
A study on Student's Challenges and Problems in Learning English Vocabulary

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Abstract

Students deal with a variety of issues that keep them from developing their English language proficiency. One of the most prevalent is their proficiency in vocabulary. The purpose of this study was to determine the challenges participants faced when acquiring vocabulary and the approaches they employed to overcome those challenges.

In the second semester of 2024, the researcher gave a questionnaire to every male and female student enrolled in King Faisal University's Applied College in English 101 and 102 to find out about their most common vocabulary problems. The twenty-question questionnaire covers a wide range of topics, including the respondent's difficulties with vocabulary learning and their approaches to overcoming such difficulties. According to the study, learning vocabulary can be hampered by a number of factors, including difficulty pronouncing and spelling English words correctly, difficulty building vocabulary, difficulty applying vocabulary correctly, and difficulty grasping its meaning.

Keywords: Learning Vocabulary, EFL Students, Challenges in Learning Vocabulary.

Learning Vocabulary

One of the most crucial aspects of language is vocabulary. The growth of the four English skills is directly influenced by the amount of vocabulary a person possesses. Numerous educators and instructors have demonstrated that increasing one's vocabulary helps hasten the advancement of one's English proficiency. The learner's proficiency in reading and listening in English increases with the size of his vocabulary.

Expanding one's vocabulary is the first step towards improving reading skills, even though background knowledge and reading tactics also play a role in language comprehension.

There are several definitions for vocabulary. Vocabulary is a fundamental aspect of language proficiency and forms a large part of the foundation for how students talk, listen, read, and write, according to (Renandya, W.A., and Richards, 2002). One of the most crucial lessons in learning a foreign language is vocabulary as without a wide range of words, one cannot communicate (Ur, 2012). As a result, vocabulary is a list of terms that are employed in the four skills together with their definitions.

Roger (2005) asserts that vocabulary is significant to students. For communication purposes, it is more significant than grammar, especially in the beginning when students are driven to acquire the vocabulary necessary to get by in the language. Additionally, after students have completed grammar, there is always something new to learn because the lexical system is open. Therefore, more advanced students are inspired to increase the amount of words in their vocabulary, grasp meaning nuances, and develop their own style of word choice and communication.

EFL Learners

English is taught as a foreign language in countries where it is not spoken or used very often in daily life. Countries such as China, Indonesia, Japan, and many Middle

Eastern countries are those where English is said to operate as an EFL. In Saudi Arabia, EFL is taught as a subject in schools. Sulistiyo (2016) lists several factors that make teaching EFL challenging: first, EFL teachers instruct students in large classes, frequently with more than 50 students; second, not all students who take English classes are motivated; and third, the English language curriculum emphasizes reading skills more than English grammar and vocabulary (Sawir, 2005).

In Saudi Arabia, teaching English is a required subject for both primary, secondary and high education. The Saudi government has already worked hard to raise the level of English proficiency among students. The author's experience as an English teacher suggests that there could be a variety of causes for the issues, including vocabulary. Learning vocabulary is essential for acquiring new language. Tozcu and Coady (2004) claimed that rich vocabulary develops learners' reading skills, and beneficial for reading comprehension and all English language skills.

Receptive and productive vocabulary are the two categories into which Hatch and Brown (1995) divide vocabulary. Words that students can't produce but can identify and comprehend when used in context are known as receptive vocabulary. The vocabulary is ones that the students are familiar with from reading texts, but they are not using it in their writing or speaking. Conversely, productive vocabulary consists of terms that students can articulate correctly, comprehend, and utilize to their advantage when writing or speaking. It includes the necessary vocabulary as well as the capacity to write or speak at the appropriate moment. Therefore, since students may create the words to communicate their ideas to others, developing a good vocabulary can be viewed as an active process.

Challenges in Learning Vocabulary

Numerous variables can cause learners to have difficulties when acquiring vocabulary. Vocabulary learning is one of the variables, according to (Brown, 2001;

Nation, 2000; Thornbury, 2004). Vocabulary comprises the following: meaning, appropriate use, pronunciation, spelling, and connotation. Studies indicate that learning words that are hard to pronounce also makes them harder to learn. Students who speak languages with highly consistent spelling systems may encounter difficulties with the spelling of numerous English words.

