

Identifying Grade X Students' Problems in Learning English Vocabulary at SMAN 1 Palasa Parigi Moutong

Safira

safirafira18079@gmail.com

Tadulako University, Palu, Indonesia

ABSTRACT

Article History:

Received:

(16-05-2025)

Revised:

(21-06-2025)

Accepted:

(22-06-2025)

Keywords:

Identifying; Problems;
English Vocabulary

This research aimed to identify the problems faced by Grade X students in learning English vocabulary at SMAN 1 Palasa Parigi Moutong, with a focus on Grade X C students as the research subjects. The study employed a qualitative descriptive method, involving 29 students selected from a total population of 153. The instruments used to collect data were a questionnaire consisting of 13 questions and interviews with 8 questions. The findings revealed five main categories of difficulties experienced by the students: (1) challenges in memorizing long and complex vocabulary, indicating limited memory capacity and the absence of effective learning strategies; (2) difficulties in translating English texts, which stemmed from limited vocabulary mastery, insufficient grammatical understanding, and an inability to comprehend sentence context; (3) problems in spelling, caused by discrepancies between English pronunciation and spelling; (4) pronunciation difficulties, particularly due to the presence of silent letters and inconsistencies between spelling and pronunciation; and (5) obstacles in accurately using vocabulary in sentences, especially in selecting the correct verb tense and appropriate prepositions. These results indicated that students' vocabulary mastery required significant improvement across various aspects, including memory retention, spelling, pronunciation, comprehension, and contextual usage. Therefore, a more contextualized, integrative, and sustainable approach to teaching English vocabulary was needed at the secondary school level.

How to Cite:

Safira, S. (2025). Identifying Grade X Students' Problems in Learning English Vocabulary at Sman 1 Palasa Parigi Moutong. *Datokarama English Education Journal*, 6(1), 17-31. <https://doi.org/10.24239/dee.v6i1.111>

INTRODUCTION

Vocabulary is an essential part of learning a foreign language. Learners cannot master the language without learning Vocabulary first. According to Rubin and Thompson (1994), vocabulary learning is the gist of mastering a foreign language since a person cannot speak, understand, read, or write a foreign language without knowing a lot of words. In learning a mother tongue or any

Copyright © 2025 Author(s).

This is an open access article distributed under the terms of the



Creative Commons Attribution-NonCommercial 4.0 International License (CC BY-NC 4.0).

foreign language, Vocabulary is the most significant component that is needed to understand students in high school.

Based on the 2013 curriculum for the high school level, the purpose of vocabulary learning is to make students understand the meaning of words so they are able to respond appropriately. Vocabulary is very important because students must have a lot of Vocabulary to communicate well. In addition, Vocabulary is highly needed by language learners to facilitate them in developing communication. However, students in SMAN 1 Palasa still have problems with vocabulary mastery.

Based on the preliminary observations by interviewing the teacher at SMA Negeri 1 Palasa, the teacher explained there were several Grade X students who had difficulties in learning English, especially in terms of Vocabulary. English Vocabulary is different from the Indonesian view of form, including pronunciation, spelling, meaning, and word use. In addition, the way of how pronouncing the word is quite different from writing. Therefore, the researcher is interested in finding out more about the problems faced by students in learning Vocabulary.

This research is important because it is expected that the results of this research can help teachers find suitable methods for learning English, especially in learning vocabulary. The researcher took grade X students as the subject of this research. This research was conducted under the title "Identifying students' problems in learning English vocabulary". Therefore, the researcher formulated the research question as follow: *"What are the problems faced by Grade X students at SMAN 1 Palasa in learning English Vocabulary?"*

This study shares similarities with previous research, particularly those conducted by Rosyada and Apoko (2023), Rahmawati et al. (2023), and Azmi (2023), which reported student difficulties in pronunciation, spelling, and contextual use of vocabulary. These same challenges were found in this study, including students' reliance on dictionary definitions without understanding contextual meaning.

