Students' Difficulties in Learning English Vocabulary of Thai Learners in Semarang

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Abstract

This research focuses on students' difficulties in learning English vocabulary of Thai learners in Semarang which aims to know the importance of vocabulary, to find out the common factors of difficulties in the learning process, and to figure out the technique to solve the problems in learning vocabulary. This study employed a descriptive qualitative design. The instruments were collected by using a questionnaire and interview. The collected data were analyzed using descriptively in terms of percentage, the sample of this study was twelve Thai learners in Semarang who studied English department.

The results of this research were 1). Vocabulary knowledge cannot be separated from language learning. Ignoring to learn vocabulary will be ineffective in the language learning process 2). The common factor that made students' have difficulties in learning vocabulary was students used the improper technique to learn. Most of them were not emphasized to learn, did not get enough opportunity to practice, do not commit to improving, less passion, the complicated of language, different forms, the obstacle in the learning process, and the environment 3). The technique to solve the problems were watching and listening to English, reading books or news from the internet, using a dictionary and guessing the words from the context, trying to use newly learned words in conversation, and choosing the appropriate technique to learn by using the mobile phone.

Key words: Difficulty, Vocabulary, Vocabulary Learning

Introduction

Vocabulary is the key to learning many languages, not simply English. It cannot disregard because vocabulary is the primary basis to be achieved the goal of learning English. If learners lack vocabulary, four skills include reading, listening, speaking, and writing skills also are influential. A vocabulary is a crucial tool of communication. It means an adequate vocabulary to be necessary for learners. When someone needs to master many languages, it is difficult for them to communicate effectively without understanding the vocabulary knowledge. According to Patahuddin et al. (2017) vocabulary is part of the language that students must reach by starting to learn about the basics of vocabulary such as the meaning of words, the structure of words, position of words in the sentence, spelling, how to write the word, etc. It shows that vocabulary holds an important element to master language, although this language is difficult for nonnative speakers as Thai learners in Semarang. In line with, English vocabulary language is the one basic that important uses in communication both of document and conversation. In addition, adequate vocabulary can help students master four skills in English (Asyiah, 2017). It is connected to demonstrate why vocabulary is so important.

English is the language of communication used by people all over the world. It is becoming one of the most important languages in this globalization era. Therefore, as an International language, English is very important to learn. It is not only used among nations of different countries in the world but also is used as official communications as well. According to Rintaningrum et al. (2017) mastery of English is very important because almost all global sources of information in various aspects of life use this language. Therefore, learning English vocabulary can help learners understand and improve skills in using language fluency particularly Thai learners in Semarang who did not use English as an official language. In Thailand, English is a foreign language (EFL) and Thai is the official language. They learn the English language for communication with other people because Thailand is a famous attraction. As a foreign language (EFL) learner, vocabulary is a vital language element that supports the skills of speaking, listening, reading, and writing. According to Mcgee (2012) lack of vocabulary knowledge is a crucial factor in the school failure of disadvantaged students. This is the first big problem to show why vocabulary is an important basis to learn English. According to the explanation given above, Thai learners in Semarang must comprehend the difficulties of vocabulary for guidance in solving the problems in learning English vocabulary. It can develop soft skills and help them to live in Indonesia with acceptance culture, food, language, people, and communication.

Literature Review

Vocabulary

There are some definitions of vocabulary according to some experts. Linse (2005) states vocabulary is the collection of words that an individual knows. Another expert, Neuman, & Dawyer (2011) say that vocabulary can be defined as the words someone must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Moreover, vocabulary is the material to learn by students from all levels of the school must study if they want to master English successfully. It is impossible to succeed in learning languages without mastering vocabulary. In addition to Wulanjani (2016) states

vocabulary learning and teaching should be combined into the four skills in English. The vocabulary contains in the print form, such as reading and writing, and in the oral form, such as listening or speaking (Alizadeh, 2016). By statement above, it presents that vocabulary influences a variety of skills when learning a new language.

The importance of vocabulary

Basically, according to Megawati (2016) English has three additional abilities, namely Grammar, Vocabulary, and Pronunciation, all of these components are very important for improving optimal English language skills. In addition, Bhakti & Marwanto (2018) state vocabulary is central to language and of critical importance to typical language learning. Vocabulary knowledge is a critical tool for second language learners.

In another word, vocabulary cannot be separated from other language skills." As Paul Nation (2015) notes in his paper on vocabulary learning "Vocabulary is not an end in itself". A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform." In the trend of globalization, the internationalization of language is unavoidable. English undoubtedly plays the most important role. It includes three elements are pronunciation, vocabulary, and grammar. Those are cannot separate from the foreign language learning process.

