

Students' Difficulties in Learning English Vocabulary and Solutions for Learning Strategies at Junior High School

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ABSTRACT

Vocabulary mastery is fundamental to English language learning because it supports the development of listening, speaking, reading, and writing skills. Although numerous studies have examined vocabulary learning strategies, limited attention has been given to how junior high school EFL students simultaneously experience vocabulary learning difficulties and employ strategies to overcome them within their actual classroom context. This study aimed to identify students' vocabulary learning difficulties and the strategies they used to address them. A qualitative descriptive design was employed involving 23 eighth-grade students and one English teacher at SMP Negeri 14 Sigi. Data were collected through open-ended questionnaires and semi-structured interviews and analyzed using the Miles and Huberman interactive model. The findings revealed that students experienced difficulties in vocabulary retention, contextual understanding, pronunciation, sentence construction, and speaking confidence. To cope with these challenges, they primarily used memorization, translation, repetition, and digital learning tools. The study concludes that integrating interactive, contextual, and technology-supported vocabulary instruction can enhance students' vocabulary mastery, learning engagement, and confidence while providing practical insights for improving vocabulary instruction in junior high school EFL classrooms.

Keywords: *English Vocabulary, Learning Difficulties, Learning Strategies, EFL Students, Qualitative Study*

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INTRODUCTION

Vocabulary is one of the essential components of English language learning because it enables learners to understand and communicate ideas effectively. Vocabulary knowledge supports the development of the four language skills—listening, speaking, reading, and writing—and plays a crucial role in learners' overall language proficiency. Wilkins (1972) famously stated that "*without grammar very little can be conveyed, without vocabulary nothing can be conveyed*," emphasizing that vocabulary is the foundation of communication. Likewise, Nation (2022) argues that vocabulary mastery is fundamental for language learners because it facilitates comprehension, language production, and meaningful interaction. Similarly, Webb & Nation (2017) emphasize that vocabulary knowledge is strongly associated with successful language acquisition and communicative competence. Consequently, students with limited vocabulary often encounter difficulties in understanding learning materials, expressing ideas, and participating actively in classroom activities (Nation, 2022; Schmitt, 2010).

Learning English vocabulary, however, remains a significant challenge for many English as a Foreign Language (EFL) learners. Vocabulary learning involves more than memorizing individual words; students are expected to understand word meanings, recognize appropriate contexts of use, pronounce words accurately, and apply them effectively in spoken and written communication. According to Schmitt (1997), vocabulary acquisition requires continuous exposure, repeated practice, and meaningful contextual use. Webb (2020) further explains that repeated encounters with words in different contexts substantially enhance vocabulary acquisition and long-term retention. Likewise, Oxford (2020) emphasizes that successful

vocabulary learning depends on learners' ability to apply appropriate learning strategies that encourage independent and meaningful learning. Therefore, students who lack effective vocabulary learning strategies are more likely to experience difficulties in acquiring, retaining, and using new vocabulary appropriately (Nation, 2022; Schmitt, 2010).

Several previous studies have investigated vocabulary learning difficulties among EFL learners. Sulisty (2021) reported that Indonesian students frequently experience problems in remembering vocabulary, understanding word meanings, and pronouncing English words correctly. Marselina et al. (2024) also found that limited vocabulary mastery and difficulties in collocation and word formation hinder students' English learning. More recently, Chou (2022) emphasized that contextual vocabulary instruction significantly improves learners' understanding of word meanings, while Teng (2023) highlighted the importance of metacognitive strategies in strengthening vocabulary retention and learner autonomy. Nguyen & Habók (2023) concluded that integrating digital technology into vocabulary instruction can increase students' motivation and improve vocabulary development through meaningful and interactive learning experiences. Similarly, Ha (2024) found that technology-enhanced vocabulary learning environments significantly improve learners' vocabulary retention, engagement, and learning motivation.

Although previous studies have provided valuable insights into vocabulary learning, most have focused primarily on students' learning difficulties or on the effectiveness of particular learning strategies. Relatively few studies have examined students' vocabulary difficulties together with the learning strategies they employ, the learning media they use, classroom activities that support vocabulary learning, and teachers' perspectives within a single study. Most existing studies also concentrate on senior high school or university students, leaving younger EFL learners underrepresented in the literature (Ha, 2024; Teng, 2023). Consequently, a comprehensive understanding of how these factors interact in supporting vocabulary learning among junior high school students remains limited, particularly in Indonesian EFL classrooms. This gap indicates the need for qualitative investigations that simultaneously explore students' vocabulary learning challenges and the strategies they adopt within authentic classroom contexts.