Where pronunciation is concerned, specific spelling patterns may also lead to misunderstandings. Mistakes in sounds and spelling can lead to mistakes in pronunciation or spelling and increase the complexity of a term. Even though English spelling is generally quite consistent, there are some exceptions. Particularly challenging words are those that contain silent letters, such as foreign, listen, headache, climbing, bored, honest, etc.

When two words have similar meanings, students are prone to mix them up. Meaning includes the relationship between form and meaning, or, to put it another way, the idea and the things it refers to, as well as the connections that individuals have when they hear or see a particular word or phrase.

In general, people find it easier to understand words that have a broad range of applications than their equivalents with a more limited scope. Put, then, has a rather broad definition; consider the verbs impose, place, position, etc. Uncertainty regarding the meanings of specific phrases might also lead to issues. Therefore, the word "propaganda" carries negative connotations in English, while its synonym could just mean "publicity." However, the term "eccentric" in English has no negative connotations; its closest equivalent in other languages might be "deviant." Lastly, colloquial words and idioms are typically more difficult to understand than clear-cut words. The word's meaning is another challenging concept for students to understand. For instance, does a native speaker of the language perceive the word as positive or negative? Occasionally, though, native speakers cannot even agree on a word's precise meaning.

It might be difficult to know when to use vocabulary responsibly. There are certain phrases and words that can only be used in specific situations. Additionally, it is critical that students understand whether a word or phrase has a professional or casual style. They also need to be cautious while using slang and colloquial terms.

1. Introduction

Vocabulary is a language component that is essential to support language skills in both written and oral English communication, according to Schmitt and his colleague (2021). Students are expected to learn vocabulary as a tool that helps them solve problems related to understand context and what expressions are useful for effective communication; by mastering vocabulary, they can improve their knowledge and language proficiency. The researchers observed that King Faisal University's Applied College students still face some challenges when it comes to vocabulary learning because English and Arabic have different vocabulary, which includes differences in pronunciation, spelling, and word usage.

According to several academics, learning vocabulary can be hampered by a few factors, including meaning, acceptable usage, pronunciation, spelling, and connotation (Brown, 2001; Nation, 2000; Thornbury, 2004).

The importance of vocabulary in learning English has drawn the attention of academics who wish to further explore this area. (Rahmatillah, 2014) investigated the types and contributing aspects of the students' language learning difficulties. The results show that the many kinds of challenges encountered are related to pronunciation, spelling, inflectional process, word meaning, and word use. A study by Hambali (2018) that outlined the internal and environmental elements driving the difficulty of learning language produced results similar to these. The study's findings are consistent with one conducted by Reskiawan et al. (2020), which indicated that

word meaning, pronunciation, practice, and spelling are among the contributing elements.

Because vocabulary is a component of language, it is essential to help English language learners form sentences or utterances. Lack of word collection will affect students' proficiency in both productive and receptive English. As a result, it's critical to investigate the challenges with vocabulary mastery that King Faisal University second semester students encounter and how they overcome them.

2. Statement of the Problem

The most common English vocabulary issues experienced by King Faisal University students are not well understood. The students must meet academic expectations while also working to improve their English vocabulary.

3. Objectives of the Study

This study looked into the difficulties with learning English vocabulary that King Faisal University students sometimes have. Additionally, the study seeks to shed additional light on the variables influencing students' learning English vocabulary and the strategies they use to overcome the obstacles of learning words.

4. Research Questions

1. What are the main problems encountered by King Faisal University students in learning English vocabulary?
2. Are there any statistically significant differences between male and female students in learning English vocabulary?
3. How can we help students to improve their English vocabulary?

5. Significance of the Study

The results of the study shed light on King Faisal University's difficulties with English vocabulary. This knowledge could serve as a manual for students on how to

increase their levels in vocabulary by using the right approaches and strategies. In order to determine the best method of vocabulary instruction, the study may also assist teachers in better understanding the English vocabulary issues that their students are experiencing.