The kinds of vocabulary

Hatch and Brown (1995) indicate there are two kinds of vocabulary those are:

a. Receptive vocabulary is words that learners recognize and understand when used in context, but they cannot produce. It is a vocabulary that learners recognize when they see or meet in reading text but do not use in speaking and writing. Based on the text above shows receptive vocabulary is talking about someone who can accept something by seeing and listening, but they cannot propagate to another person by communication (using oral sounds) and writing (using the text to propagate it).

b. Productive vocabulary is the words learners can understand and pronounce correctly and use constructively in speaking and writing. Therefore, productive vocabulary can be addressed as an active process. The learners can produce the words to express their thoughts to others. This text shows that productive vocabulary is talking about the comprehension of the language and can express by speaking out to another person. This kind of vocabulary is the active kind to help learners can speak English, although this language is a foreign language or a second language.

Vocabulary learning for foreign language learners

Vocabulary learning is an important aspect of foreign language learning because the meanings of new words are frequently stressed, whether in books or classes. Furthermore, vocabulary is crucial for language learning because it supports all other language abilities, can be used as a stepping stone to more advanced language use, and can assist students in achieving fluency more quickly.

Accordingly, Min and Hsu (2010) state vocabulary learning is closely related to foreign languages. In the foreign language learning process, the readers need to understand most of the vocabulary and the contextual meanings used in the passage.

Students' Difficulties in Vocabulary Mastery

Definition

The difficulty means quality or state of being hard to do or understand (Mariam-Webster). Difficulty in this part means the problems that students encounter in doing something, and it makes them cannot do it easily (Pujiana, 2016).

Some factors cause students' difficulties in vocabulary mastery

Many different factors contribute to the cause of students' difficulties in vocabulary mastery. Learning success is influenced by several factors, which are classified into internal and external factors and internal factors are factors that exist in individuals who are learning, including physical factors, psychological factors. Whereas external factors are factors that are beyond the individual, including family factors, school factors, and community factors (Slameto, 2010).

According to Ningrum (2015), there are some problems in mastering vocabulary, such as 1) Students do not know using the structure of the words in learning vocabulary. It is like prefixation, suffixation, and root is the three parts of vocabulary, 2) Students feel vocabulary is difficult. They cannot learn new words and learn English well. On the other hand, they have less time to read another English book, 3) A little in speaking and writing make students forget the words quickly, and 4) In a word, students cannot learn words well, because they have some bad habits to study vocabulary. They only know one meaning of the word. When they see the same word in a different context, they do not know its meaning.

Moreover, Rahmatillah (2015) states that some factors cause students' difficulties in learning vocabulary (1) the differentiate form in written and spoken in English., (2) the number of words is exceedingly large, (3) the limitations of sources of information about words, (4) the complexity of word knowledge, (5) lack of understanding of grammatical of the words, (6) the incorrect pronunciation. Besides, this is in line with the statement of Suherman & Yustiana (2017) which state that with the many factors involved in the learning process, not all individuals have the ability to overcome problems related to learning activities.

Students problems in learning vocabulary

There are some problems when students learn vocabulary. According to Rahmawati (2012), learning vocabulary need to spend time practicing it in daily life, it is a problem. The study is from Wulandari (2020) the one of English teachers in SMP Wahid Hasyim Malang stated that the problem has not enough for the English teacher to teach vocabulary to the students and students also lack motivation in learning vocabulary. It happens when some researcher asks one of the English teachers in SMP Wahid Hasyim Malang, about the student's difficulties in learning English. Moreover, Khajloo (2013) states that there are some deficiencies in learning English subjects in the school, such as the low hours of English language teaching, the lack of students' interest, students' motivation in learning English, and the lack of concentration in the class.

The technique in learning English vocabulary

A technique is a method of doing some task or performing something to achieve the goal. According to Nie and Zhou (2017), learning strategies are the learners' techniques, approaches,

tactics, or specific behaviors that aim to make their learning more effective. Besides, Zarin and Khan (2014) investigate vocabulary learning strategies among undergraduate learners revealed that memory strategy was found as the most frequently used strategy whereas metacognitive strategy was the least frequently one.

Research Method

This research used a descriptive qualitative method as the research methodology. A descriptive qualitative study aimed to record an event, situation, or circumstance (Fraenkell & Wallen, 2012). In addition, they also state that qualitative research is a study that investigates the quality of relationships, activities, situations, or materials.