However, this study differs in its research context and methodological depth. While earlier studies were conducted in various junior and senior high schools in Bekasi, Jambi, and Serang, this research focused specifically on Grade X C students at SMAN 1 Palasa Parigi Moutong. Moreover, this study employed data triangulation through both questionnaires and interviews, categorizing vocabulary problems into five key areas: pronunciation, spelling, word length and complexity, grammar, and meaning comprehension. This structured approach provides a more detailed and localized perspective compared to previous studies.

LITERATURE REVIEW

Problems

Problems are challenges or issues that need to be resolved or addressed. They can arise in various contexts, including personal life, work, education, and society at large. Prajudi (1990:161) suggests that a problem is something that deviates from what is expected, planned, determined to be achieved so that it is an obstacle or obstacle towards achieving goals. In addition, Johanes (1998:21) defines a problem as something that happens not in accordance with what is desired or expected. From some of the definitions above, it can be concluded that problematic is a problem and a disturbing issue that makes the learning process unable to run according to the planned objectives and the problem must be overcome by finding a solution.

Vocabulary

Vocabulary is the basic element of language that will make language meaningful. It implies that more vocabulary people learn, the easier they express their ideas. According to Richards and Renandya (2002:255), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read, and write. The basic skill that students must master to use these linguistic skills is vocabulary. However, when teaching English in the classroom, vocabulary is not specifically discussed. Thus, students' lack of knowledge about words affects their ability to communicate.

Types of Vocabulary

It is essential to take into account the different types of words. It is done so that we can better understand how to teach them based on the situations, preferences, and learning styles of learners, and their needs. According to Nation (2001), there are two types of vocabulary;

a) Receptive Vocabulary

Receptive vocabulary is made up of words that are known and comprehended by both native speakers and non-native speakers but are rarely employed; instead, they are used passively when reading or listening. For example, a child's ability to listen, and follow direction (e.g. "put on your coat") relies on the child's receptive language skills.

b) Productive vocabulary

Productive Vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. For example, a child who cannot speak, write, or sign can follow quite a number of instructions given in language which he or she is used to. But when the child learns to speak, sign, write then his or her vocabulary becomes productive.

Moreover, according to Webb (2013), study of the word receptively only gives impact at the meaning in receptive. While learning vocabulary in productive way, the results accounted for receptive and productive knowledge.

Both turned out to have a strong relationship and mutual in the development of the vocabulary, especially in improving the learners' language efficiency. Consequently, vocabulary teaching and learning can be optimized and benefit both parties (teachers and learners) if the aspects of vocabulary knowledge and its process are understood. Therefore, vocabulary knowledge must be considered as a continuum where a word grows from a receptive to productive status. This is evidenced by several studies on vocabulary size which show that receptive vocabularies are significantly larger than their productive vocabularies. For this reason, it shows how important vocabulary is for language proficiency because the four skills in English can be mastered if we master receptive and productive vocabulary, which includes listening, reading, speaking, and writing skills.

Problem of Vocabulary Learning

The first step in successfully teaching vocabulary is to recognize students' difficulties. Thornbury in Rohmatillah (2014) suggests some factors that make some words difficult as follows:

a. Pronunciation

Pronunciation is one of the most important aspects to master when learning English. The pronunciation system of English words is unique. That is the reason why many people say that the pronunciation of English language is difficult. Good pronunciation plays an important role in effective English acquisition. With the right pronunciation, we can communicate effectively, express ourselves clearly, and build strong relationships with native speakers of English. Good pronunciation also helps us in understanding and interacting with natives, as well as reducing the risk of misunderstandings in communication.

b. Spelling

Mismatches between the sounds and letters in a word's spelling are frequently to blame for mistakes in pronunciation and spelling, which can raise the complexity of a word. While most English spelling adheres to the rules, there are some exceptions. Silent letters in words are particularly problematic, such as: foreign, listen, muscle, cupboard, etc.

c. Length and complexity

Long words do not seem harder to learn than short words, but high-frequency words in English generally tend to be short, so students encounter them frequently, which help their "learnability."

d. Grammar

The grammar is also problematic, especially if it differs from its L1 equivalent. It is hard to remember whether verbs like enjoy, love, or hope are preceded by an infinitive (to swim) or an -ing form (swimming).

