



Factors Influencing Students' Vocabulary Acquisition in English Language Learning

Suharvina¹, Nurdin Noni², Geminastiti Sakkir³

^{1,2,3}Universitas Negeri Makassar

Article Info

Received: 2026-06-25

Revised: 2026-06-28

Accepted: 2026-06-29

Keywords:

Vocabulary Mastery,
Internal and External
Factors, English
Language Learning,
Mixed Methods

DOI:

10.24256/ideas.v14i1.11476

Corresponding Author:

Suharvina
suharvina232@gmail.com
Universitas Negeri Makassar

Abstract

This study aims to analyze students' vocabulary mastery levels and the internal and external factors that influence their vocabulary mastery in English learning at SMP Negeri 48 Makassar. This study used a mixed-methods approach, combining quantitative and qualitative data. Quantitative data were obtained through vocabulary tests consisting of multiple-choice and essay questions, while qualitative data were obtained through observation and interviews. The study sample was 30 grade VII-8 students selected using a purposive sampling technique. The results showed that students' vocabulary mastery levels were still relatively low, with an average score of 43.53 and a standard deviation of 17.92, indicating significant variation in ability among students. Qualitative findings revealed that internal factors such as motivation, self-confidence, cognitive ability, and memory influence students' vocabulary acquisition. Furthermore, external factors such as the school environment, teacher teaching methods, peer group environment, and family support also play a significant role in the vocabulary learning process. Observations indicate that the learning process is still dominated by conventional methods with limited use of learning media, resulting in students experiencing difficulties in actively using vocabulary in communication. Thus, it can be concluded that students' vocabulary acquisition is influenced by a combination of internal and external factors. Therefore, more interactive and contextual learning strategies and optimal learning environment support are needed to improve students' vocabulary acquisition.

1. Introduction

Vocabulary is an important component to support the language skills. The vocabulary mastery will affect students' ability in using English. In listening skill, they should know what the meaning of word and sentences being said. Additionally, they should understand what people are reading, and people should be able to arrange to give meaning in writing. Therefore, vocabulary mastery will be the most crucial aspect. Although vocabulary is important, there are many students who have not mastered the vocabulary. Most of them dislike to learn vocabulary because they feel uninterested in vocabulary, class situation, and even how the teachers to teach. David (1991, p.9)

According to Huyen, et al (2008), students think that vocabulary is a list of words with meaning in native speaker and they may share the experience in looking up words in a bilingual dictionary. According to Kagan et al (1998), pointed out that inhibition refers to a temperamental tendency to display caution, fearfulness, or restraint in response to unfamiliar people, objects, and situations. It shows that inhibit factors will have an effect in students' language learning especially in their mastering vocabulary.

Vocabulary mastery is crucial for students when they study English in junior high school because students cannot read English texts properly if they do not have adequate vocabulary. In addition, they also will not be able to translate text and they will find it difficult to know the meaning or meaning of a word and sentence. Vocabulary learning in junior high schools must be adjusted to the learning capacity of students. Vocabulary that must be taught is vocabulary related to everyday life and vocabulary that is often used in learning. At both the junior and senior high school levels, the teaching of vocabulary is crucial because, by acquiring and mastering vocabulary, students can develop their English and improve their communication skills.

According to Bai (2018: 854), vocabulary is a fundamental part of language and the most fundamental aspect of language. Low of vocabulary knowledge is a significant barrier to language learning, and it will result in problems if someone lacks a lot of vocabulary knowledge. Cummings et al. (2018: 39) state that students can't understand the meaning of any text if they are unable to understand new terms words. This means that it will be challenging for students to understand a word's meaning if they lack vocabulary knowledge.

Several studies have investigated English vocabulary learning strategies in junior high school. previous related research that had been carried out first came from: (Salawazo et al 2020), titled "Analysis of Student Vocabulary in Learning English", is a study conducted which was conducted on class IX junior high school students at the Prince Antasari Foundation Private Middle School, Medan for the 2018/2019 academic year. From this study students' difficulties in learning English vocabulary are: 1) difficulty in interpreting words, 2) Grammatical form because

the written form is different from the spoken form in English, 3) Lack of time to learn more about vocabulary, 4) Easily forget about vocabulary. The second previous related studies by (Desi Andriani and Sriwahyuningsih 2019), titled "Analysis of Students' Vocabulary Mastery" was conducted).