6. Review of Related Literature

Research on "Students' Difficulties in Learning English Vocabulary of Thai Learners in Semarang" was carried out by Jidapa M. (2022). This study used a descriptive qualitative design; the instruments were questionnaires and interviews; the data were analyzed descriptively in terms of percentages; the sample of this study consisted of twelve Thai learners in Semarang who studied English department; the results of this research vocabulary are:

1. Vocabulary knowledge cannot be separated from language learning; failing to learn vocabulary will be ineffective in the language learning process.
2. The common factor that made students' difficulties in learning vocabulary was students' use of improper technique to learn, the majority of them experienced a lack of emphasis on learning, insufficient practice opportunities, a lack of commitment to improve, a lack of passion, complicated language, many forms, learning process obstacles, and environmental factors.
3. Using a dictionary and making educated guesses about terms based on context, reading books or news articles online, attempting to use recently learned vocabulary in conversation, and selecting the best learning method with a smartphone were the methods employed to overcome the challenges.

A study titled "The Obstacles in Learning Vocabulary of EFL Students" was carried out in 2022 by Nisrina L. an Nurueningsih R. Thirty Universitas Muria Kudus second semester students participated in the survey as respondents. A questionnaire was employed as the data collection tool. The study found that learning vocabulary was

hampered by a number of factors, including difficulty distinguishing between correct spelling and pronunciation of English words, difficulty honing vocabulary-building skills, difficulty applying vocabulary correctly, and difficulty comprehending connotation. Students utilize a variety of tactics to address the difficulties, including: (1) dictionary strategy and memorizing; (2) peer practice; (3) music or English video watching; (4) sharing and discussion with peers; and (5) additional individual class.

The study "The Difficulties in Learning English Vocabulary Faced by College Students of Pakistan" is conducted in 2022 by Shah, S., H., Abbasi, I., A. and Ali, A. The goal of the study is to concentrate on the challenges pupils have when acquiring new vocabulary. In accordance with the purpose of the study, a qualitative approach was used to collect data. Five participants were interviewed to learn more about the different types of challenges they have when learning new terms. Selected participants were interviewed in a semi-structured manner. After transcription, the data underwent thematic analysis. The results showed that the main obstacles to acquiring English vocabulary are the most challenging issues that students encounter, including short-term memory, spelling mistakes, pronunciation, poor reading habits, word length, and proper word usage. The findings also demonstrated that another contributing element is a lack of consistent practice and a lack of enthusiasm for vocabulary acquisition. The study offers the following practical tactics in light of these findings: determination, memorization methods, cognitive, and metacognitive.

A research study titled "Students' Difficulties in Learning Vocabulary" was carried out in 2021 by Urai S. and Nurnisa N. The aim of this study was to identify the challenges that thirty-three West Kalimantan Pesantren (boarding school) students had when acquiring English vocabulary. These pupils performed poorly in terms of mastering vocabulary. Questionnaires and conversations with certain pupils provided the data. The information showed that there were four areas in which the pupils

struggled: spelling, pronunciation of distinctive English sounds, memorization of lengthy words, and comprehension of meanings of unusual words.

In 2020, Rezvan G., Sadighi, F., and Qian, M. carried out a study titled "Vocabulary Learning Strategies: A Comparative Study of EFL Learners." In the current study, 218 EFL students pursuing English language studies BA, MA, and Ph.D. degrees at an Iranian institution are the sample under investigation. The goal was to determine whether there were any notable differences in the vocabulary learning tactics used by students with varying academic backgrounds. In order to do this, the participants responded to Vocabulary Learning Strategies' open-ended and closed-ended questions. The results, which were derived from both quantitative and qualitative analysis, showed notable variations in the vocabulary learning tactics used by graduate and undergraduate students. However, there was no discernible difference in the vocabulary learning tactics used by Ph.D. and MA students. In fact, examining the various vocabulary acquisition techniques employed by English language learners can highlight individual variations in vocabulary acquisition and motivate EFL instructors and curriculum designers to create resources and exercises that will aid students in expanding their vocabulary.

In order to identify the types and contributing variables to students' difficulty learning vocabulary, Rohmatillah, R. (2014) did a study named "A Study on Students' Difficulties in Learning Vocabulary." The participants in the vocabulary class during the first semester of the English Education Department at IAIN served as the study's subjects. This research used a qualitative design and incorporated case study elements. The researcher employed questionnaires and interviews to collect the data. Every data set underwent descriptive analysis. The results demonstrated that the children continued to have issues or challenges when learning language. Students encountered a variety of challenges when acquiring language. The pupils encountered the following kind of challenges: (1) nearly all of them have trouble