This study used two instruments which were a questionnaire and an interview. The instrument was chosen based on the research questions, including the 20 items related to the importance of vocabulary learning, the common factors of difficulty in learning English vocabulary for Thai learners, and the interview.

The object of the research is Thai learners in Semarang from the sixth and eighth semesters of the English department. They studied from four universities are Universitas Muhammadiyah Semarang (UNIMUS), Sultan Agung Islamic University (UNISSULA), Semarang State University (UNNES), and University of Nahdlatul Ulama Islamic (UNISNU) by choosing randomly 10% from the all of Thai learners in Semarang around 128 persons. The sample comprised 12 persons including nine females and three males. The Universitas Muhammadiyah Semarang and Semarang State University. Each university consisted of 2 persons, Sultan Agung Islamic University consisted of 7 persons, and the University of Nahdlatul Ulama Islamic took only one person to investigate a case through detailed information.

In this research, there were three stages of research procedure as stated by Arikunto (2013) which were put forward as follows:

1. Preparation

At this stage, some steps should be taken. The first step is to choose the topic. In this case, students' difficulties in learning vocabulary were vital to be discussed. Then, investigation a problem and its assumption to be raised in the research. When the research problem has known, find out the related literature to support this research. After reviewing the literature, the researcher knew to develop and support her research based on theory about the topic. The next step is determining the methodology which is used to conduct the result, such as research design, subject of the research, and the research instruments.

2. Collecting the data

The second step was to collect the data using appropriate instruments. In this case, It will be used a vocabulary test to find out the common vocabulary problem data through Google forms. After that, in collecting data for the questionnaire, it applied Microsoft Excel to measurement the data then, estimate the result about vocabulary difficulties experienced by the students after doing the vocabulary test. In this case, found out the result of the questionnaire through www.googleform.com to Thai learners in Semarang who studied the English

department. After collecting the questionnaire data, then interviewed the data to achieve further information that already got.

3. Analyzing the data

The last stage was to analyze all of the data that already got from the questionnaire and interview result by using descriptively to calculate the result in the form of a percentage. The classifications number will be tabulated to get a percentage with the following formula:

$$S = \frac{F}{N} \; X \; 100\%$$

Where: S: The statement percentage

F: The frequency (number of student's perspectives on the questionnaire).

N: Total number of students

Findings

The importance of learning English vocabulary for Thai learners in Semarang

The questionnaire was carried out based on the perspective of the participants' experiences. Thai learners were asked to complete the questionnaires to collect the data. Based on the result of the questionnaire was given to part of Thai learners in Semarang who study the English department. There were two parts to the questionnaire result. Part one was related to the importance of learning English vocabulary and part two was related to the common factors of difficulty in mastering English vocabulary.

Table 1
The Questionnaire Result of the Importance of Vocabulary Learning

Statement	Indicator				
	SD	D	N	A	SA
1. Vocabulary learning is necessary.	0.0%	17%	0. 0%	0.0%	83%
	(0)	(2)	(0)	(0)	(10)
2. Vocabulary cannot be separated from language learning.	8%	8%	8%	42%	34%
	(1)	(1)	(1)	(5)	(4)
3. Vocabulary knowledge is a critical tool for	0.0%	17%	8%	17%	58%

second language learners.	(0)	(2)	(1)	(2)	(7)
4. Vocabulary knowledge is the essential thing to learn the English language, but many learners ignore mastering it.	17%	0.0%	17%	33%	33%
	(2)	(0)	(2)	(4)	(4)
5. Starting by learning English vocabulary do not beneficial for second language learners.	25%	59%	8%	0.0%	8%
	(3)	(7)	(1)	(0)	(1)
6. Vocabulary will not influence other skills like reading, listening, writing, and speaking.	50%	34%	8%	0.0%	8%
	(6)	(4)	(1)	(0)	(1)
7. Vocabulary is not the key to communication.	50%	25%	8%	0.0%	17%
	(6)	(3)	(1)	(0)	(2)
8. Understanding the meaning of vocabulary cannot help learners to communicate well.	50%	34%	8%	0.0%	8%
	(6)	(4)	(1)	(0)	(1)
9. Learning vocabulary is only used in communication.	17%	66%	0.0%	0.0%	17%
	(2)	(8)	(0)	(0)	(2)
10. Learning vocabulary should be focused on formulation of words.	0.0%	0.0%	42%	33%	25%
	(0)	(0)	(5)	(4)	(3)

Based on the result above, it explained on statement number 1 "vocabulary learning is necessary for language learning process" there was no one student who strongly disagreed, neutral, and agreed, 2 students disagreed, and 10 students strongly agreed. It concluded that there was 83% of students strongly agreed that vocabulary learning is a necessary and important component of many languages. In learning any language, vocabulary seems to be a major focal point of acquisition (Asgari & Mustapha, 2011). Moreover, Dóczi (2011) states that vocabulary learning strategies are significant because the acquisition of vocabulary is a never-ending process and can solve insurmountable difficulties for language learners.