This research was conducted on English education students at Putra Indonesia University YPTK Padang for the 2018/2019 academic year. Data collection was carried out using tests and questionnaires. From the results of the tests carried out, the result was that students were able to find new vocabulary from letters that were not arranged.

From the questionnaire given, it can be proven that students have good skills in vocabulary mastery, but they also have difficulties related to several aspects, namely grammar and spelling. The third research entitled "Analysis of Vocabulary Mastery of Class VIII Students of SMP Amalyatul Huda Medan". This research was conducted by Sitorus et al (2021). This study aims to analyze students' vocabulary mastery. The results of the research conducted showed that the students' vocabulary in class VIII was very low so the researchers suggested that English teachers should change their learning techniques and skills to broaden mastery of students and make students not feel bored or difficult when learning English. The fourth previous related by (Hasanah 2017).

Research titled "An Analysis on Students Vocabulary Mastery at The Second Grade Of MTS-TI Batu Belah, this study aims to describe how students master vocabulary. The results of the research showed that the average student achievement on vocabulary was 77. 50% of students found it easy to learn vocabulary in English and 50% of students did not understand the meaning of vocabulary in English.

From the several studies described above, the similarity of the research that I will do with previous research is that my research and previous research both examine vocabulary mastery. This difference can be seen in the research variables where the previous research variable is vocabulary mastery while my research variable is the factors that influence vocabulary mastery. The research above explains that students' vocabulary mastery is still very low and there are some difficulties students experience in vocabulary mastery, which are related to pronunciation, grammar and vocabulary meaning. For this reason, the researcher wants to examine the factors that influence students' vocabulary mastery.

The research problem is that many students at SMP 48 Makassar struggle with mastering English vocabulary. Despite vocabulary being a fundamental component for achieving proficiency in listening, speaking, reading, and writing, students show low motivation, limited confidence, and inconsistent performance in learning vocabulary. This leads to difficulty in understanding texts, expressing ideas, and communicating effectively in English.

The gap this research seeks to fill is the lack of studies investigating the influencing factors of vocabulary mastery among junior high school students. This research is expected to provide deeper insights into the internal and external factors that hinder or support students in mastering English vocabulary, so that more effective teaching strategies can be developed.

In this research, several urgencies and the new things. The urgency of this study is results will help teachers identify which factors (internal vs. external) most hinder or support students' vocabulary mastery, so that teaching strategies, learning media, and classroom environments can be improved. Then, findings will guide students to recognize the factors that affect their learning, allowing them to adopt better strategies (motivation, self-confidence, peer collaboration). Results can inform school administrators to design programs that strengthen family involvement, peer learning, and provide more engaging vocabulary learning activities.

This study offers a model of quantitative that integrates vocabulary assessment with socio-psychological factors, serving as a reference for similar studies. Meanwhile, the new thing in this study provides several original contributions. First, it offers a contextual focus by specifically investigating SMP Negeri 48 Makassar, a rural school setting that has rarely been studied, thereby providing valuable insights into students' vocabulary learning challenges in a less-explored environment. Second, this study employs a comprehensive approach by integrating internal and external factors into one research model and applying a mixed-method design that combines questionnaires, vocabulary tests, observations, and interviews. This integration allows for a more complete and holistic understanding of the problem.

Finally, the study produces practical output by not only identifying the factors that affect students' vocabulary mastery but also by proposing concrete recommendations for teachers and schools to create more effective vocabulary learning strategies and interventions. Based on these concerns, this study investigates one central questions: what is the level of student's vocabulary mastery at SMP Negeri 48 Makassar? The objective is to measure the level of student's vocabulary mastery at SMP Negeri 48 Makassar through vocabulary tests.

2. Method

In general, this section describes how the study was conducted. The subject matter of this section is: (a) research design; (b) the sample population or subject of the research; (c) data collection techniques and instrument development; and (d) data analysis techniques.

a. Research Design

This study employed a mixed-method research design to obtain a comprehensive understanding of students' vocabulary mastery and the factors affecting vocabulary mastery in English learning at SMP Negeri 48 Makassar. According to Creswell and Creswell (2023), mixed-method research combines quantitative and qualitative approaches within a single study to provide a more complete understanding of a research problem. In this study, quantitative data were collected through a vocabulary test to measure students' vocabulary mastery, while qualitative data were gathered through classroom observations and semi-structured interviews to explore the internal and external factors influencing vocabulary mastery.

