of SMA SWASTACerdasBangsa in 2020/2021 academic year. In other words, the question of this research is related about their English lesson at the school. So, the writer made sure the students have to learn the research question materials that founded on their English book in the class previously.

1.5 The Benefits of the Study

The results of the research are hoped could be encouraged the readers understand the difficulties of students in improving vocabulary and find out their lacking. Here is the benefit that writer got from this paper:

1. The result of this research can be used as a reference for knowing the same kind of this research in future.
2. The result of this research will be giving the knowledge to readers about study on student's lack in improving vocabulary in the study.
3. The result could be gave information about problem solving in improving vocabulary to the students at school.

2. SUPPORTING THEORIE

2.1 Knowing

Know is the information in your mind as a result of experience or because you have learned or been told it. Knowing is showing that you know or understand about something that is supposed to be secret. (Paperback, Oxford English Dictionary).

2.2 Definition of Lack

Lack is the state of being without or not having enough of something or a lack of something, there is not enough if it or it does not exist at all (Collins COBUILD Advanced Dictionary of English)

2.3 Definition of Improve

(<https://www.lexico.com/definition/improve>) improve is making become better or achieve or produce something better than.

According the writer, improve is the things that always hope to get the good result and it has a significant step to be better than before.

2.4 Definition of Vocabulary

According to Barcroft, Sunderman, & Schmitt (2011, p. 571) yet vocabulary is much more than just single words, as this book will demonstrate. Also called formulaic sequences (Alali & Schmitt, 2012), they are central to English vocabulary learning and therefore worth teachers' attention as they teach vocabulary.

2.5 Skills of Vocabulary

According to Jon Clenton and Paul Booth those are four the limited of skills of vocabulary that support our view about vocabulary knowledge, such as:

2.5.1 Reading Vocabulary

As Nagy (1988) asserted, "What is needed to produce vocabulary growth is not more vocabulary instruction but more reading" (p. 3). Literation is the activity to read some words and it can recognize when reading. This is generally the largest types of vocabulary simply, because the reader finds a new word and try exposed to more words. With literation the students are able to add their vocabulary and try to improve the students mind to process the word. Twenty-five to fifty percent of annual vocabulary growth can be attributed to incidental learning from meaningful context while reading (Nagy et al., 1987). Stahl, Richek, and Vandevier (1991) explored indirect learning of vocabulary words with sixth graders and found that students were able to learn a significant number of vocabulary words from reading, discussing their reading, and listening to orally presented passages.

2.5.2 Listening Vocabulary

People who listen vocabulary all the words they can recognize when listening of speech. People who always listen of English words will be easier for getting a new English word. With listening English word in stages, the students can practice their ears to listen English word. It can be bring the positive impact for students getting a new English language. Some of students are also more understand words than anything if they find the topic that has a gesture from discussion of the conversation. So, in improving English, students should be active to hear the English words.

2.5.3 Speaking Vocabulary

A person's speaking vocabulary is all the words they use in speech. It is likely to be a

subset of the listening vocabulary. Speaking types of vocabulary is very important to people who want get a new word and improve their vocabulary. With speaking, people reminded to get a word on their mind and try to match the pronunciations of words. In other words, in speaking continually, the students can practice their mind to construct the words and filter the English words on their mind. It makes speaking vocabulary is very important ways in improving students' vocabulary.

2.5.4 Writing Vocabulary

Words are used in various forms of writing from formal essays to social media feeds. Many written words do not commonly appear in speech or another contents. The writer generally use a limited set of words when communicating. In this case, writing will be bringing the largest impact to students who want improve the vocabulary. The students can practice their English and construct the word by written. The students also can share their ideas through written and it makes the students get a new word and try to match the exact word with the correct grammar. In other words, in writing the students try to find the words that support their ideas on their mind. Then, their minds are trying to find a word and match it to the context.

