

**AN ANALYSIS OF STUDENTS DIFFICULTIES' IN
LEARNING ENGLISH VOCABULARY AT MTS BUNAYYA
ISLAMIC SCHOOL**

THESIS

This thesis is submitted to fulfill the requirement

For 'Sarjana' Degree in English Study Program



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Assalamualaikum Warahmatullahi Wabarakatuh

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya. Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **Annisa Olimpia (22551006)** sebagai Mahasiswa dari Program Studi Tadris Bahasa Inggris, dengan judul **"An Analysis of Students Difficulties in Learning English Vocabulary at MTs Bunayya Islamic School"** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

Demikian Permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Terima kasih.

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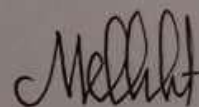
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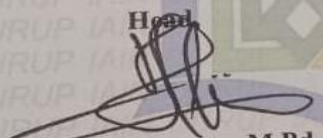
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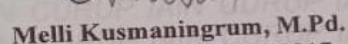
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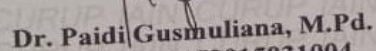
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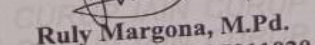

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PREFACE

All praise and gratitude are due to Allah SWT for His mercy, blessings, and guidance, which have enabled the researcher to complete this thesis entitled **"An Analysis of Students' Difficulties in Learning English Vocabulary at MTs Bunayya Islamic School."** This thesis is submitted as one of the requirements for obtaining the Sarjana Pendidikan (S.Pd.) degree at the English Tadris Study Program, Institut Agama Islam Negeri (IAIN) Curup.

This study aims to analyze the difficulties experienced by seventh-grade students in learning English vocabulary and the strategies they use to overcome those difficulties. The researcher hopes that the findings of this study will be useful for English teachers, students, and future researchers in improving English vocabulary learning. The researcher realizes that this thesis is not perfect. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of this study. Finally, the researcher hopes that this thesis will be beneficial to the readers.

Curup, July 2026

Annisa Olimpia

MOTTO

"Allah does not burden a soul beyond that it can bear."

(QS. Al-Baqarah: 286)

*Every hardship is a lesson, every prayer is strength, and every struggle will lead
to a beautiful ending.*

DEDICATION

With gratitude and all my love, This thesis is dedicated to :

1. My Greatest God, Allah SWT. I really thank you because without your blessing, I am nothing in this world
2. My self who is willing and able to endure, to fight, to try as hard as I can, to not give up despite the many feelings and temptations that come to my stop, thank you for being a strong person
3. To my beloved father, the late Pirman C, thank you for your endless love, guidance, and the values you instilled in me. Though you are no longer by my side, your memory has always been my strength. I dedicate this thesis to you with love and gratitude. To my beloved mother, Titin Oktariza, thank you for your endless prayers, unconditional love, sacrifices, and unwavering support. Your strength and encouragement have been my greatest motivation to complete this thesis.
4. To my beloved brother, Revan Marhamah, thank you for being an extraordinary figure who always supports, encourages, and makes many sacrifices during his studies.. And than my younger Sister Ketrin Cahya Putri, thank you for being the little sister who always brings laughter, joy, and color into my life.
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The researcher would like to express sincere gratitude to everyone who has provided support, guidance, and encouragement throughout the completion of this thesis, especially to

1. Prof. Dr. Idi Warsah, M.Pd.I, the rector of IAIN Curup.
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The researcher realize that this thesis is still far from being perfect.

Curup, July 2026

Annisa Olimpia

ABSTRACT

Annisa Olimpia, 2026: *An Analysis of Students' Difficulties in Learning English Vocabulary at MTs Bunayya Islamic School*

Advisor: Hadi Suhermanto, M.Pd.

Co-Advisor: Melli Kusmaningrum, M.Pd.

Vocabulary is an essential component of English language learning. However, many students still experience difficulties in learning vocabulary. Therefore, this study aimed to analyze the difficulties experienced by seventh-grade students in learning English vocabulary and examine how classroom learning practices influenced their vocabulary learning at MTs Bunayya Islamic School. This study employed a descriptive qualitative design involving eight students and one English teacher. Data were collected through observation, semi-structured interviews, and documentation, and analyzed using the Miles and Huberman model.

The findings revealed that students experienced difficulties in vocabulary meaning, form, and use. Classroom learning practices, including repeated exposure, meaningful practice, and teacher guidance, supported students' vocabulary learning. These findings indicate that effective classroom practices help reduce students' vocabulary learning difficulties. It can be concluded that students still experienced vocabulary learning difficulties despite receiving classroom support.

Keywords: Students' Difficulties, English Vocabulary, Vocabulary Learning, Qualitative Study.

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CHAPTER I

INTRODUCTION

A. Background of the Research

Vocabulary plays a fundamental role in English language learning, as it serves as the basic foundation for developing language skills such as listening, speaking, reading, and writing.¹ Without sufficient vocabulary mastery, students will face difficulties in understanding texts, following classroom instructions, and expressing their ideas in English. Therefore, vocabulary learning is not merely a complementary aspect of language learning, but a core component that determines students' overall language proficiency. Several scholars emphasize that vocabulary knowledge strongly influences students' ability to acquire and use a foreign language effectively.

The importance of vocabulary learning has also been emphasized by several scholars. According to Schmitt and Schmitt, vocabulary knowledge is a key element in second and foreign language learning because learners need sufficient vocabulary to understand language input and express their ideas effectively.² Furthermore, Teng states that vocabulary development plays a significant role in improving students' reading comprehension and overall language proficiency, especially for learners who study English as a foreign language.³ In addition, Thornbury explains that vocabulary knowledge

¹ Nation, I. S. P. (2019). *Learning Vocabulary in Another Language* (2nd ed.). Cambridge: Cambridge University Press.

² Norbert Schmitt and Diane Schmitt, "Vocabulary in Language Teaching," *Language Teaching* 53, no. 1 (2020): 1–17.

³ Feng Teng, *Vocabulary Learning in the Digital Age* (Singapore: Springer, 2021), 5–8.

involves three essential aspects: meaning, form, and use.⁴ Nation emphasizes that repeated exposure and meaningful practice are important to help learners retain and use vocabulary effectively.⁵ Schmitt also highlights the importance of vocabulary learning strategies in supporting vocabulary acquisition.⁶ These theoretical perspectives indicate that successful vocabulary learning depends not only on knowing the meaning of words but also on understanding their form, using them appropriately, and applying effective learning strategies.

In the context of Madrasah Tsanawiyah MTs Bunayya Islamic School Rejang Lebong, English is taught as a foreign language alongside religious subjects that dominate the curriculum. Madrasah Tsanawiyah has a distinctive educational orientation, where religious education receives greater emphasis than general subjects. As a consequence, English learning, particularly vocabulary instruction, often receives less attention. Many students tend to prioritize religious subjects, while English is perceived as a difficult and less important subject. This condition may affect students' motivation and engagement in learning English vocabulary.

Moreover, English vocabulary differs significantly from Indonesian in terms of pronunciation, spelling, and meaning. These differences often cause confusion among students and lead to difficulties in memorizing words, understanding meanings, and pronouncing vocabulary correctly. As a result,

⁴ Scott Thornbury, *How to Teach Vocabulary*, 15–30.

⁵ I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), 74–78.

⁶ Norbert Schmitt, *Vocabulary Learning Strategies dalam Vocabulary: Description, Acquisition and Pedagogy*, ed. Norbert Schmitt and Michael McCarthy (Cambridge: Cambridge University Press, 1997), 199–227.

students frequently rely on Indonesian translations rather than attempting to use English vocabulary actively. This reliance on translation limits students' opportunities to develop meaningful vocabulary knowledge and communicative competence.

Based on the researcher's preliminary observation at MTs Bunayya Islamic School, it was found that several students experienced difficulties in learning English vocabulary, particularly in understanding word meanings, pronunciation, and using vocabulary in communication. Classroom observation also revealed that the teacher's vocabulary teaching practices mainly focused on memorization activities and written assignments, while interactive and communicative practices were still limited. This condition may have influenced students' opportunities to actively practice and use new vocabulary during English lessons.

The researcher's interest in this study emerged from teaching experience at MTs Bunayya Islamic School Rejang Lebong. As a pre-service English teacher, the researcher observed a gap between the importance of vocabulary mastery and the actual classroom conditions. The dominance of religious subjects, along with limited teaching strategies and learning media, appeared to contribute to students' difficulties in learning English vocabulary.

This experience motivated the researcher to explore students' difficulties in learning English vocabulary more deeply, particularly within the unique context of MTs Bunayya Islamic School Rejang Lebong. Therefore, this study aims to explore students' vocabulary-learning difficulties, and how

classroom practices shape vocabulary development at MTs Bunayya Islamic School Rejang Lebong.

Several previous studies have investigated students' difficulties in learning English vocabulary. A study conducted by Antoso, L.A. Ambarini, R., and Widiyanto, M.W., entitled *Enhancing Vocabulary and Academic Achievement through Group Learning among Primary School EFL Learners*, published in the *Linguistic, English Education and Art (LEEA) Journal*, examined the effectiveness of group learning in improving students' vocabulary mastery and academic achievement.⁷ The study employed a quantitative approach using an experimental design to measure the impact of group learning on students' vocabulary development. The findings revealed that group learning significantly improved students' vocabulary mastery and overall academic performance compared to conventional teaching methods.

Another relevant study was conducted by Metria Dicky Putra and Septrida Fitra, entitled *The Difficulties Faced by Students in Learning English at SMP Al Madinah Islamic Boarding School*, published in the *Proceeding of the International Conference on Religion, Science and Education (ICRSE)*.⁸ The study identified several challenges faced by students in learning English, particularly related to vocabulary mastery and comprehension. Another significant study was conducted by Naveed Afzal,

⁷ Antoso, L.A. Ambarini, R., & Widiyanto, M.W., "Enhancing Vocabulary and Academic Achievement through Group Learning among Primary School EFL Learners," *Linguistic, English Education and Art (LEEA) Journal*.(2020)

⁸ Metria Dicky Putra & Septrida Fitra, "The Difficulties Faced by Students in Learning English at SMP Al Madinah Islamic Boarding School," *Proceeding of the International Conference on Religion, Science and Education (ICRSE)* (2021)

entitled *A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level*, published in the *Arab World English Journal*.⁹

The study focused on vocabulary-learning problems faced by university students majoring in English. Using a quantitative research design, the researcher collected data through questionnaires to identify the major challenges in vocabulary acquisition. The findings revealed that students encountered various difficulties, including problems in memorizing new words, understanding contextual meanings, pronunciation issues, and limited use of effective vocabulary-learning strategies. In addition, Khoirul Fathurizki, et al conducted a study entitled *Exploring EFL Students' Difficulties in Mastering Vocabulary*, published in the *Elitation journal*.¹⁰ Using a qualitative approach with thematic analysis, the study found that students experienced difficulties in retaining new vocabulary, distinguishing word forms, pronouncing unfamiliar words, and understanding spelling differences. Furthermore, a study by Aulia Rahmi, Rahmadi Nirwanto, and Zaitun Qamariah entitled *Investigation of Vocabulary Learning Strategies and the Difficulty Faced by Students of Junior High School* also revealed that

⁹Naveed Afzal, "A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level," *Arab World English Journal* 10, no. 3 (2019).

¹⁰Khoirul Fathurizki, Kurniawan Yudhi Nugroho, Choiril Anwar, & Elok Widiyati, "Exploring EFL Students' Difficulties in Mastering Vocabulary," *Elitation Journal*(2023)

students often struggle with vocabulary learning strategies and face various difficulties in acquiring new English words¹¹.

Based on the review of previous studies, it can be concluded that issues related to English vocabulary learning have been widely investigated in various educational contexts. Several studies have examined vocabulary learning by focusing on the effectiveness of certain teaching methods, such as group learning, in improving students' vocabulary mastery and academic achievement. Other studies have also explored the difficulties faced by students in learning English vocabulary, including problems in memorizing new words, understanding contextual meanings, pronunciation difficulties, and limited vocabulary-learning strategies. These studies have used different research approaches, including quantitative methods, experimental designs, and qualitative analyses, to identify factors that influence students' vocabulary learning.

However, most of these previous studies were conducted at different educational levels or used approaches that mainly focused on measuring learning outcomes. In contrast, the present study aims to provide a deeper understanding of the vocabulary-learning difficulties experienced by students at the Madrasah Tsanawiyah level. By employing a qualitative descriptive approach, this research seeks to explore students' experiences, perceptions, and learning challenges in the process of acquiring English vocabulary.

Through this approach, vocabulary-learning difficulties are not only viewed

¹¹Rahmi, Aulia, Rahmadi Nirwanto, and Zaitun Qamariah. "Investigation of Vocabulary Learning Strategies and the Difficulty Faced by the Students of Junior High School." *Journal of English Language and Education* 10, no. 3 (2025): 741–750.

in terms of measurable results, but also as complex learning problems influenced by various factors such as students' motivation, learning environment, and limited exposure to English.

The novelty of this research also lies in its institutional context, namely a religious-based Madrasah Tsanawiyah. The madrasah environment possesses distinctive curricular characteristics and learning cultures that differentiate it from general secondary schools. The dominance of religious subjects and the specific educational orientation of madrasah institutions may influence students' motivation, perceptions, and engagement in learning English, particularly vocabulary. This contextual dimension has received relatively limited in-depth exploration in previous studies.

Therefore, the contribution of this study lies in providing a more comprehensive and contextualized understanding of vocabulary-learning difficulties within a madrasah setting. This research not only identifies the types of difficulties encountered by students but also explains how and why these difficulties emerge within a particular educational environment. Through this in-depth exploration, the study is expected to enrich the existing literature on vocabulary learning and serve as a conceptual and empirical foundation for developing instructional strategies that are more responsive to the characteristics of religious-based secondary education.

The urgency of this research lies in the important role of vocabulary as the foundation of English language learning. Without sufficient vocabulary knowledge, students may experience difficulties in understanding texts,

constructing sentences, and expressing their ideas, which may hinder their overall language proficiency and confidence. This issue becomes more significant in the context of Madrasah Tsanawiyah, particularly at MTs Bunayya Islamic School Rejang Lebong, where religious subjects receive greater emphasis in the curriculum. As a result, English is often perceived as less important, which may affect students' motivation in learning vocabulary.

Therefore, this study aims to explore students' vocabulary-learning difficulties and classroom learning practices influence students' ability to learn and use English vocabulary. In the long term, this research is expected to contribute to improving the quality of English learning in madrasah institutions. Based on these considerations, this research is entitled: ***“An Analysis of Students' Difficulties in Learning English Vocabulary at MTs Bunayya Islamic School.”***

B. Research Question

1. What kinds of difficulties do seventh graders experience in learning English vocabulary at MTs Bunayya Islamic School?
2. How do classroom learning practices influence students' ability to learn and use English vocabulary at MTs Bunayya Islamic School?

C. Research Objective

1. To know the kinds of difficulties experienced by seventh graders in learning English vocabulary at MTs Bunayya Islamic School.

2. To investigate how classroom learning practices influence students' ability to learn and use English vocabulary at MTs Bunayya Islamic School

D. Significance of the Research

1. Theoretical Significance

Theoretically, this study is expected to contribute to the development of knowledge in the field of English Language Teaching (ELT), particularly in understanding students' difficulties in learning English vocabulary at the Madrasah Tsanawiyah level. While many previous studies have examined vocabulary learning through quantitative approaches, limited research has deeply explored students' lived experiences within a religious-based secondary education context. Therefore, this study attempts to fill this gap by providing a descriptive qualitative exploration of vocabulary-learning difficulties in a madrasah environment.

Through in-depth data collected from classroom observations and students' perspectives, this research is expected to enrich theoretical discussions on vocabulary acquisition by highlighting the interaction between cognitive, affective, and contextual factors. The findings may also broaden the understanding of how institutional characteristics, such as curriculum orientation and classroom practices in Madrasah Tsanawiyah, shape students' vocabulary-learning experiences.

Furthermore, this study may serve as an academic reference for future researchers who are interested in conducting qualitative

investigations related to vocabulary learning difficulties, particularly in Islamic-based junior high schools. By presenting context-specific empirical findings, this research contributes to the body of literature that emphasizes the importance of situational and cultural contexts in language learning.

2. Practical Significance

Practically, this study is expected to provide meaningful contributions to several parties. For English teachers, the findings of this research can offer a clearer understanding of the types and underlying causes of students' vocabulary-learning difficulties. By recognizing these challenges, teachers may reflect critically on their current instructional strategies and develop more interactive, communicative, and student-centered approaches to vocabulary teaching that better respond to students' needs.

For the school institution, particularly MTs Bunayya Islamic School, the results of this study may serve as evaluative material to improve the quality of English instruction. The research may provide insights into how classroom practices and curriculum priorities influence vocabulary development, thereby supporting more balanced and effective learning management. For students, although indirectly, this study is expected to contribute to improvements in the vocabulary-learning process. A better understanding of their difficulties may lead to more supportive teaching

practices that enhance students' confidence, engagement, and active participation in learning English.

This research may benefit pre-service teachers and future researchers, especially those conducting Field Experience Practice (PPL), by offering practical insights into real classroom challenges. It may guide them in designing research and instructional practices that are more aligned with actual classroom conditions, particularly within Madrasah Tsanawiyah contexts.

E. Scope of the Study

This study focuses on analyzing students' difficulties in learning English vocabulary at MTs Bunayya Islamic School. The participants of this research are seventh-grade students, specifically those in classes VII A and VII B. The study concentrates on identifying and describing the types of difficulties students experience during the classroom learning process. The scope of this research includes examining students' difficulties in understanding word meanings, remembering new vocabulary, pronouncing English words correctly, and using vocabulary appropriately in simple sentences. The study also explores the factors influencing these difficulties and how classroom learning practices shape students' vocabulary-learning experiences.

This research is limited to vocabulary learning within regular classroom activities and does not examine other language skills such as grammar, speaking, listening, reading, or writing in a broader sense, except

where they relate directly to vocabulary use. Furthermore, this study does not aim to measure students' vocabulary achievement quantitatively or test the effectiveness of a specific teaching method. Instead, it seeks to provide an in-depth qualitative description of students' experiences and challenges. This study employs a descriptive qualitative approach, emphasizing students' perspectives and real classroom conditions. Data were collected through classroom observation, semi-structured interviews, and documentation during the researcher's Field Experience Practice (PPL) at the school.

