STUDENTS' DIFFICULTIES IN MASTERING ENGLISH VOCABULARY OF RECOUNT TEXT

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the Degree of Bachelor of Education in English Language Education

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FAKULTAS ILMU TARBIYAH DAN KEGURUAN

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Assalamualaikum Wr. Wb.
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Wassalamu'alaikum wr. wb.

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ABSTRACT

Title : Students' Difficulties in Mastering English Vocabulary
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This research is about students' difficulties in mastering English vocabulary of recount text. This research aimed to analyze the aspects of vocabulary mastery faced by the students, explain the students' dominant difficulties in mastering English vocabulary of recount text, and describe the students' strategies to solve the difficulties in vocabulary mastery at the eighth grade MTs Negeri 1 Kediri. This research used quantitative method and descriptive design. The population was the eighth grade students of MTs Negeri 1 Kediri. The writer obtained the sample by using simple random sampling technique. The samples of this research were 112 students from 321 students. In collecting the data, the writer used test and interview. The test was used to determine each aspect's percentage and to explain the dominant difficulties, while interview was to describe the students' strategies to solve the difficulties. This research findings were (1) The aspects of vocabulary mastery faced by the students were meaning (12.67%), spelling (12.88%), pronunciation (34.37%) and grammar (32.01), (2) The highest difficult aspect faced by the students was pronunciation with the percentage 34.37% (3) Each student had their own strategies in facing difficulties. Those were opening google translate dictionary, recalling memory about particular vocabulary and and always maintaining English vocabulary by playing an online game. From both instruments, the writer can conclude that pronunciation and grammar were the dominant difficulties faced by the students of MTS Negeri 1 Kediri.

Keywords: *recount text, students' difficulties, vocabulary mastery*

MOTTO

"The good life is a process, not a state of being. It is a direction not a destination."[1]

"One forgets words as one forgets names. One's vocabulary needs constant fertilizing or it will die."[2]

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[1] 'Summer Reading' <https://www.goodreads.com/quotes/7609891-the-good-life-is-a-process-not-a-state-of > [accessed 1 July 2021].

[2] 'AllGreatQuotes' <https://www.allgreatquotes.com/quote-127353/> [accessed 1 July 2021].

DEDICATION

This thesis is dedicated to:

1. My beloved mother, Almh Ibu Kito Isworo Retno Safaroh, who's become my motivation to study and work hard.
2. My super lovely father, Ayah Heri Priyono, who always prays and gives his best to me.
3. My dearest aunties, Bulek Yuni & Bulek Suryani, who give me the purest love and the greatest affection I've never felt.
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5. All of my teachers and lecturers who have guided and educated me with big gorgeous and sincerity.

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In the Name of Allah, the Most Gracious the Most Merciful.

Peace is upon to the king of life, Allah SWT. The mercy and blessing until this thesis can be completed finished. Also, peace and salutation are ever granted to Our Last Prophet Muhammad SAW, who has guided and acquainted Islam in the right way.

This thesis entitled "***Sudents' Difficulties in Vocabulary Mastery of Recount Text***" conducted at the second grade students of MTs Negeri 1 Kediri in the academic year of 2020/2021 is for readers who want to find out the students' difficulties in vocabulary mastery.

The writer realizes that she is not able to finish this final project without support, cooperation, help, and love from many people. Therefore, she would like to express her deepest graduate to:

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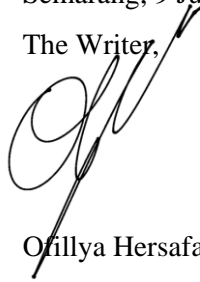
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Semarang, 9 Juni 2021
The Writer,

Ofillya Hersafanti

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CHAPTER I
INTRODUCTION

This chapter discussed about background of the research, reasons for choosing the topic, research questions, objective of the research, significance of the research and scope of research.

A. Background of the Research

Language is one of the important parts in human life.[3] Besides, it can influence someone's mindset.[4] Without language human is not able to express the feeling and interact with other people around. Many languages exist in this world. English has become international language for years. If a person wants to continue studying abroad or just contact other people around the world, they have to master the international language called English. This situation makes people learn English harder. But many students dislike English. They find difficulties in understanding the meaning of a text or pronounce the word. Therefore, students get lazier if asked to read English story than Indonesian story.

Language has major component called vocabulary. Without vocabulary, there will be no language in this world. In the English language learning, vocabulary becomes the central componente which

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[3]Kharisma Puspita Sari, 'Teacher's Directive Speech Acts at Kindergarten School', *Vision: Journal for Language and Foreign Language Learning*, 7.1 (2018), 35 <https://doi.org/10.21580/vjv7i12735>.

[4] Sumarsono, *Sosiolinguistik* (Yogyakarta: Pustaka Pelajar, 2013)., p. 18.

has to be mastered by language learners. By having vocabulary mastery, students are able to improve English skills easily such as speaking, reading, listening and writing. Students face a huge number of vocabulary items that the students will use and must understand.[5] This becomes a challenge for English teachers who will teach their students. By knowing the students' difficulties, a teacher might help students recall English words and find the best method in conveying English material.

