THE STUDENTS' DIFFICULTIES IN VOCABULARY MASTERY AT GRADE VIII STUDENTS OF MTs SWASTA AL-JIHAD KERASAAN SIMALUNGUN

A THESIS

Submitted to the English Educational Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Gradute Degree of Education (S.Pd) in English Department

Written By:

ANITAH
Reg. No. 18 203 00087

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
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ANITAH
Reg. No. 18 203 00087

ADVISOR I	ADVISOR II
Zainuddin, M.Hum.	Sri Minda, M.Hum.
NIP. 19760610 200801 1 016	NIP. 19880118 202321 2 003

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
2025

LETTER OF AGREEMENT

Term: Thesis
a.n **Anitah**

Padangsidimpuan, 28 May 2025
to:
Dean Tarbiyah and Teacher Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum Warahmatullahi Wabarakatuh,

After reading studying and giving advice for necessary revise on thesis belongs to *Anitah*, entitled *"The Students' Difficulties in Vocabulary Mastery at Grade VIII Students of MTs Swasta Al-Jihad Kerasaan"*, the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department,Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Thank you

Wassalamu'alaikum Warahmatullahi Wabarakatuh

ADVISOR I

Zainuddin, S.S.,M.Hum
NIP. 19760610 200801 1 016

ADVISOR II

Sri Minda, M.Hum
NIP. 19880118 202321 2 033

DECLARATION OF THESIS COMPLETION

The name who signed here:

Name	:	Anitah
Registration Number	:	18 203 00087
Department	:	English Education
Faculty	:	Tarbiyah and Teaching Training Faculty
The Title of Thesis	:	The Students' Difficulties in Vocabulary Mastery at Grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it declarating to arrange own thesis without doing plagiarism as it is in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan article 14 subsection.

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Declaration maker

Anitah
Reg. Num. 18 203 00087

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As Academic Civity of The State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the name who signed here:

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Registration Number	:	18 203 00087
Department	:	English Education
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Date	:	May 2025
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Anitah
Reg. Num. 18 203 00087

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Title Thesis : **The Students' Difficulties in Vocabulary Mastery at Grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun**
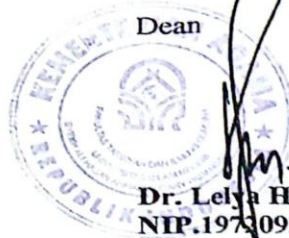
Written By : **Anitah**

Reg. Num : **18 203 00087**

The thesis has been accepted as a partial fulfilment for graduate the degree of education (S.Pd) in English.

Padangsidimpuan, 2?May 2025

Dean

Dr. Lelya Hilda, M.Si
NIP.19720920 200003 2 002

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Anitah
Registration Number : 18 203 00087
Department : English Education
Faculty : Tarbiyah and Teaching Training Faculty
The Title of Thesis : **The Students' Difficulties in Vocabulary Mastery at Grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun**

Chief

Zainuddin, S.S, M.Hum.
NIP. 19760610 200801 1 016

Secretary

Sri Rahmadhani Siregar, M.Pd.
NIP. 19860506 202321 2 045

Members,

Zainuddin, S.S, M.Hum.
NIP. 19760610 200801 1 016

Sri Rahmadhahi Siregar, M.Pd.
NIP. 19860506 202321 2 045

Sri Minda, M.Hum.
NIP. 19880118 202321 2 003

Yusni Sinaga, S.Pd., M.Hum.
NIP. 19700715 200501 2 010

Proposed:
Place : Padangsidimpuan
Date : June, 4th 2025
Time : 08.00 WIB until finish
Result/ Mark : 79.25/B
IPK : 3.54
Predicate : Dengan Pujian

Name : ANITAH

Reg. Number : 1820300087

Tittle of Thesis : The Students' Difficulties in Vocabulary Mastery at Grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun

ABSTRACT

The purposes of this research are to find out the students' vocabulary mastery, to find out difficulties in vocabulary mastery, and to find out the teachers effort to solve the difficulties in vocabulary mastery at grade VIII students of MTs Swasta Al-Jihad Kerasaan Simalungun. This research use descriptive method. The subject of the research are English teacher and students of the eighth grade. The research subject are 6 students and the English teacher is interviewed by the researcher. The researcher also conducted interviews with students to find out the difficulties in vocabulary mastery. The researcher took 6 students based on their achievement in vocabulary. The data were collected through observation in the class to know vocabulary mastery and analyzed by using descriptive data. 1) The findings suggest that among the three aspects assessed, vocabulary meaning is the most well-developed, while spelling and pronunciation still present considerable challenges for the students. This implies that teaching strategies should focus more on the form (spelling and pronunciation) of vocabulary while continuing to build on the students' strong foundation in meaning. An integrated approach that connects sound, spelling, and meaning will be essential to enhance their overall vocabulary acquisition. 2) The students' difficulties require more structured guidance and pedagogical interventions to develop vocabulary mastery effectively and comprehensively. 3) The teachers way to solve the difficulties in vocabulary mastery, teacher must use various strategies such as using media, questioning techniques, contextual examples, dictionaries, and student discussions to support students' vocabulary learning. These strategies proved effective in addressing students' difficulties and contributed to a more engaging and meaningful learning process.

Key Words : Vocabulary Mastery, Students' Difficulties

Nama   :   ANITAH

NIM   :   1820300087

Judul Skripsi   :   Kesulitan Siswa dalam Penguasaan Kosakata di Kelas VIII

                    Siswa MTs Swasta Al-Jihad Kerasaan Simalungun

.

ABSTRAK

      Tujuan dari penelitian ini adalah untuk mengetahui penguasaan kosakata siswa, untuk mengetahui kesulitan dalam pembelajaran kosakata, dan untuk mengetahui cara guru mengatasi kesulitan dalam pembelajaran kosakata pada siswa kelas VIII MTs Swasta Al-Jihad Kerasaan Simalungun. Penelitian ini menggunakan metode deskriptif kualitatif. Subjek penelitian adalah guru bahasa Inggris dan siswa kelas VIII. Subjek penelitian terdiri dari 6 orang siswa dan satu orang guru bahasa Inggris yang diwawancarai oleh peneliti. Peneliti juga melakukan wawancara dengan siswa untuk mengetahui kesulitan dalam pembelajaran kosakata. Peneliti memilih 6 orang siswa berdasarkan pencapaian mereka dalam penguasaan kosakata. Data dikumpulkan melalui observasi di kelas untuk mengetahui penguasaan kosakata dan dianalisis dengan menggunakan data deskriptif. 1) Hasil penelitian menunjukkan bahwa dari tiga aspek yang dinilai, pemahaman makna kosakata adalah yang paling berkembang dengan baik, sementara ejaan (spelling) dan pelafalan (pronunciation) masih menunjukkan tantangan yang cukup besar bagi siswa. Hal ini menunjukkan bahwa strategi pembelajaran sebaiknya lebih difokuskan pada aspek bentuk (ejaan dan pelafalan) kosakata, sambil terus memperkuat pemahaman makna yang sudah cukup baik. Pendekatan terpadu yang menghubungkan bunyi, ejaan, dan makna akan sangat penting untuk meningkatkan penguasaan kosakata secara keseluruhan. 2) Kesulitan siswa memerlukan bimbingan yang lebih terstruktur dan intervensi pedagogis untuk mengembangkan penguasaan kosakata secara efektif dan menyeluruh. 3) Cara guru mengatasi kesulitan dalam pembelajaran kosakata adalah dengan menggunakan berbagai strategi, seperti penggunaan media, teknik bertanya, contoh kontekstual, kamus, dan diskusi siswa untuk mendukung pembelajaran kosakata. Strategi-strategi ini terbukti efektif dalam mengatasi kesulitan siswa dan memberikan kontribusi terhadap proses pembelajaran yang lebih menarik dan bermakna.

*Kata Kunci : Penguasaan Kosa Kata, Kesusahan Siswa.*

ملخص البحث

الغرض من هذا البحث هو معرفة مدى إتقان الطلاب للمفردات اللغوية، ومعرفة الصعوبات التي تواجههم في تعلم المفردات، ومعرفة كيفية تغلب المعلمين على الصعوبات في تعلم المفردات اللغوية لدى طلاب الصف الثامن في مدرسة سواستا الجهاد في سمالونجون. استخدم هذا البحث المنهج الوصفي الكيفي. وكان موضوع البحث معلمي اللغة الإنجليزية وطلاب الصف الثامن. وقد تألف موضوع البحث من ٦ طلاب ومعلم لغة إنجليزية واحد أجرى الباحث مقابلات معهم. كما أجرى الباحث مقابلات مع الطلاب لمعرفة الصعوبات التي تواجههم في تعلم المفردات. اختارت الباحثة ٦ طلاب بناءً على تحصيلهم في اكتساب المفردات. تم جمع البيانات من خلال الملاحظة الصفية لتحديد مدى إتقان المفردات وتحليلها باستخدام البيانات الوصفية. ١) أظهرت النتائج أنه من بين الجوانب الثلاثة التي تم تقييمها، كان فهم معنى المفردات هو الأكثر تطورًا، في حين أن الإملاء والنطق لا يزالان يمثلان تحديات كبيرة للطلاب. يشير هذا إلى أن استراتيجيات التعلم يجب أن تركز بشكل أكبر على جوانب الشكل (الإملاء والنطق) من المفردات، مع الاستمرار في تعزيز الفهم الجيد للمعنى بالفعل. سيكون النهج المتكامل الذي يربط بين الصوت والتهجئة والمعنى أمرًا بالغ الأهمية لتحسين اكتساب المفردات بشكل عام. ٢) يحتاج الطلاب المتعثرون إلى مزيد من التوجيه المنظم والتدخل التربوي لتطوير اكتساب المفردات بشكل فعال وشامل. ٣) تتمثل الطريقة التي يتغلب بها المعلمون على الصعوبات في تعلم المفردات في استخدام استراتيجيات مختلفة، مثل استخدام الوسائط، وتقنيات الاستجواب، والأمثلة السياقية، والقواميس، ومناقشات الطلاب لدعم تعلم المفردات. وقد أثبتت هذه الاستراتيجيات فعاليتها في التغلب على الصعوبات التي يواجهها الطلاب، كما أنها تساهم في عملية تعلم أكثر تشويقًا وهادفة.

الكلمات المفتاحية إتقان المفردات، ضائقة الطلاب، ضائقة الطلاب.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ
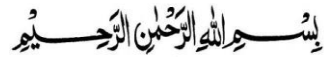
First and foremost, praises and thanks to the almighty, for his shower of blessings, as well as the strength, peace of mind, and good health that he bestowed upon my bachelor's degree, allowing me to successfully complete the research of work. Then, sholawat and salam be upon to the prophet Muhammad SAW that has brought human from the darkness era into the brightness era.

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8. The chief of the school, teachers and all my respondents at Grade VIII students of MTs Swasta Al-Jihad Kerasaan Simalungun.

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CHAPTER I

INTRODUCTION

A. The Background of The Problem

Vocabulary is an essential part in foreign language learning as the meanings of words are very often emphasized, wether in books or in classrooms. It also central to language teaching and important to a language learner.[1] Vocabulary should be mastered well by students in order to support their ability in doing communication, whether orally or writing.[2] When students improve their vocabulary, they can communicate with others in English. It make easier to express themselves because they feel more confident and participate in the classroom.

Vocabulary mastery is one of the components to master English a foreign language. The students have ability in understanding and using the words and meanings. The students do not only know the words, but also their meaning. Students can learn English more easily and understand the meaning of those words. Rivers as cited in Nunan states that vocabulary is essential for successful second language use, because without sufficient vocabulary, people cannot communicate and express their feeling in form of spoken and written effectively. Vocabulary is one of language elements

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[1] Mofareh AlQahtani, "The Importance of Vocabulary in Lnguage Learning And How To Be Taught" *International Journal of Teaching and Education*, (Saudi Arabia: 2015) Vol. III, https://www.researchgate.net/publication/299356634_The_importance_of_vocabulary_in_languag e_learning_and_how_to_be_taught

[2] Syarifuddin Achmad, "Developing English Vocabulary Mastery through Meaningful Learning Approach", *International Journal of Linguistic*, (University of Gorontalo: 2013), Vol. 5, No. 5, 81. https://repository.ung.ac.id/get/karyailmiah/8077/Syarifuddin-A-Developing-English-Vocabulary-Mastery-through-Meaningful-Learning-Approach.pdf._

which are needed to be mastered.[3] Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning.

