An Analysis of Student' Difficulties in Vocabulary Mastery: A Case Study at English Club of SMAN 7 Kota Serang

Analisis Kesulitan Siswa dalam Penguasaan Kosakata: Studi Kasus di Klub Bahasa Inggris SMAN 7 Kota Serang

Nurul Rahmawati[1*], Nur Salamah Hidayatillah[2], Rosa Amelia[3]
[1,2,3]University of Sultan Ageng Tirtayasa
Email : [1]rahmanurul949@gmail.com, [2]nursalamahhdy06@gmail.com, [3]ameliarosa15102001@gmail.com

*Corresponding Author

ABSTRACT
The research's objectives were to identify the factors that contribute to students' difficulties mastering vocabulary and to learn about the challenges that students face in doing so. This study used a qualitative research design, and the researcher used interviews and questionnaires to collect data. Three students chosen by the teacher were interviewed for this study. This implies that students have the same chance of being selected as individual participants. Researchers used twenty participants in this study. Participants received a questionnaire from the researcher. since the goal of this study is to determine the challenge students face in mastering vocabulary. The English club students at SMAN 7 Kota Serang continue to struggle greatly with vocabulary acquisition. based on the word pronunciation, word spelling, and word meaning as revealed by the questionnaire and interview. Moreover, a variety of factors may contribute to the difficulties. There are a number of reasons why students struggle to master vocabulary: (1) mispronounced words compared to written words; (2) infrequent practice and interaction in English; and (3) incorrect word spelling or writing (4) A few words with related but distinct meanings, (5) Mispronunciations are frequently brought on by the dissimilarity of Indonesian and English phonemes.
Keywords: Vocabulary Mastery, Student' Difficulties, Qualitative Research

ABSTRAK
Tujuan penelitian ini adalah untuk mengidentifikasi faktor-faktor yang berkontribusi terhadap kesulitan siswa dalam menguasai kosakata dan untuk mengetahui tantangan yang dihadapi siswa dalam melakukannya. Penelitian ini menggunakan desain penelitian kualitatif, dan peneliti menggunakan wawancara dan kuesioner untuk mengumpulkan data. Tiga siswa yang dipilih oleh guru diwawancarai untuk penelitian ini. Hal ini berarti bahwa siswa mempunyai peluang yang sama untuk dipilih sebagai peserta perorangan. Peneliti menggunakan dua puluh partisipan dalam penelitian ini. Peserta mendapat kuisioner dari peneliti. karena tujuan dari penelitian ini adalah untuk mengetahui tantangan yang dihadapi siswa dalam penguasaan kosakata. Siswa klub bahasa Inggris di SMAN 7 Kota Serang terus mengalami kesulitan dalam penguasaan kosakata. berdasarkan pengucapan kata, ejaan kata, dan makna kata yang diungkapkan melalui angket dan wawancara. Selain itu, berbagai faktor dapat menyebabkan kesulitan tersebut. Ada sejumlah alasan mengapa siswa kesulitan menguasai kosakata: (1) kata-kata yang salah diucapkan dibandingkan dengan kata-kata tertulis; (2) jarangnya latihan dan interaksi dalam bahasa Inggris; dan (3) kesalahan ejaan atau penulisan kata (4) Adanya beberapa kata yang berkaitan namun maknanya berbeda, (5) Kesalahan pengucapan sering kali disebabkan oleh perbedaan fonem bahasa Indonesia dan bahasa Inggris.
Kata Kunci: Penguasaan Kosakata, Kesulitan Siswa, Penelitian Kualitatif

1. Introduction

English is a global language and the skills are needed to communicate with citizens of other countries in this era of globalization. When learning English, there are four skills that a learner must be mastered namely listening, speaking, reading and writing. To master these four skills, there are aspects that we should be mastered, one of them is vocabulary mastery. Vocabulary is an aspect that must be mastered when using English as a foreign learner. It means that when learning English, students not only know the words, but also their meanings. When reading a simple text in English, if the students are good at vocabulary mastery, they can easily understand what they read. Mastering vocabulary is also an advantageous aspect of listening and speaking skills because if students' vocabulary is good, they can use their capability to conduct directly with other students who are also using English. This proves that vocabulary is the foundation of learning English and it is very important in learning a language. Students must have a strong vocabulary in order to communicate effectively, both verbally and in writing. Students can communicate with others in English as their vocabulary grows. This allows students to express themselves more freely and feel more confident when participating in class. (Machfudi, 2017).

