

Students' Techniques in Memorizing Vocabulary for Daily Conversation at PKP Al-Hidayah Jambi Boarding School

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Abstract

This study was aimed to investigating the students' technique in memorizing vocabulary and to identify the students' difficulties when technique in memorizing of vocabulary is done. This research is descriptive qualitative research. This study involved 9 students of Pkp Al-Hidayah Pal X Jambi to be participated. This research is concerning the students' technique in memorizing of vocabulary for their daily conversation of two dormitories The data were collected by interview and observation of the participants and analyzed descriptively. There are three sub-themes in the students' technique in memorizing vocabulary, two sub-themes in students' difficulties in memorizing new words, and a sub-theme of the result of each technique. There are three techniques used by students in memorizing vocabulary, which is English book use, saying the new words repeatedly, and naming the real object. While there are two possible students' difficulties in memorizing new words, which are Linguistics problems, and external and internal problems. Some suggestions are attached in the present study for a better improvement.

Keywords: Memorizing, Students' Technique, Vocabulary

1. Introduction

Vocabulary is a language component that cannot be ignored, and it plays an important role in language skills. By having good vocabulary mastery, the students will find it easy to express their ideas in learning English with their partner in English conversation since every sentence which speakers make must consist of words. Vocabulary learning is crucially important for foreign or second language learners' fluent communicative ability. As Wilkins (1972) put it, without grammar, very little can be conveyed; without vocabulary, nothing at all can be conveyed (p. 111). Harmer (1994) also echoed, —If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh (p. 153). Vocabulary is the smallest part of a language, which means learning a language should start with vocabulary mastery. Furthermore, mastering wide vocabulary enables language learners to understand the pronunciation that speaking opponents produce, so the communication will be considered effective and comprehensive.

Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening

(receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385). Teachers can teach learners their vocabulary learning, not only through material, synonyms, translation and others but also understand how to learn alternatively and help them to do it to be more efficient, more effective and more enjoyable (Deconinck et al., 2010; Kelly & Li, 2005).

Vocabulary can be easily taught to students with various activities. There are various approaches that might be appropriate for teachers to use in order to give the students comprehensible input on vocabulary learning.

Daily English conversation is developed to engage the speaker in meaningful situations as it happens in our daily conversation John Lang (1999). By paying attention to the native speakers' oral communication, you will learn how to express your feelings and ideas properly and idiomatically. The conversation is one of the communication skills that needs vocabulary. The students cannot speak well if they are afraid to make mistakes. Another factor in improving the ability of conversation is vocabulary. Because we must be careful in using words in every sentence because errors in the use of the word or expression will cause misunderstanding.

Therefore, one way to improve English language skills is by increasing vocabulary mastery as an important language component. Without possessing vocabulary, it is impossible to have better English

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language skill, especially for students at PKP Al-Hidayah Boarding School. They do not know how to produce sentences in writing and to make a short conversation with their partner too. They should be aware that one single word is important to support a good conversation.

PKP Al-Hidayah Boarding School is a place where the students must use two languages for daily conversation, Arabic for one week and English for another week. Using those two languages will develop and train their foreign language skill, especially English, because it is an international language. So, they, as the young generation, have an obligation to use their foreign language.

Besides that, the teaching-learning process at PKP Al-Hidayah Boarding School Pal X Jambi uses English as a foreign language. That is why this school is called —Language Collegel, where the students should master a foreign language. So, all extracurricular activities such as training in drum band, speech training, and Urbana training use a foreign language. The female students' daily activities, such as activities in their dormitory, classroom, cooperative, library, school office, and yard, also use these two foreign languages. There is no limitation on participant selection in this research, and the researcher applies the snowball technique for participant selection. The researcher prefers to involve female students only in this research regarding the rule of the school, which doesn't allow female students and male students to meet. Considering the effectiveness of this research, female students are the appropriate participant to be involved in this research.