In fact, many students have graduated from schools with minimum ability in using English. According to Nurweni, who administered a study about vocabulary size in Indonesia. The factors is because of the lack of vocabulary. A total of 324 freshmen completed Nation's Vocabulary Levels Test. The results revealed that their subjects had a vocabulary size of 1,226 frequent words and 240 general academic words.[4] This fact is really disappointing since vocabulary has been regarded as one of the most important parts in learning foreign language. Learning vocabulary seems to be one of the easiest things about learning a foreign language, but its also one of the hardest things to do. It is because learning vocabulary does not only learn about the meaning of word. When learning vocabulary, students will also learn about other aspects of word such as usage, pronunciation, grammatical, and so on.[5] It is often make difficulties for the students in vocabulary mastery.

Research about analyzing students' difficulties is very important to do because by knowing the students' difficulties can help teachers find problems faced by students in process of vocabulary mastery. According

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[3]Nunan, *Language Teaching Methodology*. (New York: Prentice Hall, 1991) 117

[4] Nurweni, "The Use of Vocabulary Journal in Enriching Students' Vocabulary Mastery and The Students' Attitudes Towards its Use", *The Journal of English and Education,* 2013, 1(1), p. 81-88.https://www.academia.edu/29629940/The_Use_of_Vocabulary_Journal_in_Enriching_Students_Vocabulary_Mastery_and_the_Students_Attitudes_Toward_Its_Use

[5] Scott Thornburry, *How to Teach Vocabulary*, (Essex:Longman, Pearson Education, 2022), p. 27-28

to Bracey, when students struggle with basic skills, then they cannot master more difficult subject content material. Struggles with vocabulary skills can affect comprehension of materials, and decreasing academic achievement.[6] Therefore the researcher believes that it is important to do research based on the this topic with the assumption that every student may have different difficulties in vocabulary mastery. By knowing the student's difficulties, it will help the teacher to find the appropriate teaching method to help students improve their ability in vocabulary.

Based on the interview with Mrs. Rini, the English teacher in MTs Swasta Al-Jihad Kerasaan Simalungun, the result said that the students got difficulties in vocabulary mastery, there were students are difficult to remember vocabulary, they hard to understand structure of vocabulary and difficulties in understanding the meaning of word, the other students said that they had difficulty in writing or pronouncing the words. It can be said that every student has different difficulties in vocabulary mastery. Research about analyzing students' difficulties is very important to do because by knowing the students' difficulties, it can help teachers find problems faced by students in process of vocabulary mastery.[7]

Based on pra-research in MTs Swasta Al-Jihad Kerasaan Simalungun, the researcher found the fact that the students have low value in English because their lack of vocabulary. Besides, in this study, the

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[6] Bracey, The Effects of English Vocabulary Mastery on Geometry Achievement, (Florida: 2013), p. 5
[7] Mrs. Rini. Private Interview to Teacher of MTs Swasta Al-Jihad Kerasaan Simalungun" (June 20th, 2024)."

researcher chose the eighth grade to be researched participant because based on preliminary study results they seem to have difficulties in understanding English lesson and students' vocabulary mastery is still low.[8]

According to the case, the researcher is interested to carry out a research dealing with the topic related to the problem. The researcher is curious to know the mastery and difficulties in learning vocabulary. Based on the description, the researcher is interested in conducting study entitled The Students' Difficulties in Vocabulary Mastery at Grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun".

B. The Focus of the Problem

The researcher focuses on analyzing the students' vocabulary mastery and students difficulties in vocabulary mastery and find out the teachers technique to solve students' problem in vocabulary mastery at the VIII Grade of MTs Swasta Al-Jihad Kerasaan Simalungun. It means that, the students' difficulties in vocabulary mastery only focus on pronunciation, spelling, and meaning.

C. The Defenitions of Key Terms

1. Vocabulary

   Vocabulary is the collection of words that an individual knows that must be mastered by the VIII Grade of MTs Swasta Al-Jihad Kerasaan Simalungun to learn English.

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[8] Obsevations at the VIII Grade of MTs Swasta Al-Jihad Kerasaan, Simalungun, June 20th, 2024)."

2. Learning

    Learning is activities undertaken to increase vocabulary knowledge to get success in learning a language.

3. Difficulties

    Difficulty is students' problems in learning vocabulary and factors that make some words more difficult such as pronunciation, spelling, length and complexity, grammar, meaning, range, connotation and idiomaticity.

D. The Formulations of The Problem

    Based on the background of the research, researcher formulated questions as follows:

1. How is the students' vocabulary mastery at grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun?

2. What are the students' difficulties in vocabulary mastery at grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun?

3. What is the teacher's effort to solve the students' difficulties in vocabulary mastery at grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun?

E. The Objectives of the Problem

    Based on the background above, the researcher formulates the research problem as follow:

1. To find out the students' vocabulary mastery at grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun.

2. To find out the students' difficulties in vocabulary mastery at grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun.

3. To find out the teacher's effort to solve the students' difficulties in vocabulary mastery at grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun.

F. The Significances of the Research

1. For Teacher

    This reserarch can give information to the teachers about the students' difficulties in learning English, especially in vocabulary.

2. For Further Research

    This research can provide information about descriptive qualitative research and can be used as reference in conducting further research about analysis of students' difficulties in learning vocabulary at different level of students.

G. The Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

In chapter one, it consisted of background of the problem, the focus of the problem, the definitions of the key term, the formulations of the problem, the objectives of the problem, the significances of the problem, and outline of the thesis.

In chapter two, it consisted of the theoretical description, which consists of sub chapters such as theoretical description of mastery and difficulties in learning vocabulary. Then review of related findings consisted of some findings that are theoretical Description and related Studies of this research.

In chapter three, it consisted of research methodology which consisted of the research design, the place and time of the research, the research subject, the data source, the technique of data collection, the technique of data analysis, and the last the technique of data trustworthiness.

In chapter four, it is the result of the research talking about the analysis of data. This chapter four, it is consisted of description of data, hypothesis testing, discussion and the threats of research.

Finally, in chapter five consisted of conclusion that is giving conclusion about the result of the research and suggestion that given suggestion to the students and lecturers by researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. The Definition of Vocabulary Mastery

Vocabulary is the stock of words used by people or particular user or person, or a list of collection of the words of a language, book, author and branch of science in alphabetical order and defined.[1] According to Richards and Renandya, vocabulary is a core component of language profiency and provides much of the basis for how students speak, listen, read and write.[2] Vocabulary is a set of words with meanings and definitions used by someone to express the idea in a language and it is used in communication. Vocabulary is the knowledge of words and word meanings. Therefore, learning vocabulary is a crucial matter in developing their English. It is the first step to be taught before teaching other aspects in English.

The other definition of vocabulary states from Hatch and Brown, they say that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use.[3] It can be concluded that vocabulary has certainly found in every aspect of language. If

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[1] Bobrizal & Boni Saputra, "The making of Smart Towel to Learn English Vocabulary for Elementary School Students," *Journal of Inovish*, Vol.2, No.1, 2017, p. 123. https://media.neliti.com/media/publications/268120-the-making-of-smart-towel-to-learn-engli-7be3c913.pdf

[2] Renandya, W.A.,& Richards, *Methodology in Language Teaching.* (Cambridge University Press, New York : 2002)

[3] Hatch and Brown, *Vocabulary, Semantics, and Language Education*. (Cambridge University Press; 1995)

the students do not know the meaning of the words, they will have difficulty

in understanding what they read, and hear in English learning process.

2. Types of Vocabulary

There are many explanations made by the experts in language area

about the types of vocabulary.

> Carol et al define vocabulary to receptive and productive vocabulary. Essentially, receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. Beside, productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word from.[4] It's importance for students to have these vocabularies.

Mastering receptive and productive vocabulary is very important for

students. Receptive vocabulary helps in understanding language when

listening or reading, while prodeuctive vocabulary is needed to express ideas

through speaking or witing.

> According to Hiebert and Kamil, the productive vocabulary is the words that are familiar or easy to recognize and often used by an individual, particularly in writing and speaking. The receptive vocabulary is the words that are less familiar to students and the students may not use it spontaneously for they may recognize the words meaning as they are reading and listening.[5]

Based on the explanation above, every expert in every book is

different classifying the kinds of vocabulary, because every person has

different ways in showing and telling their opinions and ideas. Nation

categorizes vocabulary into four main types based on its use:

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[4] Carol, Chapelle, and Husnton Susan, *Learning Vocabulary in Another Language*, (cambridge Applied Linguistics: 19)

[5] Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research toPractice*, (New Jersey: Lawrence Erlbaum Assiciates, Inc., Publishers, 2005), p. 3. https://www.researchgate.net/publication/306057424_Teaching_and_Learning_Vocabulary_ Bringing_Research_to_Practice

a. Receptive Vocabulary: Words that learners recognize and understand when they read or listen.

b. Productive Vocabulary: Words that learners can use correctly when speaking or writing.

c. High-Frequency Vocabulary: Words that occur frequently in various texts (e.g., *the*, *be*, *and*).

d. Low-Frequency Vocabulary: Words that are used less frequently and often specific to certain fields or topics.[6]

Hiebert and Kamil classify vocabulary into three categories based on its functions in language learning:

a. Oral Vocabulary: Words that are understood and used in speaking and listening.

b. Print Vocabulary: Words that are recognized in reading and used in writing.

c. Productive vs Receptive Vocabulary: Productive vocabulary refers to words learners can actively use, while receptive vocabulary refers to words they can understand but may not use.[7]

3. **Classification of Vocabulary**

According to Thornburry, there are six kinds of vocabulary, they are:

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[6] Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
[7] Hiebert, E. H., & Kamil, M. L. (2005). *Teaching and Learning Vocabulary: Bringing Research to Practice*. Mahwah, NJ: Lawrence Erlbaum Associates.

1) Word classes or Part of Speech

Word classes or parts of speech. They are devided into eight classes, such as: noun, pronoun, verb, adejective, adverb, preposition and determiner.

a) Nouns

Nouns are the names of person, thing or place. Noun can be the subject of the sentence, object of the verb and object of the preposition. There are types of noun as follow; countable noun, uncountable noun, proper noun, common noun, concrete noun, abstract noun, collective noun, and plural noun.

b) Pronouns, pronouns are words that are used to replace a person or thing, for example: I, You, We, They, She, He, It.

c) Verbs, some examples of verb are like, looking, doing, etc.

d) Adjective, adjective are words that are use to explain or modify a person, place, or thing, for example: old, beautiful, good, etc.

e) Averbs, adverbs are words that used to describe verb adjectives or advers, for example: beatifully, now, ago, today, etc.

f) Prepositions, prepositions are words that are uses with noun or pronoun that are placed in front of them to show a relation between these words with another part of the sentence. They are: in, on, at, from, into, etc.

g) Conjunctions, conjunctions are words that are used to connect word on a group of words or sentences. Conjunctions are usually used in the adverbial clause, for example: as, if, because, for, others, and although.

h) Determiner, to make easier in learning about determiner, Thornburry divide them into two groups, they are: grammatical words or function words and content words. Grammatical words consist of preposition, conjunctions, determiners and pronouns, and belonged to the domain of grammar teaching. While content words are usually nouns, verb, adjectives and adverbs.

2) Word Families

It discusses about affixation of a word, such as: prefixes (pre-, de-) and suffixes (-er, -ful). Inflexions of play: play-plays-played and playing. Derivatives of play: play-player-replay and playful.

3) Word formations

Affixation is one of the ways new words are formed from old. Another ways are:

a) Compounding, that is combining of two or more independent words (second-hand, word processor, paperback, typewriter and so on).

b) Blending, breakfast + lunch = brunch, information + entertainment = infotainment, etc.

c) Conversion, I always television every information. (television is noun, and it converted into verb).

d) Clipping, electronic mail = email; inluenza = flu.

4) Multi-Word Units

Phrasal verbs: look, for, look after, wipe off, and throw on, etc.

5) Collocations

Two words are collocates if they occur together with more than chance frequency. Example: this week, once again, as well, once more.

6) Word meaning

a) Synonym

Synonym is a words that share a similiar, for example: sadness = unhappiness, find=good.

b) Antonym

Antonym is a word expressing an idea directly opposite to that of another word in the same language. For example: accept><refuse, like><dislike.

c) Homonyms

Homonyms are words that share the same from but have unrelated meanings, such as: shed, well, left, fair, bat, etc.[8]

Based on those statements, it can be assumed that vocabulary is a list of words as a basic component of language proficiency which has a form or expression and contains of aspects, they are meaning, use of word, form (pronunciation and spelling).