Recognizing the significance of English language acquisition, extracurricular activities like English Clubs have emerged as essential platforms for students to bolster their language skills, particularly vocabulary. The English Club, often an oasis for language enthusiasts, provides a unique and vibrant platform for students to dive deeper into the nuances of the English language. It serves as a space where students can hone their language skills, gain confidence, and foster a love for effective communication. Yet, despite the resources and opportunities afforded by the English Club, students encounter a spectrum of challenges on their journey to vocabulary mastery.

The study with the title 'An Analysis of Students Vocabulary in Learning Vocabulary' by Salawazo et.al analyzed the students' vocabulary in learning English at SMP Swasta Yayasan Pangeran Antasari, Medan in the academic year of 2018/2019. The results show that students' vocabulary difficulties when learning English are students' difficulties in pronouncing words. Grammatical forms, which differ within the English system, are another source of difficulties for students in differentiating written and spoken forms.

The purpose of this study is to analyze the difficulties in mastering vocabulary. The objectives of the study are (1) to understand the difficulties in mastering vocabulary based on the perspective of members of SMAN 7 Kota Serang English Club (2) to find out the factors that cause difficulties in mastering vocabulary.

Vocabulary mastery is a fundamental factor in learning a language and it is crucial for effective communication and comprehension in a foreign language. Students' difficulties in acquiring and remembering vocabulary was the subject of extensive research in the field of second language acquisition. This literature review explores the common challenges faced by students in mastering vocabulary. The ability to use a rich and varied vocabulary is an essential element of speaking a language fluently. Very important for reading, writing, listening, and speaking. Vocabulary knowledge strengthens four language skills: listening, speaking, reading, and writing. As a result, students' vocabulary acquisition difficulties have important implications for their overall language skills. According to Schmidt (2000), "lexical knowledge plays a central role in communicative competence and the acquisition of a second language," underscoring the significance of vocabulary acquisition. According to (Nation, 2001), vocabulary knowledge and language use have a complementary relationship. On the other hand, language use promotes an increase in vocabulary, and vocabulary knowledge permits language use. A vocabulary is a list or collection of words, and the descriptions are arranged alphabetically, so that a particular word in a sentence becomes part of the vocabulary.

Moreover, there are numerous categories of vocabulary (Harmer, 2001) these include

1. Synonyms

   Synonyms are words that have similar meanings (Thornbury, 2002). Synonyms are words that have the same meaning but are spelled differently.

2. Antonym

   A word that has the opposite meaning of another word is called an antonym

3. Polysemous Words

   Words with two or more related meanings are called polysemous words (Tyler, 2001)

4. Homophones

   Homophones are words that are similar in form but are words with different meanings (Thornbury, 2002). Rather than just one word with a clear meaning, there are two or more pronounced words

5. Definition

   A definition is an explanation of a word.

According to (Kamil, 2005) vocabulary divided into:

1. Active Vocabulary

   This vocabulary includes of words that students can understand, pronounce accurately, and use constructively in speaking and writing.

2. Passive Vocabulary

   This vocabulary includes words that students recognize and understand when they appear in a context but never use them in subsequent communication. They understand it when they listen or read, but they do not use it when they speak or write.

Several studies have been conducted regarding students' difficulty in learning vocabulary mastery. Rahman (2016), a student at the Department of English Education, Faculty of Linguistics, Mataram State University of the Arts, conducted the first study 'Analysis of Students' Difficulties in Acquiring Vocabulary: A Survey Study of Class 2 Students of His SMPN 19 Mataram' was the title of the research project. The aim is to identify the types and causes of students' vocabulary difficulties. The second-year students of SMPN 19 Mataram were the participants of the study. Thirty-five students were selected through targeted random sampling. Descriptive qualitative methods were used to analysis the data. Tests and questionnaires were used to collect data.