2.6 Kinds of Vocabulary

According to Thornbury Scott (2002:3) there are many kinds of vocabulary, namely:

2.6.1 Word Classes

Many word in English, can belong to two or more word classes. All words belong to categories called word classes (or parts of speech). The main word classes in English are divided into seven different words classes, such as:

a. Noun

A noun is a word that identifies a person, a thing, an idea, quality, or state. Example: Man, girl, cat, ring.

b. Pronoun

Pronoun is used in place of a noun that has been already known or mentioned.

Example: Romario left early because *he* was tired

Helene sung the beautiful song to *Him*

Someday will be better than before

c. Verb

A verb describes what a person or thing does or what happens.

Example: An action – *run, sing, survive*

An event – *summer, happen*

A situation – *be, have, faced*

A change – *decrease, improve, promoted*

d. Adjective

An adjective is a word that describes a noun, giving clear information about it.

Example: An exciting moment

A green house

A dirty class

e. Adverb

An adverb is a word that's used to modify about a verb, an adjective, another adverb or even a whole sentence.

Example: *Fortunately*, Jaya accomplished his paper.

f. Conjunction

A conjunction is a word such as *and, but, or, for*

if, when. Conjunctions are used to connect phrase, clause and sentences.

g. Preposition

A preposition is a word such as *after, in, on, in, with*. Preposition are used in front of nouns or pronouns and show the relationship between the noun or and other words in the sentence.

2.6.2 Word Families

Word families are the groups of words that have a common feature or pattern. Those kinds have a similar sound and the same combination of letters in them. (Thornbury, p. 4) We have seen how words may be share the same base or **root** (*look*) but take different endings: *looks, looking, looked*, this is a feature of the grammar of most languages: the use of add-ons (called **affixes**) to make a verb past (*looked*), for example, or a noun plural (*bits*), these different grammatical forms of a word are called **inflexions**, adding affixes serves a grammatical purpose, it is also a fundamental principle of word formation generally – the adding of affixes to the roots of words (*play*) to fashion new words and a word that results from the addition of an affix to a root, and which has different meaning from the root, is called a **derivative**.

According to Wylie and Durrell the 37 most common word families in English are: *ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw, ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck, ug, ump, unk*.

2.6.3 Word formation

Word information is the creation of a new word. There are the kinds of word formation:

a. Compounding

Compounding is the combining of two or more words to make a longer word. The common pattern of compound is (noun + verb + -er -)

Example: Foot + ball = football
Cat + walk = walkout

b. Blending

Blending is two words of more words to create a new one, usually by taking the beginning of the other word and the end of the other one.

Example: Motel = motor + hotel.
Webinar = web + seminar

c. Conversation

Conversation, the process a word can be co-opted from one part of speech and used as another called conversation. The conversation standard should be use context and common verbal (gerunds, participles, infinitives) in the sentence.

2.7 The Aspects of Vocabulary

According to Michael Lessard-Clouston that the concept of a word can be defined three significant aspects, there are:

2.7.1 Meaning

Vocabulary learning is a continual process of encountering new words in meaningful and comprehensible contexts (Harmon et al., 2009). Meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when

people think about a specific word or expression (Nation, 2001).

a. Spelling

In learning vocabulary, spelling is important for getting a new word. (Nations, 1990:51 as cited in Kareem, 2000:6) spelling there may be different acceptable written forms for the same words within the same variety of English, due to the fact that they belong to different varieties as happens with many British or American English terms.

b. Pronunciation

The Research shows the words that are difficult to pronounce are more difficult to learn. Pronunciation errors may result from the wrong word pressure of sound (faire for fire, leave for live).

2.7.2 Word Form

Form of a word involves its pronunciation (spoken form, spelling, written form), and any word parts that make up this particular item (such as a prefix, root, and suffix).

2.7.3 Word use

Word use is involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth.

This aspect is very important for students to improve their vocabulary, because as we know “English vocabulary is complex, with three main aspects related to form, meaning, and use, as well as layers of meaning connected to the roots of individual words (Nation & Meara 2010)”.

