ABSTRACT

Qolbi,Micha Maharani. 2025. An Analysis on the Tenth Grade Student's Vocabulary Mastery at SMK Muhammadiyah Jember in the 2024/2025 Academic Year.Thesis, English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember. Advisors (1) Yeni Mardyana Devanti. M P.d (2) Henri Fatkurochman, M.Hum.

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Vocabulary mastery is one of the most important components in learning English as a foreign language. A strong understanding of vocabulary supports students in developing reading comprehension, writing clarity, and oral communication. However, many EFL students still struggle to use vocabulary appropriately, especially in identifying and applying specific word classes such as nouns and adverbs. This research applied a descriptive quantitative method. The participants were 14 tenth-grade students at SMK Muhammadiyah Jember, selected through total sampling. Data were collected using a 25-item multiple-choice vocabulary test, consisting of 14 noun-based questions and 11 adverb-based questions. Each correct answer was given a score of 4, while incorrect answers received 0, the findings revealed that all students (100%) fell into the "Very Poor" category, scoring below 40. No students reached the minimum required level of vocabulary mastery. This indicates a serious gap in students' understanding of basic English vocabulary, especially in using nouns and adverbs effectively in context teaching approach is not sufficient to help students achieve the expected level of vocabulary proficiency. Students may lack exposure to contextual vocabulary usage and meaningful practice. This aligns with previous theories which emphasize the importance of both word recognition and productive use. In conclusion, students' vocabulary mastery remains critically low, highlighting the urgent need for more engaging, contextualized, and varied teaching strategies. Teachers are encouraged to incorporate multimedia, games, and real-life communication tasks to enhance vocabulary learning outcomes in EFL classrooms.