F. Limitations of the Study

This study has several limitations that should be acknowledged. First, the participants of this research were limited to seventh-grade students in classes VII A and VII B at MTs Bunayya Islamic School. Therefore, the findings of this study cannot be generalized to students in other grade levels or to other schools with different institutional, curricular, or socio-cultural characteristics.

Second, this study employed a descriptive qualitative approach and did not measure students' vocabulary mastery quantitatively. It did not use vocabulary tests, statistical analysis, or experimental treatment to determine improvement or achievement levels. Instead, the research focused on gaining an in-depth understanding of students' difficulties, experiences, and perceptions related to vocabulary learning. As a result, the findings emphasize depth of understanding rather than measurable outcomes.

Third, the data collection process was conducted during the researcher's Field Experience Practice (PPL), which was limited in duration. Consequently, classroom observations were carried out within specific learning sessions and may not fully represent long-term instructional patterns. The relatively short observation period may also limit the ability to capture changes over time in students' vocabulary development.

In addition, as this study relied on interviews and classroom observations, the findings were influenced by students' willingness to share their experiences and by the researcher's interpretation of the data. Although efforts were made to ensure credibility through careful observation and data triangulation, subjective elements may still exist. These limitations do not reduce the significance of the study. Instead, they define the boundaries within which the research findings should be interpreted. Despite its limitations, this study provides a meaningful and context-specific description of the actual conditions of English vocabulary learning at MTs Bunayya Islamic School.

G. Definition of Key Terms

1. Students' Difficulties

The difficulties experienced by students in this study refer to various forms of obstacles encountered by students during the process of learning English vocabulary. These difficulties include not only cognitive aspects, such as students' inability to understand the meaning of vocabulary, remember new words, and distinguish the use of vocabulary in specific contexts, but also affective and psychological aspects, such as low

motivation to learn, lack of confidence, and fear of making mistakes when using English vocabulary. Students' difficulties are understood as a phenomenon that arises from the interaction between students' abilities, learning experiences, and learning conditions in the classroom.

2. English Vocabulary

English vocabulary in this study refers to the collection of words used in English and learned by students as the basis for language proficiency. Vocabulary is not only understood as a list of words to be memorized, but also includes understanding of meaning, pronunciation, word forms, and the appropriate use of words in sentence contexts. Vocabulary mastery is considered an important component in English language learning because it is the foundation for the development of reading, writing, speaking, and listening skills.

3. Learning English Vocabulary

In the context of this study, English vocabulary learning is understood as the process experienced by students in acquiring, understanding, and using English vocabulary through various learning activities in the classroom. This process involves interaction between teachers and students, the use of learning methods and media, and the active involvement of students in exercises and practice using vocabulary. Vocabulary learning does not only occur through direct explanations from teachers, but also through students' learning experiences while participating in English learning activities.

4. Qualitative Descriptive Research

Qualitative descriptive research is a research approach that aims to describe and understand phenomena in depth based on non-numerical data. In this study, the qualitative descriptive approach was used to explore students' difficulties in learning English vocabulary based on their experiences, perceptions, and real learning contexts. This approach allows researchers to capture the complexity of the learning phenomenon without conducting statistical measurements or hypothesis testing.

5. MTs Bunayya Islamic School

MTs Bunayya Islamic School is a Madrasah Tsanawiyah MTs Bunayya islamic School, level educational unit which is the location of this research. This school was chosen as the research location because the researcher conducted Field Experience Practice (PPL) at the school, so that the researcher had direct access to observe the English vocabulary learning process and interact with students and teachers. The context of this school is an important backdrop for understanding the conditions and dynamics of English language learning being studied.

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

Vocabulary is one of the most important components in language learning. It plays a significant role in supporting students to develop their language skills such as listening, speaking, reading, and writing. According to Paul Nation vocabulary is the foundation of language proficiency because learners need words to understand messages and express their ideas in communication.¹² Nation explains that vocabulary knowledge helps learners comprehend texts and participate more actively in communication. Without adequate vocabulary mastery, students may experience difficulties in understanding both spoken and written language. In addition, vocabulary knowledge allows students to construct meaning when they read or listen to English materials. Therefore, vocabulary mastery is considered a fundamental aspect of language learning. Students who have a wider range of vocabulary tend to be more confident in using English.

Vocabulary can also be defined as the total number of words that make up a language. According to Norbert Schmitt, vocabulary is a key component of language proficiency that includes both receptive and productive knowledge¹³. These words function as the basic elements that allow people to

¹² Paul Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), p. 9

¹³ Norbert Schmitt, *Understanding Vocabulary in a Second Language: A Research Agenda*, *Language Teaching*, Vol. 52, No. 2, 2019, p. 263.

express meaning in both spoken and written communication. Vocabulary therefore plays a central role in language learning. Without sufficient vocabulary knowledge, students may find it difficult to follow conversations or understand written texts. Vocabulary knowledge also helps students construct sentences and convey their ideas more clearly. For this reason, vocabulary mastery is considered an essential aspect of language competence. Students need to continuously expand their vocabulary in order to communicate successfully.

Vocabulary is also considered a core component of language proficiency. According to Jack C. Richards, vocabulary provides the basis for how well learners can listen, speak, read, and write in a language. Richards emphasizes that language learners rely heavily on vocabulary knowledge to understand and produce language.¹⁴

Even if students have learned grammar rules, communication may still fail if they lack sufficient vocabulary. Therefore, vocabulary learning should receive serious attention in language teaching. Teachers are encouraged to design activities that help students learn and practice new vocabulary in meaningful contexts. In addition, repeated exposure to vocabulary can strengthen students' memory of new words. Through continuous practice, learners can gradually improve their language proficiency.

Vocabulary knowledge is also essential for successful communication. According to Mofareh Alqahtani, vocabulary is a critical element for second

¹⁴ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), p. 255.

language learners because limited vocabulary knowledge can hinder effective communication¹⁵. Students who have insufficient vocabulary often struggle to understand messages and express their ideas clearly. As a result, vocabulary learning becomes an important factor in achieving success in language learning. When learners possess adequate vocabulary knowledge, they can communicate more effectively and participate more actively in classroom activities. Vocabulary mastery also supports students in understanding written texts and completing language tasks. In addition, vocabulary knowledge enables learners to interpret meaning in different contexts. Therefore, improving students' vocabulary knowledge is one of the main goals in English language teaching.

In recent developments in language learning research, vocabulary is still considered a crucial component in mastering a language. According to Norbert Schmitt, vocabulary forms the basis of language comprehension because knowledge of words helps students understand meaning in communication and written texts.¹⁶ Schmitt explains that vocabulary mastery does not only involve knowing the meaning of words, but also understanding how those words are used in different contexts.

In reading activities, vocabulary knowledge helps students identify the main ideas and important information in a text. Students who possess a larger vocabulary tend to understand English texts more easily. Therefore,

¹⁵ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education*, Vol. 3, No. 3 (2015), p. 24

¹⁶ Norbert Schmitt, *An Introduction to Applied Linguistics* (London: Routledge, 2020), p.

vocabulary development should be carried out continuously through various learning activities. Teachers can use different strategies and learning media to help students learn new vocabulary. As a result, students are able to improve their reading comprehension more effectively.

Based on the explanations of several experts above, the concluded that vocabulary is one of the most fundamental components in language learning. Vocabulary does not only refer to a collection of words in a language, but also serves as the main foundation that enables learners to understand meaning and express ideas in communication. According to Paul Nation, vocabulary is the basis of language proficiency because learners need sufficient words to comprehend messages and convey meaning effectively. In addition, Stephen Krashen explains that vocabulary can be acquired through exposure to comprehensible input in meaningful contexts. This view is supported by Mofareh Alqahtani, who states that vocabulary knowledge is an essential tool for second language learners because limited vocabulary can hinder effective communication.

Meanwhile, A. S. Hornby defines vocabulary as the total number of words that make up a language and are used by speakers to express ideas and information.¹⁷ Furthermore, Jack C. Richards emphasizes that vocabulary provides the foundation for the development of language skills such as listening, speaking, reading, and writing. In the process of learning

¹⁷ A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (Oxford: Oxford University Press, 2006); Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), 255.

vocabulary¹⁸, Scott Thornbury explains that vocabulary learning involves not only memorizing words but also understanding their meaning, form, and use in different contexts. In addition, recent studies by Norbert Schmitt highlight that vocabulary knowledge includes understanding word meaning, form, and usage in various communicative situations. Therefore, adequate vocabulary mastery becomes an important requirement for students to understand language and communicate effectively.

B. Vocabulary Learning

Vocabulary Learning is an important part of the language learning process. It involves the process through which learners acquire, understand, and use new words in communication. According to Paul Nation, vocabulary learning is a continuous process that requires learners to understand the form, meaning, and use of words.¹⁹ Nation explains that learners need repeated exposure to words in order to remember them and use them effectively in different contexts. Vocabulary learning also requires both receptive and productive knowledge of words.

Receptive vocabulary refers to the words that learners can recognize and understand when they read or listen. Meanwhile, productive vocabulary refers to the words that learners can use when they speak or write. Therefore, vocabulary learning should involve various learning activities that allow students to encounter words repeatedly. Through continuous exposure and practice, learners can gradually develop their vocabulary

¹⁸ Richards & Renandya (2002), *Methodology in Language Teaching*, p. 255.

¹⁹Paul Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001).

knowledge. Therefore, learning vocabulary well is necessary for students to communicate effectively and to grasp meaning in various situations. Vocabulary learning refers to the process through which students acquire, store, and use words in a target language. Vocabulary Learning is the process of acquiring, storing, and using words in the target language.

According to Tiantian Zhang and Liyilan Liang, vocabulary learning is supported by the use of effective learning strategies that help learners remember and understand new words.²⁰ These strategies include pictorial association, keyword techniques, and mind-mapping methods. The researchers explain that such strategies help learners connect new vocabulary with existing knowledge, making words easier to recall and use. When learners apply appropriate strategies, vocabulary learning becomes more meaningful and long-lasting. As a result, vocabulary learning is not only about memorizing word lists but also about using strategies that strengthen vocabulary retention and understanding.

Vocabulary Learning is closely related to the process of language acquisition. Contemporary studies continue to affirm that learners develop vocabulary more effectively when they are exposed to comprehensible and meaningful input in authentic contexts. Based on Krashen's Input Hypothesis, vocabulary acquisition occurs when learners receive language input that is understandable and slightly beyond their current level of competence ($i+1$).

²⁰ Tiantian Zhang & Liyilan Liang, Vocabulary Learning Strategies of English as a Foreign/Second Language, Lecture Notes in Education Psychology and Public Media, 2024.

Recent research further emphasizes that such input becomes more effective when supported by multimodal resources, repeated exposure, and interactive learning environments. Through activities such as reading, listening, and classroom interaction, students gradually encounter new words and expressions in context, which helps them acquire vocabulary naturally rather than relying solely on memorization. Therefore, teachers should create learning environments that provide meaningful, level-appropriate, and engaging language input to support students' vocabulary development more effectively.²¹

Vocabulary learning is also considered a complex process in language acquisition. According to Norbert Schmitt, learning vocabulary involves understanding several aspects of a word, including its meaning, form, pronunciation, and grammatical function. Students also need to recognize how words are used in different contexts in order to use them appropriately²². Schmitt explains that learners often experience difficulties in remembering and applying new vocabulary. This difficulty may occur because students are unfamiliar with the words or have limited opportunities to practice using them. Therefore, effective vocabulary learning requires appropriate learning strategies. Teachers also play an important role in guiding students to develop

²¹ Shengyu Du, "An Empirical Study of Vocabulary Acquisition in the Framework of Comprehensible Input," *Open Journal of Modern Linguistics* 15, no. 2 (2025): 417–435; Binyu Xing and Haiwei Zhang, "A Study of the Effect of Multimodal Input on Vocabulary Acquisition," *Language and Speech* (2025); and *Frontiers in Education*, "Testing Krashen's Input Hypothesis with AI: A Mixed-Methods Study on Reading Input and Oral Proficiency in EFL" (2025)

²² Norbert Schmitt, *Vocabulary in Language Teaching* (Cambridge: Cambridge University Press, 2000), p. 4

strategies for learning vocabulary. With sufficient practice and effective strategies, students can gradually improve their vocabulary knowledge.

Vocabulary Learning is not only about memorizing words but also about developing strategies that help learners take control of their own learning. According to Mark Feng Teng , self-regulated vocabulary learning involves learners actively planning, monitoring, and evaluating their vocabulary acquisition.²³ Students who use strategies such as noting down new words, creating meaningful associations, and practicing words in real contexts tend to retain vocabulary longer. This approach emphasizes learner autonomy, allowing students to identify which strategies work best for them. In addition, self-regulated learning encourages reflection, helping students notice gaps in their vocabulary knowledge and seek ways to fill them. Teng also highlights that repeated exposure and meaningful use of words through reading, speaking, and writing significantly enhance vocabulary retention. By applying these strategies consistently, learners can gradually improve their ability to understand, remember, and use English words effectively. Therefore, integrating self-regulated vocabulary learning into classroom activities is essential for fostering independent and effective vocabulary acquisition in EFL learners.

Another contemporary perspective in vocabulary learning highlights how diverse learning strategies significantly influence vocabulary retention and recall. Vocabulary learning also requires effective strategies that help

²³Teng, M. F. (2021). The effectiveness of self-regulated vocabulary learning strategies. *Journal of Language Learning Research*, 12(3), 45–60

learners understand and remember new words. According to Norbert Schmitt, vocabulary learning strategies play an important role in helping learners expand their vocabulary knowledge.²⁴ Schmitt explains that learners use various strategies such as repetition, guessing meaning from context, using dictionaries, and practicing words in communication.

These strategies help students remember vocabulary more easily and use words correctly in different situations. Vocabulary learning is not only about memorizing word lists but also about understanding how words function in communication. Therefore, learners need opportunities to practice using vocabulary in meaningful activities. Teachers can support this process by encouraging students to apply vocabulary learning strategies in their study. With the help of appropriate strategies, learners can develop their vocabulary knowledge more effectively.

Another important aspect of vocabulary learning is the depth of vocabulary knowledge. According to Scott Thornbury, learning vocabulary involves understanding several aspects of a word, such as meaning, pronunciation, spelling, and grammatical use. He explains that learners need repeated encounters with words before they can fully understand and use them effectively. This view is supported by recent studies, which show that repeated exposure in meaningful contexts significantly improves vocabulary retention and practical application. For instance, recent research by Shengyu Du demonstrates that comprehensible and repeated input helps learners strengthen

²⁴ Norbert Schmitt, *Vocabulary in Language Teaching* (Cambridge: Cambridge University Press, 2020).

vocabulary acquisition over time. Therefore, vocabulary learning requires not only memorization but also active engagement and contextual practice to build deeper understanding²⁵.

Vocabulary learning is also influenced by social factors. Based on Lev Vygotsky's sociocultural theory, learning develops through interaction and guidance from more knowledgeable individuals. In vocabulary learning, students benefit from discussion, collaborative tasks, and teacher scaffolding. This perspective is reinforced by recent studies in EFL classrooms, which found that peer interaction and guided support improve students' ability to understand and use new vocabulary more confidently. Thus, collaborative learning contributes significantly to vocabulary development.²⁶

In addition, the use of multimodal input strengthens vocabulary retention. Building on Allan Paivio's Dual Coding Theory, recent research by Binyu Xing and Haiwei Zhang reveals that vocabulary presented through both verbal and visual modes leads to better comprehension and memory. The use of pictures, videos, and digital media enables learners to create stronger mental associations with words, making vocabulary learning more engaging and effective.²⁷

Furthermore, productive language use plays an essential role in vocabulary development. Expanding on Merrill Swain's Comprehensible

²⁵ How to Teach Vocabulary (2002); Shengyu Du, "An Empirical Study of Vocabulary Acquisition in the Framework of Comprehensible Input," *Open Journal of Modern Linguistics* 15, no. 2 (2025): 417–435

²⁶ Lev Vygotsky; supported by recent EFL collaborative learning studies in *Frontiers in Psychology* (2023).

²⁷ Allan Paivio; Binyu Xing and Haiwei Zhang, "A Study of the Effect of Multimodal Input on Vocabulary Acquisition," *Language and Speech* (2025).

Output Theory, recent studies indicate that speaking and writing activities encourage learners to notice gaps in their vocabulary knowledge and motivate them to acquire new words²⁸. When students actively produce language, they strengthen both vocabulary recall and contextual use. Therefore, vocabulary instruction should integrate opportunities for language production to maximize students' vocabulary mastery.

C. Students' Difficulties in Learning Vocabulary

Learning vocabulary is not an easy task for many students. Several difficulties commonly faced by students in learning English vocabulary can be influenced by internal and external factors. Internal factors come from the students themselves, while external factors come from the learning environment, teaching methods, and classroom activities. Students often experience difficulties in understanding vocabulary meaning, pronouncing words, spelling words correctly, and using vocabulary appropriately in context. In addition, students may also experience limited vocabulary mastery, lack of confidence, and difficulties remembering new words. External factors such as limited practice, lack of repetition, and teaching strategies used by teachers can also influence students' vocabulary learning process. This is in line with Scott Thornbury, who states that vocabulary knowledge consists of three main aspects, namely meaning, form, and use.

²⁸ Merrill Swain; supported by recent productive vocabulary studies in *System Journal* (2022).

a. Meaning

Meaning refers to students' understanding of the meaning of vocabulary. In learning English, students are not only expected to know the translation of a word but also to understand its meaning according to the context in which it is used. According to Thornbury, knowing a word involves understanding what the word means and recognizing its meaning in different situations.²⁹ This aspect is important because many English words may have more than one meaning depending on the context. For example, the word *book* may refer to something that people read, as in the sentence "*I read a book every night.*" However, the same word can also function as a verb meaning *to reserve*, as in "*I want to book a hotel room.*" To understand vocabulary meaning, learners need to recognize both the literal meaning and the contextual meaning of words. The meaning aspect includes:

1. Literal meaning refers to the dictionary meaning of a word. For example, the word *book* generally refers to a written work that people read.
2. Contextual meaning refers to the meaning of a word based on how it is used in a particular situation or sentence. In the sentence "*I want to*

²⁹ Scott Thornbury, *How to Teach Vocabulary* (Harlow, England: Pearson Education Limited, 2002).

book a hotel room,” the word *book* means *to reserve* rather than a reading material.