e. Meaning

One of the most common vocabulary problems is meaning. Students often face problems with word meanings. Many words have multiple meanings. When two words have overlapping meanings, students become confused. Make and do is an example: *you make breakfast and make an appointment, but you do housework and work on a questionnaire.*

Previous Studies

The first research was conducted by Rosyada and Apoko (2023), entitled "Investigating English Vocabulary Difficulties and Its Learning Strategies of Lower Secondary School Students." This study aims to investigate the difficulties faced by students in their vocabulary learning process as well as the strategies they use to overcome these obstacles in the context of English vocabulary acquisition. This research applied descriptive qualitative method. The results of this research show that many students face difficulties in acquiring vocabulary. In particular, these problems are seen in terms of the correct pronunciation of new words, correct spelling, proper use of word meanings, and the ability to retain or remember vocabulary well.

The second research was conducted by Azmi (2023), entitled "An Analysis of Students' Difficulties in Learning New Vocabulary at One Junior High School Jambi." The purpose of the research was to find out the difficulties faced by students of class IX of AL FALAH Jambi Islamic Junior High School, and to identify the factors that cause these difficulties. In this research, the researcher used descriptive qualitative methods and using interviews techniques to collect data. The participants of this research were 9th grade students from of the junior high schools in Jambi city, which is the Islamic junior high school AL FALAH Jambi. There were 10 students involved as participants in this research. The results of this research show that some students have difficulties in learning new vocabulary. First, difficulty in pronouncing. Second, difficulty in spelling new vocabulary. And lastly, difficulty in interpreting new vocabulary.

Then, the last research was conducted by Rahmawati, et al. (2023). Their research entitled "An Analysis of Student' Difficulties in Vocabulary Mastery." The purpose of this research is to identify the factors that contribute to students' difficulties in mastering vocabulary and to find out the challenges students face in doing so. This research used a qualitative research design and to collect data, researchers used interviews and questionnaires. This research was conducted at English Club SMAN 7 Kota Serang, involving 20 English club students as participants. Based on the results of the research, it shows that students in English club at SMAN 7 Kota Serang have significant difficulty in mastering vocabulary, including in the high difficulty category. There are a number of reasons why students struggle with vocabulary: (1) mispronounced words compared to written words; (2) infrequent practice and interaction in English; and (3) incorrect word spelling or writing; (4) A few words with related

but distinct meanings; (5) Mispronunciations are frequently brought on by the dissimilarity of Indonesian and English phonemes.

METHOD

This study employed a qualitative descriptive approach aimed at identifying the problems faced by tenth-grade students in learning English vocabulary. Cresswell (2012) state that qualitative research is more than simply deciding on whether you will observe the informants to collect the data. The goal qualitative descriptive research is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. The research was conducted at SMAN 1 Palasa, Parigi Moutong, from September 2nd to 10th, 2024.

The participants in this study were selected using purposive sampling. From a total of 153 tenth-grade students across five classes (X A–X E), Class X C was chosen as the sample, consisting of 29 students. The selection was based on recommendations from the English teacher, who noted that students in this class exhibited significant difficulties in vocabulary acquisition. The purposive sampling was applied to ensure that the sample matched the objectives of the study and represented students experiencing learning challenges in English vocabulary.

Data were collected using two instruments: a questionnaire and interviews. The questionnaire contained 13 Yes/No questions and was shared with all 29 students through Google Forms. This questionnaire helped the researcher understand students' habits, opinions, and difficulties in learning English vocabulary.

To support and explain the questionnaire results, the researcher also conducted face-to-face interviews with five selected students. These interviews were semi-structured and focused on deeper issues such as pronunciation, spelling, grammar, meaning, and word difficulty. The interviews were recorded to help with accurate analysis. By using both questionnaires and interviews, the researcher was able to gather more complete and reliable data about the students' vocabulary learning problems.

