ANALYSIS OF STUDENT'S VOCABULARY DIFFICULTY INNARRATIVE TEXTS

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Abstract
This research aims to analyze learners' vocabulary mastery skills in narrative text. For example, in what kind of word class do the learner have difficulties, how it manifests, and how do the difficulties occur. This research uses only three-word classes: Verb, Noun, and Adjective. To analyze the data, the researcher used the descriptive qualitative method. The participants of this study consist of 4 students at tenth graders of MA Umar Zahid Perak with a score below minimum competency in the final semester test. The data were collected by giving respondents a test on narrative text. This research gives information about students' vocabulary mastery in narrative text. There are four problems encountered by students, namely: Incorrect active/passive voice, diction selection errors, incorrect word order, and incorrect word class. Most errors occur in the Verb word class, and the most frequent error is incorrect active/passive voice. Based onthe results of this study, the teacher should anticipate identified errors in the categories of the verb, noun, and adjective.

Keywords: *Vocabulary, Word class, Narrative*

A. INTRODUCTION

Vocabulary mastery is one of the main issues in learning foreign languages. Harmer (2001) asserts that "the vocabulary is one of the important elements of a language." Wilkins in Thornbury (2002) further explains that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." The statements imply that even those competent in grammar will be futile if they do not understand essential vocabulary. City (1996) also supports the statement that vocabulary is one of the essential things to learn in foreign language learning because it is impossible to speak without words.

For EFL students in Indonesia, vocabulary learning problems arise because English vocabulary differs from Indonesian in pronunciation, spelling, and morphology, including the meaning and use of words. In addition, the way of pronunciation and writing of words are different. Therefore, people, especially students learning English, often have difficulty learning vocabulary. Consequently, students' vocabulary does not increase, which makes them have difficulty understanding English texts (Rohmatillah, 2014). This happens because students are unfamiliar with English's forms, pronunciations, and spellings. After all, their L1 is Indonesian, which has a different pattern from English.

According to the above, this research focuses on what kind of words students usually have difficulty with. Many researchers (e.g.; Nurweni, 1999; Susanto, 2021) are interested in analyzing students' vocabulary mastery, whether at the university or high school level. Susanto (2021) find out some factors that induced university students' problems in acquiring vocabulary (1) the written type is different from the spoken form in English, (2) the quantity of words that students got to learn is considerable, (3) the constraints of sources of data regarding words, (4) The quality of word knowledge. Cognizing a word affects far more acknowledging it has lexicon definition, (5) gets by deficiency of apprehension of grammatical of the words, (6) the wrong pronunciation is commonly induced along with the deficiency of sound similarity between English language and also the students' linguistic communication. Research by Nurweni (1999) shows that, on average, students of a university in Jakarta only have 1220 English words. Meanwhile, the appropriate number for a university student is around 3000 − 5000 words.

Unlike previous studies, this research focuses more on identifying what types of words (classes of words) students have difficulty with, especially in narrative texts. Herman (2014) stated that narrative text is introduced to amuse or entertain the readers with actual or imaginary experiences in different ways. Dhillon, Herman, and Syafryadin (2020) explain that Narrative is a description of events, especially in a novel, fables or legend, Etc, or a process of skill of feeling a story. So the Narrative tells about the event that happened in the past. In general, the tense that is often used in the Narrative is past tense forms. Tenses are used to describe actions or events which took place in the past.

In order to reveal the students' vocabulary mastery in narrative text, this research will discuss vocabulary mastery in comprehending narrative text in the textbook to find out students' vocabulary skills in the text genre. In addition, this research will analyze the kind of words tenth-grade students usually have difficulty with. By revealing this phenomenon, it is expected that the result of this research will describe English teachers about students' difficulty in mastering vocabulary in narrative text in tenth grade. By focusing on those difficulties, the teacher is expected to give a better lesson in teaching narrative text.