Table 1. What is involved in knowing a word

Aspect	Component	Receptive knowledge	Productive knowledge
Form	Spoken	What does the word sound like?	How is the word pronounced?
	Written Word parts	What does the word look like? What parts are recognizable in this word?	How is he word written and spelled? What word parts are needed to express the meaning?
Meaning	Form and meaning Concepts and referents associations	What meaning does this word form signal?	What word form can be used to express this meaning?
		What is included in this concept? What other words does this make people think of?	What items can the concepts refer to? What other words could people use instead of this one?
Use	Grammatical functions Collocations Constraints on use (register, frequency...)	In what patterns does the word occur?	In what patterns must people use this word?
		What words or types of words occur with this one? Where, when, and how often would people expect to meet this word?	What words or types of words must people use with this one? Where, when, and how often can people use this word?

Source: Adopted from Nation (2001, p. 27).

2.9 The Difficulties in Learning Vocabulary

The first step to successful teaching vocabulary are to identify the difficulties that

faced by the students. Thornbury (2004:27) proposes some factors that make some word more difficult as below:

2.9.1 Pronunciation

The research shows the words that difficult to pronounce are more difficult to learn and get of the meaning. Many students find that word with cluster of consonant unfamiliar, so the students difficult to pronounce it. Although, someone has perfect grammar, but if they difficult to understand of pronounce, it can be problem for people improving the vocabulary.

2.9.2 Spelling

Spelling correctly is an important skill. It is essential to improve the students' vocabulary. English language is full of words that seem overstuffed with unnecessary letters as silent words, feel like they should be spelled a different way or just make it did not has a sense. So, with spelling correctly the students hoped to different the words, meaning and get a new word.

2.9.3 Grammar

The rules of English are grammar. Learning the rules is it possible to improve the students' ability to different form of the word and identified the grammar used. Even if English grammar students are perfect, it also can be difficult if student still lack in vocabulary, because vocabulary is basis of English. Without word, it will be impossible to construct the sentence well.

2.9.4 Length and Complexity

There is clearly a relationship between the length of a story and its complexity. Here's the relationship is not always a straightforward one. It can be happen in the short story has great information and vice versa. Longer stories and full length book are not necessarily compressed as short stories. The contents of book are not looked by the length story, but also by the complexity of the book content. But here's many students think that the length book has contained complex story, so that they got confused first.

2.9.5 Meaning

There are words that students have seen, read, and maybe even used in conversation whose meaning you can never keep straight. Sometimes it's to be difficult for someone to improve their vocabulary if they found this case. Should the student when learning one subject at school they try to know the meaning of content or useful the way of organizing your

vocabulary study, so that the students try to get a new word to improve their vocabulary.

2.9.6 Range, connotation and idioms

Words that can be used in a wide range of contexts generally be perceived as easier than their synonyms with a small purpose. Sometimes, it's make the students get difficult understood what the meaning of. Like, *put* is a very wide range of verbs, compared to *impose*, *place*, *position*, etc. Likewise, *thin* is a safer be than *skinny*, *slim*, *slender*. Uncertainty, as to the connotations of some words may cause problems too. It's to be problem to the students if they still did not understood or lack to the problem above over than range, connotation, and idioms. According to Michael McCarthy Felicity O'Dell (1994, 148) idioms are fixed expression with meaning that are usually not clear or obvious. Some of words often give the students no help in deciding the meaning. For example, under the weather, which means 'to feel unwell' is a typical idiom.

3.1 Research Method

This research was a descriptive qualitative research that consisted of two variables. The research focused on students' lack in improving vocabulary at Tenth Grade Students of Senior High School Cerdas Bangsa. According to Creswell (2012, p.18), qualitative is exploring a problem and developing a detailed under-standing of a central phenomenon and stating the purpose and research questions in a general and broad way so as to the participants experiences. In qualitative research is the best suited to address a research problem in which you do not know the variables and need to explore (Creswell, 2012, p. 18). Descriptive is scientific research that describe about event, phenomena, pattern of narrative development the aims or fact systematically dealing with certain area or population. So, the writer used a descriptive qualitative method to know the students' dominant difficulty in improving vocabulary in their English study at the school.

