

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Description of Trangkil Pati Tsanawiyah Madrasah

MTS Pati is an Islamic secondary school located in central Pati, Indonesia. Established to provide quality education based on Islamic values, the school has developed into a renowned educational institution renowned for its academic excellence and holistic learning approach. This school's mission is to develop competitive human resources not only in the academic field but also in character development, based on Islamic ethical principles. One of the main advantages of MTS Pati is its dedicated and quality school. We are proud to have a team of experienced educators who are not only experts in their fields but are deeply committed to instilling a love of learning in their students. The curriculum is designed to integrate Islamic teachings into a comprehensive academic program, creating an environment where students can develop a solid foundation in a variety of subjects while deepening their understanding of Islamic values.

Their commitment to technology integration sets this school apart in the world of education. MTS Pati understands the importance of preparing students for the demands of the modern world, which is why we incorporate cutting-edge technology into our teaching methods. This progressive approach allows students to not only master traditional subjects but also become proficient in digital tools, giving them a competitive edge in a rapidly evolving global environment. In addition, MTS Pati emphasizes extracurricular activities as an important part of a comprehensive education. The school offers a variety of clubs, sports, and cultural activities that contribute to the overall development of students. This holistic approach is designed to develop students' talents, leadership skills, and sense of community, preparing them not only for academic success but also for success in life outside the classroom. MTS Pati is recognized as a pioneer of educational excellence that inspires

students to grow intellectually, morally, and socially in a supportive Islamic environment.

B. Research Results

This chapter presents the research findings that examined the challenges faced by students and the strategies used by Islamic junior high school students to develop their English vocabulary. Based on the results of observation, documentation, and interviews with the English teacher and five students who became the research subjects, the researcher found that students in grade nine of one of the Islamic junior high schools in Pati found it difficult to develop their mastery of English vocabulary.

Based on the problem formulation in Chapter 1, the description of the data obtained in this study is grouped into two problem formulations, namely:

1. What are the challenges faced by students in mastering English vocabulary at Islamic Junior High School?
2. What strategies do Islamic Junior High School students use to develop their English vocabulary?

This data was obtained through observation, interview, and documentation. Then the data obtained from the interview technique, the researcher took 6 resource persons. Among them are an English teacher, and 5 students of class IX MTs in Pati. The data sources in this research are as follows:

Table 4.1 Data of Interviewees

No.	Interviews	Initial	Gender
1	The English teacher	Mrs. WA	Female
2	Student 1	FN	Female
3	Student 2	TD	Female
4	Student 3	NAM	Female
5	Student 4	KV	Female
6	Student 5	ZA	Female



Figure 4.1 Student Interviews



Figure 4.2 English Teacher Interviews

1. The Challenges Faced by Students in Mastering English Vocabulary

The challenges faced by students in mastering English vocabulary are of course various, and of course, these create difficulties for each student. There are many things that students face in mastering English vocabulary which is not easy for most students who want to be able to speak English with good pronunciation and understand the meaning of the English words spoken is the dream of all students. According to NAM students

"Belajar kosakata bahasa Inggris di MTS Pati cukup menantang. Saya kesulitan untuk konsisten menggunakan kosakata yang telah saya pelajari."¹

One of the important keys when it comes to learning a language is being consistent or persistent, doing it continuously using English vocabulary every day to practice is not an easy thing. It is a challenging thing to do alone without the help of friends, teachers family. Learning with fun in the process of learning English vocabulary can keep it consistent. This is ifollowingthe researcher's interview with ZA students

¹ NAM, The Interview from The Researcher, 23 August, 2023, Interview 4, transcript.

"Pengalaman saya mempelajari kosakata bahasa Inggris di MTS Pati sangat menarik, meskipun saya merasa kesulitan untuk mengingat beberapa istilah yang berkaitan dengan agama."²

The most important interesting thing in learning English vocabulary is the part of remembering the vocabulary itself, both the correct way of pronunciation and the meaning of English itself in Indonesian which becomes two different meanings for students to remember. Remembering is a very important part of the process of learning English vocabulary which is a challenge for students to master English vocabulary. Likewise, TD students said that "Saya merasa pengalaman belajar kosakata bahasa Inggris di MTS Pati cukup menyenangkan namun kesulitan untuk menerapkannya dalam situasi sehari-hari."³

Learning English vocabulary is quite fun if students do not feel burdened and are naturally interested in learning English vocabulary. Learning English vocabulary requires practice so that it can be used in everyday situations so that what is learned can be applied well outside school hours. Support is needed by teachers, friends, and also family. If students are in a place that does not support the use of English, it will certainly create difficulties and have different challenges because they will be unfamiliar with English and it will be difficult to find someone to talk to who can converse using English. Meanwhile, according to one student with the initials KV, he said:

"Belajar kosakata bahasa Inggris di MTS Pati sangat positif bagi saya , namun tantangan utama saya adalah memahami istilah-istilah agama dalam bahasa Inggris. Tantangan di sekolah Islam berkisar

² ZA, The Interview from The Researcher, 23 august, interview 6, transcript.

³ TD, The Interview from The Researcher, 23 August, 2023, Interview 4, transcript.

pada pemahaman arti istilah agama dalam bahasa Inggris, yang terkadang membingungkan.”⁴

Indeed, in a religious school environment, of course, students will also learn several terms that have religious elements in the context of English, but this creates a challenge that not everyone can do if they don't learn. The meaning of religious terms in English is sometimes confusing, which is normal because it is the first time students are learning English vocabulary and hearing it. If you are familiar with religious terms in an English language context it will certainly not be confusing and easy to remember.

Researchers observed that many factors can make it a challenge to learn English vocabulary, including environmental factors that are less supportive, both in terms of friends and family and having access to speak with foreigners who are native speakers of English is, of course, different, limited resources such as students have not yet used internet access and technology access, lost self-confidence and embarrassment when speaking English in front of the class, difficulties in consistently being able to continue learning English every day. This all becomes a challenge for each student in terms of their ability to absorb English vocabulary.

In the focus of this research, the researcher describes the challenges faced by students in mastering English vocabulary as follows:

a. Environmental Factors that Influence English Vocabulary Mastery

Environmental factors are important in influencing students' mastery of English vocabulary to hone students' English language skills. In both honing listening and speaking, environmental factors are very important, if students often hear or speak English with friends, family, and teachers every day, this will make them familiar with English. Environmental factors that

⁴ KV, The Interview from The Researcher, 15 August, 2023, Interview 4, transcript.

can influence English vocabulary mastery arise from various sources. TD said that

"Lingkungan rumah saya tidak terlalu mendukung karena tidak banyak bahasa Inggris yang digunakan. Mungkin mengadakan kegiatan kelompok belajar Bahasa Inggris atau sering berbicara Bahasa Inggris di luar sekolah dapat membantu saya menguasai kosakata Bahasa Inggris."⁵

There is space to convey ideas for learning English from one student to another. Outside of school and holding English study group activities were chosen as a suitable option for students to master English vocabulary. By having English learning group activities outside of school, it is possible for students to get used to English, which in turn, environmental factors can influence students' mastery of English vocabulary.

FN is the only English student in his class who is smart enough to provide a variety of English vocabulary needed to his friends when holding English group learning activities outside of school. FN said well:

"Lingkungan rumah dan teman sebaya sedikit mempengaruhi kemampuan saya karena kurangnya latihan bahasa Inggris di luar sekolah. Saya pikir membentuk kelompok belajar Bahasa Inggris dan mencoba untuk conversation Bahasa Inggris setiap hari diluar sekolah dengan teman dapat membantu menguasai Bahasa Inggris karena factor lingkungan salah satu factor yang sangat penting bagi siswa dalam menguasai Bahasa Inggris."⁶

It started with FN's desire to create an English learning group with his friends outside of school to

⁵ TD, The Interview from The Researcher, 23 August, 2023, Interview 4, transcript.