B. REVIEW OF RELATED LITERATURE
Related Theories

Herman (2014) stated, the narrative text is introduced to entertain or amuse the reader in different ways with real or imaginary experiences. According to Hornby (1974), the narrative

is to inform a tale or story that orderly account of activities in speech or writing. Narrative textual content is a chunk of the textual content which tells a tale and, in doing so, entertains or informs the reader or listener. It can finish that a narrative tale is a tale that tells us approximately something thrilling that has reason to amuse and entertain the readers. According to Pardiyono (2007), narrative texts accurately narrate past activities and events that indicate problematic experiences and solutions, exciting and give readers moral lessons. Sejnost & Thiese (2010), stated that story texts are of all kinds related to a series of events, including fiction (fiction, history, poetry) and nonfiction (memories, biographies, news).

The narrative is a type of retelling, usually verbal (although it is possible to express a story), of something that happened. (a story). Narration is not the story itself but the retelling of the story, which is why it is often used in expressions like written narration, oral narration, Etc. A narrative is a story created in a constructive format (written, spoken, poetic, Etc.) that describes a sequence of fictional or non-fictional events (Purba, 2018). In addition, the narrative text is one of the materials in the English program for middle and high school (Sulistyo, 2013)

Students cannot write short paragraphs from written narrative text, so they score poorly in writing. This made the students weak in grammar and have limited vocabulary (Purba, 2018). Limited vocabulary is a problem for English learners. Learners cannot comprehend the full text of what they read because it is difficult to understand a passage with only a small amount of vocabulary. Rohmatillah (2014) state that even if people have good grammar, it would be useless if they do not know much vocabulary. This statement is also supported by Wilkins in Thornbury (2002); without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed. Sulistyo (2013) find out that the students do not listen attentively to the material given by the teacher in organizing the general structure of narrative texts. They only get information from what they read briefly based on their previous information and experience. Afriana & Aruan (2013) stated that the students cannot fully comprehend the text because they do not grasp the author's message or idea. Students' reading comprehension problems can also be confirmed in the multiple-choice test results given to students by the researcher in class. Ten questions were presented: finding factual information, finding key ideas, finding lexical meanings, identifying references, and reasoning.

Word class (or part-of-speech) is that every word belongs to a category depending on its role in a sentence (Oxford, 2015). There are some major word classes in English: nouns, verbs, adjectives. They have lots of members of verbs, nouns and adjectives. Many words belong to multiple word classes. For example, a book can be used as a noun or a verb. A verb describes what a person or thing does or what happens. For example, verbs describe an action (jump, stop, explore); an event (snow, happen); a situation (be, seem, have); or a change (evolve, shrink, widen).

- A noun is a word that identifies a person (man, girl, engineer, friend); a thing (horse, wall, flower, country); an idea, quality, or state (anger, courage, life, luckiness).
- An adjective is a word that describes a noun, giving extra information about it. For example:
  - ❖ an **exciting** adventure
  - ❖ a **green** apple
  - ❖ a **tidy** room

Previous Studies

There are some studies related to this research. The first study by Rohmatillah (2014) found that students' problems or difficulties in learning vocabulary are different. The difficulty

students faced was that almost all had difficulties with pronunciation, writing, and spelling of words. Another grammatical form of the word, known as a declension, is one reason students have difficulty learning vocabulary. In addition, students struggled to choose the meaning of the appropriate word and were still confused about using the word in context. Finally, students are still confused when looking for idiomatic words or expressions. Several factors made it difficult for students to learn vocabulary. (1) the writing style of English is different from the colloquial one, (2) the number of words students have to learn is enormous, (3) information about little words from sources, and (4) difficulty in knowing the words. Knowledge of a word is based on its lexical definition, (5) reasons for misunderstanding the grammar of a word, and (6) Mispronunciation is often caused by a lack of sound similarity between English and the student's native language.

