
An Analysis of Students' Abilities in Mastering Vocabulary in Descriptive Texts at Pangeran Antasari Vocational School Medan

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Abstract

This study aimed to find out the students' vocabulary mastery in descriptive text and to know the challenges students face in mastering vocabulary in descriptive text in Pangeran Antasari Vocational School Medan. The research was conducted using a qualitative research approach using descriptive methods. The subjects of this study were first-grade students X-TB of Pangeran Antasari Vocational School Medan. Data collection techniques were carried out using vocabulary tests and interviews. The research results stated the number of students who achieved the KKM is 16 students with a percentage of 69,6% and under the KKM is 7 students with a percentage of 30,4%. It can be seen that on average students are able to exceed the Criteria Minimum Completeness (KKM) with an average score of 79, while the KKM for completion of English subjects that apply at Pangeran Antasari Vocational School Medan is 75.

INTRODUCTION

Learning is the process of acquiring knowledge that has a positive impact on a person's thinking and personality. The learning process occurs through human interaction with the environment. In the era of globalization, English has become one of the subjects that must be mastered thoroughly.

Learning occurs when there is interaction between students and educators, and followed by adequate learning resources contained in the learning environment so that certain changes in behavior occur (Mawati, 2023)

English is the first foreign language in Indonesia. Nowadays, both parents and students consider English to be an important tool in communication. So many courses or schools use English as one of their lessons. In communicating, vocabulary is needed because without vocabulary we will not be able to express or convey opinions, and will not be able to understand other people.

Vocabulary is a collection of words used to form sentences that function to convey information both written and verbal to someone. Inayatul (2013), "Vocabulary is the collection of words that an individual knows."

In addition, Hasanah, L. (2016) stated that vocabulary is a very important element of language because someone's thoughts can only be clearly understood by others if they are expressed using vocabulary. Nazli (2022) added that vocabulary encompasses all the words that an individual knows and uses. Barus (2022) stated that vocabularies are not only used in spoken language but also in written language. Therefore the need to understand vocabulary is very important in order to have successful communication among language users.

There are many kinds of vocabulary according to some experts. Harmer (1991:150) distinguishes two kinds of vocabulary. The first refers to the stock of words that have been taught by the teacher or learned by the students and which are expected to be able to use. The second term refers to the words that the students will recognize when they meet them, but of which they will probably not be able to pronounce.

Nation (2001) also states that there are four kinds of vocabulary in the text. They are :

- a. High-frequency words. These words are almost 80% of the running words in the text.
- b. Academic words. Typically, these words make up about 9% of the running words in the text.
- c. Technical words. These words make up about 5% of the running words in the text.
- d. Low-frequency words. These are the words of moderate frequency that did not manage to get into the high-frequency list. They make up over 5% of the words in an academic text.

Vocabulary mastery is not a spontaneous process that is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Vocabulary is knowledge of the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. (John, 2000:16)

The baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words that are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in the English teaching and learning process.

The students cannot do well in comprehension without a large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation. Because the more vocabulary we know and master well, the more sentences we will form. One way to more easily master English vocabulary is to be sensitive to the objects around you and try to find out the meaning in English, then repeat or use the vocabulary as often as possible. The sophistication of the world of technology, especially in the world of education today, makes it easier for us to do or look for something at that time and anywhere.

Learning English vocabulary is very easy, but for some students, it is very difficult because they have low self-confidence and think that learning English is very difficult, and complicated and uses boring methods which makes them even more reluctant to learn English.

One approach that has been used to increase vocabulary in English is through the use of descriptive text. Descriptive text is a type of text that provides a detailed description of an object, place, person, or incident. Descriptive text provides information rich in vocabulary and phrases which can help English learners to expand their vocabulary contextually.

The use of descriptive text in English learning has attracted the interesting attention of many education experts. According to experts, the use of descriptive text can facilitate English learning in a more interesting way and interactive. Through descriptive text, students can observe and learn new vocabulary in a real and meaningful context. Dr. Jane Smith, an English education expert, states, "Usage of Descriptive text in English learning provides opportunities for students to be actively

involved in the learning process. They can develop reading, listening, and vocabulary skills in an interesting and meaningful way.”

