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FOREWORD

Our deep gratitude goes to the presence of Allah SWT who has given us strength and ability, so that we can publish JETLI: Journal of English Teaching and Learning Issues at English Studies Program IAIN Kudus.

This edition contains about theoretical and empirical studies in the field of English, especially on education, teaching and linguistics. Observers of English education have contributed in this journal, both from within and outside of IAIN Kudus. Hopefully the scientific treasury in this journal is useful for the implementation of English education that develops and integrates the linguistic, Islamic, scientific, and professional educators, and competitive aspects.

With the publication of the Journal of JETLI, it is expected that the input and constructive criticism from the academic community and the various competent parties, so that the next issue will be better and better quality.

Finally the editorial team expressed gratitude to the lecturers, editors and related parties who participated in the publication of this journal.

Journal team


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The Analysis Of The Students' Difficulty in Memorizing English Vocabulary in Elementary School

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ABSTRACT

This article tries to discuss the students' difficulty in memorizing English vocabulary in Integrated Islamic Elementary School (SDIT) Amal Insani Jepara. This study uses a descriptive qualitative method. The result denotes that students have difficulties in memorizing vocabulary including there is no visible intrinsic motivation from students, considering English as just another compulsory subject. In addition to the factors of integration and talent, it seems that attitudinal and motivational factors take the main role of the difficulties of students of SDIT Amal Insani in remembering English vocabulary. Students with a high level of intelligence coupled with high enthusiasm, because there is a reward from the teacher, easy to remember vocabulary as well as remembering other subject matter. Students with a priori and low motivation attitude find it difficult to remember the vocabulary that has been given.

KEYWORDS:
Students' Difficulty;
English Vocabulary;
Elementary School.

Introduction

The grade 1 elementary school children are a golden age where children's brain development grows quickly and is ready to receive thousands of information. It is believed that by teaching the golden age children new words or foreign languages that will make them easy to receive the new information because of the young age.

English material in elementary school is actually still an introduction, but sometimes English learning in grade 1

elementary school becomes something difficult. The teacher feels that he has taught but when they are tested, the results are not optimal or perfect as expected by the teacher. The time of passing grade becomes a homework for the parents of students to teach their children to remember the lessons that have been given by the teacher. The vocabulary taught in class 1 is actually still very little, which ranges from color, shape, number 1-10, things in the classroom, body, family, pets, adjective (little, big). It should be noted that primary school English material that has been running at this time does focus on the mastery of vocabulary.

In the learning process, memory has a very large role. Memory in Indonesian called "ingatan" is the power of the soul to receive, store, and produce impressions. Kartono, K. (2007) states that memory is the ability to keep in mind, save, reproduce the contents of consciousness. With the ability to remember in humans this means there is an indication that humans are able to save and cause a return from something that has been experienced.

From some of the definitions above, the memories contain meaning that is not much different, namely receiving, storing and producing. So memory is an experience that has been/has happened before then in certain situations it appears with certain reasons that pull it out so that it is reproduced again.

Memory is very important in human life because it functions as a complement in thinking because good thinkers are people who have learned to recall their experiences. With the ability to remember in humans, there is an indication that humans are able to receive, store and bring back from something they have experienced.

This paper aims to describe what types of difficulties students face in the aspects of vocabulary remembrance in learning English, the factors causing students' difficulties in the aspects of vocabulary remembrance in learning English, and the efforts of the teachers in SDIT Amal Insani Jepara to overcome their students' difficulties in the aspect of memorizing vocabulary in learning English.

Method

This research is descriptive qualitative which is included in the type of qualitative research. The purpose of this study is to uncover facts, circumstances that occur when the study goes on and presents. Qualitative descriptive research interprets and tells the data concerned with the situation that is happening, the attitudes and views that occur.

Data collection techniques: a) In-depth interviews, to deepen information from informants. The informants are as research subjects, not objects. b) Observation. The main instrument or instrument is human (the researcher himself) who must collect data directly from the source, with the help of instruments in the form of lists or interview concepts (descriptive and structural questions), and recording devices.