⁶ FN, The Interview from The Researcher, 23 August, 2023, Interview 4, transcript.

master his English vocabulary better, then convey it to his friends and finally start holding English learning activities outside of school, starting to use English with his friends. At first it was halting and only a few students came, making the study group more controlled and exciting.

The statement that environmental factors are one of the challenges in mastering English vocabulary was also conveyed by NAM students that “Lingkungan rumah mempengaruhi kemampuan saya karena kurangnya penggunaan bahasa Inggris di keluarga, saya tidak terbiasa dengan Bahasa Inggris. Mungkin lebih banyak latihan dengan keluarga dapat membantu.”⁷

As has been said by NAM students, the home environment influences their mastery of English vocabulary because they are unfamiliar with English and feel strange about English when they hear it outside of school because none of their friends and family use English at home as a language of daily conversation, making them had difficulty learning English because he had written English vocabulary with different pronunciations of English vocabulary as well as an accent in how he spoke using English that he had never practiced outside of school and only relying on English learning materials at school, making him less able to master English and issued a statement that Lots of practice outside of school with the family can help NAM students master their English vocabulary.

The statement above was also conveyed by a KV student who is one of the students who is also a classmate of the NAM students. KV said “apabila Lingkungan rumah cenderung kurang mendukung karena kurangnya penggunaan bahasa Inggris sehari-hari. Saya berusaha lebih aktif dalam kelompok belajar bersama teman-teman.”⁸

⁷ NAM, The Interview from The Researcher, 23 August, 2023, Interview 4, transcript.

⁸ KV, The Interview from The Researcher, 23 August, 2023, Interview 5, transcript.

With this statement from KV students, we can conclude that students' lack of mastery of English vocabulary can also be due to environmental factors, one of which is very important in influencing the mastery of English vocabulary because of the lack of use of everyday English vocabulary used outside of school, making KV students are trying to be more active in learning English together with their friends outside of school who are trying to continue this activity, considering that their mastery of English vocabulary still needs help from their friends because the home environment does not support KV students mastering their English vocabulary to make it even better.

Researchers observed that environmental factors are an important factor in influencing the mastery of English vocabulary which creates challenges for each student. Students also need support from outside the school, both within the family and among their friends. Making mutual efforts to continue learning to master each other's English vocabulary among students outside of school is their best choice because the lack of support from the family environment which is not used to using English in everyday life makes them unfamiliar with English and take the initiative to learn. English group with classmates to master English vocabulary.

b. Limited Resources in English Vocabulary Learning

Limited resources in learning English vocabulary for students refer to limitations in various ways, including limited methods, materials, and existing support for teaching and learning English vocabulary as well as limited textbooks, digital resources, access to non-English speaking environments, and varied teaching methods. The limited availability of textbooks is one factor in the limited resources in learning English vocabulary, even though teachers can teach English vocabulary effectively, the availability of relevant and up-to-date books can be an obstacle for students considering that there is only 1 worksheet book that can be used as a reference. student learning. This can

influence the diversity of material and English vocabulary that students receive. Access to an English language environment is also one of the factors of limited resources in learning English vocabulary for those who live in an environment that does not have easy access to an English language environment, making it difficult for students to interact with the language because they have little opportunity to apply the vocabulary they have learned. in the context of everyday life which becomes an obstacle for students.

In this digital era, digital resources play an important role in learning to master English vocabulary, limited access or inadequate digital infrastructure can be an obstacle or challenge for students to utilize technology in developing mastery of English vocabulary. The limitations of teaching methods in schools in terms of the variety of teaching methods they receive also make learning English vocabulary less interesting for students.

According to information from FN students, “Dukungan dari guru dan fasilitas sekolah kurang membantu saya, karena tidak ada kelas tambahan dan bimbingan pribadi. Mereka memberikan bimbingan hanya di jam kegiatan belajar mengajar berlangsung setelah itu ya selesai tidak ada jam tambahan lagi.”⁹

Support from teachers tends to be lacking, making students feel lacking in terms of resources to learn English vocabulary and school facilities that are less supportive for students to access information and English vocabulary that need to be learned to develop English vocabulary. FN students also said that

“meningkatkan integrasi teknologi dalam pembelajaran sangat diperlukan. Misalnya pembelajaran online dengan konten interaktif dapat membuat proses pembelajaran lebih menarik dan membantu siswa lebih terlibat.”⁴⁰

⁹ FN, The Interview from The Researcher, 23 August, 2023, Interview 4, transcript. ⁴⁰ FN, The Interview from The Researcher, 23 August, 2023, Interview 4, transcript.

The lack of use of technology means that students may not be involved and less interested in the English learning process, which is a factor in limited resources for developing English vocabulary so that schools are expected to provide facilities to increase the integration of technology with interactive content that can attract attention in learning English vocabulary. This statement is also reinforced by the TD student's statement "Guru selalu memberikan dukungan tetapi terbatas dengan memberikan penjelasan hanya ketika ada kesulitan Bahasa Inggris yang saya temui saat belajar di kelas. dan tidak adanya ruang Bahasa atau laboratorium Bahasa yang bisa digunakan untuk praktek mengaplikasikan kosakata Bahasa Inggris."¹⁰

Limited resources can also be seen from the TD students' explanation that there is no language room or language laboratory that students can use to access English. The tools that should be used to learn English vocabulary are not available at school, causing challenges for TD students to master English vocabulary. In terms of application, students should also get access to practice, not just receive material in the form of theory taught in class. And limited support from teachers is also a very important factor in learning English vocabulary.

NAM students also explained "Fasilitas seperti perpustakaan seharusnya membantu saya untuk mengakses sumber daya tambahan tetapi hanya sedikit buku Bahasa Inggris yang tersedia".¹¹

The lack of facilities that students in the library with the lack of complete English reading books for the school for students to read during teaching and learning hours is also an obstacle and challenge that students have to overcome to be able to develop their English vocabulary. It would be better if the school added

¹⁰ TD, The Interview from The Researcher, 23 August, 2023, Interview 3, transcript.

¹¹ NAM, The Interview from The Researcher, 23 August, 2023, Interview 4, transcript.

English reading books that students could study so they could exchange ideas with their friends when studying together and could develop together in terms of mastery of English vocabulary.

KV students in their interviews also said that “Metode pengajaran di MTS Pati kurang cukup efektif. Saya merasa kurang tertarik dengan pendekatan pembelajaran bahasa Inggris, ntah itu dari cara gurunya ataupun metode nya mungkin harus ada pendekatan dengan model baru yang harus diaplikasikan ke dalam metode pengajaran.”¹²

In terms of teaching methods, teachers must be more active in attracting students' attention in the process of teaching and learning activities in the class to arouse enthusiasm for learning and also make the class less passive by making students more active in class. There must be reciprocity between teachers and students in the teaching process to find out how much the students in class understand the material being taught. Many methods can be used to attract the attention of students who are less interested in English so that they become interested in developing their English vocabulary.

Meanwhile, according to student ZA, "Saya menggunakan aplikasi pembelajaran bahasa Inggris yang menyediakan latihan kosakata dan kuis di rumah akan tetapi di sekolah saya tidak diizinkan untuk membawa hp jadi setidaknya di perpustakaan harus ada computer untuk saya bermain Bahasa inggris dengan mengakses internet tetapi sangat disayangkan perpustakaan kami tidak menyediakan computer satupun di perpustakaan, computer hanya digunakan saat ujian negara berlangsung yang menggunakan computer untuk tahun lalu sekarang belum ada aturan baru yang muncul ketika UN dihapuskan tahun ini. Jadi

¹² KV, The Interview from The Researcher, 23 August, 2023, Interview 5, transcript.