A language skill is not able to be detached from vocabulary mastery because a word is the basis of a language. Hence, vocabulary becomes a language component consisting of all the message about the use of words in the language and its meaning which the students must master. It means that collection of words which a person uses in language activities is vocabulary. Human certainly has different levels of difficulties. The difficulties is like difficulties in communication, difficulties in pronunciation and grammar. Basically language learners have difficulties in mastering the four skills in learning English because of the lack of vocabulary. Vocabulary is the core component in a language. The more vocabulary that students recognize, the more meaning they can communicate in a wide variety of circumstances. Cameron said that vocabulary involved the form of how it sounds, how it is spelt, the grammatical changes and its

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[5] Jeanne McCarten, *Teaching Vocabulary: Lesson for the Corpus, Lesson for the Classroom* (New York USA, 2007)., p. 2.

meaning. Those can be stated as pronunciation, spelling, grammar and meaning.[6]

Vocabulary mastery is indispensable for a person to understand and use his or her collection of words to express thoughts and feelings in various scopes of life such as in language activities. Tarigan states that the quality of person's language skills depends on the quantity and quality of their vocabulary. The richer the vocabulary we have, the more likely we are to be proficient in language. Therefore, vocabulary teaching in schools should be the basis for the development of students' language skills. According to Kanso, vocabulary mastery will influence the way students think and be creative in the language learning process. This becomes the proof that vocabulary mastery is able to define a student's quality in language.[7] The quality of a person's language skills depends on the quantity of vocabulary they have. The more vocabulary a person has, the greater his or her language skills.

James Scott states that teachers often expect that students will be able to get enough vocabulary just by reading. But it's almost never caught up by those who are in under grade level of vocabulary.[8] Many students in Indonesia have lack of English vocabulary. Therefore, it is essensial for students to recognize English vocabulary earlier. This thing seriously must be concerned by teachers and students, because

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[6] Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2001) <https://doi.org/10.1093/elt/56.2.201>.

[7] Rahmawati Firman A.D., Heksa Biopsi Puji Hastuti, Sukmawati, 'Analisis Hubungan Penguasaan Kosakata Dan Kemampuan Memahami Unsur Intrinsik Cerpen Siswa SMP Di Kota Kendari', *Ranah: Jurnal Kajian Bahasa*, 8.1 (2019), 127–28 <https://doi.org/10.26499/rnh.v8i1.636>.,

[8] James Scott, 'Guide to Teaching: Vocabulary', *Vocabulary Issue*, 1.1 (2016), 3.

it can influence the four language skills. Those are speaking, reading, writing and listening. It concludes that students will get a lot of problems in the English subject class without mastering the vocabulary. Because vocabulary supports the four English skills.

Some researches with the same case have been explored before. One of them is a journal by Bimas Reskiawan, Netty Huzniati Andas and Hajra from Universitas Sembilan Belas November. The result of the research found that the first grade students of SMPN 1 Baula still faced difficulties in mastering vocabulary. The factors found were: the word and the pronunciation were different; the word and the spelling did not match; the students less practiced and rarely interacted to others in English; the students were not able to distinguish similar words that have different meaning; the students were confused with the pronunciation because lack of similarity between the sounds of English and Indonesian.[9] The fact found that students of SMPN 1 Baula still faced difficulties in vocabulary mastery became the writer's reason in researching students' difficulties in MTs Negeri 1 Kediri. The difference from the journal is that the writer used the four aspects from Cameron. They are pronunciation, spelling, grammar and meaning. Another reason for conducting this research is the data. The data collection used online test in google form. It has not been found yet how a vocabulary mastery test is arranged in google form at MTS Negeri 1 Kediri during a pandemic. Also, the writer

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[9] Bimas Reskiawan, Netty Huzniati Andas, and Hajra, 'A Study on Students' Difficulties In Vocabulary Mastery at First Grade Students of SMPN 1 Baula', *Tamaddun*, 19.1 (2020), 34 <https://doi.org/10.33096/tamaddun.v19i1.74>.

strengthened the result of the test by interviewing 5 students who have done the vocabulary mastery test. For these reasons, this research tried to fill in these gaps, so that the researcher was interested in researching the students' difficulties in vocabulary mastery, especially in recount text.

Based on the explanation about students' problem in vocabulary mastery above, the writer was interested in analyzing the aspects of vocabulary mastery faced by the students, explain the students' dominant difficulties in mastering English vocabulary of recount text and describe the students' strategies to solve the difficulties in vocabulary mastery. The writer chose recount text because based on English syllabus, students of junior high school get recount text firstly in the eighth grade. The second reason was because the writer wanted to explain the aspects of vocabulary mastery faced by the students and the students' difficulties in mastering English vocabulary from recount text. Therefore, the writer chose the title "Students' Difficulties in Mastering English Vocabulary of Recount Text".

B. Reasons for Choosing the Topic

According to the explanation above, here are the reasons why the writer chooses the topic:

1. The title of this research is relevant with the writer's status as a student of English Education Department.
2. Most of junior high school students in Indonesia have lack of English vocabulary. While vocabulary becomes the main part which has to be mastered by language learners.

3. The result of this research may be going to help the writer when becoming an English teacher.

C. Research Question

Based on the reasons above, it is stated question as follows:

1. What aspects are students faced in vocabulary mastery of recount text at the eighth-grade students of MTs Negeri 1 Kediri?

2. What are the most dominant difficulties in mastering English vocabulary of recount text at the eighth grade students of MTs Negeri 1 Kediri?

3. What are the students' strategies to solve the difficulties in vocabulary mastery at the eighth-grade students of MTs Negeri 1 Kediri?