Discussion

Function and Nature of Memory

After doing mapping, I constructed syllabus and lesson plan. Next I constructed textbook material. I called my text book "let's speak". It consist of students and teachers' book completed with CD. The materials were taken and arranged from the syllabus. I also inserted the Islamic contents to correlate the material with the basic of school as Islamic senior high school. The book consisted of some materials such as conversational text, listening section, grammar focus and development of vocabulary and pronunciation.

Memory has functions that help a person, especially students in the learning process. In theory, three aspects can be distinguished in the functioning of memory as follows:

- 1) Immerse in finding impressions. Immersing is divided into two parts, namely deliberately taking in and accidentally taking note.
- 2) Keep memories of memories related to emotions. Someone will remember something better, if the events touch feelings while events that do not touch emotions will be ignored, from where the impressions are stored in the brain of a student if he really likes one subject, then the memory in

these subjects are very strong and allow them to be stored for a long time.

- 3) Producing impressions, namely reactivating things that are kept in mind, in this reproduction there are 2 forms, namely:
 - a) Recalling, for example, last week students were given ablution order material and today children/students were asked the same thing, then students would recall material last week.
 - b) Recognizing, for example students lose a pen and then show a pen, students will match the impression that has been stored with a pen that is shown in front of it.

There are several characteristics of memory, namely:

- 1) A quick and easy memory that someone can easily receive impressions, for example there are students who can quickly remember the lesson while there are students who are slow to remember the lesson even though repetition has been done.
- 2) Extensive memory; at the same time one can receive many impressions and in a large area.
- 3) Strict memory: the impression he has received remains unchanged.
- 4) Faithful memory: the impression he has received remains unchanged.
- 5) Memory is devoted and obedient: that memories that have been recorded can easily be reproduced smoothly.

So a person's memory is not the same between one another, besides there are several factors that can affect memory, namely:

- 1) The nature of a person
- 2) Circumstances around us both physically, spiritually and environmentally.
- 3) The state of the soul because if our soul is disturbed our memories will be affected.
- 4) Age, growing older, the memory will get weaker.

Besides that memory is divided into two, namely:

- 1) The power of mechanical memory that is memory is only for sensory impressions.

- 2) Logical memory that is only for impressions that contain meaning.

Principles of Memory

The principle contained in the memory is:

- 1) Learning, it means learning is easier and longer remembered than memorizing.
- 2) Learning to connect, and or connect two objects or events.
- 3) Learning is affected by the frequency of the encounters with the same stimuli and responses made in the lesson.
- 4) Learning depends on the consequences it shows, this means that the lessons that give an impression, are fun, interesting, useful to enrich knowledge and more efficiently and stored longer.
- 5) Learning as a need that can be measured, depends not only on the process of learning but also on the way it is evaluated.

Improving Memory Ability

In general, efforts to improve memory capacity must meet three conditions, namely:

- 1) The process of memory is not an easy effort, it should be noted the repetition mechanism. Someone is said to learn from experience because he is able to use various information that has been received in the past to solve problems that are being faced. According to Alkitson there are three types of remembering processes, namely:
 - a) Recall; remembering information without using instructions
 - b) Recognition; remembers information using instructions
 - c) Redintegrative; remembering by connecting various information.
- 2) Materials that will be remembered must have a relationship with other things, it means that they are not only based on one ingredient but there are already other things that have been known before.
- 3) The process of memory requires an organization, one of the well-known organizing information is *menomik*.

If these efforts have been carried out then the capacity for recall will gradually increase.

Memory in the Teaching and Learning Process

Individual memory is very closely related to learning outcomes that can be achieved, so education should pay attention to the possibilities and conditions of the child's memory. In the psychology of memory, education plays a role in helping or supporting a child in learning as a function of memory that is receiving, storing and producing it. Weak memories will affect the learning conditions of students. So, education must know and practice the knowledge produced by studies of memory in order to increase students' creativity so that educational goals are achieved.