4. The Importances of Vocabulary

Scott Thornbury emphasizes that vocabulary is central to language learning and communication. He argues that without sufficient vocabulary, learners cannot express themselves effectively or understand others, even if

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[8] Scott Thornburry, *How to Teach Vocabulary*, (Essex: Longman, Pearson Education, 2002), p. 3-10

they have a good grasp of grammar. Vocabulary provides the essential building blocks of language, and mastery of it significantly enhances both receptive (listening and reading) and productive (speaking and writing) skills.

Thornbury also points out that vocabulary knowledge is a strong predictor of language proficiency. Learners with a rich vocabulary can comprehend texts more easily, participate more actively in conversations, and write more clearly and accurately. In contrast, a limited vocabulary can restrict learners' ability to convey ideas and comprehend language input, resulting in communication breakdowns.

Furthermore, Thornbury highlights that vocabulary learning is not a one-time event, but a gradual process involving repeated exposure and use in different contexts. Therefore, vocabulary instruction should be systematic, meaningful, and context-rich.[9]

In conclusion, Scott Thornbury underscores that vocabulary plays a fundamental role in second language acquisition. He believes that vocabulary should be given equal or even greater attention than grammar in the classroom, as it directly impacts learners' ability to communicate and comprehend effectively.

Vocabulary learning is very important for people who learn English as a foreign language or second language. According to Dvid Wilkins, without grammer very little can be conveyed, without vocabulary nothing can be conveyed. Building up a useful vocabulary is central to the learning of a

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[9] Thornbury, S. (2002). *How to Teach Vocabulary*. Harlow, England: Longman.

foreign language at primary level. Learners' vocabularies put a helpful perspective on classroom foreign language learning.[10] One of language components are vocabulary. Vocabulary is a key of English. Someone cannot speak, write, listen and read if she/ he does not have vocabulary. In vocabulary class, students learn vocabularies of English. They give many vocabularies of sports, school objects, household objects, part of plants, tree, volume, etc. The purpose is to make the students can use the vocabularies in their daily life, since vocabularies is an important thing in communication.

5. The Students' Difficulties in Learning Vocabulary

Learning vocabulary seems to be one of the easiest things about learning in language, but it's also one of the hardest things to do. According to Thornbury the students can face some difficulties in mastering vocabulary. He identifies several significant difficulties that students commonly face in learning vocabulary. One of the main problems is :

a. Pronunciation. Many English words are spelled differently from how they are pronounced, which can confuse learners and hinder their ability to retain new words. For example, words like colonel or debt have pronunciations that do not align with their written form.

b. Another difficulty is spelling. English spelling is highly irregular and inconsistent, making it difficult for students to guess the spelling of new words based on their pronunciation alone. This inconsistency can

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[10] Cameron Lynne, *Teaching Languages to Young Learners,* (Cambridge University Press, New York: 2001)

slow down vocabulary acquisition and reduce learners' confidence in using new words.

c. Length and complexity of words also present a challenge. Long, polysyllabic words or those derived from Greek and Latin roots are harder to remember and reproduce, especially for beginner-level students.

d. Moreover, the meaning of a word can be problematic, particularly when a single word has multiple meanings or when there are subtle differences between synonyms. This polysemy often causes confusion in interpretation and usage.

e. In addition, word use can be difficult because many words function differently depending on the grammatical or situational context. Learners must understand not just what a word means, but also how it is used in real communication this includes collocations, register (formal/informal usage), and grammatical behavior.

> Thornbury also emphasizes that vocabulary knowledge is not just about knowing definitions, but also about understanding pronunciation, spelling, grammatical behavior, collocations, frequency, and appropriateness in context. All of these aspects combined make vocabulary learning a complex and demanding task for language learners.[11]

To make it clearer, the researcher discussed the indicators that the researcher used in this research, it can be seen in the following explanation: As follows:

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[11] Thornbury, S. (2002). *How to Teach Vocabulary*. Harlow, England: Longman.

1) Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to learners. Why the students were struggling with pronunciation was that the students were dealing with the components of sounds of English words and the elements of speech, such as syllables, stresses patterns and rhythms.[12]

There are some examples students' difficulties in pronunciation such as:

Table. II. 1
The Students' Pronunciation Problematic

Words	Pronunciation in Dictionary	Students' Problematic
Nose	//nəʊz/	/nos/
Head	/hed/	/het/
Happy	/ˈhæp.i/	/ˈeipi/

2) Spelling

Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache,

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[12]Urai Salam and Nurnisa, Students Difficulties in Learning Vocabularies, *English Community Journal,* 2021, 5(1), p.49. https://jurnal.um-palembang.ac.id/englishcommunity/article/download/3327/2298

climbing, bored, honest, cupboard, muscle, etc.There are some examples students' difficulties in spelling such as:

Table. II. 2
The Students' Spelling Problematic

Words	Spelling	Students' problematic
Honest	**H**onest	/H/ : silent letter
Listen	Lis**t**en	/t/ : silent letter
Eat	Eat**ed**	/ed/: missform

3) Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire. And students hardly discovered the implications of new words. They mentioned that unfamiliar words made them difficult to translate and to understand the meaning of words.Some students also stated that often in a text there was different meaning of the word presented. Several texts tended to introduce new meanings of a words. The students sometimes were not concious that words had different meanings according to the context of the words.[13]

There are some examples students' difficulties in meaning such as:

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[13] Urai Salam and Nurnisa, Students Difficulties in Learning Vocabularies..... p.51.

Table. II. 3
The Students' Meaning Problematic

Words	Meaning
Bright, Clever, and Smart	synonyms of intelligent.
Drink	have a drink
Make and do	do breakfast (make breakfast) make homework (do homework)

Based on the explanations above, it can be concluded that there are so many factors of difficulties in mastering vocabulary. Pronunciation, spelling, grammar, and meaning are the indicators of student difficulties in vocabulary mastery. It is important to know students difficulties in mastering vocabulary. So, teacher can solve the problem using appropriate way, and the students will know about the concept of English vocabulary itself as the consideration in learning English vocabulary.

6. **Some Factors Cause Students' Difficulties in Learning Vocabulary**

Many different factors contribute to the cause of students' difficulties in learning vocabulary. Huyen and Nga identify that there are four factors that is cause the problems in learning vocabulary. First, most of the students consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions is boring. In this case, language learners have nothing to do in a vocabulary learning section but to listen to their teacher. Second, students only think of vocabulary learning as knowing the primary

meaning of new words. Therefore, they ignore all other functions of the words. Third, students usually only acquire new vocabulary through new words in their textbook or when given by teachers during classroom lessons. Forth, many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly.[14] Students often face various difficulties when learning vocabulary, which can affect their overall language proficiency. Some common challenges include: students easily forgotten and memorizing word lists without understanding how words are used in sentences makes it harder to remember.

There are also some problem in learning vocabulary such as: 1) Students do not know how to use the structure of vocabulary learn words. It is like prefixation, suffixation, and root which is the three parts of vocabulary. 2) Students feel that vocabulary is difficult. They cannot learns words and learn English well. On the other hand, they have a little time to read other English book. 3) Little speaking and writing make students forget words quickly. Because they get unusual to speak with the word that is given it make them forget the word fast. 4) In a word, students cannot learn words well, because

[14] Huyen & Nga, The Effectiveness Of Learning Vocabulary Through Games. Learning VocabularyThrough Games, (Thailand:2002), Accessed on 3th October 2022. https://gphjournal.org/index.php/er/article/view/419

they have some bad habits to study vocabulary. They only know new meaning of word. When they see the same word in different context, they do not know its meaning.[15]

There are also some factors that caused students' difficulties in learning vocabulary (1) the written form is different from the spoken form in English, (2) The number of words that students need to learn is exceedingly large, (3) the limitations of sources of information about words, (4) The complexity of word knowledge. Knowing a words involves much more than knowing its dictionary definition, (5) causes of lack of understanding of grammatical of the words, (6) the incorrect pronunciation.[16] It can be concluded that without regular practice and exposure to the language, students may struggle to internalize new vocabulary.

7. Teaching Vocabulary

a. Definition of Teaching Vocabulary

In communication activity, people have to master a lot of vocabulary to make enjoyable and more fun in this activity. People need to know the words that express their attention.The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language.

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[15] Wahyu Ningrum, Students' Problems in Learning Vocabulary at Eight Grade in One of Junior High Schools in Jambi, Accessed on 3rd October 2022. https://mail.library.unja.ac.id/index.php?p=show_detail&id=155831&keywords=

[16] Rohmatillah, "A Study on Students' Difficuties in Learning Vocabulary", IAIN Raden Intan Lampung, 2009, Accessed on 9th October 2022. https://www.neliti.com/id/publications/178083/a-study-on-students-difficulties-in-learning-vocabulary

Vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests needs and motivation. 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.[17] Knowing a lot of words in foreign language is very important. In order to understand the language, vocabulary is crucial to be mastered by the learner. For that reason, the biggest responsibility in increasing the knowledge is in the individual himself.

In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing). Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Vocabulary is very important in learning English. It is the first pillar before mastery of four asfects in English such as, reading, speaking, listening, and writing.[18] Without vocabulary mastery, it is impossible to master four aspects in English language.

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[17] Mofareh Alqahtani, The Importance Vocabulary in Language Learning and How to be Tought. *International Journal of Teaching and Education,* Vol.III. No.3, p. 21-23. https://www.researchgate.net/publication/299356634_The_importance_of_vocabulary_in_language_learning_and_how_to_be_taught.

[18] Penny Ur. *Language Teaching, Practice and Theory* (London: Cambridge University Press: 1996), p. 123-199

According to Witty, If the students vocabulary are limited, they undoubtedly has trouble in understanding many of the things that they read or hear and the students also has difficulty in improving their English ability. Beside, if the students know many words, they are likely to have a wealth of ideas. They will be able to understand they read or hear and also better able to express themself when they talk or write in English.[19] Teaching vocabulary is the total number of words that are needed to communicate ideas and express the speaker's meaning. That is the reason why it is important to learn vocabulary.

Vocabulary learning strategies are activities, behaviours, steps or techniques used by learners (often deliberately) to facilitate vocabulary learning. Vocabulary learning strategies can help learners to discover lexical items (both their meaning and form), and to internalise, store, retrieve and actively use these in language production. Vocabulary teaching strategies refer to everything teachers do or should do in order to help learners learn the vocabulary of the target language. These would include the following procedures: introducing and presenting the meaning and form of a lexical item, stimulating learners to revise, practice and consolidate.[20] It can be conclude that, vocabulary knowledge is often

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[19] Paul Witty, *How to Become a Better Reader* (United State of America: Science Research Associate, Inc, 1953), p. 23-24

[20] Visnja Pavicic Takak. *Vocabulary Learning Strategies and Foreign Language Aquiation,* (Cromwell Press Ltd:2008), p. 106

viewed as a critical tool for second language learner because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition.

b. The Process of Learning Vocabulary

In addition, according to Rohmatillah, the process of learning vocabulary involves four stages:

1) Discrimination

This is the basic step. It involves the ability to distinguish sounds, letters from those next to them, and from the sounds and letters of similiar words when listening and reading; to keep them distinct when speaking and writing. As will be seen later, failure to discriminate is a frequent source of error.

2) Understanding meaning

This means understnding the concept of the foreign word or phrase. Often this is straighforward because the word can be related to its referent by direct association or because there is equivalent word in English.

3) Remembering

The next step after introducing and explaining new material is to ensure its retention. Once learners have found out

the meaning of a word, they have no reason to attend to it anymore, and it will be forgotten.

4) Consolidation and extension of meaning

Learning new words is not an instantaneous processif it were, and if presentation were the only critical variable involved, then words would not be forgotten and need to be relearned. As it is, however, it seems that words are absorbed slowly overtime, and that only gradually do they become fully integrated into the learner's personal stock of words, when he can use them with the same sort of fluency that characterizes the words he uses in his native language.[21]

c. **Approaches to Teaching Vocabulary**

There have been many different approaches towards teaching and learning vocabulary, they are:

1) The Grammer-translation method

The main point of this method is that students translate sentences which exemplify certain grammar issues. Speaking and vocabulary are not important and great emphasis is put on accuracy.