The second study by Susanto (2021). Found that difficulties that students face are that most students have difficulty speaking words, a way of writing and spelling, and different types of grammar of a word called grammatical errors are one of the causes difficulty in absorbing vocabulary of students. Furthermore, students have difficulty deciding what corresponds to words and, similarly, confusion in exploiting the asserted word context. However, in the end, students get confused after they find idiomatic words or phrases. Several factors make it difficult for students to acquire vocabulary. (1) the written language of English is very different from the spoken language, (2) the number of words students learn is vast, and (3) the limitations of relevant source data. (4) the quality of language knowledge; Knowledge of a word affects more than the fact that it has a lexical definition. (5) acquired by a lack of understanding of word grammar, and (6) affected by poor pronunciation, often due to a lack of lexical similarity between English and student voice communication. The differences between the previous research from this research are:

1. The first research, Rohmatillah. She took up the research topic from the first semester of the English department of IAIN Raden Intan Lampung, who was taking a vocabulary class. The researcher used interviews and questionnaires. The study is aimed to find out the kinds and factors of students' difficulties in learning vocabulary. All the data were analyzed descriptively.

2. The second research, Susanto. His research applied qualitative research intent and applied case study characteristics to the primary semester of STITEK Bontang. This research aims to educate on the difficulty of grasping vocabulary for information gathering and searching for letters and elements by conducting interviews and questionnaires. The researcher examined the data results descriptively. Findings indicated that students still experience vocabulary learning impacts or difficulties.

C. RESEARCH METHOD

This study applies the descriptive qualitative approach. Suwarsono (2016), Quoted, Merriam (2009) explains, "Qualitative research is a term that encompasses various methods of interpretation that attempt to explain, interpret, translate, and arrive at meaningful terms". Based on the above explanation, this current study will describe and explain the students' difficulty in terms of vocabulary in narrative text. In this study, the analysis focuses on what types of words students have difficulty with (verbs, nouns, and adjectives) from narrative texts. In addition, the current study explain how the problem occurred.

The respondents of this research are the tenth-grade students of MA Umar Zahid Perak. In this case, the respondents are those from the groups of students who scored less than 75 on the final semester exam. This characteristic indicates that they belong to beginner-level EFL

learners.

The instrument used for collecting the data is a test on narrative texts from the English textbook for tenth-grade students published by the Ministry of Education and Culture of Republic Indonesia. There are four narrative texts in the book. The titles of the texts are *Issumboshi, Malin Kundang, and Strong Wind*. In this case, respondents will be asked to translate the texts into Bahasa Indonesia.

The research data are in the form of any words the respondents incorrectly translate. The data will be taken from the results of tests completed by the respondents.

The data collected through the following steps:

1. Constructing the test instrument. (3 narrative texts from tenth grade book. Issumboshi, Malin Kundang and Strong Wind)
2. Choosing the respondents that qualify the criterion (those with English scores less than 75 on the final semester exam).
3. Distribute the test (The students are asked to translate the three passages from the book into a paperwork sheet)
4. Collecting the results of the test. (students work)
5. Identify the words that the students incorrectly translate.
6. Classify the words into the class of words (nouns, adjectives, verbs).

The data collected will be analyzed through the following steps:
1. Describe the class of words that are difficult for students when learning vocabulary.
2. Explaining the difficulties the students have in learning vocabulary.
3. Conclude how students' vocabulary difficulties in narrative text.

D. FINDINGS AND DISCUSSION

Based on the analysis of the data collected, the type of errors found is mistranslation on verb, noun and adjective.