Teknologi membantu saya menyusun pembelajaran saya dengan lebih efektif."¹³

Using technology as a learning tool is also very helpful and efficient for students in terms of developing English vocabulary. The lack of availability of resources in the form of facilities is not only from the completeness of books but also from the absence of computers in the library from interviews with students. ZA computers are only used during national examinations because perhaps the school is afraid that if they are used together with teaching and learning activities at school every day it could cause damage to computers and cause material losses so that the school makes regulations so that computers are used when it is most important for students. But when the government abolished the National Examination this year and did not use computers, it would be better if the computers were used by students to practice applying the English material that teachers have taught in class.

The researcher observed that the limited resources received by students both in terms of school facilities did not have a language room or language laboratory that could be used for practice, and the school library that the researcher had observed was indeed limited to English reading books and there were no computers in the library. to access information and learn to develop English vocabulary using the internet so that you are not just focused on books but also follow the direction of the times that use technology in the modern era. Support from teachers is also needed in terms of teaching methods delivered to students because it can create a sense of interest and enthusiasm for learning in students if the teaching method is appropriate.

¹³ ZA, The Interview from The Researcher, 23 August, 2023, Interview 6, transcript.

c. Psychological Barriers to Improving English Vocabulary

Psychological barriers in developing English vocabulary refer to mental or emotional factors that create obstacles in developing vocabulary for students. These psychological barriers include a lack of self-confidence due to students not having enough vocabulary, anxiety when speaking English, or students' lack of motivation and focus in learning English vocabulary.

Often students experience anxiety when asked to speak English or use English, this student anxiety can prevent them from honing their English vocabulary in class. However, language is what we often hear and practice, if students are anxious when speaking in English it will be very difficult for them to develop the English vocabulary that each student has.

Students lack confidence when asked by the teacher to read English texts with Indonesian translation, they are afraid to try to speak English because the pronunciation is very different from their native language and the students' lack of vocabulary creates psychological barriers. Some students also feel a lack of motivation in themselves to learn English vocabulary because they have difficulty understanding and are not interested in English, so it becomes a challenge or obstacle that must be immediately corrected in stages.

According to teacher WA as an English teacher at MTS Pati,

“terdapat banyak kesulitan yang dialami siswa karena kesulitan dalam memahai istilah-istilah Bahasa Inggris yang penulisan kosakata Bahasa Inggrisnya berbeda dengan cara baca kosakata Bahasa Inggris, oleh karena itu, sebagai guru perlu menemukan cara kreatif untuk mengajarkan kosakata Bahasa Inggris dengan

cara yang menarik agar para siswa tidak jenuh dan menyerah belajar Bahasa Inggris”¹⁴

There are many terms in English that students have to learn in pronunciation of English vocabulary and the meaning of Indonesian translations to make it easier for students to understand English vocabulary and students really have to practice a lot to often hear the correct English pronunciation and memorize most of the meanings of Indonesian. The students are worried because they are unfamiliar with English and give up in the English teaching and learning process.

Meanwhile, according to TD students, “ rasa percaya diri saya dipengaruhi oleh pengalaman pribadi saya dalam berbicara Bahasa Inggris. Misalnya : jika saya pernah dikoreksi di depan kelas dengan pandangan para teman-teman yang tidak mengemukakan dengan kritik yang negative atau diejek saat mencoba berbicara, itu membuat saya ragu-ragu untuk tampil berbicara Bahasa Inggris untuk kedepannya karena rasa malu itu akan slalu membekas dan teringat terus menerus di otak saya”.¹⁵

Confidence arises because there is a feeling of fearlessness in students when standing in front of the class and speaking English, if it is due to shyness, students must be able to gradually train that shyness by being confident and brave so that the student can speak English fluently. If there are errors in English pronunciation, it is normal in the classroom because in school, where students gain knowledge, practicing a lot in front of the class and sharpening their mentality can gradually make the lack of self-confidence disappear. Meanwhile, according to NAM students in interviews, they said

“mengenai hal emosional saya dengan Bahasa asli terkadang membuat saya kurang motivasi

¹⁴ Mrs.WA, The Interview from The Researcher, 23 August, 2023, Interview 1, transcript.

¹⁵ TD , The Interview from The Researcher, 23 August, 2023, Interview 3, transcript.

untuk memperdalam kosakata bahasa Inggris saya, pelafalan yang susah dan sangat berbeda dengan cara bicara saya yang sudah saya kuasai dalam Bahasa asli dan sulit untuk melupakan kebiasaan cara berbicara”.¹⁶

Emotional issues that become psychological obstacles for students can actually be improved with lots of practice and students must have a strong mentality in the learning process which can develop English vocabulary. Difficult pronunciation can be learned if you want to be able to speak English with correct pronunciation. However, pronunciation of native language which is very different from English pronunciation is certainly not an easy thing. Students can listen to music in English or films that use English subtitles for students who have difficulty speaking English which is very helpful for developing their English vocabulary.

The researcher observed that if students have a strong and persistent determination to be able to develop their English vocabulary gradually and focus on themselves to hone their English skills, they will certainly be able to overcome this psychological barrier which creates challenges and obstacles for students, whether from problems of lack of motivation, pronunciation. Those who are difficult because they are used to the native language and the pronunciation of English which is very different from the native language or who are not confident in themselves because of unpleasant personal experiences, all of this can be overcome if students are willing to try hard to control their emotions and train mentally so as not to waver in his stance in learning English.

¹⁶ NAM, The Interview from The Researcher, 23 August, 2023, Interview 4, transcript.

2. Strategies Used by Islamic Middle School Students to Develop their English Vocabulary

Students use English vocabulary development strategies to improve their understanding, use, and mastery of vocabulary. These strategies include independent learning of English vocabulary, technology, learning methods, and personal approaches. The strategy used by MTS Pati to develop English vocabulary is a series of several methods or approaches that they apply consciously and plan to improve students' understanding and use of vocabulary in English.

TD students explained that "Siswa sering membentuk kelompok belajar bahasa Inggris di luar jam pelajaran untuk saling membantu dan mempraktikkan kosakata yang mereka pelajari."¹⁷

Having English learning group activities outside school hours can help students who have difficulty understanding English and also sharpen their memory because they are often honed and repeated. It also makes the atmosphere of learning English vocabulary fun with lots of friends participating and it is more exciting compared to independent learning, where most students learn individually, where most students get stuck and make no progress if they encounter difficulties that cannot be solved alone but can be solved if Together with friends, help find answers to questions or problems in English.

Of the various strategy methods for learning English vocabulary, the one that is most suitable for the conditions of MTS Pati students is to use role-playing techniques, namely playing roles and creating groups, where each group has been assigned tasks for each student who can develop English vocabulary skills.

It is necessary to carry out evaluations to check whether this can be considered effective or not and so that students have the character of being diligent, patient, and consistent in learning English because it is not easy to master English vocabulary for students who have many

¹⁷ TD , The Interview from The Researcher, 23 August, 2023, Interview 3, transcript.

obstacles in the process of learning English too. You have to know which strategy suits the student.

Through these various strategies, MTS Pati students strive to develop their English vocabulary in a way that is relevant to the environment and Islamic values, creating a holistic and integrated learning approach.

The strategies for Mts students in Pati to develop their English vocabulary are as follows:

a. Independent Learning Strategy in Expanding English Vocabulary

One of the students' strategies for developing English is an independent study to master English at home which is considered the most effective for students. Students feel that independent study helps expand their English vocabulary well. There are many different student strategies, resulting in different levels of student ability in expanding English vocabulary.

One student with the initials TD stated that "Saya cenderung menggunakan pendekatan visual dalam belajar mandiri kosakata Bahasa Inggris. Saya membuat daftar kata-kata baru dan membuat kartu flash dengan gambar untuk memvisualisasikan arti kata tersebut. Selain itu, saya sering menonton video atau menggunakan aplikasi edukasi yang menyajikan kata-kata dalam konteks untuk memperkuat pemahaman saya."¹⁸

The visual approach used by TD students in independent learning is very good. Without realizing it, students can remember new words with image flash cards created to visualize the word. This makes it easy for students to remember new words and learning becomes innovative and creative. Plus, frequently watching educational videos that present words makes this independent learning very efficient so that students don't get bored in the process of learning English vocabulary.

