

**AN ANALYSIS OF STUDENTS' VOCABULARY MASTERY IN ENGLISH
READING TEXTS GRADE X (SMU) AT AN-NIKMAH
AL-ISLAMIAH PHNOM PENH CAMBODIA**

THESIS

*Submitted in Partial Fulfillment as One of the Requirements for Undergraduate
Program in English Education the Strata One (S1) Degree*



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DECLARATION PAGE

Hereby, I declare that this thesis entitled **“An Analysis of Student’s Vocabulary Mastery in English Reading Texts Grade X (SMU) at An-Nikmah Al-Islamiyah Phnom Penh Cambodia ”** Is my own work. I quoted some theories of this reaserch from several references and sources. Moreover, if the followiing day proves that this thesis is not my own work, i will be ready to take a consequence.

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APPROVAL PAGE

AN ANALYSIS OF STUDENT'S DIFFICULTIES IN UNDERSTANDING
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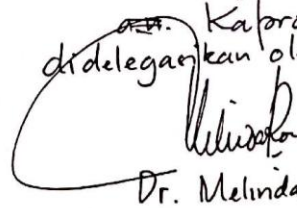
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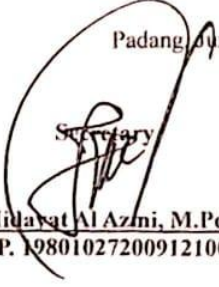
The thesis entitled "An Analysis of Student's Vocabulary Mastery in English Reading Texts Grade X (SMU) at An-Nikmah Al-Islamiyah Phnom Penh Cambodia" Written by **Sen Juvariya**, students register number: **2214050138** has been examined by Board of Examination in the faculty of Tarbiyah and Teacher Training of Islamic State University (UIN) Imam Bonjol Padang on Friday, June 19th, 2026. Therefore, it has accepted as one of the requisites to procure Academician Degree Program of Strata One (S1) degree in English Tadris Department,

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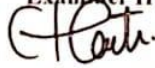
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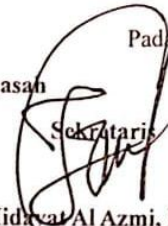
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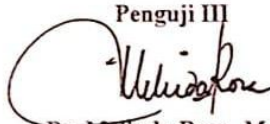
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ABSTRACT

Sen Juvariyah, 2026: **“An Analysis of Students’ Vocabulary Mastery in Reading English Texts Grade X (SMU) at An-Nikmah Al-Islamiyah Phnom Penh Cambodia”**

Reading is one of the most essential skills in learning English as a Foreign Language (EFL), and vocabulary is considered the fundamental component that supports reading comprehension. However, many EFL students still face various difficulties in understanding written texts, particularly related to vocabulary knowledge. This study aimed to analyze the level of students’ vocabulary mastery, identify the types of difficulties encountered, and determine the factors causing these difficulties among Grade X students at An-Nikmah Al-Islamiyah Phnom Penh Cambodia.

This study employed a descriptive qualitative research design with quantitative support. The participants consisted of 32 students and one English teacher. Data were collected through reading comprehension tests, semi-structured interviews, and documentation. The data were analyzed using data reduction, data display, and conclusion drawing techniques.

The findings revealed that the level of students’ vocabulary mastery was categorized as low, with an average score of 31.94% correct answers. The main types of difficulties included: (1) difficulty understanding word meanings (34.38% correct answers), (2) difficulty recognizing synonyms and antonyms (25.00% correct answers), (3) difficulty understanding words in different contexts (28.13% correct answers), and (4) difficulty distinguishing between word forms (31.25% correct answers). Furthermore, the study found that these difficulties were caused by internal factors such as limited prior English knowledge, low motivation, and poor learning habits, as well as external factors including ineffective teaching methods, limited learning materials, and limited exposure to English outside the classroom.

Based on these findings, it can be concluded that students still require more attention and support to improve their vocabulary mastery. Therefore, English teachers are encouraged to implement more effective vocabulary teaching strategies, provide suitable learning resources, and create opportunities for students to practice using new words in meaningful contexts.

Keywords: Vocabulary Mastery, Reading Comprehension, EFL students

ABSTRAK

Sen Juvariya, 2026: *“An Analysis of Students’ Vocabulary Mastery in Reading English Texts Grade X (SMU) at An-Nikmah Al-Islamiyah Phnom Penh Cambodia”*

Membaca merupakan salah satu keterampilan terpenting dalam pembelajaran bahasa Inggris sebagai bahasa asing, dan kosakata dianggap sebagai komponen dasar yang mendukung pemahaman membaca. Namun, banyak siswa bahasa Inggris sebagai bahasa asing masih menghadapi berbagai kesulitan dalam memahami teks tertulis, terutama yang berhubungan dengan pengetahuan kosakata. Penelitian ini bertujuan untuk menganalisis tingkat penguasaan kosakata siswa, mengidentifikasi jenis-jenis kesulitan yang dihadapi, dan menentukan faktor-faktor yang menyebabkan kesulitan tersebut di antara siswa kelas X di An-Nikmah Al-Islamiyah Phnom Penh, Kamboja.

