

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This study employs a qualitative research methodology to gain a deeper understanding of students' difficulties in mastering English vocabulary. A qualitative approach is considered appropriate because the study focuses on exploring students' experiences and challenges in learning vocabulary within the natural classroom setting rather than relying on numerical data. The research is designed as a descriptive qualitative study, aiming to identify and describe the types of vocabulary difficulties experienced by eleventh-grade students at MAN 1 Bengkulu City.

In this study, the researcher acts as the main instrument in collecting and interpreting data. Data are gathered through classroom observations, interviews, and documentation to obtain comprehensive information regarding students' vocabulary learning difficulties. Similarly, Susanto (2021) conducted a descriptive qualitative study focusing on students' difficulties and factors affecting vocabulary learning. The study used questionnaires and interviews to identify the types and causes of vocabulary difficulties experienced by students.

Another study conducted by Huyen N. T. T. and Nga K. T. T. (2003) investigated the effectiveness of vocabulary

games in vocabulary learning through action research. The data were collected through classroom implementation, interviews, lesson plan reviews, surveys, and triangulation. The findings revealed that games positively contributed to vocabulary learning by creating a more enjoyable classroom atmosphere, increasing students' motivation, and providing meaningful learning contexts. However, the study also found several challenges faced by both teachers and students during the implementation process. (Malang & Info, 2021)

## **B. Location and Time of Research**

### **1. Research Location**

This research was conducted at MAN 1 Kota Bengkulu, involving Eleventh-grade students enrolled in the English learning program.

### **2. Time of Research**

This research was conducted during the odd-numbered semester, specifically starting in July 2026/2027 academic year.

## **C. Data Source**

The sources of data in this study consist of primary data and secondary data, which are used to obtain a comprehensive understanding of students' difficulties in mastering vocabulary among grade 11 students at MAN 1 Bengkulu City. The use of multiple data sources is intended

to enrich the data and increase the credibility of the research findings.

## 1. Type of Data

### a. Primary data

Primary data in this research are obtained directly from the original sources. This data includes:

#### 1) Interview

In-depth interviews with teachers regarding their experience in English teachers who are proficient in vocabulary and are certified. This interview was conducted with 6 11th-grade students and 2 teachers.

#### 2) Observation

Direct observation of the learning process in the classroom, including the interaction between students and teachers, when the teacher teach vocabulary in the classroom.

#### 3) Documentation

Collection of documents or learning materials used when teacher teaching.

### b. Secondary data

Complement primary data. These data are obtained from various documents and written sources related to the research context. Secondary

data includes lesson plans, syllabi, teaching materials, students' worksheets, assessment records, and other relevant school documents reflecting the vocabulary learning process. Additionally, secondary data include books, academic journals, and previous research findings relevant to vocabulary mastery and students' learning difficulties. These sources help researchers understand the theoretical background of their studies and compare their findings with existing literature.

## 2. Data source

### a. Research Participants

The research participants in this study consist of six eleventh-grade students of MAN 1 Bengkulu City. These students are selected as participants because they are directly involved in the English learning process and are expected to provide information regarding their difficulties in mastering English vocabulary. Their classroom activities, responses, and learning experiences are observed and explored through observations, and interviews.

### b. Research Informants

The informants in this study consist of two English teachers of grade 11 at MAN 1 Bengkulu City. The teachers are selected because they have direct experience in teaching English vocabulary and are familiar with students' vocabulary learning difficulties. Through semi-structured interviews, the teachers provide information regarding students' vocabulary learning challenges, factors contributing to those difficulties, and the strategies used to support vocabulary learning in the classroom.

### 3. Characteristic of Subjects and Informants

#### a. Students

| NO | Male | Female | Class |
|----|------|--------|-------|
| 1  | 1    | 2      | 11.3  |
| 2  | 1    | 2      | 11.4  |

Sources : Man 1 Bengkulu 2026

The students selected were from classes 11.3 and 11.4 because those classes have a language track, making them suitable for this study.

#### b. Teachers

| NO | Name | Teachers | Class |
|----|------|----------|-------|
| 1  | EDP  | 11.3     | 11    |
| 2  | Y    | 11.4     | 11    |

Sources : Man 1 Bengkulu 2026

The teachers selected are English teachers who have been teaching English for more than 5 years and have a strong command of the vocabulary they teach their students.