pronouncing words correctly, (2) one of the reasons why pupils struggled with learning vocabulary was the multiple grammatical forms of words, known as inflections; (3) another was learning how to write and spell. Furthermore, (4) the students had trouble selecting the right meaning for the terms, and (5) they were still unsure about how to apply the word in the given context. In the final, (6) class, the students continued to struggle with understanding idiomatic phrases and expressions. There were a few things that contributed to pupils' struggles with vocabulary learning. (1) The written and spoken forms of English differ; (2) There are a staggering amount of words that students must learn; (3) There are limited resources for word information; and (4) Word knowledge is difficult. Understanding a word entails much more than just knowing its definition from a dictionary. (5) Reasons of a lack of comprehension of the word's grammar. (6) The lack of resemblance in sound between the English and the students' native language frequently results in inaccurate pronunciation.

7. Difficulty of Learning English Vocabulary

According to Thornbury (2004: 27) the most common difficulties in vocabulary learning are follows:

a. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn.

b. Spelling

Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

c. Length and Complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their “learnability”.

d. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an -ing form (swimming) can add to its difficulty.

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

f. Range, Connotation and Idiomaticity

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, put is a very wide-ranging verb, compared to impose, place, position, etc. likewise, thin is a safer bet than skinny, slim, slender. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in English, but its nearest equivalent in other languages may be deviant. Finally, words or expression that are idiomatic (like make up your mind, keep an eye on....) will generally be more difficult than words whose meaning is transparent (decide, watch).

8. Methodology

Participants

The participants were all male and female English 101 and 102 students enrolled in the Applied College at King Faisal University in the first semester of 2023/2024 to learn about their most frequent English vocabulary issues. They were 217 female students and 149 male students.

9. Methods of Data Collection

9.1 Questionnaire

The questionnaire is 20 questions long and asks several questions about the respondent's vocabulary problems and the strategies students use to learn English words. This survey was created by the researcher.

9.2 Reliability Test

The analysis of the provided data reveals significant insights into students' challenges and strategies in learning English vocabulary. In Table 1, the reliability statistics show high internal consistency for the scales measuring students' problems (Cronbach's alpha = 0.912, 13 items), strategies to learn vocabulary (Cronbach's alpha = 0.769, 7 items), and overall learning of English vocabulary (Cronbach's alpha = 0.826, 20 items)

Table (1): Reliability Statistics

Scales	Cronbach's Alpha	N of Items
Students' Problems in learning English Vocabulary	0.912	13
Students' Strategies to learn vocabulary	0.769	7
learning English vocabulary	0.826	20

Table (2) showed the distribution of students by gender, with 40.7% male (149 students) and 59.3% female (217 students) out of a total of 366 students

Table (2): Distribution of students according to gender

	Frequency	Percent
Male	149	40.7
Female	217	59.3
Total	366	100

10. Descriptive Analysis of the Study Data and Discussion of Results

Table (3) provided details the frequency, mean, standard deviation, and maximum percentage of students' responses regarding their problems and strategies in learning English vocabulary.

One of the major problems faced by students is difficulty in understanding the meanings of English words due to similarities in their shapes but differences in their meanings. This issue has a mean score of 3.503, a standard deviation of 1.330, and a maximum percentage of 44.5% of students agreeing. Another significant issue is using English vocabulary correctly due to context-specific usage, with a mean of 3.500, a standard deviation of 1.271, and a maximum percentage of 49.5% of students agreeing. Learning words that have similar meanings or different meanings also presents a challenge, with a mean of 3.366, a standard deviation of 1.362, and 44.3% of students agreeing. The least concerning problem is the lack of interest in learning English, which has the lowest mean score of 1.874, a standard deviation of 1.187, and a maximum percentage of 49.7% of students strongly disagreeing.

Regarding strategies to learn vocabulary, students reported using the Internet as the most effective method. This strategy has the highest mean score of 4.109, a standard deviation of 1.009, and a maximum percentage of 47.5% of students agreeing. Learning English vocabulary through mobile apps is also a popular strategy, with a mean of 3.902, a standard deviation of 1.150, and 47.3% of students agreeing.

Listening to music and watching movies is another effective strategy, with a mean of 3.863, a standard deviation of 1.227, and 40.7% of students agreeing. The least employed strategy is joining private lessons, which has the lowest mean score of 3.087, a standard deviation of 1.431, and a maximum percentage of 34.2% of students disagreeing.