Errors made by the respondents in the verb class. The results of the analysis found some common errors made by the respondents. The errors can be classified into three groups: diction selection error, voice error, and incorrect word class. The first is a diction selection error. This kind of error commonly occurs in the verb category. For example, in passage 1, the word 'Raised' in the sentence 'They raised Issumboshi with much care, but Issumboshi never grew bigger' is translated by respondents 3 and 4 into *'menaikkan'*, which in this context means *'membesarkan'*. The same thing also happens to the word 'grow up' in the sentence 'Eat a lot, and grow up quickly', which respondent 4 translates as *'tumbuh naik'*. In the context of the text, this word should be translated to *'tumbuh dewasa'*. The error in this category also occurs in the word 'spare' in the sentence 'I give it to you, so please spare me', which is translated by respondent 1 into *'luangkan'*, which should be translated into *'lepaskan'*.

The second is voice error. In this case, the respondents used a passive voice instead of the active one, for example, in passage 1. The word 'asked' in the sentence' Grandfather and Grandmother asked as they saw him off' is translated by respondents 1 and 2 as *'ditanya'* (passive voice). This word should be translated into *'bertanya'* (active voice). This kind of error also happens with the word 'saved' in the sentence 'You have saved my life' Respondent 3 translated it into the word *'diselamatkan'* (passive voice), which in the context of the text should be translated into *'menyelamatkan'* (active voice). This kind of error also occurs in the word 'allowed' from the sentence "To thank him, the merchant allowed Malin Kundang to sail with him' in passage 2, which is it should be translated as *'mengizinkan'*, However, respondent 4 translates it

as *'diizinkan'*.

The third is incorrect word class. The respondents translate the verbs into another word class in this kind of error. An example of this problem happens with the word 'employ' in the sentence 'Bravo! I employ you. It would be good if you became the Princess's man'. One of the respondents translated the word into *'pekerjaan'* (noun), while, in the context of the text, it should be translated into *'mempekerjakan'* (verb). This kind of error also happened in passage 2. The word 'refusing' in the sentence 'But he kept refusing to do it and yelling at her' is translated into *'penolakan'* (noun) by respondents 3 and 4, which in this context means *'menolak'* (verb). This error also occurs in the word 'saw' from the sentence 'When his sister saw him coming, she would ask, "Do you see him?"' in passage 3. Which should be translated as *'melihat'*, but respondent 3 translated it as *'gergaji'*.

Errors made by the respondents in the noun class. The first is incorrect diction choice. This type of error was common to happen. An example of this error is in passage 1 with the phrase 'high spirits' in the sentence 'Issumboshi sheathed a needle sword in a straw case, put on a cup for a sedge hat, and started out with a chopstick staff, in high spirits'. The respondents 3 and 4 translated it into *'roh tinggi'*, which is erroneous according to the context. The correct translation should be *'semangat tinggi'*. The second example is the phrase 'princess' man' in the sentence 'It would be good if you became the Princess's man'. Almost all respondents translate it as *'pria putri'*, while the context indicates that it should be translated into *'pengawal putri'*. The third example of this error occurs in passage 2 with the word 'merchant's ship' in the sentence 'he saw a merchant's ship being raided by a band of pirates'. The phrase was translated by respondent 4 into *'pedagang kapal'*, while the context of the text indicates that it should be translated into *'kapal pedagang'*.

The second is incorrect word order. This kind of error happened in the word 'small body' in passage 1 in the sentence 'Is he safe? With such a small body?' Respondents 2 and 4 translated it into *'kecil tubuh'*, while the phrase in the context means *'tubuh kecil'*. The other example of this kind of error happened in passage 2 in the phrase 'small island' in the sentence 'He was thrown out to a small island'. Respondents 2 and 4 translated the word into *'tempat kecil pulau'*, but the context shows that the correct translation should be *'pulau kecil'* (inverted word order). This kind of error also occurs in the word 'nice young man' in the sentence 'he grew into a nice young man' (Passage 1). Respondent 3 translated it as *'bagus pria muda'* meanwhile, the context is actually *'pemuda tampan'*.

The third is incorrect word class. This error happened in passage 3, with the word 'lying' and 'meanness' from the sentence 'because they know he remembers their lying and meanness'. Respondent 3 translated the word 'lying' into *'berbohong'*, a verb. In this context, 'lying' should be translated to *'kebohongan'* (noun). Respondent 3 also translates the word 'meanness' into 'kejam', an adjective. According to the context, this word should be translated as *'kekejaman'* (noun).