Hakim (2011) from the Faculty of Teacher Training and Education, Banjarmasin University, Rambun Mangkrat University submitted the second paper. The title is 'Descriptive Research on Students' Acquisition of English Vocabulary'. A descriptive quantitative and qualitative methodology was used in this study.This writing instrument was tested from November 1st to 14th, 2010. Each test consists of his 40 points. There are a total of 10 matching word items and 30 multiple choice items. Survey consisting of 2 sections and 15 questions. The first section consists of 10 multiple choice questions and the second section contains 5 text questions. Her 8th grade students of SMP Negeri 4 Martapura were the research subjects of this study. A total of 220 students are enrolled. This study uses cluster random sampling technique to determine the sample. The research sample consists of his 56 students. The results of the study showed that her 8th grade student in SMP Negeri 4 Martapura had sufficient vocabulary level in the 2010-2011 school year.

The last article is an article titled "Research on Students' Difficulties in Learning Vocabulary" written by Rohmatillah (2015), a student at Institut Agama Islam Negeri (IAIN) RadenIntan Lampung. The aim of this study was to identify the types and factors that contribute to vocabulary acquisition difficulties in college students. The study focused on students taking a first-semester vocabulary course at IAIN's Department of English Teaching. This study applies the characteristics of case research through the use of a qualitative research design. The author uses questionnaires and interviews to collect data. Descriptive analysis was used to examine all the data. The results show that students continue to have difficulty or challenges when learning vocabulary. Students experience three main types of difficulty: (1) most have difficulty pronouncing words correctly; (2) they have difficulty writing and spelling; and (3) one of the

reasons why learners have difficulty in learning vocabulary is due to different grammatical forms or inflections of words. Several factors contribute to students' difficulties in learning vocabulary: (1) different written and spoken forms of English; (2) the huge amount of vocabulary that students have to learn; (3) scarcity of reliable written sources of information; and (4) complexity of word knowledge; (5) lack of understanding of the grammar of words; (6) mispronouncing words, often due to sound differences between the student's native language and English.

2. Methodology

The study employed a descriptive-qualitative methodology that aimed to provide a thorough explanation for the data found. The goal of completely and accurately characterizing a variety of phenomena drove the selection of this research methodology. According to (Moleong, 2004), descriptive data are gathered in this context more often in the form of words or pictures than numerical data. The process begins with reviewing relevant documents and gathering relevant information. In qualitative methods, researchers interact with individuals in natural environments to immerse themselves in the subjects' learning environment. Furthermore, (Moleong, 2004) clarifies that research reports of this type should incorporate data citations to reflect the actual situation, calling this study a case study.

According to (Ary, 2010), a case study examines current events by concentrating on individual, group, organizational, or program units. As indicated by by (Yin, 2009) the research design selected involved the examination of particular cases. Descriptive qualitative research is defined by (Hungler, 2009) as an investigation that describes the state of affairs and may unearth novel information and interpretations. Questionnaires and interviews were used to gather information in order to determine and clarify the challenges that students faced with regard to themes or data sources. The study focuses on vocabulary acquisition challenges, necessitating a participant-centered viewpoint to explain field observations.

This study was conducted at English Club SMAN 7 Kota Serang, with the participation of students of the English Club, including 20 students. The study used questionnaires to assess students' difficulties in mastering vocabulary and an interview guide as a supplementary tool. The questionnaire included a scale based on (Brown, 2001) criteria to measure students' level of agreement and disagreement.

Table 1. Levels of agreement and disagreement among the students

Scale	Agreement	Percent	Level of the Issue
5	Strongly agree	90 - 100%	Very High
4	Agree	70 - 89%	High
3	Uncertain	50 - 69%	Moderate
2	Disagree	30 - 49%	Low
1	Strongly Disagree	10 - 29%	Very Low

Written instruments known as questionnaires pose statements or questions to respondents and ask them to either write down their responses or select from a list of options (Brown, 2001).