The quantitative approach focused on measuring students' vocabulary achievement through test scores, while the qualitative approach explored students' learning experiences, motivation, memory ability, family support, peer influence, and school environment. By integrating both approaches, the researcher obtained a broader and deeper understanding of the phenomenon being investigated. Therefore, the mixed-method design was considered appropriate for achieving the objectives of this study.

b. The Sample Population or Subject of the Research

According to Villasís-Keever and Miranda-Novales (2016), a population is a group of individuals or objects that possess specific characteristics determined by the researcher. In this study, the population consisted of seventh-grade students of SMP Negeri 48 Makassar. The researcher focused on class VII.8 because the class was considered active in classroom learning activities and relevant to the objectives of the study.

The sample was selected using purposive sampling. This sampling technique allows researchers to choose participants based on specific criteria related to the research objectives. The quantitative data were collected from 30 students of class VII.8 through a vocabulary test. Meanwhile, qualitative data were obtained from three selected students through semi-structured interviews. The interview participants were chosen based on their active participation in classroom activities, willingness to participate in the study, and ability to provide relevant information regarding vocabulary learning. Through purposive sampling, the researcher expected to obtain rich and meaningful data concerning students' vocabulary mastery and the factors affecting it.

c. Data Collection Techniques and Instrument Development

The data in this study were collected through three instruments: a vocabulary test, observation notes, and semi-structured interviews. The vocabulary test was administered to measure students' vocabulary mastery. The test consisted of 50 questions divided into 40 multiple-choice items and 10 essay questions. The

multiple-choice section assessed students' understanding of vocabulary meaning, spelling, and word recognition, while the essay section evaluated students' ability to use vocabulary actively in sentences and written expressions.

In addition to the vocabulary test, classroom observations were conducted to obtain information about students' participation, engagement, and behavior during the English learning process. Observation notes were used to record important events and interactions occurring in the classroom. These observations helped the researcher identify factors related to students' vocabulary learning.

Furthermore, semi-structured interviews were conducted with selected students and the English teacher. The interviews aimed to gather detailed information regarding students' experiences in learning vocabulary, the difficulties they faced, the learning strategies they used, and the influence of internal and external factors such as motivation, memory ability, family support, peer interaction, and the school environment. The combination of these instruments enabled the researcher to collect both numerical and descriptive data comprehensively.

d. Data Analysis Techniques

The collected data were analyzed using both quantitative and qualitative techniques. Quantitative data obtained from the vocabulary test were analyzed using descriptive statistics. The researcher calculated the mean score to determine the average level of students' vocabulary mastery and the standard deviation to identify the distribution of students' scores. In addition, students' scores were classified into five categories: Very Good, Good, Fair, Poor, and Very Poor, to provide a clearer description of their vocabulary achievement.

Qualitative data obtained from observations and interviews were analyzed using descriptive qualitative analysis. The analysis involved three stages: data reduction, data display, and conclusion drawing. First, the researcher selected and focused on relevant information related to students' vocabulary mastery and the factors affecting it. Second, the data were organized and presented in descriptive form. Finally, conclusions were drawn based on recurring patterns and themes identified from the data. The integration of quantitative and qualitative findings provided a comprehensive explanation of students' vocabulary mastery and the internal and external factors influencing vocabulary learning at SMP Negeri 48 Makassar.

3. Result

The findings of this study present the results of the vocabulary test conducted to measure the current level of students' vocabulary mastery in English learning. The vocabulary test was administered to the students of class VII.8 at SMP Negeri 48 Makassar. The test consisted of multiple-choice and essay questions designed to assess students' understanding of word meaning, spelling, pronunciation, and

vocabulary usage in sentences.

The results of the vocabulary test were analyzed using descriptive statistical analysis, including the calculation of the mean score and standard deviation.

These statistical analyses were used to describe the general level of students' vocabulary mastery and to determine the distribution of students' scores.

After obtaining the data from the vocabulary test conducted to measure the current level of students' vocabulary mastery, the researcher analyzed the data using descriptive statistical analysis. The analysis includes the calculation of the mean score and standard deviation. The purpose of this analysis is to describe the general level of students' vocabulary mastery and the distribution of students' scores in the vocabulary test.

a. Mean

$$\bar{X} = \Sigma x / N$$

$$\Sigma X = 1306$$

$$X^- = 1306 / 30$$

$$X^- = 43.53$$

Descriptive Statistics		
	N	Mean
Vocabulary test	30	43.53
Valid	30	

Tabel 4.1 Mean Score of Students' Vocabulary Test

Table 4.1 shows the mean score of students' vocabulary test conducted at SMP Negeri 48 Makassar. A total of 30 students participated in the vocabulary test. The average score obtained by the students was 43.53.

