

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LEARNING
ENGLISH VOCABULARY AT THE SCHOOL MTSN 2 KOTABARU**

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ENGLISH EDUCATION DEPARTMENT
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By

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VALIDATION

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The thesis has been by the board of thesis examiners of English department of
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Examiner 1



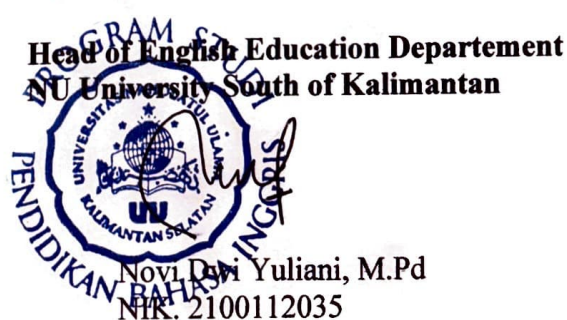
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STATEMENT OF AUTHENTICITY

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Declare that this undergrate this is my original work, gathered and utilized especially to fulfill the perposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purpose. I also declare that the publications cited in this work has been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjar, 25 July 2025

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ABSTRAK

Rismawati, 2025. *An analysis of Student's Difficulties In Learning English Vocabulary At The School MTsN 2 Kotabaru Academic Year 2024/2025.*

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Penelitian ini dimaksudkan untuk menelaah kesulitan yang dihadapi siswa dalam mempelajari kosakata Bahasa Inggris serta strategi yang mereka terapkan untuk mengatasi hambatan tersebut. Kosakata menjadi elemen penting dalam pembelajaran bahasa, karena menjadi fondasi utama dalam penguasaan keterampilan mendengarkan, berbicara, membaca, dan menulis. Meskipun demikian, masih ditemukan hambatan pada sebagian siswa, khususnya dalam mengingat arti, mengeja, dan menggunakan kosakata secara tepat dalam kalimat

Adapun rumusan masalah yang dikaji dalam penelitian ini mencakup: (1) Apa kesulitan utama yang dihadapi siswa SMP dalam mempelajari kosakata bahasa inggris? dan (2) strategi apa yang digunakan siswa SMP untuk mengatasi kesulitan dalam mempelajari kosakata Bahasa Inggris?.

Metode yang dipakai dalam penelitian ini adalah Mixed Method, yang menggabungkan unsur Kualitatif dan Kuantitatif. Data kuantitatif diperoleh melalui tes kosakata yang diberikan kepada 28 siswa kelas VIII, sedangkan data kualitatif dikumpulkan melalui wawancara, kuesioner, dan observasi. Analisis dilakukan dengan mengombinasikan hasil angka dari tes dengan penjelasan deskriptif dari wawancara dan observasi untuk menghasilkan gambaran yang komprehensif.

Hasil penelitian menunjukkan bahwa lebih dari separuh siswa (53,57% atau 15 dari 28 siswa) berhasil memperoleh nilai sempurna (100). Keberhasilan ini didukung oleh kebiasaan belajar mandiri, kegiatan seperti membaca bacaan berbahasa inggris, menonton film berbahasa inggris, mendengarkan music, serta melakukan Latihan berulang dari guru. Namun, sebagian siswa tetap mengalami kesulitan, terutama dalam ejaan, pengucapan, dan penerapan kosakata dalam kalimat.

Strategi yang digunakan siswa meliputi penggunaan kartu kata (flashcard), pencatatan koskata baru dalam buku khusus, latihan percakapan sederhana, serta

permanfaatan media digital seperti kamus online dan aplikasi pembelajaran. Temuan ini menunjukkan bahwa siswa MTsN 2 Kotabaru memiliki potensi yang baik dalam penguasaan kosakata, tetapi tetap diperlukan metode pembelajaran yang lebih inovatif agar kosakata yang dipelajari dapat diaplikasikan secara efektif dalam komunikasi nyata.

Kata Kunci: *Kesulitan belajar, Kosakata Bahasa Inggris, Strategi Belajar, Siswa MTsn 2 Kotabaru*

ABSTRACT

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The purpose of this study is to determine the challenges that students have when acquiring English Vocabulary and the methods they employ to get beyond these barriers. Vocabulary is an essential component of language learning since it provides the framework for developing speaking, listening, reading, and writing abilities. However, some students continue to face challenges, particularly in recalling spelling, meaning, and using vocabulary appropriately in sentences.

The problem formulation in this research is: (1) what are the primary challenges that face junior high school pupils studying English vocabulary? And (2) What strategies do junior high school students use to overcome difficulties in learning English vocabulary?.

This study employed a mixed methods strategy that incorporates both qualitative and quantitative methods. A vocabulary exam given to 28 eighth-grade students was used to gather quantitative data, whereas interviews were used to get qualitative data, questionnaires, and observations in the classroom. The evaluation integrated numerical findings with descriptive explanations to provide a comprehensive understanding of students' vocabulary learning.

The result revealed that more than half of the students (53.57% of 15 out of 28) achieved a perfect score of 100. Students' improvement was largely influenced by their independent study habits, which involved reading English texts, watching English-language films, listening to songs, and completing regular practice assigned by teachers. Despite these efforts, certain difficulties remained, particularly with spelling, pronunciation, and applying vocabulary correctly in sentences.

Students reported using several strategies to cope with their difficulties, including memorizing words with flashcards, keeping vocabulary notebooks, practicing simple conversations, and utilizing digital media such as online dictionaries and learning applications. These findings indicate that the students of MTsN 2 Kotabaru have strong potential in vocabulary mastery, yet innovative and

engaging teaching methods are still required to help them use words more skillfully in everyday conversations.

Keywords: Learning difficulties, English Vocabulary, Learning Strategies, MTsN 2 Kotabaru Students.