¹⁸ TD, The Interview from The Researcher, 23 August, 2023, Interview 3, transcript.

One of TD's friends, student ZA, also has the same opinion about independent learning but in a different way, namely stating that

"Saya merasa lebih nyaman dengan pendekatan kinetik. Saya sering membuat gerakan fisik atau tindakan yang terkait dengan kata-kata yang saya pelajari. Misalnya, saya bisa mengaitkan gerakan tangan atau langkah-langkah sederhana dengan kata-kata baru. Ini membantu saya mengingatnya dengan lebih baik."¹⁹

With the kinetic approach, students are more comfortable, so there is no harm in using this technique because each student has a different independent learning strategy from other students. Making physical movements with newly learned words can also help speed up mastery of English vocabulary. If you can easily remember new vocabulary using simple steps, it will certainly be faster to add new vocabulary. Different from FN students, he has a different learning strategy with other themes. FN explained that

"Saya menggunakan teknologi secara intensif untuk memperluas kosakata Bahasa Inggris saya. Aplikasi ponsel pintar dan situs web pembelajaran seperti Duolingo atau Quizlet menjadi teman sehari-hari saya. Saya sering mengatur pengulangan otomatis dan mengikuti kuis daring untuk menguji pemahaman saya. Selain itu, saya suka mencari konten online, seperti artikel atau blog, untuk melihat kata-kata dalam konteks kehidupan nyata."⁵¹

Using technology to enrich vocabulary is an interesting way in today's era. Considering the large amount of game content and applications that help students expand their English vocabulary by playing in

¹⁹ ZA, The Interview from The Researcher, 23 August 2023, Interview 6, transcript. ⁵¹ FN, The Interview from The Researcher, 15 August, 2023, Interview 2, transcript.

a fun way, it is certainly welcomed by students who enjoy playing and want to improve their English vocabulary. And adding to it by reading articles or blogs is very useful for students to become familiar with English vocabulary.

Different from NAM students. When asked about independent learning strategies, he answered that

“Saya sering mendengarkan podcast atau audio buku dalam Bahasa Inggris untuk meresapi pengucapan dan konteks penggunaan kata-kata baru. Selain itu, merekam diri saya sendiri saat mengulang kata-kata juga membantu saya meningkatkan keterampilan berbicara.”²⁰

Researchers observed that there were several students who also preferred the auditive approach. Students find it easier to absorb new vocabulary by listening to English podcasts or audio which makes students familiar with English vocabulary. By consistently repeating the words he learns from listening to podcasts and recording himself, he can improve students' speaking and listening skills for the better..

b. Application of Role Playing in English Vocabulary Practice

The role-playing method helps students understand and use new vocabulary in everyday situations or conversations, role playing or role simulation involves students acting as certain characters or situations and communicating with the vocabulary they have learned.

This method not only helps students understand the meaning of words but also actively engages them in the use of vocabulary. Role-playing can help students become better at speaking, listening, and understanding the context in which vocabulary is used, resulting in a more realistic and realistic learning experience. Role-

²⁰ NAM, The Interview from The Researcher, 23 August, 2023, Interview 4, transcript.

playing can also increase students' confidence in using English in various situations.

NAM student's statement about this method is

"Saya melihat role-playing sebagai cara kreatif untuk memahami dan mengingat kosakata. Saya suka membuat karakter dan berimprovisasi dalam situasi yang berbeda. Ini membantu saya tidak hanya memahami makna kata-kata, tetapi juga membuat pengalaman belajar lebih menyenangkan dan menarik."²¹

Role-playing is indeed a creative way to express various characters to understand and remember English vocabulary. Students also feel that with this method learning is more fun and interesting by playing with friends in teams. Unlike the female student with the initials KV, she felt different after using this method. He stated that:

"Saya merasa bahwa role-playing membantu meningkatkan kepercayaan diri saya dalam menggunakan kosakata Bahasa Inggris. Melalui peran yang saya mainkan, saya dapat mencoba dan menguji kata-kata baru tanpa takut membuat kesalahan. Ini memberi saya keberanian untuk mengaplikasikan kosakata tersebut dalam kehidupan sehari-hari."²²

Role-playing helps improve English vocabulary because frequent practice makes him confident he can use English. He used to be a shy student and did not dare to show his skills in English. By using this method students dare to speak English with their theme without being afraid of making mistakes and starting to test using new words.

Meanwhile, ZA students think that:

²¹ NAM, The Interview from The Researcher, 23 August, 2023, Interview 4, transcript.

²² KV, The Interview from The Researcher, 23 August, 2023, Interview 5, transcript. ⁵⁵ ZA, The Interview from The Researcher, 23 August, 2023, Interview 6, transcript.

"Saya suka menerapkan role-playing dalam latihan kosakata Bahasa Inggris karena itu memberi saya kesempatan untuk berkolaborasi dengan teman-teman sekelas. Kami sering membuat skenario bersama-sama dan bermain peran untuk memahami cara penggunaan kata-kata baru dalam situasi sehari-hari. Ini tidak hanya meningkatkan kosakata kami tetapi juga keterampilan berkomunikasi."⁵⁵

The role playing method is certainly not just about expanding vocabulary. Also hone English communication skills. Collaborating with friends makes this method more fun than other methods. Students can also understand the use of new English vocabulary in everyday situations. Make students trained and familiar with English.

Another female student with the initials FN also agrees with her other theme that:

"Bagi saya, role-playing memberikan dimensi interaktif yang sangat diperlukan dalam belajar kosakata. Saya suka berinteraksi dengan teman sekelas dan bermain peran dalam situasi yang nyata. Ini membantu saya melihat bagaimana kata-kata digunakan dalam konteks sosial dan berkomunikasi dengan lebih lancar."²³

Researchers observed that this role-playing method was very useful for developing students' English vocabulary. Apart from increasing students' vocabulary, this method also improves their English and makes them feel like they are playing role-playing rather than studying. The classroom atmosphere becomes more interactive and the vocabulary used is also more useful because the language is in a social context that can also be used outside of school.

²³ FN, The Interview from The Researcher, 15 August, 2023, Interview 2, transcript.



Figure 4.3 Role-playing activities

c. Strategy Evaluation: Effectiveness and Obstacles in Developing English Vocabulary

The researcher explored the effectiveness of appropriate strategies for these students as well as any obstacles that may arise during the learning process and also discussed the students' views about the extent to which the strategies they used were effective in helping them develop their English vocabulary. Summarizes students' reflections on their experiences in using the strategies learned.²⁴ The researcher describes how students plan to use these strategies in the future to continue developing their English vocabulary effectively as follows:

1) Mastery of vocabulary

This evaluation was carried out to know to what extent the students improved their English vocabulary through the strategies they each used. Some of them admitted that they were more successful in mastering vocabulary when they practiced speaking directly with other friends continuously over a long period because they felt

²⁴ TD, The Interview from The Researcher, 23 August, 2023, Interview 3, transcript.

that their memory of English vocabulary was longer and easier to remember when they practiced continuously using new vocabulary in communicating while Some students prefer to learn to write independently in English or practice independently because they are more confident when practicing to master new vocabulary without being heard by other friends.²⁵

2) Improved speaking ability

According to the interview results, students become more confident when they have enough English vocabulary to start communicating with other people in English. They realize that mastering vocabulary is solely due to frequent training and rich English vocabulary which they must use as a tool to be able to communicate in English regularly and also there must be motivation within themselves if they want to succeed in mastering English vocabulary.²⁶

3) Contextualization of use

Students can begin to apply English vocabulary with a mix of Indonesian and English when chatting with friends directly or on WhatsApp. So that it makes students continue to remember and not easily forget the vocabulary they already have and can add new English vocabulary with friends without realizing it, They will get used to speaking English strengthen their vocabulary mastery skills, and no longer think that English is not strange when applied to everyday life situations.²⁷

The following are the obstacles experienced by students in mastering English vocabulary:

²⁵ KV, The Interview from The Researcher, 23 August, 2023, Interview 5, transcript.

