

ANALYSIS OF VOCABULARY PROBLEMS FACED BY STUDENTS OF BS ENGLISH

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ABSTRACT

The purpose of the study “Analysis of vocabulary problems faced by students of BS English” is to identify the types and types of students' vocabulary difficulties in learning. The subjects of this study are speech students in the 7th semester of the English department at Kotli AJK University. This study used a research design that well demonstrates the characteristics of the study. Researchers use interviews and questions to obtain information. All data were analyzed descriptively. Research shows that students still face difficulties or problems learning the vocabulary. There are many challenges students face when learning a vocabulary. The difficulties students face are: Almost all students have speech problems. The way in which words are written and written, and the forms through which words of different grammatical types are linguistically transformed (called transformations). Students have difficulty learning languages. Additionally, students look at problems from Snow, John. Burns, Michael; And Griffin, Alex. 1998. Comment:: Longman The meaning of the word is appropriate and there is still confusion when using the word in context. Lastly, students also become confused when they see negative words or expressions. Factors that make it difficult for students to learn a vocabulary include the fact that written and spoken English are different, the number of words students must learn, and limited knowledge of English. Language, Difficulty recognizing words. Knowing a word is more than just knowing the definition, lack of understanding of the grammar of the word, there are phonetic similarities between English and the learner's native language, which are often caused by pronunciation.

Keywords: Vocabulary problems, BS English, qualitative research, questionnaire.

INTRODUCTION

Vocabulary plays important role in language learning. Vocabulary is also an essential skill for learning to read, speak, write and listen. Without sufficient Vocabulary, people cannot communicate and express their feeling both in form of spoken and written effectively. The more people master vocabulary the more they can speak, write, read and listen as they want. Wilkins in Thornbury (2004: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that even someone has good grammar but it will be useless if they do not know many vocabularies. In addition, it is supported by Ur (1996: 60) that vocabulary is one of important things to be taught in learning foreign language because will impossible to speak up without variety of words. Those

statements imply the importance of teaching vocabulary as a foreign language. In addition, the way of how pronouncing the word is quite different from writing. Therefore, people especially students who learn English often find difficulties in learning vocabulary. Thus, in this research, the researcher wants to investigate the student's difficulties and factors causing difficulties in learning vocabulary.

Objectives

- To identify common vocabulary challenges encountered by students in the 7th semester of BS English program.
- To investigate the impact of these vocabulary problems on students' language learning and academic performance.

Literature review

Richards (1976) declares that it is necessary to know lexical items through words association and semantic structures. But, at the same time, there could be a difference between the terms receptive and productive knowledge of vocabulary (Milton, 2009). Read (1993) explains that it is most important that students must be given repeated opportunities to use new words. Schmitt (2000) claims that most forgetting words can occur after the learning process therefore, the recycling words are very important for the learners.

Takac (2008) expresses that the learners of the English language often face problems while knowing the meaning of certain word during memorization. Issues in learning vocabulary can be overcome through drillings, cards, and other valuable tools that contain the key elements of the target words.

Zhang (2009) describes that words play an important role in the complex process of human

conversation. It is necessary to have the basic knowledge of words to read and write productively.

Subon (2013) describes that a great amount of vocabulary with clear meaning has long been considered as important for effective reading. For developing creative skills of reading; students have to enhance

vocabulary. It helps in reading comprehension while expanding a strong background of knowledge. It also helps them to integrate with a great size of knowledge which ultimately makes their writing and reading comprehension better. A sufficient amount of vocabulary is a good sign of meta-linguistics

awareness. For instance, those learners who have large vocabulary tend to outperform than others based on their phonological awareness. The development of phonology facilitates them while decoding skills through an ability to understand smaller units in written text. The knowledge of vocabulary enables the learners to understand the morphological principles that how the morphemes are being combined into words. The meaning of words must be learnt from certain perspectives. If words are learnt from certain aspects (connotatively, semantically, and pragmatically) then there will not be any confusion while

reading, writing, listening, and speaking.

According to Strauss (2014) Certain students use their own approaches to remembering words. The usage of Irrelevant strategies creates many obstacles in students' academic performances.

Elttayef and Hussain (2017) elaborate that those learners who have an insufficient amount of knowledge about words may cause to meet with certain difficulties while during reading, speaking, and other related skills of learning the English language.

Methodology

This research was a descriptive qualitative method, implementing characteristics of a case study in which the writer investigated difficulties and factor causing difficulties in learning vocabulary. The data collecting technique used in this research were questionnaire. The random sampling technique is used for collecting data from university students. This type of sampling is used to choose the participants who represent the whole population. The study selected 10 students of BS English seventh semester.

