

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions Types of Difficulties

Based on interview data, eleventh-grade students at MAN 1 Kota Bengkulu still experience difficulties mastering English vocabulary. The most frequent difficulty is remembering vocabulary (RV5). Although students generally can understand vocabulary when it is explained in class, they often forget those words in subsequent meetings, especially more complex items such as irregular verbs, adjectives, and words that change form through affixation.

Students also have pronunciation difficulties (PC2). The disparity between English spelling and pronunciation makes students hesitant to pronounce unfamiliar words. Limited exposure to correct pronunciation also affects their confidence, causing some students to feel anxious or afraid of making mistakes when speaking in front of the class. In spelling (SP3), students often write words according to how they sound rather than following standard English orthography. This is particularly evident with words that contain silent letters, double letters, similar spellings or pronunciations, and changes caused by prefixes or suffixes.

Another difficulty is understanding word meanings (UWM1). Students may grasp a word's basic meaning but become confused when the same word appears in different

contexts or has multiple meanings. They also tend to memorize meanings in isolation rather than using contextual clues to infer unfamiliar vocabulary. As a result, they may stop reading or ask for help when they encounter unknown words. Finally, in vocabulary use in context (UVC4), students tend to use simple, repetitive words because they are more familiar and feel safer using them. They also struggle with collocations and words with similar meanings, such as look, see, and watch. Overall, these findings indicate that students need more opportunities to review, practice, and use vocabulary in meaningful contexts rather than relying solely on memorization.

B. Conclusions Factors of Difficulties

Based on interview results, students' difficulties in mastering English vocabulary are influenced by several interrelated factors. First is the linguistic factor (LF1), particularly the difference between English spelling and pronunciation. Students also face challenges when dealing with complex texts, compound words, and word-form changes caused by prefixes and suffixes. These linguistic characteristics require students to exert greater effort to understand, process, and remember new vocabulary.

Another important factor is low motivation (LMI8). Some students have low self-confidence and fear making mistakes when using English, especially when speaking or writing in

front of classmates. Fear of being mocked makes them reluctant to use newly learned vocabulary. Their study habits also tend to be reactive, often studying only when there is an assignment or exam rather than practicing regularly. This limited practice, combined with the habit of memorizing vocabulary without understanding its contextual use, makes students more likely to forget words they have learned.

Pedagogical factors (PF5) also contribute to students' vocabulary difficulties. Vocabulary teaching is still largely conducted through conventional activities such as note-taking, word translation, and completing textbook exercises. Limited and inconsistent use of interactive or digital media gives students—especially those who respond better to visual learning—fewer opportunities to learn vocabulary through varied activities. In addition, limited instructional time reduces teachers' opportunities to review vocabulary and provide sufficient practice, so students have difficulty retaining new words long-term.

Sociocultural factors (SCF6) also affect students' vocabulary learning. The relatively packed curriculum at MAN 1 Kota Bengkulu, including religious subjects and memorization activities, limits the time available for students to study and review English vocabulary independently. Students also enter class with varying initial levels of English knowledge, so their vocabulary abilities vary. Although most

students have access to smartphones and the internet, these resources are often used more for entertainment and social media than for English learning. Family support also varies, with some students receiving study facilities but limited academic guidance at home.

C. Suggestion

Based on the findings of this study entitled Analysis of Students' Difficulties in Mastering Vocabulary in Grade 11 at MAN 1 Kota Bengkulu, the researcher provides several suggestions as a follow-up to the results of the study. These suggestions are addressed to students, English teachers, school and future researchers with the expectation of supporting the improvement of students' vocabulary mastery and enhancing the effectiveness of vocabulary learning in English classrooms.

1. For Students

Students are advised to change their vocabulary learning strategies by not only memorizing word meanings in isolation, but also studying them through sentence context. One way to do this is to create a vocabulary journal that contains new words, their pronunciation, meanings, and example usages in sentences so that the learning process becomes more focused and makes it easier for students to remember vocabulary.

The use of smartphones and internet access should be utilized as learning tools, not just for entertainment.

Students can use various language-learning apps, digital dictionaries with audio, or English-language media such as songs, videos, or films to increase exposure to vocabulary and English pronunciation outside of class time.

2. For Teacher

Teachers are advised to implement more contextual vocabulary instruction by reducing rote memorization and literal translation methods. The use of interactive learning media, such as pictures, videos, and flashcards, should also be increased so that students can more easily understand and remember vocabulary.

The application of spaced repetition strategies through review activities or short quizzes at the beginning or end of lessons can help strengthen students' memory of the vocabulary learned, making it easier to recall in the long term.

In addition, teachers need to create a comfortable and supportive learning atmosphere so that students feel more confident using English. Group pronunciation practice (choral drilling) and providing positive feedback when students make mistakes can help reduce anxiety and increase their willingness to use vocabulary during the learning process.