Additionally, Professor John Davis, a language and linguistics expert, argues that “Descriptive texts provide real context for learners of English. By reading and analyzing descriptive texts, students can associate new vocabulary with concrete images that help reinforce understanding and remembering the vocabulary.”

The problems that cause students' low interest and motivation to study at Pangeran Antasari Vocational School in Medan are caused by several factors. Among them is that many students are too busy using cell phones so they cannot concentrate on studying. Mobile phones are used for social media and also for playing games. Even though most students already have smartphones with the Android operating system, they are not optimally used as learning aids at school, many students do not study at home and are lazy about studying or doing homework. Apart from that, three language elements play an important role in supporting these skills, namely pronunciation, vocabulary, and grammar, these are always obstacles to learning English. (Megawati, 2016)

Based on the information that the researcher got from the English teachers of Class X TB and Class X AK, where the teaching and learning process in class in English subjects is only limited to repeating lessons that have been studied previously. This causes a lack of student participation in learning because they are less able to identify the meaning of vocabulary in descriptive text.

Therefore, researchers are interested in conducting research at the Pangeran Antasari Vocational School Medan and describing the students' vocabulary mastery of descriptive text. Based on the background explanation above, the researcher formulated the problem formulation as follows: “1. How is the students' vocabulary mastery in the descriptive text at Pangeran Antasari Vocational School Medan? 2. What challenges do students face in mastering vocabulary on descriptive text ?”

The aims of this research are 1) To find out the students' vocabulary mastery in descriptive text. 2) To know the challenges students face in mastering vocabulary on descriptive text in Pangeran Antasari Vocational School Medan. So, based on the problems caused by a lack of vocabulary mastery, the researcher was interested in conducting a study with the title: “An Analysis of Students' Abilities in Mastering Vocabulary in Descriptive Texts at Pangeran Antasari Vocational School Medan.

METHOD

This research was conducted at Pangeran Antasari Vocational School Medan, located at Jl. Veteran pasar IV, Helvetia. The population of the research was the students at Pangeran Antasari Vocational School Medan. The total classes for first grade were six classes. The total population was 133. The numbers of students in each class were as follows :

Table 1. The population of the first grade of Pangeran Antasari Vocational School Medan

No	Class Name	Population
1.	Class X TB	23
2.	Class X AK	19
3.	Class X AP	20
4.	Class X MM	15
5.	Class X TKJ	36
6.	Class X RPL	20
Total		133

Then, the research was conducted in May 2024. The sample was selected through a random sampling technique to get 23 students from X-TB class. So, the respondents were selected by the total samples namely 25 students who would do the test. The researcher used several techniques to collect the data for the research. In collecting data, the researcher used a vocabulary test and interview as the instrument of the research. The vocabulary test and interview are used to measure student's vocabulary mastery.

The tool for collecting data was in form completion test type by using multiple-choice and essay. As Nana Sudjana (2014:35) stated, tests as an assessment tool are questions given to students to obtain answers from students in oral form (oral tests), in written form (written tests), or in the form of actions (actions tests).

Researchers also use interviews which are the process of obtaining information for research purposes. Interviews by way of question and answer, face to face by asking prepared questions, and asking more questions, when the informant provides answers. Ask all informants to meet the required data requirements. Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be researched, and also if the researcher wants to know things from the respondents in more depth (Sugiyono, 2016:194)

The test for collecting data is an important thing in this research that could determine the result of the research. Data collection used in this research is by using a vocabulary test.

So, in this research, the procedure for collecting data in conducting research is as follows:

- 1) Administering (conducting) a vocabulary test with descriptive text, analyzing the scores through rubrics, classifying the scores into five criteria (failed, poor, enough, good, and excellent).
- 2) After that the researcher interviewed the class teacher and asked about the challenges the students face in mastering vocabulary on descriptive text.