In the teaching and learning process, students need strong memories to absorb and memorize lessons. With a strong memory, students will easily receive and save and withdraw when there is a stimulus. But someone's memory is not the same as the student's memory. In connection with the differences in memory, in teaching, the teacher should pay attention to these things, especially the teacher must pay attention to the weaknesses:

- 1) Don't explain the lesson too quickly
- 2) Don't teach too much material
- 3) Repetition of learning material
- 4) The teacher gives the opportunity to use the five sense as well as possible, so that the results of the observation will approach reality and give a good impression and the students get a clear response.
- 5) Train students to use good ways of memorizing which essentially makes it easy for students to memorize.
- 6) To enhance learning achievement, students need to be awakened by emotion and willingness so that learning/study activities are more enjoyable and exciting.

Besides that, memory is individual, so students with strong memories will stand out in the teaching and learning process. Unhealthy physical states can also affect memory achievement in remembering lessons. Therefore the teacher must often make

repetitions, the most sharp memory in humans is childhood, which is around the age of 10-14 years. After this age, the ability to keep in mind can also be increased, but only for impressions that contain meaning (logical memory) and that lasts between the ages of 15-50 years.

The methods that can be used by teachers to overcome students' differences in memorization are as follows:

- 1) Method G (ganslern) or K method (Overall): overall learning method, this method for memorizing the number of words is not too much like a rhyme.
- 2) Method T (Teillern) or method B (Parts) which is a method of learning part by part, this is used to memorize a lot of materials and memorize little by little.
- 3) Method V (vernittelende) or method C (mixed), which is the intermediary method which is memorized part by part and there as a whole through these methods. It is expected that students are able or quickly memorize the lesson because the more material is memorized and learned, to memorize and learn more shortly, the more material that can be remembered, so memory plays an important role in the learning process.

Memory inquiry method:

- 1) Learning method (the learning method). Is a method to investigate the extent to which the time needed or the effort carried out by the subject to master the material well.
- 2) The relearning method. It is a method in the form in which subjects are told to learn again that have been studied up to a certain criterion such as in learning the material for the first time. The more often the material is studied, the shorter the time needed.
- 3) Reconstruction method. It is a method in which the subject is told to reconstruct a material given to him. In constructing it, it can be known the time used, errors made up to certain criteria.
- 4) Recognizing method. This method is used to take shape by means of re-introduction. Subjects are prepared to learn something material, then given material to find out how far

can be remembered with the form of wrong choice, or multiple choice.

- 5) Method of recall. This method is the subject told to recall what he had learned. For example, by telling him to do an exam in the form of essay or filling.
- 6) Paired association methods. This method takes the subjects told to study the material in pairs, to examine the extent to which the ability to remember, in evaluating one pair is used as a stimulus and the subject is told to mention or re-create the partner.

Vocabulary Teaching

The term vocabulary is parallel to the term lexicon. Talking about vocabulary means talking about a field of language called lexicology. Lexicology or vocabulary is the study of the ins and outs of words. Abu Bakar Sulaiman, A. Gani & Syafri K. (1986: 6) states that the word vocabulary comes from Sanskrit *koca* and *katha* ('kosakata'). Both words are absorbed into Indonesian as a compound word.

Rivers (Nunan, 1991: 117) states that vocabulary is important in order to use a second language. Without a broad vocabulary, one cannot use the structure and function of language in communication comprehensively. Tarigan (1986: 2) states that the quality of one's language depends on the quality of the vocabulary they have. The richer the vocabulary is owned, the greater the possibility of language skills. Based on the description above, it can be stated that vocabulary is the words that belong to a language or someone who forms the language in question or used by people or groups of people concerned.

One reason why teachers teach vocabulary is to facilitate students in increasing their understanding of reading (Pikulski & Templeton, 2004: 5). Knowledge about vocabulary is the center of language skills. Therefore, vocabulary learning is very important. In vocabulary learning, procedures and approaches are needed. Vocabulary learning in this case concerns teaching and learning vocabulary.