Table 2. Item Distribution of the Questionnaire

No	STATEMENT	SCALE				
		SA	A	U	D	SD
1	I found it challenging to master vocabulary because there are variances between written and spoken words.					
2	Because of the spelling differences between Indonesian and English, I found it challenging to master vocabulary.					
3	I found it challenging to master vocabulary because some words or sounds had misspelled spellings.					

4	I find it challenging to master synonyms in my vocabulary.
5	I find it challenging to master antonyms in my vocabulary.
6	I found it challenging because some words have the same structure but distinct meanings.
7	I find it challenging to learn new words because I'm afraid of spelling them incorrectly.
8	Because I never use the vocabulary in my everyday writing or communication, I find it difficult to master.
9	I find it challenging to master vocabulary because I tend to forget the words I've learned quickly.
10	I believe that the reason I found vocabulary learning challenging was the teacher's ambiguous definitions and explanations of words.
11	I believe that one of the reasons vocabulary learning is challenging is that teachers often teach words' spellings incorrectly.

This study used interview technique in collecting the data as explained by (Moleong, 2004). Interviewing is a method of collecting data by asking respondents questions, then recording and recording their responses. Additionally, an interview involves researchers interviewing individuals, with the aim of obtaining answers related to the research problem. Before conducting the interview, the researcher should prepare a list of questions. New questions may arise during the interview process depending on the progress and situation of the interview.

To collect information about difficulties that faced by students in mastering vocabulary. Three students were selected by the researcher to interview and develop educational materials. Interviews were conducted with students in an English club as part of a research process to gather information about students' challenges in mastering vocabulary.

Table 3. Item distribution of the interview guideline

No	Question	Purpose
1	Do you have difficulty spelling English words correctly?	Knowing that students have difficulty in mastering vocabulary in pronunciation and spelling of words.
2	What difficulties do you face when you spell English vocabulary?	
3	Is it difficult for you to know the exact meaning of each word in the English vocabulary?	Knowing that students has difficulty mastering vocabulary the meaning of word.
4	What efforts do you make to overcome difficulties in understanding English vocabulary?	

The data collected from questionnaires and interviews will undergo analysis to reach conclusions. Furthermore, (Moleong, 2004) contends that data analysis involves managing data, and structuring it into logical patterns, categories, and fundamental units. In this study, researcher use specific procedures to analysis data, specifically data reduction, data visualization, verification, and drawing conclusions.
These processes can be explained as follows:

Data Reduction:

Data reduction constitutes a qualitative data analysis technique. It entails refining, categorizing, prioritizing, and eliminating unnecessary data to organize it effectively, facilitating

the derivation of final conclusions. Essentially, the researcher condenses and focuses on key elements gleaned from interviews conducted during the research.

Data Display:

Following data reduction, the subsequent step involves data presentation. Data display is the process of arranging and organizing data to enhance its comprehensibility. Researchers can achieve this by creating concise summaries, illustrating relationships between categories, using flowcharts, and other methods. However, narrative text, such as field notes, is also employed to convey the data.

Verifying and conclusion:

The final step of data analysis is validation and drawing conclusions. During this phase, the researcher will articulate the findings and validate the research results

3. Result And Discussion

Findings

The questionnaire was distributed and conducted in Wednesday, October 18th 2023 with the number of 20 members of English Club SMAN 7 Kota Serang. The interview was held on October 19th 2023.The members who were interviewed were 5 students. The findings of the questionnaire and interview are presented below.

Data of Questionnaire

The questionnaire data is divided into difficulties and the factors that cause them and will be described in the table below.

Table 4. Difficulties Pronunciation and Spelling

		Scale				
		Strongly Agree (sangat setuju)	Agree (setuju)	Uncertain (tidak pasti)	Disagree (tidak setuju)	Strongly Disagree (sangat tidak setuju)
1	I found it challenging to master vocabulary because there are variances between written and spoken words.	20%	25%	15%	35%	5%
2	Because of the spelling differences between Indonesian and English, I found it challenging to master vocabulary.	20%	35%	15%	25%	5%
3	I found it challenging to master vocabulary because some words or sounds had misspelled spellings.	10%	5%	35%	45%	5%

The first question concerns how challenging it can be to master vocabulary due to variations in word pronunciation. In response to question number one, four out of twenty respondents (20% or 20%) selected highly agree, five out of twenty respondents (25%) selected agree, three out of twenty respondents selected uncertain, seven out of twenty respondents (35%) selected disagree, and one out of twenty respondents (5%) selected severely disagree. It may be inferred from the percentage result that 85% of the sample falls into the problem category.