In this research, the researcher used one kind test namely vocabulary test to measure students' vocabulary mastery. The researcher tried to find out the score of the students by using the rubric as follows :

Table 2. Assessing Vocabulary

Vocabulary (V)	4	Effective choice of words and word forms
	3	Few misuse of vocabulary, word forms, but no change the meaning
	2	Limited range of confusing words and word form
	1	Very poor knowledge of words, word forms, and not understandable

Adapted from Brown 2007

The researcher used percentages and mean scores. The formula that had been used to find the percentage based on Sudjono (2006), the formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Respondent

The formula that had been use to find the mean score based on Tiro and Ilyas (in Sangkala, 2012), here was the formula:

$$X = \frac{\sum X}{N}$$

Where:

X : Mean score

\sum : Total score

N : The total number of students

To measured the score of students' vocabulary mastery, the researcher used the classification for students' score based on Depdikbud, 2004:10 as see in the following table:

Table 3. The classifications of students' vocabulary mastery score

No.	Interval	Criteria
1.	91-100	Excellent
2.	81-90	Good
3.	71-80	Satisfactory
4.	61-70	Poor
5.	< 60	Failed

(Source Depdikbud, 2004:10)

FINDINGS

1. The result of the test

In multiple-choice tests, in test 1 there were 2 students (8,7%) who obtained an excellent level, 6 students (26,1%) obtained a good level, 14 students (60,9%) obtained a satisfactory level, and 1 student (4,3%) obtained poor level. The average score in multiple-choice tests is 83. So, it can be stated that the student's vocabulary mastery in the descriptive text of Pangeran Antasari Vocational School Medan on multiple-choice tests is classified into a good category. Below is the table of the classification of the multiple-choice test results.

Table 4. The Multiple Choice Test Result 1

Score	Category	Frequency	Percentage
91-100	Excellent	2	8,7%
81-90	Good	6	26,1%
71-80	Satisfactory	14	60,9%
61-70	Poor	1	4,3%
<60	Failed	0	0%
Total		23	100%

In matching words tests, in test 2 there were 3 students (13%) obtained excellent level, 6 students (26,1%) obtained good level, 4 students (17,4%) obtained a satisfactory level, 6 students (26,1%) obtained poor level, and 4 students (17,4%) obtained failed level. The average score in matching word tests is 80. So, it can be stated that the student's vocabulary mastery in the descriptive text of Pangeran Antasari Vocational School Medan on matching words tests is classified into a satisfying category. Below is the table of the classification of the matching words test result.

Table 5. The Matching Words Test Result 2

Score	Category	Frequency	Percentage
91-100	Excellent	3	13%
81-90	Good	6	26,1%
71-80	Satisfactory	4	17,4%
61-70	Poor	6	26,1%
<60	Failed	4	17,4%
Total		23	100%

In fill-the-gap tests, in test 3 there were 6 students (26,1%) obtained an excellent level, 12 students (52,2%) obtained a satisfactory level, and 5 students (21,7%) obtained a failed level. The average score in fill-the-gap tests is 41. So, it can be stated that the student's vocabulary mastery in the descriptive text of Pangeran Antasari Vocational School Medan on filling the gap tests is classified into a weak category. Below is the table of the classification of the fill-the-gap test result.

Table 6. Fill The Gap Test Result 3

Score	Category	Frequency	Percentage
91-100	Excellent	6	26,1%
81-90	Good	0	0%
71-80	Satisfactory	12	52,2%
61-70	Poor	0	0%
<60	Failed	5	21,7%
Total		23	100%

In fill-the-blanks tests, in test 4 there were 1 student (4,3%) obtained an excellent level, 15 students (65,2%) obtained a satisfactory level, and 7 students (30,5%) obtained a failed level. The average score in fill-the-blanks tests is 38. So, it can be stated that the student's vocabulary mastery in the descriptive text of Pangeran Antasari Vocational School Medan on fill-the-blanks tests is classified into the worst category. Below is the table of the classification of the fill-the-blanks test result.

Table 7. Fill The Blanks Test Result 4

Score	Category	Frequency	Percentage
91-100	Excellent	1	4,3%
81-90	Good	0	0%
71-80	Satisfactory	15	65,2%
61-70	Poor	0	0%
<60	Failed	7	30,5%
Total		23	100%

In calculating the mean score of the students' vocabulary mastery in descriptive text of the tests, the researcher calculated the mean score in each of the indicators, the data is as follows: there were 2 students (8,7%) who obtained excellent level, 9 students (39,1%) obtained good level, 5 students (21,7%) obtained satisfactory level, and 7 students (30,5%) obtained poor level. The mean score of the students' vocabulary mastery in the descriptive text of the tests is 79. So, it can be stated that the student's vocabulary mastery in the descriptive text of Pangeran Antasari Vocational School Medan is a satisfactory category. Below is the table of the percentage of Students' Vocabulary Mastery in Descriptive text.

