

An Investigation Of Vocabulary Learning Challenges Faced By Students At The Eleventh Grade Of Sma Negeri 1 Angkola Timur

Tukma Ida¹⁾, Erni Rawati Sibuea,²⁾Yulia Rizki Ramadhani³⁾.,

¹Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Graha Nusantara

^{2,3} Dosen pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Graha Nusantara

Email: ¹tukmai83@gmail.com

²ernisibuea85@gmail.com

³yuliadamanik89@gmail.com

Abstract

An Investigation of Vocabulary Learning Challenges Faced By Students At The Eleventh Grade Of SMA Negeri 1 Angkola Timur. In writing this script the writer is supervised by Erni Rawati Sibuea, S.S., M.Pd as the first supervisor and Yulia Rizki Ramadhani, M.Pd as the second supervisor. This study aims to explore the difficulties faced by eleventh-grade students at SMA Negeri 1 Angkola Timur in learning English vocabulary while reading. Based on the background and problem boundaries, the researcher formulates research questions about the types of difficulties students face in learning English vocabulary while reading, the factors that cause students to experience obstacles in learning vocabulary, and how students try to overcome difficulties in learning English vocabulary. The purpose of this study is to identify the types of difficulties faced by students, determine the factors that cause students to experience obstacles, and explore the strategies used by students to overcome difficulties. Thus this study is expected to provide benefits for students, teachers, and readers. For students, this study can help them understand the challenges they face and provide insight into the strategies they can apply. For teachers, this study can provide valuable information about the types of difficulties faced by students so that they can adjust their teaching methods. For readers, this study can provide information about the challenges faced by students in vocabulary learning and increase their understanding of the factors that influence the English vocabulary learning process. This study uses a qualitative research method consisting of one variable. The qualitative research approach is used to gain a deeper understanding of the vocabulary learning experiences of eleventh-grade students at SMA Negeri 1 Angkola Timur. According to Merriam, qualitative research can be defined as a research approach that focuses on gaining a deep understanding of social and cultural phenomena using non-numerical data and flexible analysis methods. The results of the study show that students have a positive perception of learning English vocabulary and demonstrate high motivation. External factors such as teacher support and multimedia engagement can enhance the learning experience, but more attention is needed on parental support and infrastructure to further improve students' English skills. Thus, this study can provide valuable information about the challenges faced by students in vocabulary learning and the strategies that can be used to overcome these difficulties.

Keywords: Vocabulary Learning, English, Eleventh-Grade Students, Qualitative Method

Abstrak

Investigasi Tantangan Pembelajaran Kosakata yang Dihadapi Siswa Kelas Sebelas SMA Negeri 1 Angkola Timur. Dalam penulisan skripsi ini, penulis dibimbing oleh Erni Rawati Sibuea, S.S., M.Pd sebagai pembimbing pertama dan Yulia Rizki Ramadhani, M.Pd sebagai pembimbing kedua. Penelitian ini bertujuan untuk mengeksplorasi kesulitan yang dihadapi siswa kelas sebelas SMA Negeri 1 Angkola Timur dalam mempelajari kosakata bahasa Inggris saat membaca. Berdasarkan latar belakang dan batasan masalah, peneliti merumuskan pertanyaan penelitian tentang jenis kesulitan

yang dihadapi siswa dalam mempelajari kosakata bahasa Inggris, faktor-faktor yang menyebabkan siswa mengalami kesulitan, dan bagaimana siswa mencoba mengatasi kesulitan dalam mempelajari kosakata bahasa Inggris. Tujuan penelitian ini adalah untuk mengidentifikasi jenis kesulitan yang dihadapi siswa, menentukan faktor-faktor yang menyebabkan siswa mengalami kesulitan, dan mengeksplorasi strategi yang digunakan siswa untuk mengatasi kesulitan. Penelitian ini diharapkan dapat memberikan manfaat bagi siswa, guru, dan pembaca. Bagi siswa, penelitian ini dapat membantu mereka memahami tantangan yang dihadapi dan memberikan wawasan tentang strategi yang dapat diterapkan. Bagi guru, penelitian ini dapat memberikan informasi berharga tentang jenis kesulitan yang dihadapi siswa sehingga mereka dapat menyesuaikan metode pengajaran. Bagi pembaca, penelitian ini dapat memberikan informasi tentang tantangan yang dihadapi siswa dalam pembelajaran kosakata dan meningkatkan pemahaman tentang faktor-faktor yang mempengaruhi proses pembelajaran kosakata bahasa Inggris. Penelitian ini menggunakan metode penelitian kualitatif yang terdiri dari satu variabel. Pendekatan penelitian kualitatif digunakan untuk mendapatkan pemahaman yang lebih dalam tentang pengalaman pembelajaran kosakata siswa kelas sebelas SMA Negeri 1 Angkola Timur. Menurut Merriam, penelitian kualitatif dapat didefinisikan sebagai pendekatan penelitian yang fokus pada mendapatkan pemahaman yang mendalam tentang fenomena sosial dan budaya menggunakan data non-numerik dan metode analisis yang fleksibel. Hasil penelitian menunjukkan bahwa siswa memiliki persepsi positif tentang pembelajaran kosakata bahasa Inggris dan menunjukkan motivasi yang tinggi. Faktor eksternal seperti dukungan guru dan keterlibatan multimedia dapat meningkatkan pengalaman pembelajaran, namun perlu perhatian lebih pada dukungan orang tua dan infrastruktur untuk lebih meningkatkan kemampuan bahasa Inggris siswa. Oleh karena itu, penelitian ini dapat memberikan informasi berharga tentang tantangan yang dihadapi siswa dalam pembelajaran kosakata dan strategi yang dapat digunakan untuk mengatasi kesulitan tersebut.