The second topic concerns vocabulary difficulty due to spelling discrepancies between Indonesian and English. Regarding question number two, four respondents (20%) or 20% of the sample select highly agree, seven respondents (20%) or 35% select agree, three respondents (20%) select uncertain, five respondents (25%) or 25% select disagree, and one respondent (5% of the sample) select severely disagree. It may be inferred from the percentage result that 85% of the sample falls into the problem category.

The third question focuses on vocabulary mastery difficulties due to misspelled words or inconsistent word sounds. In response to question number three, two out of twenty respondents (10%) selected strongly agree, one out of twenty respondents (5%), seven out of twenty respondents (35%) selected uncertain, nine out of twenty respondents (45%) selected disagree, and one out of twenty respondents (5%) selected severely disagree. It may be inferred from the percentage result that 65% of the sample falls into the intermediate category of problem severity.

Table 5. Difficulties of word meaning

		Scale				
		Strongly agree (sangat setuju)	Agree (setuju)	Uncertain (tidak pasti)	Disagree (tidak setuju)	Strongly disagree (sangat tidak setuju)
4	I find it challenging to master synonyms in my vocabulary.	10%	25%	35%	30%	-
5	I find it challenging to master antonyms in my vocabulary.	5%	20%	50%	25%	-
6	I found it challenging because some words have the same structure but distinct meanings.	35%	40%	20%	5%	-

The fourth question focused on how hard it is to master synonyms in language. Within this section, two respondents (10% or 10) select "strongly agree," five respondents (or 25%) select "agree," seven respondents (or 35%) select "uncertain," and six respondents (or 30%) select "disagree." It may be inferred from the percentage in the previous question that 65% of the problem falls into the moderate level category.

The fifth question concerns the difficulty in mastering vocabulary in terms of antonyms. In this section, 1 out of 20 or 5% of respondents chose to agree, 10 out of 20 or 50% of respondents chose not sure, 5 out of 20 or 25% of respondents chose to disagree. Based on the percentage of the question above, 50% are average at the problem level.

The sixth query focused on antonyms and the difficulty of learning new words. Here, five out of twenty respondents, or five percent, choose disagree, ten out of twenty respondents, or fifty percent, choose uncertain, and one out of twenty respondents, or five percent, choose agree. Fifty percent of the problems fit into the category of moderate difficulty, based on the proportion from the previous question.

Table 6. Difficulties of Students Attitude Behavior

		SCALE				
		Strongly agree (sangat setuju)	Agree (setuju)	Uncertain (tidak pasti)	Disagree (tidak setuju)	Strongly disagree (sangat tidak setuju)
7	I find it challenging to learn new words because I'm afraid of spelling them incorrectly.	15%	30%	20%	25%	10%

Table 9. Difficulties of Students Attitude Behavior

		SCALE				
		Strongly agree (sangat setuju)	Agree (setuju)	Uncertain (tidak pasti)	Disagree (tidak setuju)	Strongly disagree (sangat tidak setuju)
8	Because I never use the vocabulary in my everyday writing or communication, I find it difficult to master.	20%	25%	20%	35%	-
9	I find it challenging to master vocabulary because I tend to forget the words I've learned quickly.	10%	20%	40%	25%	5%

The seventh question concerned how difficult it is for them to produce a certain word without making a mistake; three students selected strongly agree (15%), while six students selected agree (30%). In the meantime, of the students who selected uncertain, four selected it (20%), five selected disagree (25%) and two selected strongly disagree (10%). Eighty percent of all answers fell into this category, which is still very high problem level.

Eighth question: 4 students choose strongly agree (20%), while 5 students choose agree (25%). In another case, 4 students choose uncertain (20%), and 7 students choose disagree (35%). This is because the students have never used the vocabulary in written practice or daily communication. In this category, the percentage of all answers is 80%, which is still very high for the problem level.