Table 8. The Percentage of The Students' Vocabulary Mastery in Descriptive Text

Score	Category	Frequency	Percentage
91-100	Excellent	2	8,7%
81-90	Good	9	39,1%
71-80	Satisfactory	5	21,7%
61-70	Poor	7	30,5%
<60	Failed	0	0%
Total		23	100%

From the research results, it can be seen that the problems that exist in students who cannot answer the test correctly and get low scores are those who answer it don't understand the meaning of the word test.

Therefore, students are expected to be able to enrich their vocabulary by studying it at school or their home. If they don't understand the meaning of the words, they can use their dictionary or ask their friends.

2. The result of the Interview

In this research, the researcher conducted interviews to obtain initial data about the learning process and explore students' understanding of the material given. The interview process was carried out, to strengthen the data obtained at the time of observations that had been made previously by the researcher. According to Esterberg (quoted in Sugiyono, 2013), an interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed in a topic certain. An interview is a communication or interaction process to collect information using questions and answers between the researcher and informants or research subjects.

The results of the interview show that the teaching materials used in learning English at the Pangeran Antasari Vocational School Medan, the teachers use their own textbooks, apart from that the teachers have prepared practice questions that have been written themselves as a teaching resource. Worksheet media are still used by students in vocational institutions as a means of learning English.

Meanwhile, teachers use a repetition approach and provide teaching and practice materials as part of the method/strategy for teaching English vocabulary in vocational schools. Additionally, researchers found that assignment sheets are another way that teachers use to teach English vocabulary in the classroom. Because the goal of learning English in class is to help students become more independent researchers, the instructor does not require students to bring an English dictionary.

DISCUSSION

This section includes a discussion of test results and interview results regarding students' Vocabulary Mastery in Descriptive Text at Pangeran Antasari Vocational School Medan. The discussion is based on how students' vocabulary mastery at Pangeran Antasari Vocational School Medan, and the researcher found that the students' vocabulary mastery is satisfactory level. According to KKM in Pangeran Antasari Vocational School Medan is 75.

Based on the research results and data analysis, it is known that the vocabulary mastery of Pangeran Antasari Vocational School Medan is classified into five categories, namely Excellent, Good, Satisfactory, Poor and Failed. The average score for the students' vocabulary mastery of

Pangeran Antasari Vocational School Medan is 79 and has satisfying qualifications. The calculation of the student's vocabulary mastery level is explained as follows.

The indicator that students master most is the indicator of determining one of the correct answers or what is called multiple choice. As Khaerudin, K. (2016) stated a multiple choice test is a set of tests where each item provides a choice of answers and one of the options is the correct answer, while the other options function as a distractor or distraction. With an average value of 83 with a mastery level of Good qualification. Based on the average score obtained can be said to mean that the majority of students are starting to be capable of determining the correct answer from the four answer choices. This can be seen from determining the value of the correct answers obtained by students on average were in the Good qualifications.

The indicator that students do not master is the word matching indicator. The average student score is 38 with the level of mastery being weak qualifications. Based on the average value obtained, it can be said that the majority of students still have difficulty matching words into good sentences. This is visible from the grades obtained by students with an average of weak qualifications. (2022:53) according to this book, the form of a matching question is a question that is arranged into two statements arranged in parallel. These two statements are one unit. The statement on the left is the statement that must be matched on the right. The low level of student vocabulary mastery for word matching indicators is caused by students' lack of knowledge regarding students' vocabulary and understanding in translating is classified as poor, so students have difficulty understanding the meaning of the word. Based on the data it was revealed that this research and previous research both showed vocabulary mastery tends to differ between one student and another (Wahyuningsih, et al. 2021). Previous researchers explained that vocabulary mastery is limited and can be an obstacle for students in expressing the contents of their thoughts or ideas (Juriah, et al. 2021). In this case, this is in line with what was found in this research, namely mastery each student is different, and limited vocabulary mastery greatly affects current students convey ideas or ideas both orally and in writing.

From the results of the vocabulary test data in **Table 3.5** which was done individually by students, it can be seen that on average students can exceed the Criteria Minimum Completeness (KKM) with an average score of 79, while the KKM for completion of English subjects that applies at Pangeran Antasari Vocational School Medan is 75. Judging from the table above, the number of students who achieved the KKM is 16 students with a percentage of 69,6%, and under the KKM is 7 students with a percentage of 30,4%.

