

**ANALYZING THE PROBLEMS OF VOCABULARY MASTERY
AMONG STUDENTS MAJORING IN ENGLISH AT UIN SYEKH
ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN**



A THESIS

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

Written By:

AVIKA INDAH HASIBUAN

Reg. Number. 2020300025

ENGLISH EDUCATIONAL DEPARTMENT

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

2025

**ANALYZING THE PROBLEMS OF VOCABULARY MASTERY
AMONG STUDENTS MAJORING IN ENGLISH AT UIN SYEKH
ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN**



A THESIS

*Submitted to the state Islamic University Syekh Ali Hasan Ahmad Addary Padang
Sidimpuan as a Partial Fulfilment of the Requirement for the Graduate Degree of
Education (S.Pd) in English*

Written By

AVIKA INDAH HASIBUAN

Reg. Number. 2020300025

ENGLISH EDUCATION DEPARTMENT

**TARBIAH AND TEACHERS TRAINING FACULTY
STATE UNIVERSITY FOR ISLAMIC STUDIES
OF SYEKH ALI HASAN AHMAD ADDRY
PADANGSIDIMPUAN
2025**

**ANALYZING THE PROBLEMS OF VOCABULARY MASTERY
AMONG STUDENTS MAJORING IN ENGLISH AT UIN SYEKH
ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN**



A THESIS



*Submitted to the state Islamic University Syekh Ali Hasan Ahmad
Addary Padang Sidimpuan as a Partial Fulfilment of the Requirement
for the Graduate Degree of Education (S.Pd) in English*

Written By

AVIKA INDAH HASIBUAN

Reg. Number. 2020300025

ADVISOR I

ADVISOR II


Fitri Rayani Siregar, M.Hum
NIP.198207312009122004


Sokhira Linda Vinde Rambe, M.Pd
NIP.198510102019032007

ENGLISH EDUCATION DEPARTMENT

**TARBIAH AND TEACHERS TRAINING FACULTY
STATE UNIVERSITY FOR ISLAMIC STUDIES
OF SYEKH ALI HASAN AHMAD ADDRY
PADANGSIDIMPUAN**

2025

LETTER OF AGREEMENT

Term : Thesis

a.n **Avika Indah Hasibuan**

Padangsidimpuan, ~~8 April~~ 2025

To:

Dean Tarbiyah and Teacher Training

FacultyIn - Padangsidimpuan

Assalamu'alaikum Warahmatullahi Wabarakatuh,

After reading, studying and giving advice for necessary revise on thesis belongs to *Avika Indah Hasibuan*, entitled "*Analyzing the Problems of Vocabulary Mastery among Students Majoring in English at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan*", 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

ADVISOR II


Fitri Rayani Siregar, M.Hum
NIP. 1982073 120012 2 004


Sokhira Linda Vinde Rambe, M.Pd
NIP. 19851010 201903 2 007

DECLARATION SHEET OF SELF THESIS COMPLETION

The name who signed here:

Name : Avika Indah Hasibuan

Registration Number : 20 203 00025

Faculty/ Department : Tarbiyah and Teacher Training Faculty/ TBI

The Title of Thesis : **Analyzing the Problems of Vocabulary Mastery among Students Majoring in English at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.**

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 arrage own thesis without doing plagiarism as it is in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan article 14 subsections.

I do this declaration truthfully, if there is deceitfulness and incorrectness degrading to this declaration in the future, I will be willing to get the punishment as it is required in student' academic degree disrespectfully, and other punishment regarding norms and legal law.

Padangsidimpuan, 7 March 2025
Declaration Maker




E289DAMX100194192
Avika Indah Hasibuan
Reg.Num. 20 203 00025

**AGREEMENT PUBLICATION
OF FINAL TASK FOR ACADEMIC CIVITY**

As Academic Civity of the State Institut for Islamic Studies Padangsidimpuan,
the name who signed here:

Name : Avika Indah Hasibuan
Registration Number : 20 203 00025
Faculty/ Department : Tarbiyah and Teacher Training Faculty/ TBI-2
Kind : Thesis

For development of science and knowledge, I here by declare that I present to the State Islamic University Syekh Ali Hasn Ahmad Padangsidimpuan **non Exclusive royalty right** on my thesis with entitled: **"Analyzing the Problems of Vocabulary Mastery among Students Majoring in English at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan."**

With all the sets of equipments (if needed). Based on the this **non exclusive royalty right**, the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in database form, to keep and to publicate my thesis as for as I am determined as a writer and owner of its creative right.

Above all, this statement is made true heartedly to be used properly.

Made in Padangsidimpuan

Date 7 March 2025

Signed



Avika Indah Hasibuan
Reg.Num. 20 203 00025



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan. H.T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faxmile (0634) 24023

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Avika Indah Hasibuan
Registration Number : 20 203 00025
Department : English Education
Faculty : Tarbiyah and Teaching Training Faculty
The Title of Thesis : **Analyzing the Problems of Vocabulary Mastery among Students Majoring in English at Uin Syekh Ali Hasan Ahmad Addary Padangsidimpuan**

Chief,

Secretary


Dr. Hanjka, M.Hum.
NIP. 19840815 200912 1 005


Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

Members,


Dr. Hanjka, M.Hum.
NIP. 19840815 200912 1 005


Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007


Dr. Eka Sustri Harida, M.Pd.
NIP. 19750917 200312 2 002


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

Proposed:

Place : Padangsidimpuan
Date : May, 26th 2025
Time : 08.00 WIB s/d 12.00 WIB
Result/ Mark : 80/A
IPK : **3.40**
Predicate : Sangat Memuaskan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
Jalan T. Rizal Nurdin Km 4,5 Sihitang Kota Padang Sidempuan 22733
Telepon (0634) 22080 Faximili (0634) 24022

LEGALIZATION

Thesis : Analyzing the Problems of Vocabulary Mastery
among Students Majoring in English at UIN Syekh
Ali Hasan Ahmad Addary Padangsidempuan
Name : Avika Indah Hasibuan
Reg. Num : 20 203 00025
Faculty : Tarbiyah and Teacher Training Faculty/TBI

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

Padangsidempuan, 12 February 2025

Dean of Tarbiyah and Teacher Faculty



Dr. Lelya Hilda, M.Si.

NIP 19720920 200003 2 002

ABSTRACT

Name : Avika Indah Hasibuan
Reg Number : 2020300025
Title : Analyzing the problems of Vocabulary mastery among Students majoring in English at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

This research analyzes the problems students face in learning vocabulary among sixth-semester students majoring in English at UIN Syekh Ali Hasan Ahmad Addary State Islamic University Padangsidempuan. The main aim is to identify students' challenges in Learning English. This research employs a quantitative descriptive method, using a questionnaire as the primary data collection tool. The study involved 63 sixth-semester students, with a sample of 30 students selected through simple random sampling from the TBI-2 class. Data analysis was conducted using quantitative methods to assess responses collected through the questionnaires. The findings reveal that the majority of students experience difficulties in learning vocabulary. Specifically, the data show that 13.33% of students agreed, while 17.83% disagreed. The dominant issue identified was pronunciation, which 40.0% of students found to be the most difficult aspect. Overall, the data indicate a negative response from students regarding vocabulary mastery. Based on the analysis, it can be concluded that students continue to face significant challenges in mastering vocabulary and need to engage in further learning to strengthen their vocabulary skills.

Keywords : Analyzing, Vocabulary Mastery

ABSTRAK

Nama : Avika Indah Hasibuan
Nomor Registrasi : 2020300025
Judul : **Menganalisis Permasalahan Penguasaan Kosakata pada Mahasiswa Jurusan Bahasa Inggris UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.**

Penelitian ini menganalisis permasalahan siswa dalam pembelajaran kosakata pada mahasiswa semester enam jurusan Bahasa Inggris di Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan. Tujuan utamanya adalah untuk mengetahui permasalahan siswa dalam belajar bahasa Inggris. Penelitian ini menggunakan metode deskriptif kuantitatif dengan menggunakan kuesioner sebagai alat pengumpulan data utama. Penelitian ini melibatkan 63 mahasiswa semester enam, dengan jumlah sampel sebanyak 30 mahasiswa yang dipilih melalui simple random sampling dari kelas TBI-2. Analisis data dilakukan dengan menggunakan metode kuantitatif untuk menganalisis respon yang dikumpulkan melalui kuesioner. Temuan menunjukkan bahwa hasil yang diperoleh adalah sebagian besar siswa mengalami kesulitan dalam mempelajari kosakata. Secara spesifik data yang diperoleh adalah 17.83% siswa setuju dan 13.33% siswa tidak setuju. Dominant siswa memilih Pronunciation sebagai indikator yang paling sulit yang diperoleh hasil bahwa 40.0% siswa mengalami kesulitan pada indikator tersebut. Secara keseluruhan, data ini menunjukkan respon negatif siswa terhadap penguasaan kosakata. Berdasarkan hasil analisis dapat disimpulkan bahwa siswa masih mengalami kesulitan yang besar dalam penguasaan kosakata dan perlu belajar lebih banyak untuk memperkuat penguasaan kosakatanya.

Kata Kunci : Analisis, Penguasaan Kosakata

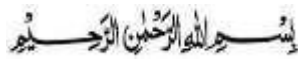
ملخص البحث

الاسم :أفيكا إنداه حسيبوان
رقم التسجيل : ٢٠٢٠٣٠٠٠٢٥:
عنوان البحث: تحليل مشكلات إتقان المفردات لدى طلاب قسم اللغة الإنجليزية بجامعة الإسلامية الحكومية شيخ علي حسن أحمد أداري بادانغسيدمبوان.

تخلل هذه الدراسة مشاكل الطلاب في تعلم المفردات لدى طلاب الصف السادس تخصص اللغة الإنجليزية في جامعة الشيخ علي حسن أحمد أداري الإسلامية الحكومية، بادانغسيدمبوان. الهدف الرئيسي هو تحديد مشاكل الطلاب في تعلم اللغة الإنجليزية. تعتمد هذه الدراسة على المنهج الوصفي الكمي باستخدام الاستبيان كأداة رئيسية لجمع البيانات. شملت هذه الدراسة ثلاثة وستين طالبًا من الصف السادس، مع حجم عينة مكون من ثلاثين شخصًا. تم إجراء تحليل البيانات باستخدام الأساليب التالية تم اختيارهم من خلال عينة عشوائية بسيطة تم إجراء تحليل البيانات باستخدام الأساليب الكمية لتحليل الاستجابات التي تم جمعها من tbi-2 من فصل خلال الاستبيانات. وأظهرت النتائج أن النتائج التي تم الحصول عليها هي أن غالبية الطلاب يعانون من صعوبة في تعلم المفردات. على وجه التحديد، كانت البيانات التي تم وكانت النتيجة أن سبعة عشر فاصل ثلاثة وثمانين بالمائة من الطلاب وافقوا، وثلاثة عشر فاصل ثلاثة وثمانين بالمائة من الطلاب لم يوافقوا. اختار الطلاب المسيطرون النطق باعتباره المؤشر الأكثر صعوبة وكانت النتيجة أن أربعين فاصلة صفر بالمائة من الطلاب واجهوا صعوبة في هذا. المؤشر. بشكل عام، تُظهر هذه البيانات استجابة الطلاب السلبية لإتقان المفردات. بناءً على نتائج التحليل يمكن الاستنتاج أن الطلاب ما زالوا يواجهون صعوبات كبيرة في إتقان المفردات ويحتاجون إلى تعلم المزيد لتعزيز إتقانهم. للمفردات.

قطط كونك: نيلسوس، بانجاسا كاسكاتا

ACKNOWLEDGEMENT



Praise is directed to Allah SWT, the Almighty creator who has given me health, opportunity, strength, time, knowledge so that I can complete this thesis entitled “Analyzing the Problems of Vocabulary Mastery among Students Majoring in English at Uin Syekh Ali Hasan Ahmad Addary Padangsidempuan” Then, greetings to the spirit of our Lord the great prophet Muhammad saw, that who has brought us from the darkness era into the lightness era.

In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my biggest gratitude to the following people:

1. Mrs. Fitri Rayani Siregar, M.Hum., as my first advisor who have guided me to finish this thesis, guide me to make a good thesis, who have been the great advisor for me and gave me many ideas, criticism and suggestion in writing this thesis.
2. Mrs. Sokhira Linda Vinde Rambe, M.Pd., as my second advisor who has guided me for finishing this thesis, who has been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.
3. The Rector and Vices of UIN SYAHADA Padangsidempuan, that has accepted the researcher as the one who studied in UIN SYAHADA Padangsidempuan.
4. The Dean of Tarbiyah and Teacher Training Faculty and vices that created great activities entire the faculty to improve students' achievement.
5. Mrs. Fitri Rayani Siregar, M.Hum., as the Chief of English Education.
6. All lecturers and academic cavities of UIN SYAHADA Padangsidempuan who have given so much knowlwdge and helped during I studied in this university.
7. My beloved parents, Rustam Efendy Hasibuan and Mrs. Nurhabibah Lubis who always prayed for me, always supported me every step of the way, never tired in advising me, the most valuable person in my life, thank you

for always being here for me ,without you I would not be like this and without your prayer,support, and blessing I could not come to this point, thanks a billion mom and dad.

8. Especially my husband Reza Saputra Dalimunthe, thank you very much for always supporting me, always giving me motivation and always accompanying me in every journey of working on this thesis.
9. To my beloved friends, Widya Natahsyah, Putri Zulhilma, Jahara Hasibuan, and Nurkhodijah who have taken the time to be friends to complain, provide encouragement and fight together to complete their undergraduate education and achieve success..
10. Lastly, myself, Avika Indah Hasibuan, for all her hard work and enthusiasm so that she never gave up in working on the final assignment of this thesis.

I hope I remain humble, because this is just the beginning of it all

I realize this thesis cannot be finished without critiques and suggestions.

Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidempuan, Mei 2025

Researcher

Avika Indah Hasibuan

Reg. Num. 20 203 00025

TABLE OF CONTENTS

	Page
INSIDE TITLE PAGE	
LEGALIZATION ADVISOR SHEET	
AGREEMENT ADVISOR SHEET	
DECLARATION OF SELF THESIS COMPLETION	
PUBLICATION APPROVAL STATEMENT	
SCHOLAR MUNAQOSYAH EXAMINATION	
LEGALIZATION OF DEAN TARBIYAH AND TEACHER	
TRAINING FACULTY	
ENGLISH ABSTRACT	i
INDONESIAN ABSTRACT	ii
ARABIC ABSTRACT	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF APPENDIXES	x
 CHAPTER I INTRODUCTION.....	 1
A. The Background of the Problem	1
B. The Focus on the Problems	6
C. The formulations of the Problem	6
D. The Objectives of The Research	6
E. The Significances of The Research.....	6
F. The Defenitions of Terminologies	7
G. The Outlines of The Research.....	8
 CHAPTER II THE THEORITICAL DESCRIPTION	 10
A. Literature Review	10
1. Vocabulary.....	10
a. Definition of Vocabulary	10
b. Learning Vocabulary	12
c. Teaching Vocabulary	13
d. Types of Vocabulary	15
e. The importance of Vocabulary.....	16
f. Principle of Vocabulary.....	18
g. Problem in Learning Vocabulary	21
B. The Related Findings	22

CHAPTER III RESEARCH METHODOLOGY	25
A. The Research Design	25
B. The Time and Location of the Research	25
C. The Population and the Sample	25
D. The Instrument of Data Collection	27
E. The Validity of Questionnaire	31
F. The Process of the Research	31
G. The technique of Data Analysis	32
CHAPTER IV RESULT AND DISCUSSION.....	36
A. Data Description	36
B. Discussion	65
C. The Treats of The Research	67
CHAPTER V CONCLUSION SUGGESTION.....	68
A. Conclusion	68
B. Implication	68
C. Suggestion	69
 REFERENCES	
CURRICULUM VITAE	
APPENDIXES	

LIST OF TABLES

	Page
Table III.1 The Population of The Research	26
Table III.2 Indicator in the questionnaire on Vocabulary learning problems in learning English	28
Table IV.1 I didn't get the support that was able to correct the pronunciation of the new words	37
Table IV.2 Overall, I feel that pronunciation problems affect my academic performance in this study program.....	38
Table IV.3 I cannot imitate the pronunciation of new vocabulary that I hear from audio or video sources	39
Table IV.4 I find it difficult to pronounce new words in English.....	40
Table IV.5 I find it difficult to spell new vocabulary in English	41
Table IV.6 I often make mistakes when writing new vocabulary in English.....	43
Table IV.7 I found it challenging to master Vocabulary because some word or sounds had misspelled spellings.....	44
Table IV.8 The spelling practice I did did not show any improvement in my spelling ability	45
Table IV.9 I find it difficult to study long and complex words	47
Table IV.10 I can't remember long and complicated new vocabulary all at once	49
Table IV.11 Long and complex vocabulary often makes me feel less confident in communication.....	50
Table IV.12 I find it difficult to use long and complex comprehensions effectively in oral communication.....	51
Table IV.13 I find it difficult to use new vocabulary according to correct	

grammatical rules	52
Table IV.14 New vocabulary often makes me confused about the correct form or sentence structure	53
Table IV.15 I often make grammatical errors when using new understandings in sentences	54
Table IV.16 Grammatical errors when using new vocabulary make me feel less confident in oral communication.....	55
Table IV.17 New vocabulary often has meanings that are difficult for me to understand or differentiate from other understandings	56
Table IV.18 The meaning of new vocabulary feels ambiguous when compared with its synonyms or antonyms	57
Table IV.19 I found it challenging because some words have the same structure but distinct meanings.....	59
Table IV.20 I did not show any improvement in understanding the meaning of new vocabulary	61
Table IV.21 Percentage of Questionnaire Results	63
Table IV.22 Shapiro – wilk	65

LIST OF APPENDIXES

APPENDIX 1 Research Questionnaire

APPENDIX 2 Interview

APPENDIX 3 Data of Questionnaire

APPENDIX 4 Statements and Students Percentages

APPENDIX 5 Validation Letter

APPENDIX 6 The Title Confirmation Letter

APPENDIX 7 The Reseach Letter

APPENDIX 8 Research Reply Letter

APPENDIX 9 Documentation of Research

CHAPTER I

INTRODUCTION

A. The Background of the Problem

One of the most crucial lessons in learning a foreign language is vocabulary, as without a wide vocabulary, one cannot communicate. Therefore, learning vocabulary is essential for students. For this reason, vocabulary is crucial for anyone learning a new language. To help their pupils easily master language, teachers must be innovative in their vocabulary instruction. While we acknowledge the value of expanding one's vocabulary, other aspects like phonology, grammar, and translation should also not be disregarded. While the students' vocabulary is merely the foundation for learning English, even a strong command of the language does not ensure that they can utilize it flawlessly.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.¹ Basically, learners will have difficulties mastering the four skills in learning English because of the lack of vocabulary possessed by learners.² Vocabulary is a central part of a language. Without extensive vocabulary and a well-planned approach to learning new vocabulary, students frequently fall short of their potential and may not be able to effectively utilize the opportunities for language learning in their immediate

¹ Renandya Jack C, Richards, Willy A, *Methodology in Language Teaching*, Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo Cambridge (Cambridge University Press 2002 This, 2002), <https://www.cambridge.org/core/books/methodology-in-language-teaching/88EAF4840F533BD7DC572931A3E7D906>.

² Hajra Bimas Reskiawan, Netty Huzniati Andas, "A Study on Students' Difficulties In Vocabulary Mastery at First Grade Students of SMPN 1 Baula," *Jurnal Bahasa, Sastra Dan Budaya* 19, no. 1 (2020): 35, <https://jurnal.fs.umi.ac.id/index.php/tamaddun-life/article/view/74/61>.

environment, such as listening to the radio, watching television, speaking to native speakers, or using language in different contexts.

Vocabulary is one viewpoint that should be learned and dominated by students because vocabulary is related to the skills contained in English. One of the main building blocks of language proficiency is vocabulary, which gives students the foundation they need to read, write, listen, and talk effectively.³ Students employ words when speaking, listening, reading, and writing. When speaking, they also listen to the words Vocabulary mastery is a fundamental factor in learning a language it is crucial for effective communication and comprehension in a foreign language.⁴ So this can be achieved through extensive reading, engaging in conversations, watching English-language media, and practicing writing.

Vocabulary mastery is knowledge in interpreting words. Not only how many words are known, but how the vocabulary can be used, being able to multiply words, understand words, and be able to integrate words.⁵ Vocabulary is necessary for successful second language use because, without it, people struggle to properly express themselves both orally and in writing. One of the language components that must be acquired is vocabulary.

In addition, students thought to comprehend a statement by delving into the vocabulary's meaning. The words that students use when speaking have an impact

³ A.Thalib Nur Rahmah, M.Tahir, "The Effect of Vocabulary Mastery on Students' Reading Comprehension," *International Journal of Business, English, and Communication (IJoBEC)* 1, no. 1 (2023): 37, <https://journal.unm.ac.id/index.php/ijobec/index>.

⁴ Rosa Amelia Nurul Rahmawati, Nur Salamah Hidayatillah, "An Analysis of Student Difficulties in Vocabulary Mastery: A Case Study at English Club of SMAN 7 Kota Serang," *Jurnal Kajian Ilmu Pendidikan* 4 (2023): 10, <http://journal.al-matani.com/index.php/jkip/index>.

⁵ Nur Rahmah, M.Tahir, "The Effect of Vocabulary Mastery on Students' Reading Comprehension."

on how effectively they comprehend what is being said, the mastery of language by pupils has an impact on their capacity to comprehend and grasp the message conveyed by the writer through their writing as they read. Students' knowledge of vocabulary in writing reflects how well they can express their readers' thoughts.

Without grammar very little can be conveyed, without vocabulary, nothing can be conveyed.⁶ It means that if someone has good grammar, nevertheless it is useless when they do not know much vocabulary. We can say almost anything with words. Vocabulary is one of the elements of language that should be learned and taught.⁷ So we have to be able to organize our grammar well and correctly and be able to include the vocabulary we know in correct grammar.

The skill in expressing ideas or ideas in English, both spoken and written, is strongly influenced by the amount of vocabulary that is known and understood about various things as well as knowledge of English grammar.⁸ Strong vocabulary mastery will also improve linguistic proficiency. A well-versed vocabulary will facilitate clearer and simpler comprehension of spoken language. A strong grasp of vocabulary will make written language submissions easier to read and comprehend. It follows that vocabulary plays a crucial part in language. It will be simpler for you to comprehend what you read and hear if you have a larger vocabulary.

The researcher gathered data from multiple specialists regarding the

⁶ Scoot Thornbury, *How to Teach Vocabulary*, ed. Sue Harnes (England: Bluestone Press, 2002), https://www.academia.edu/18950782/How_to_teach_vocabulary_by_Scott_Thornbury.

⁷ Bimas Reskiawan, Netty Huzniati Andas, "A Study on Students' Difficulties In Vocabulary Mastery at First Grade Students of SMPN 1 Baula."

⁸ Sanaria Maneba Ismail, Baharudin, "Analysis of the Students' Problems in Learning Vocabulary Tt Smp Satap Palea," *English Education Journal* 5 (2022): 28, <https://ejournal.lppmunidayan.ac.id/index.php/english/article/view/857/652>.

problems students faced when acquiring terminology. The vocabulary problems of the students are as follows: even though they are familiar with some of the term's components (first letter, last letter, etc.), many of them struggle to recall the entire term.

UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan is one of the universities in Padangsidempuan. As a formal institution, this University also provides an English major for its students. This university has a mandatory dormitory program, where every student is required to take part in this program during their studies in the first and second semesters. So during these two semesters, students are devoted to studying languages, one of which is English. While in the dormitory, students focus on memorizing and applying vocabulary. One important aspect of understanding a language is knowing what vocabulary is first.

During observations, researchers found several students in the fifth semester of the English department who experienced difficulties in mastering vocabulary. The abilities of each student are different. Proficiency in language skills has not been achieved. Researchers believe that students lack understanding, but lecturers always provide new understanding to them at every meeting. However, some students still have some problems in using vocabulary. Moreover, most of them do not know pronunciation, spelling, grammar, and meaning in terms of basic language matters.

After conducting an interview with Miss Mn, one of the fifth-semester students majoring in English at UIN Syekh Ali Hasan Ahmad Addary

Padangsidempuan, She said several problems in learning vocabulary including the difficulties in pronunciation of the vocabularies such as (everyday language, draft, etc.). less active in applying vocabulary every day. Difficulties in remembering new vocabulary quickly.⁹ Researchers believe that students' understanding is lacking, but lecturers always provide new understanding to them at every meeting. However, some students still have some problems in using vocabulary. Moreover, most of them do not know pronunciation, spelling, grammar and meaning in terms of basic language matters.

This phrase suggests that the lecturer did a good job of instructing. Nonetheless, some pupils continue to struggle with language mastery. For students, particularly Indonesian students studying English as a second language, mastering vocabulary is a difficult task. This could occur as a result of the lack of English usage in daily conversation. Students still have a poor level of skill mastery as a result.

Based on the statement above, the researcher was interested in investigating the problems above in research entitled “Analyzing the Problems of Vocabulary Mastery among Students Majoring in English at Uin Syekh Ali Hasan Ahmad Addary Padangsidempuan”

B. The focus of the Problems

In this research, the researcher will try to describe and explain students’

⁹ Maimunah, “Students in English Department,” n.d.

problems in vocabulary lessons in English lessons for fifth semester students at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan by paying attention to the development of students' vocabulary.

C. The Formulations of the Problem

Based of the explanation problem above, the researcher takes the formulation of the problem as below:

1. What problems are faced by students in learning vocabulary at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan?
2. What is the dominant problems in learning ocabulary at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan?

D. The Objectives of Research

Based of the explanation above, the researcher takes the aims of the researcher below:

1. To describe the problems faced by students in learning Vocabulary at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan
2. To describe the dominant problems in learning Vocabulary at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

E. The Significances of the Research

1. For the head of program

To improve the overall quality of education in the English department. By analyzing the challenges of vocabulary mastery, this research will provide insights that can shape curriculum development, resulting in teaching methods that are more effective and tailored to student needs.

2. For the lecturer

To provide interaction to English lecturers regarding vocabulary mastery problems for students majoring in English.

3. For the researchers

Hopefully, this research will be useful for researchers as novice researchers in learning how to conduct research. Hopefully, this research is useful for researchers as novice researchers in learning how to conduct research. This research aims to fulfill one of the requirements for researchers to complete their undergraduate program at the Department of English Education, Faculty of Teacher Training and Education, Syekh Ali Hasan Ahmad Addary State Islamic University, Padangsidempuan.

F. The Definitions of Terminologies

There are several terms used in this research that needs to be explained in defined as follow :

1. Analysis

Analysis is a process of breaking down complex information into smaller, more manageable parts to understand it better. It often involves examining elements, identifying patterns, and making connections to draw conclusions or make informed decisions.

2. Learning Problem

A "learning problem" refers to a challenge or difficulty encountered

during the process of acquiring new knowledge or skills. Learning problems can vary widely based on the context, such as educational settings, individual learning styles, or specific subjects.

3. Vocabulary

Vocabulary refers to the set of words and phrases that a person knows and uses. It encompasses all the words that someone can recognize, understand, and employ in communication. Vocabulary is crucial for effective speaking, writing, and comprehension in any language.

So analyzing complex information involves breaking it down into manageable parts for better understanding. Meanwhile, learning problems are challenges faced when acquiring new knowledge or skills, which vary based on context. Then Vocabulary is a collection of words and phrases used in communication, essential for speaking, writing and understanding any language effectively.

G. The Outlines of the Research

Chapter one consists of the background of the problem which describes the chronologic phenomenon. Then this thesis also explains about Focus of the problem, the Formulation of the Problem, the Purpose of the research, and the significance of the research, and continues with the definition of the key term in the last talk about the systematic of the thesis.