D. Objective of the Research

The objectives of the research were:

1. To analyze the aspects of vocabulary mastery faced by the eighth-grade students of MTs Negeri 1 Kediri.

2. To explain the most dominant difficulties in mastering English vocabulary of recount text at the eighth-grade students of MTs Negeri 1 Kediri.

3. To describe the students' strategies to solve the difficulties in vocabulary mastery at the eighth-grade students of MTs Negeri 1 Kediri.

E. The Significance of the Research

The result of the research is expected to be able to give the following benefits.

1. Theoretically

    The result of this research was expected to be able to give other researchers the source of information about the aspects of vocabulary mastery, the students' dominant difficulties in vocabulary mastery and the students' strategies to solve the difficulties who plan to conduct the same case at the eighth grade students of MTs Negeri 1 Kediri.

2. Practically

    a. For English Teacher

        This research could help teachers overcome the difficulties faced by students and find innovative methods or activities which can be implemented in English learning class, especially in Recount Text.

    b. For English Students

        This research was hoped to be able to decrease students' difficulties in mastering English vocabulary and make them aware of studying English vocabulary.

    c. For Researchers

        The result can be future reference and give more information the next researchers about students' difficulties in mastering vocabulary of recount text.

    d. For Readers

        The readers can get more information from this research.

    e. For Writer

        This research can be evaluation for the writer who frequently finds students having lack of vocabulary in the class.

B. Scope of Research

To do this research, the writer sees the most popular problems faced by English teachers in Indonesia. That is lack of vocabulary the students have. Therefore, the writer focused on analyzing the aspects of vocabulary mastery faced by student, explaining the most dominant difficulties in mastering English vocabulary of recount text and describing the students' strategies to solve the difficulties in mastering English vocabulary at the eighth grade students of MTs Negeri 1 Kediri in mastering English vocabulary of recount text. The aspect was based on Lynne Cameron's theory.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter deals with previous research and review of related related literature.

A. Previous Research

Several previous researhes from journals and thesis which raised about students' difficulties in mastering English vocabulary, conducted as follow:

1. A journal published in 2020, entitled "*A Study on Students' Difficulties in Vocabulary Mastery at First Grade Student of SMPN 1 Baula*" was conducted by Bimas Reskiawan, Netty Huzniati Andas and Hajra (Universitas Sembilan Belas November). The objective of this research was to explain students' difficulties and to find out factors of students' difficulty in vocabularymn mastery. The result of this research was that second grade students at SMPN 1 Baula still got a lot of difficulties in mastering vocabulary. It was proven by the result of questionnaire conducted by the researcher. Several factors were found as follows: the word and the pronunciation were different; the word and the spelling did not match; the students less practiced and rarely interacted to others in English; the students were not able to distinguish similar words that have different meaning; the students were confused with the pronunciation because lack of similarity between the sounds of English and Indonesian.[10] The similarity between this research and the writer's was explaining the

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[10] Reskiawan, Andas, and Hajra., p. 34

difficulties students face in vocabulary mastery. The differences were that this research used descriptive qualitative method, while the writer's used descriptive quantitative method and to explaining the dominant difficulties in English vocabulary mastery of recount text.

2. A journal conducted by Desi Andriani and Vera Sriwahyuningsih from Universitas Putra Indonesia YPTK Padang, entitled *An Analysis of Students' Mastery of Vocabulary*, published in August 2019. This research aimed to find out students' problems and factors caused students' problems in vocabulary mastery at English study program of UPI YPTK Padang. The research design was descriptive qualitative. The population of this study was students of UPI YPTK Padang in academic year 2018/2019. The sample was students of English education faculty consisting of 34 students. The data collection was test and questionnaire. The test consisting of 30 questions was used to get the students' ability in vocabulary mastery. The result of the test stated different abilities of students in vocabulary mastery. And the questionnaire showed that students had difficulties in grammar and spelling.[11]

The similarity was that test was used to collect the data. The differences were from the participants and method of the research. This research used qualitative method and the writer's used quantitative method.

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[11] Desi Andriani and Vera Sriwahyuningsih, 'An Analysis of Students' Mastery of Vocabulary', *ELT-Lectura*, 6.2 (2019), 169 <https://doi.org/10.31849/elt-lectura.v6i2.3195>.

3. A journal from Mataram University by Rengganis Dinaring Mutiari, entitled *Students' Difficulties in Mastering English Vocabulary: A Survey at The First Grade Students of SMAN 1 Batulayar in Academic Year 2019/2020.* This research aimed to analyze the students' difficulties in vocabulary mastery and investigated the factors that caused the difficulties in mastering English Vocabulary. This research used descriptive quantitative method and the data was collected through test and questionnaire. The first grade students of SMAN 1 Batulayar who consisted of 36 students were chosen as the subject of this research and it was determined by using population sampling. The result of this research was that appropriate use, meaning and spelling became three kinds of difficulties faced by the students and the major problems causing the difficulties were that the students did not use their time to study vocabulary, the students did not use dictionary provided by the school or owned by them and the students had problems in pronouncing the words.[12]

The similarity was that test was used to collect the data. Also, the differences came from the aspects of vocabulary analysed and the use of interviews as the second instrument.