The data were analyzed using the interactive model developed by Miles and Huberman (1994), which consists of three steps: data reduction, data display, and conclusion drawing and verification. In the **data reduction** step, the researcher selected, simplified, and grouped important information from the questionnaires and interview transcripts. In the **data display** stage, the data were presented in the form of descriptions, tables, and charts to make patterns and problems easier to understand. Finally, in the **conclusion-drawing and verification** step, the researcher interpreted the data, categorized the problems into five main types, and verified the consistency of the findings by comparing

the questionnaire and interview results. This process helped ensure that the conclusions were accurate and trustworthy.

FINDINGS

In this chapter, the researcher presents the data that has been analyzed from questionnaire and interview. The questionnaire consisted of thirteen questions, while the interview questions consisted of eight questions. There were twenty-nine students who filled out the questionnaire and five students who were interviewed.

Results of the Questionnaire

There are thirteen questions in the form yes-no question filled out by twenty-nine respondents. They respond by selecting a yes or no option. Students can choose 'Yes' if they agree and 'No' if they disagree with the questions. The results of questionnaire can be seen as follows:

Table 1. Percentage of Students' answers on the questionnaire from Google Form

No.	Questions	Percentage of the Answer		Total of Respondent
		Yes	No	
1.	Do you like learning English?	65.5% (19)	34.5% (10)	29
2.	Do you have difficulty translating each English text?	72.4% (21)	27.6% (8)	29
3.	Are you able to understand the meaning of every English text or story that you read or listen to?	27.6% (8)	72.4% (21)	29
4.	Do you often look up the meaning of new words you do not know in the dictionary?	72.4% (21)	27.6% (8)	29
5.	Have you ever been assigned to memorize vocabulary by a teacher at school?	96.6% (28)	3.4% (1)	29
6.	Do you find it difficult to spell English vocabulary?	65.5% (19)	34.5% (10)	29
7.	Do you find it difficult to memorize long and complex vocabulary?	93.1% (27)	6.9% (2)	29
8.	Do you understand what the teacher is saying when using English in teaching?	17.2% (5)	82.8% (24)	29
9.	Do you rarely review the English vocabulary taught by your teacher at school?	51.7% (15)	48.3% (14)	29
10.	Does mastering vocabulary make you more motivated to learn English?	62.1% (18)	37.9% (11)	29
11.	Do you understand when your teacher or seatmate spells a word in English?	31% (9)	69% (20)	29

12.	Is reading and saying words or sentences repeatedly your way of memorizing new vocabulary?	93.1% (27)	6.9% (2)	29
13.	Do you connect sounds with images or illustrations to remember new vocabulary in English?	69% (20)	31% (9)	29

Results of the Interview Question

This interview supports the results of the questionnaire. After distributing the questionnaire to the students, the researcher conducted interviews with five students, consisting of two males and three females. The interviews were conducted directly or face-to-face on September 3rd, 2024. Next, the researcher divided the words into some categories. Then the data is presented in the table.

Table 2. Results of the Interview

No.	Problem Category	Interview Findings
1.	Pronunciation Issues	Students have difficulty pronouncing new vocabulary, especially because of <i>silent letters</i> and sound differences.
2.	Spelling Difficulties	Students often misspell English words due to inconsistencies between spelling and pronunciation.
3.	Length and Complexity	Long and complex vocabulary is considered difficult for students to remember and understand.
4.	Grammar Challenges	Students have difficulty in using tenses and prepositions when using vocabulary in sentences.
5.	Understanding Meaning	Students do not understand the meaning of vocabulary well, so they experience errors in the context of use.

Based on the results of interviews conducted with grade X students at SMAN 1 Palasa, Parigi Moutong, five main categories of problems they face in learning English vocabulary were identified. First, students experience difficulties in pronouncing new vocabulary. This is caused by the presence of silent letters and the inconsistency between spelling and pronunciation in English, which leads to confusion and a lack of confidence when pronouncing certain words. Second, students also face challenges in spelling vocabulary correctly. They often already know the meaning of a word but struggle to write it due to pronunciation that does not align with standard spelling rules. The third issue that emerged is the length and complexity of vocabulary. Students admitted having trouble remembering words that have many syllables or unfamiliar forms, such as

“responsibility” or *“environmental.”* They tend to find it easier to remember short words they frequently hear in daily conversations. Fourth, students encounter challenges in using vocabulary within sentences, especially in relation to grammar. They are confused about when to use certain verb forms according to the appropriate tense and often struggle to choose the correct prepositions. Lastly, students do not yet fully understand the meaning of words. Many of them simply memorize dictionary definitions without knowing how to use the words in the correct context, which often results in incorrect usage.