Chapter two consistent of the theoretical description, and the last in chapter two consisted of the review-related findings.

Chapter three consistent of research methodology, and in research

methodology consisted of the time and place of the research, the kinds of the research, the source of the data, the instrument of data, and the techniques of analysis data.

Chapter four consists of the results of the research, which explains more about the results both of the observation and interview, then talks about the analysis and description of the data, next explains more about the trustworthiness, and last consists treats of the research.

Chapter five consists of a conclusion about the result of the research, there 2 conclusions in this research, then consist implications of the research, and the last consists of suggestions given to the students and the teacher.

CHAPTER II

THEORITICAL DESCRIPTION

A. Literatur Review

a. Vocabulary

a. The Definitions of Vocabulary

Vocabulary is a collection of words owned and used by a person or group in a language. Vocabulary includes various terms and phrases that are understood and used in communication. The use of vocabulary is crucial for teaching and learning English. Without a word's meaning being understood, children will find it impossible to comprehend what they read, observe, and learn.

Vocabulary is our stock of words used in communication with others.¹ Vocabulary is a set of words that are known to mean and can be used by someone in a language.² A person's vocabulary is their entire collection of words that they are familiar with or could use to construct a new sentence. Most people believe that a person's extensive vocabulary gives away something about his intelligence or educational attainment. Comprehending vocabulary is often considered a crucial aspect of language learning and the enhancement of an individual's proficiency in a language they have learned.

¹ Wa Saripah, "Improving Students' Vocabulary Through Picture Cards," *Vision Journal* 18 (2022): 118, <http://jurnaltarbiyah.uinsu.ac.id/vision>.

² Asriani Hasibuan Reza Oktaviana Pasaribu, Gabby Maureen pricilia, "The Effect of Using Chinese Whispers Game on Students' Vocabulary Mastery," *Jurnal Liner* 3 (2020): 172, <https://doi.org/https://doi.org/10.37081/liner.v3i3.2007>.

Vocabulary is a set of words used in compiling a sentence and has meaning.³ The initial step in learning a language is to acquire as much vocabulary as you can and work toward mastery. It will be simpler for you to put your thoughts into words as a result. The most crucial component of language ability is vocabulary since it dictates how well speakers, listeners, readers, and writers are.

Vocabulary is an important language component and will not be able to escape in learning English. Junaid et. al states, “Vocabulary is an essential element of foreign language learning. It plays an essential role in language learning because it involves the four macrolinguistic skills: listening, speaking, reading, and writing.”⁴ It means that language learners with good vocabulary will speak more fluently, write better, listen easier, and read more quickly than those who lack vocabulary.

According to the definition above, it can be concluded that vocabulary is a set of words that must be mastered along with their meanings to become a tool for expressing language and or interpreting information in communication.

³ Nur Aeni Sartika Manda, Ahmad Talib, “Improving Students’ Vocabulary by Using Show and Tell (S&T) Method at the First Grade Students of SMA Negeri 6 Toraja Utara,” *Journal of Excellence in English Language Education* 1 (2022): 311, <https://ojs.unm.ac.id/JoEELE/article/view/37945>.

⁴ Rusdiana Junaid, Paldy, and Arini Hasan, “The Use of Fly Swatter Game to Improve Students’ Vocabulary Mastery,” *Journal of English Language Teaching and Applied Linguistics* 4, no. 3 (2022): 120–28, <https://doi.org/10.32996/jeltal.2022.4.3.11>.

b. Learning Vocabulary

Learning is a process of changing a person's attitude or behavior that is positive for him.⁵ A learning strategy is a habit pattern used in the learning process so that students can develop their abilities deeper.⁶ Vocabulary learning is central to language acquisition whether the language is first, second, or foreign.⁷ Learning English vocabulary needs a process.⁸ In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery.⁹ condition should help learners to acquire a critical mass of words to use in both understanding and producing language.¹⁰ language learning strategies can be classified into 2 primaries, direct and indirect.¹¹

So Learning involves positive attitude change and habit patterns for deeper skill development. Vocabulary learning is crucial for language acquisition, and effective learning requires mastery of vocabulary. Language learning strategies can be direct or indirect, and can be

⁵ Muhammad Bambang Purwanto and Ferri Hidayad, "English Learning Strategies for Vocabulary Mastery," *English Education: Journal of English Teaching and Research* 7, no. 2 (2022): 178–89, <https://doi.org/10.29407/jetar.v7i2.18457>.

⁶ Bambang Purwanto and Hidayad.

⁷ I. S.P. Nation, "Learning Vocabulary in Another Language," *Learning Vocabulary in Another Language*, 2013, 1–624, [https://doi.org/10.1016/s0889-4906\(02\)00014-5](https://doi.org/10.1016/s0889-4906(02)00014-5).

⁸ Mhd. Ferdi Irvani, "An Analysis of Students' Difficulties in Vocabulary Mastery at State Senior High School 1 Kampar" 21, no. 1 (2020): 1–9, <https://repository.uin-suska.ac.id/25083/2/GABUNG.pdf>.

⁹ Mhd. Ferdi Irvani.

¹⁰ Scoot Thornbury, *How to Teach Vocabulary*.

¹¹ Bambang Purwanto and Hidayad, "English Learning Strategies for Vocabulary Mastery."

classified into two primaries.

Teachers have always had a natural curiosity about how students acquire vocabulary. We could assist learners in developing more profitable tactics if we had more knowledge about their techniques and what works and what doesn't. We have consistently offered guidance on vocabulary acquisition.

c. Teaching Vocabulary

The foundation of communication is vocabulary. People will not be able to take part in the discourse if they do not understand the meaning of the important terms used by those who address them. They must be able to develop words that accurately represent their meaning if they wish to ask questions or express ideas. Learning vocabulary is therefore essential to become proficient in a second or foreign language.

Teaching vocabulary is clearly more than just presenting a new word.¹² In teaching vocabulary, the teachers hope to have some technique in order to make students familiar with the vocabulary so that they understand new words easily.¹³ Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language, recent research indicates that teaching vocabulary probably becomes such problematic because many teachers are not confident about the best

¹² Siti Nurmeliya Baskarani, "The Teaching of English Vocabulary (A Case Study at the Seventh Grade Students of MTs Negeri 2 Jakarta)," *Jurnal ADIMAS* 4, no. 12 (2016): 123, <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/33875/1/%28Watermark%29%20Siti%20Nurmeliya%20Baskarani%201112014000086%29.pdf>.

¹³ Baskarani.

practice in vocabulary teaching.¹⁴ In addition to making it easier for pupils to understand new terms, the strategies also serve to keep instructional activities interesting for the students and prevent monotony.

Teaching vocabulary effectively requires a multifaceted approach that includes direct instruction, immersive reading experiences, and interactive activities, enabling students to not only learn new words but also to understand their nuances and applications in various contexts. By incorporating games, technology, and real-life examples, educators can create an engaging learning environment that motivates students to delve into language and enhances their overall communication skills. Ultimately, a strong vocabulary foundation equips learners with the tools they need to excel academically and express themselves more clearly in both written and spoken forms.

So vocabulary is the foundation of communication and is essential for proficiency in a second or foreign language. Teaching vocabulary involves more than just presenting new words; it involves techniques to make students familiar with the vocabulary and keep instructional activities interesting. Effective vocabulary teaching requires a multifaceted approach, including direct instruction, immersive reading experiences, and interactive activities. Incorporating games,

¹⁴ Amatul Firdausah, Dina Merris Maya Sari, and Stkip PGRI Sidoarjo, "Teaching Vocabulary To Young Learners Using Flashcards," *Jurnal Bahasa, Sastra, Seni, Dan Budaya* 06, no. 02 (2022): 719–24, <https://e-journals.unmul.ac.id/index.php/JBSSB/login>.

technology, and real-life examples can create an engaging learning environment, motivating students to delve into language and enhance their communication skills.

d. The Types of Vocabulary

Words in a language are small elements, which could make up a language and function to express ideas. Linguistics classifies vocabulary in to two kinds:¹⁵

- a. Receptive vocabulary refers to the words or lexical items, which can be recognized and comprehended in context of listening and reading.
- b. Productive vocabulary refers to words, which we use in speaking and writing.

According to Afzal, there are two types of vocabulary they are passive and active below:¹⁶

- a. The active vocabulary refers to the words taught to students, and they can use these words in speech or writing as oral or written expressions.

¹⁵ Hasan, "Improving Students English Vocabulary by Using Tic Tact Toe Game at The Second Year of SMP Negeri 7 Satap Maiwa Kabupaten Enrekang," *Edumaspul Jurnal Pendidikan* 2 (2018), https://www.researchgate.net/publication/330786715_Improving_Students_English_Vocabulary_by_Using_Tic_Tact_Toe_Game_at_The_second_Year_of_SMP_Negeri_7_Satap_Maiwa_Kabupat_en_Enrekang.

¹⁶ Naeem Afzal, "A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education," *Arab World English Journal* 10, no. 3 (2019): 81–98, <https://doi.org/10.24093/awej/vol10no3.6>.

- b. The passive vocabulary refers to the words that students recognize and understand in a context.

In addition, Kamil and Hiebert¹⁷ divided the vocabulary into Oral Vocabulary, Print Vocabulary, and Productive Vocabulary. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading.

According to the justification given above, oral vocabulary vastly exceeds print vocabulary because people understand what they are saying when they speak, print vocabulary is defined as the vocabulary we can understand when we read it, and productive vocabulary is the vocabulary we can use both in writing and speaking.

e. The Importances of Vocabulary

¹⁷ Michael L. Kamil Elfrieda H. Hiebert, *Teaching and Learning Vocabulary*, ed. Elfrieda H. Hiebert (Francis: Marwah, 2005), https://books.google.co.id/books?id=0a-QAgAAQBAJ&printsec=frontcover&hl=id&source=gbs_ge_summary_r&cad=0.

Vocabulary learning is very important for people who learn English both as a foreign language and as a second language. Highlight the importance of vocabulary learning for reading comprehension and competency, which are directly related to language acquisition, learning a second language, and academic success.

In addition, according to Grauberg the process of learning vocabulary involves four stages:¹⁸

a. Discrimination

This is the basic step. It involves the ability to distinguish sounds, and letters from those next to them, and the sounds and letters of similar 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.

b. Understanding Meaning

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

c. 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,

¹⁸ Emily Spinelli and Walter Grauberg, *The Elements of Foreign Language Teaching*, *The Modern Language Journal*, vol. 82, 1998, <https://doi.org/10.2307/330231>.

and it will be forgotten.

d. Consolidation and Extension of Meaning

Learning new words is not an instantaneous process if it was, and if presentation were the only critical variable involved, then words would not be forgotten and need to be relearned.

Discrimination involves distinguishing sounds and letters from similar words in listening, reading, and writing. Understanding meaning involves understanding the foreign word or phrase's concept. Retention is crucial after introducing new material. Consolidation and extension of meaning are essential steps in learning new words. If presentation were the only critical variable, words would not be forgotten and need to be relearned.

f. Principles of Vocabulary

There are many principles in teaching and learning vocabulary as follows: aims, quantity, need, situation presentation, meaningful presentation, presenting in context, learning vocabulary, inference (guessing) procedure in vocabulary learning, technique in teaching and learning vocabulary. Wallace in Hernawati stated nine principles of teaching and learning vocabulary as follows:

a. Aims

In teaching vocabulary, we have to be clear about our aims how to explicitly we must decide the vocabulary that we expect

the learner to be able to do. If it is not clear at this point, it will be difficult to assess how successful the vocabulary learning has been.

b. Quantity

Having decided what is involved in vocabulary learning. We may then decide on the quantity to be taught and the number of students who can learn. If we expect the word that will be taught to become part of what students can learn. The number of factors varies from class to class and from learner to learner when there are too many new words, the students may be confused, discouraged, and frustrated.

c. Need

The vocabulary that is taught the students depends on the course book or syllabus but the teacher should consider the aims of the course and the individual lesson.

d. Situation Presentation

The words presented are appropriate to the student's situation.

e. Meaningful Presentation.

The students must have a clear and specific understanding of what denotes or references are perfectly clear.

f. Presenting in Context

The words very seldom occur in isolation, so the students have to know the usual context that they occurs in.

g. Learning Vocabulary

Learning vocabulary and in the mother tongue and in the large language teaching the words of the target language the teacher can compare simulating and differences of the words.

h. Inference (guessing)

procedure in vocabulary learning inference is also one of the strategies in learning in which the learners are heard on a practice by using definite knowledge to have a clear understanding of the word they learn. The students infer the meaning of words by listening or reading them used in certain situations.

i. Frequent exposure and Repetition

A certain amount of repetition is necessary until there is proof that the students have learned the largest word. The simple way of checking that the students have done the learning is to see whether or not the students can recognize the target words and identify their meanings. If the words have to be part of the student's productive vocabulary, they must be given an opportunity to use them as often as necessary for them to the words with the correct pronunciation and identify their meaning.¹⁹

¹⁹ Hernawati, "Building Up the Studets' English Vocabulary Trough Fanny Stories At Smp Negeri 2 Duampanua Kab. Pinrang," *ETERNAL (English, Teaching, Learning and Research Journal)* 1, no. 2 (2015): 201–15, <https://doi.org/10.24252/eternal.v12.2015.a4>.

From the explanation above, teachers should understand these types according to the means, strategies, and methods that the teachers use.

g. The Problems in Learning Vocabulary

Learning vocabulary is not easy for students. Students face a lot of problems while learning vocabulary. One of the problems is well known. Students might have some difficulties in learning vocabulary. Some factors that often cause these problems are:²⁰

a. Pronunciation

Research shows that words are difficult to pronounce and more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.

b. Spelling

Sound-spelling mismatches are likely to be the cause of errors, either in pronunciation or spelling, and can contribute to a word's difficulty. While most English is fairly law-abiding, there are also glaring irregularities.

c. Length and Complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high-frequency words tend to be

²⁰ Scoot Thornbury, *How to Teach Vocabulary*.

short in English, and therefore the learner is likely to meet them more often, a factor favoring their learnability.

d. Grammar

Grammar associated with the words also problematic, especially if this differs from that of its first language equivalent.