4. A journal was published in 2020 entitled *Analysis Of Difficulties In Vocabulary Acquisition*. This journal was written by Sardor Surmanov and Maftuna Azimova from Tashkent State University in Uzbek. This journal aimed to examine what kind of difficulties

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[12] Rengganis Dinaring Mutiara, 'Students' Difficulties in Mastering English Vocabulary: A Survey at The First Grade Students of SMAN 1 Batulayar in Academic Year 2019/2020' (University of Mataram, 2020).

five school pupils facing in vocabulary learning. Case study became the design in this research. In this case study the author intended to find out the challenges in the process of vocabulary learning faced by five ninth grade school pupils in one of the public schools in Sirdarya region. To obtain data, the researcher used the interview and questionnaire. All data was analyzed descriptively. The results showed that students still face problems or difficulties in learning vocabulary. The difficulties that students face were almost all students who found it difficult to pronounce words, the different grammatical form of the word, known as exaggerations, was one of the reasons for the students' difficulty in learning vocabulary. In addition, students have found difficulty in choosing the appropriate meaning of words and still confuse using words based on context. Lastly, students are also still confused when they find words or expressions that are idiomatic.[13]

The similarity was the use of descriptive design. The differences were the participants, the method, the instrument and the theory in vocabulary aspect.

5. A journal conducted by Naeem Afzal, entitled *A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education.* The aim of this research was to investigate the problems faced by English majors in learning the vocabulary at Prince Stattam bin Abdulaziz University (PSAU) in Saudi Arabia. It also puts forward some

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[13] Sardor Surmanof and Maftuna Azimova, 'Analysis of Difficulties in Vocabulary Acquisition', *The Law Brigade (Publishing) Group*, 6.2 (2020), 144–52.

vocabulary-learning strategies to minimize the potential problems. This research used quantitative method. The data collection was an online questionnaire. The result of this research was the problems surfaced as difficulties in pronouncing news words, spelling new words, using new words correctly, identifying grammatical structure of words, guessing the meanings from the context and others. Hence, this study argues that PSAU students have a limited 'word repository,' an issue that should be addressed seriously. These vocabulary-learning problems cause to weaken the students' reading comprehension, writing power, and communication skills due to lack of the vocabulary knowledge. It also puts forward some strategies, from the teaching-learning perspectives, which can resolve the difficulties related to learning the vocabulary.[14]

The similarity was quantitative method which was used and the search of students' strategies. The differences were from the instrument and participant. Also, this research had larger analysis, while the writer's specified in recount text.

B. Theoretical Review

1. Learning English Vocabulary

Learning is a process of individual or group. Douglas Brown states that learning means gaining knowledge or skill by study,

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[14] Naeem Afzal, 'A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education', *Arab World English Journal (AWEJ)*, 10.3 (2019), 81–98.

experience or instruction.[15] Learning can be defined as a process undertaken by a teacher, set in order to help students achieve the goals of learning which refers to curriculum instructions.[16] Language learners learn some aspects in language. One of them is vocabulary.

Learning English vocabulary is very important. Because it can help learners improve their language level and speak confidently in English. English teachers use some strategies to build this most basic thing in English learning. Schools in Indonesia give vocabulary learning indirectly. The English vocabulary is implemented integratedly with the language skills. But not all Indonesia students have rich vocabulary. This often makes students assume that English is not an easy subject. Whereas the problem is not from the English itself. The problem comes from the basis that are not mastered well.

a. Vocabulary

Vocabulary is the words both used and known by a particular person or can be said as the words in a specific language. In all stages of education, vocabulary is the core to learning content.[17] Useful words are often taught as they are

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[15] H. Douglas Brown, *Principles of Language Learning and Teaching Fifth Edition* (New York: Pearson Education, 2007)., p. 7.

[16] Muhammad Nafi Annury, 'Students' Language Learning Styles: An Ethnographic Case Study At Uin Walisongo Semarang', *Vision: Journal for Language and Foreign Language Learning*, 5.1 (2016), 133 <https://doi.org/10.21580/vjv5i1863>.

[17] *Cambridge Advanced Learner's Dictionary Third Edition* (England: Cambridge University Press, 2008).

encountered. As each new topic is introduced, key vocabulary is carefully explained to facilitate comprehension of content.[18]

Vocabulary becomes very necessary in every stage of language learning. It is a need for foreign language students to master vocabulary first before learning a certain language. If they do not know any word of the language, they will not know the meaning of the foreign language itself.

b. Kinds of vocabulary

Some experts have explained the kinds of vocabulary. There are three kinds of vocabulary stated by Norbet Schmitt and Diane Schmitt. Those are high, mid and low frequency vocabulary.

1) High-frequency vocabulary

High-frequency vocabulary is the words which have 2000 word families. This kind of vocabulary is commonly used in written text or books.

2) Mid-frequency vocabulary

Mid-frequency vocabulary is in between high frequency and low frequency. High-frequency vocabulary is about 3000 word families while low-frequency vocabulary starts about 9000 frequency level. The specific word families here is not addressed systematically before.

3) Low-frequency vocabulary

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[18] Stuart Webb and Paul Nation, 'How Vocabulary Is Learned', *Indonesian JELT: Indonesian Journal of English Language Teaching*, 12.1 (2017), 1 <https://doi.org/10.25170/ijelt.v12i1.1458>.