These findings indicate that the difficulties students face in learning vocabulary is not limited to memorization but also include pronunciation, spelling, sentence structure, and semantic understanding. Therefore, a learning approach is needed that not only emphasizes memorization but also provides contextual and continuous learning experiences to help students' master vocabulary more effectively.

DISCUSSION

The main objective of this research is to identify the problems faced by grade X students at SMAN 1 Palasa Parigi Moutong in learning English vocabulary. The research results, obtained by distributing questionnaires, show that Class X C at SMAN 1 Palasa Parigi Moutong has given positive responses. From the results of the questionnaire, it is found that almost all students have difficulty memorizing long and complex vocabulary with twenty-seven respondents, or 93.1%, choosing Yes and two respondents, or 6.9%, choosing No. This indicates that the majority of students face obstacles in mastering vocabulary that has a complex structure or a long number of syllables. These obstacles can be caused by limited working memory capacity, a lack of effective learning strategy implementation, or low levels of exposure to the vocabulary in relevant learning contexts.

Furthermore, students have difficulty translating every English text, (look at the table 4.1.1 on page 26) with twenty-one respondents, or 72.4%, choosing Yes and eight respondents, or 27.6%, choosing No. This data indicates that the majority of students experience difficulties in the translation process, which is likely caused by limited vocabulary mastery, understanding of grammatical structures, or a lack of ability to comprehend context in English texts. The results of this study support the research conducted by Bell (1991), who emphasizes that the translation process is a complex cognitive operation. Difficulties often arise due to the limitations in the translator's cognitive abilities to understand, process, and transfer meaning from the source language to the target language.

Lastly, students find it difficult to spell English vocabulary (look at table 4.1.1 on page 26) with 65.5% (19 students) experiencing difficulty in spelling English vocabulary, while 34.5% (10 students) do not face any difficulty. This indicates that the majority of students still encounter obstacles in spelling English

words. This difficulty is likely caused by the difference in phonetic systems between English and their mother tongue. And the lack of practice with English vocabulary in daily learning. These results are in line with the research by Rahmawati et al. (2023), which shows that factors contributing to difficulties in vocabulary mastery include word spelling, infrequent practice and interaction in English, and pronunciation errors, and pronunciation errors often caused by the differences in phonemes between Indonesian and English.

Based on the interview results, there are 5 problems faced by students in learning English vocabulary, which are as follows:

Pronunciation Issues

The pronunciation of English vocabulary often poses a challenge due to the difference between phonetic representation and orthography. English is a non-phonetic language, where words are often not pronounced as they are spelled. This factor is complicated by the presence of various accents and dialects that affect the pronunciation of a word. It is the same as the results of the research conducted by Rosyada & Apoko (2023) who show that, many of the students had difficulties pronouncing the new words as they learned them due to various factors. For Indonesian students, in particular, some words with silent letters presented difficulties. The difference in sound between English and the student's original tongue frequently led to improper pronunciation. This makes it difficult for students to master the correct pronunciation. When conducting interviews with students, the researcher was able to confirm this. They stated:

"What makes it difficult for me is that in English there are several words that are pronounced the same but written differently, like the words "two" and "to". (St 03)

The other students said:

"Pronunciation is difficult, especially for words like think and this that require certain tongue positions to be pronounced correctly". (St 05)

The difficulty is different ways of writing are different ways of pronouncing. And there are some letters that have the same letters but different pronunciations". For example 'Island'. (St 02)

Spelling Difficulties

Spelling is the way or process of arranging letters in the correct order to form words according to the standards of a particular language. In the context of language learning, spelling includes the ability to recognize, write, and reproduce words with correct spelling. In English, the spelling challenge is even more difficult because the pronunciation and writing are incompatible due to the history of the language. In this case, spelling often occurs because some students

still cannot distinguish between Indonesian letters and English letters. The results of this research support the previous studies of Rahmawati, et al. (2023) the results show that, students do not have sufficient proficiency in introducing letters or words and may experience confusion and sometimes memory loss when trying to spell. They find it difficult to recognize the spelling of words, especially on long and rarely used words. They stated:

"Yes, I have difficulty spelling English vocabulary because the pronunciation is often different from the spelling. For example, the word "receipt," where the letter "P" is not pronounced. (St 01)

"Sometimes I find it difficult, especially with long or rarely used words, like 'Knowledge'. (St 02)

"I have difficulty spelling words with silent letters". (St 05)

The other students said:

"I have difficulty spelling long and complicated words, especially due to my lack of ability to spell words correctly". (St 04).

Length and Complexity

Length and complexity in the English context refer to the difficulty of words or sentences based on their length and language structure. According to Gunning (2008), the length and complexity of sentences affect the ability to read and understand the text. Sentence length and complexity affect how easily readers understand the text. On the other hand, Nation and Newton (1997) also stated that, vocabulary and sentence structure affect the difficulty level of a language. In conclusion, vocabulary and sentence structure affect the level of difficulty in understanding the language. In this case, students find it difficult to pronounce vocabulary or sentences that are too long. They stated:

"Yes, if there are parts of the words that are too long, it makes it difficult for me to pronounce vocabulary in English". (St 03)

"Yes, I have difficulty when the vocabulary is too long and complicated". (St 01)

Grammar Challenges

Grammar is the system of rules and structures that govern the use of language. In general, grammar plays an important role in organizing language so that communication can occur clearly and accurately. According to Halliday

(2004), grammar is a system of rules that governs how language is used for communication. In this research, grammar is also one of the problems faced by students. Where the use of tenses that are different from Indonesian. The difference in grammatical forms known as inflection is one of the reasons for students' difficulties in learning vocabulary. Hariyanto (2007) states that learning grammar cannot be separated from foreign languages. In reality, learning a foreign language is difficult because the target language has a different system from the mother tongue. Additionally, these difficulties include the differences between past tense and present perfect, the use of "to be," and the placement of prepositions. For that reason, the students stated:

"Yes, it's difficult because the grammar rules are different from those in Indonesian". (St 03)

"The most difficult thing understands the use of tenses, because there are many types of tenses and the rules are different from Indonesian. In addition, I am often confused when to use present perfect or past simple". (St 01) same with (St 02) "I have difficulty with tenses because there are so many of them, and I often get confused about when to use the correct one. For example, distinguishing between past tense and present perfect is very difficult".

The other students said:

"Yes, I found it difficult, especially the use of to be. When to use "Is, am and are". (St 04)

"It is very difficult because my understanding of grammar is lacking, such as the use of tenses and the placement of prepositions in sentences. For example, when to use "In, on, or at". (St 05)

Understanding Meaning

In the context of English, meaning refers to the sense or understanding possessed by a word, phrase, or expression. In this research, another difficulty is meaning. To find the meaning of new words, they use online dictionaries like Google Translate. The result is similar to the previous finding by Azmi (2023), the students find it very difficult to interpret a sentence or vocabulary that they have just learnt because English is a foreign language and they are used to using Indonesian. The students find it very difficult to interpret a sentence or vocabulary that they have just learned because English is a foreign language and they are used to using Indonesian. To find the meaning of new words, they use online dictionaries like Google Translate. For example:

"Yes, often. I usually use online dictionaries like Google Translate to find the meanings of new vocabulary because I am not yet able to translate words directly". (St 02)

"Yes ma'am, often. I usually use online dictionaries like Google Translate because there are some words with the same pronunciation but different meanings". (St 03)

Other students said:

"Yes often, like using Google translate. Without Google translate I cannot interpret new vocabulary. Because my knowledge of vocabulary is still lacking". (St 04)

"Yes mom, just like other friends. I also look up the meaning of new words with an online dictionary. Especially if the words are long, it's very difficult to understand". (St 05)

From the discussion above, there are 5 problems faced by students in learning English vocabulary, especially by that grade X students of SMAN 1 Palasa Parigi Moutong, namely pronunciation issues, spelling difficulties, length and complexity, grammar challenges, and understanding meaning.