Statement number 2 "vocabulary cannot be separated from second language learning for Thai learners" there was 1 student who strongly disagreed, 1 student disagreed, 1 student neutral, 5 students agreed, and 4 students strongly agreed. It concluded that there was 42% of students agreed and 34% of students strongly agreed to start by having adequate vocabulary was beneficial. It showed that vocabulary is something that could not be ignored and separated in the language learning process. Since Laufer (1997, as cited in Indriati, 2014) states that "learning vocabulary is the most important elements without which neither comprehension nor production of language is possible. In other words, vocabulary cannot be separated from other language skills."

Statement number 3 "vocabulary knowledge is a critical tool for second language learners" there was no one student who strongly disagreed, 2 students disagreed, 1 student neutral, 2 students agreed, and 7 students strongly agreed. It concluded that there was 17% of students agreed and 58% of students strongly agreed vocabulary knowledge is a critical tool in areas of second language learning. Nation (2011) and others also have realized that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts.

Statement number 4 "vocabulary knowledge is the essential thing to learn the English language, but many learners ignore mastering it" there were 2 students who strongly disagreed, no one students who disagreed, 2 students neutral, 4 students agreed, and 4 students strongly agreed. It concluded that there was 33% of students agreed and 33% of students strongly agreed. It showed that almost all of the students focused on speaking or writing and they always ignore to learn vocabulary in the language learning process. Vocabulary is an essential component of language proficiency and academic language (August & Artzi, 2016).

Statement number 5 "starting by learning English vocabulary do not beneficial for second language learners" there were 3 students who strongly disagreed, 7 students disagreed, 1 student neutral, no one student who agreed, and 1 student strongly agreed. I concluded that there was 8% of students strongly agreed if they learned a second language start by learning vocabulary is unsuccessful in language learning. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language (Susanto & Fazlinda, 2016).

Statement number 6 "vocabulary will not influence other skills like reading, listening, writing, and speaking" there were 6 students who strongly disagreed, 4 students disagreed, 1 student neutral, no one student who agreed, and 1 student strongly agreed. I concluded that there was 8% of students strongly agreed learning vocabulary would not influence other skills. It showed that almost all students disagreed that vocabulary knowledge did not influence other skills. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items play a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation,2011).

Statement number 7 "vocabulary is not the key to communication" there were 6 students who strongly disagreed, 3 students disagreed, 1 student neutral, no one student who agreed, and 2 students strongly agreed. I concluded that there was 17% of students strongly agreed it showed that most of the students disagreed vocabulary is not the key to communication. Many researchers indicate that real communication is a result of suitable and adequate vocabulary learning as compared with learning grammar rules only (Cook, 2013).

Statement number 8 "understanding the meaning of vocabulary cannot help learners to communicate well" there were 6 students who strongly disagreed, 4 students disagreed, 1 student neutral, no one student who agreed, and 1 student strongly agreed. I concluded that there was 8% of students strongly agreed it showed that most of the students disagreed knowing vocabulary knowledge cannot help students communicate well. Alqahtani (2015) argues that the acquisition of an adequate vocabulary is essential for successful foreign language use because, without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication.

Statement number 9 "learning vocabulary is only used in communication" there were 2 students who strongly disagreed, 8 students disagreed, no one student who neutral and agreed, and 2 students strongly agreed. I concluded that there was 17% of students strongly agreed it showed that students disagreed if vocabulary is only used in communication. The view of psycholinguist Pawlak (2011) speaking involves the collaboration of many different processing mechanisms, components, and exertion to arrange the words in motion to speak the language fluently but vocabulary learning cannot just focus on communication a lot.

Statement number 10 "learning vocabulary should be focused on the formulation of words" there was no one student who strongly disagreed and disagreed, 5 students neutral, 4 students agreed, and 3 students strongly agreed. I concluded that there was 33% of students agreed and 25% of students strongly agreed if they learn vocabulary should be focused on the formulation of words. Wilkins (1972, as cited in Herbertson, 2010) describes the importance of learning vocabulary in his quote, "Without grammar very little can be conveyed, without vocabulary, nothing can be conveyed."