3. For School

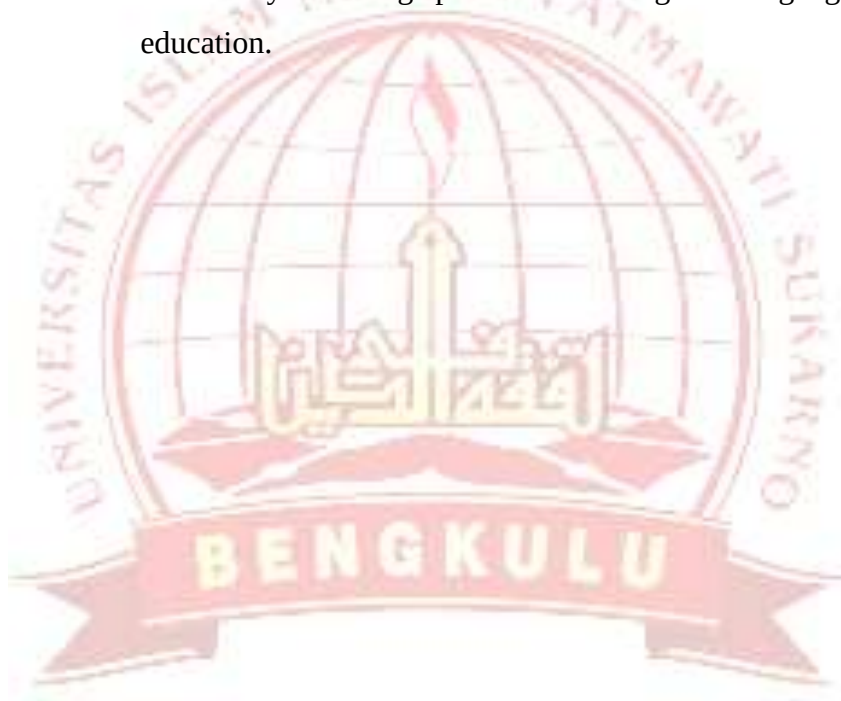
The school is advised to coordinate the assignment distribution and lesson schedules so students' study loads are more balanced. With better time management, students are expected to have sufficient opportunities to study and review English vocabulary independently outside class hours.

The school also needs to support the learning process by providing adequate technology-based learning facilities and media. Training for teachers on using more varied, interactive, and student-centered vocabulary teaching methods and media should also be conducted so that the learning process becomes more effective and engaging.

4. For Future Researchers

Future researchers are encouraged to conduct further research on students' vocabulary learning difficulties by involving a larger number of participants or different educational settings to obtain broader perspectives. Since this research focused on Grade 11 students at MAN 1 Kota Bengkulu using a qualitative approach, future researcher may explore similar issues at different educational levels or employ quantitative or mixed-method approaches to complement the present findings. Researchers may also investigate the effectiveness of various instructional media,

vocabulary learning strategies, or technology-assisted learning in improving students' vocabulary mastery, particularly in addressing difficulties related to remembering vocabulary and understanding word meanings. That kind research are expected to contribute to the development of more effective vocabulary teaching practices in English language education.



REFERENCES

- A Study on Students' Difficulties in Learning Vocabulary* A Study On Students' Difficulties In Learning Vocabulary Rohmatillah Institut Agama Islam Negeri (Iain) Raden Intan Lampung. (N.D.). 69–86.
- Ahmed, A., Mansoor, A., Saleh, O., Mohammed, M., Ahmed, R., Nasser, A., Awadh, M., Mohammed, H., Sheikh, E. Y., Ahmed, A., Mansoor, A., Saleh, O., Mohammed, M., Ahmed, R., Nasser, A., Awadh, M., & Abdulfatah, H. M. (2023). English Language Teaching Through A Short Story : A Technique For Improving Students ' Vocabulary Retrieving English Language Teaching Through A Short Story : A Technique For Improving Students ' Vocabulary Retrieving. *Cogent Education*, 10(1). <https://doi.org/10.1080/2331186x.2022.2161221>
- As, R., & Apoko, T. W. (2023). *Investigatingg English Vocabulary Difficulties And Its Learningg Strategies Of Lower Scondary School*. 11(3), 489–501.
- Çelik, F. (2024). *The Effect Of Metaverse On L2 Vocabulary Learning , Retention , Student Engagement , Presence , And Community Feeling*. 1–17.
- Contexts, L., Teaching, L., Ii, P., Iii, P., Iv, P., Vi, P., Communication, I., & Hinkel, E. (N.D.). *Handbook Of Practical Second Language Teaching And Learning*.
- Cook, V. (2011). Teaching English As A Foreign Language In Europe. *Handbook Of Research In Second Language Teaching And Learning*, 2, 140–154.
- Dörnyei, Z. (2001). *Motivational Strategies In The Language Classroom* (Vol. 10). Cambridge University Press Cambridge.
- Febri, Y. S. (2023). The Effect Of Using Elsa Speak Application To Improve Students' Pronunciation. *Jolly Journal Of English Education*, 1(2).