To increase students' vocabulary, the students have to memorize some of the vocabulary after dawn, and the techniques to memorize it just is done repeatedly for one vocabulary, and the same thing also happens to another vocabulary and so on. After that, the students make a short sentence or like conversation to train their writing in vocabulary. A person's writing vocabulary is all the words she can employ in writing. On the contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

Based on the explanation above, the female students who live in the dormitories must use precise techniques in memorizing vocabulary, which is used in daily conversation, such as in daily activities, in the classroom, dormitory, mosque, kitchen, bathroom, etc.

The writer has an interest in learning vocabulary, so the writer is excited to apply the techniques in teaching English resulting from the discussion of this research. By using precise techniques in English learning, hopefully, the writer and the readers can learn more and increase their vocabulary mastery. Based on the reasons stated above, the researcher will

create a research entitled “*Students’ Techniques In Memorizing Vocabulary For Daily Conversation At Pkp Al-Hidayah Jambi Boarding School*” as a research problem which will be observed by the writer.

In this regard, the researcher formulated several research objectives. The first research objective is to find out the students' technique in memorizing vocabulary. Then the second objective is to identify the students' difficulties when techniques in memorizing vocabulary are done.

The concept of memorization

Duong (2003, p.179) investigated this topic, observing that some English learners believe that memorization is a normal practice and that they seek ways to achieve "good memorization" to help them in learning English. It means the process of memorizing needs systematically in practice to achieve good memorization. In this way, the learners who practice the technique which was adopted from some theories will provide the good result.

There are some principles and techniques that have been used to assist in memorization, including:

- a. Rote Learning: a learning technique which does not focus on understanding but on memorization by means of repetition. For example, if words are to be learned, they may be repeatedly spoken aloud or repeatedly written down. Rote Learning plays an important role in VLS (vocabulary learning strategies) because Rote Learning is defined as repetition, memorization, and practicing (Li, 2005).
- b. A mnemonic, Kozarenko (2006: 16) stated that the mnemonics technique is a circus or a stage trick based on the memorization art (guessing numbers, things, dates, or names). The trick is performed by two artists using a specially developed code. Mnemonics is a system of inner writing that produces the ability to consecutively record information in the brain by transforming the information into a combination of visual images.

Based on the definition above, there is several categories of theory to memorize vocabulary that will be applied in everyday conversation. There are different theories in memorizing vocabulary, but the most important is a good technique in memorizing vocabulary will also give us a good memory of the new words.

The definition of vocabulary

Linse (2005) stated that young learners' vocabulary development is an important aspect of their language development. The beginners often manage to communicate in English by using the accumulative effect of individual words. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. Our receptive vocabulary

is the set of words that we recognize and understand but tend not to use ourselves.

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385). Vocabulary is the system of techniques or symbols serving as a means of expression. Vocabulary is the words that are typically used when talking about a particular subject, and also the total number of words in a language. It is also the collection of words a person knows and uses in speaking or writing.

Vocabulary is the main key to speaking English. People's courage in speaking or having a conversation in English must be supported by sufficient vocabulary. (M.Solahudin, 2008:38). Of the four strands of language, sound, form, order, and choice, the last is vocabulary is the least characteristic (Brooks, 1996: 180). That is why vocabulary items are so easily borrowed from one language to another, but sound or syntax patterns are not.

Thornbury (2002: 13) stated that —Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed. However, memorizing vocabulary has not always been very responsive to such problems and has not fully recognized the tremendous communicative advantage in developing an extensive vocabulary.

There are many benefits of large vocabulary; our English vocabulary is the range of words that we can use. The larger it is, the better will be our performance in all aspects of English language work. A large vocabulary helps us to express our ideas precisely, vividly.

Based on the theory above, the scriptwriter can be concluded that vocabulary is defined as all the words known and used by a particular person. Out of the five subjective categories suggested by S.Wren (2003).