#### **D. Data Collection Technique**

Data were collected through classroom observation, interviews, and documentation. Observations were conducted to identify students' difficulties in mastering English vocabulary during classroom learning activities, particularly in understanding word meanings, pronunciation, spelling, using vocabulary in context, and remembering vocabulary. Interviews were conducted with six eleventh-grade students and two English teachers at MAN 1 Bengkulu City to explore their experiences, and views regarding vocabulary learning difficulties and the factors contributing to those difficulties. In addition, documentation, such as lesson plans, teaching materials, students' assignments, vocabulary exercises, classroom photographs, and field notes, was collected and analyzed to support and triangulate the research findings.

A descriptive qualitative design was employed to explore the difficulties experienced by eleventh-grade students in mastering English vocabulary at MAN 1 Bengkulu City. The collected data were analyzed using the interactive model proposed by "Miles, Huberman, and Saldaña", which consists of data reduction, data display, and conclusion drawing and

verification. Through these stages, the data were systematically organized, interpreted, and analyzed to answer the research questions and identify the types of vocabulary difficulties as well as the factors contributing to those difficulties. The use of multiple data collection techniques was intended to enhance the credibility and trustworthiness of the research findings through data triangulation.

1. Case Determination

Case determination was carried out by establishing the research focus on the difficulties experienced by eleventh-grade students in mastering English vocabulary at MAN 1 Bengkulu City. The case examined was limited to students' vocabulary learning experiences during English classroom activities, particularly difficulties related to understanding word meanings, pronunciation, spelling, using vocabulary in context, and remembering vocabulary. This delimitation was intended to ensure that the research maintained a clear and in-depth focus, allowing the phenomenon under investigation to be analyzed comprehensively

2. Determining the Set of Analysis Difficulties in Mastering Vocabulary

a. Specific Questions

This study was designed based on specific research questions to guide the data collection and analysis process. These questions focused on:

- 1) What are the types of difficulties faced by the eleventh-grade students of MAN 1 Bengkulu City in mastering English vocabulary?
- 2) What factors contribute to students' difficulties in mastering English vocabulary?

b. Aspects Investigated

This study investigates students' difficulties in mastering English vocabulary through five main aspects:

- 1) Understanding                      Word                      Meaning

This aspect examines students' ability to understand the meaning of vocabulary, particularly when words have multiple meanings or occur in different contexts.

- 2) Pronunciation

This aspect focuses on students' ability to pronounce English words accurately, including difficulties caused by differences between English spelling and pronunciation.

- 3) Spelling

This aspect examines students' ability to write

vocabulary correctly, particularly when spelling patterns differ from how words are pronounced.

4) Using Vocabulary in Context

This aspect concerns students' ability to use vocabulary appropriately in sentences and meaningful communication, including their understanding of common word combinations.

5) Remembering Vocabulary

This aspect examines students' ability to retain and recall previously learned vocabulary, including its meaning, pronunciation, and spelling.

In addition, this study investigates several factors that may contribute to students' vocabulary learning difficulties:

1) Students' Motivation and Interest

This refers to students' willingness, confidence, and enthusiasm to learn and practice English vocabulary.

2) Exposure to English

This examines the extent to which students encounter and use English inside and outside the classroom.

### 3) Teaching Methods

This concerns the approaches and activities used by teachers to introduce, practice, and reinforce vocabulary.

### 4) Classroom Participation and Engagement

This refers to students' involvement and active participation during vocabulary learning activities.

### 5) Learning Resources and Environment

This examines the availability and use of learning media, facilities, and the classroom environment that support vocabulary learning.

#### c. What Method are used?

To obtain comprehensive data, the researcher employed several data collection techniques, including:

##### - Classroom observation

to observe students' behaviors, responses, and participation during vocabulary learning activities.

##### - Interviews

with six eleventh grade students and two English teachers to obtain in-depth information regarding students' vocabulary learning difficulties and the factors contributing to those difficulties.

- Documentation

including lesson plans, teaching materials, students' assignments, vocabulary exercises, classroom photographs, and field notes, as supporting data.