Table (3): Frequency, mean and standard deviation for questions

No.			strongly disagree	disagree	agree	strongly agree	mean	SD
	Students' Problems in learning English Vocabulary						3.028	0.944
1	I have no interest in learning English.	N	182	127	35	22	1.874	1.187
		%	49.7	34.7	9.6	6		
2	My motivation to learn English is low.	N	105	130	96	35	2.525	1.388
		%	28.7	35.5	26.2	9.6		
3	I am lazy in memorizing English vocabulary	N	71	128	125	42	2.833	1.380
		%	19.4	35	34.2	11.5		
4	I'm having difficulty understanding the meanings of English	N	41	137	135	53	3.060	1.331
		%	11.2	37.4	36.9	14.5		
5	I have difficulty learning English vocabulary because it differs from Arabic by spelling	N	50	121	123	72	3.126	1.411
		%	13.7	33.1	33.6	19.7		
6	I'm having trouble pronouncing English words.	N	54	136	128	48	2.945	1.356
		%	14.8	37.2	35	13.1		
7	There is no effective equipment in the classroom to learn English	N	62	118	119	67	3.030	1.436
		%	16.9	32.2	32.5	18.3		
8	I have difficulty learning English vocabulary because there is a difference between spelling and pronunciation of the word	N	35	105	140	86	3.374	1.363
		%	9.6	28.7	38.3	23.5		
9	I'm having trouble learning words that have similar meaning and words that have different meanings	N	46	84	162	74	3.366	1.362
		%	12.6	23	44.3	20.2		

10	I have difficulty understanding the meanings of the English language because some words are similar in shape but different in meaning	N	37	79	163	87	3.503	1.330
		%	10.1	21.6	44.5	23.8		
11	I have difficulty using English vocabulary correctly because some words are only used in a certain context.	N	32	80	181	73	3.500	1.271
		%	8.7	21.9	49.5	19.9		
12	I have difficulty understanding the meaning of a word because the word has a positive meaning and a negative meaning.	N	47	125	145	49	3.066	1.337
		%	12.8	34.2	39.6	13.4		
13	I'm having a hard time knowing if the word is a verb, a noun, an adjective or an adverb	N	57	107	126	76	3.156	1.439
		%	15.6	29.2	34.4	20.8		
	Students' Strategies to learn vocabulary						3.644	0.816
14	I use the dictionary to know the meaning of the word and memorize it in order to develop my vocabulary.	N	41	81	151	93	3.475	1.370
		%	11.2	22.1	41.3	25.4		
15	I speak English with my colleagues in order to increase my vocabulary.	N	32	99	152	83	3.424	1.330
		%	8.7	27	41.5	22.7		
16	I listen to music and watch movies to improve my English vocabulary.	N	18	65	149	134	3.863	1.227
		%	4.9	17.8	40.7	36.6		
17	I join private lessons to increase my ability to learn English	N	53	125	113	75	3.087	1.431
		%	14.5	34.2	30.9	20.5		
18	I learn English vocabulary through mobile apps.	N	16	55	173	122	3.902	1.150
		%	4.4	15	47.3	33.3		
19	I learn English vocabulary by searching the Internet	N	8	40	174	144	4.109	1.009
		%	2.2	10.9	47.5	39.3		
20	I learn English vocabulary by writing it down on a notebook	N	21	84	158	103	3.650	1.264
		%	5.7	23	43.2	28.1		

Table (4) showed the differences in learning English vocabulary based on gender. Male students scored lower in their strategies to learn vocabulary (mean = 3.499, $p = 0.004$) and overall learning of English vocabulary (mean = 3.139, $p = 0.009$) compared to female students who demonstrated higher proficiency in both areas (strategies mean = 3.745, overall mean = 3.315) However, there were no significant gender differences in the problems students faced in learning English vocabulary ($p = 0.167$). These numerical findings provide a comprehensive understanding of the challenges students encounter and the strategies they employ in the process of learning English vocabulary, emphasizing the gender variations in learning approaches and outcomes.