1. Never encountered the word
2. I heard the word but cannot define it
3. Recognize the word due to context and tone of voice
4. Able to use the word but cannot clearly explain it
5. Fluent with this word- its use and definition

Only the last two are included in a vocabulary, not all the words a person is exposed to. A person's vocabulary is the set of words they are familiar with in a language. A vocabulary usually grows when the person wants to communicate and serves as a useful and fundamental tool for communication and acquiring knowledge. Clarence L Barnhart (1968) has classified in order of most ample- most into a person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of

vocabulary simply because it includes the other three of the categories list.

Kinds of Vocabulary

Some experts have classified types of vocabulary. Scrivener (1994:74) divides two kinds of vocabulary, namely receptive and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand contextually but cannot be produced correctly. They are passive forms of vocabulary because they only learn the words without using them in the conversation (Webb, 2009).

b. Productive Vocabulary

Productive Vocabulary is vocabulary that is understood by learners and often used in speaking and writing. Productive vocabulary can be regarded as an active form because learners can produce the words and express what they learn to others (Webb, 2005).

Techniques in teaching English vocabularies

Mastering vocabulary is very useful for improving reading comprehension skills. There are various points of view on how vocabulary and reading comprehension are related. According to Robert (1995), vocabulary will enhance students' conceptual learning background and help them to understand text as well. For this reason, before teaching vocabulary, a teacher must determine the appropriate techniques and learning activities for students according to their level of knowledge.

There are several techniques to teach English vocabulary. It will explain in the following explanation:

a. Visual Techniques

Gerald and Laura (1989) state that "there are various visual techniques, including realia, photographs, and mime or gestures." Relia is the use of a range of real objects that students bring to class. It can be used to memorize written content as well. Students can act out what they read or link physical sensations to particular words they come across in reading passages. Klippel (1994:115) makes the following implication in reference to the concepts raised above: "Mime or gesture is useful if it stresses the significance of motions and facial expression on communication. In essence, it can be utilized to clarify the meaning of a word in a reading passage as well as in speaking activities because it places a strong emphasis on communication.

b. Verbal Techniques

Regarding verbal techniques, according to Sanusi (2009), there are four techniques that can be used.

- 1) Definition and illustration sentences: In this technique, the teacher is expected to be able to introduce vocabulary by introducing words in English using other words that have the same meaning.
- 2) Synonym and antonym: In this technique, the teacher is expected to be able to introduce new words to students by using synonyms or antonyms of these words.
- 3) Scales: These are used to convey related terms in groups using a combination of verbal and visual cues. For instance, in the term 32° Celsius, the degree symbol serves as the visual cue.
- 4) Explanation: With this method, a foreign word's usage and meaning are explained in the original language.

c. Dictionary use

The use of a dictionary is a technique that can also be used by teachers. As cited in Sanusi (2009), "using dictionaries is a passport to independence and using them is one of the students-centered learning activities." The use of a dictionary can introduce an isolated form of word with an easier context to students.

Definition of daily conversation

According to Brennan (2005), Conversation is a joint activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively. The conversation is one of the communication skills that needs vocabulary. The students cannot speak well if they are afraid of making mistakes.

In response to that matter, Sudrajat and Sukandar (1997:1) explained that here are three tips to Master English Conversation Skill such as:

a. Understanding vocabulary

The students must understand vocabulary items and how to pronounce them; for example, money will be pronounced [ˈmʌni], and students should also know about the meaning of it. Students must understand grammar and express their English language.

b. Memorizing vocabulary

After the students understand about vocabulary, they must memorize the new words as much as possible.

c. Practicing language

The last tip, students must practice new words in conversation. They must be brave to practice English Conversation without being afraid to make mistakes and have self-confidence. The students can practice English conversation with their

friends or foreigners (Sudrajat and Sukandar, 1997: 1).