Therefore, understanding vocabulary meaning requires students not only to memorize word meanings but also to interpret words appropriately in various contexts. Students who have limited vocabulary knowledge often experience difficulties in understanding texts and conversations because they cannot identify the intended meaning of unfamiliar words. Consequently, they tend to rely on dictionaries, translation, or teacher explanations when encountering new vocabulary.

b. Form

Form refers to the spoken and written forms of vocabulary, including pronunciation and spelling. According to Thornbury, knowing a word means being able to recognize how it is pronounced and how it is written correctly.³⁰ This aspect is important because students need to master both the oral and written forms of vocabulary in order to communicate effectively.

The form of vocabulary consists of pronunciation and spelling. Pronunciation refers to the way a word is spoken, while spelling refers to the way a word is written. In English, pronunciation and spelling are often different, which can create difficulties for learners. For example, the word *enough* is pronounced /ɪˈnʌf/, although its written form may suggest a

³⁰ Scott Thornbury, *How to Teach Vocabulary* (Harlow, England: Pearson Education Limited, 2002).

different pronunciation. Similarly, the word *write* contains a silent letter *w*, which is not pronounced when the word is spoken.

As a result, students may recognize the meaning of a word but still experience difficulties pronouncing or spelling it correctly. These differences between spoken and written forms often lead to errors in communication and writing. Therefore, continuous exposure and practice through listening, speaking, reading, and writing activities are necessary to help learners become familiar with English vocabulary forms.

c. Use

Use refers to the ability to apply vocabulary appropriately in communication. According to Thornbury, vocabulary knowledge includes not only understanding the meaning and form of a word but also knowing how to use it correctly in different situations.³¹ Students need to understand how words function in sentences and how they are used in spoken and written communication. Using vocabulary appropriately requires learners to understand grammatical functions and common word combinations. For example, English speakers commonly use the expression “*make a decision*” rather than “*do a decision*,” and “*do homework*” rather than “*make homework*.” These examples show that knowing the meaning of a word alone is not sufficient; learners must also understand how words are naturally used in context.

³¹ Scott Thornbury, *How to Teach Vocabulary* (Harlow, England: Pearson Education Limited, 2002).

In addition, vocabulary use involves the ability to express ideas, opinions, and information effectively in communication. Students who have limited vocabulary knowledge often find it difficult to construct sentences, participate in conversations, or communicate their thoughts clearly. Even when they understand the meaning of certain words, they may hesitate to use them because they are unsure about their correct usage. Therefore, mastering the use aspect of vocabulary is essential because it enables students to communicate accurately, appropriately, and confidently in both spoken and written English. The ability to use vocabulary effectively helps learners develop their communicative competence and supports successful language learning.

Students often experience difficulties because they may understand the meaning of a word but are not able to pronounce it correctly, write it properly, or use it appropriately in sentences. Students may be able to recognize a word when reading, but they are not necessarily able to use it correctly when speaking or writing. This shows that vocabulary knowledge includes both receptive and productive knowledge. Another difficulty in vocabulary learning is limited vocabulary mastery.

According to Mofareh Alqahtani, limited vocabulary is one of the main obstacles in learning a second language. This condition makes students less confident and more dependent on translation. As a result, students become less confident when participating in classroom learning activities. Limited vocabulary also makes it difficult for students to express their ideas clearly

both orally and in writing. In addition, students may lose motivation to learn English when they frequently encounter many unfamiliar words.

Difficulties in vocabulary learning can also be influenced by teaching methods used in the classroom. According to I. S. P. Nation, vocabulary learning requires repeated exposure and meaningful practice so that students can remember new vocabulary more effectively.³² Students need opportunities to encounter vocabulary repeatedly through reading, listening, speaking, and writing activities.

Vocabulary learning should also involve meaningful communication activities so that students can understand and use vocabulary in real contexts. Without sufficient repetition and practice, students may quickly forget the vocabulary they have learned. Furthermore, Norbert Schmitt explains that vocabulary learning becomes more effective when students actively use vocabulary learning strategies.³³ These strategies include repetition, using dictionaries, guessing meaning from context, note-taking, memorizing vocabulary, and practicing vocabulary in communication.

Schmitt also emphasizes that active student involvement is important in vocabulary learning because students can develop their vocabulary mastery more effectively through practice and meaningful learning experiences. Therefore, teachers play an important role in creating learning activities that can support students' vocabulary development. Teachers are

³² I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), p. 23

³³ Norbert Schmitt, "Vocabulary Learning Strategies," in *Vocabulary: Description, Acquisition and Pedagogy*, ed. by Norbert Schmitt and Michael McCarthy (Cambridge: Cambridge University Press, 1997), p. 203.

expected to use appropriate teaching strategies, provide meaningful practice, and encourage students to actively use English vocabulary in classroom communication activities.

Table 1. An Analysis of Students Difficulties in Learning English Vocabulary

Theory/Dimension	Description	Indicators
Meaning	Meaning refers to students' understanding of vocabulary meaning based on the context in which the word is used. Students are expected not only to know the translation of words, but also understand their meanings in different situations and contexts.	1. Students understand vocabulary meaning. 2. Students translate vocabulary correctly. 3. Students understand vocabulary through context.
Form	Form refers to pronunciation, spelling, and word form in vocabulary learning.	1. Students pronounce vocabulary correctly. 2. Students spell vocabulary correctly.

	Students need to recognize how English words are pronounced and written correctly	3. Students recognize word forms.
Use	Use refers to how vocabulary is used appropriately in sentences and communication. Students are expected to use vocabulary correctly in speaking and writing activities.	1. Students use vocabulary in sentences. 2. Students use vocabulary in communication. 3. Students use vocabulary in classroom activities.
Repeated Exposure and Meaningful Practice	vocabulary learning requires repeated exposure and meaningful practice so that students can remember vocabulary more effectively. Students need opportunities to encounter vocabulary	1. Students repeat vocabulary learning activities. 2. Students practice vocabulary through communication activities. 3. Students learn vocabulary through

	repeatedly through reading, listening, speaking, and writing activities	meaningful activities.
Vocabulary Learning Strategies	vocabulary learning becomes more effective when students actively use vocabulary learning strategies such as repetition, using dictionaries, note-taking, guessing meaning from context, and communication practice.	1. Students use vocabulary learning strategies. 2. Students memorize vocabulary through repetition. 3. Students practice vocabulary actively in learning activities.

The theoretical framework in this study is grounded in the vocabulary learning theory proposed by Scott Thornbury, which explains that vocabulary knowledge consists of three important aspects, namely meaning, form, and use. Meaning refers to students' understanding of vocabulary meaning based on context, form refers to pronunciation, spelling, and word form, while use refers to how vocabulary is appropriately used in sentences and communication. In addition,

This study adopts the vocabulary learning theory proposed by I. S. P. Nation, which explains that effective vocabulary learning requires repeated exposure and meaningful practice. Furthermore, this study is also supported by the vocabulary learning strategies theory proposed by Norbert Schmitt, which emphasizes the importance of vocabulary learning strategies and active student involvement in vocabulary learning activities.

D. Methods and Strategies in Teaching English Vocabulary

Vocabulary learning plays a fundamental role in English language acquisition, as vocabulary knowledge forms the basis for understanding and producing language skills such as listening, speaking, reading, and writing. Without sufficient vocabulary mastery, students often experience difficulties in comprehending texts, expressing ideas, and participating actively in classroom communication. Therefore, the selection of appropriate methods and strategies in teaching English vocabulary is essential, particularly in EFL contexts such as Madrasah Tsanawiyah MTs Bunayya Islamic School Rejang Lebong.

According to Scott Thornbury, vocabulary knowledge includes three important aspects, namely meaning, form, and use. Meaning refers to students' understanding of vocabulary meaning based on context. Form refers to pronunciation, spelling, and word form, while use refers to how vocabulary is appropriately used in communication and classroom activities. Therefore, vocabulary teaching should not only focus on memorizing words, but also help students understand and use vocabulary appropriately in communication.

In addition, according to I. S. P. Nation , effective vocabulary learning requires repeated exposure and meaningful practice. Students need opportunities to encounter vocabulary repeatedly through reading, listening, speaking, and writing activities. Through repetition and meaningful practice, students can remember vocabulary more effectively and use it more confidently in communication.

Furthermore, according to Norbert Schmitt, vocabulary learning becomes more effective when students actively use vocabulary learning strategies. Vocabulary learning strategies are techniques or ways used by students to help them understand, remember, and use new vocabulary more easily. Schmitt explains that students can use various strategies such as repetition, using dictionaries, guessing meaning from context, taking notes, memorizing words, and practicing vocabulary in communication.

These strategies help students learn vocabulary more actively and independently. Furthermore, Schmitt emphasizes that active student involvement is very important in vocabulary learning. Students should not only receive vocabulary from the teacher, but also practice and use the vocabulary in meaningful activities. Therefore, learning strategies and active participation can help students improve their vocabulary mastery more effectively. Therefore, teachers need to apply various teaching strategies and classroom activities that can help students understand and use English vocabulary effectively.

Table 2 . An Analysis of Students Difficulties in Learning English**Vocabulary**

Theory/dimension	Description	Indicator
Meaning Scott Thornbury (2002)	Meaning refers to students' understanding of vocabulary meaning based on context. In vocabulary teaching, teachers are expected to help students understand vocabulary meaning not only through translation, but also through examples and classroom contexts.	1. Teacher explains vocabulary meaning clearly. 2. Teacher gives contextual examples of vocabulary. 3. Teacher helps students understand vocabulary in sentences. 4. Teacher asks students to identify word meanings.
Form Scott Thornbury (2002)	Form refers to pronunciation, spelling,	1. Teacher teaches pronunciation of

	and word form in vocabulary learning. Teachers need to help students recognize how vocabulary is pronounced and written correctly.	vocabulary. 2. Teacher teaches vocabulary spelling. 3. Teacher corrects students' pronunciation mistakes. 4. Teacher gives activities related to word form.
Use Scott Thornbury (2002)	Use refers to how vocabulary is appropriately used in communication and classroom activities. Teachers should encourage students to use vocabulary actively in speaking and writing activities.	1. Teacher asks students to use vocabulary in sentences. 2. Teacher encourages students to practice vocabulary in communication. 3. Teacher gives speaking or writing activities using vocabulary. 4. Teacher helps students use vocabulary

		appropriately in context.
Repeated Exposure and Meaningful Practice I. S. P. Nation (2001)	Vocabulary learning becomes more effective through repeated exposure and meaningful practice. Teachers need to provide repetition and meaningful learning activities in vocabulary teaching.	1. Teacher repeats vocabulary learning activities. 2. Teacher provides vocabulary practice regularly. 3. Teacher uses meaningful classroom activities. 4. Teacher involves students in vocabulary practice through communication activities.
Vocabulary Learning Strategies Norbert Schmitt (1997)	Vocabulary learning strategies help students understand, remember, and use vocabulary	1. Teacher uses vocabulary learning strategies in teaching. 2. Teacher encourages

	more effectively. Teachers can apply various strategies to support vocabulary learning.	students to use dictionaries. 3. Teacher asks students to take notes of new vocabulary. 4. Teacher encourages students to practice vocabulary actively
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1. Teaching Methods Used by the Teacher in Vocabulary Instruction

In many Madrasah Tsanawiyah, including MTs Bunayya Islamic School Rejang Lebong, English instruction is often influenced by the school's religious orientation and curriculum priorities. As a result, English, particularly vocabulary learning, tends to receive less emphasis compared to religious subjects. Consequently, teachers commonly rely on traditional and practical teaching methods to manage limited instructional time. One of the most frequently used methods is the Grammar Translation Method (GTM). In this method, teachers introduce vocabulary by translating English words into Indonesian, asking students to repeat pronunciation, and instructing them to memorize word lists.

According to Richards and Rodgers, GTM focuses on accuracy, translation, and memorization rather than communicative use of language. Although this method can help students understand meanings quickly, it often limits students' opportunities to practice vocabulary in meaningful

contexts.³⁴ Recent research confirms that translation-based vocabulary teaching may lead to surface-level understanding, where students recognize word meanings but struggle to apply them in real communication. This issue is particularly evident in EFL classrooms where English exposure outside the classroom is minimal.³⁵

2. Students' Vocabulary Learning Strategies

The teaching methods employed by teachers strongly influence the strategies adopted by students. In classrooms dominated by translation and memorization, students tend to use rote learning strategies, such as repeatedly reading vocabulary lists, copying words into notebooks, and memorizing Indonesian equivalents. Nation explains that while memorization can be useful for initial vocabulary exposure, it does not guarantee long-term retention or productive vocabulary use unless accompanied by repeated encounters in different contexts.³⁶ Furthermore, students who rely solely on memorization often develop passive vocabulary knowledge, meaning they can recognize words but cannot use them actively in speaking or writing.

Recent cognitive and educational research highlights that effective vocabulary learning requires deep processing, which involves making connections between words, contexts, and personal experiences. However

³⁴ Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.

³⁵ Nation, I. S. P., & Webb, S. (2022). *Research priorities in vocabulary learning*. *Language Teaching*.

³⁶ Webb, S., & Nation, I. S. P. (2021). *How Vocabulary Is Learned* (2nd ed.). Oxford University Press

such strategies are rarely practiced by students when classroom instruction does not encourage interaction, discussion, or contextual usage.³⁷

3. Problems Arising from Current Vocabulary Teaching Practices

Current vocabulary teaching practices continue to present several challenges in English language learning, particularly in English as a Foreign Language (EFL) contexts. In many classrooms, vocabulary instruction is still dominated by teacher-centered approaches, where teachers explain the meanings of words, ask students to memorize vocabulary, and provide translation-based activities. Although these practices may help students recognize new vocabulary, they often provide limited opportunities for students to actively use the words in meaningful communication. As a result, students tend to become passive learners who depend heavily on teacher guidance rather than developing independent vocabulary learning skills.

According to Thornbury, effective vocabulary learning involves more than memorizing word meanings. Learners need to understand the meaning, form, and use of vocabulary through repeated exposure and meaningful practice.³⁸ Similarly, Nation argues that vocabulary knowledge develops gradually when learners encounter and use words in different contexts. Therefore, vocabulary instruction should encourage students to actively engage with new words through listening, speaking, reading, and

³⁷ Schmitt, N. (2019). *Understanding Vocabulary Acquisition, Instruction, and Assessment*. Routledge

³⁸ Scott Thornbury, *How to Teach Vocabulary* (Harlow, England: Pearson Education Limited, 2002), 15.

writing activities instead of relying solely on memorization. Several pedagogical problems may arise when vocabulary instruction remains teacher-centered and students have limited opportunities to practice the target language. These problems include:

1. Students show limited motivation and interest in learning English vocabulary because classroom activities are mainly focused on memorization and translation.
2. Vocabulary knowledge tends to remain isolated from real-life communication, making it difficult for students to apply newly learned words appropriately in different contexts.
3. Students often lack confidence in using English because they have few opportunities to participate in communicative activities that require active vocabulary use.
4. Vocabulary retention is generally short-term, as students frequently memorize words only for classroom assignments or examinations and easily forget them afterward.

These problems have also been reported in previous studies. Rosyada-AS and Apoko found that lower secondary school students experienced difficulties in learning vocabulary and relied mainly on strategies such as memorization, dictionary use, repetition, and note-taking to overcome those difficulties. Likewise, Afzal reported that many EFL learners encountered various vocabulary learning problems due to limited

vocabulary knowledge and insufficient opportunities to use English in meaningful communication. These findings indicate that vocabulary learning becomes less effective when students function primarily as passive recipients of knowledge rather than active language users.

Furthermore, this situation may become more challenging in Madrasah Tsanawiyah, where students spend considerable time studying religious subjects in addition to general academic subjects. Consequently, their exposure to English outside the classroom may be relatively limited, reducing opportunities to practice and retain newly learned vocabulary. Therefore, teachers are encouraged to adopt more student-centered instructional approaches that promote active participation, repeated vocabulary exposure, and meaningful communication to improve students' vocabulary mastery.

4. Alternative and Recommended Methods for Teaching Vocabulary

To overcome the limitations of traditional vocabulary teaching methods, recent literature strongly recommends the use of student-centered and context-based approaches. Two methods considered suitable for the Madrasah Tsanawiyah context are Contextual Teaching and Learning (CTL) and Communicative Language Teaching (CLT).³⁹

a. Contextual Teaching and Learning (CTL)

³⁹ Teng, F. (2021). Depth of vocabulary knowledge and EFL learners' performance. *Applied Linguistics Review*, 12(3), 1–20.

Contextual Teaching and Learning emphasizes learning vocabulary through meaningful contexts related to students' daily lives. CTL allows students to understand vocabulary not only through translation but also through examples, situations, and real-life applications. According to Johnson, CTL helps students construct meaning by connecting new vocabulary with prior knowledge and real experiences.⁴⁰ In the context of Madrasah Tsanawiyah, CTL can be adapted by integrating English vocabulary with familiar themes, such as school life, daily activities, and even simple religious contexts, making vocabulary learning more relevant and meaningful for students.

b. Communicative Language Teaching (CLT)

Communicative Language Teaching focuses on using language as a tool for communication. Vocabulary is taught through interaction, such as dialogues, role-plays, games, and group discussions. Savignon states that CLT promotes active vocabulary use, which enhances both receptive and productive vocabulary knowledge.⁴¹ Recent studies show that CLT-based vocabulary instruction improves students' confidence, motivation, and communicative competence, especially in EFL classrooms with limited exposure to English. Compared to memorization-based instruction, CLT encourages students to experiment with vocabulary in meaningful communication.⁴²

⁴⁰ Johnson, E. B. (2021). *Contextual Teaching and Learning*. Corwin Press.

⁴¹ Savignon, S. J. (2022). *Communicative Language Teaching: Theory and Practice*. Wiley-Blackwell.

5. Relevance of the Study and Research Novelty

The novelty of this study lies in its focus on English vocabulary learning difficulties in the context of Madrasah Tsanawiyah, which has characteristics that differ from general junior high schools. As a religious-based educational institution, Madrasah Tsanawiyah places greater emphasis on religious subjects. Consequently, general subjects, including English particularly vocabulary learning often receive less attention in the teaching and learning process.

This condition affects the limited time allocation, teaching methods, and learning strategies used in English vocabulary instruction. As a result, vocabulary learning tends to rely on simple, memorization-based practices and provides limited opportunities for students to use vocabulary actively in communicative contexts. In fact, vocabulary mastery is a fundamental component in developing other English language skills.

Moreover, previous studies have mostly examined vocabulary learning difficulties in general junior high schools or in non-religious educational settings, without specifically addressing the unique context of Madrasah Tsanawiyah, which has different curricular priorities and learning cultures. Therefore, in-depth studies that explore students' learning experiences and vocabulary teaching practices in Madrasah Tsanawiyah are still limited.