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. Having learned one meaning of the word, they may be reluctant to accept a second, totally different, meaning.

Unfamiliar concepts may make a word difficult to learn.

B. The Related Findings

Previous related findings is used to support argument in this research. Besides, it is also used as a reference and comparison of the research with other research. There have been some findings related to this study, some of them are:

This researcher is not a beginner in this title, but there is the researcher had researched that relevant with the title. There have been some findings related to this study. Some of them are :

The first, Afzal²¹ stated This study, utilizing the questionnaire, has investigated vocabulary-learning problems confronted by PSAU English majors in pursuing their 4-year BA program at the Department of English.

²¹ Afzal, "A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education."

By analyzing the responses of the student participants, it has been confirmed that the learners face vocabulary-learning problems even at the university level of education. The problems surfaced as difficulties in pronouncing new words, spelling new words, using new words correctly, identifying the grammatical structure of words, guessing the meanings from the context, and others.

The second, Ferdi²² stated that the student's difficulties with vocabulary mastery in pronunciation was (36.92%), spelling was (32.30%), grammar was (30.76%), and meaning was (30.51%). So, the dominant difficulty in vocabulary mastery among the tenth-grade students at State Senior High School 1 Kampar was pronunciation. In this study Ferdi used a descriptive quantitative research method that consisted of one variable. The researcher focused on Students' Difficulties in Vocabulary Mastery. The researcher used simple random sampling in taking the sample. It means that by using simple random sampling we can choose individuals as the sample to represent the population. To collect the data for this research, the researcher used a test as an instrument.

The third, Masgajalba²³ stated to get the relevant data, the study used some techniques of data collection, they were: test, interview, questionnaire, and documentation. Before the writer did the test, the writer gave pre test to

²² Mhd. Ferdi Irvani, "An Analysis of Students' Difficulties in Vocabulary Mastery at State Senior High School 1 Kampar."

²³ Masgajalba, "Vocabulary Learning Problems at the Tenth Grade Students of Smk Kesehatan Maranatha Palangka Raya" (IAIN Palangka Raya, 2014), <http://digilib.iaipalangkaraya.ac.id/id/eprint/332>.

the students for getting validity of the test items at the eleven grade students.

In this research, the writer uses qualitative research. The writer will describe and identify the phenomena of vocabulary learning problems among the tenth-grade students of SMK Kesehatan Maranatha Palangka Raya.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This research uses Mix-method research. This was applied to analyze the problem of vocabulary mastery among students majoring in English at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The process of gathering data, graphs, and diagrams that explain the topic under study is known as quantitative research. Qualitative research is an investigation that centers on constructivism and is predicated on the idea that reality is dynamic.¹

B. The Time and the Location of the Research

This research has been carried out since August 2024 . The location of the research is in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, it was Located at T. Rizal Nurdin Street, No. Km 4.5 Sihitang, Southeast Padangsidimpuan, Padangsidimpuan City, North Sumatera.

C. The Population and the Sample

1. Population

Sixty-three students from the English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan comprise the population of this study.

¹ Kaya Yilmaz, "Comparison of Quantitative and Qualitative Research Traditions: Epistemological, Theoretical, and Methodological Differences," *European Journal of Education* 48 (2013): 312, <https://qualethics101.wordpress.com/wp-content/uploads/2016/10/yilmaz-2013.pdf>.

Table III.1
The population of The Research

No	Class	Total
1	TBI 1	33
2	TBI 2	30
Total Population		63

2. Sample

The population chosen for the study includes the study sample. Simple random sampling is the technique utilized to collect samples for this study. Simple refers to the fact that population strata are not taken into account when members of the population sample are changed suddenly.² The method used to select 1 sample class from two population classes is by using the lottery method. The steps are to write the names of class A and class B on a small piece of paper and then draw the paper randomly, then the selected class becomes the research sample.

The sample for this study is the 30 students recruited in TBI-2, the sixth semester of the English Department at State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

² Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, nineteenth (bandung: Alfabeta, 2013).

D. The Instrument of Data Collection

In this study, the researcher collected data through a questionnaire. The goal was to ensure that the data results were solid, reliable, comprehensive, and consistent. The following tools were utilized in this study:

1. Questionnaire

A questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions. Questionnaire are commonly used in market research as well as in the social and health sciences. A questionnaire is simply a tool for collecting and recording information about a particular issue of interest.³

A questionnaire is a formalized set of questions for obtaining information from respondents.⁴ The first step in questionnaire design is to specify the information needed. A continual review of the earlier stages of the research project, particularly the specific components of the problem, the research questions, and the hypotheses, will help keep the questionnaire focused. The researcher must determine what should be included in each question.

The questionnaire given to informants contained questions designed

³ Kirkless, "Research and Consultation Guidelines: Questionnaires," 2014, 5, <http://survey.net.ac.uk/sqb/introduction.asp%0Ahttps://www.kirklees.gov.uk/involve/document/Questionnaires.pdf>.

⁴ Naresh K Malhotra, "Questionnaire Design And Scale Development," *Article*, 2014, 176–202, https://www.researchgate.net/publication/266864633_Questionnaire_design_and_scale_development.

to analyze the problems of vocabulary mastery among students majoring in English at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The questionnaire contains 20 questions that will be answered by the informant. The questionnaire that the researcher used is likert scale.⁵ Which have five difference score and level, they are:

- a. Strongly Agree: 5
- b. Agree: 4
- c. Neutral: 3
- d. Disagree: 2
- e. Strongly Disagree: 1

Table III.2
Indicators in the questionnaire on vocabulary learning problems in learning English

NO	Indicators of Questionnaire	Questions
1.	Pronunciation	I find it difficult to pronounce new words in English.
		I didn't get the support that was able to correct the pronunciation of the new words.
		I cannot imitate the pronunciation of new vocabulary that I hear from audio or video sources.
		Overall, I feel that pronunciation problems affect my academic performance in this study program.
2.	Spelling	I find it difficult to spell new vocabulary in English.
		I often make mistakes when writing new vocabulary in English.
		I found it challenging to master vocabulary because some words or sounds had misspelled spellings.
		The spelling practice I did did not show any improvement in my spelling ability.
3.	Length and complexity	I find it difficult to study long and complex words.
		I can't remember long and complicated new vocabulary all at once.
		Long and complex vocabulary often makes me feel less confident in communication.

⁵ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*.

		I find it difficult to use long and complex comprehensions effectively in oral communication.
4.	Grammar	I find it difficult to use new vocabulary according to correct grammatical rules.
		New vocabulary often makes me confused about the correct form or sentence structure.
		I often make grammatical errors when using new understandings in sentences.
		Grammatical errors when using new vocabulary make me feel less confident in oral communication.
5.	Meaning	New vocabulary often has meanings that are difficult for me to understand or differentiate from other understandings.
		The meaning of new vocabulary feels ambiguous when compared with its synonyms or antonyms.
		I found it challenging because some words have the same structure but distinct meanings.
		The exercises I did did not show any improvement in understanding the meaning of new vocabulary.

2. Interview

This method is often used in conjunction with the use of observation methods, for qualitative research, the questions used in the interview are open questions, so that informants can answer more comprehensively. Through interviews, you can get primary information from informants and also interact directly. Defines an interview as a dialogue that takes place between the subject of the interview and the interviewer. the interviewer then receives a response with comprehensive data.⁶

The researcher will interview 5 out of 30 students in class TBI 2 in the English department at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The purpose of the researcher interviewing the students is

⁶ Natalina Nilamsari, "Memahami Studi Dokumen Dalam Penelitian Kualitatif," *Wacana* 8, no. 2 (2014): 177–1828, <http://fisip.untirta.ac.id/teguh/?p=16/>.

to obtain more accurate data about the problems in this study. Here are some questions that researchers will ask students during interviews.

**Interview questions about vocabulary learning problems in English
language learning**

- a. What makes it difficult for you to learn English vocabulary?
Apa yang membuat anda sulit dalam mempelajari kosakata dalam bahasa inggris ?
- b. What do you think is the biggest challenge when learning vocabulary in grammar indicators?
Apa tantangan terbesar menurut anda ketika belajar vocabulary pada indikator grammar ?
- c. How do you remember long and complex vocabulary?
Bagaimana cara anda saat mengingat suatu kosakata yang panjang dan complex ?
- d. Do you find it difficult to deal with vocabulary that has the same structure but different meanings? Expladc min!!!
Apakah anda merasakan kesulitan saat menghadapi kosakata yang memiliki struktur yang sama tetapi dengan arti yang berbeda ? jelaskan!!!
- e. What makes it difficult for you to spell words in English?
Apa yang membuat kamu kesulitan dalam spelling kata kata dalam bahasa inggris ?

E. The Validity of the Questionnaire

Validity is important thing to doing the research, it means validity how to valid the Questionnaire, because a good test must be validity. In this study, the researcher will use content validity. Content validity refers to how well a research instrument (such as a test, questionnaire, or assessment rubric) reflects the concept or topic being researched. To validate the Questionnaire, to make it sure the researcher had validated the questionnaire to the Lecturer.

F. The Process of the research

Data collection began with the study's respondents. The data gathering methods employed in this study were designed to guarantee that the information provided was sufficient and complete to support the conclusions. The action pair is as follows:

1. Questionnaire

In this section, the researcher collected questionnaire data by following these steps:

- a. Researchers designed a questionnaire about students' problems in learning vocabulary with 20 questions using a Likert scale.
- b. Researchers distributed questionnaires directly to respondents
- c. Finally, the researcher collected the data and classified the data.

b. Interview

- a. The researcher designed 5 questions to be asked during the interview with the students
- b. The researcher chose 5 students from among the 30 students to be

interviewed

- c. The researcher conducted an interview session with the 5 students
- d. The last researcher collected data from the five students

G. The Techniques of Data Analysis

Data is collected through questionnaires; the data from the questionnaires was analyzed using quantitative methods, The technique used to analyze the data is as follows:

1) Questionnaire

1. Requirement Test

a. Normality Test

Normality test use to know whether the data is research is normal or not. So, the researcher used the Shapiro-Wilk test.

The hypothesis for the normal test is formulated as follows:

H_0 : The data is not a normal distribution

H_a : The data is a normal distribution

The significant level chosen in analyzing the score of $F_{\text{calculated}}$ through using SPSS 20.0 version is 5% or 0.05. Statistically the hypothesis is:

$H_0: F_{\text{calculated}} > F_{0.05} \text{ or } \text{significant}_{\text{calculated}} > \text{significant } \alpha(0.05)$

$H_a: F_{\text{calculated}} < F_{0.05} \text{ or } \text{significant}_{\text{calculated}} < \text{significant } \alpha(0.05).$

2. Data analysis of the questionnaire

The questionnaire used a quantitative method. The researcher analyzed questionnaire using the following steps:

a. Researchers collect data and provide scores for all answers using the

Likert Scale below:

- 1) Strongly Agree reached 5 score
- 2) Agree reached 4 score
- 3) Neutral reached 3 score
- 4) Disagree reached 2 score
- 5) Strongly disagree reached 1 score

b. After that, the Researcher analyze how much the score percentage from each statement by using the formulation from sugiyono⁷ :

$$P = \frac{f}{N} \times 100\%$$

P: Percentage

f: Frequency respondents answered

N: Total respondents

c. Researchers categorized students' answers into positive or negative perceptions.

d. Explain the result of the questionnaire Researcher explained the result of the questionnaire based on the data percentage above.

2) Interview

In qualitative research, data analysis is an attempt to arrange information from interviews, observations, and other sources in a methodical way so that the researcher can more easily comprehend the

⁷ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*.

case under study. The primary goals of data analysis generally are : a number of pre-field preparations involved in the field procedure of finding data, logically organizing the information gathered in the field, displaying the data collected and attempting to interpret an incident that happened. However, after getting data from questionnaire, and interview, the next step is data reduction, data display, and conclusion drawing.

a. Data Reduction

The data obtained from the field is quite a lot, so it needs to be recorded carefully and in detail. As has been stated, the longer the researcher is in the field, the more data will be, complex and complicated. for that, it is necessary to immediately analyze the data through data reduction. Reducing data means summarizing, choosing the main things, focusing on important things, looking for themes and patterns. Thus, the data that has been reduced will provide a clearer picture, and make it easier for researchers to collect data.

b. Data Display

After the data is reduced, the next step is to display the data. In quantitative research, this data presentation can be done in the form of tables, graphs, and the like. Arranged in a relationship pattern, so it will be easier to understand. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like.

c. Conclusion Drawing

Conclusions can answer the formulation of the problem formulated from the beginning, but may not, because the problems and discussion of problems in qualitative research are temporary and will develop after the research is in the field. Drawing conclusions is one of the qualitative data analysis techniques. Drawing conclusions is the result of the analysis that can be used to take action.

CHAPTER IV RESULT AND DISCUSSION

This chapter presents the results of research on analyzing the problems of vocabulary mastery among students majoring in English at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

A. Data Description

This research has findings based on analyzing the problems of vocabulary mastery among students majoring in English at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. After using a quantitative descriptive method design, the research results from the questionnaire:

1. The problems faced by Students in Vocabulary Mastery

The data from the questionnaire consists of 20 questions, of which there are 5 items to analyze the problems of vocabulary mastery among students majoring in English at uin syekh ali hasan ahmad addary padangsidimpuan. The 5 items are: pronunciation, Spelling, Length and Complexity, Meaning, and Grammar. Each of these items has 4 questions. The participants were 30 at the sixth-semester students majoring in English. The detail of the findings from all item is describe below.

a. Pronunciation

Related to the Pronunciation, there are four items in the question.

They are :

- 1) Statement 1: I find it difficult to pronounce new words in English.

Table IV.1.