The common factors of difficulty in learning English vocabulary for Thai learners in Semarang

Based on the interview result was to identify the common factors of difficulty in learning English vocabulary for Thai learners in Semarang. It could help Thai learners understand the problem to improve English language learning.

The result of the questionnaire there were two factors contributed to the factors that cause students difficulty in learning the vocabulary, they were; internal and external factors. In internal factors, there was the improper technique to learn, did not emphasize learning vocabulary, did not get enough opportunity to practice, did not commit to improving their vocabulary, and were always less passionate. Meanwhile, in External factors there was a vocabulary that was difficult to be learned, vocabulary was complicated, the differences form of English and Thai language, the obstacle of learning vocabulary depends on the learning process, and the environment.

1. Internal Factors

There were five kinds of factors that cause students' difficulties in learning vocabulary in internal factors. For making it easier in understanding see the following table.

Table 2
Internal Factors

No	Student's Factors	Indicator				
		SD	D	N	A	SA
1	Using the improper technique to learn	8%	17%	33%	25%	17%
		(1)	(2)	(4)	(3)	(2)
2	Do not emphasize learning vocabulary.	0.0%	33%	25%	42%	0.0%
		(0)	(4)	(3)	(5)	(0)

3	Does not get enough opportunity to practice.	0.0%	17%	33%	33%	17%
		(0)	(2)	(4)	(4)	(2)
4	Does not have any commitment to improve vocabulary	0.0%	0.0%	33%	50%	17%
		(0)	(0)	(4)	(6)	(2)
5	Always less passionate.	0.0%	0.0%	42%	33%	25%
		(0)	(0)	(5)	(4)	(3)
	Total	2%	13%	33%	37%	15%

Based on the table above, using the improper technique to learn showed that 7% of students strongly disagreed, 17% of students disagreed, 33% students neutral, 25% students agreed, and 17% students strongly agreed. It showed that 75% of students agreed that improper technique influences learning vocabulary efficiently. I look from the accounting of students, there were 9 from 12 students agreed and 3 students disagreed. According to Nunan (2017) stated that a leading researcher in the field of L2 vocabulary asserts that learners have to use certain techniques and strategies for achieving certain proficiency of vocabulary knowledge.

The learner did not emphasize learning vocabulary showed that no one student strongly disagreed, 33% of students disagreed, 25% of students neutral, 42% students agreed, and no one student strongly agreed. It showed that 67% of students agree the learner did not emphasize learning vocabulary while the learning process inside the classroom and outside the classroom influences to language learning process. It showed that there were 8 from 12 students who agree and 4 students who disagree. Hence both Rinaldi et al. (2013) and Liu (2016) suggest the language learners explore more approaches to vocabulary skills such as vocabulary learning strategies and be more independent in learning. It meant ignoring to learn vocabulary influences the vocabulary learning process.

The learner did not get enough opportunity to practice vocabulary showed that no one student strongly disagreed, 17% students disagreed, 33% students neutral, 33% students agreed, and 17% students strongly agreed. It showed that 83% of students agreed that having not enough time to get practice in the class was the factor that causes students' difficulties in learning English vocabulary. It showed that there were 10 from 12 students who agreed and 2 students who disagreed. According to Oxford (2016) emphasizes that there are factors that influence the effectiveness of vocabulary learning strategies; these factors include learning styles, age, developmental stage, gender, educational background, and culture.

The learner did not have any commitment to improve vocabulary showed that no one student strongly disagreed and disagreed, 33% of students were neutral, 50% of students agree, and 17% of students strongly agreed. It showed that 100% of all students agreed the learner did not have any commitment in learning was the problem in the language learning process. It meant that all students are 12 students agreed with the learners who did not commit to learning vocabulary as the factors that cause students difficulty in learning vocabulary. It shows that there

were many benefits to the learners who commit learning. Development also depends on external factors such as individual practice, discipline, interaction, and even their personality (Sánchez Luján 2012). This finding supports the importance of making commitments in self-assessment, which become authentic and strong vows (Picón 2012). The creation of personal learning commitments is likely to enhance achievement attributable to a students' increase in self-efficacy.

The last factor of internal factors was always less passionate. It showed that no one student strongly disagreed and disagreed, 42% of students were neutral, 33% of students agreed, and 25% of students strongly agreed. It showed that 100% of all students agreed the learner was always less passionate it could make learning vocabulary unsuccessful. It meant that 12 students agreed with someone who was less passionate about doing something it made them hard to attempt the goal and passion in learning is the crucial tool to help learners to succeed. Passion-based learning is a love of the learning which to keeps the embers of passion for the learning alive (Ramirez, 2013).