2. Methodology

This research used a descriptive qualitative approach. It aims to describe what happened to get all the facts relating to the technique of memorizing vocabulary for daily conversation. Thus, this research was conducted at PKP AL-Hidayah Boarding School Pal X Jambi because this research is concerning the students' technique in memorizing of vocabulary for their daily conversation of two dormitories. Certainly, the technique is carried out by students in their dormitories. Meanwhile, The subjects of this research are the female students themselves in the grade of junior high school, and the room adviser as the key informant, and the secondary data was taken in PKP Al-Hidayah Boarding School.

In order to collect the data, the researchers used structured interviews. In doing the interview, the writer needs 10-20 minutes with one participant, and the language that used by the researcher is Indonesian. The reason for getting clear and fast interview results is understood by the participants. Additionally, the data was validated using member-checking the accuracy and authenticity of the data collected and findings.

3. Result and Discussion

Students' techniques in memorizing vocabularies

English is one of the subjects which is taught and considered as an important subject in both public and private schools. This happens because of the spread of English across the world in almost all fields (Crystal, 2003). Hence, almost all schools, both public and private schools, pay more attention to English language subjects. Some schools even demand that students speak English within the school as a foreign language. Celce-Murcia (2005) describes that there are five competencies that English learners must master by English learners. It consists of: 1) linguistic competence, 2) socio-cultural competence, 3) formulaic competence, 4) discourse competence, and 5) interactional competence.

In this study, the researchers found that there were several ways in which the students memorized the new vocabulary. It is explained further in the following:

a. Using an English textbook

The participants are demanded to speak English at certain times in their school, so the rules are considered as something important to force the participants to enrich their vocabularies collection in order to be able to speak well. There are several

methods used by the participants to help them to get and memorize new vocabulary. English books such as dictionaries, muhadatsah's book, and agenda books of vocabulary is the most frequent source used by the participants to enrich their vocabulary knowledge. It is explained in the quotation below:

P3: *"There are other techniques, sis ... if on Sunday it is a holiday. So, it is already scheduled for madrasah; the madrasah is like a conversation. Then, there will be a book given, based on the day; for example, this week is the Arabic language so we use Hadassah in Arabic... But if English, we use English Hadassah. So, there we were taught how to talk."*

P5: *"The way I underline the new vocabulary then, I write on agenda's book of vocabulary and memorize it."*

P6: *"Yes there is another way; I buy a dictionary or an English book that has a lot of vocabulary at Waserda (store name), so sometimes if I talk with my friends and don't know the vocabulary, I will open the dictionary first because if I use Indonesian / regional languages will get the punishment."*

P8: *"The way... Read and then memorize it, write the vocabulary that I want to memorize. Then, read and memorize it."*

P9: *"If Hadassah we get a special book, then practice together with friends while walking around; if we memorize the vocabulary, we only repeat the word that has been mentioned by the teacher, and ask us to make a sentence. In that way, I can memorize some of the vocabulary."*

Based on the finding of the present study, there were three students have the same techniques in memorizing the new vocabulary; they are P3, P6, and P9. Whereas they tend to use the English book as media to find new words. The English book helps them to get the new words or phrases, and after they get the new words from the books, they use the word or phrase in real conversation with their mates. It shows that books can be a good source for English learners to find new words. It is somehow quite challenging for English learners to find good media to enrich their vocabularies because they live in a boarding school where they have so many things to do. It makes them find it hard to find a good media or source which can help them to enrich their vocabularies. However, finding the new words in the books is not all they have to do. The new words collected from the book must be

used in the real conversation with their mates. It shows that the English book is not enough to help them enrich their vocabulary. Using the new words collected from the English books enables them to memorize the words.

Furthermore, some students, such as P5 and P8, also used English textbooks to add the new vocabulary. But they tend to use different techniques to memorize the new vocabularies. Based on the explanation, P5 and P8 get the new words from the English books, and they re-write the words to their notes. Memorizing the words directly from the English book is quite complicated since the book is sometimes big and is not handy, so the participants prefer to re-write the words to their note which is smaller and handier. The note also enables them to make their own order of the words in the note, so they can know which words should be placed in the priority lists. Re-writing the words to the note can also help them memorize the words unconsciously.