This result indicates that the overall level of students' vocabulary mastery is still relatively low. Some students achieved high scores such as 80, 72, and 70, while several others obtained very low scores such as 20, 26, and 22. These differences influenced the overall average score.

The mean score provides a general description of students' vocabulary mastery. Based on this result, it can be seen that many students still experience difficulties in understanding and using English vocabulary.

b. Standar deviation

$$SD = \sqrt{\frac{\Sigma(X-\bar{X})^2}{N-1}}$$

$$SD \quad SD = 17.92$$

Descriptive statistics		
	N	Std. Deviation
Vocabulary test	30	17.92
Valid N (listwise)	30	

Tabel 4.2 Standard Deviation of Students' Vocabulary Test

Based on the descriptive statistical analysis, the standard deviation of the vocabulary test is 17.92. This value indicates that the students' scores vary considerably from the mean score.

The relatively high standard deviation shows that there is a noticeable difference between students who achieved high scores and those who obtained lower scores. Some students demonstrate a good level of vocabulary mastery, while others still experience significant difficulties.

Therefore, the distribution of students' vocabulary scores is quite diverse, indicating that vocabulary mastery among the students is not evenly distributed.

4. Discussions

In this research, the results obtained from observation, interviews, and vocabulary tests provided important information regarding the current level of students' vocabulary mastery and the factors that influence their vocabulary learning. The data were collected from students of class VII.8 at SMP Negeri 48 Makassar in order to analyze how well students master English vocabulary and what factors affect their ability in learning vocabulary. The findings from these instruments give a clearer understanding of the students' condition in learning English vocabulary and help explain the factors that influence their vocabulary mastery.

The results of the vocabulary test also support the observation findings. The vocabulary test was conducted to measure students' ability in understanding word meanings, spelling, pronunciation, and the use of vocabulary in sentences. The results showed that many students still had difficulty answering several questions in the test, particularly questions related to vocabulary meaning and usage. This indicates that vocabulary mastery among students still needs improvement.

a. The Students Vocabulary Mastery

The first research question in this study focuses on determining the level of students' vocabulary mastery at SMP Negeri 48 Makassar. To answer this research question, the researcher administered a vocabulary test to the students of class VII.8. The test results were analyzed using descriptive statistics, including the calculation of the mean score and standard deviation, to identify the overall level of students' vocabulary mastery and the distribution of their scores.

The vocabulary test consisted of multiple-choice and essay questions designed to measure students' vocabulary knowledge, including word meaning, spelling, pronunciation, and the ability to use vocabulary in sentences. According to Nation (2001), vocabulary mastery includes both receptive and productive vocabulary, which involves understanding word meanings and using words appropriately in communication.

Based on the test results, it was found that students obtained various scores. Some students achieved relatively high scores, such as 80, 72, and 70, which indicate that these students have a good level of vocabulary understanding. However, several other students obtained very low scores, such as 20, 22, and 26. These results show that there is a significant difference in vocabulary mastery among students in the class. This finding supports the view of Wero et al. (2021), who stated that students' vocabulary mastery levels may vary depending on their exposure to language learning and vocabulary development.

This difference indicates that while some students have already developed a good understanding of English vocabulary, many others still struggle to master vocabulary. Students who obtained lower scores may experience difficulties in memorizing vocabulary, understanding word meanings, or using vocabulary correctly in sentences. According to Apriliani (2020), inadequate vocabulary mastery can make it difficult for students to understand and use language effectively.

These findings are consistent with the results of classroom observation, where the researcher noticed that some students were active and confident in participating in vocabulary learning activities, while others were less engaged in the learning process. Students who are actively involved in classroom activities tend to understand the material better and achieve higher scores on vocabulary tests. This finding is supported by Krashen (1982), who argued that learners with higher motivation and lower affective barriers tend to achieve better language learning outcomes.

Therefore, it can be concluded that the level of students' vocabulary mastery in class VII.8 at SMP Negeri 48 Makassar varies significantly and still needs improvement. Teachers may need to apply more varied teaching strategies and provide additional learning support to help students improve their vocabulary skills.

1) Mean Score of Students' Vocabulary Test

The mean score is used to determine the average level of students' vocabulary mastery. The mean is calculated by dividing the total score of all students by the total number of students who participated in the test.