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[21] Rohmatillah, "A Study on Students' Difficulties in Learning Vocabulary", IAIN Raden Intan Lampung, 2009. https://www.neliti.com/id/publications/178083/a-study-on-students-difficulties-in-learning-vocabulary

2) The direct method

This methode brought some changes in approach towards teaching English. Speaking became an important part of language learning and students related grammatical forms they were studying to objects and pictures, etc, in order to establish their meaning. The sentence was still the main object of interest, and accuracy was all important. Moreover, target language should be used as the only language in the ckassroom.

3) The audiolingual method

This approach is based mainly on drills and substitution. Using the stimulusresponsereinforcement model, it attempt, throuh a continuous process of such positive reinforcement, to engender good habits in language learners. Accuracy is still quite relevant and language is not presented in any kind of real-life context. Firstly, a teacher introduces a situation which contextualises the language is presented. Secondly, students practice the language using reproduction techniques such as choral repetition, individual repetition and cue-response drills. Thirdly, students produce new language in sentences.[22]

According to Graves, there are four approach to teaching vocabulary, they are:

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[22] Lucie, *Difficulties of an Adult Student in Learning and Remembering Vocabula ry,*(Charles University, Prague:2011)

a) Rich and varied language experience

Students are immersed in words through listening, speaking, reading, and writing.

b) Instruction in individual words

Students are taught the meanings of individual words through both definitional and contextual information, active engagement, and multiple practice opportunities overtime.

c) Instruction in strategies for independent word learning

Students are taught how to use context, word structure, and outside, resources such as the dictionary to indepedently determine the meanings of unknown words.

d) Fostering word consciousness

Students are engaged in activities that promote their interest in and motivation to learn words.[23]

Approaches to Teaching Vocabulary According to Thornbury included two main approaches to teaching vocabulary: explicit and implicit instruction.

a. In the explicit approach, vocabulary is taught directly. Teachers introduce new words, explain their meanings, show how they are used in sentences, and provide pronunciation and spelling guidance. Thornbury supports this method especially for beginners or when teaching difficult or

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[23] Graves, M. F. *The vocabulary book* (New York: Teachers college press: 2006)

technical vocabulary. Activities such as matching words with definitions, using word maps, and practicing with example sentences are commonly used.

b. In the implicit approach, vocabulary is acquired through exposure rather than direct instruction. Learners pick up new words by reading texts, listening to conversations, or engaging in communicative tasks. According to Thornbury, this method is more natural and helps with long-term retention, though it may not be effective for less frequent or more complex words.[24]

Thornbury also emphasizes the importance of contextual learning, suggesting that vocabulary should not be taught in isolation but within meaningful contexts. This helps learners understand how words function in real-life communication and improves both their comprehension and production skills.

B. Related Studies

Related to this study, the researcher have found other researchers who concerned about analysis of students' difficulties in learning vocabulary. The researcher mentions five previous researches as follows:

The first is Andriani and Sriwahyuningsih, it can be explained that the researcher is specific objective is to analyze students' vocabulary mastery in university. This research is descriptive research design. The

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[24] Thornbury, S. (2002). How to Teach Vocabulary. Harlow, England: Longman.

population is students of Universitas Putra Indonesia YPTK Padang in the 2018/2019 academic year. The sample is students of English education faculty with 34 students. The data were collected by using test and questionnare. the test is given to know students' ability in vocabulary mastery and the test consists of 30 questions. The general findings show that students have good ability in mastery vocabulary but they have some difficulties related to the some aspects such as grammer and spelling.[25]

The second research is conducted by Aristya, The results of this research are: 1) The difficulties that students faced in vocabulary mastery such as; the students are not able to use vocabulary references correctly, to remember vocabulary, and to write or pronounce the words. 2) The factors that cause students' difficulties in vocabulary mastery are the students do not learn at home, the students lazy to open the dictionary, lost motivation in remembering vocabulary, and less interested in English lesson. 3) The teachers' effort.[26]

The third, research that conducted by Rohmatillah, the findings showed that the students still faced the problems or difficulties in vocabulary learning. (1) almost all of the students have difficulties in pronouncing the words, (2) how to write and spell. In addition, (4) the students found difficulties in choosing the appropriate meaning of the

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[25] Desi Andriani and Vera Sriwahyuningsih, "An Analysis of Students' Mastery of Vocabulary." Universitas Putra Indonesia YPTK Padang. (Tahun 2019). https://scholar.google.co.id/citations?user=F-SybjkAAAAJ&hl=id

[26] Karimatul Aristya, Case Study on Students' Difficulties in Vocabulary Mastery at SMPN 1 Kebonsari Madiun. *Thesis.* English Education Department Faculty Of Tarbiyah And Teacher Training State Institute Of Islamic Studies Of Ponorogo. 2018. https://etheses.iainponorogo.ac.id/6259/1/Karimatul%20Aristya.pdf

words and (5) also still confuse in using the word based on the context. The last, (6) the students were also still confuse when they found words or expression that were idiomatic. There were some factors that caused students' difficulties in learning vocabulary: (1) the written form is different from the spoken form in English, (2) the limitations of sources of information about words, (3) The complexity of word knowledge. Knowing a words involves much more than knowing its dictionary definition, (4) the incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language.[27]

The fourth, research that conducted by Musdalifah, based on the research analysis of the research, the researcher describes that: there are four difficulties faced by the students in vocabulary learning, the percentages of whic are 86% in translation, 93% in pronounciation, 85% in writing, and 86% in differentiating word classification. In the average, there are 87.5% students who find difficulties in vocabulary leraning.[28]

Another research was done by Ningrum, based on the research analysis of the result of the research, the researcher describes that the eighth grade students of SMP N 10 Jambi still have many difficulties in learning vocabulary. The categorization of the students' difficulties is

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[27] Rohmatillah, "Study On Students' Difficulties In Learning Vocabulary". Institut Agama Islam Negeri (Iain) Raden Intan Lampung. *English Journal.* (Tahun. 2022). https://www.neliti.com/id/publications/178083/a-study-on-students-difficulties-in-learning-vocabulary.

[28] Musdalifah,"Factors causing difficulties in learning vocabulary by the fifth year students of ngringo 02 Elementary School Karangayar in the academic year of 2005/2006. Universitas Sebelas Maret. https://digilib.uns.ac.id/dokumen/detail/6962/Factors-causing-difficulties-in-learning-vocabulary-by-the-fifth-year-students-of-ngringo-02-Elementary-School-Karanganyar-in-the-Academic-Year-of-20052006.

based on vocabulary learning aspects, namely spelling, pronunciation, use and meaning.[29]

Based on the some previous researchers above, the present researcher compares those researchers with the present research to find out the similiarities and differences between them. The similiarities of the research are having the same variable that analysis of students' difficulties in vocabulary mastery. While the differences of the research are subject, time and place, research design which use descriptive qualitative research, data collection, and data analysis.

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[29]Wahyu Ningrum, "Students' Problems in Learning Vocabulary at Eight Grade in One of Junior High Schools in Jambi." Faculty of Teacher Training and Education University of Jambi. *English Journal*. (Tahun. 2021). Accessed on 3rd October 2022. https://mail.library.unja.ac.id/index.php?p=show_detail&id=155831&keywords=

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Research Design

The researcher uses descriptive qualitative research. According to Sim & Wright, a descriptive study is designed to collect information on areas such as the biographical or psychological characteristics of individuals, the nature of particular social structures, practices or processes, the prevalence and distribution of certain health states, or the arrangement and functioning of particular institutions and organizations.[38] Descriptive research is a study conducted to get information from certain subjects that want to be investigated. In descriptive research, the researcher described the phenomenon of the subject being studied in real terms. Based on Creswell, Descriptive research is a research which phenomenon that must be described the real siatuation that happen and to be solved.[39]

B. The Place and Time of the Research

This research conducted at MTs Swasta Al-Jihad Kerasaan Simalungun. It is located at Jl. Asahan Kerasaan I, Kecamatan Pematang Bandar, Kabupaten Simalungun, Sumatera Utara. This research conducted from February – March 2025.

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[38] J. Sim & C. Wright, *Research in health care: concepts, designs, and method.* (United Kingdom: Nelson Thornes: 2000), p. 69

[39] J. W. Creswell, *Educational research: planning, conducting, and evaluating quantitative and qualitative research.* (United State: Pearson Education: 2012) p. 16

C. The Research Subject

The subject of the research are English teacher and students of the eighth grade. The researcher took the participant from class at the VIII-3 Grade of MTs Swasta Al-Jihad Kerasaan Simalungun. The research subject of the research is 6 students and the English teacher is interviewed by the researcher. The researcher also conducted interviews with students to find out the difficulties in vocabulary mastery. The researcher took 6 students based on their achievement in vocabulary. Two students are active and have highest achievement in vocabulary, two students who have medium achievement in vocabulary, and two students are passive and have low achievement in vocabulary. From English teacher is recommendation.

D. The Data Sources

The researcher use the data sources in this research are divided into two types, namely:

a. Primary Data

Primary data refers to data that is directly collected by the researcher in order to address the research problem or achieve the objectives of the study. In this descriptive study, the primary data were collected through methods such as observation, interviews, and documentation. The researcher used this type of data to obtain direct information from the eighth grade students at MTs Swasta Al-Jihad Kerasaan Simalungun. The students are the primary source of data from which the researcher observed their difficulties and cause of

difficulties in understanding English lesson. Also, the researcher has interviewed them to get some information. The English teacher of eighth grade students at Swasta Al-Jihad Kerasaan Simalungun. The researcher interviewed the English teacher to get some information related to students' difficulties in vocabulary mastery.

b. Secondary Data

Secondary data refers to data that are not obtained directly by the researcher but are collected from other parties. These data have been previously processed and published by others in the form of books, journals, theses, and websites. In this study, secondary data were used to support the primary data and were obtained from sources relevant to the research topic, namely "The Students' Difficulties in Vocabulary Mastery at Grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun."

E. The Techniques of Data Collection

Data collection techniques refer to the methods used by the researcher to gather the necessary data from the field. In this study, the data collection techniques used include observations, interviews, and documentation.

a. Observation

In this research, the research will use observation in the class. The researcher observed the students' activity to get the data about the students' difficulties in vocabulary mastery. According to Suranto,

observation is a data collection technique conducted by going directly to the field and obtaining data firsthand, directly related to the research problem being addressed.[40] The category of students' difficulties in vocabulary mastery English in this research pronunciation, spelling, and meaning. It can be seen in the following table:

Table. III.1
The Activities of Students' Difficulties Indicators

Topic Things in the school	Teachers Activities	Students' Activities
Activity 1 Pronunciation	The researcher recorded the students' pronunciation about things in the class	Students pronounced: 1. Table 2. Chair 3. Bag 4. Pen 5. shoes
Activity 2 Spelling	The researcher asked the students to write some vocabularies on white board about things in the class	Students wrote these: 1. Table 2. Chair 3. Bag 4. Pen 5. shoes
Activity 3 Meaning	The researcher mentioned five words then the students translated into bahasa	Students said the meaning of: 1. Table 2. Chair 3. Bag 4. Pen 5. shoes

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[40] Suranto, *Metode Penelitian Dalam Pendidikan Dengan Program SPSS* (Semarang: Ghyyas Putra, 2009), p.15.

Based on some indicators above, it can be concluded that students'
observation above is a method or tool for conducting an investigation that
using in the class. The writer observed the students' difficulties in learning
vocabulary from above

b. Interview

According to Sugiyono, an interview is a meeting of two persons to
exchange information and idea through and responses, resulting in
communication and joint construction of meaning about a particular
topic.[41] The interview is used to find out more about are difficulties
experienced by the students in learning vocabulary. The interview
conducted with the students and the English teacher.

F. The Techniques of Data Analysis

The data analysis method is used to manage research results by
referring to theoretical foundations. In this study, qualitative analysis is
used, which involves activities such as:

a. Data Reduction

Data reduction is the process of summarizing, selecting essential
points, and focusing on important aspects by identifying themes and
patterns. In other words, the researcher re-examines the data to select and
concentrate on the significant parts, providing a clear description of about
students difficulties' in vocabulary mastery. According to Miles,
Huberman, dan Saldanadata reduction is the process of selecting, focusing,

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[41] Sugiyono, *Metode Penelitian Kuantitatif, ...* p. 175

simplifying, abstracting, and , transforming the raw data that appear in written-up field notes or transcriptions.[42]

b. Data Description

Data description is the process of systematically organizing and explaining the data to describe the implementation of the research, both inductive and deductive, in accordance with the structure of the discussion. According to Creswell, data description involves organizing and systematically presenting data so that it can be interpreted in a meaningful way, often using narrative or thematic presentation.[43]

c. Conclusion

The conclusion is the final step of the entire research process, which provides answers to the research questions. In this part, the researcher presents conclusions based on the data obtained from interviews and observations, resulting in research that can address the identified problems. According to Sugiyono, drawing conclusions is the final stage of data analysis, which involves summarizing findings and answering research questions based on the data collected.[44]

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[42] Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.