The use of English books is the first technique which is most commonly used by participants. The use of English books enables the students to find new vocabulary based on context. English book use is preferable because the books provide the participants with the context of the words that they find in the book. Students do not need to think what words they should master in order to be a good speaker. S.Wren (2003), as discussed in chapter two, stated that there are five stages to learn words.

1. Never encountered the word.
2. Heard the word but cannot define it.
3. Recognize the word due to context and tone of voice.
4. Able to use the word but cannot clearly explain it.
5. Fluent with this word- its use and definition.

The use of books enables the participants to experience all stages. When they read the book and find interesting topics, they will try to understand the words they read by collecting them in their note, memorizing the meaning in their first language, and trying to pronounce them properly.

b. Saying the new vocabulary repeatedly

The second most frequent method used by the participants is saying the new words repeatedly. The participants have a typical routine which is set by the school to help them memorize the new words. The participants, along with their English teacher, gather in one place and say the new words they have repeatedly. The teachers will help them every time they find difficulties and make mistakes.

P1: *"I have other techniques in memorizing vocabulary. usually, in the early morning, after coming back from the mosque, we are told to*

gather in front of the dormitory. Then, guided from the teacher's room, we repeat the word that has been mentioned by the teacher."

P2: *"Such as repeat and mention the new word that has been mentioned by the teacher's room."*

P3: *"Mention the new word repeatedly. So, make it easier and practice daily with friends."*

P6: *"The way... We were told to gather by the teacher in front of the dormitory after dawn, then we repeat the vocabulary that had been mentioned by the teacher."*

In response to the finding of the study, P1, P2, P3, and P6 mentioned almost the same activity to memorize new words. The English teachers take a role as a source of the new words. The English teachers are also a good source to get the new words since they know which words should be memorized by the participants. The English teachers not only give them the new words they need but also teach them how to pronounce them. The presence of the English teachers can also be enforced for the participants to follow and do the activity. Saying the words repeatedly can help the participants remember the words.

Rote Learning is defined as repetition, memorization, and practicing (Li, 2005). Saying new words repeatedly is the second technique commonly used by participants. The common problem faced by English learners when memorizing the words is the words' pronunciation. Weng (2013) stated that learning vocabularies have something to do with the difficulty of words' pronunciation, and he found in his research that said new words repeatedly is better than the traditional way, such as reading a textbook, in memorizing and understanding the new words. Duong (2003), in chapter two, describes two techniques to help English learners memorize the words, and one of them is called rote learning. This type of technique is based on practice and repetition.

c. Naming the real object

The third method used by the participants is to give a name to the real object around them. The participants utilize their surroundings to memorize the get new words and memorize them. The school contains various objects which can be named one by one by the participants, and it will result in their vocabularies enrichment. It is because they will always find the object around them and automatically will remember the vocab as well. Through the real objects, the students will be able to have better comprehension of

the object of the words. It is explained by the participants in the following quotation:

P2: *"Yes, the other technique. We give a name to every object which there in the room or around to get it easy when memorizing; sometimes we also make vocabulary on the carton of paper, 10-15 words, and then stuck in a special places such as a bathroom, room, kitchen."*

P4: *"Actually, the techniques that we use here are the same because we are together in a dormitory and one rule. Such as giving the name of every object*

P7: *"Same with my other friends, because we isour one dormitory, so we discuss each other, such as writing the vocabulary on the carton paper, giving the name of every object."*

Based on the explanation given by P2, P4, and P7, they used the same technique to memorize the new words. P2 elaborated it more. She said that after naming the real objects around her, she writes the result of her work on the paper and puts it on the wall around her room. This technique has something to do with the visual approach, the approach which teachers often apply in the classroom involving pictures. It helps the participants to memorize the words because they will always see the pictures or words that they put on the wall around their rooms.