3.2 Population and Sample of the Research

3.2.1 Population

Creswell (2012, p.143) population is a group of individuals that have same characteristic. The population in this research is students of senior high school

CerdasBangsa. Total of students in senior high school CerdasBangsa are 161 students, male 47 students and 114 of female students. There were 6 classes of senior high school CerdasBangsa, which consisted of two majors such as, science and social classes.

3.2.2 Sample

According to John W. Best (1981:8) that a sample is a small propotion of a population selected for observation and analysis. Sampling is a stastitcal procedure that's concerned with the selection of the individual observation; it helps us to make statistical inferences about the population. The samples of this research were 20 students of 30 students at the tenth grade of senior high school CerdasBangsa

3.3 Time and Location of the Research

3.3.1 Time of the Research

The time was conducted from 10th September 2020.

3.3.2 Location of the Research

The research was conducted at SMA SWASTA CERDAS BANGSA. This school located at Jititukuning - Namorambersr. IV. G. Johor No.30 Sidorejo, Delitua, Deli Serdang. The time was the writer making test in 10th September 2020.

3.4 The Subject and Object of the Research

3.4.1 The Subject of the Research

The subject of this research was the tenth grade students of senior high school Cerdas Bangsa.

3.4.2 The Object of Research

The Object of the research was the students' lack in improving vocabulary in their daily study at the tenth grade of senior high school CerdasBangsa.

3.5 The Instrument of Collecting Data

The writer used Google form, the students just prepared a phone and internet quote. Firstly, the writer joined on their whatsapp group to know all the students of tenth grade CerdasBangsa. By having the group, the writer gave them the information related of research or clue during doing the research test. Then, the writer shown them the Google Link and forward them to the Google form Sheet. On the Google form was available the question test that consist of multiple choice and essay test. In the Google form, there were available the

names, class, and duration of test. There are 20 essay questions, and 10 multiple choices. The time given was 90 minutes. So all questions are 30 questions. After the time has done, automatically the Google form locked and collected the answer sheet.

3.6 The Administration of the Study

The writer did the research in SMA SWASTA CERDAS BANGSA by Online test. The systems of test are 2 sessions with durations 90 minutes. The first session is at 14.00 – 15.30 and the second at 19.00 – 20.30 pm. The test started on 10th September 2020 at 14.00 pm. It means that the students just suited their time to start the test. Whenever the students are, they can do it with choose both of session with duration per-login is 90 minutes. Firstly, each of students has link to log in the Google form test. When students start doing the test, they must fulfill their bio-data on the Google form. Then, the question of the research is emerged. In other words, the writer intentionally gave the session because the writer suited the students' condition and did not look binding them. Actually in this time, the students of tenth Cerdas Bangsa are doing online class, it caused of corona virus pandemic. They learned and completed their task by online, so the writer made sure the best time for doing this research. The writer won't made them did not enjoy the test over forced them. It made the writer decided the session of the research to be 2 sessions, with durations of 90 minutes for students finishing the task. Hoping, the students will be able to manage their time and enjoy the test research. There are the steps before doing the research:

1. The writer joined on their class whatsapp groups.
2. By having whatsapp, the writer gave instruction about Google form, and shared the link of test.
3. The allocated time only 90 minutes to answer all the questions.
4. After the time has done, automatically the application will be closed.
5. After the students had finished doing the test, the writer collected the answer sheet.

3.7 Analysis Data

In this research, the questions obtained three kinds of question. There are 30 questions

total of this research, included 10 essays, 10 the blank conversation and 10 multiple choices questions. The writer gave 100 score and gave them a predicate.