I didn't get the support that was able to correct the pronunciation of the new words.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	20.0	20.0	20.0
Disagree	1	3.3	3.3	23.3
Neutral	9	30.0	30.0	53.3
Agree	7	23.3	23.3	76.7
Strongly Agree	7	23.3	23.3	100.0
Total	30	100.0	100.0	

Based on the table, there are around 23.3% of students who feel that they do not get enough support to improve the pronunciation of new words, and as many as 23.3% of students agree that they do not get adequate support in improving the pronunciation of new words, 30.0% of students choose neutral position, which means they feel unsure or have no direct influence regarding the existence of support for the pronunciation of new words, 3.3% of students feel that they do not experience problems related to the lack of support for the pronunciation of new words, as many as 20.0% of students strongly disagree and feel they get enough support to improve the pronunciation of new words. From the results of the table above, it shows that the majority of students feel that there are still deficiencies in their ability to pronounce new words, so that this can be used as material for improvement in the learning process.

4.1 Interview results

Questions 1 : What makes it difficult for you to learn English vocabulary?

The results of interviews with informants obtained the results that some students have difficulty when pronouncing some words in English, students also have difficulty when finding vocabulary that when pronounced will be difficult to spell into writing. Different meaning with synonyms also makes students have difficulty in learning vocabulary, for example when they find the word "big and large" where these two words have similar meanings but are used in different contexts. But there is one in five students who think that learning vocabulary is not a difficult thing for him because since childhood he has been used to learning English and his parents often speak English to him.

2) Statement 2: I didn't get the support that was able to correct the pronunciation of the new words.

Table IV. 2.

Overall, I feel that pronunciation problems affect my academic performance in this study program.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	16.7	16.7	16.7
Disagree	4	13.3	13.3	30.0
Neutral	7	23.3	23.3	53.3
Agree	9	30.0	30.0	83.3
Strongly Agree	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Based on the results of the table above, it can be seen that 16.7% of students chose Strongly agree, 30.0% of students chose agree, those who chose neutral were 23.3%, while 13.3% disagreed, and finally strongly disagreed 16.7%. Overall, these results show that although the majority of students feel that pronunciation problems have an influence on academic achievement, there are also students who feel that these problems do not have a big influence. This can be a consideration for providing more support for the pronunciation aspect of learning.

- 3) Statement 3: I cannot imitate the pronunciation of new vocabulary that I hear from audio or video sources.

Table IV.3.

I cannot imitate the pronunciation of new vocabulary that I hear from audio or video sources.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	23.3	23.3	23.3
Disagree	4	13.3	13.3	36.7
Neutral	10	33.3	33.3	70.0
Agree	5	16.7	16.7	86.7
Strongly Agree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

From this table, it was found that 13.3% of students strongly agreed that they could not imitate the pronunciation of new words that they heard from audio or video sources, 16.7% of students agreed that they had difficulty imitating the pronunciation of new words from audio or video sources, 33.3% of students chose a neutral position, which means they are not sure or feel unaffected in terms of their ability to imitate the pronunciation of new words, 13.3% of

students felt that they had no difficulty imitating the pronunciation of new words from audio or video, 23.3% of students strongly disagreed and felt they could easily imitate the pronunciation of new words they heard from audio or video sources. These results show that although there are a number of students who find it difficult, more students feel they can imitate pronunciation better. This could be an indication that additional support or practice may still be needed for some students to further improve their ability to imitate pronunciation.

- 4) Statement 4: Overall, I feel that pronunciation problems affect my academic performance in this study program.

Table IV.4.

I find it difficult to pronounce new words in English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	16.7	16.7	16.7
Disagree	5	16.7	16.7	33.3
Neutral	9	30.0	30.0	63.3
Agree	6	20.0	20.0	83.3
Strongly Agree	5	16.7	16.7	100.0
Total	30	100.0	100.0	

From the table above, the results show that 16.7% of students find it very difficult to pronounce new words in English. Another 20.0% of students agreed that pronunciation of new words was quite difficult for them, although not as difficult as felt by students who chose “strongly disagree”, 30.0% of students chose a neutral answer, indicating that they felt it was neither too difficult nor too easy to pronounce new words. It could be that they feel there are challenges, but they are not significant. Only 16.7% of students felt they had no difficulty in pronouncing new words in English. Although they may feel

quite confident or familiar with the correct pronunciation, another 16.7% of students feel that they have no difficulty at all in pronouncing new words, meaning that pronunciation is not a big obstacle for them in learning new vocabulary.

b. Spelling

Related to the Spelling, there are four items in the question. They are:

- 1) Statement 5: I find it difficult to spell new vocabulary in English.

Table IV.5.

I find it difficult to spell new vocabulary in English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	13.3	13.3	13.3
Disagree	5	16.7	16.7	30.0
Neutral	13	43.3	43.3	73.3
Agree	6	20.0	20.0	93.3
Strongly Agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

From the table above, it can be seen that 6.7% of students find it very difficult to spell new words in English. This shows that a small percentage of students feel that spelling is the main problem in learning new vocabulary, another 20.0 % of students agree that spelling new words in English is quite difficult for them, although they do not feel as strongly as students who choose "strongly agree." This shows that some students find spelling a challenge, but it is still within reasonable limits. Most students (43.3%) chose a neutral answer. They may feel that spelling new words is neither too difficult nor easy, and they are not too

affected by the difficulty, 16.7% of students feel that they do not experience difficulty in spelling new words. They may feel more comfortable or familiar with the spelling of words in English, 13.3% of students felt that they did not experience any difficulty at all in spelling new words in English. Spelling is not a significant problem for them in studying science.

4.2 Interview results

Question 2 : What makes it difficult for you to spell words in English?

Based on the interview results, it was found that most students had difficulty in spelling because the pronunciation (pronunciation) in English is very different from the pronunciation in their mother tongue, namely Indonesian. Students explained that in English, not all letters are read according to their spelling, and this is often confusing when they have to write them correctly. In addition, students expressed that they felt that English did not have consistent spelling rules. Some words that sound similar can have very different spellings, while some words that look similar actually have different pronunciations. This inconsistency makes it difficult for students to rely on one particular spelling pattern or rule. They feel that there are too many things explained in the spelling rules, and this adds to the level of confusion.

Some students also said that the lack of habit of reading texts in English also affected their ability to recognize the spelling of words. They admitted that they often misspelled words that they knew orally, but had never seen in writing. This shows that difficulties in spelling are not only

caused by linguistic factors alone, but are also influenced by the lack of exposure to written English in daily learning activities.

These findings suggest that spelling problems in English are closely related to the differences in sound systems between English and the mother tongue, inconsistencies in spelling rules, and lack of reading and writing habits in the target language. Therefore, a learning approach that emphasizes the relationship between sound and writing, as well as increased practice in the context of reading and writing, is needed.

2) Statement 6: I often make mistakes when writing new vocabulary in English.

Table IV.6.

I often make mistakes when writing new vocabulary in English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	6.7	6.7	6.7
Disagree	3	10.0	10.0	16.7
Neutral	15	50.0	50.0	66.7
Agree	9	30.0	30.0	96.7
Strongly Agree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

From the percentage of data above, 1 student (3.3%) was produced. Only 3.3% of students felt that they often made mistakes when writing new vocabulary in English. This shows that a small number of students really feel the challenge. Meanwhile, 30% of students who chose agree admitted that they often made mistakes when writing new vocabulary, although perhaps not as serious as those felt by students who chose "Strongly Agree". Most students (50%) felt neutral or not very affected by errors in writing new vocabulary. They may feel that these

mistakes are part of the learning process. 10% of students did not feel they often made mistakes when writing new vocabulary, indicating that they felt more confident in writing new vocabulary. 2 students (6.7%): 6.7% of students felt they never or very rarely made mistakes when writing new vocabulary in English. From these results, it can be concluded that the majority of students (50%) feel neutral about this problem, while 30% of students feel that they often make mistakes in writing new vocabulary. Only a small percentage of students feel very confident that they have not made a mistake.

- 3) Statement 7: I found it challenging to master vocabulary because some words or sounds had misspelled spellings.

Table IV.7.

I found it challenging to master vocabulary because some words or sounds had misspelled spellings.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	6.7	6.7	6.7
Disagree	5	16.7	16.7	23.3
Neutral	10	33.3	33.3	56.7
Agree	8	26.7	26.7	83.3
Strongly Agree	5	16.7	16.7	100.0
Total	30	100.0	100.0	

From the table above, the results for the Strongly agree indicator are obtained. As many as 16.7% of students find it very difficult to learn vocabulary because there are spelling errors in several words or sounds. This shows that a small percentage of students are greatly affected by this. Meanwhile, 26.7% of students who chose Agree agreed that spelling errors or wrong sounds in vocabulary provide challenges in learning new vocabulary, but perhaps did not

find it as difficult as students who chose "Strongly Agree." As many as 33.3% of students felt neutral or not too bothered by the problem of spelling errors in vocabulary. They may feel that this is not a major problem in the vocabulary learning process. 16.7% of students were not bothered by spelling errors in vocabulary and did not consider this a significant challenge in learning vocabulary. And finally 6.7% of students felt that spelling errors or wrong sounds in vocabulary were not at all a problem for them in learning new vocabulary. From these results, it can be concluded that the majority of students (33.3%) feel neutral about spelling errors in vocabulary, while 43.4% agree that this is a challenge in learning vocabulary. A small number of students (23.4%) felt that they were not affected at all by the spelling or sound errors.

4) Statement 8: The spelling practice I did did not show any improvement in my spelling ability.

Table IV.8.

The spelling practice I did did not show any improvement in my spelling ability

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	9	30.0	30.0	30.0
Disagree	4	13.3	13.3	43.3
Neutral	10	33.3	33.3	76.7
Agree	4	13.3	13.3	90.0
Strongly Agree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

From the results of the table above, 10.0% of students felt that the spelling practice they did did not improve their spelling abilities. This shows that

a small proportion of students felt the exercise was not effective for them. 13.3% of students agreed that the spelling practice they did did not show much improvement in their spelling abilities, although they may have felt a slight improvement. 33.3% of students felt neutral towards spelling practice. They may feel that the practice does not really affect their spelling ability, but also not be too bothered by it. 13.3% of students felt that the spelling exercises they did provided some improvement in their spelling abilities and they did not completely feel that the exercises were useless. 30.0% of students felt that the spelling practice they did was very effective and showed significant improvement in their spelling abilities. From these results, it can be concluded that the majority of students (63.3%) felt that their spelling practice was quite effective or provided a slight improvement. Meanwhile, 23.3% of students felt that the exercise did not show much improvement.

c. Length and Complexity

Related to the Length and Complexity , there are four items in the

question. They are :

1) Statement 9: I find it difficult to study long and complex words.

Table IV. 9.

I find it difficult to study long and complex words

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	10.0	10.0	10.0
Disagree	3	10.0	10.0	20.0
Neutral	11	36.7	36.7	56.7
Agree	8	26.7	26.7	83.3
Strongly Agree	5	16.7	16.7	100.0
Total	30	100.0	100.0	

From this table, it can be seen that 16.7% of students find it very difficult to learn long and complex words. This shows that a small number of students feel that words like this are a big challenge in their learning process, 26.7% of students agree that they have difficulty learning long and complex words, although they do not feel as hard as those felt by students who choose "strongly agree." This shows that around the peak of students feeling that the length and complexity of words is an obstacle in learning, 36.7% of students chose a neutral answer, which means they did not find it too difficult or easy to learn long and complex words. They may feel that the words can be learned with a reasonable amount of effort, but do not find it very affecting. 10% of students feel that they do not have much difficulty learning long and complex words. While they may find it easier to remember or learn words like these, or not find it a big challenge, another 10% of students feel that they have no difficulty at all in learning long and complex words.

4.3 Interview results

Question 3 : How do you remember long and complex vocabulary?

From the results of the student interviews, they said that they had various approaches in dealing with these difficulties. Several students stated that they tried to break down long words into several parts or syllables (parts), to make them easier to remember. This strategy is considered helpful in understanding word structure and lightening the burden of memorization, because students can remember the words gradually. In addition, there were also students who said that they made sentences using long vocabulary as an effort to unite words with certain contexts, so that they were easier to remember and understand. One student also said that he was used to using long and complex vocabulary in everyday conversations, such as when talking to parents, siblings, or friends. By getting used to interacting directly, students felt that the words became more embedded in their memories. This approach shows that students are aware of the importance of repeated use in strengthening memory for difficult understanding.

Overall, these findings suggest that although students face challenges in remembering long and complex vocabulary, they have developed a variety of independent strategies that reflect adaptive efforts in the learning process. Approaches involving word breakdown, use in sentences, and application in everyday communication are quite effective methods for them in overcoming these difficulties.

2) Statement 10: I can't remember long and complicated new vocabulary all at once.

Table IV.10
I can't remember long and complicated new vocabulary all at once.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	10.0	10.0	10.0
Disagree	5	16.7	16.7	26.7
Neutral	12	40.0	40.0	66.7
Agree	9	30.0	30.0	96.7
Strongly Agree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The results from the table above are that 3.3% of students find it very difficult to remember long and complicated new insights in one sitting. This shows that a small number of students feel that they are not able to absorb such words easily, 30.0% of students agree that they have difficulty remembering new words that are long and at the same time complicated. This shows that more than a quarter of students feel that their memory is limited when faced with more complex and long vocabulary, 40.0% of students chose a neutral answer, which shows that they do not find it too difficult or too easy to remember long and complicated new knowledge. It could be that they feel that their memory is quite good, but cannot always remember the words in one go, 16.7% of students feel that they have no difficulty remembering long and complicated words, which shows that some students feel that they have enough able to remember such knowledge with less effort, another 10.0% of students felt that they had no difficulty at all remembering long and complicated new knowledge. They may feel that their memory is very good or that they have effective strategies for

remembering the vocabulary.

- 3) Statement 11: Long and complex vocabulary often makes me feel less confident in communication.