- Gardner, R. C. (1985). *Social Psychology And Second Language Learning: The Role Of Attitudes And Motivation. (No Title)*.
- Harmer, J. (2001). *The Practice Of English Language Teaching. London/New York, 32(1), 401–405.*
- Hyder, S., & Shah, R. (2022). *Difficulties In Learning English Vocabulary Faced By College Students Of Pakistan. 6(2), 422–431.*
- Importance, T. H. E., Vocabulary, O. F., Language, I. N., To, H. O. W., & Taught, B. E. (2023). *The Importance Of Vocabulary In Language Learning And How To Be Taught. 86–89.*
- Inggris, B., & Efektif, S. (2016). *Kesulitan Mahasiswa Dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif. 2, 147–156.*
- Irawan, S. (2023). *Vocabulary Learning Strategies In Vocational School For English Specific Purposes. 01, 65–72.*
- Kanayama, K., & Kasahara, K. (N.D.). *The Effect Of Word Retrieval On L2 Vocabulary Learning : Which Are Better Tools , Word Lists Or Word Cards ? 2, 21–33.*
- Kaphle, K. R. (2024). *Challenges Of Learning English Vocabulary. 2(December), 31–43.*
- Leona, N. L., Koert, M. J. H. Van, Molen, M. W. Van Der, Rispen, J. E., Tijms, J., & Snellings, P. (2021). *Explaining Individual Differences In Young English Language Learners ' Vocabulary Knowledge : The Role Of Extramural English Exposure And Motivation. System, 96, 102402. <https://doi.org/10.1016/j.system.2020.102402>*
- Lightbown, P. M., Spada, N., Ranta, L., & Rand, J. (1999). *How Languages Are Learned (Vol. 2)*. Oxford University Press Oxford. <http://tesl-ej.org/ej03/r19.html>
- Mahamed, N. R. (2024). *The Crucial Function Of Vocabulary Development For Students Improving Their English*

Language Skills. 07(05), 1910–1918.
<https://doi.org/10.47191/Ijmra/V7-I05-11>

Maharani, F. E., & Safitri, L. (2023). *Exploring Students Difficulties In Writing English Focused On Voabulary*. 2(2), 1–6.

Malang, U. N., & Info, A. (2021). *Learning Vocabulary Through Games : A Critical Review*. 4(2), 64–69.
<https://doi.org/10.21776/Ub.Educafl.2021.004.02.02>

Mayer, R. E. (2024). The Past, Present, And Future Of The Cognitive Theory Of Multimedia Learning. *Educational Psychology Review*, 36(1), 8.

Nation, I. S. P., & Nation, I. S. P. (2001). *Learning Vocabulary In Another Language* (Vol. 10). Cambridge University Press Cambridge.

Pourhosein, G. A. (2016). *English Pronunciation Instruction: A Literature Review*.

Pradini, P. C., Luh, N., & Era, P. (2022). *Teaching English Vocabulary To Young Learners With Wordwall Application : An Experimental Study*. 2(2), 187–196.
<https://doi.org/10.36663/Jo.es.V2i2.351>

Rashid, H., & Hui, W. (2022). *The Importance Of Vocabulary In Teaching And Learning In Applied Linguistics*. 6(March), 1548–1557.

Rebhi, N., & Hasan, H. (N.D.). *A Study On Student ' S Challenges And Problems In Learning English Vocabulary*. 3, 207–227.

Richards, J. C., & Renandya, W. A. (2002). *Methodology In Language Teaching: An Anthology Of Current Practice*. Cambridge University Press.

Sari, H. P., & Sutanti, N. (2025). *International Conference Proceedings The Use Of Vocabulary Books In Vocabulary Development : A Case Study Of The Tenth Grades*. 1, 698–

715.

Schmitt, N. (N.D.). *Vocabulary In Language Teaching*.

Schmitt, N., & Schmitt, D. (2000). *Vocabulary In Language Teaching* (Vol. 224). Cambridge University Press Cambridge.

Susanto, H. (2021). *An Analysis About Studens' Troubles In Acquistion English Vocabulary*. 4, 46–50.

Tiansoodeenon, M., Meeporm, B., Kaewrattanapat, N., & Tarapond, S. (2023). *Enhancing Vocabulary Acquisition Through Progressive Word Increments In English Language Learning*. 4(2), 88–100.

Uddin, K. M. J. (2022). *An Investigation Into The Sources , Tactics , And Limitations Of Esl Vocabulary Learning , As Well As , Test To Analyze Vocabulary Knowledge To Measure Efficiency*. 10(6), 1–15.

Universitas Syiah Kuala, Banda Aceh, Indonesia Jilin International Studies University, Changchun, China 1. (N.D.). January 2023.

Vygotsky, L. S., & Cole, M. (1978). *Mind In Society: Development Of Higher Psychological Processes*. Harvard University Press.

Yu, J., & Liu, X. (2022). *Text First Or Picture First ? Evaluating Two Modes Of Multimodal Input For Efl Vocabulary Meaning Acquisition*. 55.
<https://doi.org/10.1177/21582440221119469>