Low-frequency vocabulary is the words being very uncommon and has limited utility. This has about 9000 word families.[19]

Different with Nation who mentions four kinds of vocabulary in the text, explained as follows:

a) High-frequency words contain around 2000 word families which are almost 80% words in English text, called high-frequency words.

b) Academic words which the text is from academic textbook make up about 9% of the running words in the text. It contains many common words in different kinds of academic texts. These words are used by anyone for academic purposes.

c) Technical words which the words are related to the topic of the text. The words cover about 5% of the running text in the text. This word is common in particular text, but not so common in another text.

d) Low-frequency words are rarely met in the use of language which make up over 5% of the words in an academic text.[20]

Jo Ann Aebersold and Mary Lee Field divides the kinds of vocabulary into two, active and passive:

[19] Norbert Schmitt and Diane Schmitt, 'A Reassessment of Frequency and Vocabulary Size in L2 Vocabulary Teaching', *Language Teaching*, 47.4 (2014), 484–503.

[20] I. S. P. Nation, *Learning Vocabulary in Another Language*, *Cambridge University Press*, 2001 <https://doi.org/10.1016/s0889-4906(02)00014-5>., p. 11-12.

1) Active vocabulary is as known as productive vocabulary which can be understood by a person when speaking and writing.

2) Passive vocabulary is as known as receptive vocabulary which can be recognized by a person when reading and listening.[21]

In the teaching and learning vocabulary, words are divided into two forms. They are oral and print. Oral vocabulary is the words a person orally speaks and reads, while print vocabulary is the words a person silently reads and writes. There are also two forms of the knowledge of words. Those are receptive and productive. Receptive vocabulary is the words a person can understand, while productive vocabulary is the words a person uses to write or speak.[22]

c. The Classification of Vocabulary

Classification of Vocabulary in English language learning is commonly called part of speech. According to lexico dictionary powered by Oxford, Part of speech is words categorized according to its syntactic functions.[23] Part of speech is used to classify a word based on its functional categories.

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[21] Jo Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher* (New York: Cambridge University Press, 1997)., p. 139.

[22] Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 2005)., p. 3.

[23] 'Lexico' <https://www.lexico.com/definition/part_of_speech> [accessed 3 January 2021].

According to Hatch and Brown, English has 8 main parts of speech. They are nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions and demonstratives.

1) Nouns

A noun consists of the name of a person, place and thing. Noun is the largest one in the part of speech. It can be proven by subclasses explained below:[24]

a) Proper Noun

Proper noun is a noun which names anything specific, such as An apple, Davi, UIN Walisongo etc. This noun is always capitalized even in the middle of a sentence or a text.

b) Common Noun

Common Noun is more general than proper noun. It is non-specific term for a person, place, thing, or idea. The examples are university, student, woman etc.

c) Abstract Noun

Abstract noun refers to things we can not see and touch. It is intangible concept like feeling or characteristic. The examples are hope, understanding, love etc.

d) Concrete Noun

Concrete noun is a noun which refers to a physical place, person or thing. Those can be detected by our five

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[24] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic, and Language Education* (Cambridge: Cambridge University Press, 1995)., p. 219-220.

senses (taste, smell, touch, sight, hearing). The examples are dish, table, chair etc.

e) Countable Noun

Countable noun is a noun which can be counted. It is available in the form of singular and plural. Singular means single, while plural consisting of a couple or more than one. The examples in singular are a book, a doll, a blanket etc. The plural ones are like bags, bottles, schools etc.

f) Uncountable Noun or Mass Noun

Uncountable noun is a noun which can not be counted with numbers. Those are physical object which is too small and impossibly can be counted (gas, powder, liquid etc). The example is milk. Nobody can count milk, but they can count the bottles of the milk.

g) Group Noun or Collective Noun

Group noun is a group consisting of people or things in one place or connected. This can be singular form that refers to a group of people or thing, such as committe, family, team, club etc.

2) Verbs

Verb is a word denoting physical action or indicating a state of being. Verb is divided into four classes. They are activities (run, walk, write), accomplishment (run a mile, write a letter), achievements (recognize, find, lose) and states (have, love, know). Here are the types of verbs:[25]

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[25] Hatch and Brown., p. 223.

a) Transitive and Intransitive Verbs

Transitive and intransitive verb do not have –ing form such as having and liking. They also do not carry stative meaning such as think and want. Transitive verb is a verb which takes an object to complete the meaning. For instance, Betty brings an apple. Bring is transitive verb. While intransitive verb is a verb which does not have object. For instance: We sleep in the night. The word "Sleep" does not need an object.

b) Regular and Irreguler Verbs

Regular verb is a verb which the past participle form is followed by –ed such as tried, studied, called etc. While irregular verb has unpredictable pattern. The examples are slept, taken, brought etc.

3) Adjectives

The function of adjective is to highlight qualities or attributes. This is used to explain particular noun.[26] Adjective can be placed before noun and after verb. The example: The students are diligent. Diligent as the adjective explains quality of the students.

4) Adverbs

Adverb and adjective are a bit the same. Adverb is also used to assign attributes. But adverb stands larger in a sentence than adjective which is in a noun. Adverb allows

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[26] Hatch and Brown., p. 228.

attributes to verbs, to clauses or to entire sentences. Hatch and Brown describes 3 kinds of adverb as follows:[27]

a) Locative Adverbs

Locative adverb is ways of pointing to the location of objects, such as here, there, in the school etc.

b) Time Adverbs

Time adverb is used as an initial way to mark time such as now, tomorrow, always etc. The example: Elsa is reading a novel right now. Right now is the time adverb that tells when Elsa reads a novel.

c) To modify verbs

Adverbs are sometimes placed to modify verbs. Adverb is like adjective. Adverb also uses scaled form. Both adverb and adjective can be preceded by intensifiers such as very. Example: The girl is a very talented dancer.