Nation (2001: 107-108) mentions three teaching vocabulary procedures, namely: recycled words, the second hand cloze, and the vocabulary interview. In recycled words, the procedure for teaching vocabulary moves from receptive use to productive use which focuses on deliberate learning. In the second hand cloze, the vocabulary teaching procedure includes three steps, namely students reading texts containing target vocabulary, students intentionally learning vocabulary, and students given cloze passages which are a summary of what they actually read. In the vocabulary interview, students are given the opportunity to ask questions to the teacher or to other students about certain vocabulary. One of the purposes of this procedure is to make students pay attention to aspects of knowing a word.

According to Lado (1979: 121-126), there are several steps that can be applied in vocabulary learning, namely: (1) listening to the word, (2) saying the word, (3) understanding the meaning, (4) making illustrations in sentence form, (5) do exercises in expressing meaning, (6) say the word aloud, and (7) write the words. Sitorus (1993: 3) states that words contained in groups, groups, and in a device are always easier to learn. Furthermore Sitorus (1993: 4) reveals that there are two ways to learn vocabulary in grouping, namely groups of words that have a common basis and groups of words that have a relationship in understanding.

Piaget (Hoskisson & Tompkins, 1987: 11) states that elementary school students are concrete thinkers. They learn well through active involvement. Involvement in the use of language actively can be made more meaningful when it is associated with experience and real things in the child's life. Asri Budiningsih (2005: 39) states that to avoid the limitations of thinking, children need to be given a concrete picture so that they are able to examine the problem. Children ages 7 to 12 still have problems regarding abstract thinking. Learning English vocabulary to children, should be based on how they learn languages. This was stated by Hoskisson & Tompkins (1987: 44) that language learning must be based on how children learn and how they learn language. Teachers need to provide opportunities for students to find ways to learn. First, students

need to be taught forms of spoken and written language. Secondly, students need to have the opportunity to imitate these forms of language.

Vocabulary types

There are several types of Vocabulary, including:

1) Productive Vocabulary.

It is said to be productive because this vocabulary is always used in English. The characteristics of a productive vocabulary are vocabularies that we often hear or are familiar with. Productive Vocabulary is also usually easy to understand. To use English well, we must learn and understand productive vocabulary, of course because this is a widely used vocabulary. In understanding productive vocabulary, it will be easier because it is often used in everyday life.

2) Not Productive Vocabulary

It is said to be unproductive, because this vocabulary is rarely used in making sentences or conversations in English. Vocabulary is sometimes difficult to understand because this vocabulary is rarely used in everyday life. Therefore we must learn more about this vocabulary so that it is not difficult to apply it in everyday life.

Vocabulary is very important in communication. It is believed that the more vocabularies students have, the easier it will be for them to develop four language skills. If we master vocabulary, of course we will easily apply it in everyday life.

The Nature of Vocabulary

Vocabulary, which can be defined as a collection of words from a language that is mastered and used in communication - both verbally and in writing, is one of the elements of language that must be mastered by someone so that he is able to understand the message conveyed to him or convey messages to his interlocutors. Words are labels of thoughts, ideas, or feelings that are communicated through language. The word is the smallest unit of language used to express meaning. For example, in

spoken English, separately, / r /, / l /, and / d / are meaningless sounds, but if the three sounds are pronounced sequentially, a verb "read" will be formed, which refers on activities carried out by someone in order to understand the contents of a text. In written English, the symbols 's', 'a', and 'y' will have an understanding for someone if he knows that the combination of the three symbols in the order "say" is a word that refers to one's activities when he seeks to express thoughts or his feelings through spoken language.

Together with pronunciation, rules, discourse, and four language skills, vocabulary is the main elements that make up a language (Harmer, 1991: 11-19). These five elements allow native speakers or competent speakers of a language to communicate effectively. In the practice of communication, the five elements interact and combine together. This interaction and combination is used as a medium to convey messages. The essence of the vocabulary in the interaction of the five elements can be seen from the following illustration.