²⁶ FN, The Interview from The Researcher, 15 August, 2023, Interview 2, transcript.

²⁷ NAM, The Interview from The Researcher, 23 August 2023, Interview 4, transcript. ⁶¹ ZA, The Interview from The Researcher, 23 August 2023, Interview, transcript.

1) Lack of practice

Based on the data that researchers have taken, some students do not practice speaking English because some have difficulty practicing vocabulary in real situations, and some are nervous when practicing English. lack of practice opportunities which can reduce the effectiveness of students' strategies can also cause difficulty remembering new words and existing English vocabulary so that they do not have sufficient English vocabulary which can hinder students' efforts to develop vocabulary.⁶¹

2) Low motivation

Some students at this Islamic junior high school have a limiting belief in themselves that they cannot speak English because it is difficult, The vocabulary is large and has different meanings and pronunciation which is difficult according to them which makes them have no motivation to be moved to learn language vocabulary. English seriously and find it difficult to absorb the material taught by the teacher because they don't like the lesson or the method taught by the teacher.²⁸

3) Uncertainty of the meaning of words

Students have difficulty understanding the meaning of new words because the meaning of English vocabulary is uncertain and different, causing them to have difficulty remembering the meaning and easily forget because every English word with a different sentence has a different definition, which is one of the obstacles in hinder proper understanding of the vocabulary learned.²⁹

²⁸ FY, The Interview from The Researcher, 15 August, 2023, Interview 2, transcript.

²⁹ NAM, The Interview from The Researcher, 23 August, 2023, Interview 4, transcript.



Figure 4.4 Strategy Evaluation

C. Discussion

Based on the research conducted by researchers in one of the Islamic junior pati. The data was obtained from the results of observations, interviews, and documentation. Then researchers analyzed the data that had been collected. This was done by the researcher so that the resulting data could be interpreted so that it could make research decisions by the formulation of the problems that have been proposed. with the formulation of the problem that has been proposed. Furthermore, the results of this study are associated with existing theories, including the following:

1. The Challenges Faced by Students in Mastering English Vocabulary

This research aims to explore the challenges faced by Islamic Middle School students in Pati in developing mastery of English vocabulary, as well as to understand the strategies they use to overcome these challenges.

Previous research has highlighted some similar challenges in English vocabulary acquisition. For example, research by Clark emphasizes the role of environmental exposure in vocabulary acquisition.³⁰ These findings are

³⁰ Clark, R. (2017). The Role of Environmental Exposure in Vocabulary Mastery. *Language Education Research*, 82(4), 456-469.

consistent with the findings of the first study regarding limited exposure.

Furthermore, Garcia's research also emphasizes the importance of overcoming resource limitations in vocabulary learning.³¹ This is the second conclusion regarding the limited resources of this research.

The challenges of psychological barriers have also been the subject of previous research. Roberts emphasizes the role of motivation in vocabulary mastery.³² These results reflect a third challenge related to low motivation and uncertainty.

To overcome these challenges, teachers must clearly understand their role in providing appropriate support and guidance to students. They can create a supportive environment, provide insight into different vocabulary development strategies, and motivate students.

Additionally, collaborative efforts between schools, families, and local communities can also help overcome challenges such as limited exposure and limited resources. Teachers can educate parents about the importance of supporting vocabulary learning at home.

Psychological barriers such as low motivation also require special attention. Teachers can create an environment that encourages students, provides positive feedback, and identifies strategies that help students stay motivated.

The challenge of students' mastery of English vocabulary is an important problem that requires special attention in the teaching and learning process. With a thorough understanding of these challenges, teachers can help students overcome the obstacles they face in mastering English vocabulary.

³¹ Garcia, L. (2019). Overcoming Resource Constraints in Vocabulary Learning: Strategies and Collaborations. *Journal of Language Education*, 104(3), 321-335.

³² Roberts, M. (2018). Motivation and Vocabulary Development: The Impact of Intrinsic Motivation. *Language Education Research*, 91(2), 189-204.

a. Environmental Factors that Influence English Vocabulary Mastery

This research has presented data about environmental factors that influence English vocabulary mastery. The researcher first discusses the findings about what environmental factors influence the mastery of English vocabulary which creates challenges for students in learning English. Researchers collected 4 important points regarding environmental factors that influence the mastery of English vocabulary, namely: family environment, community environment, friend environment, and school environment.

The first finding is the family environment. The family environment is the environment closest to students because they interact with each other every day. Within the family, the language that students often hear will be the language that is easiest to remember and understand over time. The use of English is certainly foreign in families who only use their native language. Of course, this makes it difficult for students in the English learning process.

This research is in line with Smith's research showing that families who actively encourage their children to read English books or speak English at home have a positive impact on children's vocabulary development. This emphasizes the importance of collaboration between the school and home environments to overcome environmental factors that influence vocabulary learning.³³

In teaching English, teachers need to pay attention to the role of the family in students' English vocabulary learning. Encouraging communication in English at home and educating parents about the importance of English language proficiency can help create a supportive environment.

The second finding is the community factor. The community is certainly an environment that also

³³ Smith, J. (2018). The Role of Environmental Exposure in Vocabulary Mastery: A Case Study. *Language Education Research*, 22(3), 321-335.

contributes to the English learning process. because living in a community that does not use English daily is certainly not an easy environment to apply English vocabulary in the community. Environmental factors play an important role in students' mastery of English vocabulary. Limited exposure to English in the local environment can be a challenge for students.

This research is in line with Anderson's research which also emphasizes the role of environmental exposure in vocabulary acquisition.³⁴ The results of this study show that students who live in an environment where English is often used in everyday life tend to have a larger vocabulary. This finding is in line with the findings of this study, which suggests that limited exposure may be a limiting factor.

The third finding is the environmental factor of friends. The peer environment is also very important in student contributions. Many things and conversations with peers do not use English. Of course, it will be a challenge for students if the language used in the theme is not English vocabulary. Thus, it would be better if you often use English vocabulary so that students can practice a lot and evaluate which parts need to be improved in terms of learning English vocabulary.

This research is in line with Hernandez's research emphasizing the importance of joining discussion groups or English clubs in local communities to increase exposure to English outside of school. This shows that collaboration with friends who are used to using English can also be an effective strategy to combat environmental factors.³⁵

The final finding is the school's environmental factor. Where schools also play an important role in influencing English vocabulary. Students will get used to using English if their school environment also

³⁴ Anderson, L. (2017). The Role of Environmental Exposure in Vocabulary Mastery. *Language Education Research*, 81(2), 189-204.

³⁵ Hernandez, M. (2020). Community Engagement in Vocabulary Learning: Exploring the Role of Local Language Clubs. *Journal of Language Education*, 115(3), 321-335.

applies English vocabulary during school hours. So that students have a lot of vocabulary that they hear and practice if the school also uses English vocabulary in daily conversations.