The use of these various techniques was intended to enhance the validity and credibility of the data through triangulation.

3. Qualitative Conceptualization

This study employed a qualitative approach to gain an in-depth understanding of students' difficulties in mastering English vocabulary within their natural learning context at MAN 1 Bengkulu City.

a. Collecting the Data

Data were collected through classroom observation, which enabled the researcher to obtain direct information regarding students' vocabulary learning difficulties during classroom activities. This observation was employed to record students' responses, participation, and challenges related to understanding word meanings, pronunciation, spelling, using vocabulary in context, and remembering vocabulary. In addition, interviews were conducted with six eleventh-grade students and

two English teachers to explore their experiences, perceptions, and views regarding vocabulary learning difficulties and the factors contributing to those difficulties. Documentation was utilized to complement and strengthen the research findings through the collection of relevant materials, such as lesson plans, teaching materials, students' assignments, vocabulary exercises, classroom photographs, and field notes.

b. Data Processing

The data obtained from observations, interviews, and documentation were subsequently organized, transcribed, and classified according to the research focus. This process involved coding and categorizing the data into themes related to the types of vocabulary difficulties and the factors contributing to those difficulties.

c. Data Interpretation and Analysis

The data analysis in this study employed the interactive analysis model proposed by Miles, Huberman, and Saldaña, which consists of three main stages:

- 1) Data Reduction
- 2) Data Display
- 3) Conclusion Drawing and Verification

Through these stages, the data were analyzed systematically to answer the research questions and to identify the types of vocabulary difficulties experienced by eleventh-grade students, as well as the factors contributing to those difficulties. The findings obtained from observations, interviews, and documentation were continuously compared and verified to ensure the credibility and trustworthiness of the research results.

1. Analytical Generalization in the Form of Theorizing on Cases/Symptoms.

This study aimed to achieve analytical generalization by interpreting the findings through relevant theories and concepts related to vocabulary mastery and students' difficulties in learning English vocabulary. The findings were analyzed to provide a deeper understanding of the types of vocabulary difficulties experienced by eleventh-grade students and the factors contributing to those difficulties.

a. Data collection is conducted using the following techniques:

1) Observation

The researcher conducted classroom observations during English learning activities in grade 11 at MAN 1 Bengkulu City. The

observation aimed to identify students' difficulties in mastering English vocabulary and to document their responses, participation, and behaviors during vocabulary learning activities. Particular attention was given to difficulties related to word meaning, pronunciation, spelling, vocabulary retention, and word usage.

## 2) Interviews

Semi-structured interviews were conducted with six eleventh-grade students and two English teachers. These interviews aimed to explore students' experiences, perceptions, and challenges in learning English vocabulary, as well as teachers' views regarding the factors contributing to students' vocabulary difficulties. Field notes were used to record important information obtained during the interview process.

## 3) Documentation

The researcher collected relevant documents, such as lesson plans, teaching materials, students' worksheets, vocabulary exercises, students' assignments, classroom photographs, and field notes. These documents

were analyzed to provide supporting evidence regarding the vocabulary learning process and students' difficulties in mastering English vocabulary. The documentation data also served to strengthen and verify the findings obtained from observations and interviews through data triangulation.

b. Dimensions of Data Records.

1) Fidelity

To ensure data fidelity, the researcher used audio recordings during the interview sessions to accurately capture participants' responses and experiences regarding vocabulary learning difficulties. Observation findings were documented through observation sheets and field notes. These records were used to support the accuracy, completeness, and credibility of the collected data throughout the research process.

2) Structure

Observations and interviews were conducted in a systematic and structured manner. Classroom observations were carried out using a predetermined observation guide that focused on aspects related to students'

difficulties in mastering English vocabulary, including word meaning, pronunciation, spelling, vocabulary retention, word usage, classroom participation, and learning activities. Likewise, semi-structured interviews were conducted based on an interview guide developed from the research questions to ensure that the data collected were relevant to the study objectives while still allowing participants to provide detailed responses based on their experiences.