Penelitian ini menggunakan desain penelitian deskriptif kualitatif dengan pendukung kuantitatif. Partisipan terdiri dari 32 siswa dan seorang guru bahasa Inggris. Data dikumpulkan melalui tes pemahaman bacaan, wawancara terstruktur setengah, dan dokumentasi. Data dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa tingkat penguasaan kosakata siswa dikategorikan rendah, dengan rata-rata skor jawaban benar sebesar 31,94%. Jenis kesulitan utama termasuk: (1) kesulitan memahami makna kata (34,38% jawaban benar), (2) kesulitan mengenali sinonim dan antonim (25,00% jawaban benar), (3) kesulitan memahami kata dalam konteks yang berbeda (28,13% jawaban benar), dan (4) kesulitan membedakan bentuk kata yang berbeda (31,25% jawaban benar). Selain itu, penelitian ini menemukan bahwa kesulitan ini disebabkan oleh faktor internal seperti keterbatasan pengetahuan bahasa Inggris sebelumnya, rendahnya motivasi, dan kebiasaan belajar yang kurang baik, serta faktor eksternal termasuk metode pengajaran yang tidak efektif, keterbatasan materi ajar, dan keterbatasan paparan bahasa Inggris di luar kelas.

Berdasarkan temuan tersebut, dapat disimpulkan bahwa siswa masih membutuhkan perhatian dan dukungan lebih lanjut untuk meningkatkan penguasaan kosakata mereka. Oleh karena itu, guru bahasa Inggris disarankan untuk menerapkan strategi pengajaran kosakata yang lebih efektif, menyediakan sumber belajar yang sesuai, dan menciptakan kesempatan bagi siswa untuk berlatih menggunakan kata-kata baru dalam konteks yang bermakna.

Kata Kunci: Penguasaan Kosakata, Pemahaman Membaca, Siswa Bahasa Inggris sebagai Bahasa Asing

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LIST OF CONTENT

DECLARATION PAGE	i
APPROVAL PAGE	ii
THESIS ACCEPTANCE.....	iii
PENGESAHAN TIM PENGUJI.....	iv
ABSTRACT	v
ABSTRAK	vi
ACKNOWLEDGEMENT	vii
LIST OF CONTENT	x
CHAPTER I INTRODUCTION	1
A. Background of the Study.....	1
B. Inditification of the Study.....	7
C. Limitation of the Study.....	9
D. Formulation of the Problem	10
E. Purpose of the Study.....	11
F. Definition of Key Terms.....	11
CHAPTER I I REVIEW OF RELATED LITERATURE.....	14
A. Theoretical Review	14
B. Types of Texts (Descriptive Text)	21
C. Types of Students' Difficulties in Understanding English Reading Texts	24
D. Factors Causing Difficulties in Understanding Reading Texts	28
E. Strategies of Reading.....	35
F. Relevance Studies	34
G. Conceptual Framework	37
CHAPTER III RESEARCH METHODOLOGY	41
A. Research Design.....	41
B. Research Subject	42
C. Instrument and Data Collecting Technique	43

1. Research Instrument	43
D. Data Collecting Techniques	44
CHAPTER IV FINDINGS AND DISCUSSION	46
A. Data Analysis and Research Findings	46
B. Discussion	61
C. Data Analysis.....	67
D Research Limitation	78
CHAPTER V CONCLUSION AND SUGGESTION	81
A. Conclusion.....	81
B. Suggestion	82
BIBLIOGRAPHY	84

LIST OF TABLES

Table 2.1: Conceptual Framework.....	38
Table 4.1: Students' Vocabulary Mastery Test Results	55
Table 4.2: The Number of Students Who Answered Each Question Correctly and Incorrectly.....	58
Table 4.3: The Result of Interview with Teacher.....	60
Table 4.4: The Classification of Students' Vocabulary Mastery Scores	69

APPENDIX LIST

Appendix 1: Research Instrument	89
Appendix 2: Answer Key of Vocabulary Mastery	100
Appendix 3: Students' Test Score Documentation	102
Appendix 4: Interview Guideline for English Teacher.....	104
Appendix 5: Interview Transcript with English Teacher	105
Appendix 6: Documentation of Research Activities	107
Appendix 7: Seminar Proposal Skripsi.....	108
Appendix 8: Berita Acara Seminar Proposal Skripsi.....	109
Appendix 9: SK Pembimbing I and II	110
Appendix 10: Surat Permohonan Izin Penelitian	111
Appendix 11: Surat Izin Penelitian.....	112
Appendix 12: Interview with Teacher A.....	113
Appendix 13: Interview with Teacher B.....	114
Appendix 14: Reading Text Test	115
Appendix 15: Students Reading Text Test.....	117