Kata kunci: *Pembelajaran Kosakata, Bahasa Inggris, Siswa Kelas Sebelas, Metode Kualitatif.*

I. Introduction

English language learning is an essential aspect of education in Indonesia, particularly at the Senior High School (SMA) level. As an international language, English is a compulsory subject taught in almost every school. Vocabulary mastery plays a crucial role in the success of English learning because it is the foundation of all language skills: listening, speaking, reading, and writing. Without sufficient vocabulary, students find it difficult to comprehend, express ideas, and communicate effectively. This study aims to explore the difficulties experienced by eleventh-grade students in mastering vocabulary and identify appropriate solutions. As Moleong (2017) suggests, identifying the causes of learning difficulties is the first step toward creating effective instructional

solutions. The findings are expected to provide a clearer picture of the contributing factors and offer recommendations for more effective vocabulary instruction.

II. Literatur Riview

This research employed a qualitative research design with a case study approach to obtain an in-depth understanding of students' vocabulary learning difficulties. The study was conducted at SMA Negeri 1 Angkola Timur in April 2025. The participants consisted of one English teacher and eleventh-grade students from class XI IIS 1, selected using purposive sampling.

Data were collected through three techniques: classroom observation, interviews, and questionnaires. Classroom observation was conducted to examine teaching and

learning activities related to vocabulary instruction. Semi-structured interviews were carried out with the English teacher and five students to explore their perceptions, experiences, and strategies in learning vocabulary. Questionnaires were distributed to students to support and strengthen the qualitative findings. The data were analyzed using thematic analysis, involving data reduction, data display, and conclusion drawing.

III. Research Methods

This research utilizes a qualitative research method with a case study approach. Data collection methods include:

1. Classroom Observation: Observations were conducted in class XI IIS 1 at SMA Negeri 1 Angkola Timur to observe the vocabulary learning process.
2. In-Depth Interviews: Interviews were conducted with the English teacher and students to gather detailed information on the difficulties and strategies in vocabulary learning.
3. Questionnaires: Questionnaires were used to collect data regarding students' perceptions of internal and external factors influencing vocabulary learning.
4. Population and Sample: The population for this research was all eleventh-grade students at SMA Negeri 1 Angkola Timur (85 students). The sample was selected using cluster sampling, focusing on one class (XI IIS 1) consisting of 22 students.

IV. Result and Discussion

This study concludes that eleventh-grade students at SMA Negeri 1 Angkola Timur face significant difficulties in learning English vocabulary through reading. These difficulties include problems in memorizing vocabulary, understanding contextual meanings, pronunciation, and using vocabulary actively. The difficulties are influenced by

internal factors such as motivation and self-confidence, as well as external factors such as teaching methods, learning media, and learning environment. Therefore, it is recommended that teachers apply more engaging and contextual vocabulary teaching strategies, while students are encouraged to actively practice vocabulary using various learning resources.

V. Conclusion

Eleventh-grade students at SMA Negeri 1 Angkola Timur face various challenges in learning English vocabulary. These challenges are categorized into internal and external factors. Internal challenges include students' lack of motivation, limited vocabulary mastery, difficulty remembering new words, and a tendency to rely heavily on translation without understanding the context. Most students also show limited interest in reading English texts and have low confidence when using new vocabulary in speaking or writing. As Moleong (2018) explains, motivation affects the learning process and determines how actively students engage with vocabulary.

Externally, the challenges come from the lack of a supportive environment outside the classroom, such as minimal exposure to English at home, an absence of learning media, and limited access to English books or digital tools. As Moleong (2015) observes, insufficient availability of digital tools and interactive media limits students' opportunities to explore English vocabulary more effectively. Additionally, the time allocation for English learning at school is not sufficient for vocabulary reinforcement.

VI. References

- Mhd. Ferdi Irvani (2020), "An Analysis of Student Difficulties in Vocabulary Mastery at State Senior High School 1 Kampar."

- Rianti (2023), "An Analysis of Factors for Students' Vocabulary Mastery in English at SMPN 35 Makassar."
- Lisa (2019), "The Use of Flashcards in Vocabulary Instruction."
- Alqahtani (2023), "The Impact of Vocabulary Instruction on Language Learning."
- Naiborhu (2019) in her study "The Difficulties Faced by Students in Learning English Vocabulary."
- Moleong, L. J. (2015). Metodologi penelitian kualitatif. Bandung: PT Remaja Rosdakarya.
- Moleong, L. J. (2017). Metode penelitian kualitatif. Bandung: PT Remaja Rosdakarya.
- Moleong, L. J. (2018). Metodologi penelitian kualitatif. Bandung: PT Remaja Rosdakarya.