#### **E. Research Instruments**

In qualitative research, the researcher plays a central role in collecting and interpreting data. In this study, the researcher acts as the primary research instrument. The researcher interacts directly with the participants and setting to obtain meaningful, in-depth data on students' difficulties mastering vocabulary in 11th grade at MAN 1 Bengkulu City.

##### **A. Classroom observation.**

Classroom observation in this study is conducted to identify the types of difficulties faced by eleventh-grade students of MAN 1 Bengkulu City in mastering English vocabulary and to explore the factors contributing to those difficulties during the teaching and learning process.

Observation is used to obtain direct information about students' behaviors, responses, and participation in vocabulary learning activities in a natural classroom setting. Through this process, the researcher can gain a better understanding of students' vocabulary learning difficulties based on real classroom situations.

To answer the first research question, the observation focuses on several aspects of vocabulary mastery, including students' understanding of word meanings, pronunciation, spelling, word usage, and vocabulary retention. Difficulties in word meaning can be identified when students struggle to understand or explain vocabulary. Pronunciation difficulties are observed when students hesitate or mispronounce words. Spelling difficulties may appear in students' written work, particularly when words are written based on pronunciation rather than correct spelling. The observation also examines students' ability to use vocabulary appropriately in sentences and their ability to remember previously learned words. In addition, students' confidence in using English vocabulary during classroom activities is also considered.

To answer the second research question, the observation focuses on factors contributing to students' vocabulary difficulties, such as students' motivation,

exposure to English, classroom participation, teaching methods, and learning environment. Students' interest and engagement in vocabulary learning are observed to understand their level of motivation. The researcher also examines how often students are exposed to English vocabulary and the teaching strategies used by the teacher during classroom activities. Furthermore, students' participation and the availability of supportive learning environments and materials are considered important factors influencing vocabulary learning. Through these observations, the researcher expects to obtain comprehensive information regarding students' vocabulary difficulties and the factors affecting their vocabulary mastery.

#### B. Interview

In this qualitative study, the interview is conducted as a follow-up instrument after preliminary observation in the classroom. The interview aims to obtain deeper and more detailed information regarding students' difficulties in mastering English vocabulary that cannot be fully captured through observation alone. The participants are selected purposively, focusing on grade 11 students who are considered able to provide rich and relevant information related to vocabulary learning difficulties.

Before conducting the interviews, the researcher prepares a semi-structured interview guide consisting of open-ended questions that are aligned with the research objectives. This type of interview allows flexibility, enabling the researcher to ask follow-up questions based on students' responses while still maintaining focus on the research topic. The interviews are conducted individually in a relaxed and supportive environment to ensure that students feel comfortable expressing their experiences, opinions, and challenges honestly without pressure.

During the interview sessions, the researcher uses an audio recorder to capture students' responses accurately and takes field notes to record important points, gestures, or expressions that may support data interpretation. Each interview lasts approximately 20–30 minutes, allowing sufficient time for students to explain their difficulties in learning vocabulary, including issues related to pronunciation, spelling, meaning, and vocabulary usage. After all interviews are completed, the recorded data are transcribed verbatim to maintain data accuracy and to facilitate systematic qualitative data analysis. This interview process is expected to produce rich and meaningful data that contribute to a deeper understanding of

vocabulary learning difficulties experienced by grade 11 students at MAN 1 Bengkulu City.

a. Interview Guidelines (Open-Ended and In-Depth Interview)

This study employs in-depth, open-ended interviews to explore students' difficulties in mastering English vocabulary. Open-ended questions are used to allow participants to freely express their experiences, opinions, and feelings without being limited by predetermined answer choices. This approach enables the researcher to obtain richer and more meaningful data related to vocabulary learning difficulties and their contributing factors.

1) Interview Guidelines for Students

The student interviews aim to explore their personal experiences in learning English vocabulary. The questions are designed to encourage students to describe their difficulties in detail, including the learning process, emotional responses, and perceived challenges.

a) Students' experiences and feelings when learning English vocabulary

- b) Difficulties encountered in understanding, remembering, pronouncing, and using vocabulary
  - c) Factors that influence vocabulary learning difficulties, such as motivation, interest, and exposure to English
  - d) Students' opinions about the teaching methods used in vocabulary learning
  - e) The most dominant difficulty faced by students and the reasons behind it
- 2) Interview Guidelines for the English Teacher

The teacher interviews are intended to gain deeper insight into students' vocabulary difficulties from an instructional perspective. The questions focus on classroom observations, teaching practices, and challenges in vocabulary instruction.

