

ABSTRACT

This study aims to identify the internal and external factors influencing the low vocabulary mastery among eighth-grade students at SMP Nasrani 5 Medan. A descriptive qualitative approach was employed, involving 12 students as research participants. Data were collected through questionnaires, semi-structured interviews, and classroom observations. The findings revealed that internal factors such as low learning motivation, lack of interest, and inconsistency in study habits significantly hinder vocabulary acquisition. External factors included unengaging teaching methods, limited access to learning resources, and an unsupportive learning environment. These results highlight the need for interactive teaching strategies, enhanced teacher competence, and parental involvement to improve students' vocabulary skills. This study contributes to the development of more effective English language learning practices and policies at the junior high school level.

Keywords: vocabulary mastery, internal factors, external factors, English learning, junior high school students