The urgency of this study is also grounded in the researcher's direct experience during the Teaching Practicum (PPL) at MTs Bunayya Islamic

School. During this period, the researcher observed that students experienced various difficulties in learning English vocabulary, such as difficulties in remembering new words, understanding word meanings, pronouncing vocabulary accurately, and using vocabulary in simple sentences. These classroom realities motivated the researcher to investigate the issue more systematically and academically.

Thus, this study aims not only to identify students' difficulties in learning English vocabulary but also to understand the factors influencing these difficulties within the Madrasah Tsanawiyah context. The findings of this study are expected to contribute both theoretically and practically by providing insights into more contextual, effective, and appropriate English vocabulary teaching strategies for students in religious-based school

E. Factors Causing Students' in Learning Vocabulary

According to Slameto, learning difficulties can be influenced by internal and external factors. Internal factors come from the students themselves, such as motivation, interest, confidence, anxiety, and limited knowledge⁴³. Meanwhile, external factors come from outside the students, such as teaching methods, classroom environment, learning media, and opportunities to practice learning materials. These factors may influence students' difficulties in learning English vocabulary.

1. Internal Factors

Internal factors come from the students themselves, such as:

⁴³ Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya* (Jakarta: Rineka Cipta, 2010), p. 54.

- a. Low motivation in learning English
- b. Lack of confidence in using new vocabulary
- c. Limited vocabulary knowledge
- d. Learning anxiety

2. Eksternal Factors

External factors are related to the learning environment, such as:

- a. Teaching methods used by the teacher
- b. Limited learning media
- c. Classroom atmosphere
- d. Lack of opportunities to practice English

These factors may contribute to Students' difficulties in mastering English Vocabular.

F. Synthesis of Vocabulary Learning Difficulty Theories

Based on the existing theories and previous studies, the researcher argues that students' difficulties in learning English vocabulary are not caused by a single factor, but rather by the interaction of various internal and external factors within the learning context. Internal factors such as limited vocabulary knowledge, low motivation, lack of confidence, and learning anxiety interact with external factors including teaching methods, classroom atmosphere, and

limited opportunities to use English. When vocabulary learning is dominated by memorization and translation activities without meaningful practice, students tend to develop passive vocabulary knowledge, which makes it difficult for them to remember, understand, pronounce, and use new words in communication.

in the context of Madrasah Tsanawiyah MTs Bunayya Islamic School Rejang Lebong, where religious subjects receive greater emphasis, English vocabulary learning often receives limited time and attention. This condition influences the teaching practices applied in the classroom, which are frequently teacher centered and less communicative.

As a result, students have fewer opportunities to engage actively with vocabulary through interaction, repetition in context, and meaningful use. Based on this synthesis, the researcher proposes that students' vocabulary learning difficulties are cumulative in nature, meaning that difficulties emerge gradually as a result of continuous exposure to ineffective learning practices combined with students' limited linguistic readiness. Therefore, understanding students' vocabulary learning difficulties requires not only identifying individual problems but also examining the learning context and instructional practices in which vocabulary learning takes place.

G. Related Studies

Several previous studies have discussed students' difficulties in learning English vocabulary. For example, first, research was conducted by amrina rosyada as, tri wintolo apoko investigating english vocabulary difficulties and

its learning strategies of lower secondary school students. this study demonstrates that vocabulary learning remains a significant challenge for lower secondary school students, particularly in terms of pronunciation, spelling, meaning usage, and memorization. Despite these difficulties, students actively employ various learning strategies to support their vocabulary acquisition, such as using digital media, games, note taking, and dictionaries. These findings suggest that integrating technology-based resources and effective vocabulary learning strategies into English instruction can help students overcome common vocabulary learning difficulties.

Therefore, teachers are encouraged to provide guided support and varied learning strategies to enhance students' vocabulary development and overall language proficiency.⁴⁴ The similarity between this research and my research is talk about The main these two studies lies in their scope and context; while the reference study examines both students' difficulties and their learning strategies in general with an emphasis on technology use, my study focuses specifically and deeply on the types of difficulties encountered by students within the environment of MTs Bunayya Islamic School. Furthermore, whereas the reference study provides broad digital-based solutions, my research aims to uncover the causal factors of these obstacles that are more contextual and unique to the specific conditions and characteristics of students at that Islamic school.

⁴⁴ Rosyada-AS, A. & Apoko, T. W. (2023). Investigating English Vocabulary Difficulties and Its Learning Strategies of Lower Secondary School Students, *JOLLT Journal of Languages and Language Teaching*, 11(3), pp. 489-501.

Among the various foreign languages that students are compelled to learn, English holds a significant position as a globally recognized language. found that students faced difficulties in memorizing vocabulary and understanding word meanings. Second Another study by Yufita Afifka Ernita Daulay (students' perception on using busuu app as learning vocabulary media) The study concludes that the Busuu application is an effective medium for vocabulary learning, receiving a "good" category rating of 83.57% from students. The majority of users hold a positive perception of the application, noting its ability to expand their vocabulary and increase learning motivation.⁴⁵ However, the study also identifies significant external challenges, such as internet instability, school policies regarding mobile phone use, lack of computer facilities, and the functional limitations faced by free versus paid users. The primary difference between these two studies lies in their media focus and research objectives; while the reference study explores students' perceptions of using the Busuu application as a vocabulary learning tool, reporting an effectiveness rate of 83.57%,

My study focuses on a deep analysis of the fundamental difficulties students face in learning vocabulary at MTs Bunayya Islamic School. whereas the reference study utilizes qualitative methods to highlight technical obstacles such as internet connectivity and application access, my research aims to uncover linguistic barriers or other internal factors hindering students'

⁴⁵ Y. Afifka and Ernita Daulay, "Students' Perception On Using Busuu App As Learning Vocabulary Media," *Didaktika: Jurnal Kependidikan* 13, no. 4 (2024): 4283–4294.

vocabulary mastery within that specific school environment, without being limited to a single application.⁴⁶

Third, another study by rahma sakina, riyanti sri astuti (using duolingo application in learning vocabulary: a descriptive qualitative study at the fifth grade of an elementary school in sumedang) The study concludes that duolingo is a highly effective tool for improving elementary students' vocabulary, resulting in increased motivation and better memorization for daily conversation.⁴⁷ Despite the positive perceptions, the research highlights significant challenges, specifically the lack of alignment between the application's content and the school curriculum, alongside infrastructure limitations such as a lack of laptops and speakers in the classroom.

The similarity between this research and my research is talk about The primary difference between that study and my research lies in the research object and the focus of the problem. That study focuses on the use of a specific application (Duolingo) to examine perceptions and its benefits for elementary school students, whereas my research focuses more on the analysis of general difficulties (such as pronunciation, spelling, and meaning) faced by secondary school students (MTs) comprehensively, without being limited to the use of a single application. Furthermore, the obstacles found in that study are more technical, related to technological infrastructure, while my research

⁴⁶ Mulyadi, A & Maesaroh, M. (2021). The Effectiveness Of Using “Busuu” In Teaching Speaking. *Jurnal Fakultas Keguruan & Ilmu Pendidikan*, vol. 2, No. 3, 94-98 Meniwati, M & Mutiaraningrum, I. (2022). The Use Of Busuu For Learning Listening in English. *Ethical Lingua*,

⁴⁷ Rahma Sakina and Riyanti Sri Astuti, “Using Duolingo Application in Learning Vocabulary: A Descriptive Qualitative Study at the Fifth Grade of an Elementary School in Sumedang,” *Biormatika: Jurnal Ilmiah Fakultas Keguruan dan Ilmu Pendidikan* 10, no. 2 (2024): 131–145.

aims to uncover broader obstacles, both linguistically and through internal factors of students at MTs Bunayya Islamic School Rejang Labong.

Four, another study by sardor surmanov & maftuna azimova (analysis of difficulties in vocabulary acquisition) this study focuses on the importance of vocabulary acquisition and retention in language learning and explores the difficulties that learners face in developing vocabulary knowledge. Vocabulary is identified as a key component in achieving language fluency and overall lexical competence. The research investigates the obstacles encountered by five ninth-grade students in a public school in the Sirdarya region. Using qualitative analysis, the study examines the types of difficulties students experience in learning and retaining vocabulary.⁴⁸ The findings highlight several factors that hinder effective vocabulary acquisition, emphasizing the need for more effective instructional strategies to support students' vocabulary development.

This study different from previous research in terms of context, participants, and focus. While earlier studies were conducted in public schools with ninth-grade students, this research is carried out in a Madrasah Tsanawiyah involving seventh-grade students who are still at the early stage of learning english. Moreover, this study explores vocabulary learning difficulties more deeply by examining both internal and external factors through a qualitative descriptive approach. Therefore, this research provides a

⁴⁸ Sardor Surmanov and Maftuna Azimova, "Analysis of Difficulties in Vocabulary Acquisition," *Journal of Legal Studies & Research* 6, no. 1 (2020): 144–153.

more contextual understanding of English vocabulary learning difficulties in a religious-based school setting.

The last is another study by Moh satryo ag1 wendelinus oscar janggo, Marselus Yumelking the title is (An analysis of students' difficulties in learning vocabulary at secondary school in muhamadiyah waipare maumere) this study focuses This study investigated the challenges and influencing factors faced by eighth-grade students in learning English vocabulary using a quantitative research design. Data were collected through close-ended questionnaires and analyzed descriptively. The findings revealed that students experienced various difficulties in vocabulary learning, particularly related to grammar, pronunciation, and meaning. In addition, both internal factors (such as motivation, memory, and experience) and external factors (including teaching methods, learning media, and school facilities) affected students' vocabulary learning. The study also suggested several solutions, such as increasing vocabulary practice and enhancing students' motivation.⁴⁹

This study differs from the present research in terms of research design, participants, and context. While the previous study employed a quantitative approach using questionnaires and involved eighth-grade students in a general school setting, the present study uses a qualitative descriptive approach conducted in a Madrasah Tsanawiyah Mts Buanyya Islamic School with seventh-grade students. Furthermore, this research focuses on students' real

⁴⁹ Moh Satryo AG, Wendelinus Oscar Janggo, and Marselus Yumelking, "An Analysis of Students' Difficulties in Learning Vocabulary at Secondary School in Muhammadiyah Waipare Maumere," *Langua: Journal of Linguistics, Literature, and Language Education* 7, no. 1 (2024): 28–40.

learning experiences and classroom practices observed during the Teaching Practicum (PPL), rather than relying solely on questionnaire data. Therefore, the present study provides a deeper and more contextual understanding of students' vocabulary learning difficulties in a religious-based educational environment.

Revealed that pronunciation and lack of exposure were major obstacles in vocabulary learning. These studies indicate that vocabulary difficulties are a common problem among EFL learners and need to be explored further, especially in different educational contexts such as Islamic junior high schools.

H. Conceptual Framework

Based on the theories and previous studies above, this research focuses on analyzing students' difficulties in learning English vocabulary at MTs Bunayya Islamic School. The study investigates the types of difficulties experienced by students and the factors that cause these difficulties through interview data.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of The Research

This research employed a qualitative descriptive research design. Qualitative descriptive research is used to describe and understand phenomena in depth based on participants' experiences and perceptions without involving numerical data or statistical analysis. In this study, the researcher sought to explore and describe the difficulties experienced by seventh-grade students in learning English vocabulary at Mts Bunayya Islamic School.

The qualitative approach is considered appropriate because this study focuses on understanding students' learning experiences, classroom interactions, and the factors influencing vocabulary learning difficulties. By using this design, the researcher is able to capture real classroom conditions and provide a detailed description of students' difficulties in learning English vocabulary.⁵⁰

B. Research Setting

This research was conducted at MTs Bunayya Islamic School, which is located at Gang SD N, Jalan Ahmad Yani, Kesambe Baru Village, East Curup Subdistrict, Rejang Lebong Regency, Bengkulu Province. This school was chosen as the research site because the researcher conducted Field Experience

⁵⁰ Cohen, L., Manjon, L., & Morrison, K., *“research methods in education: sixth edition”*, New York: Routledge, 2007.

⁵⁰ Vickie A Lambert, Clinton E Lambert, *“qualitative descriptive research : An acceptable design”*, Pacific Rim international journal nursing research 16 (4), 255-256, 2012.

Practice (PPL) at the school. Through the PPL program, the researcher had the opportunity to be directly involved in the school environment and observe the English teaching and learning process that takes place in the classroom. In addition, the selection of this school was also based on the accessibility for the researcher to conduct observations and collect data directly. During the PPL program, the researcher was able to interact with the English teacher and students, which helped the researcher understand the learning conditions in the classroom, especially those related to English vocabulary learning.

This research was conducted during the PPL period starting on October 22, 2025. The focus of this study was on English learning activities in class VII A and VII B, particularly in vocabulary learning activities carried out in the classroom. These classes were selected because seventh-grade students are still at the early stage of learning English as a foreign language. At this stage, vocabulary mastery becomes one of the important aspects that supports the development of students' language skills, both in understanding and using English. Through this research setting, the researcher was able to directly observe how the vocabulary learning process takes place in the classroom and explore the experiences of both students and the teacher in the learning activities.

C. Research Participants

The participants of this research were seventh-grade students of MTs Bunayya Islamic School Rejang Lebong. The total number of seventh-grade students was approximately 60 students, divided into two classes, namely class VII A and class VII B. However, since this study employed a qualitative research design, it was not necessary to involve all students as participants. According to John W. Creswell, qualitative research focuses on obtaining an in-depth understanding of a phenomenon rather than involving a large number of participants⁵¹. Therefore, the number of participants in qualitative research is usually small and determined based on the richness of the data collected.

Based on these considerations, 8 students were selected as the main participants, consisting of 4 students from class VII A and 4 students from class VII B. This number was considered sufficient to obtain detailed and meaningful information about students' difficulties in learning English vocabulary and to reach data saturation, where no new information was obtained from additional participants.

The participants were selected using purposive sampling. In purposive sampling, the researcher intentionally selected participants who were considered capable of providing relevant information related to the objectives of the study. The criteria for selecting the students in this research were as follows: The students were seventh-grade students of MTs Bunayya Islamic School Rejang Lebong, the students experienced difficulties in learning

⁵¹ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: SAGE Publications, 2018)

English vocabulary, The students actively participated in English learning activities in the classroom, The students had English scores below average or experienced difficulties in vocabulary assignments, The students often experienced difficulties in understanding the meaning, pronunciation, spelling, and use of English vocabulary, The students were able to provide information and answer interview questions clearly, The students were recommended by the English teacher as participants who matched the objectives of the research.

The students were willing to participate in the research, The researcher determined the participants through classroom observation and consultation with the English teacher, In addition to the students, one English teacher was also involved as a participant to provide supporting information regarding teaching strategies, classroom activities, and students' difficulties in learning English vocabulary. The teacher was interviewed to obtain deeper and more comprehensive data related to the research problem.

D. Technique Collecting Data

Researcher uses some tools to her work easier, systematic, effective, and intensive during the research. To collect data in this research, the researcher will use some methods of data collecting and research some instrument. In collecting the data, the researcher will use instrument, such as: Observation, Interview, and Documentation.⁵²

⁵² Margono. *Metode Penelitian Pendidikan*. (Jakarta : Rineka Cipta, 2005),. P. 161

1. Observation

Observation is used by the researcher to obtain direct data about students' difficulties in learning English vocabulary in the classroom. Through observation, the researcher can see students' behavior, difficulties, and classroom learning activities during the teaching and learning process. According to Sugiyono, observation is a data collection technique used by observing activities in a natural setting to obtain accurate information.⁵³

In this research, the researcher used participant observation. According to Lexy J. Moleong, participant observation means the researcher is directly involved in the activities being observed⁵⁴. In this case, the researcher acted as both a teacher and an observer during the Teaching Practicum (PPL). While teaching English vocabulary to seventh-grade students at MTs Bunayya Islamic School, the researcher also observed students' difficulties in understanding meaning, pronunciation, spelling, using vocabulary, and remembering vocabulary. The researcher also observed factors influencing these difficulties and classroom learning practices such as teaching strategies and activities. The observation was conducted naturally during the learning process. The data obtained from observation were used to support the results of interviews and documentation.

⁵³ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (Bandung: Alfabeta, 2017).

⁵⁴ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2017).

2. Interview

Interviews are a way of gathering information or data through verbal interaction. Interviews allow the researcher to explore participants' feelings, thoughts, and experiences that cannot be directly observed. According to Suwartono, interviews are used to obtain in-depth information through question-and-answer interaction. It means that the researcher used interview techniques to collect the data.

In this research, the researcher used semi-structured interviews to obtain information from the participants based on the theoretical guidelines used. The main theory used in this research was proposed by Scott Thornbury regarding the aspects of vocabulary knowledge, namely *meaning*, *form*, and *use*. *Meaning* refers to students' understanding of the meaning of a word. *Form* refers to the form of the word, such as pronunciation, spelling, and word structure. Meanwhile, *use* refers to how the word is appropriately used in sentences or communication contexts⁵⁵,

The theories of I. S. P. Nation and Norbert Schmitt were used as supporting theories to strengthen the discussion about vocabulary learning, repetition, meaningful practice, and vocabulary learning strategies.⁵⁶ Nation explains that effective vocabulary learning requires repeated exposure and meaningful practice, while Schmitt emphasizes the importance of vocabulary learning strategies and active student

⁵⁵ Scott Thornbury, *How to Teach Vocabulary* (Harlow, England: Pearson Education Limited, 2002).

⁵⁶ I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge, England: Cambridge University Press, 2001) and I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge, England: Cambridge University Press, 2001).

involvement in learning vocabulary. These theories were used to answer the research questions, including identifying students' difficulties in learning vocabulary and how classroom learning practices affect students' vocabulary understanding.

3. Documentation

Documentation in this study included teaching materials, lesson plans, students' assignments, and other relevant documents that supported the research data. Teaching materials included textbooks, worksheets, and handouts used by the teacher during vocabulary lessons. Lesson plans (RPP) were collected to understand the objectives, methods, and strategies applied in teaching vocabulary. Students' assignments, such as exercises, written tasks, and vocabulary activities, were analyzed to observe students' mastery and difficulties. Additionally, other supporting documents, such as class attendance records, lists of vocabulary items, and teacher notes, were examined to provide a comprehensive understanding of the teaching and learning process.⁵⁷

E. Instrumen

A research instrument is an important tool in conducting qualitative research. To make the process of collecting data easier, systematic, and well-organized, the researcher needs guidelines such as an observation sheet and interview sheet which are presented as follows:

⁵⁷ International journal of therapy and rehabilitation, June 2009 vol16, no 6

a. Observation Sheet

Observation sheet was used to observe students' difficulties in learning English vocabulary during the teaching and learning process in the classroom. The observation focused on students' difficulties and classroom learning practices that influence vocabulary learning. The main theory used in this research was proposed by Scott Thornbury , which includes the aspects of meaning, form, and use. These aspects were used to observe students' difficulties in understanding vocabulary meaning, pronouncing and spelling words, and using vocabulary appropriately in context.