Table (4): The difference between learning English vocabulary according to gender

	Gender	N	Mean	Std. Deviation	t-test	Df	Sig. (2-Tailed)
Students' Problems in learning English Vocabulary	Male	149	2.945	1.018	-1.384	364	0.167
	Female	217	3.084	0.887			
Students' Strategies to learn vocabulary	Male	149	3.499	0.795	-2.86	364	0.004
	Female	217	3.745	0.818			
learning English vocabulary	Male	149	3.139	0.676	-2.618	364	0.009
	Female	217	3.315	0.601			

Discussion

The results show that both male and female Saudi students have difficulty picking up vocabulary in English. Common problems include having trouble using English vocabulary appropriately because certain words are only used in specific contexts and having trouble understanding the meanings of words that are similar in shape but have different meanings. The English language can be challenging, no secret. It's challenging for a language learner to understand the vast variations that even one word might have. The majority of the time, students trip over words that are too similar. When two words with different meanings have the same spelling and

pronunciation. When two words have the same spelling but distinct sounds and meanings. For instance, the word "desert" has two meanings yet the same spelling. A "desert" is a word that refers to a dry, arid place with little to no rain. The word's verb form is to Bandon someone or something. The words "flower" and "flour" have the same pronunciation, although they have different spellings and meanings. "Flour" refers to a fine white or brown powder that is manufactured from grain, primarily wheat, and is used in cookery to make cakes, bread, and other baked goods. The colored portion of a plant from which a seed or fruit sprouts is referred to as a "flower". Additionally, a large number of English words have strong associations with particular circumstances or settings. For example, the phrase "gnashing of teeth" refers to the act of teeth gnashing. When referring to something extremely big or enormous, the phrase "gargantuan" is frequently used, as in "a gargantuan task".

Both male and female students use various strategies to learn English vocabulary. The most popular strategy for them, according to the research results, is using the internet to look up the definition of a word. The second strategy used by Saudi students is using mobile apps. These results make sense because we can access everything these days through the internet and our phones, and many apps help with learning English vocabulary and all other language skills. Students find that watching movies and listening to music are effective ways to learn English vocabulary. In general, English language learners, especially those from younger generations, prefer learning English through entertainment over traditional literature. Listening to music and watching movies for vocabulary improvement aligns with the idea of utilizing authentic and immersive language experiences. This strategy allows students to encounter vocabulary in context and exposes them to different registers and accents. It can enhance both vocabulary and listening skills. However, it is important for students to ensure that they engage with appropriate and educational content to maximize the benefits of this strategy.

The study's findings indicate that students would rather not take private instruction to learn English vocabulary. This outcome makes sense since it saves students' time not having to travel to a teacher's home or have a teacher visit them; instead, they can quickly learn any subject at home. Students' learning is facilitated by applications and the internet. They help students save time and effort.

11. Conclusion

The results of the questionnaire highlight the challenges faced by students in learning English vocabulary and the strategies they employ to overcome these difficulties. It is evident that some students lack interest, face memorization challenges, and encounter difficulties due to spelling and pronunciation differences. These issues can impact their overall language learning experience and proficiency. To address these challenges, educators and institutions should consider implementing innovative and engaging teaching methods that foster students' interest in learning English vocabulary. Incorporating interactive and context-based activities, such as games, real-life scenarios, and multimedia resources, can enhance student engagement and motivation. Additionally, providing students with guidance on effective vocabulary learning strategies, such as using dictionaries, creating vocabulary notebooks, and incorporating authentic language experiences, can empower them to take an active role in their own learning. Encouraging a growth mindset and creating a supportive learning environment can also contribute to students' motivation and perseverance in vocabulary acquisition. Furthermore, it is important to regularly assess students' progress, provide constructive feedback, and offer additional support when needed. By addressing students' challenges and promoting effective vocabulary learning strategies, educators can facilitate students' language development and help them achieve their language learning goals.

12. Recommendations

1. Adequate time should be allocated in the classroom for students to learn English vocabularies.
2. Students should take vocabulary English exams every week to improve their words.
3. Vocabulary projects and activities should be a part of the curriculum.
4. To motivate their students to learn English words, teachers must be creative in their approach to teaching the language.
5. Family should encourage and support their sons and daughters to speak English everywhere to improve their vocabulary level.
6. Universities ought to provide their classrooms with all the tools and resources necessary to motivate students to practice English vocabulary in class.
7. To help students learn more English, all subject courses in all departments of the Applied College should be taught in the language.
8. Websites and helpful technological resources should be made available to students by English language teachers so they can practice the language.
9. University English language programs should receive more focus. Every year, students should celebrate English Language Day and other activities, which provide an opportunity for them to practice the language.

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