2. External Factors

There were five kinds of factors that cause students' difficulties in learning vocabulary in external factors. For making it easier in understanding see the following table.

Table 3
External Factors

No	Student's Factors	Indicator				
		SD	D	N	A	SA
1	Vocabulary is really difficult to be learnt.	8%	25%	17%	42%	8%
		(1)	(3)	(2)	(5)	(1)
2	Vocabulary is complicated.	0.0%	33%	17%	42%	8%
		(0)	(4)	(2)	(5)	(1)
3	The differences form of English and Thai language.	8%	17%	25%	42%	8%
		(1)	(2)	(3)	(5)	(1)
4	The obstacle of learning vocabulary depends on the learning process.	0.0%	8%	34%	50%	8%
		(0)	(1)	(4)	(6)	(1)
5	The environment.	0.0%	0.0%	34%	8%	58%
		(0)	(0)	(4)	(1)	(7)
	Total	3%	17%	25%	37%	18%

Based on the table above, vocabulary is really difficult to be learned showed that 8% of students strongly disagreed, 25% of students disagreed, 17% of students neutral, 42% students agreed, and 8% students strongly agreed. It showed that 67% of students agreed vocabulary was difficult to achieve. It showed that there were 8 from 12 students who agreed and 4 students who disagreed. Regarding foreign language learning, vocabulary is not an easy endeavor during the learning process, but it is a necessary element in listening, reading, speaking, and writing skills (Nation, 2011). It meant vocabulary is really difficult to be learned for second language learners.

Vocabulary is complicated showed that no one student strongly disagreed, 33% students disagreed, 17% students neutral, 42% students agreed, and 8% students strongly agreed. It showed that 67% of students agreed vocabulary is complicated for second language learners. It showed that there were 8 from 12 students who agreed and 4 students who disagreed. Vocabulary, "the body of words in a given language" is a deceptively complex concept (Oxford Dictionaries, 2018).

The differences form of the English and Thai language showed that 8% of students strongly disagreed, 17% of students disagreed, 25% of students neutral, 42% students agreed, and 8% students strongly agreed. It showed that 75% of students agreed the differences form of English and Thai language is the factors that cause their difficulty in learning vocabulary. It showed that there are 9 from 12 students who agreed and 3 students who disagreed. In the English language word sometimes carry a lot of meaning in one word but the Thai language is just a few words that have many meanings. Moreover, there are outstanding differences in the grammatical structure of Thai and English languages. For example, un-marking of verb tenses and plurals of nouns takes place. Besides, structural words are added to denote tense as well as singular and plural forms of words. Hence, inflection is not used in this case (Clewley et al., 2013).

The obstacle of learning vocabulary depends on the learning process inside the classroom and outside the classroom showed that no one student strongly disagreed, 8% students disagreed, 34% students neutral, 50% students agreed, and 8% students strongly agreed. It showed that 92% of students agreed the obstacle in learning vocabulary depends on the learning process. It showed that there were 11 from 12 students who agreed and only 1 student disagreed. The more effective teaching strategies the teacher uses in the English classroom, the better the learner's language becomes (Putra, 2016).

The environment showed that no one student strongly disagreed and disagreed, 34% students neutral, 8% students agreed, and 58% students strongly agreed. It showed that 100% of all students agreed the learner does not live in an environment that uses the English language to communicate in daily life, it is the factor in learning vocabulary. It meant all students agreed on the environmental influences to learn vocabulary. The social environment of students in the school or the classroom can also affect the spirit of learning. Besides the factors above, another external factor is the infrastructure and means of learning (Mahanani, 2011).

The techniques to solve the problem in learning the English vocabulary for Thai learners in Semarang

Based on the interview result is to identify the techniques to solve the problems in learning the English vocabulary for Thai learners in Semarang because It can help Thai learners know the strategy to solve the problem in learning vocabulary and achieve the goal in the language learning process.

The first question discussed the vocabulary knowledge that they have known from the first semester until now. Almost all Thai learners said that they have not developed their vocabulary knowledge very well and have decreased motivation when studying English in the classroom. Since versa, some of the learners said that they did not terrible vocabulary knowledge because they always develop it. The explanations for each question can be seen below.

One of the interview examples from the first question can be seen below.

Researcher: "In your opinion, how is your vocabulary knowledge until now?"

Respondent 1: "She does not terrible vocabulary knowledge because she always develops it. Consistent learning of the vocabulary helps her to do not get vocabulary problems in learning."