Errors made by the respondents in the Adjective class. It is found that there were two types of errors found. The first is incorrect diction choice. An example of this error can occur in the word 'great haste' in passage 1 from the sentence 'they ran away in great haste'. Respondent 3 translates it as 'bagus bergegas'; meanwhile, the word should be translated as 'sangat tergesa-gesa'. Another example of this error also can be found in the word 'youngest' from passage 3 in the sentence 'One day the youngest daughter went to try and see Strong Wind'. It should be translated as *'yang paling*

muda' or *'termuda'*, but respondent 3 translated it as *'mudah'*. This error also occurs in passage 2 in the word 'at last' from the sentence 'at last Malin Kundang said to her'. Respondent 4 translates it as *'pada terakhir'*; meanwhile, the context means *'akhirnya'*.

The second is the Incorrect word class. An example of this error is in passage 1 the word 'frightened' from the sentence "The remaining demons were frightened". Respondent 3 translates it as *'takut'* (noun); meanwhile, it should be translated as *'ketakutan'* (adjective). This also happened in the word 'kind' in passage 3 from the sentence 'She was gentle, kind and beautiful, but her sisters were jealous of her and treated her badly', which is translated by respondent 3 as *'jenis'*. According to the context, this word should be translated as *'baik hati'*.

E. DISCUSSION

This study's results indicate students' difficulties in mastering English vocabulary. From these data, most students have difficulty in verb class. From the three-word classes, it has been found that the learners made four errors. They are incorrect voice, diction selection errors, incorrect word order and incorrect word class. The most frequent errors were incorrect voice, followed by diction selection errors, incorrect word order and the last incorrect word class.

The First type of error is Incorrect voice. The learners use a passive voice instead of the active one. A study by Adriyani (2019) showed that learners made active-voice errors more often than passive voice errors. It implies that the students still have difficulties making the correct English structure in an active voice. On the contrary, Kurniasih (2013) and Yasim, Roni, and Hasnawia (2018) found that students made grammatical errors in morpheme and structure by misformation of passive verbs. The results of the studies indicate that voice is one of the most challenging topics in English grammar. The results of this study indicate that all respondents make mistakes in this form. This result is in line with the results of studies by Adriyani 2019; Kurniasih 2013; Yasim, Roni, and Hasnawia 2018, which also show that EFL learners have difficulty in active and passive voice. They are influenced by their primary language, which in this case is the structure of the language. English and Indonesian are different. They use the structure of their primary language to use in English. Most of the sentences that students made were able to understand. However, the grammatical structures in the sentences are wrong.

The second is diction selection error. This kind of error is common among EFL learners, as revealed by Alisha, Safitri, and Santoso (2019). Their findings revealed that the most significant problem was a lack of vocabulary mastery and the language used. They also found that the learners have limited knowledge in composing sentences, making them confused in choosing words. In addition, they face problems while generating ideas. The weakness of vocabulary mastery made them feel confused to share their ideas. They also felt hesitant in choosing the word, and they need to look up their dictionaries when writing in English. They also felt confused about using the past verb. In addition, some of them were still confused when making the sentence sequence in each paragraph. The same problem was also found by An Nur (2019), who found that diction error was the most common error, followed by the subject and verb agreement. The cause of the error is due to the influence of the first language, translation, and carelessness. One error is a misuse of the word adopting and adapting. In English, the word adopt means adoption in Indonesian, which means taking something for a particular need. In contrast, the word adapt means adapting or adapting to something, so in the context of the above sentence, the word adapt is more appropriate. Maspufah (2019) also stated

that most learners found difficulty in choosing the appropriate word to deliver their idea as many words in English have a similar meaning. Inability to choose appropriate vocabulary may lead the reader to have a misperception or misunderstanding of the topic discussed. One of the errors is misformation. This error occurred due to students' problems with choice and structure (Maspufah, 2019).