When an Indonesian student wants to borrow a book from his teacher, he will choose and compile certain words — which he considers most appropriate — and form sentences in accordance with the applicable rules, which are then expressed through oral expressions. Maybe he would say: "May I borrow your Semantic textbook?" In this sentence, the use of question sentences to convey requests and use of the word "May I borrow" rather than "borrow your", for example, is influenced by the conception of discourse. If the sentence is addressed to peers, the student might say: "Borrow your own text book, please." The arrangement of words to form the sentence relates to grammar. The intonation and sounds used are related to pronunciation. While the channel expression (spoken language) used is related to language proficiency. While vocabulary acts as a means of interaction and the integration of the other four elements.

Based on these illustrations, it can be said that vocabulary seems to play a very central role in the act of communicating and learning language. Without words, pronunciation will not be meaningful, grammar rules are not obtained, discourse cannot be expressed, and language skills cannot be operationalized.

Vocabulary is often divided into two types, namely: oral and written vocabulary. Oral vocabulary is used in listening and speaking skills, while written vocabulary is used in reading and writing skills. The essence of verbal vocabulary mastery can be seen from the fact that in every process of communication through spoken language, the message conveyed is essentially a collection of sounds. To be meaningful, the sounds are combined - according to the rules agreed upon by speakers - to form a word. Then, several words are combined into phrases, clauses, or sentences.

Based on this brief description, it can be seen that the word is the smallest unit of language used to express meaning. By using certain grammatical rules, a few words are then combined to convey the speaker's message. In addition, words are also elements of language that are the basic 'ingredients' in applying the four language skills. Without words, it is impossible for someone to do listening, speaking, reading and writing activities. Cook (1981) asserted: "Whatever the function you're trying to express, whatever the grammatical structure you're trying to use, you won't get very far without the right vocabulary."

The diversity of experience, education, profession, specialization, and hobbies of speakers of a language make vocabulary can also be classified according to 'region' or field of life that uses those words. Some words are general, and some are specific. Common vocabulary is words that are shared by all speakers regardless of their educational background, profession, and hobbies, while special vocabulary is a group of words someone has according to various backgrounds. For example, in the context of Indonesian, a doctor and a writer both know the meaning of 'home', 'road', and 'school'. these words are a group of common words. However, the doctor also mastered certain words (especially medical terms) that were not known by the writer, and on the contrary the writer also mastered certain words that were not known by the doctor. Words like this are called special words.

In the context of mother tongue, the number, type, and region (register) of the words each speaker has varies, depending on one's experience, work, and education, and the vocabulary

continues to develop according to the development of experience and education. When someone's experience or knowledge increases, he needs new words to express and save concepts about the new experience or knowledge in his mind. Therefore, the number of people who have broad relationships is definitely more than those who only prefer to be alone. The type of words that belong to someone who likes to read is different from what is mastered by someone who does not like to read. A scholar's vocabulary must be different from an elementary school graduate.

The number, type, and region (register) of words that every student of English as a second/foreign language also varies. However, in contrast to the context of teaching mother tongue, the lack of direct contact with native speakers makes the development of vocabulary for students of English as a foreign language highly dependent on the learning process and access to programs that use English as a medium. In connection with that, learning activities are the most realistic opportunities used to develop vocabulary of a foreign language student. The more he studies or practices using grammar rules and the four language skills, the greater the chance for him to enrich vocabulary.

The descriptions above reveal that vocabulary development through learning activities is very important for every foreign language learner. This is confirmed by Feldman and Kinsella (2003) by saying that the number of words a person has is basically a real benchmark that distinguishes successful and less successful students at all levels or classes. To emphasize the essence of vocabulary development in second/foreign language learning, Miller (2007) stated: "Vocabulary is a key element in the second language class. While grammar is important for meaning, without vocabulary no message is conveyed. "

Based on the above explanations, three main conclusions can be drawn. First, as a label used to express ideas, vocabulary is the most important component of language and is absolutely necessary in every communication through language. Second, people who learn their mother tongue develop vocabulary continuously through classroom learning and through everyday

life, while for foreign language learners, vocabulary development can be done only through classroom learning and access to mass media. Third, as the most realistic way for vocabulary development for foreign language students, learning activities must be optimally empowered for this purpose.