- a) Teacher's observations of students' vocabulary mastery and common difficulties
- b) Factors that contribute to students' vocabulary learning problems
- c) Teaching methods and strategies used to teach vocabulary

- d) Challenges faced in creating engaging and effective vocabulary lessons
- e) Teacher's perspective on the most dominant vocabulary difficulty among students

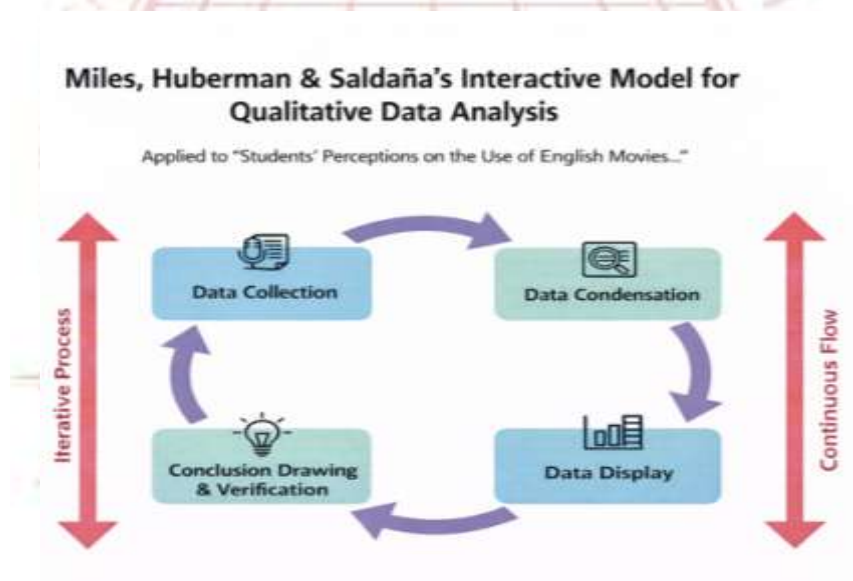
### C. Documentation

Documentation is used as a complementary technique to support the data obtained from classroom observations and interviews. In this study, the researcher collects several relevant documents, such as lesson plans, syllabi, teaching materials, students' worksheets, vocabulary exercises, quizzes, students' assignments, classroom photographs, and field notes related to vocabulary learning activities.

After the documents are collected, the researcher reviews and organizes the data based on their relevance to the study. Important information from students' written work and classroom documentation is selected to support the findings obtained through observations and interviews. Following the qualitative data analysis model proposed by Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, the collected data are organized systematically and used to strengthen the credibility and consistency of the research findings.

## F. Data Analysis Technique

This data analysis in this study is using the interactive model proposed by Miles and Huberman. This model is widely applied in qualitative research because it allows researchers to analyze data in a systematic yet flexible manner. According to Miles, Huberman and Saldana's , qualitative data analysis consists of three main activities, namely data reduction, data display, and conclusion drawing or verification, which are carried out continuously throughout the research process. (*Qualitative\_Data\_Analysis\_\_An\_expanded\_Sourc.Pdf*,n.d.)



Pictures 3. 1 Data Analysis Technique

### 1. Data Collection.

The process of data collection is closely integrated with data analysis, following the interactive model

proposed by Miles, Huberman, and Saldaña. Data collection is conducted continuously throughout the research process and does not stand as a separate or isolated stage. The researcher collects data through several techniques, including semi-structured interviews, classroom observations, and documentation, in order to gain a comprehensive understanding of students' difficulties in mastering English vocabulary at MAN 1 Bengkulu City. Each data source plays a specific role in capturing different aspects of the research phenomenon and contributes to the depth and richness of the collected data.

