



ANALYSIS OF ENGLISH LEARNING DIFFICULTIES IN THE VOCABULARY ASPECTS OF GRADE 3 STUDENTS OF UPT SD NEGERI 060866

ANALISIS KESULITAN BELAJAR BAHASA INGGRIS PADA ASPEK KOSAKATA SISWA KELAS 3 UPT SD NEGERI 060866

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Abstrak

Penelitian ini bertujuan untuk melihat dan memahami kesulitan yang dialami siswa kelas 3 dalam pembelajaran Bahasa Inggris di UPT SD Negeri 060866. Dalam proses pembelajaran, masih banyak siswa yang belum memahami kosakata dasar, bingung dalam melafalkan kata, dan kesulitan mengikuti instruksi sederhana dalam Bahasa Inggris. Selain itu, beberapa faktor seperti kurangnya latihan, rasa malu untuk berbicara, dan kurangnya rasa percaya diri juga menjadi penyebab utama. Penelitian ini menggunakan pendekatan deskriptif dengan mengamati kegiatan pembelajaran di kelas dan melakukan wawancara sederhana dengan guru. Hasilnya, ditemukan bahwa siswa membutuhkan metode pembelajaran yang lebih interaktif, penggunaan media visual, dan latihan berulang agar materi lebih mudah dipahami. Dengan memahami kesulitan-kesulitan ini, guru dapat menyesuaikan strategi pembelajaran agar lebih sesuai dengan kebutuhan siswa kelas 3.

Kata kunci: kesulitan belajar, Bahasa Inggris, siswa kelas 3

Abstract

This study aims to see and understand the difficulties experienced by grade 3 students in learning English at UPT SD Negeri 060866. In the learning process, there are still many students who do not understand basic vocabulary, are confused about pronouncing words, and have difficulty following simple instructions in English. In addition, several factors such as lack of practice, shyness to speak, and lack of confidence are also major causes. This study uses a descriptive approach by observing learning activities in the classroom and conducting simple interviews with teachers. As a result, it was found that students need more interactive learning methods, the use of visual media, and repetitive exercises to make the material easier to understand. By understanding these difficulties, teachers can adjust learning strategies to better suit the needs of grade 3 students.

Keywords: learning difficulties, English, 3rd grade students.

INTRODUCTION

English learning in elementary school has an important role in forming the foundation of foreign language skills from an early age. In the Independent Curriculum and the previous curriculum, the development of basic vocabulary is the initial competency that students must master, such as recognizing the names of objects, food, drinks, and simple expressions. However, in its implementation, not all students have the same readiness and ability to receive bilingual materials.



Based on a mini research conducted at UPT SD Negeri 060866, it was found that the English skills of grade 3 students are still relatively low. When teachers deliver vocabulary material about their likes and dislikes of foods and drinks, most students are not able to understand and pronounce vocabulary correctly. Some of the factors that cause this include the presence of students who still have difficulty reading and writing, the lack of support for learning from home, and the existence of two students from orphanages so that they do not get parental assistance in the learning process.

In addition, heterogeneous classroom conditions also make teachers need to adjust the way they teach to reach all students. There are students who are quick to understand the material, but there are also those who need more repetition and concrete examples. This situation requires teachers to be creative in choosing learning strategies, such as the use of pictures, vocabulary cards, simple games, or interactive activities that help students remember and understand the material more easily. However, in practice, teachers still face limited time, media, and variety of teaching methods so that the delivery of material is not fully optimal.

Students' difficulties in mastering basic vocabulary certainly have an impact on the next stage of learning. If students are not strong in basic skills such as recognizing and saying simple words, then they will have more difficulty when entering more complex material. This condition has the potential to make students lose interest in learning, feel afraid of making mistakes, or lack confidence when asked to speak in English.

Seeing these conditions, it is important to conduct an in-depth case analysis to understand the root of the problem, its impact on the learning process, and alternative solutions that can be applied by teachers so that all students get the same learning rights. By examining the causative factors, characteristics of students' difficulties, and learning environment conditions, the results of this analysis are expected to be the basis for designing learning that is more effective, fun, and in accordance with the abilities of grade 3 students at UPT SD Negeri 060866.

RESEARCH METHODS

This study uses a qualitative approach with the case method method. The case method was chosen because the research focused on one specific case, namely the problem of English language skills (vocabulary) of 3rd grade students at UPT SD Negeri 060866. This approach allows researchers to understand students' conditions in depth, analyze the causes, and see the solutions that teachers are doing. According to Creswell (2014), case study research aims to explore phenomena intensively in a real context, especially when the boundaries between phenomena and context do not seem clear.

1. Data Collection Techniques

This study uses three main techniques in a qualitative approach, namely: Interview
Interviews are conducted to 3rd grade homeroom teachers to explore information about:

- a. students' English language skills,
- b. vocabulary learning barriers,
- c. factors that cause students to have difficulties,
- d. strategies or solutions used by teachers.



The type of interview used is a semi-structured interview, so that the researcher can dig deeper information based on the answers of the source.

Observations are made by observing directly:

- a. classroom conditions and the English language learning process,
- b. student response and participation,
- c. students' ability to read, write, and understand vocabulary,
- d. learning media used by teachers.

Observation is non-participatory, where the researcher only observes without being involved in learning activities. Documentation is used to reinforce data findings through:

- a. Photos of learning activities,
- b. teachers' records related to student development,

2. Data Analysis

Based on the results of interviews with teachers, observations of the learning process, and supporting documentation, it was obtained that the vocabulary ability of grade 3 students at UPT SD Negeri 060866 is still relatively low. Many students are not yet able to mention or recognize simple vocabulary about food and drink, even though they have been given examples and repetition. This difficulty is related to students' reading and writing skills which are also uneven, so that some children find it difficult to follow bilingual lessons.