In addition, this research was also supported by the theory of I. S. P. Nation, which explains the importance of repeated exposure and meaningful practice in vocabulary learning. This theory was used to observe classroom activities, vocabulary repetition, and vocabulary practice provided during the learning process. Furthermore, the theory proposed by Norbert Schmitt was used to observe vocabulary learning strategies and students' active participation in vocabulary learning activities, such as using dictionaries, taking notes, memorizing vocabulary, and practicing vocabulary in communication activities.

The observation was conducted during the English teaching and learning process in the classroom. The researcher used an observation blueprint consisting of theory/dimension, indicators, sub-indicators,

yes/no columns, and explanation columns to record the observation results systematically.

Table 3. Blueprint Observation Difficulties in Learning English Vocabulary at MTs Bunayya Islamic School

No	Dimension of Difficulty	Behavioral Indicators	Observed	Not Observed	Notes
1	Word Meaning (Meaning)	Students find difficulties understanding vocabulary meaning.			
		Students rely on translation to understand vocabulary.			
		Students become confused when vocabulary has different meanings in			

		context.			
2	Spelling and Pronunciation (Form)	Students mispronounce English vocabulary.			
		Students spell vocabulary incorrectly.			
		Students hesitate when pronouncing vocabulary.			
3	Vocabulary Use in Communication (Use)	Students rarely use English vocabulary during classroom activities.			
		Students lack confidence when using			

		vocabulary in communication.			
		Students find difficulties using vocabulary in sentences.			
4	Repeated Exposure and Meaningful Practice	Teacher repeats vocabulary learning activities.			
		Students practice vocabulary through meaningful classroom activities.			

		Teacher provides vocabulary practice regularly.			
5	Vocabulary Learning Strategies	Students use dictionaries or vocabulary notes during learning.			
		Students actively practice vocabulary during classroom activities.			
		Students use strategies to remember			

		vocabulary.			
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b. Interview Guidance

1. Interview guidance to students

The interview guidance was used to obtain in-depth data regarding students' difficulties in learning English vocabulary. The interview was conducted with students to find out the difficulties they experienced during the vocabulary learning process in the classroom. In this research, the researcher used semi-structured interviews in order to explore deeper information based on the participants' answers.

The main theory used in this research was proposed by Scott Thornbury regarding the aspects of vocabulary knowledge, namely meaning, form, and use. These aspects were used to identify students' difficulties in understanding vocabulary meaning, pronunciation, spelling, and the use of vocabulary in context.

In addition, this research was also supported by the theory of I. S. P. Nation, which explains that vocabulary learning requires repeated exposure and meaningful practice. This theory was used to identify how classroom learning activities, vocabulary repetition, and practice influence students' vocabulary learning difficulties. Furthermore, the theory proposed by Norbert Schmitt regarding vocabulary learning strategies was also used to identify the strategies used by students in learning vocabulary, such as repetition, using dictionaries, taking

notes, memorizing vocabulary, and practicing vocabulary actively.

Based on the theories, the interview blueprint is presented as follows:

Table 4. Interview Blueprint of Students' Difficulties Learning English Vocabulary(RQ1)

No	Theory	Dimension	Indicator	Question
1.	Thornbury, S. (2002). <i>How to Teach Vocabulary</i> . England: Pearson Education Limited.	Meaning	Students understand vocabulary meaning.	Can you explain the difficulties you experience in understanding the meaning of English vocabulary?
			Students translate vocabulary correctly	How do you translate difficult English vocabulary into Indonesian?

			Students understand vocabulary through context.	When reading English texts, do you understand vocabulary from the context of the sentence? Why?
		Form	Students Pronounce vocabulary Correctly	Can you explain the difficulties you experience when pronouncing English vocabulary?
			Students spell vocabulary correctly.	How do you spell or write English

				vocabulary correctly?
			Students recognize word forms.	What difficulties do you usually face in remembering English word forms?
		Use	Students use Vocabulary in sentences	Can you use English vocabulary easily in sentences? Explain your answer.
			Students use vocabulary in communication.	Can you explain how do you feel when using English

				vocabulary in speaking activities?
			Students use vocabulary in classroom activities.	What difficulties do you face when using English vocabulary during classroom activities?
2.	Nation, I. S. P. (2001). <i>Learning Vocabulary in Another Language</i> . Cambridge:	Repeated Exposure and Meaningful Practice	Students repeat vocabulary learning activities.	Does your teacher often repeat vocabulary learning activities in class?

	Cambridge University Press.		Students practice vocabulary through communication activities.	How do classroom activities help you practice English vocabulary?
			Students learn vocabulary through meaningful activities.	What learning activities help you remember vocabulary more easily?
3	Schmitt, N. (1997). "Vocabulary Learning Strategies." In <i>Vocabulary:</i>	Vocabulary Learning Strategies	Students use vocabulary learning strategies.	What strategies do you usually use to learn new vocabulary?

	<i>Description, Acquisition and Pedagogy.</i> Cambridge: Cambridge University Press.		Students memorize vocabulary through repetition.	Do you usually repeat or memorize vocabulary to help you remember it?
			Students practice vocabulary actively in learning activities.	Do you practice using English vocabulary outside the classroom? Explain your answer.

2. Interview guidance to teacher

The interview guidance was used to obtain in-depth data regarding English vocabulary learning practices in the classroom. The interview was conducted with the English teacher to find out how vocabulary was taught and practiced during the learning process. The main theory used in this research was proposed by Scott Thornbury regarding the aspects of vocabulary knowledge,

namely meaning, form, and use.⁵⁸ Meaning refers to how the teacher explains vocabulary meaning through translation, examples, and context.

Form refers to pronunciation, spelling, and word form, while use refers to the use of vocabulary in communication and classroom learning activities. In addition, this research was also supported by the theory of I. S. P. Nation,⁵⁹ which explains the importance of repeated exposure and meaningful practice in vocabulary learning.

This theory was used to identify how the teacher provides vocabulary practice and repetition to students. Furthermore, the theory proposed by Norbert Schmitt was used to identify vocabulary learning strategies applied by the teacher, such as using dictionaries, taking notes of new vocabulary, memorizing vocabulary, and practicing vocabulary actively in classroom communication activities.⁶⁰ Based on the theories, the interview blueprint is presented as follows:

⁵⁸ Scott Thornbury, *How to Teach Vocabulary* (Harlow: Pearson Education Limited, 2002), 15.

⁵⁹ I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), 23.

⁶⁰ Norbert Schmitt, *Vocabulary Learning Strategies* (Cambridge: Cambridge University Press, 1997), 199–227

Interview Blueprint of Teacher Classroom Learning Practices in Teaching

English Vocabulary(RQ 2)

No	Theory	Dimension	Indicator	Question
1.	Thornbury, S. (2002). <i>How to Teach Vocabulary</i> . England: Pearson Education Limited.	Meaning	Teacher explains vocabulary meaning clearly.	How do you explain the meaning of new vocabulary to students?
			Teacher gives contextual examples of vocabulary.	Do you give examples of vocabulary in sentences or certain contexts?How?
			Teacher helps students understand vocabulary in sentences.	How do you help students understand vocabulary in sentences?
			Teacher asks	Do you ask

			students to identify word meanings.	students to identify the meaning of vocabulary?How?
		Form	Teacher teaches vocabulary pronunciation.	How do you teach English vocabulary pronunciation?
			Teacher teaches vocabulary spelling.	Do you teach students the spelling of English vocabulary?How?
			Teacher corrects students' pronunciation mistakes.	What do you do when students pronounce vocabulary incorrectly?How?
			Teacher gives activities related to word form.	What activities do you use to help students learn

				vocabulary pronunciation and spelling?How?
		Use	Teacher asks students to use vocabulary in sentences.	Do you ask students to use vocabulary in sentences?How?
			Teacher encourages students to practice vocabulary in communication.	How do you encourage students to practice vocabulary in communication?
			Teacher gives speaking or writing activities using vocabulary.	What speaking or writing activities are used in vocabulary learning?
			Teacher helps students use vocabulary	How do you help students use vocabulary

			appropriately in context	appropriately in context?
2.	Nation, I. S. P. (2001). <i>Learning Vocabulary in Another Language</i> . Cambridge: Cambridge University Press.	Repeated Exposure and Meaningful Practice	Teacher repeats vocabulary learning activities.	Do you repeat vocabulary learning activities in the classroom?How?
			Teacher provides vocabulary practice regularly.	How often do you provide vocabulary practice activities to students?
			Teacher uses meaningful classroom activities.	What classroom activities help students learn vocabulary more easily?How?
			Teacher involves	Do you involve

			students in vocabulary practice through communication activities.	students in communication activities to practice vocabulary?How?
3.	Schmitt, N. (1997). "Vocabulary Learning Strategies." In <i>Vocabulary: Description, Acquisition and Pedagogy</i> . Cambridge: Cambridge University Press.	Vocabulary Learning Strategies	Teacher uses vocabulary learning strategies in teaching.	What strategies do you use in teaching vocabulary?How?
			Teacher encourages students to use dictionaries.	Do you encourage students to use dictionaries in vocabulary learning?
			Teacher asks students to take notes of new vocabulary.	Do you ask students to write or take notes of new vocabulary?How?
			Teacher encourages	How do you encourage

			students to practice vocabulary actively.	students to practice vocabulary actively?
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F. Data Analysis Technique

The data in this study were analyzed using the qualitative data analysis model proposed by Miles and Huberman. According to Miles and Huberman, qualitative data analysis consists of three main steps: data reduction, data display, and conclusion drawing and verification. These steps were applied systematically to analyze the data collected from classroom observations, interviews, and documentation to ensure that the research findings accurately reflected students' difficulties in learning English vocabulary, the factors influencing these difficulties, and the role of classroom learning practices.⁶¹

1. Data Reduction

The first stage is data reduction, where the researcher carefully selected, focused, simplified, and organized the data obtained from observation, interviews, and documentation. Irrelevant information was excluded, while important information related to students' difficulties in learning English vocabulary and classroom learning practices was retained.

⁶¹ Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage Publications.

In this stage, the researcher categorized the data based on the theoretical dimensions used in this research. The researcher used the theory proposed by Scott Thornbury , which includes meaning, form, and use, to identify students' vocabulary learning difficulties. In addition, the researcher also used the theory proposed by I. S. P. Nation regarding repeated exposure and meaningful practice, and the theory proposed by Norbert Schmitt regarding vocabulary learning strategies.

The interview and observation data were grouped into several categories and indicators using a categorization rubric. This categorization process helped the researcher organize the data systematically and identify patterns related to students' vocabulary learning difficulties and classroom learning practices. Furthermore, the researcher conducted a coding process by identifying keywords and recurring themes found in the interview transcripts and observation notes. Similar responses were labeled and classified into several categories based on the theoretical framework used in this study. Statements related to difficulties in understanding vocabulary meaning were categorized under meaning, difficulties in pronunciation and spelling were classified under form, and difficulties in using vocabulary in sentences and communication were categorized under use. This coding process enabled the researcher to identify patterns and interpret the data systematically.

Tabel 4. Categorization Rubric of Data Analysis Students Difficulties In Learning English Vocabulary at MTs Bunayya Islamic School

Research Questions	Dimension	Indicator	Categories of Data
What kinds of difficulties do seventh graders experience in learning English vocabulary?	Meaning	Understanding vocabulary meaning	Students have difficulty understanding word meanings
	Meaning	Translating vocabulary	Students rely on translation or feel confused when translating vocabulary
	Form	Pronunciation	Students mispronounce English vocabulary
	Form	Spelling	Students have difficulty spelling

			vocabulary correctly
	Form	Remembering vocabulary	Students easily forget previously learned vocabulary.
	Use	Using vocabulary in sentences	Students have difficulty using vocabulary appropriately
	Use	Using vocabulary in communication	Students lack confidence in using vocabulary during communication
How do classroom learning practices	Repeated Exposure and Meaningful Practice	Vocabulary repetition	Teacher repeats vocabulary learning

influence students' ability to learn and use English vocabulary?			activities
	Repeated Exposure and Meaningful Practice	Meaningful activities	Classroom activities help students practice vocabulary
	Vocabulary Learning Strategies	Using dictionaries	Teacher encourages students to use dictionaries or vocabulary notes
	Vocabulary Learning Strategies	Memorizing vocabulary	Teacher asks students to memorize vocabulary

			through repetition
	Vocabulary Learning Strategies	Active vocabulary practice	Teacher provides opportunities for students to practice vocabulary actively

2. Data Display

The next stage is data display, where the reduced data were organized and presented in a descriptive, systematic, and easily understandable form. The display can include narrative descriptions, tables, diagrams, or categorized excerpts from interviews, observations, and documentation. Presenting the data in this way allowed the researcher to compare across data sources, check for consistency, and highlight the relationship between teachers' instructional practices and students' learning difficulties.

3. Conclusion Drawing and Verification

The final stage is conclusion drawing and verification, in which the researcher conducts in-depth interpretation of the organized data. Patterns and themes that emerged were analyzed,

and conclusions were drawn based on evidence from multiple data sources. To ensure validity and credibility, the researcher triangulated data by comparing findings from observations, interviews, and documentation. This verification process also helped minimize subjective bias, ensuring that the research conclusions were accurate, consistent, and defensible..⁶²

⁶² Dawson. 2002. *“Practical research Method”*. United Kingdom: Deer Park production.
P.28

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion of the research. The purpose of this study was to investigate students' *difficulties in learning English vocabulary* and how classroom learning practices influence students' *ability to learn and use English vocabulary at MTs Bunayya Islamic School Rejang Lebong*. The researcher used interviews, observations, and documentation to collect the data. The findings and discussion of the research are presented in this chapter.

A. Findings

In this chapter, the researcher presents the findings and discussion derived from the results of observations and interviews. This study aims to analyze the difficulties students face in learning English vocabulary at MTs Bunayya Islamic School and to determine how classroom teaching practices influence students' ability to learn and use English vocabulary. Research data were collected through observations, interviews, and documentation. The research findings are presented based on the dimensions used in this study, namely Meaning, Form, Use, Repeated Exposure and Meaningful Practice, and Vocabulary Learning Strategies.

Table 5. Research Dimensions and Indicators

No	Dimension	Indicators
1	Meaning	Students find difficulties understanding vocabulary meaning.
		Students rely on translation to understand vocabulary.
		Students become confused when vocabulary has different meanings in context.
2	Form	Students mispronounce English vocabulary.
		Students spell vocabulary incorrectly.
		Students hesitate when pronouncing vocabulary.
3	Use	Students find difficulties using vocabulary in sentences.
		Students rarely use English

		vocabulary during classroom activities.
		Students lack confidence when using vocabulary in communication.
4	Repeated Exposure and Meaningful Practice	Teacher repeats vocabulary learning activities.
		Students practice vocabulary through meaningful classroom activities.
		Teacher provides vocabulary practice regularly.
5	Vocabulary Learning Strategies	Students use dictionaries or vocabulary notes.
		Students actively practice vocabulary during classroom activities.
		Students use strategies to remember vocabulary.

First, the researcher observed how English was taught and learned in Classes VII A and VII B at MTs Bunayya Islamic School. The observation took place between 09:00 and 10:00 a.m. on Tuesday, May 19, 2026. The researcher studied both the classroom learning activities and the students' challenges in learning English vocabulary.

Following the observation, the researcher conducted interviews with the English teacher and a few chosen students to understand more about the challenges students face in picking up English vocabulary as well as the teaching strategies used in the classroom. The interviews were place at MTs Bunayya Islamic School on Wednesday, May 20, 2026, between 10:00 and 11:30 a.m. The results of the observation and interviews provided the researcher with various The researcher discovered a number of conclusions on students' challenges with learning English vocabulary and the classroom instructional strategies that affected students' capacity to acquire and apply English vocabulary based on the observations and interviews. The following is a presentation of these results.

In Classes VII A and VII B, the researcher watched how English was taught and learned. The study discovered that pupils had a number of challenges when acquiring English language based on the observation data. Understanding language meaning (meaning), pronunciation and spelling (form), vocabulary use in communication (use), frequent exposure and meaningful practice, and vocabulary

learning methodologies were all associated with these challenges. The results are shown based on every dimension found in this investigation.

1. Students' Difficulties in Understanding Vocabulary Meaning (Meaning)

To identify students' difficulties in understanding vocabulary meaning, the researcher used an observation sheet based on Thornbury's theory of vocabulary knowledge. The observation focused on students' ability to understand word meaning, their dependence on translation, and their understanding of vocabulary in context. The observation results show that students experienced several difficulties in understanding vocabulary meaning during the English learning process. Many students asked the teacher about unfamiliar words, relied heavily on Indonesian translation, and sometimes misunderstood word meaning when vocabulary was used in different contexts.

Table 6. The Observation Result of Students' Difficulties in Understanding Vocabulary Meaning

No	Behavioral Indicator	Observed	Not Observed	Observer's Notes
1	Students find difficulties	✓		Several students asked

	understanding vocabulary meaning.			the teacher about unfamiliar vocabulary during the learning process.
2	Students rely on translation to understand vocabulary.	✓		Most students translated vocabulary word by word into Indonesian.
3	Students become confused when vocabulary has different meanings in context.	✓		Some students misunderstood vocabulary meaning when the words were used in different sentences.

Based on the observation results, students experienced difficulties in understanding vocabulary meaning during the English learning process. Many students asked the teacher about unfamiliar words, heavily depended on Indonesian translation, and sometimes misunderstood vocabulary when it was used in different contexts. In addition, it was found that students relied more on dictionaries or direct translation and often became confused when a word had different meanings in different sentences.

The interview results showed that students experienced difficulties in understanding English vocabulary meaning due to limited vocabulary knowledge. Most students frequently used dictionaries, asked their teacher or classmates, and tried to memorize new vocabulary repeatedly.

- a. **Respondent 1** stated, *"I often use a dictionary when I find new vocabulary that I do not understand."*⁶³ This indicates that students rely on translation tools to understand word meaning.
- b. **Respondent 3** explained, *"I often have difficulty understanding texts because my vocabulary is limited, so I ask the teacher for help."*⁶⁴ This indicates that limited vocabulary affects students' comprehension.