The last method suggested by the participants in this research is naming real objects around them. It is related to the visual technique where English learners directly see the object and remember the words based on the object they see. Brewster, Ellis, and Girard (1992), in chapter two, stated that real objects can be so helpful for students to memorize the words, especially for those who like visual methods in learning a new language.

Student's difficulties in memorizing new vocabulary

Learning a new language can be a big problem for people due to several reasons. The new word sometimes has a different rules than the first language, which English learners have. Another reason is the position of the new language itself in the countries where it is spread. According to Kacru (1988), there are three circles to explain the position of English in the world:

- 1) The inner circle is used to represent the countries that use English as a first language, such as the USA, UK, and Australia. The inner circle represents the countries which are the basis of English language and where it is used as a primary language.

- 2) The outer circle is used to represent the countries which use English as the second language, such as India or Singapore. The outer circle represents the countries which have played a part in the historical story of the development of English, such as during colonization, a role which has already affected the position of English as an important language.
- 3) The extending circle represents the countries that use English as a foreign language, such as Japan, China, and Indonesia. The expanding circle represents countries that consider English as something which is important to be taught and developed as globalization emerges.
- 4) Indonesia is part of extending circle where English is considered as a foreign language, which means there are few people who use it officially. However, English is still taught in the extended circle countries. So, English learners in Indonesia still find it hard to master English as either their second language or foreign language. One element of English is vocabulary. English learners can prevent themselves from mastering this element. According to Sudrajat and Sukandar in —How to Master English Conversation, understanding and memorizing vocabulary mastery is the important steps which must be faced by English learners before they can really speak using the target language.

After analyzing the finding, the researchers found several problems which became the difficulties for students in memorizing new vocabulary. Here are several difficulties faced by the students in order to memorize new vocabulary:

a. Linguistic problems

Linguistics problem is the problem which most of the participants face. The participants find it hard to pronounce specific words since they do not have enough knowledge from their previous school. Here are the explanations:

P1: *“Hard to spell the word, sometimes also in a not good mood, because I more like the Arabic language.”*

P2: *“The way to pronounce, because what is written is different from what is mentioned. And when I practice with my friends, I like to forget the vocabulary; if found out we use Indonesian, we will get the punishment with the language section.”*

P4: *“The difficult is nothing, but the way to pronounce it, sometimes when dictation test it is difficult how to write it because the way mentioned is different from the way we write.”*

P6: *“Hard to pronounce it because I am from a town, so the accent affects for me to speak English.”*

P7: *“How to pronounce it... And apply in daily conversation because also afraid to mention the word.”*

P9: *“The difficulty is accent because I am from a town. And the teacher is not always close to us... Sometimes do not know how to pronounce it.”*

Pronunciation is the most difficult problem which participants experience. It happens because their first language works differently from English language, which is their foreign language. P2, P4, and P6 said that they find it hard to pronounce the English words because the way they are pronounced is different from the way they are written. There are influenced by their first language, which does not work the way English works in terms of pronunciation. Hence it is reasonable that the linguistics problem is the most difficult one. P7 and P9, on the other hand, have their own reason to say that linguistics problem is the common one. P7 and P9 said that they are afraid of making mistakes in pronouncing the words. It indicates that they are demanded to be true. The environment might be the reason why they feel hesitant to make mistakes, and it affects their learning process.

Pronunciation plays an important role in communication since serious mispronunciation can hamper intelligibility. As Morley (1991) asserts, intelligible pronunciation is an essential component of communicative competence. Most participants in this research stated that the linguistics problem is the hardest one they must face, and it is related to the words' pronunciation. The form of the words that they see is different from the way it should be pronounced. In their first language, Bahasa Indonesia, the word is pronounced based on the form. For instance, in the word RUMAH, RUMAH is pronounced exactly the same as how it is written.