The random sampling method is very helpful because it helps the researcher to investigate the variety of experiences and difficulties in learning English vocabulary faced by participants at the university level. This sampling technique facilitated the researcher with the possible way of collecting and representing data. Before collecting the data participants were informed about the problem (research topic) and their confidentiality that would be kept secret. The students were formally asked about their participation in the study. In fact, the participants' identities were protected throughout the research process. This way proved to be effective while investigating a particular phenomenon.

Data analysis and results

The data analysis and results of questionnaire are as follows:

From the result of questionnaire, it was found that almost all of the students of BS English 7th semester have difficulties in pronouncing the words, how to write and spell, how to use in grammatical pattern correctly. The study reveals that the short term memorization indicates the students' inability to remember words technically. Often, words do not take a position in their Minds because of their lack of practice. Certain participants of BS English have their own ways of encountering vocabulary in their academic performances. Most of the participants view that they remember a list of words, and believing that the stored words would be encountered easily. Consequently, they remain to fail to recall

words when they need to use them. It surely can be happened because students just memorize words but do not use them through their real-life objects. Remembering lexical items demand To be implemented first in one’s real life. If the words are not matching in real objects then they can be associated with certain unseeing objects of life. Unfortunately, the short term memory is the cause of students’ inability to

frequently practice words in their real-life objects. Lack of knowledge of words another difficulty that is faced by participants is the lack of knowledge about certain words. According to the students of BS English that a single word has certain meanings and The meanings are changed situationally. They rely on bilingual dictionaries that provide specific meanings. It does not mean that the bilingual dictionaries do not provide exact meanings. But the matter is that the meanings which dictionaries provide; such, words have different meanings in different contexts. Often, students take meanings based on their little knowledge about the words. Certain students shared that they just remember a few meanings of the words. As a result, the lack of knowledge of words negatively effect on their academic reading, writing, speaking, and listening skills. Indeed, being successful in the context of education, it is necessary that the students must be skillful throughout the four main skills. According to Thornbury (2002) that a

learner can convey a message while having little grammar, but without words, nothing can be conveyed.

The major factor in students’ performances of BS English 7th is the lack of ability to use vocabulary items very correctly. Using English words correctly is a problematic option for students because they learn the English language on the basis of their mother tongue. Both languages are different from each

other which require a great number of times to be competent over the second language. Students have to learn certain new words, at the same time they require a great time for increasing the knowledge of the words. During the learning process, they do certain mistakes while using words properly. Mostly, it is very hard for students to express their intended meanings in the English language. The irrelevant meanings create ambiguous thoughts over the reader to pass the negative marks regarding the learner’s performances. The study also reveals that most of the

students of BS English 7th semester do not have an interest in improving their reading skills. Their lack of interest in reading may cause certain difficulties while writing and speaking. Participants claim that due to insufficient vocabulary and lack of knowledge of words often discourage them to read more and more.

Table no 01

Problems	No. of students	Percentage
01 Short term memorization	06	60%
02 Lack of knowledge of words	07	70%
03 Pronunciation and spelling errors	08	80%
04 Lack of reading practices	06	06%

Description: The research on Analysis of vocabulary problems faced by students of BS English, reveals several key findings. Among the challenge identified, 06 students faced problems in short term memorization, 07 students struggled with lack of knowledge of words, 08 students faced the challenge of pronunciation and spelling errors, 06 we’re encountered with lack of reading practices, indicating a need for additional support.

Table no 02

Total no students	10	
No of female students	06	60%
No of male students	04	40%

Description: This table provides data on the gender distribution among BS English 7th semester students at the University of Kotli AJK regarding the challenges they face in analyzing vocabulary problems. It indicates that out of the surveyed students, 4 are male, while 6 are female. This data suggests a slightly higher representation of female students in the study compared to male students.

Conclusion

The researcher aimed in this study to investigate the difficulties in learning English vocabulary faced by students of BS English seventh semester at University of Kotli AJK. Semi-structured questionnaires were conducted from 10 participants. The study investigated difficulties Such as: short term memorization, lack of knowledge of words,

pronunciation and Spelling errors, inability to encounter lengthy words, and lack of reading practices. Due to such difficulties, they become unable to be proficient or competent learners. Hence, considering the problems the study suggests some strategies for improving English vocabulary. Such as: memorizing techniques, drillings, illustrations, cards, reading, and words' association. The difficulties in learning English vocabulary can Easily be overcome through the following suggested strategies.

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