[43] Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

[44] Sugiyono. (2018). Metode penelitian kuantitatif, kualitatif, dan R&D. Alfabeta.

G. The Techniques of Checking Trustworthiness

In qualitative research, trustworthiness is important thing it indicates that the data is accurate. In order to obtain reasonable explanation, the researcher employed triangulation to examine the research`s trustworthiness and to confirmed the data`s reliability. Triangulation is a data validity approach that compares data obtained with data obtained from other sources.

Data source triangulation was conducted by gathering information from multiple sources, including interviews with students, participatory observations during vocabulary learning activities, analysis of students' written work, and relevant documents or visual materials. According to Patton explains that data source triangulation is conducted by gathering data from various sources to provide a more comprehensive understanding and strengthen the validity of the findings.[45] This approach provided a comprehensive and detailed understanding of the various factors contributing to the students' vocabulary mastery difficulties.

In this research, the researcher used source triangulation. Because the researcher collected data through interview with individuals, the selection of the type of interview depend on the purpose of the study and the resources available.

The triangulation results in this study were obtained by comparing the findings from observation and interview. Based on interviews with

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[45] Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Services Research, 34*(5 Pt 2), 1189–1208.

students, it was found that most of them experienced difficulties in mastering English vocabulary. These difficulties included limited vocabulary knowledge, which makes it hard for them to understand word meanings; problems in memorizing vocabulary; inability to use vocabulary references such as dictionaries correctly; and challenges in writing and pronnouncing words properly. These findings were supported by the result of interview with English teacher, who stated that poor vocabulary mastery was one of the main obstacles faced by students in the learning process. the teacher also emphasized that the lack of vocabulary has a direct impact on students` ability to pronounce, write, and understand the meaning of unfamiliar words. Furthermore, observations during the learning process showed that students appeared confused when given vocabulary related-tasks. They struggled to pronounce words correctly, spell them accurately, and difficult to understand the meaning.

Therefore, the data obtained from varoius sources demonstrated consistency and mutual reinforcement, indicating that the grade VIII students of MTs Swasta Al-Jihad Kerasaan Simalungun experienced significant difficulties in vocabulary mastery. This triangulation strengthens the validity of the data and the findings of this research.

CHAPTER IV

THE RESULT OF RESEARCH

This chapter presents the results of the research conducted at Grade VIII of MTs Swasta Al-Jihad Kerasaan Simalungun. The data obtained from the research is analyzed and interpreted in order to describe the students' vocabulary mastery and to answer the research questions stated in the previous chapters. The presentation of findings includes the description of the data analysis. The discussion is based on the analysis of the collected data in relation to the relevant theories and previous research. Based on the research that has been done, the data is analyzed to give a clear description of the students' vocabulary mastery. The findings of this study are presented as follows:

A. The Description of Students' Vocabulary Mastery at Grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun

1. Pronunciation

Pronunciation is one of the key aspects of vocabulary mastery, as it determines how well students can produce and recognize spoken words. Accurate pronunciation is essential for effective oral communication and for ensuring that words are understood correctly by others. In this research, the students' pronunciation ability was assessed to identify their level of mastery in pronouncing English vocabulary items.

To collect the data, the researcher conducted an observation in the classroom as one of the instruments of this study. The students were asked to

pronounce and record the names of various objects found in the classroom. This activity aimed to evaluate their ability to articulate English words correctly based on what they had learned. The results of the observation can be seen in the table below:

Table IV.1
The students' Pronunciation

Name	Table /ˈteɪ.bəl/	Chair /tʃɛər/	Bag /bæg/	Pen /pɛn/	Shoes /ʃuːz/
S1	/teibel/	/sair/	/beg/	/pen/	/sus/
S2	teibel	/tseir/	/baeg/	/pen/	/syus/
S3	/tebel/	/tseir/	/bek/	/pin/	/tsus/
S4	/tebel/	//tser/	/beg/	/pen/	/suiz/
S5	/tabel/	/cher/	/peg/	/pin/	/suz/
S6	/teibel/	/tseir/	/beg/	/pen/	/suz/

Based on the table above it can be explained taht the pronunciation attempts made by six students NA (S1), ISD (S2), I (S3), JP (S4), HA (S5), and RM (S6) based of five English vocabulary words: table, chair, bag, pen, and shoes. Each word is accompanied by its standard pronunciation written in the International Phonetic Alphabet (IPA).

The students' pronunciation attempts, also written in IPA format or approximate phonetic spelling, reveal variations and deviations from the correct English pronunciation, as follows:

1. Table (/ˈteɪ.bəl/): Most students pronounced this word similarly to */teibel/* or */tebel/*, which indicates partial awareness of the diphthong /eɪ/, though some replaced it with a shorter or flatter vowel sound.

2. Chair (/tʃɛər/): Pronunciations varied widely, with students producing forms like */sair/*, */tseir/*, */tser/*, and */cher/*. These variations suggest difficulty with the initial /tʃ/ sound, which was often replaced with /s/, /ts/, or /ʃ/, indicating interference from the students' first language phonetic system.

3. Bag (/bæg/): While some students approximated the correct pronunciation, many said */beg/*, */baeg/*, */bek/*, or */peg/*. This suggests confusion between vowel sounds /æ/, /e/, and /ə/, and substitution of the initial consonant in some cases.

4. Pen (/pɛn/): Most students pronounced this word accurately as */pen/*, although some said */pin/*, indicating a vowel shift from /ɛ/ to /ɪ/, a common error among EFL learners.

5. Shoes (/ʃuːz/): This word showed the widest variety of pronunciation errors: */sus/*, */syus/*, */tsus/*, */suiz/*, and */suz/*. These reflect confusion with the /ʃ/ and /z/ sounds, as well as the vowel /uː/. Some students also added or altered consonants, indicating a lack of familiarity with the word's phonetic structure.

It can be concluded that, the data shows that the students struggle particularly with consonant clusters such as /tʃ/ and /ʃ/, vowel distinctions like /æ/ vs /ɛ/, and voiced/voiceless sounds such as /z/ vs /s/. These results

highlight key areas for targeted pronunciation practice and instruction in the classroom.

2. Spelling

Vocabulary writing is an important aspect of vocabulary mastery, as it reflects the students' ability to recall, spell, and write English words correctly. In this section, the researcher observed the students' performance in writing English vocabulary related to objects found in the classroom.

To collect the data, the researcher conducted a classroom observation as part of the research instrument. During the activity, the students were asked to write several English vocabulary items on the whiteboard, especially words related to common classroom objects. This task aimed to measure their vocabulary recall and spelling accuracy. The results of the observation are presented in the following table:

Table IV.2
The students' Spelling

Name	Table /ˈteɪ.bəl/	Chair /tʃɛər/	Bag /bæg/	Pen /pɛn/	Shoes /ʃuːz/
S1	Table	chair	beg	pen	shoes
S2	Teibel	chairr	bagg	pen	shoe
S3	Tabl	cair	bek	pan	shous
S4	Tebel	chair	beg	pan	shus
S5	Table	chair	peg	pen	sohes
S6	Table	chiar	beg	pen	shoes

The table above presents the spelling variations made by six students students NA (S1), ISD (S2), I (S3), JP (S4), HA (S5), and RM (S6) when writing five English words: table, chair, bag, pen, and shoes. The first row of the table shows the correct pronunciation of each word using the International Phonetic Alphabet (IPA), followed by the correct spelling associated with each pronunciation. The subsequent rows illustrate how each student spelled these words, revealing common spelling errors and patterns among the learners:

1. Table (/ˈteɪ.bəl/): Most students wrote forms close to the correct spelling such as table or slight variations like teibel, tabl, tebel, and tabel. These variations indicate difficulties with vowel combinations and silent letters.

2. Chair (/tʃɛər/): The majority of students spelled this word correctly as chair, but some produced variants like chairr, cair, and chiar, showing confusion with vowel placement and double consonants.

3. Bag (/bæg/): Spelling errors here include beg, bagg, bek, and peg, highlighting issues with vowel substitution and unnecessary consonant doubling.

4. Pen (/pɛn/): Common mistakes include pen (correct), pan, and peg, suggesting vowel confusion between /ɛ/ and /æ/ sounds.

5. Shoes (/ʃuːz/): Students showed the most diverse errors in this word, including shoes (correct), shoe, shous, shus, and sohes. These mistakes reveal challenges with plural forms and vowel sounds.

Overall, Based on the spelling results of six students for the words table, chair, bag, pen, and shoes, it can be concluded that most students experience difficulties in spelling English vocabulary correctly. The errors identified reflect common patterns among English as a Foreign Language (EFL) learners, including:

1. Vowel Confusion

    Many students confused vowel sounds, resulting in incorrect spellings such as beg for bag, pan for pen, and chiar for chair.

2. Consonant Substitution or Omission

    Students often replaced or omitted consonants, as seen in spellings like cair for chair, peg for bag, or shus for shoes. This suggests that they rely more on pronunciation than on memorized spelling rules.

3. Incorrect Double Letters and Plurals

    Some students added unnecessary letters, such as bagg and chairr, or dropped the plural ending as in shoe instead of shoes.

4. Influence of Phonetic Spelling

    Several spellings such as teibel for table and sohes for shoes show that students often try to write words based on how they hear or pronounce them, rather than based on correct spelling conventions.

    Based on some description above, it can be concluded that the spelling difficulties among students are largely due to limited familiarity with English phonics and spelling rules, as well as the influence of their first language pronunciation. These findings suggest the need for more

focused instruction on English spelling patterns, phoneme-grapheme correspondence, and visual word recognition.

3. Meaning

Translation is an essential component in vocabulary mastery, especially in understanding the meaning of words in context. It reflects students' comprehension of the target language and their ability to connect it with their native language. In this part of the research, students' ability to translate vocabulary items from English into Bahasa Indonesia was assessed.

To collect the data, the researcher conducted a classroom observation as part of the research instrument. During the activity, the students were asked to mention five English words and then translate them into Bahasa Indonesia. This activity was designed to evaluate their understanding of word meanings and their ability to provide accurate equivalents in their first language. The results of this observation are presented in the following table:

Table IV.3
The students' Meaning

Name	Table Meja	Chair Kursi	Bag Tas	Pen Pulpen	Shoes Sepatu
S1	Meja	kursi	tas	pulpen	sepatu
S2	Meja	kursi	tas	pulpen	sepatu
S3	Meja	kursi	tas	pulpen	sepatu
S4	Meja	kursi	tas	pulpen	sepatu
S5	Meja	kursi	tas	pulpen	sepatu

S6	Meja	kursi	tas	pulpen	sepatu

Based on the table IV.3 presents the results of six students in identifying the meanings of five English vocabulary words: table, chair, bag, pen, and shoes. All six participants students NA (S1), ISD (S2), I (S3), JP (S4), HA (S5), and RM (S6) successfully translated each word into its correct equivalent in Bahasa Indonesia.

The correct Indonesian translations are as follows:

Table = Meja

Chair = Kursi

Bag = Tas

Pen = Pulpen

Shoes = Sepatu

Based on the description above it can be known that all students provided accurate translations, indicating that they have a good understanding of the meanings of these basic English vocabulary words. This suggests that their vocabulary recognition at the semantic level is strong, even if some may still struggle with spelling or pronunciation.

In can be concluded that, the data shows that while students may have difficulties in the written and spoken forms of vocabulary (spelling and pronunciation), their comprehension of meaning is well developed. This implies that meaning recognition is the strongest aspect among the three

components assessed (spelling, pronunciation, meaning), and can serve as a foundation for further language skill development.

B. The Description of Students' Difficulties in Vocabulary Mastery at Grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun

The researcher presents the result of analyzing the data. The participants of this study were VIII grade students of MTs Swasta Al-Jihad Kerasaan Simalungun.

There are six data collected by researchers. After collecting and analyzing the data, the researcher describes 4 difficulties namely pronunciation, spelling, grammar and meaning.