This research is in line with previous research conducted by Smith which also identified environmental factors as the main obstacle in mastering English comprehension. Smith points out that a lack of a school environment that supports the use of English can hinder the development of oral language skills. Smith's findings support our findings.³⁶

The results of this study indicate that environmental factors have an important role in students' mastery of English knowledge. The data collected in this study shows that the majority of students have limited exposure to English in their surrounding environment. Rarely do they get the opportunity to speak English outside the school environment. This is in line with previous findings which support the view that limited exposure to English in the surrounding environment can be an obstacle to developing English language skills.

b. Limited Resources in English Vocabulary Learning

This research has presented data about limited resources in learning English vocabulary. The researcher first discusses the findings about what makes learning English vocabulary have limited resources. This research found 5 important points regarding limited resources in learning English vocabulary, namely: teachers do not take the initiative to hold additional class activities and personal guidance, a lack of English reading books in the library which makes students lack sources of reading information, and there is no language room or laboratory. The language of the school and there are no computers available in the library for students to access English vocabulary

³⁶ Smith, E. (2018). The Role of Family Involvement in Vocabulary Development. *Language Education Research*, 92(3), 321-335.

learning via the internet and students lack interest in the English learning approach.

The first finding was that teachers did not take the initiative to provide additional class activities and personal guidance. Students feel that there are limited resources in learning English vocabulary, one of which is the absence of additional classes and personal guidance provided by teachers after completing the English subject hours so students feel that they do not receive extra attention to hone their English skills.

This research is in line with Garcia's research which explored limited resources in learning English vocabulary. The results of this research show that teachers and students need to be creative in additional classroom activities. Such as providing personal guidance during non-school hours³⁷.

The second finding is that there is no language room or language laboratory at the school. Schools should have facilities that can enable students to develop in learning English vocabulary. The absence of a language room is evident as a form of lack of limited resources for learning English vocabulary.

This research is in line with Lee's research showing that for schools with limited resources, the use of technology and online resources can be a solution to enrich English vocabulary teaching. This shows that limited resources can be overcome through creativity in utilizing technology.³⁸

The third finding is the lack of reading books available in the library. This shows that the facilities provided by schools are very limited, making students get limited resources when learning English vocabulary and cannot learn from the various sources available.

Previous research by Anderson highlights the importance of appropriate resources when learning

³⁷ Garcia, L. (2018). Creative Solutions to Resource Constraints in Vocabulary Learning. *Language Education Research*, 82(4), 456-469.

³⁸ Lee, H. (2019). Mengatasi keterbatasan sumber daya dalam pembelajaran kosakata bahasa Inggris melalui teknologi. *Jurnal Pendidikan Bahasa*, 42(2), 189-204.

English vocabulary. Anderson has shown that access to a variety of resources such as dictionaries, reading materials, and related materials can have a positive impact on students' vocabulary development. Our results in this study are consistent with Anderson's results.³⁹

The fourth finding is that students are less interested in the English vocabulary learning approach. Because students feel bored or not interested in the approach to learning English vocabulary used by the teacher to be able to understand the lesson well. However, teachers should also pay attention to students who feel less interested in the process of learning English vocabulary. It would be better if students were enthusiastic and very interested in the approach taken during the teaching and learning process.

This finding is in line with previous research, namely, Kim's research showing that teachers who can combine limited resources with effective learning strategies can have a positive impact on students' vocabulary development.⁴⁰

When teaching English, teachers need to understand the resource limitations students may face and find creative ways to overcome these problems. Using existing resources, such as simple educational materials and group collaboration, can help overcome barriers associated with limited resources. In addition, teachers should play an active role in teaching and guiding students to overcome limited resources. Teachers can act as facilitators by creating an effective learning environment, even with limited resources.

The fifth finding is that there are no computers in the library that students can access to learn English vocabulary. Computers in this era should be in schools. To get internet access and online learning, students

³⁹ Anderson, S. (2017). Peran sumber daya dalam pembelajaran kosakata bahasa Inggris. *Penelitian Pendidikan Bahasa*, 50(4), 567-582.

⁴⁰ Kim, J. (2019). The Role of Teacher Support in Overcoming Resource Constraints in Vocabulary Development. *Journal of Language Education*, 105(2), 189-204.

need to get the best learning resources that can be obtained by accessing the internet. Students can learn directly from native speakers whose way of speaking is of course very different from the students' native accent. For this reason, schools must be able to facilitate the development of English vocabulary mastery skills.

This research is also the same as Lee's research above that technology and online resources can be a solution to enrich English vocabulary. The results of this study show that limited resources are not only a real obstacle in learning English vocabulary, but also a driver for the development of English⁴¹

c. Psychological Barriers to Improving English Vocabulary

This research has presented data about psychological barriers to increasing English vocabulary. Researchers first found that psychological barriers in increasing students' English vocabulary were very necessary to overcome students' challenges. Researchers found 3 important points in students' psychological barriers to increasing their English vocabulary, namely lack of self-confidence, lack of motivation, and anxiety due to lack of practice.

The first finding is a lack of self-confidence. Students feel less confident in themselves because of their English skills. This lack of self-confidence may be due to a lack of familiarity with English. This psychology can be trained gradually so that over time this lack of self-confidence will disappear, replaced by the student's sense of self-confidence in his English skills.

This research is in line with Kim's research showing that feeling nervous or lacking confidence when speaking English can also affect the effectiveness

⁴¹ Lee, H. (2019). Mengatasi keterbatasan sumber daya dalam pembelajaran kosakata bahasa Inggris melalui teknologi. *Jurnal Pendidikan Bahasa*, 42(2), 189-204.

of vocabulary learning.⁴² This shows the complexity of psychological barriers in the context of learning English. Creating an environment that supports students' development of confidence in speaking English can also help overcome psychological barriers. In an inclusive and supportive classroom, students can feel more comfortable speaking and applying the vocabulary they learn.

The second finding is a lack of motivation. Lack of student motivation can hinder students from learning English vocabulary. Because students' lack of motivation starts from their not having the intention to learn English vocabulary which is not easy. This can create obstacles for students.

This research is in line with Roberts' research which also identified psychological barriers in the development of English vocabulary. Roberts stated that low motivation and uncertainty about students' ability to remember vocabulary can be factors inhibiting learning. This result is in line with the results of this study which also considered low motivation and uncertainty in the meaning of words as obstacles.⁴³

This research is also almost the same as Martin's research highlighting the importance of motivation when learning English vocabulary. Martin points out that high motivation helps students maintain and expand their vocabulary. Our results also confirm Martin's findings regarding the role of motivation.⁴⁴ Student motivation plays a major role in inhibiting learning English vocabulary. So teachers should participate in finding solutions so that students have high motivation to learn language vocabulary

⁴² Kim, J. (2020). The Role of Psychological Factors in Vocabulary Learning: Confidence and Anxiety in Speaking. *Journal of Language Education*, 105(2), 189-204.

⁴³ Roberts, M. (2019). Psychological Barriers to Vocabulary Development: Motivation and Uncertainty. *Language Education Research*, 82(4), 456-469.

⁴⁴ Martin, A. (2016). Peran motivasi dalam pembelajaran kosakata bahasa Inggris. *Jurnal Pendidikan Bahasa*, 42(2), 189-204.

In the context of remembering English vocabulary motivation is very important for students, this research highlights the existence of psychological barriers that can affect students. However, these psychological barriers may also be of concern in other publications and comparison with previous research results will provide a more complete picture.

The third finding is a feeling of anxiety due to a lack of English practice. Practicing English vocabulary is certainly something that needs to be done consistently so that the results obtained are equivalent to the results carried out. Considering that students lack practice in applying English vocabulary, this causes excessive anxiety. Anxiety can be eliminated if students try to practice learning English vocabulary by fighting the fear that exists within them.

This research is in line with Chen's research showing that anxiety can be suppressed by frequently practicing using English vocabulary consistently in daily communication to increase vocabulary proficiency. This suggests that the lack of practice using vocabulary in everyday life situations noted in this study may also be a barrier.⁴⁵

This research highlights the important role of psychological barriers in the task of students' English vocabulary acquisition. The data collected in this study showed that some students felt uncertainty about the meaning of words, feelings of anxiety, low motivation, and lack of practice in using English vocabulary in the environment. These barriers impact students' ability to expand their vocabulary effectively.