From observations in class, it can be seen that some students lack confidence, passiveness, and hesitation when asked to answer questions in English. Students with low literacy seem to be more behind than their peers. The learning media used by teachers already exist, such as pictures or word cards, but the variety is still limited so that it is not enough to attract the attention of all students. Teacher records also show that students who received less assistance at home, including two students living in orphanages, experienced slower development in vocabulary mastery.

Overall, the data showed that students' difficulties came from a combination of internal and external factors, such as low literacy skills, lack of learning support at home, lack of variety in learning media, and considerable differences in abilities between students. This condition causes students to have difficulty following vocabulary learning and requires a teaching strategy that is more interactive, directed, and in accordance with the needs of each student.

RESULTS AND DISCUSSION

Based on mini research conducted through interviews, observations, and documentation in grade 3 of UPT SD Negeri 060866, several main things were found related to students' English skills, especially in food and beverage vocabulary material.

First, most of the 25 students still have difficulty in speaking, recognizing, and writing English vocabulary. Many students are not able to say simple words such as rice, bread, milk, juice, or water. When given direct questions or asked to mention their favorite foods in English, most students seem hesitant, mispronounced, or don't answer.



Second, it was found that some students have not mastered basic literacy skills in Indonesian. This condition makes learning English more difficult because students are not yet able to understand the written form of the word. The teacher confirmed that literacy skills in this class vary greatly.

Third, there are two students who come from orphanages and do not have learning assistance from their parents. This has an impact on the lack of additional practice at home, the inability to repeat the material, and the lack of motivation to learn compared to other students.

Fourth, teachers have tried to use learning media such as picture cards, short videos, interactive games, and personal approaches to students who are left behind. However, these efforts have not been able to fully cover the inequality of ability between students, especially those who have limited literacy barriers and family support.

Based on the results of the research, it can be concluded that the low vocabulary ability of grade 3 students is not only influenced by the difficulty of memorizing vocabulary, but is also closely related to basic literacy skills. As per Harmer and Nation's theory, the understanding of a foreign language is highly dependent on the ability of the first language. Therefore, students who are not fluent in automatic reading have difficulty processing new words in English.

In addition, environmental factors greatly affect academic development. Students from orphanages experience limitations in terms of learning assistance, so they are left behind in understanding the material. This supports Bronfenbrenner's theory of the strong influence of the immediate environment (parents or caregivers) on children's motivation and learning development.

The use of learning media by teachers is actually appropriate, because visual and interactive media have been proven to help children understand vocabulary faster. However, the media provided has not fully adjusted to the needs of students who are at a low level of literacy, so the impact is uneven.

The teacher's personal approach is in accordance with the concept of Vygotsky's Zone of Proximal Development, where students need direct guidance in order to achieve optimal abilities. However, the wide difference in abilities in the classroom makes teachers need additional strategies such as differentiated learning, basic literacy assistance, and strengthening English habituation in daily activities.

Overall, this vocabulary problem is the result of a combination of literacy skills, family background, lack of English habituation, and differences in abilities between students. Teachers' efforts are on the right track, but they need support from school programs and more targeted mentoring.

Based on the data above, the vocabulary ability of grade 3 students shows that most students (38%) have been able to master the material well. However, there are still significant obstacles, namely difficulty in pronouncing words in 29% of students and lack of confidence in 21% of students. Meanwhile, 12% of students have difficulty in literacy activities such as reading and writing in English. These findings indicate the need for a more interactive learning approach as well as improved speaking exercises to build confidence.



CONCLUSION

Based on the results of mini research conducted through interviews with homeroom teachers, classroom observations, and direct interaction with students, it can be concluded that the English skills of 3rd grade students at UPT SD Negeri 060866 are still relatively low, especially in vocabulary materials about food and drinks. Most students are not able to remember or pronounce simple vocabulary, and there are even some students who still have difficulty in reading and writing so that it has a direct impact on their ability to learn English.

This condition is increasingly influenced by several factors, such as the lack of support from the home environment, especially for students who come from orphanages, lack of emotional closeness and guidance from parent figures, and the absence of bilingual learning habits in the school and home environment. Nevertheless, teachers have made various efforts such as a personal approach to students, communication with students' guardians, and the use of traditional, digital, and interactive learning media to help improve student understanding.

In addition, the results of observations also show that there is a considerable difference in ability between students. Some students seem to understand the material quickly after being given examples, while others still require a long time, more repetition, and special guidance. This situation makes teachers have to work extra in balancing learning needs in the classroom. The learning media used, although it is quite helpful, has not fully reached the interests of all students, especially those who are more interested in visual activities or educational games.



Documentation data obtained from teachers' records shows that some students experience slow development over time. Students with low literacy skills tend to lag behind in almost all aspects of learning, including the introduction of English vocabulary. The lack of practice at home further slows down the process of strengthening the material. Meanwhile, students who have parental support seem to understand the material faster and are more confident when asked to mention vocabulary.

Overall, data analysis shows that students' difficulties in learning vocabulary are not only due to academic factors, but are also influenced by emotional conditions, learning environment, and lack of habit of using English in daily activities. These findings reinforce that the role of teachers, families, and the school environment is very important in shaping students' language skills. Therefore, a more varied learning strategy, more interesting use of media, and a more intensive mentoring approach for students in need are needed, so that the English learning process can run more optimally and inclusively for all 3rd grade students at UPT SD Negeri 060866.

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