⁶³ Student 1 Mts Bunayya Islamic School Rejang Lebong Intervie at mei 19 2026

⁶⁴ Student 3 Mts Bunayya Islamic School Rejang Lebong Interview At Mei 19 2026

- c. **Respondent 8** stated, *“I still have difficulty remembering and understanding new vocabulary.”*⁶⁵ that’s show that the student has difficulty in retaining and mastering new vocabulary.

Overall, the findings show that most students still depend on translation, dictionaries, and assistance from others in understanding vocabulary meaning, and they also struggle to retain new vocabulary. The English teacher stated that students understand vocabulary meaning more easily when visual aids such as pictures are used in the classroom.

The teacher said, *In my teaching, I use pictures to help students understand new vocabulary. I also give examples in sentences or short stories so students can understand the meaning in context. And I introduce new vocabulary by explaining several words directly and asking students to use dictionaries when they do not understand the meaning.*⁶⁶

Overall, the results show that pupils had trouble comprehending the meaning of language. To understand new words, the majority of pupils depended on dictionaries, translations, and help from friends or teachers. Additionally, kids' low vocabulary made it challenging for them to retain newly learned words and comprehend vocabulary in various settings. In the meantime, the

⁶⁵ Student 8 Mts Bunayya Islamic School Rejang Lebong Interview At Mei 19 2026

⁶⁶ Teacher English Language Mts Bunayya Islamic School Rejang Lebong Interview At Mei 20 2026

instructor made an effort to help pupils learn language by using dictionaries, contextual examples, and visual aids.

This shows that the teacher applied visual and contextual strategies to support students' vocabulary understanding. This finding is in line with Thornbury , who states that vocabulary knowledge is closely related to learners' ability to understand word meaning in context. Learners may experience difficulties in vocabulary acquisition when they lack sufficient exposure and rely too much on translation instead of contextual understanding.

2. Students' Difficulties in Spelling and Pronunciation (Form)

To identify students' difficulties in spelling and pronunciation, the researcher used an observation sheet based on Thornbury's theory of vocabulary knowledge. The observation focused on students' ability to pronounce English words correctly, their ability to spell vocabulary accurately, and their confidence when reading vocabulary aloud in class. The observation results show that students experienced several difficulties in spelling and pronunciation during the English learning process. It was found that some students mispronounced English vocabulary, made spelling mistakes when writing words, and hesitated when asked to pronounce vocabulary in front of the class. The table below presents the observation results of students' difficulties in spelling and

pronouncing English vocabulary at MTs Bunayya Islamic School
Rejang Lebong.

**Table 7. The Observation Result of Students' Difficulties in Spelling and
Pronunciation**

No	Behavioral Indicator	Observed	Not Observed	Observer's Notes
1	Students mispronounce English vocabulary.	✓		Several students pronounced English vocabulary incorrectly during reading activities.
2	Students spell English vocabulary incorrectly.	✓		Some students made mistakes in writing English

				vocabulary on the whiteboard and in their notebooks.
3	Students hesitate when pronouncing vocabulary.	✓		Some students paused and looked unsure when asked to pronounce vocabulary in front of the class.

Based on the observation results, students experienced difficulties in spelling and pronunciation of English vocabulary during the learning process at MTs Bunayya Islamic School Rejang Lebong. It was found that some students still mispronounced English words, had difficulties in spelling, and hesitated when asked to read vocabulary in front of the class.

The interview results showed that most students experienced difficulties in pronunciation and spelling of English vocabulary.

- a. **Respondent 1 stated,** *“I often ask the teacher for help because I am not sure how to pronounce certain words.”*⁶⁷

This shows that the student still had difficulty in pronunciation and depended on teacher assistance.

- b. **Respondent 4 stated,** *“Pronunciation is very difficult, but the teacher often helps us pronounce words correctly.”*⁶⁸ This indicates that teacher assistance played an important role in supporting students’ pronunciation learning.

- c. **Respondent 8 stated,** *“I have difficulty remembering and pronouncing new vocabulary.”*⁶⁹ This indicates that pronunciation and spelling remained major difficulties for the student.

Overall, the responses from the students indicate that they experienced difficulties in pronunciation and spelling of English vocabulary, especially in remembering and producing correct word forms. Most students relied on teacher assistance, peer help, and repetition in learning vocabulary. The English teacher stated that pronunciation and spelling were taught through several classroom activities.

⁶⁷ Student 1 Mts Bunayya Islamic School Rejang Lebong Interview At Mei 20

⁶⁸ Student 4 Mts Bunayya Islamic School Rejang Lebong Interview At Mei 20

⁶⁹ Student 8 Mts Bunayya Islamic School Rejang Lebong Interview At Mei 20

The teacher explained: *“I write vocabulary on the whiteboard and pronounce it first, then the students repeat after me. After that, I ask them to repeat the pronunciation correctly. I also ask students to rewrite the correct vocabulary and test them individually. In addition, students are asked to make sentences using vocabulary, such as ‘I like cats’ in the topic animals. I also ask students to practice speaking with their friends and sometimes come to the front of the class to practice pronunciation. I also give exercises such as making sentences about like and dislike.”*⁷⁰ This shows that the teacher applied repetition, modeling, and guided practice in teaching pronunciation and spelling.

Overall, the findings indicate that students experienced difficulties in pronunciation and spelling of English vocabulary. Most students had problems remembering and producing correct word forms and still relied on teacher guidance and repeated practice to improve their pronunciation and spelling abilities.

3. Students’ Difficulties in Vocabulary Use in Communication (Use)

To identify students’ difficulties in using vocabulary in communication, the researcher used an observation sheet based on Thornbury’s theory of vocabulary knowledge. The observation focused on students’ ability to use English vocabulary in sentences, their participation in speaking activities, and their confidence in

⁷⁰ Teacher English Language Mts Bunayya Islamic School Rejang Lebong Interview At Mei 20 2026

communicating in English in the classroom. The observation results show that students experienced difficulties in using English vocabulary in communication. It was found that many students rarely used English during classroom activities, had difficulties in forming sentences, and lacked confidence when speaking English in front of the class.

The table below presents the observation results of students' difficulties in using English vocabulary in communication at MTs Bunayya Islamic School Rejang Lebong.

Table 8. The Observation Result of Students' Difficulties in Using Vocabulary in Communication

No	Behavioral Indicator	Observed	Not Observed	Observer's Notes
1	Students find difficulties using vocabulary in sentences.	✓		Several students were unable to make correct sentences using English vocabulary.
2	Students rarely	✓		Most students

	use English vocabulary during classroom activities.			preferred using Indonesian during classroom discussions and activities..
3	Students lack confidence when using vocabulary in communication.	✓		Some students looked shy and hesitant when speaking English in front of the class.

From the table above, it can be seen that students experienced difficulties in using English vocabulary in communication during the learning process. Several students found it difficult to use vocabulary correctly in sentences. In addition, most students still preferred using Indonesian during classroom activities because they lacked confidence in using English vocabulary. Based on the observation results, students experienced difficulties in using English vocabulary in communication during the learning process. The interview results showed that students had limited vocabulary mastery, lacked confidence, and were afraid of making mistakes when speaking English.

- a. **Respondent 1 stated,** *“I feel confused when I have to make English sentences.”*⁷¹ This shows that the student still had difficulty in using vocabulary in communication.
- b. **Respondent 2 stated,** *“I rarely use English in class because I am not confident.”*⁷² This indicates that lack of confidence affected the student's vocabulary use.
- c. **Respondent 4 stated,** *“I am afraid of making mistakes when speaking English.”*⁷³ This shows that fear of making mistakes reduced students' participation in speaking activities.
- d. **Respondent 8 stated,** *“I rarely speak English because I do not have enough vocabulary.”*⁷⁴ This indicates that limited vocabulary mastery affected the student's communication ability.

Overall, the responses from the students indicate that most of them experienced difficulties in using English vocabulary in communication. Students tended to lack confidence, had limited vocabulary mastery, and were afraid of making mistakes, which reduced their participation in speaking activities. The English teacher stated that students were encouraged to use English vocabulary in communication through classroom activities.

The teacher explained: *“I ask students to make sentences, practice speaking with their friends, and sometimes ask them to come*

⁷¹ Students 1 Mts Bunayya Islamic School Rejang Lebong Interview At Mei 20 2026

⁷² Students 2 Mts Bunayya Islamic School Rejang Lebong Interview At Mei 20 2026

⁷³ Students 4 Mts Bunayya Islamic School Rejang Lebong Interview At Mei 20 2026

⁷⁴ Students 8 Mts Bunayya Islamic School Rejang Lebong Interview At Mei 20 2026

to the front of the class to practice speaking. I also give simple expressions such as 'like and dislike' and encourage them to use English during classroom interaction."⁷⁵ This shows that the teacher promoted active vocabulary use through speaking practice and guided communication.

Overall, the findings indicate that students experienced difficulties in using English vocabulary in communication. Most students lacked confidence, had limited vocabulary mastery, and were afraid of making mistakes when speaking English. These factors reduced students' participation in communication activities and made it difficult for them to use vocabulary effectively in real communication situations.

4. Students' Difficulties in Repeated Exposure and Meaningful Practice

To identify students' difficulties in repeated exposure and meaningful practice, the researcher used an observation sheet based on Thornbury's theory of vocabulary learning. The observation focused on how often students were exposed to English vocabulary in classroom activities and how they practiced vocabulary in meaningful learning situations.

The observation results show that students experienced difficulties in repeated exposure and meaningful practice of English

⁷⁵ Teacher English Language Mts Bunayya Islamic School Rejang Lebong Interview At Mei 20 2026

vocabulary. It was found that vocabulary practice was not consistently maximized, some students were passive during learning activities, and repetition of vocabulary was still limited to classroom routines guided by the teacher. The table below presents the observation results of classroom learning practices related to repeated exposure and meaningful practice at MTs Bunayya Islamic School Rejang Lebong.

Table 9. The Observation Result of Repeated Exposure and Meaningful Practice

No	Behavioral Indicator	Observed	Not Observed	Observer's Notes
1	Teacher repeats vocabulary learning activities.	✓		The teacher repeated several vocabulary items during the teaching and learning process.
2	Students practice vocabulary through	✓		Students practiced vocabulary through reading

	meaningful classroom activities.			and speaking activities in the classroom.
3	Teacher provides vocabulary practice regularly.	✓		The teacher gave vocabulary exercises and asked students to answer vocabulary-related questions.

The observation results showed that students experienced difficulties in repeated exposure and meaningful practice of English vocabulary. It was found that vocabulary practice was not consistently maximized, some students were passive during learning activities, and repetition of vocabulary was still limited to classroom routines guided by the teacher.

Based on the interview results, students reported that repeated exposure and meaningful practice played an important role in helping them remember vocabulary. However, they still faced difficulties when vocabulary was not repeatedly practiced or used in daily communication.

- a. **Respondent 1 stated,** *“I only remember vocabulary when the teacher repeats it in class.”*⁷⁶ This shows that the student depended on teacher repetition for vocabulary retention.
- b. **Respondent 3 stated,** *“The teacher reviews vocabulary at the beginning of the lesson and sometimes uses games.”*⁷⁷ This indicates that repetition and games were used to support vocabulary learning.
- c. **Respondent 6 stated,** *“Vocabulary repetition and classroom discussions help me remember words.”*⁷⁸ This shows that structured classroom activities supported vocabulary retention.
- d. **Respondent 8 stated,** *“The teacher frequently repeats vocabulary and gives classroom activities for practice.”*⁷⁹ This indicates that vocabulary exposure mainly occurred through teacher-guided classroom activities.

Overall, the responses from the students showed that repeated exposure and meaningful practice mainly occurred in the classroom through teacher instruction, repetition, pronunciation practice, and occasional games. However, students rarely practiced English vocabulary outside the classroom, which limited their ability to retain vocabulary in the long term.

⁷⁶ Students 1 Mts Bunayya Islamic School Rejang Lebong Interview At Mei 20 2026

⁷⁷ Students 3 Mts Bunayya Islamic School Rejang Lebong Interview At Mei 20 2026

⁷⁸ Students 6 Mts Bunayya Islamic School Rejang Lebong Interview At Mei 20 2026

⁷⁹ Students 8 Mts Bunayya Islamic School Rejang Lebong Interview At Mei 20 2026

The English teacher stated that repeated exposure and meaningful practice were integrated into classroom activities in various ways. The teacher explained: *“I always start the lesson with English greetings such as ‘Good morning’ and ‘How are you?’. I also repeat vocabulary during the lesson and ask students to pronounce words together. Sometimes I use games and speaking activities to help students remember vocabulary.”*⁸⁰ This shows that the teacher provided repeated exposure through routine classroom interaction, pronunciation practice, and learning activities.

Overall, the findings indicate that repeated exposure and meaningful practice mainly occurred through teacher-guided classroom activities. Although students benefited from repetition, games, and speaking activities, they still had limited opportunities to practice English vocabulary outside the classroom, which affected their ability to retain and internalize vocabulary effectively.

5. Students’ Difficulties in Repeated Vocabulary Learning Strategies

This section presents the findings related to students’ difficulties in vocabulary learning strategies at MTs Bunayya Islamic School. The data were obtained from classroom observations and interviews with students and the English teacher. The analysis focuses on the strategies used by students in learning vocabulary and how the teacher supports vocabulary learning in the classroom. To identify students’ difficulties

⁸⁰ Teacher English Language Mts Bunayya Islamic School Rejang Lebong Interview At Mei 20 2026

in vocabulary learning strategies, the researcher used an observation sheet based on Thornbury's theory of vocabulary learning strategies. The observation focused on how students learn, remember, and practice English vocabulary in classroom activities

Table 10. The Observation Result of Vocabulary Learning Strategies

No	Behavioral Indicator	Observed	Not Observed	Observer's Notes
1	Students use dictionaries or vocabulary notes during learning activities.	✓		Several students used dictionaries and wrote new vocabulary in their notebooks during the lesson.
2	Students practice vocabulary actively during classroom activities	✓		Some students practiced vocabulary through speaking and answering questions in

				class.
3	Students use strategies to remember vocabulary..	✓		Some students repeated vocabulary several times to help them remember the words more easily.

The observation results showed that students used several vocabulary learning strategies such as memorization, dictionary use, repetition, and contextual learning. However, these strategies were still dominated by teacher guidance, and students had not fully developed independent learning strategies.

- a. **Respondent 1 stated,** *“I use a picture dictionary and memorize vocabulary to help me remember new words.”* This shows that memorization and dictionary use were the main strategies used by the student.
- b. **Respondent 3 stated,** *“I write new vocabulary, memorize words, and use pictures to understand meanings.”* This indicates that visual learning and memorization helped the student understand vocabulary.

- c. **Respondent 5 stated,** *“I look up words in a dictionary, write vocabulary in my notebook, and memorize vocabulary at school. However, I rarely review vocabulary at home.”* He further explained that memorizing English vocabulary was difficult because he also had to memorize other subjects, such as the Qur’an and Hadith. This shows that vocabulary learning was still limited to classroom-based activities.
- d. **Respondent 6 stated,** *“I use dictionaries, take notes, and review vocabulary at home.”* This indicates that the student applied more consistent learning strategies compared to others.
- e. **Respondent 8 stated,** *“I write vocabulary in my notebook, memorize it, and repeat it several times.”* This indicates that repetition and memorization were frequently used strategies.

Overall, the responses from the students indicate that vocabulary learning strategies mainly included memorization, dictionary use, note-taking, and repetition. However, most students still depended heavily on teacher guidance and did not consistently apply these strategies independently outside the classroom. The English teacher stated that students used several strategies to learn vocabulary.

The teacher explained: “The most common strategy is memorization. Students also use dictionaries to understand new words. In addition, vocabulary is taught through specific topics such as ‘like and dislike.’ I also frequently repeat vocabulary in communication activities and

encourage students to practice using it in context. This helps students remember vocabulary more effectively.” This shows that the teacher applied structured vocabulary learning strategies such as memorization, dictionary use, repetition, and contextual practice through topic-based learning.

Overall, the findings indicate that students used various vocabulary learning strategies, including memorization, dictionary use, note-taking, repetition, and contextual learning. However, these strategies were still largely dependent on teacher guidance and were not consistently applied independently outside the classroom.

Table 11. Summary Of Students' Interview Findings

Category	Main Findings
Meaning	Most participants experienced difficulties in understanding unfamiliar English vocabulary. Limited vocabulary knowledge made it difficult for them to understand texts and remember new words, especially verbs.
Form (Pronunciation)	Most participants experienced difficulties

and Spelling)	in pronouncing English vocabulary correctly. They also had difficulty remembering pronunciation and spelling patterns.
Use	Most participants lacked confidence in using English vocabulary in communication because they were afraid of making mistakes in pronunciation and vocabulary usage. However, one participant showed relatively higher confidence in using simple English expressions.
Repeated Exposure and Meaningful Practice	Participants stated that vocabulary repetition, pronunciation practice, classroom activities, games, and teacher guidance helped them understand and remember vocabulary more easily.
Vocabulary Learning Strategies	Participants used various vocabulary learning strategies, such as using dictionaries, asking teachers or friends, taking notes, memorizing vocabulary,

	and repeating words to improve vocabulary retention.
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Based on the summary of the interview findings, it can be concluded that participants experienced difficulties related to vocabulary meaning, form, and use. In addition, repeated exposure, meaningful practice, and vocabulary learning strategies contributed to improving students' understanding and retention of vocabulary.