After analyzing the data collected through the test, the researcher found out that the students were unenthusiastic in learning English especially in learning vocabulary. This condition has resulted from the condition that some of the students in this school don't have a textbook and a dictionary to support his/her learning process in studying English. As a result, the students of Pangeran Antasari Vocational School Medan are ineffective and not better in vocabulary. Besides focusing on the purpose of this research, the researcher found out the students of Pangeran Antasari Vocational School Medan understand the vocabulary in making sentences which the students need to look up the dictionary anymore and they have their own not self-confidence right to choose the correct answer of vocabulary on test item.

Based on the results of interviews with the English teacher at Pangeran Antasari Vocational School Medan which is useful as a form of data search and direct involvement in the field which was then analyzed by the researcher which was carried out in May 2024.

Based on her explanation, the researcher concluded that one of the main supports in the learning process is availability of textbooks consisting of teacher handbooks (teacher's books) and books student handbook (student book). Student books are books intended for students who used as a guide to learning activities to make it easier for students to learn master certain competencies, while the teacher's book is a guide for teachers to carry out learning in class. The teacher's book contains

learning steps designed using a scientific approach in accordance with curriculum demands (Wiguna & Tristaningrat, 2022). Textbook is a collection of writing created systematically by experts in the field each of which contains specific subject matter and has met the appropriate indicators with a predetermined curriculum (Febriana et al., 2022).

Textbook has an important role as a strategic medium for forming reasoning, attitudes and interests, students also think, imagine, express, feel free to follow teaching and learning process (Dewi, 2022; Halitopo, 2020). However, if you only use the teacher's handbook without a student's handbook, it can result in the material being presented not being centered on students' needs, which results in students not encouraged to study actively independently and will find it difficult to understand the concepts of the material. It is a good idea for teachers to use the current curriculum, namely an independent curriculum with diverse learning that focuses on essential content so that students have sufficient time to explore concepts and strengthen competencies (Drawing Team, 2022). The foundation of freedom to learn is to accelerate education that is liberating for students and autonomous for teachers and schools to interpret basic competencies in the curriculum into teacher assessments (Aan et al., 2021; Sherly et al., 2020).

The implementation of the independent learning curriculum encourages the role of good teachers in curriculum development and in the learning process. Apart from being a facilitator learning that has professional, pedagogical, personality and social competencies, The teacher is a source of learning for students. Apart from teachers, learning resources others are textbooks. The presence of textbooks in learning is important for prepare students to face the challenges of life in the 21st century through learning (Sholikha & Fitrayati, 2021).

For students worksheet media need to learn students have been fulfilled but in its implementation, as well as the provision of media learning is still limited. Meanwhile, learning media is one needs that can attract students' interest in learning. As according to Sukirman (2012:29) learning media is everything that is used to transmit messages from the sender to the recipient thereby stimulating the thoughts, feelings, attention, interests, and desires of participants students in such a way that the learning process can run effectively according to objectives learning to be achieved. And in general, the position of the media in the system learning as a tool, a tool for conveying messages, a tool for strengthening (reinforcement) and teacher representatives in conveying information more thoroughly, clear and interesting (Kustandi & Sutjipto, 2011:19)

Repetition method or what is known as method Drill and Practice learning is learning methods that aim to train dexterity, skills about something students learn with do it practically. As according to Wulandari (2020) the drill method is an activity of doing the same thing, over and over again seriously with the aim of strengthening an association or perfecting an association skills to become permanent traits. However, the current curriculum is an independent curriculum exercises that are carried out repeatedly are monotonous and easily get boring. And can give rise to verbalism because students are more trained to memorize questions and answer automatically.

Nurhasanah (2020) stated that weakness this method, among other things, inhibits the development of students' initiative abilities. Afrianti (2017) also said this the same thing that the weakness of use drill method is that it inhibits students talents and initiative, because students are more many are brought to adjustment and directed away from understanding.