The second question discussed the strategy to learn vocabulary. Almost every learner said that the strategy to learn vocabulary was listening to the song, watching the movie, reading books, imitating, and practicing. In contrast, there had some of the learners said that the strategy to learn vocabulary is taking a note.

One of the interview examples from the second question can be seen below.

Researcher: "What is your strategy to learn vocabulary by yourself?"

Respondent 3: "She starts to learn vocabulary by watching the English movie that has a subtitle and listening to the English song that has the lyrics."

The third question discussed the obstacle in learning vocabulary that makes the learners face the problem of difficulties in learning English vocabulary. Some of the learners said that there are many obstacles in learning. The part of answers is a learner does not plan on learning English at all and learner just do the simple things that they want.

One of the interview examples from the third question can be seen below.

Researcher: "What are your obstacles to learning English?"

Respondent 5: "She only does the simple things or do the things that she likes. It makes her do not want to learn new things."

The fourth question discussed the techniques to solve the problems when are faced with an obstacle in learning vocabulary. The learners said that there are many techniques to solve the problem are thinking and trying to understand why she should study the English language because knowing the goal of something to do is the important factor that can help Thai learner focuses to study English more.

One of the interview examples from the fourth question can be seen below.

Researcher: "What are the techniques to solve the problems when you are faced with the obstacle in learning vocabulary?"

Respondent 8: "Reading English books that I like to read for example motivational books or novels."

The fifth question discussed whether listening can improve vocabulary knowledge. The learners said that listening can improve vocabulary knowledge. Starting with little chunks of content and practicing English frequently and consistently will lead to familiarity and can develop vocabulary knowledge in the end.

One of the interview examples from the fifth question can be seen below.

Researcher: In your opinion, is listening can improve your vocabulary knowledge? How?

Respondent 11: "She thinks that listening can improve the vocabulary knowledge because listening can improve speaking skills after imitation the sentences from listen and it can improve vocabulary knowledge by listening to the song or movie that they like."

All the results previously that have found about the technique to solve the problems in learning vocabulary from interview result. It can be concluded is knowing the goal to learn vocabulary, choosing the appropriate technique to learn, having discipline in learning English, remembering the whole sentences in English, taking a note, watching and listening, and the last one always practicing the vocabulary knowledge.

Discussions

This part presents the discussion of the research findings. There are three research questions proposed in this study. The researcher will be presented the result of the students' questionnaire and interview. The result shows that all of the students said that they are have difficulties in learning vocabulary although they have learned the English department.

The importance of learning English vocabulary for Thai learners in Semarang

Based on the research findings above, I concluded that the result correlates with this research. The result of the research showed that almost all students agreed vocabulary was the most important thing to learn English vocabulary for Thai learners in Semarang who study faculty of the English department. It could see in table 4.1 the result was explained by the percentage form. It meant a percentage more than 50% of students agreed and less than 50% of students disagreed that vocabulary is beneficial and essential in the language learning process.

According to Gifford (2013) vocabulary is important for the improvement of four language skills as well as for effective communication. Likewise, vocabulary knowledge is also essential in the effective use of language skills for communication. Gifford (2013) also explains the relationship between vocabulary and language skills. The vocabulary which helps in understanding the reading and listening linguistic input is reading and listening vocabulary.

The common factors of difficulty in learning English vocabulary for Thai learners in Semarang

The percentage result of the questionnaire that the difficulties in learning English vocabulary were faced by Thai learners in Semarang. First, the internal factors there are five

kinds showed, first there were 9 students, 75% agreed the improper technique to learn influences to learn vocabulary efficiently, second there were 8 students, 67% agreed learner does not emphasize learning vocabulary while learning process inside the classroom and outside the classroom influences to the language learning process, third there were 10 students, 83% agreed learner does not get enough opportunity to practice vocabulary inside the classroom are the factors that cause students' difficulties in learning English vocabulary, fourth there were 12 students, 100% all students agreed learner does not have any commitment to improve their vocabulary is the one factors difficulties in learning vocabulary, and fifth there were 12 students, 100% all students agreed student is always less passionate in making learning vocabulary successful also is the common factors of difficulties because of lacking motivation and less passion in learning.

Second, the external factors there are five kinds showed, first there were 8 students, 67% agreed vocabulary is difficultly to be, second there were 8 students, 67% agreed vocabulary is complicated for foreign language learners becomes the factor that causes learners difficulties in learning vocabulary, third there were 9 students, 75% agreed the different forms of English and Thai languages cause difficulties in the language learning process, fourth there were 11 students, 92% agreed the obstacle of learning vocabulary depends on the learning process inside the classroom and outside the classroom, and fifth there were 12 students, 100% all students agreed learner does not live in English speaking environment to support the daily communication is the influential factors to learn vocabulary.