Previous studies have consistently demonstrated that vocabulary learning strategies – including memorization, repetition, contextual learning, dictionary use, and technology-assisted learning – play an important role in supporting vocabulary acquisition among EFL learners (Nation, 2022; Oxford, 2020). Recent research has also highlighted that learners increasingly combine traditional learning strategies with digital resources such as mobile applications, educational games, online dictionaries, and multimedia content to improve vocabulary retention and language use (Ha, 2024; Nguyen & Habók, 2023). Nevertheless, existing studies have largely investigated vocabulary learning strategies and vocabulary learning difficulties as separate issues. There remains limited qualitative evidence explaining how junior high school students simultaneously experience vocabulary learning difficulties and employ specific strategies to overcome those challenges from their own perspectives. Therefore, this study addresses this research gap by providing an in-depth investigation of both the vocabulary learning difficulties encountered by junior high school students and the learning strategies they employ to cope with those difficulties. The study is expected to offer practical pedagogical insights for improving vocabulary instruction in Indonesian EFL classrooms.

At SMP Negeri 14 Sigi, vocabulary learning continues to be an important aspect of English instruction for Grade VIII students. Nevertheless, many students experience difficulties in remembering newly learned vocabulary, understanding contextual meanings, pronouncing English words accurately, applying vocabulary appropriately in sentences, and communicating confidently during classroom activities. These challenges are consistent with findings reported in previous EFL studies. To overcome these difficulties, students employ various learning strategies, including memorization, translation, repetition, peer discussion, digital applications, English songs, videos, and educational games. Such strategies reflect the growing integration of learner autonomy and technology-supported learning in vocabulary

instruction. Understanding both the difficulties encountered by students and the strategies they employ is important for designing more effective vocabulary instruction that encourages meaningful learning, learner engagement, and active classroom participation.

Therefore, this study aims to investigate the difficulties experienced by Grade VIII students at SMP Negeri 14 Sigi in learning English vocabulary and to identify the learning strategies they use to overcome those difficulties. The findings of this study are expected to contribute to English language teaching by providing practical information for teachers, students, and future researchers regarding the implementation of interactive, contextual, learner-centered, and technology-supported vocabulary instruction that can improve students' vocabulary mastery, learning motivation, and classroom engagement.

METHOD

Research Design

This study employed a descriptive qualitative research design to explore and describe the difficulties experienced by Grade VIII students of SMP Negeri 14 Sigi in learning English vocabulary and the learning strategies they used to overcome those difficulties. A qualitative approach was chosen because it enables the researcher to obtain an in-depth understanding of students' experiences, perceptions, and learning behaviors in their natural classroom context. According to Creswell (2012), qualitative research aims to understand how individuals interpret and make meaning of a particular phenomenon. Similarly, Merriam & Tisdell (2016) explain that qualitative research is appropriate for investigating participants' perspectives, experiences, and behaviors within real-life settings. Therefore, this design was considered appropriate for investigating students' vocabulary learning difficulties and identifying practical learning strategies that support vocabulary development.

Respondents

The study was conducted at SMP Negeri 14 Sigi, located in Lindu District, Sigi Regency, Central Sulawesi, Indonesia, during the second semester of the 2025/2026 academic year. The participants consisted of 23 Grade VIII students who were selected using purposive sampling because they had experienced English vocabulary learning and were willing to participate in the research. Purposive sampling enables researchers to select participants who possess rich information relevant to the research objectives (Patton, 2015). In addition, one English teacher participated in the interview to provide complementary information regarding students' vocabulary learning difficulties and classroom practices. To obtain more detailed information, five students representing different learning experiences and levels of vocabulary mastery were selected for semi-structured interviews.

Instruments

Two research instruments were employed to collect the data: an open-ended questionnaire and semi-structured interviews. The open-ended questionnaire was administered to all 23 students to explore their perceptions of vocabulary learning, the difficulties they encountered in learning English vocabulary, and the learning strategies they commonly used. Open-ended questions enabled participants to provide detailed responses that reflected their own learning experiences and perspectives (Cohen et al., 2018).