TABEL 12 CATEGORIZATION OF INTERVIEW DATA RESPONDEN

Students 1(Sinta)

Meaning	Form	Use	Repeated Exposure and Meaningful Practice	Vocabulary Learning Strategies
Sinta experienced difficulties in understanding the meanings of new English vocabulary, especially verbs and unfamiliar words. She stated that vocabulary commonly used in daily life was easier to understand, while unfamiliar vocabulary was more difficult to remember. To understand new words, she usually used a picture dictionary to find their	Sinta experienced difficulties in pronouncing English vocabulary correctly. She often asked the teacher for help because she was unsure how to pronounce certain words. She also found it difficult to remember the pronunciation of some vocabulary items.	Sinta lacked confidence in using English vocabulary during communication activities. She was afraid of making mistakes when speaking English and felt nervous about pronouncing words incorrectly.	According to Sinta, the teacher frequently repeated vocabulary during classroom activities. The teacher wrote vocabulary on the whiteboard, asked students to find meanings in dictionaries, memorize vocabulary, and pronounce words together. Sinta stated that these activities helped her understand and remember	Sinta used a picture dictionary to find the meanings of unfamiliar words. She also memorized and repeated vocabulary to help her remember new words. However, she rarely practiced using English vocabulary outside the classroom.

meanings.			vocabulary more easily.	
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Students 2 (Mahakasih)

Meaning	Form	Use	Repeated Exposure and Meaningful Practice	Vocabulary Learning Strategies
Mahakasih stated that understanding vocabulary depended on the topic being learned. She found simple topics easier to understand, but verbs were more difficult. She usually looked up unfamiliar words in a dictionary, memorized them, and repeated them frequently. She also explained that she could understand short texts to some extent, but had difficulty understanding long texts because of limited vocabulary knowledge.	Mahakasih experienced difficulties in pronouncing English vocabulary correctly. She stated that pronunciation was difficult and that she was often corrected by the teacher. She also found it difficult to remember how words should be pronounced.	Mahakasih lacked confidence in using English vocabulary in communication. She was afraid of making mistakes in pronunciation and speaking. She explained that using vocabulary in sentences was easier when she already knew the words, but became difficult when she encountered unfamiliar vocabulary.	According to Mahakasih, the teacher often repeated vocabulary at the beginning of the lesson. The teacher wrote vocabulary on the whiteboard and asked students to pronounce the words together or individually. She stated that repeated pronunciation practice helped her learn vocabulary.	Mahakasih used a dictionary to find word meanings, wrote new vocabulary in her notebook, memorized vocabulary, and reviewed it repeatedly at home. She believed that repetition helped her remember vocabulary more effectively.

Student 3 (Mahira)

Meaning	Form	Use	Repeated Exposure and Meaningful	Vocabulary Learning Strategies
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			Practice	
Mahira stated that some vocabulary topics, such as days, dates, and months, were easy to understand. However, she found verbs and derived words more difficult. She often used a dictionary to find word meanings and asked the teacher for help when she could not find the meaning. She also explained that she sometimes had difficulty understanding texts because of limited vocabulary knowledge.	Mahira experienced difficulties in memorizing vocabulary and remembering pronunciation. Although she tried to memorize words, she often forgot them. She stated that pronunciation was sometimes difficult and required repeated practice.	Mahira lacked confidence in using English vocabulary in communication because she was afraid of making mistakes. She admitted that she understood simple expressions such as greetings and basic classroom conversations, but she was still hesitant to speak English. She also stated that speaking English was difficult because she was afraid of saying something incorrectly.	According to Mahira, the teacher almost always reviewed vocabulary at the beginning of the lesson. The teacher sometimes encouraged students to practice basic conversations and used games during vocabulary learning activities. Mahira felt that these activities made learning more enjoyable and helped her remember vocabulary better.	Mahira used several vocabulary learning strategies, including writing down new vocabulary, memorizing words, and using pictures to understand vocabulary meanings. She explained that learning vocabulary through pictures was easier, especially for topics such as animals. However, she still found memorization difficult when she had many other subjects and assignments to study.

Student 4 (Cinara)

Meaning	Form	Use	Repeated Exposure and Meaningful Practice	Vocabulary Learning Strategies
Cinara stated that some topics, such as <i>likes and dislikes</i> and the names of	Cinara experienced difficulties in pronouncing English vocabulary	Cinara was able to understand and use a few simple English expressions, such as greetings	According to Cinara, the teacher frequently repeated vocabulary	Cinara used several vocabulary learning strategies, including using

days, were easier to understand. However, she found verbs more difficult because they were hard to remember. She also explained that she sometimes did not understand English texts due to limited vocabulary knowledge. To understand unfamiliar words, she usually used a dictionary and asked her friends for help.	correctly. She stated that pronunciation was very difficult, but the teacher often helped students pronounce words correctly. She also found it difficult to remember vocabulary.	like “Good Morning.” However, her use of English vocabulary in communication was still limited.	during classroom activities. The teacher also corrected students when they made mistakes in pronunciation and provided guidance to help them learn vocabulary.	a dictionary, asking friends for help, writing down new vocabulary, memorizing words, and repeating vocabulary frequently to improve retention.
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Student 5 (Satria)

Meaning	Form	Use	Repeated Exposure and Meaningful Practice	Vocabulary Learning Strategies
Satria stated that he had difficulties understanding English vocabulary because he did not know the meanings of many words. When he encountered unfamiliar vocabulary, he usually looked it up in a dictionary. If he	Satria experienced significant difficulties in pronouncing and remembering English vocabulary. He often asked the teacher or his friends for help with pronunciation. He explained that remembering	Satria lacked confidence in using English vocabulary because he was not accustomed to speaking English. He was afraid of making mistakes in pronunciation and vocabulary usage. Although he could understand	According to Satria, the teacher frequently began lessons with simple English expressions such as “Good Morning,” “Good Day,” and “How do you feel?”. Because these expressions were repeated regularly, he	Satria used several vocabulary learning strategies, including looking up words in a dictionary, writing vocabulary in a notebook, and memorizing vocabulary at school. However, he admitted that he

could not find the meaning, he asked his friends. However, if his friends did not know the meaning either, he often stopped searching for it.	vocabulary was difficult because he also had to memorize other subjects, such as the Qur'an and Hadith.	some simple expressions used repeatedly in class, he rarely used English outside classroom activities.	became familiar with their meanings. He also stated that the teacher usually wrote vocabulary on the whiteboard and asked students to pronounce the words together. In addition, the teacher sometimes used games and pictures during vocabulary learning activities.	rarely reviewed or practiced vocabulary at home and never used English in daily communication.
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Student 6 (Teguh)

Meaning	Form	Use	Repeated Exposure and Meaningful Practice	Vocabulary Learning Strategies
Teguh stated that he could understand some English vocabulary, especially vocabulary that was frequently used in the classroom. However, he still found unfamiliar vocabulary difficult to understand and sometimes needed to use a	Teguh occasionally experienced difficulties in pronouncing unfamiliar English words, but he was generally able to follow the teacher's pronunciation models.	Teguh was more confident than other students in using simple English expressions during classroom activities, although he still hesitated when using new vocabulary.	Teguh stated that vocabulary repetition, classroom discussions, and pronunciation practice helped him remember vocabulary more effectively.	Teguh used dictionaries, took notes of new vocabulary, and reviewed vocabulary at home to improve his understanding.

dictionary.				
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Student 7 (Bilfaqih)

Meaning	Form	Use	Repeated Exposure and Meaningful Practice	Vocabulary Learning Strategies
Bilfaqih experienced difficulties understanding the meanings of unfamiliar English vocabulary because of limited vocabulary knowledge. He often depended on dictionaries and teacher explanations.	Bilfaqih found pronunciation difficult and often forgot how words should be pronounced. He also had difficulties remembering vocabulary.	Bilfaqih lacked confidence in speaking English and was afraid of making mistakes when using vocabulary in communication.	According to Bilfaqih, repeated vocabulary practice and teacher guidance helped him understand vocabulary more easily.	Bilfaqih usually wrote new vocabulary in his notebook, memorized vocabulary, and used dictionaries to find meanings.

Student 8 (Al Hafiz)

Meaning	Form	Use	Repeated Exposure and Meaningful Practice	Vocabulary Learning Strategies
Al Hafiz stated that he often had difficulty understanding English vocabulary because many words were unfamiliar to him. He usually asked the teacher or his friends for help.	Al Hafiz experienced difficulties pronouncing English vocabulary and remembering the correct pronunciation of words.	Al Hafiz lacked confidence in speaking English because he was afraid of making pronunciation and grammar mistakes.	Al Hafiz explained that the teacher frequently repeated vocabulary and used classroom activities that helped students practice vocabulary.	Al Hafiz learned vocabulary by writing words in his notebook, memorizing them, and repeating them several times

TABEL 13 FINAL RESULT INTERVIE TEACHER

Meaning	Form	Use	Repeated Exposure and Meaningful Practice	Vocabulary Learning Strategies
The English teacher explained that students understand vocabulary meaning more easily when visual aids are used. The teacher often uses pictures or images to help students quickly grasp the meaning of new words. In addition, the teacher	The teacher stated that vocabulary pronunciation and spelling are taught through several classroom activities. The teacher writes vocabulary on the whiteboard and pronounces it together with the students. After that, the teacher pronounces the words first and then asks students to	Regarding vocabulary use, the teacher explained that students are encouraged to use English vocabulary in real communication . Students are asked to make sentences in their notebooks and practice them in front of the class. They are also encouraged to use vocabulary in speaking activities with their friends. The teacher	The teacher stated that vocabulary is repeatedly practiced in every lesson. For example, the teacher always greets students at the beginning of class using English expressions such as “Good morning” and “How do you feel?”. Vocabulary practice is also included in every lesson opening. In addition, the	The teacher mentioned that students use several strategies to learn vocabulary. The most common strategy is memorization. Students also use dictionaries to understand new words. In addition, vocabulary is taught through specific topics such as “like and dislike.” The teacher also frequently

sometimes provides examples of vocabulary in sentences or short stories to make the meaning clearer. The teacher also introduces new vocabulary by explaining several words directly and encouraging students to use dictionaries when necessary.	repeat them. Students are also asked to rewrite the correct vocabulary and are tested individually. In addition, students are required to write sentences using vocabulary, for example using the topic “animals” such as “I like cats.” Students also practice speaking with their classmates and use dictionaries when needed. The teacher guides	gives examples of simple classroom expressions such as “Teguh, close the door please,” to help students use vocabulary in real situations.	teacher uses vocabulary games to make learning more interesting. The teacher also often repeats vocabulary during communication activities and classroom interactions so that students become more familiar with the words.	repeats vocabulary in communication activities and encourages students to practice using it in context. This helps students remember vocabulary more effectively.
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	students one by one and checks their understanding .			
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B. Discussion

The study's findings about MTs Bunayya Islamic School Rejang Lebong pupils' challenges learning English vocabulary are covered in this part. The findings of classroom observations and student and English teacher interviews form the basis of the debate.

After that, the results are examined and evaluated in light of the pertinent hypotheses put forward by Thornbury (2002), Nation (2001), Schmitt (1997), and earlier research. Understanding vocabulary meaning (meaning), spelling and pronunciation (form), vocabulary usage in communication (use), frequent exposure and meaningful practice, and vocabulary learning tactics are the five areas of vocabulary learning issues that are covered in this talk.

a. Understanding Vocabulary (Meaning)

Based on the findings of the study, the researcher found that understanding vocabulary meaning was one of the main difficulties experienced by the seventh-grade students of MTs Bunayya Islamic School Rejang Lebong. Classroom observation showed that many students frequently asked the teacher about unfamiliar words, relied on dictionaries and translation, and sometimes

misunderstood vocabulary when it was used in different contexts. These findings were consistent with the interview results, which revealed that students tended to depend on teachers, friends, dictionaries, and translation when encountering unfamiliar vocabulary. In addition, the English teacher explained that many students still had limited vocabulary knowledge and often relied on direct translation to understand unfamiliar words. This consistency between observation and interview findings indicates that students had not yet developed the ability to understand vocabulary meaning independently and contextually.

These findings suggest that one of the factors contributing to students' difficulties in understanding vocabulary meaning was their limited exposure to English vocabulary. Most students only encountered English during classroom activities and rarely practiced it outside the classroom. Consequently, students had limited opportunities to expand their vocabulary knowledge and develop contextual understanding. As a result, they tended to rely on dictionaries and translation rather than inferring word meanings from context.

This finding is in line with Thornbury, who states that knowing a word does not merely mean knowing its translation, but also understanding its meaning and recognizing how it is used in

different contexts.⁸¹ Vocabulary knowledge involves more than memorizing word meanings because learners need to understand how words convey meaning in communication. Therefore, students with limited vocabulary knowledge are likely to experience difficulties in understanding texts and unfamiliar vocabulary. The findings of the present study support this theory because students were generally able to understand familiar words but experienced difficulties when encountering unfamiliar vocabulary or words used in different contexts.

Furthermore, the interview with the English teacher showed that the teacher attempted to facilitate students' vocabulary learning by using visual media such as pictures, providing vocabulary examples in sentences and short stories, and encouraging students to use dictionaries when necessary. These strategies were intended to help students connect vocabulary with meaning and understand its use in context. However, despite these efforts, students still experienced difficulties because their vocabulary mastery remained limited. This finding indicates that appropriate instructional strategies alone were not sufficient without continuous practice and repeated exposure to vocabulary both inside and outside the classroom.

⁸¹ Scott Thornbury, *How to Teach Vocabulary* (Harlow, England: Pearson Education Limited, 2002), 15.

The findings of this study are also consistent with those of Rosyada-AS and Apoko, who found that students experienced difficulties in understanding vocabulary meaning due to limited vocabulary mastery and frequently relied on dictionaries and translation when encountering unfamiliar words.⁸² Similar findings were reported by Naveed Afzal, who stated that students often struggle to understand vocabulary because they have difficulty remembering word meanings and understanding vocabulary in context.⁸³ These similarities indicate that understanding vocabulary meaning remains one of the most common challenges faced by English language learners.

Overall, these findings indicate that students' difficulties in understanding vocabulary meaning were mainly caused by limited vocabulary mastery, dependence on dictionaries and translation, and insufficient exposure to English vocabulary. Although the teacher had implemented various instructional strategies to support vocabulary learning, students still needed more opportunities to encounter and use vocabulary in meaningful contexts. Therefore, increasing vocabulary exposure and encouraging contextual

⁸² Amrina Rosyada-AS and Tri Wintolo Apoko, "Investigating English Vocabulary Difficulties and Its Learning Strategies of Lower Secondary School Students," *JOLLT Journal of Languages and Language Teaching* 11, no. 3 (2023).

⁸³ Naveed 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): P 34

vocabulary learning may help students improve their understanding of English vocabulary meaning.

b. Spelling and Pronunciation (Form)

Based on the findings of the study, the researcher found that spelling and pronunciation were among the difficulties experienced by the seventh-grade students of MTs Bunayya Islamic School Rejang Lebong. Classroom observation showed that several students mispronounced English vocabulary, made spelling mistakes when writing English words, and hesitated when asked to pronounce vocabulary in front of the class. During the learning process, many students were unable to pronounce English words correctly because the pronunciation often differed from the written form. In addition, some students also experienced difficulties in spelling English vocabulary accurately when writing words in their notebooks or on the whiteboard. These findings were consistent with the interview results, which revealed that students frequently experienced difficulties in pronouncing and spelling English vocabulary and often forgot how words should be pronounced correctly. Similarly, the English teacher explained that students tended to pronounce English words based on Indonesian pronunciation patterns and frequently made mistakes in spelling and pronunciation. This consistency between observation and

interview findings indicates that students still had limited mastery of the spoken and written forms of English vocabulary.

These findings suggest that one of the factors contributing to students' difficulties in spelling and pronunciation was the difference between the English and Indonesian language systems. In Indonesian, words are generally pronounced as they are written, whereas in English many words have pronunciations that differ from their written forms. Consequently, students often became confused when they were required to pronounce or spell English vocabulary accurately. Furthermore, students had limited exposure to spoken English because English was mainly used during classroom activities. Some students also reported that they frequently forgot English vocabulary because they had to memorize materials from several subjects simultaneously. This finding indicates that students' learning load and limited opportunities to practice English may affect their ability to retain vocabulary forms.

This finding is in line with Thornbury , who states that knowing a word involves not only understanding its meaning but also mastering its form, including both its spoken and written forms. Vocabulary knowledge requires learners to recognize how words are pronounced and spelled correctly. Therefore, students who experience difficulties in pronunciation and spelling have not

yet fully mastered the form aspect of vocabulary knowledge. The findings of the present study support this theory because many students were able to recognize English vocabulary but still experienced difficulties in pronouncing and spelling words accurately.⁸⁴

Furthermore, the interview with the English teacher revealed that pronunciation and spelling were taught through various classroom activities. The teacher wrote vocabulary on the whiteboard, modeled the pronunciation, asked students to repeat the words, rewrite them correctly, construct simple sentences, and practice speaking with their classmates. In addition, the teacher continuously corrected students' pronunciation and provided repeated practice during classroom activities. These instructional strategies indicate that students were given opportunities to hear, repeat, write, and use vocabulary in classroom communication. However, despite these efforts, many students still experienced difficulties because they frequently forgot pronunciation patterns and spelling forms. This finding indicates that continuous exposure and repeated practice are necessary to help students develop better mastery of vocabulary forms.

The findings of this study are consistent with previous research that has reported similar difficulties in vocabulary

⁸⁴ Scott Thornbury, *How to Teach Vocabulary* (Harlow, England: Pearson Education Limited, 2002), 15–16.

learning among EFL students. Rosyada-AS and Apoko found that lower secondary school students experienced difficulties in several aspects of vocabulary learning, particularly pronunciation, spelling, meaning, usage, and memorization.⁸⁵ These findings indicate that vocabulary learning difficulties are not limited to a single aspect but involve various components of vocabulary knowledge. Likewise, Moh Satrio AG, Janggo, and Yumelking reported that pronunciation was one of the major challenges faced by secondary school students in learning English vocabulary.⁸⁶ These studies suggest that pronunciation and spelling continue to be common difficulties experienced by EFL learners, especially at the secondary school level.

The similarities between the previous studies and the present research further support the conclusion that mastering the *form* aspect of vocabulary knowledge remains challenging for many students. According to Thornbury the *form* aspect includes pronunciation and spelling, both of which are essential components of vocabulary knowledge.⁸⁷ Students may understand the meaning of a word but still have difficulty pronouncing or spelling it

⁸⁵ Amrina Rosyada-AS and Tri Wintolo Apoko, "Investigating English Vocabulary Difficulties and Its Learning Strategies of Lower Secondary School Students," *JOLLT Journal of Languages and Language Teaching* 11, no. 3 (2023):56

⁸⁶ Moh Satrio AG, Wendelinus Oscar Janggo, and Marselus Yumelking, "An Analysis of Students' Difficulties in Learning Vocabulary at Secondary School in Muhamadiyah Waipare Maumere," *Langua: Journal of Linguistics, Literature, and Language Education* 7, no. 1 (2024): 28–40.

⁸⁷ Scott Thornbury, *How to Teach Vocabulary* (Harlow: Pearson Education Limited, 2002), 15–17.

accurately. Therefore, vocabulary mastery requires learners not only to understand the meaning of words but also to recognize and produce their correct forms.

In the present study, although the teacher had implemented several instructional activities, such as repetition, pronunciation practice, and speaking exercises, many students still experienced difficulties in pronouncing and spelling English words correctly. This finding suggests that these classroom activities were beneficial but had not yet fully addressed students' learning needs. One possible reason is that students had limited opportunities to practice and use English outside the classroom, making it difficult for them to become familiar with English pronunciation and spelling patterns.