The writer Intentionally gave the different questions score, because each of questions have different purpose and difficulties. In multiple choice sessions, the question contained the general word that founded on their English book at school and of course it will be easier to students complete this session. But in essay and conversation session, the writer made the design question more difficult than multiple choices. In the highest score (conversation question) student demanded to know the purpose of the text, the students must know clearly what the speaker mean in the dialogue and match it to the question and of course all that need a good understand and attention from students. So, the score of question is related about the measurement of question.

Table 2. Scoring of Question

The question kinds	Total question	Score per-question
Essay	10	3
Conversation	10	5
Multiple Choice	10	2

Here is the level of achieving that writer made for students of tenth grade of senior high school Cerdas Bangsa who got low and high score.

Table 3. Level of Achieving

No	Range	Category	Level
1	80 - 100	Good	Able
2	66 - 79	Enough	Able
3	50 - 65	Poor	Unable
4	0 - 49	Very Poor	Unable

The writer calculated each percentage of students' lack in improving vocabulary in their subject at school by using a formula from Sudjiono (2004, p.43) such as:

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

In which:

P = Percentage of students' result

F = Frequency of incorrect answer

N = Number of students

100% = Constant Value

The writer analyzed the lacking by identifying the incorrect answer from each part of questions. So, if students get 0 – 49 scores, they will join in the very poor category and unable level, if the students get 50 – 65 scores, they will join in the poor category and unable level, if the students get 66 - 79 scores, they will join in the enough category and able level and if the students get 80 – 100 score, they will join in the good category and able level.

4. FINDINGS AND DISCUSSIONS

4.1 Findings Data

In this chapter the writer will explain about the students score at tenth grade of senior high school Cerdas Bangsa. In findings data, after getting the data from the students' paper, the writer analyzed the students' difficulties in improving vocabulary in their English subject at the school. In discussion section, previously the writer discussed the concept that the writer will do for finding the students' data. After the test had been collected, the writer started to analyze their papers:

The writer finished the research, and got the results of the papers by students. The findings and discussion are taken from the paper students results. It is based on the data of students in the table below:

Table 4. Student percentage result

No	Name	Score	Category	Level
1	Subject 1	64	Poor	Unable
2	Subject 2	32	Very poor	Unable
3	Subject 3	58	Poor	Unable
4	Subject 4	46	Very poor	Unable
5	Subject 5	46	Very poor	Unable
6	Subject 6	43	Very poor	Unable
7	Subject 7	85	Good	Able
8	Subject 8	54	Poor	Unable
9	Subject 9	54	Poor	Unable
10	Subject 10	56	Poor	Unable
11	Subject 11	71	Enough	Able
12	Subject 12	51	Poor	Unable
13	Subject 13	75	Enough	Able
14	Subject 14	74	Enough	Able
15	Subject 15	63	Poor	Unable
16	Subject 16	64	Poor	Unable
17	Subject 17	74	Enough	Able
18	Subject 18	76	Enough	Able
19	Subject 19	78	Enough	Able
20	Subject 20	52	Poor	Unable

By having the students result, the writer found one student who got the highest score with good categories and able level, six students who got enough scores and able level, nine students who got poor categories and unable level, and four students who got very poor categories with unable level. The percentage result of the students of tenth senior high school Cerdas Bangsa is calculated by using the formula below:

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

$$P = \frac{13}{20} \times 100 \% = \frac{130}{20}$$

$$P = 65 \%$$

With:

P = Percentage of students' result

F = Frequency of incorrect answer

N = Number of students

100% = Constant Value

It means that 65% students of tenth Cerdas Bangsa were unable to fill the test and it can be difficult to students in improving their vocabulary at school, and 35% students were able. Here is the percentage table of able and unable students at tenth grade Cerdas Bangsa.