Moreover, the factors that I found from the questionnaire result there were three factors give a big influence on the students' difficulties in learning vocabulary. Firstly, learners have not committed to improving their vocabulary. According to Sánchez Luján (2012) development depends on external factors such as individual practice, discipline, interaction, and even their personality.

Secondly, learners are always less passionate about making learning vocabulary successful. Undoubtedly, the essential part of the language learning (acquiring) process is motivation or passion. Motivation can be defined as a certain push that pushes students to take any action to achieve something. Normazidah et al., (2012) present the factors that impact the EFL learners to have poor performance in English language learning as follows was lack of motivation for learning or the negative attitude towards the target language.

Lastly, the learner does not live in English speaking environment to support daily communication. Normazidah et al., (2012) also present the factors that impact the EFL learners to have poor performance in English language learning, there is a lack of support to use English in the home environment and the community and English is regarded as a difficult subject to learn.

The techniques to solve the problem in learning the English vocabulary for Thai learners in Semarang

The interview result of the research is these difficulties could be solved if the learners had the effort to learn more in vocabulary. The part showed learning vocabulary could get a good achievement that there are solutions which were done by subjects to reduce their difficulty in learning vocabulary. In this situation, the students relied on different strategies to handle the problems which can be seen from the explanation below:

'Watching an English-speaking film' and 'listening to English songs' were other reported strategies by many learners to remember newly learned words. The use of films and songs in this study is consistent with the results of the study conducted by Asgari and Mustapha (2011) which showed that using the English language media such as songs, movies, TV programs, etc. were reported to be used frequently by Malaysian students.

Regarding reading novels, newspapers, short stories, magazines, or something from the internet, etc, this finding is in agreement with the findings of several studies which have shown that second language learners acquire vocabulary through reading (Yali, 2010).

'Using a dictionary" and 'guessing from the context' were common strategies that were reported to be employed. According to Asgari and Mustapha (2011) who among the Malaysian students, both 'using a monolingual dictionary and 'guessing from the context' have been mentioned as common strategies which have been employed in the vocabulary learning situation.

Concerning the strategies to learn the new words through a mental process, "trying to use newly learned words in conversation with friends and teachers". According to Shahov (2012) receptive knowledge is being able to understand a word in its spoken form and product knowledge means being able to use a word correctly in a speech.

Moreover, choosing the appropriate technique to learn the English language by using the mobile phone can improve their vocabulary knowledge. Concerning apps that are aimed at enhancing and developing learners' vocabulary, we can mention vocabulary, flashcards, word a day, and Visual Vocabulary, which can be easily downloaded and installed by students (Educatorstechnology.com, 2019).

Conclusions

The importance of learning English vocabulary for Thai learners in Semarang can be concluded as follows: almost all students agree vocabulary is necessary for the language learning process. Besides, almost all students also disagree vocabulary does not influence other skills. It can see the percentage form >50% of students agree and <50% of students disagree. It showed that learning vocabulary is an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language for Thai learners in Semarang.

The common factors of difficulty in learning English vocabulary for Thai learners in Semarang can be concluded as follows the first is Internal factors, there is the improper technique to learn influences to learn vocabulary efficiently, the learner does not emphasize learning vocabulary while learning process inside the classroom and outside the classroom, the learner does not get enough opportunity to practice vocabulary inside the classroom, the learner has not any commitment to improve their vocabulary, and the learner is always less passionate about making learning vocabulary successful.

The second is External factors, there are vocabulary is really difficult to learn for foreign language learners, vocabulary is complicated for foreign language learners, the differences form

of English and Thai language are cause difficulty in learning vocabulary, the obstacle of learning vocabulary depends on the learning process inside the classroom and outside the classroom, and the learner does not live in an environment that uses the English language to communicate in daily life. Based on the explanation, showed that three factors give a big influence on the students' difficulties in learning vocabulary are have not being committed to improving, being always less passionate, and the environment.

Moreover, Thai learners use several techniques to learn vocabulary. Watching an English-speaking film and listening to English songs to remember newly learned words, reading books or news from the internet to increase vocabulary knowledge, using a dictionary and guessing the words from the context to understand the unfamiliar vocabulary more, trying to use newly learned words in conversation with friends and teachers, and choosing the appropriate technique to learn the English language by using the mobile phone.

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