During the data collection process, the researcher actively engages in the field while simultaneously reflecting on the relevance and meaning of the data obtained. Interviews are used to gather detailed information about students' personal experiences, perceptions, and challenges in learning English vocabulary. Classroom observations allow the researcher to directly observe students' learning behaviors, participation, and responses to vocabulary instruction in a natural setting. In addition, documentation such as lesson plans, teaching materials, and students' written work is collected to support and strengthen the findings obtained from

interviews and observations. According to Miles, Huberman, and Saldaña, data collection in qualitative research is interactive and cyclical, meaning that the researcher may return to the field to collect additional data when new issues or patterns emerge during the analysis process.

Furthermore, the data collection stage is carried out carefully to ensure the credibility and trustworthiness of the data. The researcher records interview sessions using audio recording devices and takes detailed field notes during observations to capture important information and contextual details. All collected data are organized systematically to facilitate the next stages of analysis, including data reduction, data display, and conclusion drawing. By applying the data collection process based on the Miles, Huberman, and Saldaña model, this study ensures that the data gathered are meaningful, relevant, and suitable for producing valid and in-depth interpretations of students' vocabulary learning difficulties.

## 2. Data Reduction (Condensation).

Data reduction refers to the process of selecting, focusing, simplifying, and transforming the raw data obtained from the field. In this study, data reduction is

carried out by reviewing the data collected through observations, interviews, and documentation, and then identifying information that is relevant to the research focus. Data related to students' difficulties in mastering vocabulary such as difficulties in understanding word meaning, pronunciation, spelling, using vocabulary in context, and remembering vocabulary are selected and categorized. This process helps the researcher to manage the data efficiently and to focus on the most meaningful information.

According to Miles and Huberman (1994), data reduction is not a separate stage but an ongoing process that continues throughout the research. Therefore, the researcher continuously refines and organizes the data during the data collection and analysis stages. (Maharani & Safitri, 2023)

### 3. Data Display

Data display is the process of organizing and presenting the reduced data in a structured and understandable form. In this study, data are displayed mainly in the form of narrative descriptions, supported by tables when necessary. The purpose of data display is to help the researcher identify patterns, relationships, and recurring themes related to students' vocabulary learning difficulties.

Miles and Huberman (1994) state that a clear data display enables researchers to draw conclusions more easily and accurately. Through well-organized data presentation, the researcher is able to gain a clearer understanding of how vocabulary difficulties are experienced by grade 11 students at MAN 1 Bengkulu City. (As & Apoko, 2023)

#### 4. Conclusion Drawing and Verification

The final step of data analysis is conclusion drawing and verification. At this stage, the researcher interprets the displayed data and draws conclusions related to the research findings. These conclusions focus on identifying the types of vocabulary difficulties experienced by students and understanding how these difficulties affect their English learning process.

Conclusion drawing is conducted carefully and continuously, not only at the end of the study but throughout the research process. To ensure the credibility of the findings, the researcher verifies the conclusions by comparing data from different sources and techniques, such as observations, interviews, and documentation (Miles & Huberman, 1994). This verification process helps ensure that the conclusions are well-supported by the data.

In summary, the Miles and Huberman model provides a clear and systematic framework for analyzing qualitative data. By applying this model, the researcher is able to present a comprehensive and trustworthy analysis of students' difficulties in mastering vocabulary at MAN 1 Bengkulu City. (Inggris & Efektif, 2016).

#### **G. Triangulation**

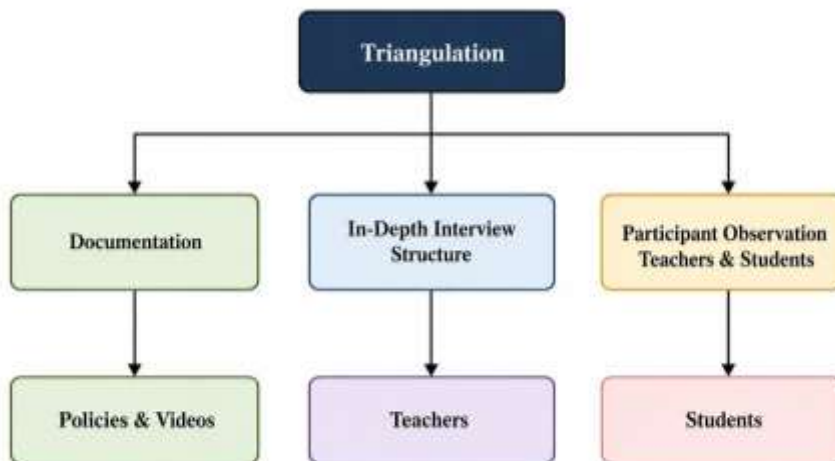
Triangulation is a technique used in qualitative research to enhance the validity and trustworthiness of research findings. It refers to the use of multiple data sources, methods, or perspectives to examine the same phenomenon and verify the consistency of the collected information. According to Nurfajriani and Ilhami (2024), triangulation is a multi-method approach employed in data collection and analysis, which allows researchers to investigate a phenomenon from different viewpoints. By using triangulation, researchers can achieve a more comprehensive understanding and a higher level of accuracy than relying on a single data collection method.