CONCLUSION

Based on the results of the questionnaire data and interviews, it can be concluded that the tenth-grade students of SMAN 1 Palasa face several main issues in learning English vocabulary. The first issue is difficulty in memorizing long and complex vocabulary, which indicates limitations in memory capacity and a lack of effective learning strategies. Additionally, students struggle with translating English texts due to limited vocabulary knowledge, a lack of understanding of grammar, and an inability to fully comprehend the context of sentences. Spelling difficulties are also a common obstacle caused by the differences between pronunciation and spelling in English. The next issue is pronunciation difficulties, particularly due to silent letters and the inconsistency between spelling and pronunciation. Students also encounter challenges in using vocabulary accurately within sentences, especially when selecting the correct verb forms according to tense and using the appropriate prepositions. Furthermore, their understanding of word meanings remains low, as students tend to memorize dictionary definitions without understanding the context in which the words are used. Overall, these findings suggest that students continue to struggle with comprehensively mastering vocabulary, particularly in terms of recalling, spelling, pronouncing, understanding, and applying vocabulary in sentence contexts.

REFERENCES

- Azmi, M. N. (2023). An Analysis of Students' Difficulties in Learning New Vocabulary at One Junior High School Jambi. *Doctoral Dissertation*, Universitas Jambi.
- Bell, R. T. (1991). *Translation and Translating: Theory and Practice*. London: Longman.

- Creswell, J. (2012). *Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. London: Pearson.
- Gunning, T. G. (2008). *Creating Literacy Instruction for All Students*. Boston, MA: Pearson/Allyn and Bacon.
- Halliday, M. A. K. (2004). *System and Function in Language*. Oxford, England: Oxford University Press.
- Hariyanto, T. (2007). Grammatical Error Analysis in Students' Recount Texts. *The Case of the Twelfth Year Students of SMA N 1 Siawi, Tegal* in the Academic Year 2006/2007. *Skripsi*. Universitas Negeri Semarang.
- Johanes, S. (1998). *Teknik Pengambilan Keputusan*. Jakarta: Rineka Cipta
- Kementerian Pendidikan dan Kebudayaan. (2014). *Silabus Bahasa Inggris SMA Kurikulum 2013. 731-732*.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook (2th Edition)*. Thousand Oaks London: Sage Publications.
- Nation, P. (2001). *Learning Vocabulary in Another Language*. United Kingdom: Press Syndicate of the University Of Cambridge.
- Nation, P., & Newton, J. (1997). *Teaching vocabulary*. Newbury House.
- Prajudi, A. S. (1990). *Beberapa Pandangan Umum Tentang Pengambilan Keputusan (Decision Making)*. Jakarta: Ghalia Indonesia
- Rahmawati, N., Hidayatillah, N. S., & Amelia, R. (2023). An Analysis of Student' Difficulties in Vocabulary Mastery: A Case Study at English Club of SMAN 7 Kota Serang. *Jurnal Kajian Ilmu Pendidikan (JKIP)*, 4(1), 9-19.
- Richards, J. & Renandya, W. (2002). *Methodology in Teaching Language*. New York: Cambridge University Press.
- Rohmatillah, R. (2014). A Study on Students' Difficulties in Learning Vocabulary. *English Education: Jurnal Tadris Bahasa Inggris*, 6(1), 75-93.
- Rosyada-AS, A., & Apoko, T. W. (2023). Investigating English Vocabulary Difficulties and Its Learning Strategies of Lower Secondary School Students. *Journal of Languages and Language Teaching*, 11(3), 489-501.
- Rubin, J., & Thompson, I. (1994). *How to be A More Successful Language Learner: Toward Learner Autonomy (2nd Ed)*. Boston, MA: Heinle & Heinle.
- Thornbury, S. (2002). *How to Teach Vocabulary*. London: Pearson Education Limited.
- Webb, S. (2013). *Depth of Vocabulary Knowledge*. England: Blackwell Publishing.