Table 11
Long and complex vocabulary often makes me feel less confident in communication.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	6.7	6.7	6.7
Disagree	4	13.3	13.3	20.0
Neutral	12	40.0	40.0	60.0
Agree	4	13.3	13.3	73.3
Strongly Agree	8	26.7	26.7	100.0
Total	30	100.0	100.0	

It can be seen from the table above that 26.7% of students strongly agree that long and complex understanding often makes them feel less confident in communicating. This shows that around students feel that words like this hinder their confidence in speaking, 13.3% of students agree that long and complex comprehension affects their confidence in communicating, although not as heavily as felt by students who choose "strongly agree." They may feel a little hampered by these words when speaking, 40.0% of students chose neutral answers, which means they did not feel too affected by long and complex understanding in terms of confidence. They may feel that such words are not very influential or can be handled in some way, 13.3% of students feel that long and complex understanding does not affect their confidence in communicating. They felt they might be more confident or did not feel there was a problem by

using words like that, 6.7% of students felt they strongly disagreed with the statement, which means they felt very confident and were not affected at all by the long and complex geometry in communication.

- 4) Statement 12: I find it difficult to use long and complex comprehensions effectively in oral communication.

Table IV.12.

I find it difficult to use long and complex comprehensions effectively in oral communication.

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	7	23.3	23.3	23.3
Neutral	12	40.0	40.0	63.3
Valid Agree	10	33.3	33.3	96.7
Strongly Agree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

From the results of the table above, 3.3% of students strongly agree that they have difficulty using long and complex comprehension in oral communication. around 33.3% of students, agreed that they find it difficult to understand more complex things in oral communication. The majority of students are in a neutral position, as many as 40.0%, which means they feel not too affected or do not really agree/agree with the difficulty of using long and complex comprehension in oral communication. And 23.3% of students do not find it difficult or even feel comfortable in using long and complex comprehension in oral communication. No students felt strongly disagreed, which means none felt very comfortable or easy using complex understanding in oral communication.

d. Grammar

Related to the Grammar, there are four items in the question. They

are :

- 1) Statement 13: I find it difficult to use new vocabulary according to correct grammatical rules.

Table IV. 13.

I find it difficult to use new vocabulary according to correct grammatical rules.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	6	20.0	20.0	20.0
Disagree	2	6.7	6.7	26.7
Neutral	10	33.3	33.3	60.0
Agree	9	30.0	30.0	90.0
Strongly Agree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

From the results of the table above, the results obtained are that a small percentage of students (10%) strongly agree that they have difficulty using new vocabulary according to correct grammatical rules. About a third of students (30%) agreed that they face difficulties in using new vocabulary correctly according to grammar rules. The majority of students (33.3%) were neutral, which means they felt not too affected or did not really agree/agree with the difficulty of using new vocabulary correctly according to grammar rules. Only a small portion of students (6.7%) felt they had no difficulty in using new vocabulary according to correct grammatical rules. Some students (20%) strongly disagree with this statement, which shows that they feel quite confident and do not find it difficult to use new vocabulary with correct grammar

4.4 Interview results

Question 4 : What do you think is the biggest challenge when learning vocabulary in grammar indicators?

From the interview results, it was found that they faced various challenges in learning vocabulary related to grammatical aspects. One of the main difficulties they experienced was in understanding grammar rules or grammar rules. The students admitted to being confused when they had to distinguish between types of words such as verbs and nouns, and found it difficult to apply these rules in everyday word usage. In addition, they also had difficulty memorizing verb forms, especially regular and irregular verbs, which they found confusing because they did not have a consistent pattern. The use of tenses was also an obstacle, because students felt confused about determining when to use the first, second, or third form of the verb according to the time context.

On the other hand, they also had difficulty in placing verbs in the right position in sentences, so that the resulting structure often did not comply with grammar rules. This finding shows that vocabulary learning cannot be separated from understanding grammar, because weak mastery of language structures has a direct impact on students' ability to use vocabulary appropriately.

- 2) Statement 14: New vocabulary often makes me confused about the correct form or sentence structure.

Table IV.14.

New vocabulary often makes me confused about the correct form or sentence structure.

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	5	16.7	16.7	16.7
Neutral	13	43.3	43.3	60.0
Valid Agree	10	33.3	33.3	93.3
Strongly Agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Based on the table above, the results obtained are that a small number of students (6.7%) strongly agree that they are often confused about the correct form or structure of sentences when using new vocabulary. About a third of students (33.3%) agreed that they felt confused about the correct form or sentence structure when using new vocabulary. The majority of students (43%) were neutral, which means they did not feel too affected or did not really agree/agree with confusion regarding sentence form or structure when using new vocabulary. Some students (16.7%) felt that they had no difficulty or were confused about the form or structure of sentences when using new vocabulary. Some students (16.7%) felt that they had no difficulty or were confused about the form or structure of sentences when using new vocabulary.

3) Statement 15: I often make grammatical errors when using new understandings in sentences.

Table IV.15.

I often make grammatical errors when using new understandings in sentences.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	3.3	3.3	3.3
Disagree	7	23.3	23.3	26.7
Neutral	13	43.3	43.3	70.0
Agree	5	16.7	16.7	86.7
Strongly Agree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

From the frequency results above, a value was obtained. A small number of students (13.3%) strongly agreed that they often make grammatical errors when using new understanding in sentences. Some students (16.7%) agreed that they often make grammatical errors when using new understanding in sentences. The majority of students (43.3%) were neutral, which means they did not feel they often made mistakes or did not really agree/agree with the statement. Some students (23.3%) felt that they rarely or not often make grammatical errors when using new understanding in sentences. Only a few students (3.3%) strongly disagree with this statement, which means they feel they never or very rarely make grammatical errors when using new understandings in sentences.

The majority of students (43.3%) were neutral about the grammatical errors they made when using new understandings in sentences, indicating that they did not feel too burdened by this. About 30% of students feel that they often or sometimes make grammatical errors (13.3% "strongly agree" and 16.7% "agree"),

while almost another 30% (26.6%) feel that they rarely or do not make mistakes (23.3% "disagree" and 3.3% "strongly disagree"). This shows that although there are some students who feel they often make grammatical errors, many students feel quite confident or neutral in this regard.

- 4) Statement 16: Grammatical errors when using new vocabulary make me feel less confident in oral communication.

Table IV.16.

Grammatical errors when using new vocabulary make me feel less confident in oral communication.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	6.7	6.7	6.7
Disagree	3	10.0	10.0	16.7
Neutral	15	50.0	50.0	66.7
Agree	6	20.0	20.0	86.7
Strongly Agree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

The results of the data above are that a small percentage of students (13.3%) strongly agree that grammatical errors when using new vocabulary make them feel less confident in oral communication. About 20% of students agree that grammatical errors in using new vocabulary make them feel less confident when speaking. The majority of students (50%) were neutral, which means they felt not too affected or did not really agree/agree that grammatical errors reduce their confidence in oral communication. A small number of students (10%) felt unaffected or did not feel less confident even though they made grammatical errors when using new vocabulary. A small majority of students (6.7%) strongly disagreed with the statement, which shows that they do not feel a lack of

confidence at all even though they may make grammatical errors when speaking.

e. Meaning

Related to the Meaning, there are four items in the question. They

are :

- 1) Statement 17: New vocabulary often has meanings that are difficult for me to understand or differentiate from other understandings.

Table IV.17.

New vocabulary often has meanings that are difficult for me to understand or differentiate from other understandings.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	10.0	10.0	10.0
Disagree	5	16.7	16.7	26.7
Neutral	12	40.0	40.0	66.7
Agree	7	23.3	23.3	90.0
Strongly Agree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

From the data above, the results obtained were 10.0% of students felt that new vocabulary often had meanings that were difficult to understand or differentiate from other meanings. This shows that a small number of students find it difficult to understand the differences in meaning between new vocabulary. 23.3% of students agreed that the meaning of new vocabulary is often difficult to understand or differentiate from the meaning of other words, which shows that some students feel quite overwhelmed by this challenge. As many as 40.0% of students felt neutral about this, meaning they did not feel too disturbed or had difficulty distinguishing the meaning of new vocabulary from other similar

meanings. 16.7% of students felt that the new vocabulary was not too difficult to understand or differentiate from other similar meanings. They found it quite easy to differentiate the meaning of the words. 10.0% of students felt that the new vocabulary had a very clear meaning and was easy to understand, without difficulty in distinguishing the meaning of similar words. From these results, it can be concluded that the majority of students (73.3%) feel that new vocabulary often has meanings that are difficult to understand or differentiate from other meanings. Meanwhile, 26.7% of students felt that they were less bothered by this and found it easier to differentiate the meaning of new vocabulary.

4.5 Interview results

Question 5 : Do you find it difficult to deal with vocabulary that has the same structure but different meanings? Explain!!!

Students explained that they were often confused when faced with words that looked the same in form or spelling, but had different meanings and pronunciations depending on the context of their use. For example, in the use of the same word between the present and past tense forms, students found it difficult to distinguish which was the correct meaning when reading or writing. This search was increasingly felt when they found words that were written the same, but pronounced and interpreted differently. This caused confusion in understanding the overall context of the sentence, especially in reading and writing activities.

In addition, students also mentioned that they often hesitate to choose the right vocabulary when they have to write or speak, because they are

worried about using the wrong word because of the similarity of the word structure. This phenomenon shows that the difference between written and spoken forms of English is one of the factors that complicates the process of understanding comprehension for students. In general, these findings indicate that the similarity of word structures that do not always represent the same meaning or pronunciation is a challenge in vocabulary mastery. Students need a strong understanding of context and sufficient practice to be able to distinguish the meaning of words correctly based on usage.

- 2) Statement 18: The meaning of new vocabulary feels ambiguous when compared with its synonyms or antonyms.

Table IV.18.

The meaning of new vocabulary feels ambiguous when compared with its synonyms or antonyms.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	6.7	6.7	6.7
Disagree	5	16.7	16.7	23.3
Neutral	11	36.7	36.7	60.0
Agree	9	30.0	30.0	90.0
Strongly Agree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

From the frequency table above, the results obtained were that 10.0% of students felt that the meaning of new vocabulary was ambiguous or confusing when compared with its synonyms or antonyms. This shows that a small number of students find it difficult to differentiate between words that are similar in meaning. 30.0% of students agree that the meaning of new vocabulary often feels ambiguous or difficult to understand because there are synonyms or antonyms that

have similar meanings. They feel this is a challenge in learning new vocabulary. As many as 36.7% of students felt neutral about this, meaning they did not feel too disturbed or did not find it very difficult with the ambiguity between new vocabulary and its synonyms or antonyms. 16.7% of students felt that the meaning of new vocabulary did not feel ambiguous even though there were similar synonyms or antonyms. They feel they can differentiate easily between words that have similar meanings. 6.7% of students felt that the meaning of the new vocabulary was very clear and there was no confusion even though there were comparable synonyms or antonyms. From these results, it can be concluded that the majority of students (76.7%) felt that there was a level of confusion in understanding new vocabulary related to synonyms and antonyms, with 40% of students quite agreeing that this was a challenge. Meanwhile, around 23.4% of students felt that they were not bothered by this.

- 3) Statement 19: I found it challenging because some words have the same structure but distinct meanings.

Table IV.19.

I found it challenging because some words have the same structure but distinct meanings.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	10.0	10.0	10.0
Disagree	6	20.0	20.0	30.0
Neutral	10	33.3	33.3	63.3

Agree	8	26.7	26.7	90.0
Strongly Agree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Based on the results provided, below are the percentages and descriptions of student answers. Strongly Agree was chosen by 3 students (10.0%) This shows that 10% of students feel very difficult with the fact that some words have the same structure but different meanings. Agree was chosen by 8 students (20.0%), 20% of students agreed that they found this difficult, but did not feel too disturbed. Neutral was chosen by 10 students (33.3%) as many as 33.3% of students felt they had no influence or did not have a clear view regarding these difficulties. Disagree was chosen by 6 students (26.7%) 26.7% of students did not find it difficult with this and perhaps felt that the different meanings of words with the same structure were not so confusing. Strongly Disagree was chosen by 3 students (10.0%) 10% of students felt that this did not increase difficulties in learning vocabulary. From these results it can be concluded that the majority of students (33.3%) feel neutral about this problem, while a number of students (20%) quite agree that this is a challenge, and only a small portion (10%) feel very disturbed. Others (26.7%) felt they were not disturbed at all.

- 4) Statement 20 : The exercises I did did not show any improvement in understanding the meaning of new vocabulary.

Table IV.20.

The exercises I did did not show any improvement in understanding the meaning of new vocabulary.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	8	26.7	26.7	26.7
Disagree	4	13.3	13.3	40.0

Neutral	12	40.0	40.0	80.0
Agree	4	13.3	13.3	93.3
Strongly Agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Based on the amount of data above, it was found that 6.7% of students felt that the exercises they did did not help in improving their understanding of the meaning of new vocabulary. This shows that a small number of students felt the exercise was ineffective. 13.3% of students agreed that the exercises they did did not provide much improvement in their understanding of the meaning of new vocabulary. They may feel a slight improvement, but not significant. 40.0% of students felt neutral or unaffected by the exercises they did. This shows that the majority of students felt that the exercise did not affect their understanding of the meaning of new vocabulary, either positively or negatively. 13.3% of students felt that the exercise provided a slight improvement in their understanding of the meaning of new vocabulary and did not feel that the exercise was completely ineffective. 26.7% of students felt that the exercises they did were very helpful in improving their understanding of the meaning of new vocabulary. They felt the exercise was quite effective. From these results, it can be concluded that the majority of students (66.7%) felt that the exercises they did were quite effective or provided a slight improvement in understanding new vocabulary, while 20% of students felt that the exercises did not show significant improvement. A small number of students (13.3%) felt that the exercise was not useful.

INDICATOR	PERSENTASE (%)
Pronunciation	40.00%
Spelling	31.67%
Length and Complexity	35.83%
Grammar	38.33%
Meaning	32.50%

Table IV.21.