Based on the descriptive statistical analysis, the mean score of the vocabulary test is 43.53, with a total of 30 students participating in the test.

The mean score provides an overall picture of the students' vocabulary ability. The result indicates that the average vocabulary mastery of students is still relatively low. Although some students achieved high scores, many students obtained scores below the average level. This finding is in line with Marpaung (2020), who stated that limited vocabulary knowledge can hinder students' ability to understand and use English effectively.

This result suggests that many students still experience difficulties in understanding and using English vocabulary. Several factors may contribute to this situation, including limited vocabulary exposure, lack of practice, and students' low motivation in learning English. According to Krashen (1982), motivation and language exposure are important factors influencing vocabulary acquisition and language learning success.

The relatively low mean score also indicates that vocabulary learning activities need to be improved in order to help students increase their vocabulary knowledge. Teachers may need to provide more engaging learning activities, such as vocabulary games, visual media, or group discussions, to help students learn vocabulary more effectively. This supports the view of Beck, McKeown, and Kucan (2002), who emphasized that effective vocabulary instruction should involve various learning activities and contextualized vocabulary practice.

2) Standard Deviation of Students' Vocabulary Test

In addition to calculating the mean score, the researcher also calculated the standard deviation to determine the distribution of students' scores in the vocabulary test. According to Sugiyono (2015), standard deviation is used to measure the dispersion or variation of data from the mean score, indicating how closely individual scores are grouped around the average.

Based on the statistical analysis, the standard deviation of the vocabulary test is 17.92. The standard deviation shows how far the students' scores vary from the mean score. A relatively high standard deviation indicates that the scores are widely spread, meaning that there is a noticeable difference between students who achieve high scores and those who obtain low scores.

In this study, the standard deviation value of 17.92 indicates that students' vocabulary mastery varies considerably. Some students demonstrate a relatively strong understanding of English vocabulary, while others still struggle to recognize and use vocabulary correctly. This finding is consistent with Wero et al. (2021), who stated that students may have different levels of vocabulary mastery depending on their vocabulary development and learning experiences.

This variation in students' scores may be influenced by several factors, including differences in learning motivation, prior knowledge, learning strategies, and exposure to English vocabulary outside the classroom. According to Krashen (1982), motivation and language exposure play important roles in language acquisition and vocabulary development.

The results also suggest that teachers need to provide more individualized support for students who have difficulty learning vocabulary. By providing additional practice and varied teaching methods, teachers can help reduce the gap

between students with high and low vocabulary mastery. This finding supports the view of Beck, McKeown, and Kucan (2002), who emphasized that effective vocabulary instruction should involve various teaching approaches and meaningful learning activities to support students with different levels of vocabulary proficiency.

5. Conclusion

This study aimed to identify the factors affecting students' vocabulary mastery in learning English. Based on the findings and discussions presented in the previous chapters, several conclusions can be drawn.

First, the findings show that students still experience various difficulties in mastering English vocabulary. The results of the interviews revealed that many students find it challenging to remember new vocabulary, especially when they encounter unfamiliar words or complex spelling. Some students also reported that they often forget vocabulary that they have previously learned. This indicates that vocabulary retention remains one of the major challenges faced by students in learning English.

Second, the study found that several factors influence students' vocabulary mastery. These factors include students' motivation, learning strategies, and the learning environment. Students who showed higher motivation tended to have better vocabulary understanding because they were more willing to practice and memorize new words. In addition, students who used strategies such as repeating vocabulary, memorizing words regularly, and using dictionaries demonstrated better efforts to improve their vocabulary mastery.

Based on the conclusions above, the researcher would like to provide several suggestions for teachers, students and future researchers

a. For Teachers

Teachers were encouraged to apply various teaching strategies that can help students improve their vocabulary mastery. Teachers should create engaging and interactive learning activities that encourage students to practice vocabulary regularly. In addition, teachers should provide clear explanations and contextual examples so that students can understand and remember vocabulary more easily. Teachers are also advised to motivate students and encourage them to actively participate in the learning process.

b. For Students

Students are expected to take an active role in improving their vocabulary mastery. They should practice memorizing vocabulary regularly and try to use new words in daily communication. Students are also encouraged to use learning resources such as dictionaries, books, and digital learning tools to help them understand unfamiliar words. By practicing consistently and developing effective

learning strategies, students can gradually improve their English vocabulary skills.

c. For Further Researchers

Future researchers are recommended to conduct further studies related to vocabulary mastery by involving a larger number of participants and different educational contexts. Future research may also examine other variables that influence vocabulary learning, such as learning styles, teaching methods, and the use of technology in language learning. In addition, it is suggested that future studies be conducted over a longer period in order to obtain a more comprehensive understanding of students' vocabulary development.