1. Pronunciation

In accordance with the data that has been taken, researcher describe that some students have difficulty in pronouncing words because there are several words that have the same pronunciation but different meanings. The following researcher include interview data from S1 :" "Some English words sound alike but are spelled differently and have different meanings, which confuses students during speaking activities. In addition, certain words are hard to pronounce, making communication more challenging."

Similar to S1, S3, also states that there are some vocabulary that have the same pronounciation but different meaning. S2 stated: "Pronunciation is hard for me because many English words are tricky to say and read, especially with the differences in accents."

When spaking S5 also has difficulty in pronunciation which makes it difficult to communicate. S5 said: "I have trouble speaking English because many words are hard to pronounce, and some have the same sound but different spellings and meanings."

Similar with S1, S3 and S5. S6 Said that when speaking S6 has difficulty in pronunciation which makes it difficult to communicate just like S1. S6 Stated : "I find speaking English confusing because of difficult pronunciations and words that are pronounced the same but written and understood differently.".

Based on the interview, one of the students said that it is sometimes hard to pronounce English words because some words sound the same but have different meanings. The student gave an example like "pair" and "pear". Both words sound the same, but "pair" means two things, and "pear" is a kind of fruit. The student said this makes them confused when speaking because they are afraid people might not understand what they mean. The student also said that they only practice pronunciation sometimes in class and rarely at home.

2. Spelling

In addition to difficulties in pronouncing, students also find it difficult to spell vocabulary. Students find it difficult to spell the vocabulary correctly because there are some vocabulary that have double letters in a sentence. S5 stated that : "I have difficulty with writing and spelling because some words have double letters."

S1 said that he found it difficult to spell the vocabulary because there were several double letters in the sentence, in different with S3 who said that there was difficulty because it was very difficult to remember and spell one by one. S6 stated: "I have trouble with pronunciation and spelling because I often forget and it's hard for me to remember the correct way." S4 also stated that" "Spelling is hard for me because the word is new and I'm not familiar with it yet."

Based on the interview, the student said that learning English is sometimes difficult, especially in pronunciation and spelling. The student explained that some English words sound the same but have different meanings and spellings, which often causes confusion when speaking. For example, words like "pair" and "pear" sound the same but are used differently. The student also mentioned that some words are hard to pronounce because of different accents, and spelling can be tricky, especially when the words are new or have double letters. Forgetting how to say or spell words correctly also makes it more difficult to communicate in English.

3. Meanings

Another difficulty is meaning. The students find it very difficult to interpret a sentence or vocabulary that they have just learnt because English is a foreign language and they are used to using Indonesian. For example, S2 stated that: "When I study English, I often find words I don't understand, so I need to open a dictionary. It's hard to understand the

meaning of some words in English lessons because they are unfamiliar to me".

In additionally, based on the interview with S5 that said that, "I think my difficulties in meaning is when I find new words that I have never seen before. Sometimes, I don't know what the word means, and it's hard to understand the whole sentence. I try to use a dictionary, but sometimes the explanation is also hard to understand. I feel confused, especially when the word has more than one meaning. That's why I need more examples and help from the teacher to understand the meaning better."

Based on the interview, it was found that many students have difficulty understanding the meaning of vocabulary in English lessons. When encountering unfamiliar words, they often do not know the meaning and are unsure how to interpret them in context. This lack of vocabulary knowledge makes it harder for them to follow the material being taught. Most students rely on dictionaries to find the meanings of words, but even then, they sometimes struggle to fully understand because the dictionary definitions are also in English.

The researcher also did the interview with the English teacher. It was aimed to find out the students' difficulties in vocabulary mastery. According to interview of Swasta Al-Jihad Kerasaan, she said that there are some difficulties encountered students in understanding the vocabulary, so that teaching material cannot be optimal. The resulting

interview is: "In the class, I found the problems faced by students when learning vocabulary such as 1) limited vocabulary knowledge and had difficulty in understanding the meaning of some words. 2) the student had difficulty in remembering vocabulary. 3) the students were no able to use vocabulary references correctly. 4) the students had difficulties to write and pronouncing the words".

According to English teacher's they have a few problems in remembering vocabulary. She said that: "I have the factors cause of difficulty in remembering vocabulary. There is a lot of vocabulary in the textbook, when I remembering some new vocabularies, I will forget it quickly".

Based on the results of the interview, it can be concluded that students face several difficulties in learning English vocabulary. These difficulties include limited vocabulary knowledge, which makes it hard for them to understand word meanings; problems in memorizing vocabulary; inability to use vocabulary references such as dictionaries correctly; and challenges in writing and pronouncing words properly. This indicates the need for more effective learning strategies to help students improve their vocabulary mastery in English.

C. **The Description of the Teacher's Effort to Solve the Difficulties in Vocabulary Mastery at Grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun**

In this point, researchers will discuss the teachers' way to solve the difficulties in learning vocabulary at grade VIII of Swasta Al-Jihad Kerasaan Simalungun. In learning English the teacher ways to give understanding the text such as: inform the meaning of vocabulary, the organization of sentences (subject, predicate, and object), and the teacher guide the students to use the dictionary. So, students will not difficulties when they found the word does process.

Based on the interview done with the English Teacher, for the ways in solving the problems are the used media in English teaching. The resulting interview is: First, the teacher uses a whiteboard as a medium to explain vocabulary, demonstrate how to pronounce it, and provide example sentences. Second, the teacher uses the internet to search for information, especially related to vocabulary. The use of media in the learning process helps students better understand the teacher's explanations of the material. In addition, using the internet can support students in deepening their understanding and expanding their knowledge.

Based on the statements above, the teacher follows a step-by-step approach, beginning with the use of the whiteboard and followed by the internet as learning tools.

She also said that: "Students use the questioning technique to help them learn vocabulary. This method helps them understand the meaning of words and answer questions confidently. It also improves their vocabulary skills because they are allowed to use a dictionary during exercises. First, the teacher explains the material based on the English textbook. Next, the students discuss and look up the meaning of the vocabulary. Then, the teacher gives examples of how to pronounce the words. After that, students are asked to answer vocabulary-related questions from the teacher. The teacher uses the questioning technique to teach vocabulary, and this method is very effective. It helps students become more active and competitive during the learning process."

Based on the interview, it can be concluded that the teacher applies the questioning technique and uses media such as the whiteboard and the internet to support vocabulary learning. The questioning technique encourages students to actively think, discuss, and answer questions, which helps them understand the meaning of words and improve their pronunciation and usage. Allowing students to use dictionaries during exercises also supports their independent learning. Overall, the combination of interactive methods and media makes the learning process more effective, engaging, and helps students become more confident and competitive in mastering vocabulary.

D. THE DISCUSSION

1. The Students' Vocabulary Mastery at Grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun

Based on the analysis of the students' performance in three aspects of English vocabulary spelling, pronunciation, and meaning the following discussion can be drawn:

a. Pronunciation Ability

The pronunciation data revealed that students struggled especially with initial consonant sounds such as /tʃ/ in chair and /ʃ/ in shoes. There were also noticeable errors in vowel sounds, such as confusing /æ/, /ɛ/, and /ɪ/. These mispronunciations suggest limited phonological awareness and interference from the students' first language. Overall, pronunciation remains a challenge for the learners and requires targeted practice, particularly on English sounds not found in Bahasa Indonesia. It is supported based on Kenworthy who stated that learners often face difficulties in pronunciation due to the absence of equivalent sounds in their mother tongue, which results in phonological interference.[46]

b. Spelling Ability

The students demonstrated a variety of spelling errors, especially in words like bag, chair, and shoes. Common mistakes included vowel confusion (e.g., beg for bag), consonant omissions or substitutions (e.g., cair for chair), and issues with plural forms (e.g., shoe for shoes). These

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[46] Kenworthy, J. (1987). *Teaching English Pronunciation*. Longman.

errors indicate that students tend to rely on how a word sounds when spelling it, leading to inaccuracies. It can be concluded that their spelling ability is still developing and needs further reinforcement through phonics and spelling pattern instruction. It is supported based on Nation who explained that spelling is one of the critical components of vocabulary form, and learners must acquire knowledge of how words are written in order to use them accurately.[47]

c. Meaning Ability

In contrast to spelling and pronunciation, all six students correctly identified the meanings of all five target words in Bahasa Indonesia. This indicates that their vocabulary comprehension is strong. They are able to recognize and understand basic English vocabulary, even if they struggle to pronounce or spell the words correctly. This solid understanding of meaning can be used as a foundation to improve other language skills. It is supported based on Hatch and Brown, who emphasized that understanding word meaning is a crucial stage in vocabulary acquisition, and learners often grasp meaning before mastering the form and use of the word.[48] .

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[47] Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge University Press.

[48] Hatch, E., & Brown, C. (1995). *Vocabulary, Semantics, and Language Education.* Cambridge University Press.

2. **The Students' Difficulties in Vocabulary Mastery at Grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun**

Based on the analysis of interviews and observation, the researcher found that students at Grade VIII of Swasta Al-Jihad Kerasaan Simalungun faced several common difficulties in learning vocabulary. These difficulties include pronunciation, spelling, grammar, and meaning. Each of these aspects poses different challenges to the learners, as discussed below:

a. Pronunciations' Difficulties

Many students were unable to pronounce new words correctly, especially those containing silent letters or unfamiliar vowel sounds. This problem often caused confusion and hesitation in speaking activities.

This finding is supported by Kelly who stated that pronunciation is a crucial part of vocabulary learning because it affects both listening comprehension and spoken communication. Poor pronunciation can lead to miscommunication or a lack of confidence when using new words.[49]

b. Spellings' Difficulties

Spelling was also a common difficulty, particularly with irregular word forms and words that are not spelled as they are pronounced (e.g., "enough," "knife," "island"). Students frequently made errors in writing vocabulary, which affected their performance in both writing and reading tasks.

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[49] Kelly, G. (2000). *How to Teach Pronunciation*. Harlow: Longman

According to Harmer, English spelling can be especially problematic for learners due to its inconsistencies and the lack of one-to-one correspondence between sounds and letters. Students often rely on pronunciation when spelling, which leads to frequent errors.[50]

c. Meanings' Difficulties

Another significant difficulty was in understanding the meaning of vocabulary, especially words with multiple meanings or abstract concepts. Students were often confused when a word had different meanings in different contexts.

This aligns with Nation, who emphasized that word knowledge includes knowing its various meanings, connotations, and appropriate contexts. Learning words in isolation often limits the depth of students' understanding.[51]

In conclusion, vocabulary learning difficulties among Grade VIII students encompass not only memorization but also proper usage in terms of pronunciation, spelling, grammar, and meaning. These findings show that vocabulary learning must be approached comprehensively, addressing all components of word knowledge.

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[50] Harmer, J. (2007). *The Practice of English Language Teaching (4th ed.)*. Harlow: Pearson Education Limited.

[51] Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press

3. **The Teacher's Effort to Solve the Difficulties in Vocabulary Mastery at Grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun**

In this research, the researcher also tried to identify the teachers' effort to solve the difficulties in vocabulary mastery with the result of the interview from the teacher. One of the ways to solve its problem that the teacher applies the questioning technique and uses media such as the whiteboard and the internet to support vocabulary learning. The questioning technique encourages students to actively think, discuss, and answer questions, which helps them understand the meaning of words and improve their pronunciation and usage. Allowing students to use dictionaries during exercises also supports their independent learning. These strategies are consistent with Schmitt, who emphasizes that a variety of vocabulary learning strategies, such as mnemonic techniques, visual associations, and contextualized usage, can enhance learners' retention and recall of vocabulary items. Moreover, the teacher's role as a facilitator is crucial in creating an engaging and supportive learning environment that motivates students to improve their vocabulary.[52]

E. **The Threats of the Research**

In conducting this research, the researcher realized there were many challenges in carrying out the study on students' mastery in learning vocabulary, from the initial title to the completion of the thesis and the

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[52] Schmitt, N. (2000). *Vocabulary in Language Teaching. Cambridge*: Cambridge University Press

data analysis techniques used. The researcher acknowledged that conducting a mixed-method research approach required a considerable amount of time, given the constraints of time, budget, and resources. Therefore, the researcher understood that the thesis was far from perfect.

Regarding the test, the results might not be entirely valid because the students took the test through online learning (distance learning). The researcher was unsure whether the students took the test seriously or if there was any cheating, as well as concerns about the limited time for the test. There was also the possibility that the time allocated for the students was insufficient, so the researcher had to overlook some of these factors when reviewing the answers.