However, in the English language, the same word can be pronounced differently. The problem becomes more complicated because the position of English in Indonesia is a foreign language, which means they are not exposed to the language on a daily basis. Varol (2012) investigated the influence of the Turkish sound system on English learners' pronunciation. The findings of his study revealed that Turkish adult speakers of English face difficulties in pronouncing /θ/, /ð/, /ɹ/ /t/ and /æ/ as these sounds are absent in their

native language. Bada (2001) also conducted a study on native language influence on the production of English sounds by Japanese learners. Bada's findings confirm that Japanese learners of English experience difficulty in pronouncing some English sounds, including /l/, /r/, /θ/, /ð/, and /v/, due to MT interference. Another study was conducted by Kwary and Prananingrum (2006), who investigated the influence of L1 on the production of L2 sounds among Indonesian university students. The findings showed that participants faced difficulties in pronouncing a number of English vowels and consonants due to negative transfer.

b. External and Internal problems

External and internal problems are the problems which participants often face when they study. External problems are those which do not have something to do with learners willing, such as facilities and environment. Internal problems are those which have something to do with participants' thoughts and willingness. The problems which participants encounter are due to the lack of facilities in their school in terms of English learning process and the lack of willingness to study English.

P3: *"Limit the facilities. Actually if has various facilities that are more interesting, maybe we not get bored, because we not only use the books."*

P5: *"The difficulty is nothing.. Maybe just the limit of the facilities. If we can listen to the music, maybe, we can make more enjoyment and not only from the teacher's room or book."*

As explained by P3 and P5, they find it boring to study English because the media are not various. The only media which supports their vocabulary mastery is their teacher, and they find it uninteresting. They mentioned that the teachers should use other media, such as songs, to help them memorize the words, not only depending on English books. It shows that English books and teachers are not the proper media or sources to help them memorize the words. In the era of digital, teachers are supposed to involve the internet to serve the new media or sources in language learning. Books and teachers are not able to fulfill the students' needs in terms of language learning nowadays. It shows that teachers are demanded to be more creative in using the internet as the new media.

The other participant, on the other hand, said that the difficulties come from themselves. They do not like English and think that the school where they study does not provide good facilities which can support

their study, for example playing games. Learning a new language can be forced. Not all students in a school like English because they do not realize that it is ultimately important to study English, so it becomes a problem for them. Furthermore, learning a new language should be fun and easy, so students can learn well. It needs more facilities to make such a fun and easy atmosphere. Some experts have figured out characteristics of games that make vocabulary learning more effective.

Lee (1995:35) lists several main advantages when games are used in the classroom, including "a welcome break from the usual routine of the language class," "motivating and challenging," "effort of learning," and "language practice in the various skills." Ersoz (2000) holds that games are highly appreciated thanks to their amusement and interest. Teachers can use games to help their students practice their skills of communication. In addition, Uberman (1998) also affirms the helpful role of games in vocabulary teaching after quoting and analyzing different opinions of experts. From her own teaching experiences, Uberman observed the enthusiasm of her students in learning through games. She considers games a way to help students not only enjoy and entertain with the language they learn but also practice it incidentally. In summary, games are useful and effective tools that should be applied in vocabulary classes. The use of vocabulary is a way to make the lessons more interesting, enjoyable, and effective.

4. Conclusion

The skill of using the English language, either as a second or foreign language, can be very useful nowadays for people across the world. This can be proven by the policies which some schools or institutions make to ensure that students or employees have English skills. Learning a new language requires the learners to understand some important elements of the language itself, including vocabulary mastery. It becomes the first step before having English language properly.

The finding of this study showed several techniques used by the students to enrich their English vocabulary. In response to that matter, several techniques can be used by the students to enrich their English vocabulary. The techniques consist of (1) regularly reading English textbooks, (2) saying the words repeatedly, and (3) surrounding the real objects to the learners

This study found that mastering vocabulary can be a big problem for English learners since they have to memorize thousand or even million vocabulary in order to be a good English speaker. Moreover, they are also demanded to be able to pronounce the words

properly. Thus, linguistics problem is the most common one that English learners should deal with. It is due to the difference between English as a foreign language and their first language.

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