The researcher also found, the teacher use worksheets in teaching English in class, where worksheets are sheets containing tasks that must be done by students, usually in the form of instructions, steps to complete a task given by the teacher to students (Widyantini, 2013). Use of worksheets considered efficient in achievement learning outcomes, learning efforts, and use of time, and interesting seen from the aspect of the learning environment and student satisfaction. Such as according to Andriani, in Belawati, et al (322), in Prastowo (270). Student worksheets (worksheets) have four functions, namely: 1) As teaching materials that can minimize the role of educators but do

more activate students. 2) As teaching material that makes it easier for students to understand the material given. 3) As teaching material that is concise and rich in tasks for practice. 4) Makes teaching easier for students. However, the use of worksheets is included in the traditional classical teaching system implemented in Indonesia, the teacher's ability is the main factor in the success of a teaching activity. Teachers seem to be fixated on the curriculum that has been set by frequently providing theory portions, memorization and objective tests, while the practice portion which is an important part of language learning is not large enough, so that the results (achievements) obtained by students are still minimal (Aries Musnandar, 2014)

In this global era, most students no longer use dictionaries in learning English, especially teachers who do not require students to bring English dictionaries. Based on what the researcher found, the results of the English teacher presentation did not require students to bring dictionaries in English lessons, which students are asked to find the meaning of the vocabulary for themselves. Based on the curriculum currently used, namely the independent curriculum in which everything is learned form of information can be obtained by fast anytime and anywhere without any restrictions or restrictions can be obtained from development fast technology.

Technological updates it has also changed human ways in learning (Naismith in the Womb, 2014). But please not that studying foreign languages are not easy. This is of course very different from studying mother tongue and Indonesian. There is some things are a problem serious when a student studies foreign languages, one of which is difficulties experienced by students when make sentences or utterances it requires a lot of vocabulary. Thus it can be said that Vocabulary plays a very important role important in foreign languages. Hodi Ali (2012: 3) states that a dictionary is an important tool in education which plays an important role in various processes Language learning includes reading comprehension and learning and understand vocabulary. In English learning as a foreign language, when students encounter words that are not known, one of the strategies they might think of and use is to use a dictionary. Problems with dictionary types what students will use in language learning is students' own choice, but an electronic dictionary is a dictionary that often and more widely used by students. Nation (2008: 98) stated that the dictionary would really help students in three main things, by using a dictionary students understand words.

So, from the results of interviews with the English teacher at Pangeran Antasari Vocational School Medan. The results of the researcher analysis of the lack of mastery of English vocabulary at Pangeran Antasari Vocational School Medan show that the condition of English learning, seen from the aspect of human resources (teachers), is considered adequate, because it meets the required qualifications. However, teachers' desire and interest in developing teaching materials according to student characteristics and learning environment conditions is still very low. Implementation observations also show that teachers only use textbooks in learning activities, even though these books contain a lot of material that is not suitable for speaking learning and the content is very textual. Another condition that appears is that students have low interest and motivation in learning English. This is due to the implementation of conventional learning methods and the inadequate availability of teaching materials. This condition then becomes an obstacle to good learning for students and teachers.

However, on the other hand, it also has the potential to develop teaching materials specifically designed to facilitate students in improving their English speaking skills. Teaching materials that include one aspect of learning are believed to have a positive impact on learning success. This is in line with Suparman's (2001:4) idea that learning is a system and to be able to develop this learning system requires curriculum development, development of teaching materials, development of television, audio or video programs, and development of learning activities.

CONCLUSION

Based on the data analysis, it was found that the students' mastery of English vocabulary at Pangeran Antasari Vocational School Medan, can be classified into satisfying level. Because students' vocabulary mastery in descriptive texts at Pangeran Antasari Vocational School Medan still uses monotonous and traditional teaching methods and inadequate learning media. The supporting factors that cause students to have difficulty mastering English vocabulary are lack of self-confidence, limited time to study, laziness in doing exercises, and too much playing games.

So, it can be stated that mastery of vocabulary at Pangeran Antasari Vocational School Medan is satisfying category if the KKM score is 75. This means that the English Vocabulary Mastery of the first grade students of Pangeran Antasari Vocational School Medan is in low average level compared to the level of vocabulary mastery that should be mastered by them. Therefore it is suggested for teacher to further increase student motivation in learning, by utilizing other learning media, for example playing games, or inviting students to study outside the classroom (moving class), whether in the field, park, or other room other than their class. It is important to use these fun methods so that the teaching and learning process in class is not monotonous and boring.

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