Nevertheless, the researcher did their best in this study. While fully aware of the challenges faced in this thesis and all the issues that were yet to be explored, the researcher acknowledges that obtaining excellent results was more difficult due to these limitations. The researcher is grateful for the support provided by advisors, friends, and others.

F. The Checking Data Trustworthiness

The triangulation results in this study were obtained by comparing the findings from observation and interview. Based on interviews with students, it was found that most of them experienced difficulties in mastering English vocabulary. These difficulties included limited vocabulary knowledge, which makes it hard for them to understand word meanings; problems in memorizing vocabulary; inability to use vocabulary

references such as dictionaries correctly; and challenges in writing and pronouncing words properly. These findings were supported by the result of interview with English teacher, who stated that poor vocabulary mastery was one of the main obstacles faced by students in the learning process. the teacher also emphasized that the lack of vocabulary has a direct impact on students' ability to pronounce, write, and understand the meaning of unfamiliar words. Furthermore, observations during the learning process showed that students appeared confused when given vocabulary related-tasks. They struggled to pronounce words correctly, spell them accurately, and difficult to understand the meaning.

Therefore, the data obtained from varoius sources demonstrated consistency and mutual reinforcement, indicating that the grade VIII students of MTs Swasta Al-Jihad Kerasaan Simalungun experienced significant difficulties in vocabulary mastery. This triangulation strengthens the validity of the data and the findings of this research.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

After analyzing the result of the students' mastery in learning vocabulary at at grade VIII students of MTs Swasta Al-Jihad Kerasaan Simalungun, the researcher draws a conclusion based on the result of analyzing the data. The researcher also proposed some suggestions for the teaching-learning process.

1. The students' vocabulary mastery at grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun, it can be seen that vocabulary meaning is well-developed among students, while spelling and pronunciation remain weak. This implies that teaching strategies should focus more on the form (spelling and pronunciation) of vocabulary while continuing to build on the students' strong foundation in meaning. An integrated approach that connects sound, spelling, and meaning will be essential to enhance their overall vocabulary acquisition.

2. Based on the findings of the research, it can be concluded that students face three main difficulties in mastering English vocabulary. First, students have difficulty in pronouncing new vocabulary correctly, which affects their speaking confidence and fluency. Second, they struggle with spelling, often writing words incorrectly, which influences their writing accuracy. Lastly, they find it difficult to understand the meaning of unfamiliar words, especially when the context is not clear. These three aspects show that students need more support, guidance, and effective

strategies from teachers to improve their vocabulary mastery in a comprehensive way.

3. The research found that teachers used several strategies to help students overcome their difficulties in vocabulary mastery. These included using media such as whiteboards and the internet, applying the questioning technique, giving clear examples in context, allowing the use of dictionaries, and encouraging student discussion. These methods helped students better understand pronunciation, spelling, grammar usage, and word meanings. Overall, the teachers' efforts played an important role in supporting students' vocabulary development and making the learning process more effective and engaging.

B. The Suggestions

After take the conclusion, the researcher wants to give the suggestion. The researcher offers some suggestions as follows:

1. For Students:

Students are encouraged to actively improve their vocabulary by practicing regularly, using dictionaries effectively, and not hesitating to ask questions when they do not understand the meaning or use of a word. They should also pay attention to pronunciation and spelling, and try to apply new vocabulary in speaking and writing activities to strengthen their understanding.

2. For English Teachers

      English teachers are expected to continue using creative and interactive teaching methods, such as the use of media and questioning techniques, to make vocabulary learning more engaging. Teachers should also provide more opportunities for students to practice vocabulary in context and offer clear explanations related to pronunciation, grammar usage, and meaning.

3. For Future Researchers

      Future researchers are recommended to conduct further studies with a broader scope, more varied participants, and perhaps focus on specific aspects of vocabulary learning, such as digital learning tools or individual learning styles. It is also important to consider the learning environment and technological support, especially when conducting research online or in blended learning settings.

C. The Implications

      The findings of this study have several important implications for English language teaching and learning. The identification of students' difficulties in vocabulary mastery, such as limited vocabulary knowledge, poor retention, and lack of exposure to English, highlights the need for more effective teaching strategies in the classroom. English teacher is encouraged to implement more engaging and contextual vocabulary teaching methods, such as using visual media, games, and real life communication practices, to enhance students' interest and retention. In

addition, the school may consider increasing the frequency of English usage in daily learning activities to create a more supportive language environment.

This study also implies the importance of encouraging students to practice vocabulary both receptively and productively through reading, writing, listening, and speaking activities. For future researchers, the results of this study could serve as a reference to explore more deeply the spesific factors causing vocabulary difficulties or to test the effectiveness of various vocabulary teaching techniques.

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Appendix 1

**The Observation of Indicators of Students' Difficulties
in Vocabulary Mastery**

Topic Things in the school	Teachers Activities	Students' Activities
Activity 1 Pronunciation	The researcher recorded the students' pronunciation about things in the class	Students pronounced: 6. Table 7. Chair 8. Bag 9. Pen 10. shoes
Activity 2 Spelling	The researcher asked the students to write some vocabularies on white board about things in the class	Students wrote these: 6. Table 7. Chair 8. Bag 9. Pen 10. shoes
Activity 3 Meaning	The researcher mentioned five words then the students translated into bahasa	Students said the meaning of: 6. Table 7. Chair 8. Bag 9. Pen 10. shoes

Appendix 2

The Researcher's Observation of Students' Vocabulary Mastery at Grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun

No	Researcher's Activities	Students' Activities
1	The researcher entered the classroom and introduced the purpose of the observation activity	The students listened to the researcher's explanation
2	The researcher pointed directly to real objects in the classroom (e.g., table, chair, bag, pen, shoes) and asked all students to say them in English	The students said: "Table", "Chair", "Bag", "Pen", "Shoes"
3	The researcher asked 6 students to come forward and pronounce the words "Table", "Chair", "Bag", "Pen", "Shoes" in front of the class	The students came forward and pronounced the words individually
4	The researcher listened and recorded which pronunciations were correct or incorrect	The students paid attention to the researcher's notes
5	The researcher asked 6 students to write the vocabulary words on the whiteboard (Spelling)	The students wrote: Table, Chair, Bag, Pen, Shoes
6	The researcher noted the correct and incorrect spellings written by the students	The students observed and reviewed the researcher's notes
7	The researcher said the vocabulary words aloud and asked students to translate them (Meaning)	The students mentioned the meanings: meja, kursi, tas, pena, sepatu
8	The researcher observed which students were active or passive in answering the meanings	The students took turns answering the meanings of the words
9	The researcher gave feedback on the students' performance	The students listened and noted the feedback
10	The researcher closed the activity and recorded the results for analysis	The students returned to their seats and prepared to end the session

Appendix 3

The Interview Questions for Students and Teacher

Research Question	Interview for Students	Interview for Teacher
1. How is the students' vocabulary mastery? 2. What are the students" difficulties faced by the students while learning vocabulary? 3. How to solve students' difficulties in vocabulary?	1. What are your difficulties in learning English vocabulary, especially about pronunciation, spelling, and meaning?	1. How do you usually teach English vocabulary to your students? 2. Do your students feel interested and engaged when learning vocabulary? 3. What strategies or techniques do you use to help students improve their vocabulary? 4. Do you allow students to use dictionaries or other tools to support their vocabulary learning? 5. What media or activities do you use when teaching vocabulary in the classroom?

Appendix 4

The Students' Subject Names And Initials at Grade VIII Students of MTs Swasta Al-Jihad Kerasaan Simalungun

No	Students' Names	Students' Initials
1	Nadifa Aulia	NA
2	Inka Syahputri Damanik	ISD
3	Ilyas	I
4	Jaka Pratama	JP
5	Heni Aprilia	HA
6	Rafa Maulana	RM

Appendix 5

The Result of Students' Vocabulary Mastery in Pronunciation

Name	Table /ˈteɪ.bəl/	Chair /tʃɛər/	Bag /bæg/	Pen /pɛn/	Shoes /ʃuːz/
S1	/teibel/	/sair/	/beg/	/pen/	/sus/
S2	teibel	/tseir/	/baeg/	/pen/	/syus/
S3	/tebel/	/tseir/	/bek/	/pin/	/tsus/
S4	/tebel/	//tser/	/beg/	/pen/	/suiz/
S5	/tabel/	/cher/	/peg/	/pin/	/suz/
S6	/teibel/	/tseir/	/beg/	/pen/	/suz/

Appendix 6

The Result of Students' Vocabulary Mastery in Spelling

Name	Table /ˈteɪ.bəl/	Chair /tʃɛər/	Bag /bæg/	Pen /pɛn/	Shoes /ʃuːz/
S1	table	chair	beg	pen	shoes
S2	teibel	chairr	bagg	pen	shoe
S3	tabl	cair	bek	pan	shous
S4	tebel	chair	beg	pan	shus
S5	tabel	chair	peg	pen	sohes
S6	table	chiar	beg	pen	shoes

Appendix 7

The Result of Students' Vocabulary Mastery in Meaning

Name	Table Meja	Chair Kursi	Bag Tas	Pen Pulpen	Shoes Sepatu
S1	meja	kursi	tas	pulpen	sepatu
S2	meja	kursi	tas	pulpen	sepatu
S3	meja	kursi	tas	pulpen	sepatu
S4	meja	kursi	tas	pulpen	sepatu
S5	meja	kursi	tas	pulpen	sepatu
S6	meja	kursi	tas	pulpen	sepatu

Appendix 8

**The Interview List with VIII Grade Students at MTs Swasta
Al-Jihad Kerasaan Simalungun**

No	Students' Name	Questions	Answer
1	Nadifa Aulia (S1)	1. Apa kesulitan Anda dalam pengucapan kata bahasa Inggris?	"Beberapa kata terdengar sama tapi ejaannya berbeda dan maknanya beda, ini membingungkan saat berbicara."
		2. Apa kesulitan Anda dalam mengeja kata?	"Sulit mengeja karena ada kata dengan huruf ganda dalam kalimat."
		3. Apa kesulitan Anda dalam memahami arti kata?	"Kadang sulit memahami arti kata baru karena belum familiar dengan maknanya."
2	Inka Syahputri Damanik (S2)	1. Apa kesulitan Anda dalam pengucapan kata bahasa Inggris?	"Pengucapan sulit karena banyak kata susah diucapkan dan ada perbedaan aksen."
		2. Apa kesulitan Anda dalam mengeja kata?	"Sulit mengeja beberapa kata karena saya belum terbiasa dan ada huruf ganda."
		3. Apa kesulitan Anda dalam memahami arti kata?	"Sering menemukan kata yang tidak saya mengerti, jadi saya harus buka kamus."
3	Ilyas (S3)	1. Apa kesulitan Anda dalam pengucapan kata bahasa Inggris?	"Ada beberapa kata yang pengucapannya sama tapi maknanya berbeda, jadi sulit membedakan."
		2. Apa kesulitan Anda dalam mengeja kata?	"Sulit mengingat dan mengeja satu per satu kata."
		3. Apa kesulitan Anda dalam memahami arti kata?	"Saya kadang bingung dengan arti kata baru karena belum familiar."
4	Jaka Pratama (S4)	1. Apa kesulitan Anda dalam pengucapan kata bahasa Inggris?	"Pengucapan sulit karena saya belum terbiasa dengan cara pengucapan yang benar."
		2. Apa kesulitan Anda dalam mengeja kata?	"Sulit mengeja karena kata-katanya baru dan saya belum familiar."
		3. Apa kesulitan Anda dalam memahami arti kata?	"Saya sulit memahami arti kata baru karena belum pernah mendengar atau membaca sebelumnya."
5	Heni Aprilia	1. Apa kesulitan Anda	"Sulit mengucapkan banyak

	(S5)	dalam pengucapan kata bahasa Inggris?	kata, terutama yang bunyinya sama tapi ejaannya berbeda."
		2. Apa kesulitan Anda dalam mengeja kata?	"Sulit menulis dan mengeja kata karena ada huruf ganda."
		3. Apa kesulitan Anda dalam memahami arti kata?	"Kadang bingung arti kata baru, kamus sulit dimengerti, saya perlu contoh dan bantuan guru."
6	Rafa Maulana (S6)	1. Apa kesulitan Anda dalam pengucapan kata bahasa Inggris?	"Sulit berbicara karena pengucapan sulit dan kata yang sama bunyi tapi beda tulis dan arti."
		2. Apa kesulitan Anda dalam mengeja kata?	"Sulit mengingat cara mengeja yang benar dan sering lupa."
		3. Apa kesulitan Anda dalam memahami arti kata?	"Saya sulit memahami arti kata yang baru karena penjelasannya juga sulit dimengerti."