The ninth question concerns vocabulary mastery difficulty because I have a tendency to forget the words I have learned. Of the respondents in this section, two choose strongly agree (10% of the total), four choose agree (20%), eight choose uncertain (40%) and five choose disagree (25%) in part 2. Also, 1 out of 20 students selected 5%, or strongly disagree. 60% of the sample fell into the category of moderate level problems, according to the percentage from the previous question.

Table 7. Difficulties of Teaching and Learning in the English Class

		SCALE				
		Strongly agree (sangat setuju)	Agree (setuju)	Uncertain (tidak pasti)	Disagree (tidak setuju)	Strongly disagree (sangat tidak setuju)
10	I believe that the reason I found vocabulary learning challenging was the teacher's ambiguous definitions and explanations of words.	5%	10%	25%	55%	5%
11	I believe that one of the reasons vocabulary learning is challenging is that teachers often teach words' spellings incorrectly.	10%	10%	20%	45%	15%

The tenth question concerned difficulties because the teacher had provided a clear explanation of the meaning (definition) of the words. A significant portion of the respondents— 11 students, or 55%—chosen to disagree, while two students, or 10%, chose to agree, and one student, out of twenty, chose to strongly agree, or 5%. In an additional scenario, five students selected "uncertain," or 25%, and one student selected "strongly disagree," or 5%. In this

category, the percentage of all answers is 75% for high-level problems. The English Club students at SMAN 7 Kota Serang disagree with this because they believe their teacher has given them excellent instruction.

The eleventh question concerned challenges arising from the teacher's instruction on word spelling. Additionally, the respondent chose to disagree with a total of nine out of twenty respondents, or 45%; three chose to strongly disagree, or 15%; four chose to be uncertain, or 20%; two chose to agree, or 10%; and two chose to strongly agree, or 10%. Based on the description's outcome, it can be inferred that 56% of all measures and percentages fall into the moderate problem category. Students at SMAN 7 Kota Serang's English Club disagree because they believe their teacher has done a good job instructing them.

Data of Interview

1 Difficulties In Pronunciation and Spelling the Words

Correct pronunciation of words an important factor contributing to English mastery, as Hewing (2004) points out. In this study, it was found that students from SMAN 7 Kota Serang had difficulty with pronunciation. This observation was confirmed in interviews conducted with three students. Every student interviewed expressed difficulty pronouncing words, emphasizing the importance of this aspect of language learning.

Spelling consists of composing one or more words by arranging the essential letters and diacritics in a recognized standard order. It is the act of building words through the combination of letters (Ur, as mentioned in Rahmawati, 2012). Students do not have sufficient proficiency in introducing letters or words and may experience confusion and sometimes memory loss when trying to spell. This spelling difficulty is due to the student having difficulty representing letters or expressive words

No.	Difficulties	Students Said
1.	Pronunciation	"Iya kak, saya kesulitan mengucapkan beberapa kata dalam bahasa Inggris. Misalnya kata 'start-up' yang selalu sulit diucapkan dengan benar.." (S1)
		"Aku takut salah mengucapkan kosakata kalo yang pendek-pendek bisa kak tapi kalo yang panjang katanya gak bisa" (S2)
		"Ya... karena kalau aku mengucapkan sesuatu, ejaannya terdengar salah terus orang nanggepnya jadi beda kosa kata " (S3)
2.	Spelling The Words	" sulit sama pengucapan a I u e o itu kak suka salah" (S1)
		"bener kak saya juga susah disitunya yang ujung-ujungnya malah salah ucap dan jadi kata yang berbeda" (S2)
		"saya juga bingung disitunya kak sama aja jadi gak pede untuk ngebacanya takut salah arti" (S3)

2. Difficulties in Word Meaning

A word can have many meanings and these meanings depend on the context in which the word is used. In this case, most students ignore this linguistic nuance, assuming that a word maintains a single, consistent meaning across contexts (Harmer, 2001). According to

testimonies obtained during the interview process, when asked about the meaning of the word, the students expressed the following opinion.