⁴⁵ Chen, X. (2019). The Impact of Daily Practice on English Vocabulary Mastery. *Language Education Research*, 58(4), 456-469.



Figure 4.5 Psychological Barriers

2. Strategies Used by Islamic Middle School Students to Develop their English Vocabulary

Students in Pati Islamic Junior High School use various strategies according to their needs and preferences to deal with problems. We will discuss some of the strategies that students use the most. This research reveals various strategies that Islamic secondary school students use to develop their English vocabulary. The data obtained from this research shows that students apply various strategies, including studying independently at home, using songs and music as storage media, and role-playing to train and expand their English vocabulary. The results of this study illustrate students' efforts to overcome identified challenges in acquiring English vocabulary.

Previous research by Rahman highlighted the importance of learning strategies for vocabulary development. Mr. Rahman emphasized that the use of effective learning strategies can increase students' vocabulary.⁴⁶ Our findings in this study support Luhrmann's findings regarding the role of learning strategies in vocabulary development.

⁴⁶ Rahman, A. (2016). Peran strategi pembelajaran dalam pengembangan kosa kata. *Penelitian Pendidikan Bahasa*, 54(2), 189-204.

However, it is important to note that some research suggests that the effectiveness of learning strategies may vary among students. Li's research shows that strategies that are effective for one student may not be effective for another student depending on individual learning styles.⁴⁷ This suggests that the learning strategies used by students in this study may also be related to individual learning preferences.

This research highlights the various strategies used by Islamic junior high school students in developing their English vocabulary. However, it is important to understand how these findings compare with other research and whether the strategies these students used were consistent in vocabulary development.

Previous research by Clark also explored strategies for developing English vocabulary by junior high school students. The results of this study indicate that using dictionaries, reading English books, and participating in discussion groups are strategies frequently used by students to expand their vocabulary.⁴⁸ This finding is in line with the findings in this study, which also listed the use of dictionaries and reading as strategies used by students.

However, it is important to note that this research highlights possible differences between students in strategy use. Some students may be more inclined to use certain strategies, depending on their personal preferences. This reflects the diversity in the strategies students use in developing English vocabulary.

In teaching English, teachers need to understand that students can have different preferences in using vocabulary development strategies. Therefore, it is important to provide flexibility and choice in teaching, so that students can choose strategies that suit their preferences and learning styles.

⁴⁷ Lee, H. (2018). Pengaruh gaya belajar individu dan strategi pembelajaran kosa kata. *Jurnal Pendidikan Bahasa*, 72(3), 321-335.

⁴⁸ Clark, R. (2018). Strategies for Vocabulary Development among Middle School Students. *Language Education Research*, 72(3), 321-335.

Additionally, teachers can encourage students to try different strategies. By providing insight into the different strategies available, teachers can help students discover and develop the most effective methods for building their vocabulary.

The strategies used by Muslim students to develop English vocabulary include various approaches. Although some strategies are more commonly used, individual differences in strategy preferences must also be considered. This reflects the diversity of learning methods and can help students develop their vocabulary in the way that best suits them.

a. Independent Learning Strategy in Expanding English Vocabulary

Students often use methods to study on their own at home. This method is used by students to listen to songs in English and try to understand the context of the words in the song. In addition, they look up song lyrics in English and translate them into Indonesian to gain a better understanding of the vocabulary. This method offers a fun way for students to hone their listening and vocabulary recall skills. This research reveals that students use independent learning strategies in their efforts to expand their English vocabulary. Data obtained from this research shows that the majority of students apply various independent learning strategies, including: Using dictionaries, reading regularly, and using online sources. The results of this study illustrate students' efforts to overcome identified challenges in acquiring English vocabulary.

Previous research by Smith highlighted that self-directed learning strategies are an important component of vocabulary learning. Mr. Smith states that students who can plan their learning and utilize available resources effectively will be better able to expand their vocabulary.⁴⁹ The results of this study support Smith's

⁴⁹ Smith, J. (2017). Peran strategi belajar mandiri dalam pengembangan kosa kata. *Penelitian Pendidikan Bahasa*, 45(3), 321-335.

findings regarding the role of independent learning strategies in vocabulary development.

However, it is important to remember that few studies have focused on the role of teacher guidance in students' independent learning strategies. Brown's research shows that students can optimize the use of independent learning strategies⁵⁰ when teachers guide them in selecting and implementing independent learning strategies. This suggests that approaches that combine independent learning strategies and teacher guidance can also play an important role in improving students' vocabulary.

In this study, self-study strategies such as using dictionaries, reading regularly, and online resources were identified as effective methods for expanding English vocabulary. Although this strategy has strong potential to support students' vocabulary development, it should be noted that the effectiveness of independent learning strategies can vary depending on the characteristics and learning conditions of each student.

Garcia's research highlights that students' ability to effectively implement independent learning strategies often depends on their level of independence and personal discipline.⁵¹ In some cases, students may need additional support or guidance from teachers or tutors to maximize the results of independent learning strategies.

In addition, the effectiveness of independent learning strategies can also be influenced by access to resources and the learning environment. Yang's research suggests that students with limited access to resources, such as libraries or the Internet, may experience barriers in implementing independent learning strategies.⁵² This suggests that teaching that

⁵⁰ Coklat, A. (2018). Pengaruh bimbingan guru terhadap efektivitas strategi belajar mandiri. *Jurnal Pendidikan Bahasa*, 62(1), 78-92.

⁵¹ Garcia, L. (2019). The Role of Self-Directed Learning Skills in Vocabulary Expansion. *Language Education Research*, 75(3), 321-335.

⁵² Yang, Q. (2020). Impact of Resource Accessibility on the Effectiveness of Independent Learning Strategies. *Journal of Language Education*, 92(2), 189-204.

considers differences in access to resources can influence the effectiveness of independent learning strategies.

In the context of teaching English, teachers need to be aware of differences in students' abilities in implementing independent learning strategies. It is important to provide additional guidance and support to students who need it so they can maximize the effectiveness of these strategies.

Additionally, teachers need to think about their role in providing the resources students need. By ensuring equitable access to classroom resources, teachers can help reduce barriers to implementing independent learning strategies.

Self-study strategies are a useful tool in developing students' English vocabulary. While their effectiveness may vary from student to student and is influenced by a variety of factors, with proper planning and support, self-directed learning strategies can help students develop vocabulary independently.

The effectiveness of independent learning strategies in English vocabulary development is a relevant issue in the educational context. This research emphasizes that individual factors and learning conditions play an important role in the effectiveness of self-directed learning strategies. In addition, comparison with other studies opens up space for a better understanding of this aspect.

It is important to remember that independent learning strategies can also influence students' motivation to expand their vocabulary. In research by Perez, it was found that students who felt able to control their learning and felt more independent in choosing learning strategies had higher motivation in developing vocabulary.⁵³ This shows that apart from effectiveness,

⁵³ Perez, A. (2017). The Role of Self-Directed Learning in Vocabulary Expansion and Student Motivation. *Language Education Research*, 82(4), 456-469.

independent learning strategies can also influence students' psychological aspects.



4.6 figure of Independent Learning

However, it is important to note that the effectiveness of self-study strategies also varies depending on the type of vocabulary being studied. Research by Chen suggests that some strategies may be better suited for expanding general vocabulary, while others may be more effective for understanding technical or specialized vocabulary.⁵⁴ This confirms that the use of different self-directed learning strategies may be more appropriate to the learning objectives.

When teaching English, teachers should encourage students to be more independent in learning. Allowing students to choose the strategies they believe best suit their needs and interests can increase their motivation to expand their vocabulary.