## 1. Data Credibility

To ensure the credibility of the findings, this research employed both source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from different participants, namely six eleventh-grade students and two English teachers at MAN 1 Bengkulu City. Meanwhile, technique triangulation was carried out by comparing data collected through classroom observations, interviews, and documentation.

The findings obtained from interviews were cross-checked with observation results and supporting documents, such as lesson plans, teaching materials, students' assignments, vocabulary exercises, classroom photographs, and field notes. This process was intended to ensure the consistency, credibility, and trustworthiness of the data related to students' difficulties in mastering English vocabulary and the factors contributing to those difficulties.

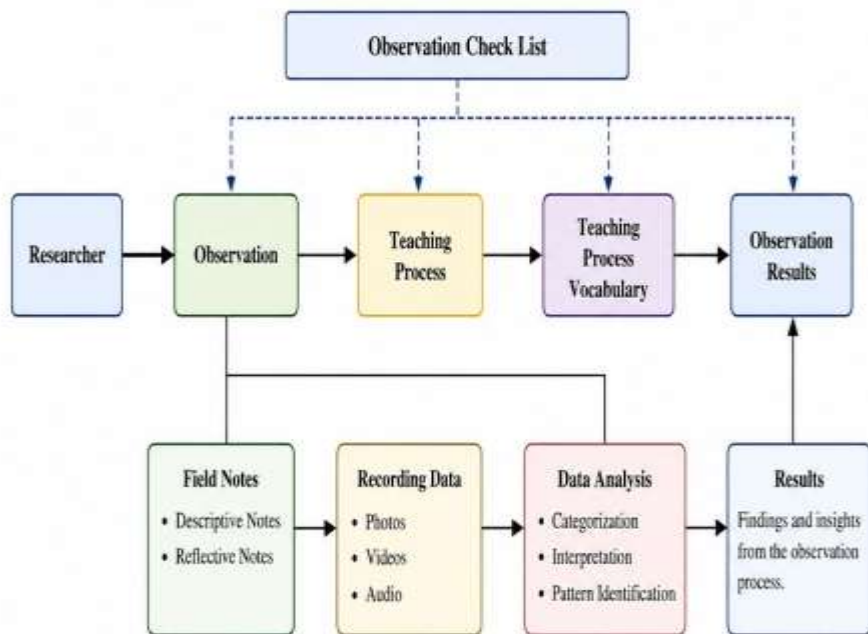
### Triangulation of This Research :



**Pictures 3. 2 Triangulation of This Research**

Observation: The findings from observations will also be cross-checked against existing documentation, such as activity reports or official records. If discrepancies arise between what is observed and what is recorded in the documents, the researcher will conduct further investigation to determine the cause of the inconsistency.

### Research Observation Diagram :



**Pictures 3. 3 Research Observation Diagram**

Interviews: Information obtained from interviews with key informants will be compared with direct observations in the field. For example, if an informant states that a program is running effectively, the researcher will observe the program's implementation to verify whether those observations support the informant's statement.

Documentation: In addition, the researcher will assess whether the information in the documentation supports or contradicts the interview data. For example, if a document indicates a policy change that

was not mentioned by the informant during the interview, this will become a focal point for further analysis.

Otherwise, the researcher also conducts member checking, in which the results of the interviews and observations are reconfirmed with the informants to ensure the accuracy of the information obtained.