No	Students' Name	Questions	Answer
1	Nadifa Aulia (S1)	1. What difficulties do you have in pronouncing English words?	"Some words sound the same but have different spellings and meanings, which confuses me when speaking."
		2. What difficulties do you have in spelling words?	"It's hard to spell because some words have double letters that confuse me."
		3. What difficulties do you have in understanding the meaning of words?	"Sometimes it's hard to understand new words because I'm not familiar with their meanings."
2	Inka Syahputri Damanik (S2)	1. What difficulties do you have in pronouncing English words?	"Pronunciation is hard because many words are difficult to say and accents are different."
		2. What difficulties do you have in spelling words?	"It's hard to spell some words because I'm not used to them and some have double letters."
		3. What difficulties do you have in understanding the meaning of words?	"I often find words I don't understand, so I have to look them up in a dictionary."
3	Ilyas (S3)	1. What difficulties do you have in pronouncing English words?	"Some words sound the same but have different meanings, so it's hard to tell them apart."
		2. What difficulties do you have in spelling words?	"I find it hard to remember and spell words one by one."
		3. What difficulties do you	"Sometimes I get confused by new

		have in understanding the meaning of words?	words because I'm not familiar with them."
4	Jaka Pratama (S4)	1. What difficulties do you have in pronouncing English words?	"Pronunciation is hard because I'm not used to pronouncing words correctly."
		2. What difficulties do you have in spelling words?	"It's difficult to spell because the words are new and I'm not familiar with them."
		3. What difficulties do you have in understanding the meaning of words?	"I find it hard to understand new words because I've never seen or heard them before."
5	Heni Aprilia (S5)	1. What difficulties do you have in pronouncing English words?	"It's hard to pronounce many words, especially those that sound the same but have different spellings."
		2. What difficulties do you have in spelling words?	"It's difficult to write and spell words because some have double letters."
		3. What difficulties do you have in understanding the meaning of words?	"Sometimes I get confused by new words; the dictionary explanations are hard to understand, and I need examples and help from the teacher."
6	Rafa Maulana (S6)	1. What difficulties do you have in pronouncing English words?	"I find speaking difficult because of tricky pronunciations and words that sound the same but have different spellings and meanings."
		2. What difficulties do you have in spelling words?	"I have trouble remembering the correct spelling and often forget."
		3. What difficulties do you have in understanding the meaning of words?	"I find it hard to understand new words because the explanations are also difficult."

Recording Links :

1. S1 : https://drive.google.com/file/d/1FKoAjih9gmAlYe__lsm-gIDHXiilR/view?usp=drivesdk
2. S2 : https://drive.google.com/file/d/1FGx86f5MO7All5C6pCKLF5wA3O0FrHgc/view?usp=drivesdk
3. S3 : https://drive.google.com/file/d/1FF-uzfyhARx5i3V7RkBGCgjfEJ6KY5u/view?usp=drivesdk
4. S4 : https://drive.google.com/file/d/1FSRBnonyL0plYo3Mpa3iLA4P5Tz9nmRa/view?usp=drivesd
5. S5 : https://drive.google.com/file/d/1FBPhrAkbM-_ovoZ8WJpfzOZCZiRPJKMa?view?usp=drivesdk
6. S6 : https://drive.google.com/file/d/1FMjetKoi_9gEYxVL8BbJFqZcnIBHLyaz/view?usp=drivesdk

Appendix 9

The Interview Dialogue between Researcher and Teacher

Peneliti : Selamat pagi, Bu. Terima kasih sudah meluangkan waktu untuk wawancara. Saya ingin bertanya mengenai bagaimana Ibu membantu siswa mengatasi kesulitan dalam mempelajari kosakata bahasa Inggris. Bisa dijelaskan?

Guru : Selamat pagi. Ya, tentu saja. Dalam mengajarkan kosakata, saya biasanya mulai dengan menjelaskan arti dari kata tersebut. Saya juga menjelaskan bagaimana struktur kalimatnya, seperti subjek, predikat, dan objek, agar siswa bisa memahami konteksnya dengan lebih baik.

Peneliti : Itu terdengar sangat membantu. Media apa saja yang Ibu gunakan dalam proses pembelajaran?

Guru : Saya menggunakan papan tulis untuk menuliskan kosakata, menunjukkan cara pengucapannya, dan memberikan contoh kalimat. Selain itu, saya juga menggunakan internet untuk mencari bahan tambahan, terutama yang berkaitan dengan kosakata. Hal ini membantu siswa memahami materi lebih dalam dan menambah pengetahuan mereka.

Peneliti : Apakah siswa merasa metode ini efektif?

Guru : Ya, mereka merasa terbantu. Penggunaan papan tulis dan internet membuat pembelajaran menjadi lebih menarik. Mereka jadi lebih tertarik dan bisa memahami materi dengan lebih baik.

Peneliti : Apakah Ibu menggunakan teknik khusus dalam mengajarkan kosakata?

Guru : Ya, saya sering menggunakan teknik bertanya (questioning technique). Saya membiarkan siswa saling bertanya dan menjawab pertanyaan yang berkaitan dengan kosakata. Ini

membantu mereka berpikir kritis, memahami makna kata, dan lebih percaya diri saat berbicara.

Peneliti	: Bagaimana Ibu menerapkan teknik ini di kelas?
Guru	: Pertama, saya menjelaskan materi dari buku teks bahasa Inggris. Kemudian siswa berdiskusi dan mencari arti kosakata menggunakan kamus. Setelah itu, saya memberikan contoh cara pengucapan kata, lalu saya ajukan pertanyaan tentang kosakata tersebut. Metode ini membuat mereka lebih aktif dan kompetitif dalam proses pembelajaran.
Peneliti	: Itu pendekatan yang sangat interaktif dan berpusat pada siswa. Apakah siswa diperbolehkan menggunakan kamus selama pelajaran?
Guru	: Ya, tentu saja. Saya mendorong mereka untuk menggunakan kamus, terutama saat latihan. Ini membantu mereka belajar secara mandiri.
Peneliti	: Terima kasih banyak, Bu. Penjelasan Ibu sangat membantu untuk penelitian saya.
Guru	: Sama-sama. Saya senang bisa membantu.

Researcher	: Good morning, Ma'am. Thank you for taking the time to speak with me. I would like to ask you about how you help students overcome difficulties in learning English vocabulary. Could you please explain?
Teacher	: Good morning. Yes, of course. In teaching vocabulary, I usually start by informing students about the meaning of the words. I also explain how the sentences are structured — focusing on the subject, predicate, and object — so they can understand the context better.

Researcher	: That sounds very helpful. What kind of media do you use in the teaching process?
Teacher	: I use a whiteboard to write the vocabulary, show how to pronounce the words, and give example sentences. Besides that, I also use the internet to find supporting materials, especially related to vocabulary. This helps students understand more deeply and broaden their knowledge.
Researcher	: Do the students find this method effective?
Teacher	: Yes, they do. Using the whiteboard and the internet makes learning more interesting for them. They are more engaged and can understand the material better.
Researcher	:Do you use any particular teaching techniques to help students learn vocabulary?
Teacher	: Yes, I often use the questioning technique. I let students ask and answer questions related to the vocabulary. It helps them think critically, understand the meaning of the words, and improve their confidence when speaking.
Researcher	: How do you usually apply this in the classroom?
Teacher	: First, I explain the material using the English textbook. Then, the students discuss and look up the meaning of new vocabulary using dictionaries. After that, I give examples of how to pronounce the words, and I ask questions related to the vocabulary. This method makes them more active and competitive during the learning process.
Researcher	: That's a very interactive and student-centered approach. Do you allow students to use dictionaries during the lesson?
Teacher	: Yes, I do. I encourage them to use dictionaries, especially during exercises. It helps them become more independent in learning vocabulary.

Researcher   : Thank you very much, Ma'am. Your explanation is very useful for my research.

Teacher   : You're welcome. I'm glad I could help.

Recording Link :
https://drive.google.com/file/d/1EzkV59HPQrO2pzcncpp3m6TwM_SNB8-1/view?usp=drivesdk

DOCUMENTATION OF LEARNING

The picture shows where the teacher engages students in the class to support students in answering the indicators of vocabulary mastery in a classroom setting at MTs Swasta Al-Jihad Kerasaan.

The picture shows a classroom setting where students are working on a task, while a teacher walks around to provide guidance. This activity appears to be part of a classroom-based research involving student participation.

The picture shows a teacher interviewing a student in a classroom as part of a research activity involving student opinios.

The picture shows a teacher interviewing a student in a classroom as part of a research activity involving student opinios.

The picture shows a reseracher conducting an interview with an English Teacher as part of a research activity.

CURRICULUM VITAE

I. **Personal Details**

    1. Name   : Anitah

    2. Reg. number   : 18 203 00087

    3. Gender   : Female

    4. Date of Birth   : Rambung Susu, 29 June 2000

    5. Birth Order   : 1

    6. Nationality   : Indonesia

    7. Marital Status   : Single

    8. Religion   : Islam

    9. Address   : Rambung Susu, Kerasaan 1, Kec. Pematang

                           Bandar, Kab. Simalungun

    10. Phone number   : 0822-4939-0838

    11. E-mail   : anitah2906@gmail.com

II. **Parents**

    1. Father

        a. Name   : Suyoto

        b. Job   : Entrepreneur

        c. Address   : Rambung Susu, Kerasaan 1, Kec. Pematang B

                           Bandar, Kab. Simalungun

        d. Phone Number: 0813-6111-4889

    2. Mother

        a. Name   : Yusni

        b. Job   : Housewife

   c. Address : Rambung Susu, Kerasaan 1, Kec. Pematang

            Bandar, Kab. Simalungun

   d. Phone Number: 0813-7034-3409

III. Educational Background

  1. SD Negeri no. 094167

  2. MTs Al-Jihad Kerasaan Simalungun

  3. MAN Simalungun

  4. State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan

IV. Organization

  -

Nomor   : 68 g   /Un.28/E.1/TL.00.9/02/2025   2 8 Februari 2025
Lampiran : -
Hal   : Riset
          Penyelesaian Skripsi

Yth. Kepala MTs Swasta Al-Jihad Kerasaan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Anitah

NIM   : 1820300087

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat   : Rambung Susu, Kerasaan 1 Kec. Pematang Bandar
              Kab. Simalungun

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Students' Difficulties in Vocabulary Mastery at Grade VIII Students of MTs Swasta Al-Jihad Kerasaan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian mulai tanggal 20 Februari 2025 s.d. tanggal 20 Maret 2025 dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

                            an. Dekan
                    Wakil Dekan Bidang Akademik dan Kelembagaan

                    Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A
                    NIP 19801224 200604 2 001

Nomor : 382 / MTs Al / K / III/ 2025
Lamp :
Hal : Riset Penyelesaian Skripsi

Kepada Yth :
Ibu Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A
Di Tempat

Berdasarkan Surat Pengantar Nomor : 689/Un.28/E.I/TL.00.9/02/2025 tentang permohonan kesediaan untuk membantu mendapatkan keterangan penjelasan dan data - data yang dibutuhkan dalam rangka penyusunan skripsi. Saya yang bertanda tangan di bawah ini :

1. Nama : **ULIK ERWANTO SPd**
2. Jabatan : Ka. MTs Al - Jihad Kerasaan
3. Unit Kerja : MTs Al - Jihad Kerasaan

Dengan ini menerangkan dengan sesungguhnya bahwa nama yang tertera di bawah ini :

1. Nama : **Anitah**
2. NIM : **1820300087**
3. Fakultas : Tarbiyah dan Ilmu Keguruan
4. Program Studi : Tadris Bahasa Inggris

Benar mahasiswa tersebut diatas telah melaksanakan Riset Skripsi berjudul :

" The Students' Difficulties in Vocabulary Mastery at Grade VIII Students of MTs Swasta Al - Jihad Kerasaan".

Adapun mahasiswa tersebut riset pada tanggal 20 Februari 2025 sampai dengan 20 Maret 2025. demikian surat keterangan ini diperbuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya

Kerasaan, 12 Maret 2025
Ka. MTs Al–Jihad Kerasaan

ULIK ERWANTO SPd