Intensity can be expanded into a scale, as follows:

Manner adverbs (slowly to quickly)

Time adverbs (yesterday to tomorrow)

Place adverbs (here to there)

Frequency adverb (always to never)

5) Pronouns

A pronoun is a word which replaces a noun. Prounoun refers to a noun which has been already mentioned, and points ahead to a noun that we are about to mention. The

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[27] Hatch and Brown., p. 231.

examples are like I, you, she, him, them, this, those, theirs etc. There are 2 references of it:

The first is anaphoric reference. This one points back to a noun that has been already established. Example: She cooks fried rice. The pronoun *She* is anaphoric.

The second is cataphoric. This one points forward to its referent.[28] The example: It is made of glass. The pronoun *It* is cataphoric, because *It* points ahead to a referent in the discourse.

6) Conjunctions

Conjunction is used to connect sentences or coordinate words. There are types of conjunction according to Hatch and Brown. They are coordinating conjunction (and, or, but etc) and adverbial conjunction (because, while, unless etc). In clause connectors, Halliday mentions two types of relations. The first is paratactic. Paratactic is a conjunction joining two clauses of equal status. Example: Tony can do the assignment *and* will finish it as soon as possible. The second is hypotactic. Hypotactic is a conjunction joining two unequal status.[29] Example: I wish *if* I could fly.

7) Prepositions

Preposition is all the words showing where items or actions are located in time and space. Preposition is also as known as locative adverb, because it locates actions, objects

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[28] Hatch and Brown., p. 234-235.
[29] Hatch and Brown., p. 238.

or people in space in natural way.[30] The example: The bag is *on* the table. The preposition *on* explains where the bag is put.

8) Articles and Demonstratives

Articles (a, an, the) and demonstratives (those, these, that, this) are important, because it is used to point out objects.[31] In demonstratives, the word *Those* and *That* refers to point something far, while *These* and *This* are to point something near.

2. Vocabulary Mastery

a. Definition

Mastery is control over something. Someone who masters a thing means having comprehensive knowledge or skill in particular things either activity or subject, which means to be capable of using or to achieve knowledge through understanding.[32] Vocabulary mastery is a skill in mastering word of language. Nation states that there are 8 different kinds of knowledge in order to know a word. They are meaning, written form, spoken form, grammatical behaviour, collocations, register, associations and frequency.[33]

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[30] Hatch and Brown., p. 234.
[31] Hatch and Brown., p. 247.
[32] William Collins, *Webster's New Twentieth Century Dictionary* (America: The United States of America, 1979)., p. 604.
[33] Norbert Schmitt, *Vocabulary in Language Teaching* (New York: Cambridge University Press, 2000)., p. 5.

Mastering vocabulary becomes the most essential part in language learning. As stated by Thornbury, nothing can not be conveyed without vocabulary,[34] because vocabulary becomes the most vital aspect which exists in every language skill. If a language learner does not master vocabulary, she or he will find more obstacles in improving language skills such as reading, writing, speaking and listening.

Vocabulary mastery is important for language learners. Without mastering it, students will get difficulties in understanding foreign language teacher's explanation. It surely causes more obstacles for the teacher because the teacher can not reach the objectives of its learning well.

It can be concluded that vocabulary becomes the basic knowledge that at first language learners have to master before mastering English skills.

a. Developing vocabulary mastery

Some teachers still choose traditional method in teaching vocabulary. That is drilling word by word. Whereas there are many ways for developing vocabulary mastery which a teacher can do. Freeman mentions some techniques in grammar translation method which can develop students' vocabulary mastery, as follows:

1) Translation of A Literary Passage

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[34] Scott Thornbury, *How To Teach Vocabulary* (London: Person Education Limited, 2002)., p. 16.

Vocabulary and grammatical structures in subsequent lessons are studied in the reading passage provided by a teacher. Then the students translate it from the target language to the native language like English to Indonesia.

2) Antonyms/Synonyms

Students are asked to find either antonyms or synonyms in reading passage.

3) Cognates

The teacher introduces cognates by learning the spelling or sound patterns which correlate between the languages.

4) Fill-in-the-blanks

A series of words missing is provided by the teacher. Then the students fill the blanks with new vocabulary items.

5) Memorization

The students are asked to memorize list of vocabulary.

6) Use Words in Sentences

The students are asked to make up new sentence by using the new words in order to know the students' understanding in the use of a new vocabulary item.[35]

Some of those strategies above actually have been done by most English teachers in Indonesia for years. It works for the students. This means students' vocabulary mastery can be developed naturally according to teacher's innovation during

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[35] Dianne Larsen-Freeman, *Techniques and Principles in Language Teaching 2nd Edition* (Oxford: Oxford University Press, 2000)., p. 19-20.

English teaching process and the students' both experience and progress in English learning.

b. Difficulties in Mastering Vocabulary

Difficulties faced by students can be detected from students' mistakes in learning process. In English vocabulary, students often find errors in pronouncing word, spelling word or even translating word. Lynne Cameron mentions aspects of word knowledge consisting of how it sounds, spelt, grammatical changes, meaning, and use.[36] Those aspects are explained more below:

1) Pronunciation

Pronunciation is one of important aspects which influences vocabulary. Pronunciation is the way a person pronounces the word of language. Different language has different pronunciation. English has different sound with Indonesian. Thus, it makes students get difficulty in pronouncing some words of English.