Semi-structured interviews were conducted with five students and one English teacher to obtain deeper insights into students' vocabulary learning difficulties, the factors contributing to those difficulties, and the strategies implemented to overcome them. Semi-structured interviews allow researchers to explore participants' experiences while maintaining flexibility to probe emerging issues (Kallio et al., 2016). The interviews were conducted face-to-face at the school and audio-recorded with the participants' consent. The recordings were subsequently transcribed to ensure the accuracy and completeness of the qualitative data (Braun & Clarke, 2022).

Procedures

The data collection process consisted of four stages. First, the preparation stage involved obtaining permission from the school principal and the English teacher, preparing the research instruments, determining the research participants, and arranging the schedule for data collection. Second, during the identification stage, the researcher distributed the open-ended questionnaires to all participants and conducted semi-structured interviews with the selected students and the English teacher to identify students' vocabulary learning difficulties and the strategies they used. Third, the validation stage was conducted by comparing the information obtained from the questionnaires and interviews through data triangulation. Triangulation is widely recommended in qualitative research because it increases the credibility and trustworthiness of research findings by comparing multiple data sources (J. Creswell & Poth, 2018; Lincoln & Guba, 1985). The interview recordings were transcribed and carefully reviewed to ensure the credibility and consistency of the collected data. Finally, documentation was used to support the research findings. The documentation consisted of completed questionnaires, interview transcripts, and other relevant research records that strengthened the data analysis.

Data Analysis

The data were analyzed using the interactive model developed by Miles et al. (2014), which involves four interconnected stages: data collection, data condensation (reduction), data display, and conclusion drawing and verification. These stages were conducted continuously throughout the research process to ensure a systematic interpretation of the data.

The first stage, data collection, involved gathering information from open-ended questionnaires and semi-structured interviews with the participants. All interview recordings were transcribed verbatim, while the questionnaire responses were compiled and organized into textual data. The researcher then read the transcripts and responses repeatedly to become familiar with the data and obtain a comprehensive understanding of the participants' experiences.

The second stage, data reduction (or data condensation), involved selecting, simplifying, coding, and categorizing the data according to the research objectives. Irrelevant information was excluded, while meaningful statements related to vocabulary learning difficulties and learning strategies were identified and grouped into emerging themes. Similar responses were merged into broader categories to facilitate interpretation.

The third stage, data display, consisted of organizing the reduced data into descriptive narratives, thematic matrices, and tables. Presenting the data in this manner enabled the researcher to identify recurring patterns, compare participants' responses, and examine the relationships between vocabulary learning difficulties and the strategies used to overcome them.

The final stage, conclusion drawing and verification, involved interpreting the identified themes and drawing conclusions based on the patterns emerging from the data. The conclusions were continuously verified by comparing information obtained from questionnaires and interviews, reviewing the coded data repeatedly, and ensuring consistency across different sources. This iterative process enhanced the credibility, dependability, and confirmability of the findings (Braun & Clarke, 2022), ensuring that the conclusions accurately reflected the participants' experiences and addressed the research objectives.

FINDINGS AND DISCUSSIONS

Students' Difficulties in Learning English Vocabulary (RQ 1)

The first research question aimed to identify the difficulties experienced by Grade VIII students of SMP Negeri 14 Sigi in learning English vocabulary. To answer this question, the

researcher distributed an open-ended questionnaire to all 23 students. The questionnaire allowed students to describe the difficulties they encountered during vocabulary learning based on their own experiences. After analyzing and categorizing the responses, six main types of difficulties were identified. These findings are presented in Table 1.

Table 1. Students' Main Difficulties in Learning English Vocabulary

Types of Difficulties	Description
Difficulty remembering vocabulary	Students easily forget previously learned vocabulary
Difficulty understanding meaning	Students struggle to understand word meanings contextually
Difficulty pronunciation	Students fear incorrect pronunciation
Difficulty using vocabulary in sentences	Students struggle to apply vocabulary appropriately
Limited vocabulary mastery	Students only know simple vocabulary
Lack of confidence	Students feel nervous and afraid of making mistakes

As presented in Table 1, Grade VIII students experienced six major difficulties in learning English vocabulary, including remembering previously learned vocabulary, understanding word meanings in context, pronouncing English words correctly, using vocabulary appropriately in sentences, limited vocabulary mastery, and lack of confidence when communicating in English. Among these difficulties, vocabulary retention emerged as one of the most frequently reported problems, as many students stated that they easily forgot newly learned words after classroom instruction. In addition, students experienced difficulty understanding contextual meanings and applying vocabulary accurately in both spoken and written communication. Psychological factors also influenced vocabulary learning, as many students expressed fear of making pronunciation mistakes and lacked confidence when using English during classroom activities. These findings suggest that students' vocabulary learning difficulties involve not only linguistic aspects but also cognitive and affective factors, which collectively influence their English language learning process.