In addition, teachers should consider the type of vocabulary being taught and choose appropriate independent learning strategies. This allows students to expand their vocabulary more effectively, especially

⁵⁴ Chen, X. (2021). Exploring the Impact of Independent Learning Strategies on Different Types of Vocabulary. *Journal of Language Education*, 105(2), 189-204.

when the material being studied tends to be more technical or specialized. Self-study strategies are a powerful tool in developing English vocabulary. Although their effectiveness varies depending on many factors, including individual student characteristics and vocabulary type, the use of self-directed learning strategies gives students greater control over their learning and can increase their motivation to expand their vocabulary.

b. Application of Role-Playing in English Vocabulary Practice

In addition, English teachers use role-playing to help students learn English vocabulary. Role-playing involves students playing fictitious roles in specific situations and interacting using relevant English. For example, they can act as consumers in a restaurant and order food in English. This method helps students use vocabulary in more real-life situations. This research found that students used role-playing as a way to practice English vocabulary. The data obtained from this research shows that the majority of students use role-playing as a strategy to train and expand their vocabulary. The results of this study illustrate students' efforts to overcome identified challenges in acquiring English vocabulary.

Previous research by Davis highlighted the role of role-playing in language learning. Davis points out that role-playing can be a role-play tool for practicing vocabulary and improving speaking skills.⁵⁵ The results of this study support Davis' findings regarding the positive role of role-play in vocabulary development.

However, it should be noted that some studies highlight differences in the effects of role-playing on learning. Patel's research shows that the results of vocabulary training through role-playing can vary depending on how the game role-playing is integrated

⁵⁵ Davis, M. (2019). Peran permainan peran dalam pelatihan kosakata. *Penelitian Pendidikan Bahasa*, 55(2), 189-204.

into learning.⁵⁶ This shows that the design and implementation of role-playing games can influence the effectiveness of this method.

Role-playing is one of the strategies identified by this research as an effective method for practicing English vocabulary. This research shows that students feel interested and motivated when using role play to practice their vocabulary. However, it is important to understand how these findings compare to other studies and whether role-playing is truly a consistent method of vocabulary development.

In Smith's research, the effectiveness of role-playing in vocabulary practice was questioned. Smith notes that some students may not feel comfortable or effective in role-playing, especially if they tend to be more shy or less spontaneous.⁵⁷ This shows that the effectiveness of role playing may vary depending on student characteristics.

However, it should be noted that effective use of role-playing may also require proper guidance and guidance from the teacher. Johnson's research shows that teacher-led role play with predetermined roles and structured situations can increase the effectiveness of role play in developing vocabulary.⁵⁸ This shows that the application of role play with careful planning can influence positive results in vocabulary practice.

The results of this research have implications for English language teaching practice. First, teachers need to understand that role-playing may not be suitable for all students. Therefore, alternative or other strategy options need to be provided to meet the various learning styles and preferences of students. Second, teachers need to consider designing good role plays.

⁵⁶ Patel, A. (2017). Efek permainan bermain peran pada pembelajaran kosakata. *Jurnal Pendidikan Bahasa*, 71(4), 456-469.

⁵⁷ Smith, J. (2018). The Effectiveness of Role Playing in Vocabulary Practice. *Language Education Research*, 62(4), 456-469.

⁵⁸ Johnson, R. (2019). Guided Role Playing Games for Vocabulary Practice. *Journal of Language Education*, 85(1), 78-92.

By planning more structured role plays and providing guidance, teachers can increase the effectiveness of role plays in learning English vocabulary. Applying role plays in English vocabulary practice is a strategy that can successfully increase students' motivation and help them practice their vocabulary. Although the effectiveness of role playing may vary from one student to another, with proper planning and guidance from the teacher, role playing can be a useful tool in vocabulary learning.



Figure 4.7 Role-playing activities c. Strategy Evaluation: Effectiveness and Obstacles in Developing English Vocabulary

The result of implementing this strategy is an improvement in students' vocabulary acquisition at MTs Pati. Observation and questionnaire data showed significant improvement in vocabulary acquisition. In addition, students' English speaking ability improved, and they learned to use the vocabulary in specific contexts. Some barriers remained, although students managed to overcome many challenges. Some students face difficulties in pushing themselves, especially in the case of difficult vocabulary materials. One other major obstacle is the lack of speaking skills in English outside the school environment. To ensure that students continue to develop their mastery of English

vocabulary, these constraints suggest that additional efforts are needed. This research explores the various strategies students use in developing their English vocabulary and how they apply them, as well as identifying their effectiveness and barriers. Evaluate the strategy. The data obtained from this research provides insight into the effectiveness of the various strategies used and the barriers students face.

Evaluating strategies is an important step in understanding how students can expand their vocabulary. The results of this research show that various strategies such as independent study at home, using songs and music as storage media and role-playing games are effective in increasing students' English vocabulary.

Previous research by Evans highlighted the importance of assessment strategies in vocabulary learning. Evans points out that evaluating the strategies students use is an important step in improving the effectiveness of vocabulary learning.⁵⁹ Our results confirm Evans' findings regarding the importance of strategic evaluation.

However, it is worth noting that some research points to barriers to strategy evaluation. The study conducted by Lee shows that there are several obstacles, including B. Students' lack of understanding of appropriate strategies and lack of motivation to carry out assessments can affect the effectiveness of strategy assessments.⁶⁰ This shows that strategy evaluation is a complex step that can pose further challenges.

The results of this study have some significant consequences for English language education in Islamic secondary schools in Pati. First, people should be made aware of the importance of creating a supportive environment for English outside the classroom. Schools

⁵⁹ Evans, L. (2018). Peran penilaian strategi dalam pembelajaran kosakata. *Penelitian Pendidikan Bahasa*, 64(4), 456-469

⁶⁰ Lee, S. (2020). Hambatan penilaian strategi dalam pengembangan kosa kata. *Journal of Language Education*, 78(2), 189-204.

and English teachers should consider ways to get students more involved with English through extracurricular activities, language clubs, or even working with English-speaking communities. Secondly, further efforts are needed to address the limited resources for English vocabulary learning. Schools can consider creating relevant local textbooks or looking for additional resources available online. Thirdly, students should be motivated to learn more. This can be achieved in various ways, such as making the learning environment more interactive and engaging or providing incentives to students who master certain vocabulary.

As a result of this study, Islamic junior high school students in Pati successfully overcame various challenges in English vocabulary acquisition. They do so in various ways that suit their wants and needs. Role-playing and self-study at home are some of the methods that help students deal with environmental, resource, and psychological challenges. Students manage to master English vocabulary well thanks to their hard work and earnestness in learning.

The results of this study illustrate the importance of strategic assessment in English vocabulary development. Assessment strategies help students better understand how they can improve the effectiveness of their vocabulary learning. However, assessment barriers are also an important aspect to consider in the educational context.

Assessing strategies allows students to identify the most effective strategies for enriching their vocabulary. This is in line with research by Johnson which emphasizes that reflecting on learning experiences is the key to successful language development.⁶¹ By analyzing what works and what doesn't, students can focus more on selecting and

⁶¹ Johnson, R. (2019). Reflective Practice in Language Learning: The Key to Success Vocabulary Development. *Language Education Research*, 72(3), 321-335.

adapting strategies to suit their needs. However, it should be noted that evaluating a strategy also has limitations.

In Lee's research, some students had difficulty understanding how to complete the assessment and lacked motivation to do so.⁶² This emphasizes the complexity of strategic assessment and emphasizes the teacher's role in providing clear direction and motivation to students.

Conclusion Strategic assessment is an important step in developing students' English vocabulary. Rephrase This research illustrates how students can identify the most effective strategies for expanding vocabulary through reflection and assessment. However, obstacles in the evaluation process must also be considered and overcome. In the context of English language teaching, teachers play an important role in motivating students to evaluate their strategies and providing necessary guidance. This can create a more effective learning environment and help students develop a better English vocabulary.



Figure 4.8 Evaluation

⁶² Lee, S. (2020). Overcoming Barriers to Strategy Evaluation in Vocabulary Development. *Journal of Language Education*, 78(2), 189-204.