Percentage of Questionnaire Results

It can be concluded from the table above that pronunciation is the dominant problem in vocabulary, where 40.00% means that most students have difficulty pronouncing English words correctly. This may be due to a lack of listening practice, or it could also be due to the difference in sound between the mother tongue and English. After pronunciation, grammar is the second most dominant problem in learning vocabulary.

2. The Dominant Problems faced by Students in Vocabulary Mastery

From the five indicators in this research, the results obtained were that respondents chose Pronunciation as the most dominant indicator and had many problems when they wanted to learn Vocabulary. 40.00% of students agree that pronunciation is the dominant problem in learning vocabulary. Among the four

questions on the Pronunciation indicator, the most dominant one has problems when studying Vocabulary, namely "I find it difficult to pronounce new words in English". of which 23.35% chose Strongly Agree. Next, on the Spelling indicator, the most dominant question is "I found it challenging to master vocabulary because some words or sounds had misspelled spellings". of which 16.7% chose Strongly Agree and 26.7% chose Agree. In the third indicator, namely Length and Complexity, the most dominant question that makes students find it difficult to learn vocabulary is "I find it difficult to study long and complex words" which results in 16.7% of students choosing Strongly Agree and 26.7% of students choosing Agree.

As for the fourth indicator, namely Grammar, the question that has the hardest problem in learning Vocabulary is "Grammatical errors when using new vocabulary make me feel less confident in oral communication". Dominant students chose Neutral 50.0%. For the last indicator, namely Meaning, "The meaning of new vocabulary feels ambiguous when compared with its synonyms or antonyms." The most dominant question was the question which obtained 10.0% of results choosing Strongly Agree and 30.0% of those choosing Agree.

3. Normality Test

To find out whether the research data is normal or not, a normality test is used. Therefore, the Shapiro-Wilk test was used. SPSS was used to calculate the data. The graph below displays the normality test findings.

Table IV.3

Shapiro-wilk

	Shapiro-wilk		
	Statistic	df	Sig.
Pronunciation	.944	30	.114
Spelling	.930	30	.048
Length and Complexity	.943	30	.109
Grammar	.963	30	.376
Meaning	.972	30	.601

a. Test distribution is normal

b. calculated from data

c. Lilliefors Significance Correction

Based on the description of data analyzing the problem of vocabulary

From the data above, it can be seen that the significance is 0.114 for the Pronunciation indicator, 0.048 for the Spelling indicator and 0.109 for the length and complexity indicator, next 0.376 for the Grammar indicator, and finally 0.601 for the Meaning indicator. This means $0.114 > 0.048$, $0.048 > 0.05$, and $0.109 > 0.05$, $0.376 > 0.05$, $0.601 > 0.05$. H_0 is rejected and H_a is accepted. So, the data is Normal.

B. Discussion

Based on the description of data analyzing the problem of vocabulary mastery problems among students majoring in English at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, it shows that the questionnaire data produced by most of them experienced difficulties in learning skills. In the questionnaire revealed by researchers, there are 5 indicators of students' difficulties in learning vocabulary, namely: Pronunciation, Spelling, Length and Complexity, Grammar and Meaning.

Based on the results obtained, students' difficulties in learning vocabulary are found in the first indicator, namely pronunciation. On the

pronunciation indicator, 40.00% of students had difficulty, 29.17% of students chose neutral, while 30.83% of students chose to disagree or did not experience difficulty in learning vocabulary on the pronunciation indicator. Meanwhile, for the second most difficult of the five indicators, namely the Grammar indicators, there were 38.33% who chose Agree, and 39.17% chose neutral, while for Disagree there were 22.50% of students.

Meanwhile, students' difficulties in learning vocabulary ranks third in the Length and Complexity indicator, where in this indicator 35.83% of students choose to agree or experience grammatical difficulties in vocabulary, while 42.50% of students choose neutral, and 21.67% choose to disagree. And in fourth place is Meaning, the percentage results of this indicator are 32.50% of students chose to agree, and 37.50% of students chose neutral, while 30.00% of students chose to disagree. The last one is Spelling, of the five indicators, the spelling indicator has the smallest difficulty in learning vocabulary. On this indicator, 31.67% of students experienced difficulties or chose to agree, while 40.00% were neutral and 28.34% chose to disagree.

It can be concluded that 17.83% of students have difficulty learning vocabulary from these five indicators, while 18.83% of students choose neutral, and 13.33% of students choose not to have difficulty learning vocabulary from these five factors. Researchers found that the majority of students still had difficulty learning vocabulary, especially in the

pronunciation, length and complexity sections. Students who provided information through questionnaires indicated that these five indicators were still obstacles or problems for students in learning vocabulary. From the conclusion of the results of the questionnaire filled out by students, lecturers can see what the biggest factors are that can influence students' development in learning vocabulary. Difficulties experienced by students in learning vocabulary can be overcome by paying special attention to these five indicators. The researcher analyzed based on the results of the questionnaire that most students had problems in learning vocabulary.

C. The Threat of The Research

The research found threats of the research as follows:

1. Students found it challenging to reply to researchers' surveys.
2. Students took a very long time to complete the issued questionnaire.
3. Some students were not serious in filling out the questionnaires that were distributed.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher got the conclusion as follows :

The problems faced by fifth semester students majoring in English at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in learning vocabulary include five factors, namely pronunciation, spelling, length and complexity, grammar, and meaning. After conducting research using questionnaire and interview instruments, the researcher found that pronunciation is a dominant problem when learning vocabulary, the results obtained were that 40.00% of students agreed that pronunciation is a dominant problem.

B. Implication

Mix-method conducted at the Syekh Ali Hasan Ahmad Addary Padangsidempuan State Islamic University highlighted student problems regarding vocabulary learning. By combining several problem indicators in vocabulary learning, the results obtained by students show what obstacles there are in vocabulary learning from these five indicators.

Research methodology, giving questionnaires and interview to respondents. These negative results encourage educators to look for more ways to make it easier for students to learn vocabulary, and students must also

be more sensitive to any indicators that make it difficult for them to learn vocabulary.

Vocabulary mastery problems may be influenced by individual factors, such as educational background, experience learning English, as well as social factors, such as the use of English in everyday life. The implications of these findings can encourage a more personal and relevant approach in overcoming the problems faced by students.

C. Suggestion

Based on the result, the researcher would like to give some suggestion as followed:

1. For lecturer, Lecturers are advised to develop and introduce more varied learning methods in teaching vocabulary. The use of technology, word games, educational videos, and interactive discussions can make learning more interesting and help students remember and apply vocabulary in real contexts. A more active communication-based approach can also provide opportunities for students to use vocabulary more often in daily conversations.
2. For the students, Students need to increase personal motivation to continue learning and master vocabulary. Setting clear learning goals and working to achieve them gradually can help students stay focused and motivated in enriching their vocabulary. One of the best ways to master vocabulary is to embed it in everyday conversation. Students are advised to practice

speaking English more often, both in class and outside of class, to hone their skills in using the vocabulary they have learned.

3. To the future researcher, Future research can expand the study by exploring other factors that influence vocabulary mastery, such as cultural background, psychological factors, or student learning style tendencies. This research can help understand more deeply the external factors that play a role in the vocabulary learning process.

REFERENCES

- Afzal, Naeem. "A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education." *Arab World English Journal* 10, no. 3 (2019): 81–98. <https://doi.org/10.24093/awej/vol10no3.6>.
- Bambang Purwanto, Muhammad, and Ferri Hidayad. "English Learning Strategies for Vocabulary Mastery." *English Education: Journal of English Teaching and Research* 7, no. 2 (2022): 178–89. <https://doi.org/10.29407/jetar.v7i2.18457>.
- Baskarani, Siti Nurmeliya. "The Teaching of English Vocabulary (A Case Study at the Seventh Grade Students of MTs Negeri 2 Jakarta)." *Jurnal ADIMAS* 4, no. 12 (2016): 123.
<https://repository.uinjkt.ac.id/dspace/bitstream/123456789/33875/1/%28Watermark%29%20Siti%20Nurmeliya%20Baskarani%20281112014000086%29.pdf>.
- Bimas Reskiawan, Netty Huzniati Andas, Hajra. "A Study on Students' Difficulties In Vocabulary Mastery at First Grade Students of SMPN 1 Baula." *Jurnal Bahasa, Sastra Dan Budaya* 19, no. 1 (2020): 35.
<https://jurnal.fs.umi.ac.id/index.php/tamaddun-life/article/view/74/61>.
- Elfrieda H. Hiebert, Michael L. Kamil. *Teaching and Learning Vocabulary*. Edited by Elfrieda H. Hiebert. Francis: Marwah, 2005.
https://books.google.co.id/books?id=0a-QAGAAQBAJ&printsec=frontcover&hl=id&source=gbs_ge_summary_r&cad=0.
- Fajriati Prasetya Cahyaning Fitri, Aip Syaepul Uyun, Eva Meidi Kulsum. "Students' Problems in Learning English Vocabulary" 46 (2024).
<https://conferences.uinsgd.ac.id/>.
- Firdausah, Amatul, Dina Merris Maya Sari, and Stkip PGRI Sidoarjo. "Teaching Vocabulary To Young Learners Using Flashcards." *Jurnal Bahasa, Sastra, Seni, Dan Budaya* 06, no. 02 (2022): 719–24. <https://e-journals.unmul.ac.id/index.php/JBSSB/login>.
- Hasan. "Improving Students English Vocabulary by Using Tic Tact Toe Game at The Second Year of SMP Negeri 7 Satap Maiwa Kabupaten Enrekang." *Edumas pul Jurnal Pendidikan* 2 (2018).
https://www.researchgate.net/publication/330786715_Improving_Students_English_Vocabulary_by_Using_Tic_Tact_Toe_Game_at_The_second_Year_of_SMP_Negeri_7_Satap_Maiwa_Kabupaten_Enrekang.
- Hernawati. "Building Up the Studets' English Vocabulary Trough Fanny Stories At Smp Negeri 2 Duampanua Kab. Pinrang." *ETERNAL (English, Teaching, Learning and Research Journal)* 1, no. 2 (2015): 201–15.
<https://doi.org/10.24252/eternal.v12.2015.a4>.
- Ismail, Baharudin, Sanaria Maneba. "Analysis of the Students' Problems in Learning Vocabulary Tt Smp Satap Palea." *English Education Journal* 5 (2022): 28.
<https://ejournal.lppmunidayan.ac.id/index.php/english/article/view/857/652>.
- Jack C, Richards, Willy A, Renandya. *Methodology in Language Teaching*. Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo Cambridge. Cambridge University Press 2002 This, 2002.
<https://www.cambridge.org/core/books/methodology-in-language-teaching/88EAF4840F533BD7DC572931A3E7D906>.
- Junaid, Rusdiana, Paldy, and Arini Hasan. "The Use of Fly Swatter Game to Improve Students' Vocabulary Mastery." *Journal of English Language Teaching and Applied Linguistics* 4, no. 3 (2022): 120–28.
<https://doi.org/10.32996/jeltal.2022.4.3.11>.

- Kaya Yilmaz. "Comparison of Quantitative and Qualitative Research Traditions: Epistemological, Theoretical, and Methodological Differences." *European Journal of Education* 48 (2013): 312. <https://quaethics101.wordpress.com/wp-content/uploads/2016/10/yilmaz-2013.pdf>.
- Kirkless. "Research and Consultation Guidelines: Questionnaires," 2014, 5. <http://survey.net.ac.uk/sqb/introduction.asp%0Ahttps://www.kirklees.gov.uk/involve/document/Questionnaires.pdf>.
- Laili, Wujastuti Putri. "ANALISIS KESULITAN MEMBACA TEKS BAHASA INGGRIS PADA SISWA KELAS V DI MI NURUL ISLAM PENAWANGAN," 2023, 47. https://eprints.iain-surakarta.ac.id/7652/1/SKRIPSI_PUTRI_LAILI_193141004.pdf.
- Maimunah. "Students in English Department," n.d.
- Malhotra, Naresh K. "Questionnaire Design And Scale Development." *Article*, 2014, 176–202. https://www.researchgate.net/publication/266864633_Questionnaire_design_and_scale_development.
- Masgajalba. "Vocabulary Learning Problems at the Tenth Grade Students of Smk Kesehatan Maranatha Palangka Raya." IAIN Palangka Raya, 2014. <http://digilib.iain-palangkaraya.ac.id/id/eprint/332>.
- Mhd. Ferdi Irvani. "An Analysis of Students' Difficulties in Vocabulary Mastery at State Senior High School 1 Kampar" 21, no. 1 (2020): 1–9. <https://repository.uin-suska.ac.id/25083/2/GABUNG.pdf>.
- Nation, I. S.P. "Learning Vocabulary in Another Language." *Learning Vocabulary in Another Language*, 2013, 1–624. [https://doi.org/10.1016/s0889-4906\(02\)00014-5](https://doi.org/10.1016/s0889-4906(02)00014-5).
- Nilamsari, Natalina. "Memahami Studi Dokumen Dalam Penelitian Kualitatif." *Wacana* 8, no. 2 (2014): 177–1828. <http://fisip.untirta.ac.id/teguh/?p=16/>.
- Nur Rahmah, M.Tahir, A.Thalib. "The Effect of Vocabulary Mastery on Students' Reading Comprehension." *International Journal of Business, English, and Communication (IJoBEC)* 1, no. 1 (2023): 37. <https://journal.unm.ac.id/index.php/ijobec/index>.
- Nurul Rahmawati, Nur Salamah Hidayatillah, Rosa Amelia. "An Analysis of Student' Difficulties in Vocabulary Mastery: A Case Study at English Club of SMAN 7 Kota Serang." *Jurnal Kajian Ilmu Pendidikan* 4 (2023): 10. <http://journal.al-matani.com/index.php/jkip/index>.
- Reza Oktaviana Pasaribu, Gabby Maureen pricilia, Asriani Hasibuan. "The Effect of Using Chinese Whispers Game on Students' Vocabulary Mastery." *Jurnal Liner* 3 (2020): 172. <https://doi.org/https://doi.org/10.37081/liner.v3i3.2007>.
- Sartika Manda, Ahmad Talib, Nur Aeni. "Improving Students' Vocabulary by Using Show and Tell (S&T) Method at the First Grade Students of SMA Negeri 6 Toraja Utara." *Journal of Excellence in English Language Education* 1 (2022): 311. <https://ojs.unm.ac.id/JoEELE/article/view/37945>.
- Scot Thornbury. *How to Teach Vocabulary*. Edited by Sue Harnes. England: Bluestone Press, 2002. https://www.academia.edu/18950782/How_to_teach_vocabulary_by_Scott_Thornbury.
- Spinelli, Emily, and Walter Grauberg. *The Elements of Foreign Language Teaching. The Modern Language Journal*. Vol. 82, 1998. <https://doi.org/10.2307/330231>.
- Sugiyono, Prof. Dr. *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. Nineteenth. Bandung: Alfabeta, 2013.
- Wa Saripah. "Improving Students' Vocabulary Through Picture Cards." *Vision Journal*

18 (2022): 118. <http://jurnaltarbiyah.uinsu.ac.id/vision>.