Students' Interview findings

The interview findings supported the results obtained from the open-ended questionnaire. All five participants reported experiencing similar difficulties in learning English vocabulary. The most frequently mentioned problem was difficulty remembering newly learned vocabulary. Most students explained that they often forgot English words because they rarely reviewed or practiced them after classroom instruction. Several participants also admitted that their limited vocabulary knowledge made it difficult to understand texts, participate in classroom activities, and communicate confidently in English.

Another common difficulty concerned understanding the meanings of English words. Students explained that they often knew individual words but had difficulty interpreting their meanings in different contexts. They also stated that differences between English and their first language made vocabulary learning more challenging.

Pronunciation was another obstacle identified during the interviews. Most participants expressed fear of pronouncing English words incorrectly because English spelling and pronunciation are often different. This fear reduced their confidence, particularly when they were asked to read texts aloud, give presentations, or perform dialogues in front of the class.

Students also reported difficulties using vocabulary appropriately in sentences. Several participants explained that they understood individual words but were unsure how to combine them into meaningful sentences. As a result, they relied mainly on simple vocabulary and avoided using unfamiliar words during classroom communication.

Limited vocabulary mastery emerged as another significant issue. Most students admitted that they possessed only basic vocabulary related to everyday expressions, such as introducing themselves or asking simple questions. Consequently, they experienced difficulties when completing classroom tasks that required more varied vocabulary.

In addition to linguistic difficulties, psychological factors also influenced students' vocabulary learning. Feelings of nervousness, fear of making mistakes, and lack of confidence

were commonly reported, especially when students were required to speak English in front of their classmates. These findings indicate that students' vocabulary learning difficulties are influenced not only by limited linguistic knowledge but also by affective factors that affect their willingness to use English.

The interview findings supported the questionnaire results. Most participants reported that they often forgot newly learned vocabulary because they rarely reviewed or practiced it after class. One participant stated:

"I often forget the vocabulary that I have learned because I rarely practice it again after class." (Student 2)

Another participant explained:

"I am afraid of pronouncing English words because I do not know the correct pronunciation." (Student 4)

A different participant added:

"I understand some words, but I find it difficult to use them in sentences." (Student 5)

Teacher Interview Findings

The interview with the English teacher confirmed the findings obtained from the questionnaire and student interviews. The teacher explained that Grade VIII students experienced several difficulties in learning English vocabulary, particularly in remembering newly learned words, understanding word meanings, pronouncing English words correctly, and using vocabulary appropriately in sentences. According to the teacher, these difficulties became evident during classroom activities such as reading texts, answering questions, completing assignments, and speaking practice. Students often demonstrated limited vocabulary knowledge and lacked confidence when communicating in English.

The teacher further explained that several factors contributed to these difficulties, including students' limited habit of reviewing vocabulary at home, minimal exposure to English outside the classroom, low learning motivation, and limited learning media. To overcome these challenges, the teacher regularly employed various instructional strategies, such as repetition, sentence-making exercises, translation activities, reading simple texts, vocabulary games, and the use of pictures to facilitate students' understanding. The teacher also emphasized the importance of providing additional guidance, encouraging students to ask questions, and creating a supportive learning environment to increase students' confidence.

One statement from the teacher illustrates this finding:

"The most common difficulty is that students find it hard to memorize and remember new vocabulary. They often forget the words after the lesson, and many of them also struggle with pronunciation, understanding meanings in context, and using vocabulary correctly in sentences." (English Teacher)

The teacher also highlighted the importance of improving vocabulary instruction by stating:

"Students need to review vocabulary regularly and practice using English more often. Teachers should also apply more creative teaching strategies and use interesting learning media to make vocabulary learning more meaningful." (English Teacher)

Proposed Solutions to Overcome Vocabulary Learning Difficulties (RQ 2)

To answer the second research question, the researcher analyzed data obtained from the open-ended questionnaire, semi-structured interviews with five students, and an interview with the English teacher. The analysis revealed several learning strategies and instructional practices that were considered effective in helping students overcome their vocabulary learning difficulties. These solutions were identified based on the experiences shared by students and the teacher's professional perspectives. The proposed solutions are presented in Table 2.