6. References

- Andriani, D. et al. (2019). An Analysis of Students' Mastery of Vocabulary. *ELT-Lectura*, 169-176.
- Amalia, A. R. (2020). Improving Students Vocabulary Mastery through Guess My Move Game. *Journal of English Language Pedagogy, Literature and Culture*, 1-10 (2).
- Apriliansi, D.N. (2021). Students' Perception in Learning English Vocabulary Through Quizlet. *Journal of English Teaching*, 7(3), 343-353. DOI: <https://doi.org/10.33541/jet.v7i3.3064>
- Ariesta S. D & Murni, S. M. (2017). Language Functions Used by The Main Character in Sherlock Holmes II: A Game of Shadows Movie. *Journal of Linguistics of FBS Unimed* , 82-94.
- Arikunto, S. (2016). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Bai, Z. (2018). An Analysis of English Vocabulary Learning Strategies. *Journal of Language Teaching and Research*, 854.
- Bahri, D. S. (2018). The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension At The Seventh Grade Students' Of Mts Daarul Ihsan. *Profesional Journal Of English Education*, 77-84.
- Bhakti, S. O. (2018). Vocabulary Mastery by Using Storytelling. *Journal of Linguistic and English Teaching*, 80-91.
- Baharudin, S. S. (2021). The Correlation Between Motivation and Vocabulary Mastery at Eight GRade of SMPN 2 Kapontori. *OSF Preprints* , 49-56(51).
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and Conducting Mixed Methods Research* (3rd ed.). Sage Publications.
- Dewi, N. and Jimmi (2018). The Correlation Between Vocabulary Mastery And Self Esteem On. *Jurnal Bahasa dan Sastra*, 78-83 (80).
- Dilago, et al. (2022). Students' Perceptions Of Using Song Lyrics As A Media To Improve Vocabulary Mastery. *JoTELL Journal of Teaching English, Linguistics, and Literature*, 639-652 (641).

- Dharmawan, Y. (2017). An Analysis of Students' External Factor in Influencing Vocabulary of Writing at SMA Muhammadiyah Bandar Lampung
- Efrizal, D. (2018). Improving Sudents' Vocabulary Mastery through English Movie for Second Year Students at Man 1 Kota Bengkulu. *Language Journal*, 48.
- Elmahdi, O. E. H., & Hezam, A. M. M. (2020). Challenges for Methods of Teaching English Vocabulary to Non-native Students. *Advances in Social Sciences Research Journal*, 7(5) 556-575.
- Erlita, Yeni. (2020). Language Fuction in Social Life and its Influences. *Jounal Bahasa Unimed* , 204.
- Fitria, I., & Adityarini, H. (2023). An Analysis on Factors Affecting Student Mastery of English Daily Vocabulary at State Senior High School 1 Banyudono. *UMS ETD-db*
- Fajriyah, I. (2013). Peningkatan Pengusaan Kosakata Bahasa Inggris Melalui Penggunaan Media Kartu Gambar. Thesis: Univeritas Negeri Yogyakarta.
- Fitria, T. N. (2019). The Principles and Teaching of English Vocabulary: a Review. *Journal of English Teaching*, 15-25.
- Gushendra, R. (2017). An Experimental Study: Improving Students'. *Indonesian Journal of Integrated English Language Teaching*, 53-64.
- Habibah, S. (2020). Pengaruh Pengusaan Kosakata dan Rasa Percaya Diri Terhadap Prestasi Belajar Bahasa Inggris. *Journal of English Language Teaching* , 195-202 (197).54
- Hariati, P. (2020). Improving Students' Vocabulary Mastery Through Teaching Real Objects. *Budapest International Research and Critics in Lingustics and Education (BirLE) Journal* , 740-748.
- Harmer Welliam and Rohimajaya Nur Azmi. (2018). Using Flash cards as Instructional Media to Enrich The Students' Vocabulary Mastery in learning English. *Journal of English Language Studies*, 167-177.
- Haryadi, R. N., Endah, J., & Dalimunthe, L. (2021). The Effects of Vocabulary and Grammar Mastery on Students Writing Skill in Descriptive Text (Surveys at Private Junior High Schools in Serang Banten). *JLE: Journal of Literate of English Education Study Program*, 2(2), 46-54.
- Hariyanto & Wulandari, F. (2019). An Analysis of Students' English Vocabulary Mastery and Translation Ability in Senior High School. *Edukasi: Jurnal Pendidikan* , 250-263.
- Hasan. (2018). Improving Students English Vocabulary by Using Tic Tact Toe Game at The second Year of SMP Negeri 7 SATAP Maiwa Kabupaten Enrekang. *Edumaspul - Jurnal Pendidikan*, 2(2), 77-86.
- Hasanah, W. (2018). An Analize Students' Vocabulary Mastery At The Second Grade. *Journal of English Language and Education*, 1-25.
- Iftitah, A. N. (2020). Developing Vocabulary Mastery Through Guessing Words Game for The Seventh Grade Students of SMPN 10 Palu. *Datokarma English Education Journal*, 20-37 .