Overall, the findings indicate that pronunciation and spelling remain significant challenges in learning English vocabulary. Therefore, teachers should provide more varied and meaningful learning activities that encourage students to practice English vocabulary repeatedly in different contexts. Continuous exposure and regular practice are expected to help students become more familiar with English pronunciation and spelling, thereby improving their mastery of the *form* aspect of vocabulary knowledge.

C. Vocabulary Use in Communication (Use)

Based on the findings of the study, the researcher found that using vocabulary in communication was one of the difficulties experienced by the seventh-grade students of MTs Bunayya Islamic School Rejang Lebong. Classroom observation showed that many students rarely used English vocabulary during classroom activities, had difficulties constructing sentences, and lacked confidence when speaking English in front of the class. Several students preferred using Indonesian during classroom discussions because they felt more comfortable communicating in their first language. In addition, some students appeared hesitant and shy when asked to speak English in front of their classmates. These findings were consistent with the interview results, which revealed that students often experienced difficulties in constructing sentences, expressing ideas, and using English vocabulary during communication activities. Similarly, the English teacher explained that many students tended to be shy and lacked confidence when speaking English. This consistency between observation and interview findings indicates that students experienced difficulties not only in understanding vocabulary but also in applying vocabulary actively in communication.

A similar with Thornbury, who states that knowing a word involves not only understanding its meaning and form but also

knowing how to use it appropriately in communication.⁸⁸ Vocabulary knowledge includes the ability to use words in meaningful contexts, construct sentences, and communicate ideas effectively. Therefore, students who are unable to use vocabulary in speaking or sentence construction have not yet fully mastered the use aspect of vocabulary knowledge. The findings of the present study support this theory because many students were able to recognize and understand vocabulary but still experienced difficulties when they had to use it actively in communication.

Furthermore, this finding can also be interpreted from the perspective of Vygotsky's sociocultural theory, which emphasizes that language learning develops through social interaction and support from more capable individuals.⁸⁹ In this study, students tended to be hesitant and lacked confidence when speaking English, indicating that they still needed guidance and opportunities to interact using the target language. In addition, Swain's Comprehensible Output Hypothesis suggests that learners need opportunities to produce language actively in order to develop their language competence.⁹⁰ However, the findings showed that students were more accustomed to memorizing vocabulary than

⁸⁸ Scott Thornbury, *How to Teach Vocabulary* (Harlow, England: Pearson Education Limited, 2002), 15–16.

⁸⁹ Lev S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*, ed. Michael Cole et al. (Cambridge, MA: Harvard University Press, 1978), 86.

⁹⁰ Merrill Swain, "Communicative Competence: Some Roles of Comprehensible Input and Comprehensible Output in Its Development," in *Input in Second Language Acquisition*, ed. Susan M. Gass and Carolyn Madden (Rowley, MA: Newbury House Publishers, 1985), 248.

using it in real communication. Consequently, they experienced difficulties and anxiety when they were required to speak English during classroom activities

The interview with the English teacher revealed that students were encouraged to use English vocabulary through various communication-based learning activities, such as sentence-making activities, pair work, and speaking practice. The teacher also provided simple expressions and encouraged students to use English during classroom interaction. These activities provided students with opportunities to apply vocabulary in meaningful communication. However, despite these efforts, many students still experienced difficulties because they were afraid of making mistakes and lacked sufficient vocabulary knowledge. These findings suggest that students need a supportive learning environment in which they feel comfortable using English without fear of being judged or criticized.

The findings of this study are also consistent with those of Rosyada-AS and Apoko, who found that students often experienced difficulties in applying vocabulary in communication because of limited vocabulary knowledge and lack of confidence.⁹¹ Similar findings were reported by Naeem Afzal, who stated who found that learners experienced various vocabulary learning

⁹¹ Amrina Rosyada-AS and Tri Wintolo Apoko, "Investigating English Vocabulary Difficulties and Its Learning Strategies of Lower Secondary School Students," *JOLLT Journal of Languages and Language Teaching* 11, no. 3 (2023).56

problems, particularly in using vocabulary effectively during communication. This suggests that the ability to use vocabulary appropriately in different communicative contexts continues to be a challenge for English language learners.⁹²

Overall, these findings indicate that using vocabulary in communication remained one of the major difficulties experienced by students in learning English vocabulary. Most students experienced difficulties in constructing sentences, expressing ideas, and participating in speaking activities because of limited vocabulary mastery and lack of confidence. Although the teacher had implemented various communication-based learning activities, students still needed more opportunities to practice English in meaningful situations. Therefore, increasing speaking practice and creating a supportive classroom environment may help students improve their ability to use English vocabulary in communication.

4, Repeated Exposure and Meaningful Practice

Based on the findings of the study, the researcher found that repeated exposure and meaningful practice were important factors affecting students' vocabulary learning. Classroom observation showed that students tended to remember vocabulary more easily when it was repeated regularly and practiced through various classroom activities. Students were more active and responsive

⁹² 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.

when vocabulary was introduced repeatedly through classroom interactions, speaking activities, and vocabulary review sessions. However, some students still experienced difficulties in retaining vocabulary because they rarely reviewed or practiced vocabulary outside the classroom. These findings were consistent with the interview results, which revealed that students generally considered repetition and continuous practice helpful in understanding and remembering vocabulary. Similarly, the English teacher explained that vocabulary was regularly reviewed and practiced through pronunciation exercises, sentence construction activities, games, and speaking activities. This consistency between observation and interview findings indicates that repeated exposure and meaningful practice played an important role in helping students understand and retain vocabulary.

Previous research demonstrated that by Nation, who states that vocabulary learning requires repeated encounters with words and meaningful practice before learners can fully acquire and retain vocabulary knowledge. Learners are unlikely to remember vocabulary after encountering a word only once because vocabulary retention develops gradually through repeated exposure and meaningful use. Therefore, students who have limited opportunities to encounter and practice vocabulary repeatedly may experience difficulties in retaining vocabulary knowledge. The

findings of the present study support this theory because students generally reported that repetition and continuous practice helped them remember vocabulary more effectively.⁹³

Furthermore, the interview with the English teacher revealed that vocabulary learning was supported through various classroom activities. The teacher regularly reviewed vocabulary at the beginning of lessons, asked students to find meanings, pronounce words together, memorize vocabulary, construct simple sentences, and participate in speaking activities. In addition, games and pictures were used to make vocabulary learning more meaningful and enjoyable. These activities provided students with opportunities to encounter vocabulary repeatedly and use it in meaningful contexts. However, despite these efforts, some students still experienced difficulties because they rarely practiced vocabulary outside the classroom. These findings suggest that classroom repetition alone is not sufficient unless it is supported by independent vocabulary practice beyond school activities.

The findings of this study are also consistent with those of Naeem Afzal , who found that students often forgot vocabulary because they lacked opportunities to review and use words

⁹³ I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), 74–75.

repeatedly in meaningful situations.⁹⁴ This result reported by Rosyada-AS and Apoko , who stated that repeated practice and continuous vocabulary review were important strategies for helping students overcome vocabulary learning difficulties⁹⁵. These similarities indicate that repetition and meaningful practice are essential components of successful vocabulary learning.

Overall, these findings indicate that repeated exposure and meaningful practice played an important role in helping students learn and retain English vocabulary. Although various classroom activities had provided opportunities for students to review and practice vocabulary, some students still experienced difficulties because they rarely reviewed vocabulary independently outside the classroom. Therefore, students need more opportunities to encounter, review, and use vocabulary repeatedly in meaningful situations so that vocabulary knowledge can be retained and applied more successfully in communication.

5. Students' Difficulties in Vocabulary Learning Strategies

Based on the findings of the study, the researcher found that vocabulary learning strategies played an important role in helping students learn and remember English vocabulary. Classroom

⁹⁴ Naveed 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): 34.

⁹⁵ Amrina Rosyada-AS and Tri Wintolo Apoko, "Investigating English Vocabulary Difficulties and Its Learning Strategies of Lower Secondary School Students," *JOLLT Journal of Languages and Language Teaching* 11, no. 3 (2023).56

observation showed that students used several strategies during vocabulary learning activities, such as using dictionaries, writing vocabulary in notebooks, memorizing words, and repeating vocabulary several times. However, most students still relied heavily on teacher guidance and had not yet developed independent vocabulary learning habits. These findings were consistent with the interview results, which revealed that memorization, dictionary use, note-taking, and repetition were the most common strategies employed by students. Similarly, the English teacher explained that vocabulary learning was frequently supported through memorization, dictionary use, topic-based learning, repetition, and communication activities. This consistency between observation and interview findings indicates that students had already applied several vocabulary learning strategies, although their use remained limited and inconsistent.

This finding is in line with Schmitt, who states that vocabulary learning strategies help learners discover, retain, and recall vocabulary more effectively. Strategies such as dictionary use, note-taking, repetition, and memorization provide learners with opportunities to strengthen vocabulary knowledge and improve long-term retention. Therefore, students who actively and consistently employ vocabulary learning strategies are more likely

to develop better vocabulary mastery.⁹⁶ The findings of the present study support this theory because students who used multiple strategies appeared to have more opportunities to learn and remember vocabulary.

Furthermore, the findings revealed that some students experienced difficulties in applying vocabulary learning strategies consistently outside the classroom. Several students explained that they had to memorize materials from other subjects, particularly the Al- Qur'an and Hadits. In addition, students studied in a full-day school environment, which required them to spend most of their time on academic and religious learning activities. As a result, they had limited opportunities to review and practice English vocabulary independently. These findings suggest that students' difficulties were not caused by the absence of learning strategies, but rather by the limited opportunities and inconsistency in applying those strategies beyond classroom instruction.

The interview with the English teacher revealed that vocabulary learning was supported through various instructional activities. The teacher organized vocabulary learning through specific topics, encouraged students to use dictionaries, repeated vocabulary in communication activities, and provided opportunities for contextual practice. These activities enabled

⁹⁶ Norbert Schmitt, "Vocabulary Learning Strategies," in *Vocabulary: Description, Acquisition and Pedagogy*, ed. Norbert Schmitt and Michael McCarthy (Cambridge: Cambridge University Press, 1997), 203–224.

students to encounter and use vocabulary in meaningful situations. However, despite these efforts, many students still depended heavily on teacher guidance and rarely continued vocabulary practice independently. Therefore, learner autonomy remains an important aspect that should be developed to support vocabulary learning beyond classroom instruction.

Previous research conducted by Rosyada-AS and Apoko demonstrated that students employed several vocabulary learning strategies, including dictionary use, memorization, repetition, and note-taking, to overcome vocabulary learning difficulties. A similar pattern was also observed in the present study, where students used comparable strategies to support their vocabulary learning.⁹⁷ Similar findings were reported by Naveed Afzal, who stated that learners frequently relied on memorization and repetition to learn vocabulary, although these strategies were not always applied consistently.⁹⁸ These similarities indicate that vocabulary learning strategies are important tools for vocabulary development, but their effectiveness depends on how regularly and independently students apply them.

⁹⁷ Amrina Rosyada-AS and Tri Wintolo Apoko, "Investigating English Vocabulary Difficulties and Its Learning Strategies of Lower Secondary School Students," *Journal of Languages and Language Teaching* 11, no. 3 (2023):56

⁹⁸ Naveed 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): 34.

Overall, these findings indicate that students had already used several vocabulary learning strategies, including memorization, dictionary use, note-taking, and repetition. However, the application of these strategies remained limited because most students still relied on teacher guidance and rarely practiced vocabulary independently outside the classroom. Although the teacher had implemented various instructional strategies to support vocabulary learning, students still needed to develop greater learner autonomy and more regular vocabulary practice to improve their vocabulary mastery effectively.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and suggestions presented in this chapter represent the final part of this research after the analysis and interpretation of the data obtained in the previous chapter. The conclusion provides information to answer the research questions of the study. In addition, the researcher also presents several suggestions and recommendations for future researchers who are interested in conducting studies on similar topics.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher draws the conclusion into two parts. The first part is the students' difficulties in learning English vocabulary at the seventh grade of MTs Bunayya Islamic School Rejang Lebong. The second part is the influence of classroom learning practices on students' ability to learn and use English vocabulary. The conclusions are:

1. Students' Difficulties in Learning English Vocabulary

The findings showed that the seventh-grade students of MTs Bunayya Islamic School Rejang Lebong experienced difficulties in learning English vocabulary in the aspects of meaning, form, and use. However, the most dominant difficulties were found in the form and use aspects. In the form aspect, students had difficulties in pronouncing and spelling English vocabulary because English pronunciation is often different from its written form. In the use aspect, students had difficulties in constructing sentences, expressing ideas, and using vocabulary in

communication activities. The findings also showed that students lacked confidence when speaking English and were afraid of making mistakes. In addition, limited vocabulary mastery, limited exposure to English outside the classroom, and the academic demands of memorizing the Qur'an and Hadith contributed to students' vocabulary learning difficulties. As a result, many students were able to recognize and understand vocabulary but still experienced difficulties in using it actively in communication.

2. The Influence of Classroom Learning Practices on Students' Vocabulary Learning

The findings showed that classroom learning practices influenced students' vocabulary learning in several ways. The teacher implemented vocabulary repetition, dictionary use, memorization activities, note-taking, sentence construction, and speaking practice to support students' vocabulary development. These practices helped students understand vocabulary meanings and remember new vocabulary more easily. However, vocabulary learning activities were still largely focused on translation, memorization, and teacher guidance. As a result, most students depended on the teacher during the learning process and rarely practiced vocabulary independently outside the classroom. Although students were able to understand and remember vocabulary, many of them still experienced difficulties in using vocabulary actively in communication. Therefore, classroom learning practices played an important role in supporting vocabulary learning, but students still needed more

opportunities to practice English vocabulary independently and use it in meaningful communication activities.

B. Suggestions

Based on the results of the study, the researcher would like to give several suggestions:

1. For English Teachers

Teachers are suggested to provide more varied and interactive vocabulary teaching methods. Using visual aids, games, and contextual activities can help students understand vocabulary more easily. Teachers are also encouraged to increase students' opportunities to practice speaking and using vocabulary in real communication situations. Repetition and meaningful exposure should be maintained to strengthen students' vocabulary retention

2. For Students

Students are suggested to be more active in learning vocabulary by practicing regularly and not only relying on memorization and translation. They should try to use English vocabulary in simple daily communication and classroom activities. Students are also encouraged to expand their vocabulary learning strategies, such as reading English texts, watching English videos, and practicing pronunciation independently.

3. For Future Researchers

Future researchers are suggested to conduct further studies on vocabulary learning strategies or teaching methods that can improve students' vocabulary mastery. It is also recommended to explore different educational levels or use different research designs to obtain more comprehensive results.

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APPENDIX

 KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI CURUP FAKULTAS TARBIYAH Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010 Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id	
Nomor : 241 Tahun 2026	
Tentang PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI INSTITUT AGAMA ISLAM NEGERI CURUP	
Menimbang	- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ; - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	- Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ; - Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup; - Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup; - Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi; - Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026. - Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup - Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	- Pemohonan Saudara Annisa Olimpia tanggal 12 Maret 2026 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi - Berita Acara Seminar Proposal Pada Hari Kamis, 26 Februari 2025
MEMUTUSKAN :	
Menetapkan Pertama	Hadi Suhermanto, M. Pd 19741113999031003 Melli Kusmaningrum, M. Pd 199105242025212017 Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa : N A M A : Annisa Olimpia N I M : 22551006 JUDUL SKRIPSI : An Analysis of students Difficulties In Learning English Vocabulary At Mts Bunayya Islamic School
Kedua	Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku.
Ditetapkan di Curup, Pada tanggal 12 Maret 2026 Dekan, _____ Sutarto	
Tembusan : - Rektor - Bendahara IAIN Curup; - Kabag Akademik kemahasiswaan dan kerja sama;	



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
 Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 431 /In.34/FT/PP.00.9/04/2026
 Lampiran : Proposal dan Instrumen
 Hal : Permohonan Izin Penelitian

27 April 2026

Kepada Yth. Kepala Kantor Kementerian Agama
 Kab. Rejang Lebong

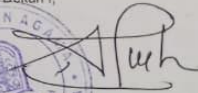
Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Annisa Olimpia
 NIM : 22551006
 Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
 Judul Skripsi : An Analysis of Students Difficulties in Learning English Vocabulary at MTSS
 Bunayya Islamic School
 Waktu Penelitian : 27 April 2026 s.d. 27 Juli 2026
 Lokasi Penelitian : MTsS Bunayya Islamic School

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
 Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
 Wakil Dekan I,


 Dr. Baket Anshori, S.Pd.I., Hum
 NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



YAYASAN AL-ITTIFAQ CURUP MTsS BUNAYYA ISLAMIC SCHOOL

Terakreditasi "B" NSM :121217020008 NPSN :69993231

Alamat :Jl. Ahmad Yani Gang SDN 10 Kesambe Baru Curup Timur Rejang Lebong Bengkulu Indonesia E-mail : mts.bunayyaislamicchool@gmail.com

SURAT KETERANGAN SELESAI PENELITIAN

No:098/B.02/MTsS-BIS/VII/2026

Berdasarkan surat izin penelitian yang di keluarkan Kasi Pendidikan Madrasah Kementrian Agama Kabupaten Rejang Lebong Nomor : 129/kk.07.03.2/TL.00/01/2022 Prihal Permohonan izin penelitian dengan ini menerangkan bawah.

Nama	: ANNISA OLIMPIA
NIM	: 22551006
FAkultas/Prodi	: Tarbiyah / pendidikan bahasa inggris
Judul Skripsi	: <i>"An Analysis Of Students Difficulties In Learning English Vocabulary At MTs Bunayya Islamic School"</i>
Waktu Penelitian	: 27 April 2026 sd 30 Mei 2026
Tempat penelitian	: MTsS Bunayya Islamic School Rejang Lebong

Nama tersebut Telah melaksanakan Penelitian Di MTsS Bunayya Islamic School dan hasil dari penelitian tersebut agar digunakan sebagaimana mestinya serta menjaga nama baik Madrasah dan menyampaikan laporan hasil penelitan tersebut kepada Kepala Kantor Kementrian Agama Kabupaten Rejang Lebong.

Demikian surat keterangan ini dibuat agar digunakan sebagaimana mestinya, atas perhatian di ucapkan terimakasih.



Rejang Lebong, 06 Juli 2026
Kepala MTs.Bunayya Islamic School

Herli Yansyah, S.Pd.I.Gr
Niy : 20180707001002