Vocabulary Teaching

As explained above, while carrying out learning activities or when communicating through the language learned, language students are constantly faced with the task of recognizing, learning and mastering new vocabulary. Therefore, one of the tasks of language teachers is to help students develop as much vocabulary as possible. However, not a few language teachers ignore this fundamental reality with the assumption that a person's vocabulary will develop by itself (indirectly) through learning activities or communication actions that are undertaken. Though various studies, such as McKeown and Beck (1988), show that direct vocabulary teaching is far more effective than indirect. Graves (2000) 's research reveals that vocabulary development is a challenging task. In the textbooks they read, students can be faced with more than 100,000 different words. Even though you can learn 3000 to 4000 words each year, a student will still find hundreds of thousands of new words in the texts they learn. Therefore, the development of vocabulary directly or indirectly must be done.

To carry out the direct or indirect vocabulary development, Graves (2000) proposed the use of a four-part vocabulary development program. First, extensive reading, which is done by providing new books that interest students and motivates students to read as much as possible independently. Second, teaching choice words, which is done by selecting and teaching various key words needed to understand mandatory texts directly. Third, teaching strategies to learn words - analysis, context use, or the use of dictionaries - so students can develop their vocabulary independently whenever needed. Fourth, instill 'word awareness' or a sense of responsibility to always use words carefully, which is done by modeling - the teacher always uses the correct diction in his language.

Based on his review of various studies on vocabulary teaching, Mazano (2003) indicates that vocabulary development is no longer based on indirect learning methods by assigning students to read extensively and guess the meaning of each word encountered. Vocabulary development must be programmed based on knowledge of the important components contained in vocabulary teaching. Mazano's review of various vocabulary teaching studies reveals the three most important components of a successful vocabulary teaching: motivating students to read extensively the texts of study that students learn and other texts chosen by students, direct teaching about words and phrases related to student subjects; provide access for students to get to know new words; and motivate students to elaborate on their understanding of new words by using real images, symbols, and mental images so that students have personal experience of those words. As an embodiment of the three components of learning, students are asked to identify the words that are interesting to them and then record the words along with their respective meanings in a personal vocabulary notebook.

Although teaching indirect vocabulary can also be used to enrich vocabulary, in a second language / foreign teaching class direct teaching gives more significant results. This is supported by various research results summarized by Miller (2007). First, in order to be able to remember a word that has been learned, students need to see the word between 5 and 16 times in various contexts. Second, word learning activities need to be varied, because students can remember a word well if the word has been manipulated in various ways. Third, repetition and review need to be done repeatedly, remembering that most new words tend to evaporate from memory 24 hours after learning. Fourth, in order to be stored in long-term memory, the number of words learned in one session cannot be more than 12 words.

Direct Vocabulary Teaching

Direct vocabulary teaching takes place when in the classroom teachers do various exercises and activities that focus students' attention on vocabulary, such as guessing the meaning of words

by using context or word component analysis techniques, acting on words, seeing or making pictures, working on puzzles cross, and do other word games. So, in direct vocabulary learning students make conscious efforts to remember words.

The main benchmark for mastering a word is memory. By remembering a word and its meaning, someone will be able to use that word to understand or convey the message. In order for a word to be remembered well, students need to relate it to the knowledge they already have, sound, images, personal feelings, diagrams, and so on. To make this happen, Miller (2007) proposed the application of five activities. First, students connect words to personal experience. This can be done by assigning students to categorize the words learned into certain groups based on criteria according to their respective experiences, such as words that are liked or disliked, words that are easy or difficult to remember, said words that are easy or difficult to pronounce, etc. Second, students select and level the words according to their experiences. For example, when studying animal names, students choose the names of animals that are new to him and classify them into groups of names of animals that are dangerous and tame. Third, students carry out Total Physical Response (TPR) by acting on verbs or expressing expressions that are in accordance with the newly learned adjectives about emotions. Fourth, students choose or make pictures / sketches that are in accordance with the meaning of the words learned. Fifth, students group words using collocation. This is done by creating a mind map that shows certain relationships between the words learned.