No.	Difficulties	Students Said
1	Word Meaning	"kesulitan saya tuh kak kaya familiar sama katanya tapi ternyata artinya salah" (S1)
		"suka ketuker kak sama kata lainya kaya supposed sama purpose gitu" (S2)
		"banyak kata yang saya gatau kak males ngafalnya gitu" (S3)

4. Conclusion

The study concluded, based on the results and analysis of interviews and questionnaires, that students face various challenges in mastering vocabulary. Identified difficulties included issues such as pronunciation, spelling and determining the meaning of words. The questionnaire further highlighted challenges related to students' attitudes, behaviors, and the teaching and learning environment in the English classroom. Several factors contribute to students' difficulty mastering vocabulary, including differences between written words and their pronunciation in English, fewer opportunities to interact and practice English, differences in the spelling and pronunciation of words, confusion due to similar words having different meanings and pronunciations and error due to the difference between English and Indonesian sounds. Research results show that students in English Club in SMAN 7 Kota Serang have significant difficulties in mastering vocabulary, belonging to the category of high difficulty.

To solve this problem, students are encouraged to expand their vocabulary mastery experiences and increase their motivation and interest in the learning process. Recommendations for teachers include exploring more effective methods of teaching vocabulary, and using engaging methods such as storytelling and games to avoid student boredom. There are many aspects related to vocabulary and other language skills in English that need to be analyzed in more depth. Future researchers are encouraged to explore other aspects of vocabulary and language skills, using insights from this study as preliminary information for their own research

References

Ary, D. (2010). *Introduction to research in Education.* USA: Wadsworth, Cengage Learning.

Bromley, K. (2004). Rethinking Vocabulary Instruction. *The Learning and Literacy Spectrum*.

Brown, H. D. (2001). *Teaching by Principle and Interactive Approach to language pedagogy.* New York : Longman Inc.

Cahyono, B. &. (2008). The Teaching of EFL Vocabulary in Indonesian context . *The State of the Art. TEFLIN Journal, Volume 19, Number 1 February*.

Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language.* Boston : Heinle & Heinle.

Coxhead, A. (2006). *Essentials of Teaching Academic Vocabulary.* United States : Thomson Heinle.

Hakim, A. R. (2011). *A Descriptive on the Students' Mastery of English Vocabulary(at the Eight Grade of SMP NEGERI 4 Martapura in Acedemic year 2010/2011.*

Harmer, J. (2001). *The Practice of English Language Teaching.* Cambridge: Third Edition Longman,.

Hidayati, S. (2007). The Analysis of Students' Ability in Using Derivation Vocabulary. *Tadris Bahasa Inggris of Tarbiyah Department of STAIN Bengkulu*.

Moleong, L. J. (2004). *MetedologyPenelitianKualitatif.* Bandung : PT. RemajaRosdakary.

Nation, I. S. (2001). *Learning vocabulary in another language.* Cambridge : Cambridge university opress.

Ningrum, W. (2015). Students' Problems in Learning Vocabulary at Eight Grade in One of Junior High Schools in Jambi.

Rohmatillah. (2015). *Difficulties in English Vocabulary Learning Experienced by the Eighth Grade Students of SMP Negeri 1 Borobudur in Academic of 2011/2012.*

Schmitt, N. (2000). *Vocabulary in language teaching.* Cambridge : Cambridge university press.

Silverman, D. (2005). *Doing Qualitative Research: A Practical Handbook.* London : Sage Publications Ltd.

Sugiyono. (2006). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D).* Bandung : Alfabeta.

Sumarnov, S. (2020). Analysis of difficulties in vocabulary acquisition. *The Journal of Legal Studies*.

Syarifudin, A. M. (2014). An analysis on the students' vocabulary mastery a descriptive study on the MTS. *Jurnal pendidikan dan pembelajaran*.

Thornbury, S. (2002). *How to teach vocabulary.* England: Pearson Education Limited.

Yin, R. K. (2009). How to do better case studies. *In L. Bickman & D. J. Rog (Eds.), The Sage handbook of applied social research* .