### 2. Transferability

The researcher provides a detailed description of the research context, the characteristics of the subjects, and the processes carried out. With sufficient information, readers can assess whether the findings can be applied in other contexts.

### 3. Dependability

The data collection and analysis processes are systematically documented, so that other researchers can trace the steps of this study and assess its consistency.

### 4. Confirmability

All data, including interview transcripts, field notes, and collected documents, are stored and accessible for verification purposes. Researchers also strive to minimize personal bias in interpreting the data.

## **H. Stage of the Research**

This study was conducted through several interrelated stages that were systematically organized to ensure the research could proceed through the data collection and analysis process. These research stages are described as follows:

### **1. Preparation Stage.**

During the preparation stage, the researcher developed research instruments based on the aspects of vocabulary learning difficulties, including understanding word meanings, pronunciation, spelling, using vocabulary in context, and remembering vocabulary. The instruments also aimed to explore factors contributing to these difficulties, such as limited exposure to English, lack of motivation and interest, insufficient opportunities for practice, teaching methods, and the learning environment.

Observation guidelines, interview protocols, and documentation checklists were prepared to ensure that the collected data were relevant to the research objectives. Prior to conducting the study, the researcher coordinated with the English teachers at MAN 1 Bengkulu City to obtain permission, select six eleventh-grade students and two English teachers as participants, and arrange the schedule for classroom observations and interviews.

## 2. Implementation Stage.

The implementation stage involved the collection of data related to students' difficulties in mastering English vocabulary. During this stage, the researcher conducted classroom observations to identify students' difficulties in understanding word meanings, pronunciation, spelling, using vocabulary in context, and remembering vocabulary, as well as factors contributing to these difficulties, such as limited exposure to English, lack of motivation and interest, insufficient opportunities for practice, teaching methods, and the learning environment. Semi-structured interviews were subsequently carried out with six eleventh-grade students and two English teachers to obtain in-depth information regarding their experiences and perceptions of vocabulary learning difficulties. Relevant documents, including lesson plans, teaching materials, students' assignments, vocabulary exercises, classroom photographs, and field notes, were also collected to support and strengthen the research findings. The data obtained at this stage served as the primary basis for data analysis and interpretation.

## 3. Data Collection and Analysis Phase.

In this phase, the researcher collected data through classroom observations, semi-structured interviews with six eleventh-grade students and two English teachers, and

documentation in the form of lesson plans, teaching materials, students' assignments, vocabulary exercises, classroom photographs, and field notes. The collected data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, which consists of data reduction, data display, and conclusion drawing and verification. In the data reduction stage, the researcher selected, coded, and categorized information related to students' difficulties in understanding word meanings, pronunciation, spelling, using vocabulary in context, and remembering vocabulary, as well as factors contributing to these difficulties, such as limited exposure to English, lack of motivation and interest, insufficient opportunities for practice, teaching methods, and the learning environment. In the data display stage, the reduced data were organized into narrative descriptions, tables, and matrices to facilitate interpretation. Finally, in the conclusion drawing and verification stage, the researcher interpreted the findings, identified patterns and themes, and continuously verified the conclusions by comparing data obtained from observations, interviews, and documentation to ensure the credibility and trustworthiness of the research findings.

#### 4. Interpretation and Reporting Phase

The analyzed data were interpreted by relating them to relevant theories and concepts of vocabulary mastery

and students' difficulties in mastering English vocabulary. The findings obtained from classroom observations, semi-structured interviews with six eleventh-grade students and two English teachers, and supporting documentation were organized and presented in the form of tables, narrative descriptions, excerpts from interview transcripts, and documented evidence.

The findings focused on identifying the types of difficulties experienced by students in mastering English vocabulary, including difficulties in understanding word meanings, pronunciation, spelling, using vocabulary in context, and remembering vocabulary. In addition, the study explored factors contributing to these difficulties, such as limited exposure to English, lack of motivation and interest, insufficient opportunities for practice, teaching methods, and the learning environment. These findings are discussed comprehensively in Chapter IV by comparing the results with relevant theories and previous studies to provide a deeper understanding of students' vocabulary learning difficulties. Based on the findings and discussion, conclusions are drawn, and recommendations for improving vocabulary learning and teaching practices are presented in Chapter V.