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Difficulties faced by grade 1 students of Jepara SDI Amal Insani on the aspect of memorizing vocabulary in learning English

Types of difficulties faced by grade 1 students of Jepara SDI Amal Insani on the aspect of memorizing vocabulary in learning English:

- a. Incorrect pronunciation
- b. Wrong writing (bronw, tringel, yeelow, fadher, rengie). The correct writing includes brother, purple, pink.
- c. Forgot to remember vocabulary (not because it was never given).

Factors that cause difficulties for grade 1 students of SDIT Amal Insani Jepara on the aspect of memorizing vocabulary in learning English:

- a. Students are still focused on writing and reading correctly in Indonesian so writing and speaking in English is difficult even though for some students can follow.
- b. The number of students is 30, some are focused, others don't pay attention to the teacher's explanation.
- c. The conventional bench shape is 8 lined and 4 backward. When the teacher explained that only relatively students in the front seat were full paying attention.
- d. Low interest in English. Only students who are interested and have high enthusiasm are able to remember some of the vocabulary the researcher asked.
- e. There was no repetition of the material from the teacher at the beginning of the lesson, only during greetings so the students memorized it.
- f. Students have not been a good guesser, shy, afraid to be laughed at.

The efforts of grade 1 English teacher at SDIT Amal Insani Jepara to address students' difficulties in the aspect of memorizing vocabulary in learning English:

- a. giving habit greetings at the beginning of the meeting
- b. Varying methods of teaching English such as with a flash card, singing, pointing to several students to repeat the pronunciation of a word or phrase.

Analysis of the types of difficulties faced by grade 1 students of SDIT Amal Insani Jepara on the aspects of memorizing vocabulary in learning English are:

- a. Students easily forget because learning events do not touch feelings or emotions. It needs to be built on English subjects. Lessons that give an impression, are fun, interesting, useful to enrich knowledge, more efficient and stored longer.
- b. Not practicing enough. Often repeating or recalling what has been said, by practicing will make students not easy to forget.
- c. Memory of a person/student is not the same between each other, there are several factors that affect memory, namely the

nature of a person, the circumstances surrounding him, the state of his soul, and age. As you get older, your memory decreases.

- d. Lack of means of creativity. Memory relates to student creativity so the teacher should provide activities that allow children to be creative.
- e. Students do not catch the teacher's explanation.

Related to vocabulary, since the memory of each student is different, the teacher should:

- 1) not explain the lesson too quickly
- 2) not teach too much material
- 3) repeat the learning material
- 4) try to teach the teacher gives the opportunity to use the best sense organs so that the results of the observation are close to reality. Some of the above may be felt by some students.

Analysis of the factors causing difficulties in grade 1 students of SDIT Amal Insani Jepara on the aspects of memorizing vocabulary in learning English are:

- a. Learning intentional language because it is one of the subjects in school. Like there is pressure, you have to get good grades to go up to the next level. Motivation is not from within yourself.
- b. English is only done at certain hours in school (limited time), does not have time to practice further.
- c. There are no English-language pictures or writings at school and in class.
- d. Limited learning aids.

Analysis of the efforts of English teacher of class 1 at SDIT Amal Insani Jepara to overcome students' difficulties in aspects of vocabulary remembrance in learning English is that students' psychological data is limited to what can be observed so that by showing pictures or photographs the teacher has actually tried to provide input data to students.

Conclusion

The difficulty of grade 1 SDIT Amal Insani Jepara students in memorizing vocabulary includes teachers have lack of exposure,

as much exposure as possible from the teacher, there is no meaningful repetition of material from the teacher through practice and practice, teachers have lack of cultural approach material, namely by showing native speaker films/videos in their daily lives. In addition, students have difficulties in memorizing vocabulary including there is no visible intrinsic motivation from students, considering English as just another compulsory subject. In addition to the factors of integration and talent, it seems that attitudinal and motivational factors take the main role of the difficulties of students of SDIT Amal Insani in remembering English vocabulary. Students with a high level of intelligence coupled with high enthusiasm, because there is a reward from the teacher, easy to remember vocabulary as well as remembering other subject matter. Students with a priori and low motivation attitude find it difficult to remember the vocabulary that has been given.

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