CURRICULUM VITAE



A. Identify

Name : Avika Indah Hasibuan
Reg. Number : 20 203 00025
Place/Birth : Padangsidempuan, 14 May 2002
Sex : Female
Religion : Islam
Address : Jl. Let Jend Suprpto No. 11

B. Parents

Father's Name : Rustam Efendy Hasibuan
Mother's Name : Nurhabibah Lubis

C. Educational Background

1. Elementary School : SD Negeri 0120 Sibuhuan, 2014
2. Junior High School : SMP Negeri 1 Barumun, 2017
3. Senior High School : SMA Negeri 2 Padangsidempuan, 2020
4. University : UIN Syahada Padangsidempuan, 2020-2025

APPENDIX 1

Kuesioner Penelitian

Analyzing Vocabulary Learning Problems

INSTRUCTIONS:

1. For you personally, you are asked to write down the data that matches your personal data.
2. For questions or statements submitted, answer choices have been provided, you are asked to answer by choosing one answer by means of a checklist on the possible answers provided, namely:

SA : Strongly Agree
A : Agree
N : Neutral
DA : Disagree
SD : Strongly Disagree

Fill your identity below!

Name :

Nim :

Class :

NO	Indicators of Questionnaire	QUESTIONS	Frequency of scale				
			SS	A	N	D	SD
1.	Pronunciation	1. I find it difficult to pronounce new words in English. <i>Saya kesulitan mengucapkan kata-kata baru dalam bahasa Inggris.</i>					
		2. I didn't get the support that was able to correct the pronunciation of the new words. <i>Saya tidak mendapatkan dukungan yang mampu mengoreksi pengucapan kata-kata baru.</i>					
		3. I cannot imitate the pronunciation of new vocabulary that I hear from audio or video sources. <i>Saya tidak dapat meniru pengucapan kosakata baru</i>					

		<i>yang saya dengar dari sumber audio atau video.</i>					
		4. Overall, I feel that pronunciation problems affect my academic performance in this study program. <i>Secara keseluruhan, saya merasa masalah pengucapan mempengaruhi prestasi akademik saya di program studi ini.</i>					
2.	Spelling	1. I find it difficult to spell new vocabulary in English. <i>Saya kesulitan mengeja kosakata baru dalam bahasa Inggris.</i>					
		2. I often make mistakes when writing new vocabulary in English. <i>Saya sering melakukan kesalahan saat menulis kosakata baru dalam bahasa Inggris.</i>					
		3. I found it challenging to master vocabulary because some words or sounds had misspelled spellings. <i>Saya merasa sulit untuk menguasai kosa kata karena beberapa kata atau suara salah ejaannya.</i>					
		4. The spelling practice I did did not show any improvement in my spelling ability. <i>Latihan mengeja yang saya</i>					

		<i>lakukan tidak menunjukkan adanya peningkatan pada kemampuan mengeja saya.</i>					
3.	Length and complexity	1. I find it difficult to study long and complex words. <i>Saya merasa kesulitan mempelajari kata-kata yang panjang dan rumit.</i>					
		2. I can't remember long and complicated new vocabulary all at once. <i>Saya tidak dapat mengingat kosa kata baru yang panjang dan rumit sekaligus.</i>					
		3. Long and complex vocabulary often makes me feel less confident in communication. <i>Kosakata yang panjang dan rumit seringkali membuat saya kurang percaya diri dalam berkomunikasi.</i>					
		4. I find it difficult to use long and complex comprehensions effectively in oral communication. <i>Saya merasa sulit menggunakan pemahaman yang panjang dan rumit secara efektif dalam komunikasi lisan.</i>					
4.	Grammar	1. I find it difficult to use new vocabulary according to correct grammatical rules. <i>Saya merasa kesulitan menggunakan kosakata</i>					

		<i>baru sesuai aturan tata bahasa yang benar.</i>					
		2. New vocabulary often makes me confused about the correct form or sentence structure. <i>Kosakata baru seringkali membuat saya bingung mengenai bentuk atau struktur kalimat yang benar.</i>					
		3. I often make grammatical errors when using new understandings in sentences. <i>Saya sering membuat kesalahan tata bahasa ketika menggunakan pemahaman baru dalam kalimat.</i>					
		4. Grammatical errors when using new vocabulary make me feel less confident in oral communication. <i>Kesalahan tata bahasa saat menggunakan kosakata baru membuat saya kurang percaya diri dalam komunikasi lisan.</i>					
5.	Meaning	1. New vocabulary often has meanings that are difficult for me to understand or differentiate from other understandings. <i>Kosakata baru seringkali mempunyai arti yang sulit saya pahami atau bedakan</i>					

		<i>dengan pengertian lain.</i>					
		2. The meaning of new vocabulary feels ambiguous when compared with its synonyms or antonyms. <i>Makna kosakata baru terasa rancu jika dibandingkan dengan sinonim atau antonimnya.</i>					
		3. I found it challenging because some words have the same structure but distinct meanings. <i>Saya merasa kesulitan karena beberapa kata mempunyai struktur yang sama namun maknanya berbeda.</i>					
		4. The exercises I did did not show any improvement in understanding the meaning of new vocabulary. <i>Latihan yang saya lakukan tidak menunjukkan adanya peningkatan dalam pemahaman arti kosakata baru.</i>					

APPENDIX 2

Interview questions about vocabulary learning problems in English language learning

a. What makes it difficult for you to learn English vocabulary?

Apa yang membuat anda sulit dalam mempelajari kosakata dalam bahasa inggris ?

b. What do you think is the biggest challenge when learning vocabulary in grammar indicators?

Apa tantangan terbesar menurut anda ketika belajar vocabulary pada indikator grammar ?

c. How do you remember long and complex vocabulary?

Bagaimana cara anda saat mengingat suatu kosakata yang panjang dan complex ?

d. Do you find it difficult to deal with vocabulary that has the same structure but different meanings? Explain!!!

Apakah anda merasakan kesulitan saat menghadapi kosakata yang memiliki struktur yang sama tetapi dengan arti yang berbeda ? jelaskan!!!

e. What makes it difficult for you to spell words in English?

Apa yang membuat kamu kesulitan dalam spelling kata kata dalam bahasa inggris ?

26	NL	3	2	2	3	2	2	2	1	1	1	1	2	1	3	2	1	2	1	2	1
27	NAN	4	2	2	1	2	4	4	1	4	4	5	4	1	4	4	4	1	4	1	4
28	NN	5	4	3	3	3	3	3	4	5	1	2	3	2	3	5	3	3	5	3	2
29	NN	5	4	3	2	2	4	3	4	3	5	5	4	3	3	3	3	3	3	3	3
30	NN	4	5	4	4	4	4	4	5	4	2	2	2	1	3	2	3	2	3	3	1
		98	95	85	91	87	94	99	78	99	90	102	95	91	99	94	97	92	96	92	78

APPENDIX 4**Statements and Students Percentages**

No	Statement	Frequency of Scale				
		SA	A	N	D	SD
1	I find it difficult to pronounce new words in English.	23.3%	23.3%	30.0%	3.3 %	20.0%
2	I didn't get the support that was able to correct the pronunciation of the new words.	16.7%	30.0%	23.3%	13.3 %	16.7%
3	I cannot imitate the pronunciation of new vocabulary that I hear from audio or video sources.	13.3%	16.7%	33.3%	13.3 %	23.3%
4	Overall, I feel that pronunciation problems affect my academic performance in this study program.	16.7%	20.0%	30.0%	16.7 %	16.7%
5	I find it difficult to spell new vocabulary in English.	6.7%	20.0%	43.3%	16.7 %	13.3%
6	I often make mistakes when writing new vocabulary in English.	3.3%	30.0%	50.0%	10.0 %	6.7%
7	I found it challenging to master vocabulary because some words or sounds had misspelled spellings.	16.7%	26.7%	33.3%	16.7 %	6.7%
8	The spelling practice I did did not show any improvement in my spelling ability.	10.0%	13.3%	33.3%	13.3 %	30.0%
9	I find it difficult to study long and complex words.	16.7%	26.7%	36.7%	10.0 %	10.0%
10	I can't remember long and complicated new vocabulary all at once.	3.3%	30.0%	40.0%	16.7 %	10.0%
11	Long and complex vocabulary often makes me feel less confident in communication.	26.7%	13.3%	40.0%	13.3 %	6.7%
12	I find it difficult to use long and complex comprehensions effectively in oral communication.	3.3%	33.3%	40.0%	23.3 %	0
13	I find it difficult to use new vocabulary according to correct grammatical rules.	10.0%	30.0%	33.3%	6.7 %	20.0%
14	New vocabulary often makes me confused about the correct form or sentence structure.	6.7%	33.3%	43.3%	16.7 %	0
15	I often make grammatical errors when using new understandings in sentences.	13.3%	16.7%	43.3%	23.3 %	3.3%

16	Grammatical errors when using new vocabulary make me feel less confident in oral communication.	13.3%	20.0%	50.0%	10.0 %	6.7%
17	New vocabulary often has meanings that are difficult for me to understand or differentiate from other understandings.	10.0%	23.3%	40.0%	16.7 %	10.0%
18	The meaning of new vocabulary feels ambiguous when compared with its synonyms or antonyms.	10.0%	30.0%	36.7%	16.7 %	6.7%
19	I found it challenging because some words have the same structure but distinct meanings.	10.0%	26.7%	33.3%	20.0 %	10.0%
20	The exercises I did not show any improvement in understanding the meaning of new vocabulary.	6.7%	13.3%	40.0%	13.3 %	26.7%

APPENDIX 5



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km 4,5 Sihitang 22733
Telepon (0634) 22080 Faksimile (0634) 24022

SURAT PERNYATAAN UJI VALIDITAS

Yang bertanda tangan dibawah ini :

Nama : Sokhira Linda Vinde Rambe, M.Pd.

NIP : 19851010201903 2 007

Telah membaca angket instrument yang dibuat oleh mahasiswa yang mengadakan penelitian guna memperoleh data dalam rangka penyusunan Proposal Penelitian yang berjudul: **"Analyzing the Problems of Vocabulary Mastery among Students Majoring in English at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan"**

Nama : Avika Indah Hasibuan

NIM : 20 203 00025

Program Studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Setelah dilakukan kajian atas instrument Proposal penelitian tersebut dapat dinyatakan:

- ☒ Layak digunakan untuk penelitian
☒ Layak digunakan dengan perbaikan
☐ Tidak layak digunakan untuk penelitian yang bersangkutan

Dengan catatan dan saran perbaikan/ sebagaimana terlampir
Demikian agar dapat digunakan sebagaimana mestinya.

Padangsidempuan, 11 Juni, 2024

Sokhira Linda Vinde Rambe, M.Pd.

APPENDIX 6



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4.5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022

Nomor : B-635/Un.28/E.1/PP.00.9/10/2023
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

30 Oktober 2023

Yth.

1. Fitri Rayani Siregar, M.Hum (Pembimbing I)
2. Sokhira Linda Vinde Rambe, M.Pd (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Avika Indah Hasibuan
NIM	: 2020300025
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: Analyzing the Problems of Vocabulary Mastery among Students Majoring in English at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik



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

Ketua Program Studi
Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum.
NIP-19820731 200912 2 004

APPENDIX 7



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022

Nomor : B -6731 /Un.28/E.1/PP.00.9/10/2024

3 Oktober 2024

Lamp : -

Perihal : Izin Penelitian

Penyelesaian Skripsi

Yth. Dekan FTIK UIN Syahada Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Avika Indah Hasibuan

Nim : 2020300025

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Kampung Marancar, Padangsidimpuan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang selesai menyelesaikan Skripsi dengan Judul **"Analyzing the Problems of Vocabulary Mastery among Students Majoring in English at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan"**

Sehubungan dengan itu kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

Mengetahui
an Dekan
Wakil Dekan Bidang Akademik


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

APPENDIX 8



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km 4,5 Sihitang Kota Padang Sidempuan 22733
Telepon (0634) 22080 Faximili (0634) 24022
Website: uinsyahada.ac.id

SURAT KETERANGAN

Nomor : 597 /Un.28/E/PP.00.9/02/2025

Yang bertanda tangan di bawah ini :

Nama : Dr. Lelya Hilda, M.Si.
NIP : 19720920 200003 2 002
Pangkat/Gol. Ruang : Pembina Tk I / (IV/b)
Jabatan : Lektor Kepala / Dekan
Instansi : UIN Syahada Padangsidempuan

Dengan ini menerangkan bahwa :

Nama : Avika Indah Hasibuan
NIM : 2020300025
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Kampung Marancar, Padangsidempuan Utara

Adalah benar telah melaksanakan penelitian di Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul " **Analizing the Problems of Vocabulary Mastery among Students Majoring in English at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan**".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Padangsidempuan 20 Februari 2025
Dekan

Dr. Lelya Hilda, M.Si
NIP. 197209202000032002

APPENDIX 9

Documentation of Research

1. Documentation of Giving Questionnaire







2. Documentation Interview