The third is Incorrect word order or misordering. Learners translate noun phrases and keep them in order in English. This makes the meaning in Indonesian confusing. Indriani (2019) found that misordering frequently occurs in EFL learners writing short stories. Learners can choose the correct vocabulary, but they arrange it in the wrong order. Learners make mistakes in placing words in a phrase, making it difficult to understand. Ayuningtias (2021) concluded that the students still faced difficulties using word order. Their grammar knowledge needs to be increased to decrease their difficulties. Incorrect Word orders are something unavoidable in the teaching-learning process. Although it seems natural, students should learn more about grammar to enhance their knowledge and decrease errors in word order. One of the factors that cause the error committed by respondents comes from the internal of the individual him/ herself. The teachers need to pay more attention to student's abilities and interests when learning English so the students can improve their knowledge and use English better. Sinta (2017) found that most students still had difficulties mastering word order. The errors frequently appeared in student recount text is misordering in noun phrase distribution. The cause of errors which the students make is the English concept. The results show the error in Misordering in noun distribution, Misordering in the noun phrase, Omission of subject and verb, Omission of an object, Omission of predicate and the last Omission in sentences.

The last is incorrect word class / incorrect word category. This kind of error happened due to learners' limited knowledge of vocabulary. Amin (2014) found that distortion tends to be more frequent in producing the students' English writings. The lexical errors in the distortion category can be arranged as Omission, over-inclusion, misselection, and misordering. Amalya (2018) found that incorrect word class resulted in (1) inversion of meaning, (2) omission of meaning, (3) addition of meaning, and (4) deviation of meaning. Dalimunte and Lubis (2017) also stated that the student's mastering of word constituents and ability to place words in correct grammatical construction correlate significantly. Students who mastered word constituent automatically had an excellent ability to comprehend and place words in correct grammatical construction. On the other hand, the lower the students' master word constituent, the more difficult it is to place a word in correct grammatical construction.

The results of this study are expected to provide knowledge to teachers, especially in determining learning strategies for teaching narrative texts in the tenth grade, to avoid student mistakes that occur in three passages.

F. CONCLUSION

Based on the data analysis, it can conclude that the learners lack verb acquisition and active passive voice. It has known that all of the respondents made errors in acquiring vocabulary. The data shows that the respondents committed errors of four types: Incorrect voice, diction selection errors, incorrect word order, and incorrect word class. The most error that occurs is the incorrect voice in the verb category. The most common error is incorrect voice. This happens because learners lack vocabulary mastery, language, and grammatical knowledge. The learners' errors were occur due to limited knowledge of L2. Their first language still influences them in comprehending L2 structure, which is different from their L1. The

teacher should anticipate identified errors in the categories of the verb (Ask, Asked, Began, Caught, Employ, Grab, Grow up, Hurry, Left, Looked, Raised, Saved, Said, Spare, Viewed, Worship, Allowed, Denied, Hope, Kept, Left, Ordered, Ran, Refusing, Recognized, Set sail, Thrown out, Turned, into, Wrecking, Dressed, Had, Lived, Said, Saw, Treated, Turned, Washed, Watch), noun (Altar, Chopstick staff, Cute cry, High spirit, Nice young man, Old couple, Palace, Princess's man, Retainer, Small body, Straw case, Wish, Caught fish, Merchant's ship, Quiet sea, Small island, Bow, Burn, Lying, Meanness, Rags, Sister, Wooden pole), adjective (Frightened, Great, Great haste, Ever after, At last, Kind, Youngest). These words are words that are often misunderstood / often make mistakes. These   words are   often misunderstood/mistaken words. Teachers should pay more attention to these words in teaching the topic of narrative text to avoid students' errors in understanding the meaning of these words according to the context of the sentence.

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