- Ilyosovna, N. A. (2020). The Importance of English Language. *International Journal On Orange Technologies (Ijot)*, 22-24 (22).
- John W. Creswell, J. W., & J. David Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
- John W. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- John W. Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). SAGE Publications.
- Irsanti. (2017). *Students' English Learning Motivation Through Extra English Course*. Thesis: Univeritas Islam Darusalam Banda Aceh.
- Komalasari, D. A. (2022). An Analysis Of Student Difficulties In Mastering Vocabulary In Eight Grade At SMPN 06 Kotabumi In The Academic Year Of 2021/2022. *Jurnal Griya Cendikia*, 267-276.
- Karcher, M. J., & Lee, Y. (2001). Connectedness among Taiwanese Middle School Students: A Validation Study of the Hemingway Measure of Adolescent Connectedness. *Asia Pacific Education Review*, 2(2), 174–181. <https://doi.org/10.1007/BF03024904>
- Kurniadi, Y. (2018). Thee Effect of Teaching Media and Vocabulary Mastery on Students' Speaking Skill. *Journal of English Language Teaching*, 58-69 (59).
- Kurniati, E. (2017). The Correlation of Students' Listening Habit in English Conversation with Vocabulary Mastery of the Second Semester Students' English Education at Teacher Training and education Faculty at Batanghari University. *Journal Ilmiah Universitas Batanghari Jambi*, 227-237 (227).
- Laurensia, F. (2021). An Analysis Of Students' Vocabulary Mastery At SMK Grafika BIna Media. *Journal Ilmiah Mandala Education*, 313-318.
- Listyani,. (2021). Vocabulary Mastery Strategies Used By Indonesian Extensive Reading Learners. *Journal of English Studies*, 1-18 (3).
- Lohmeier, J. H., & Lee, S. W. (2011). A School Connectedness Scale for Use with Adolescents. *Educational Research and Evaluation*, 17(4), 277–296.
- Marsudirini 77 Elementary School Salatiga, Indonesia. *LEARN Journal: Language Education and Acquisition Research Network*, 6(2), 35–42
- Muslih, M. (2021). The Influence of Students' Mastery of Vocabulary on Paraphrasing Ability. *Indonesia Journal of Instructional Media and Model*, 9-16.
- Mailani, O., Nuraeni, I., Syakila, S. A., & Lazuardi, J. (2022). Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia. *Kampret Journal*, 1–10 (3). <https://doi.org/10.35335/kampret.v1i1.8>
- Mawar, S. (2017). Improving Students' Vocabulary Mastery Through word Square Modeling at Grade VII SMPN 5 Padangsimpuan. *Journal Penelitian Ilmu-ilmu Sosial dan Keislaman*, 238.
- Marpaung, M. S. (2020). Enhancing Students' Vocabulary through Authentic