Table 2. Proposed Solutions to Students' Vocabulary Learning Difficulties

Proposed Solutions	Examples
Memory strategies	Writing vocabulary repeatedly, memorization

Translation strategies	Google Translate, dictionaries
Digital learning	Videos, songs, AI applications
Collaborative learning	Peer discussion, dialogue practice
Teacher-guided learning	Contextual explanation, repetition, visual aids
Interactive learning	Games, presentations, speech reading

As presented in Table 2, several solutions were identified to help students overcome their vocabulary learning difficulties. The findings indicate that students primarily relied on memory strategies, such as writing new vocabulary repeatedly, memorizing words, and reviewing them regularly to improve vocabulary retention. Translation strategies, particularly the use of Google Translate and dictionaries, also played an important role in helping students understand unfamiliar words and their meanings.

In addition, students frequently utilized digital learning resources, including English songs, YouTube videos, AI-based learning applications, and educational games. These resources provided opportunities to learn vocabulary independently, improve pronunciation, and understand vocabulary in more meaningful contexts. Collaborative learning activities, such as peer discussions and dialogue practice, were also considered beneficial because they enabled students to exchange ideas, receive feedback, and practice using newly learned vocabulary in authentic communication.

Furthermore, the findings highlight the important role of teacher-guided instruction in supporting vocabulary learning. Students reported that teacher explanations, repeated practice, contextual examples, and the use of visual aids helped them understand vocabulary more effectively. Interactive classroom activities, including educational games, presentations, and reading English speeches, were also perceived as motivating and enjoyable learning experiences that encouraged active participation. Overall, these findings suggest that combining memory strategies, digital learning resources, collaborative learning, teacher guidance, and interactive classroom activities can effectively support students in overcoming vocabulary learning difficulties.

Students' Interview Findings

The interview findings supported the questionnaire results and provided deeper insights into the solutions adopted by students to overcome their vocabulary learning difficulties. Although each student employed different approaches, several common learning strategies emerged from the interviews.

Most students reported that memorizing and repeating vocabulary several times helped them remember new words more effectively. They believed that continuous repetition strengthened vocabulary retention and increased their confidence when using English.

One student explained:

"I usually read the words repeatedly and look for their meanings because it helps me understand the vocabulary better." (Student 1)

Similarly, another student stated:

"The most helpful way for me is memorizing the words because I can remember them better when I repeat them many times." (Student 2)

In addition to memorization, students frequently used translation tools and digital learning media to facilitate independent learning outside the classroom. Google Translate, AI-based learning applications, English songs, YouTube videos, and online games were commonly mentioned as useful resources for learning new vocabulary and improving pronunciation. One participant commented:

"When I have difficulty understanding vocabulary, I use applications, songs, and videos on my phone because they make learning easier and more enjoyable." (Student 3)

The interviews also revealed that collaborative learning activities were considered beneficial. Students explained that discussing vocabulary with classmates and practicing dialogues together enabled them to exchange ideas, receive feedback, and use newly learned vocabulary in meaningful communication. As one student stated:

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"Discussing with my friends helps me because they can explain the meaning when I do not understand the words." (Student 2)

Likewise, another participant emphasized the importance of dialogue practice:

"Practicing dialogues with friends helps me learn new vocabulary and use it directly in sentences." (Student 4)

Another important finding was that students still depended greatly on teacher guidance. Although they often learned independently through digital media, they believed that teachers could provide clearer explanations of word meanings, pronunciation, and vocabulary usage. One student explained:

"I prefer learning with the teacher because the explanations are clearer, especially when the teacher explains the meaning and pronunciation of new words." (Student 3)

Furthermore, students suggested that more interactive classroom activities would increase their motivation to learn vocabulary. Educational games, role-playing, dialogue practice, and speech reading were frequently recommended because these activities created a more enjoyable learning atmosphere and encouraged active participation. As expressed by one participant:

"Learning through games is more enjoyable because it makes the class less stressful and more interesting." (Student 1)

Overall, the interview findings indicate that students preferred a combination of memory strategies, digital learning resources, collaborative learning, teacher guidance, and interactive classroom activities to overcome vocabulary learning difficulties. These findings reinforce the questionnaire results and demonstrate that effective vocabulary instruction should integrate various learning strategies that actively engage students both inside and outside the classroom.