2) Spelling

Spelling is the letters and syllables which make up word. It becomes the way how a word is spelt. One of vocabulary difficulties for Indonesia students is caused by sound-spelling mismatches. Therefore, spelling becomes the component to master English vocabulary.

3) Grammar

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[36] Lynne Cameron., p. 78-85.

Grammar can not be separated from words. The grammar vocabulary has rules, such as verb in present-past form or regular-irregular form. It makes grammar become a part of vocabulary components which has to be taught by teacher and mastered by students.

4) Meaning

Every word must have meaning. Translating sentence or text becomes the way to help students know the meaning of a particular word. Therefore, without knowing the meaning of a word, obviously vocabulary can not be mastered.

From the explanation above, the writer can conclude that the four aspects can be the indicators of students' English vocabulary mastery. If this has been mastered, the difficulties faced by students can be easily solved.

c. The Importance of Vocabulary Mastery

A person learning a new language is not able to be separated from vocabulary. Students in Indonesia have to learn English which becomes one of subjects at school. Vocabulary becomes one of language components which have to be mastered by all learners in Indonesia. Without mastering vocabulary, students will face difficulties in both understanding and using English.

Vocabulary mastery is an activity which is very essensial in both written and spoken communication. It also becomes the most important that makes a conversation be fluent. But mastering vocabulary is not spontaneous process because it

takes more time. Vocabulary mastery is needed a lot because the more vocabulary a person has, the easier it is to convey and receive information, even vocabulary can be used as a measure of someone's intelligence.[37] From the explanation, the writer can conclude that vocabulary mastery becomes the key in learning English more easily.

Mastering vocabulary helps students understanding material explained by an English teacher. No students want to get failed in learning new language. The lack of vocabulary makes students learn English harder in order to master more vocabularies. If a student does not have plenty of vocabulary, they will get difficulties communicating with others or just expressing ideas orally or writing in English.

3. Recount Text

Recount text is a type of text which retells a story or an activity happening in the past. The function of recount text is to inform something to the readers and retell experiences to readers. As explained by Anderson, recount text retells past events which presents the reader a description what and when occurred.[38]

Recount text is considered as similar as narrative text because the text is written in past form. Nevertheless, recount text and narrative text are much different in the sequence of events. Corbett and Strong also state that both of the texts are different but they have the same key

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[37] Henry Guntur Tarigan, *Menulis Sebagai Keterampilan Berbahasa* (Bandung: Angkasa, 2008)., p. 2.
[38] Mark Anderson and Kathy Anderson, *Text Types in English 2* (Australia: Macmillan Education Australia PTYLD, 1997)., p. 49.

ingredients. That is focusing on what and when happened.[39] A way to distinguish them is by analyzing the generic structure.

Recount text has three generic stuctures. They are; orientation which informs the backround consisting of who, where, when; events which contain incident happened in chronological sequence; and re-orientation consists of conclusion which is optional because this part repeats the round of the sequence of event. These parts are commonly called generic structure, explained as follows:

a. Orientation

This part contains the background information consisting who, what, where and when.

b. A series of events

This part presents paragraphs that retell an event occurred sequentially.

c. Conclusion

Conclusion is optional. The contain of this part is paragraph which involves a personal comment.[40]

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[39] Pie Corbett and Julia Strong, *Talk for Writing Across the Curriculum* (New York: McGraw-Hill Companies, 2011)., p. 49.

[40] Riana Br. Sianipar and others, 'An Analysis of Recount Text in English Textbooks Used by Tenth Grade Students', *Journal of Languages and Language Teaching*, 8.2 (2020), 120–27.

CHAPTER III
RESEARCH METHODOLOGY

This chapter describes research methodology discussing research design, research subject and object, data collection technique and method of analyzing data.

A. Research Design

The first step to do a research is determining a research design. Research design which is selected by a researcher will affect overall character in a research. The approach used in this research was a descriptive quantitative method consisting of one variable. The writer also used descriptive qualitative method to help the quantitative explanation.

According to Creswell, quantitative is used to investigate social or human problems based on testing a theory consisting of variables measured with numbers. It is conducted by analyzing way.[41] While, Arikunto explains that descriptive research is not intended to test certain hypotheses, but only describe what they are about a variable.[42] The reason of using the method was because the data acquired by the writer based on quantitative data. Then, the writer explained the result of the data by using descriptive form. The descriptive design is appropriate with this research because it describes the dominant

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[41] John W. Creswell, *Qualitative And Quantitative Approach* (California: SAGE Publications, inc, 1994)., p. 2.

[42] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis* (Jakarta: Rineka Cipta, 2006)., p. 26.

difficulties faced by students in mastering English vocabulary of recount text.

B. Research Subject and Object

This research was conducted at MTs Negeri 1 Kediri. It is located at Jalan Stadion Canda Bhirawa 01 Pare, Tulungrejo, Pare, Kediri, Jawa Timur. The subject of this research was the eighth grade students of MTs Negeri 1 Kediri academic year 2020/2021. This research was taken in the second semester.

The objects of this research were the aspects of vocabulary mastery, the students' dominant difficulties in mastering English vocabulary of recount text and the students' strategies to solve the difficulties in vocabulary mastery at the eighth grade students of MTs Negeri 1 Kediri.

C. Population and Sample of Research

Population is a group of subjects determined by researchers to be researched and to draw conclusions.[43] While a part of small-scale population selected for observation and analysis is called sample.[44] Population and sample are two important terms in a research.