Table 5. Able and Unable

No	Category	Total	Percentage
1	Able	7	35%
2	Unable	13	65%
Total		20	100%

4.2 Discussion

There are 13 with 65% students of tenth grade senior high school Cerdas Bangsa are unable to fill the test that related about their English book at the school. This result research is also to be problem to the students to follow their English subject at the school and it can be difficult for students in improving their English. There are 7 with 35% students of tenth grade of senior high school Cerdas Bangsa are able to fill the test and got the very good and enough score for each session of research. It's proved that those 7 students are able in improving vocabulary and follow their English subject at the school.

After finding the data, the writer asked about their experiences while doing the test. Some of students told that the test were not easy, because the questions full with English

language and they got confuse. In other words, the students generally did not like with English subject and lacked about vocabulary, so they got difficulties completed. The writer also found their big problems in the third session (conversation session). A half of the students got the low scores from this session. The writer thought the answer of the conversation session is real from their mind, because this session needed the correct understood of the context. In the third session, students asked to determine the expression what people told on the conversation. Exactly, the writer found that the difficult dominant students at tenth grade of senior high school Cerdas Bangsa in the third session. This difficult is also to be problem to students in improving their vocabulary and follow their English subject at the school. In another questions, the students more easily to answer the synonym questions than the blank conversation session. The percentage is shown that almost of the students got the good scores from the synonyms session.

According to Stahl and Fairbanks (1986) found that instructional methods that provide only definition information about each word to be learned or that involve multiple repetitions of definition information about a target word do not appear to have reliable effects on reading comprehension. In this session, the students are needed to identify what the context about or what's information contains is. Harmon (2002) getting students to read more will certainly help them learn new words awareness and acquire specific strategic word learning abilities. In this case told that how important progress literacy to grow the students vocabulary. So, it will be easier if the students did the steps above for knowing the sentence purpose.

In addition Mountain (2002, p. 62), people who enjoy word study and become language enthusiasts, lovers of words, appreciative readers, and word-conscious writers. The writer did interview to the students who got the highest scores. She told that her score is related about her hobby to practice English by reading some books and listening western song. While practice English, she got new vocabulary and it helped her to identify the purpose of sentence and combined each word for getting a meaning. It means, a simple activity can be useful to practice our English and it can be one

example to the students who want improve their vocabulary. With usual reading English book and listening to music, the writer believes it will be open the students' mind for getting a new vocabulary and understand the meaning of sentence.

5. CLOSURE

5.1 Conclusions

Based on the data presentation and analysis of this research about the students' lack in improving vocabulary at Tenth Grade of Senior High School Cerdas Bangsa, the writer concluded as below:

1. The writer found the students' difficulties while doing the research, such as: students difficult to memorize word and it made the students did not understand to get the meaning of the sentence over the research test was full with English language and they were unusual to do this test previously.
2. The writer found some of students are difficult to express their ideas from the conversation test. It founded from the conversation test. In the conversation test students are demanded to find the expression that speaker used in the conversation. A half of students are failed in this session. The students are difficult to distinguish the speaker expression and they got difficult to differ where regret expression, wish expression and any else that related about speaker's expression. Of course, it is to be problem to students in improving their vocabulary by expressing something with their own words.

5.2 Suggestions

From the conclusion above, the writer suggests:

1. The Writer hopes, the students can improve their vocabulary with memorizes word, because word is basis of English. With the words, the students can get the meaning fastly and construct the sentence well. Many ways that students can do to memorize word, like; singing English song, getting the lyric from Google browser, finding the meaning in Indonesia language, and speaking the words with correct pronounce. It means, learn English is not

only focus to their English subject at the school, but also every time in everywhere the students can practice their English with memorize word.

2. In expressing idea needed a good vocabulary, because vocabulary is the tools to communicate with others. If students express their ideas clearly and construct it well, of course it needed a good vocabulary that related about their feelings. So, to express students' ideas with their own words, the students should improve their vocabulary to get easy for expressing their ideas. The students must prepare the vocabulary before construct their feeling or express their ideas, because we know without vocabulary nothing be conveyed and remember that, there is no people can express their ideas with poor vocabulary. So, the students should improve their vocabulary.

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