Teacher Interview Findings

The interview with the English teacher provided additional support for the findings obtained from the questionnaire and student interviews. The teacher explained that students demonstrated different levels of vocabulary mastery, with some learning more quickly than others. According to the teacher, the most common difficulties experienced by Grade VIII students were remembering newly learned vocabulary, understanding word meanings in context, pronouncing English words correctly, and using vocabulary appropriately in sentences. The teacher also observed that many students lacked confidence when speaking English because of their limited vocabulary knowledge. As the teacher stated:

"The most common difficulties are that students find it difficult to memorize and remember new vocabulary. They quickly forget the words after the lesson. In addition, they struggle with pronunciation, understanding word meanings in context, and using vocabulary correctly in sentences." (English Teacher)

The teacher further explained that these difficulties were mainly caused by students' limited exposure to English outside the classroom, their lack of regular vocabulary practice at home, low learning motivation, and limited learning resources. To address these challenges, the teacher employed various instructional strategies, including repetition, contextual sentence practice, translation activities, simple reading exercises, educational games, and visual aids such as pictures. Among these strategies, contextual learning supported by visual media was considered the most effective because it enabled students to understand and apply vocabulary more meaningfully. The teacher also emphasized the importance of providing continuous guidance, motivation, and opportunities for students to practice English regularly. These findings reinforce the students' responses and suggest that effective vocabulary learning requires a combination of teacher support, interactive learning activities, repeated practice, and independent learning beyond the classroom.

Discussion

The findings indicate that Grade VIII students at SMP Negeri 14 Sigi experienced several major difficulties in learning English vocabulary, including remembering vocabulary,

understanding word meanings, pronunciation, using vocabulary in sentences, limited vocabulary mastery, and lack of confidence. These findings suggest that vocabulary learning involves not only linguistic knowledge but also cognitive and affective factors. Students' limited vocabulary made them hesitant to participate in classroom activities, especially speaking tasks, because they were afraid of making mistakes.

The results are consistent with previous studies. Sulisty (2021) reported that Indonesian EFL students commonly experience difficulties in vocabulary retention, pronunciation, and contextual understanding. Similarly, Marselina et al. (2024) found that limited vocabulary knowledge prevents students from communicating effectively in English. The interview findings in this study also confirmed that many students quickly forgot newly learned words and struggled to use vocabulary appropriately in real communication.

Regarding the second research question, students employed various strategies to overcome their vocabulary learning difficulties. The most common strategies included memorizing and repeating vocabulary, using translation applications such as Google Translate, reading English books, listening to English songs, watching videos, discussing with classmates, and practicing dialogues. These strategies helped students expand their vocabulary and improved their confidence in learning English. However, most students still depended on teacher guidance, indicating that their autonomous learning skills require further development.

These findings support Chou (2022), who emphasized that vocabulary is learned more effectively through meaningful contexts than through memorization alone. Likewise, Nguyen & Habók (2023) argued that digital learning media can improve vocabulary acquisition when integrated with appropriate learning activities. The English teacher also highlighted the importance of using visual media, contextual exercises, repetition, and interactive classroom activities to enhance students' vocabulary mastery. Therefore, combining teacher support, collaborative learning, and technology-assisted instruction can provide a more effective approach to vocabulary learning.

Overall, the findings suggest that improving students' vocabulary mastery requires diverse instructional strategies that integrate repetition, contextual learning, collaborative activities, and digital media. Such an approach can help students overcome vocabulary learning difficulties while increasing their confidence, motivation, and active participation in English learning.

CONCLUSIONS

This study concludes that Grade VIII students at SMP Negeri 14 Sigi experienced various difficulties in learning English vocabulary, including remembering new words, understanding word meanings, pronunciation, sentence construction, limited vocabulary knowledge, and low self-confidence. These findings demonstrate that vocabulary learning is influenced by linguistic, cognitive, and affective factors that interact throughout the learning process. To overcome these challenges, students employed diverse strategies such as memorization, repetition, translation applications, reading English books, listening to English songs, watching videos, practicing dialogues, and participating in classroom discussions. The study contributes to English language teaching by providing practical evidence that effective vocabulary instruction should extend beyond rote memorization and incorporate contextual, interactive, and technology-supported learning experiences. The findings highlight the importance of creating learner-centered classrooms where students actively engage with vocabulary through meaningful communication and authentic learning resources. Furthermore, the study offers valuable insights for English teachers in designing instructional practices that strengthen students' vocabulary mastery, confidence, and motivation. Future research is recommended to involve larger participant groups and different educational contexts to further validate and extend these findings.

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