- Materials and Multimedia. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 1-16 (2)
- Munawir, A. et al (2022). Students' Vocabulary Mastery By Using Animation. *Indonesian Journal of Research and Educational Review e-ISSN 2809-3682*, 354-362.
- Nurhalimah et al. (2020). Upaya Meningkatkan Pengusaan Kosakata Bahasa Inggris Melalui Penggunaan Media Kartu Gambar. *prosiding Seminar Nasional Pendidikan STIKIP Kusuma Negara II*, 72-78.
- R, A. (2020). The Use of The Role Play Method to Improve Students' Vocabulary at Junior High School. *Jurnal Keguruan dan Ilmu Pendidikan (JKIP) FKIP Unismuh Makassar* , 20-35.
- Rachmawati, N. S. (2022). Analysis of Students' Vocabulary Mastery at Junior High School. *Jurnal Pendidikan Setia Budi*, 43-64.
- Ramdhan, V. (2017). Pengaruh Pengusaan Kosakata dan Tata Bahasa Terhadap Pemahaman Membaca Teks Narasi Bahasa Inggris . *Jurnal Deiksis* , 240-246.
- Rusdi, J. et al . (2020). Developing English Vocabulary Mastery Through English Fairy Tale Videos of the Eleventh Grade Students of SMAN 1 Mamuju. *Journal Technology in Language Pedagogy* , 154.
- Sabata, Y. N. and Lagontang, V.D . (2020). The Difficulties in Teaching Vocabulary Faced by the English Teacher at SMP Negeri 1 Luwuk. *BABASAL English Education Journal*, 37-43 (39).
- Safura, S. (2022). Using Game in Improving students' Vocabulary Mastery. *Jurnal Dedikasi Pendidikan*, 75-84.
- Salawazo, I. S. (2020). Analysis of Students' Vocabulary. *Linguistic, English Education and Art (LEEA) Journal* , 469-475.
- Sari, I. P. (2019). Improving Students' Vocabulary Mastery Using English Song. *Profesional Journal of English Education* , 410-415 (411).
- Sari, A. S. P., & Pandiangan, S. R. (2021). The Application of Guessing Strategy to Improve Students' Vocabulary Mastery on English Phrasal Verbs. *Jurnal Suluh Pendidikan (JSP)*, 9(1), 24-38
- Setiawan, M. R., & Wiedarti, P. (2020). The effectiveness of Quizlet application towards students' motivation in learning vocabulary. *Journal Studies in English Language and Education*, 83-95 (85)
- Syafrizal, S., Muhajir, M., Pahamzah, J., Furqon, F. (2021). The effects of using whiteboard animation toward Indonesian students' vocabulary and grammar mastery. *Journal of Language and Linguistic Studies*, 783-793 (785)
- Setyaningsih, W. (2019). A Correlatinal Study Between Reading Habit, Vocabulary Mastery, and Translation Ability . *English Education Journal* , 319.
- Sitorus, C. Y. (2021). An Analysis Of Vocabulary Mastery Of Eight Grade . *PROJECT (Proessional Journal of English Education)*, 139-147.
- Suardi and Sakti Juwita. (2019). Teacher Difficulties in Teaching Vocabulary. *IDEAS:*

Journal on English Language Teaching and Learning, Linguistics and Literature, 92-104.

Sugiyono. (2018). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Sugiyono. (2015). *Metode penelitian pendidikan (pendekatan kuantitatif, kualitatif, dan R&D)*. Alfabeta.

Tarwiyah, U. (2020). *Students' Junior High School Affective Factor in Speaking Performance*. Undergraduate Thesis: Univeritas Muhammadiyah Gresik.

Wulandari, C., Surtikanti, M. W., & Setyawan, A. (2020). A Case Study of Internal and External Factors on the Difficulties in Learning English. *JOEEL Journal of English Education and Literature*, 1(2), 43–48.

Wulandari, C., Surtikanti, M. W., & Setyawan, A. (2020). A Case Study of Internal and External Factors on the Difficulties in Learning English. *JOEEL Journal of English Education and Literature*, 1(2), 43–48.

Wiliana, Ana and Djajanegara, Soenardjati. (2019). The Effect of Vocabulary Mastery and Grammar on Students' Writing Skills in Narrative Text. *Journal of English Language Teaching*, 273-278.

Welliam, Harmer and Nur Azmi Rohimajaya. (2018). Using Flash cards as Instructional Media to Enrich The Students' Vocabulary Mastery in learning English. *Journal of English Language Studies*, 167-177.

Wero, Y. T. (2021). The Study on Students' Vocabulary Size. *Jambura Journal of English Teaching and Literature*, 22-34.

Wilar, B. M. (2021). Improving Students' Vocabulary Mastery Through English Songs At The Eighth Grade Of Smpn 7 Manado. *Kompetensi: Jurnal Bahasa Dan Seni*, 687-698 (689).

Yuliawati, L. (2018). The Effects Grammar and Vocabulary Mastery on Students' Reading Comprehension. *Journal Wanastra*, 1