This research used simple random sampling, it is if the population is more than 100 persons,[45] the sample can be taken between 10 -15% and 20-25%. In this research, the population was 321 and the writer

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[43] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010)., p. 117.

[44] Sugiyono, *Metode Penelitian Pendidikan*., p. 78.

[45] Arikunto.

took 35% of the population as the sample so that total samples were 112 students, the writer took the sample by using lottery.

Table 3.1

The Total Sample of the Eighth Grade Students at MTs Negeri 1 Kediri

No	Classes		Sample 35%
1	VIII-A	30	
2	VIII-B	28	
3	VIII-C	30	
4	VIII-D	30	
5	VIII-E	30	
6	VIII-F	27	
7	VIII-G	29	112
8	VIII-H	29	
9	VIII-I	29	
10	VIII-J	29	
11	VIII-K	30	
Total : 321			

D. Data Collection Technique

Data collection technique is the most essensial step in the research. To get accurate data, every researcher has to use instrument to get better data. Instrument is a tool used by a researcher to collect data in

order to get valid result. Cresswell explains that instrument is a tool for measuring, observing and documenting quantitative data.[46]

The instrument of this research was a test and interview. Test is a method to measure competence, knowledge, intelligence and ability owned by individual to collect data.[47] While Interview is an interaction between two people to gather information and idea through question and responses, resulting in communication and joint construction of meaning about particular topic.[48] The use of test in this research is to obtain the dominant difficulties faced by the students. The use of interviews is to describe the students' strategies to solve difficulties in vocabulary mastery.

In this research, the writer used a test to analyze the aspect and explain the dominant difficulties faced by the students in mastering English vocabulary of recount text and interview to know the students' strategies to solve the difficulties in vocabulary mastery. The writer provided 25 questions with multiple choice type by using google form and 8 questions for the interview. The questions of the test were made based on the aspects of students' difficulties in mastering English vocabulary, called pronunciation, spelling, grammar and meaning. While the interview consisted of 8 questions.

Pandemic of COVID-19 has been happening since December 2019 and causing a new education system globally, especially in Indonesia. The use of emergency syllabus is needed in English subject. Therefore,

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[46] Creswell, *Qualitative And Quantitative Approach*., p. 14.
[47] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco: Longman, 2004)., p. 3.
[48] Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2014)., p. 72.

the learning activity has been conducted by using online way. This condition became the writer's reason using google form in giving the test and Whatsapp chat for the interview.

Before conducting the test, the writer first measured the validity and reliability. To check the validity and reliability, the writer gave online try out consisting of 40 questions, done by picked students who were not chosen as research sample. The points that were examined can evaluate and measure the indicator of test in operational concept. For further information about the instruction of the text, the writer showed the blue print of the test as follows:

Table 3.2

Blue Print of Students' Difficulties in Mastering Vocabulary[49]

No	Aspect	Number of Questions
1	Meaning	2, 11, 12, 21, 31
2	Spelling	4, 5, 6, 13, 14, 25, 26, 33, 34
3	Pronunciation	7, 15, 17, 27, 28, 35, 37
4	Grammar	9, 18, 19, 20, 29, 30, 38, 39, 40
	Total	30/40

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[49] Lynne Cameron., p. 78-85.

E. Validity and Reliability of Instrument

1. The Validity

Validity is used to measure each item used in a question where it will be known which questions are valid and not. Validity is the development of strong evidence to show that the interpretation of the test (from the scores about the assumed concepts or constructs measured by the test) is compatible with the proposed use.[50] That means that validity is the level at which the conclusions made from the results of the assessment are appropriate, meaningful and useful in terms of the purpose of the assessment. In testing the validity of vocabulary questions, the writer tested 40 questions by giving 35 students who were not included in the research sample.

The writer used a multiple-choice test that covered some aspects of sentence structure knowledge. Data processing for the instrument's validity analysis using the Biserial point correlation formula was processed using the SPSS version 22 program. The multiple-choice scoring was 1 point to every item correctly answered and 0 points to every item incorrectly answered. The writer compared r value to rt at significant level of 5% is 0.3338 (df=N-2=33). The r-value of ach item should be higher than the r-table to be considered as a valid question but If the value of r-value on the analysis of less than r-table, it can be concluded that

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[50] John W. Creswell, *Research Design Pendekatan Kualitatif, Kuantitatif, Dan Mixed*, ed. by Achmad Fawaid and Saifuddin Zuhri Qudsi (Yogyakarta: Pustaka Pelajar, 2012).

these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

From the results of the questions that have been tested for 35 students, there are 30 valid questions and 10 invalid questions, namely in number 1, 2, 8, 10, 16, 22, 23, 24, 32, 36. So that there are only 30 valid questions used in this reseach. It can be seen in table 3.3 as follows:

Table 3.3

Validity of Vocabulary Mastery

Item Number	R-value	R-Table	Status
Question1	-	0.3338	Invalid
Question2	0.465	0.3338	Valid
Question3	0.068	0.3338	Invalid
Question4	0.497	0.3338	Valid
Question5	0.509	0.3338	Valid
Question6	0.585	0.3338	Valid
Question7	0.396	0.3338	Valid
Question8	0.258	0.3338	Invalid
Question9	0.447	0.3338	Valid
Question10	0.197	0.3338	Invalid
Question11	0.509	0.3338	Valid
Question12	0.652	0.3338	Valid
Question13	0.558	0.3338	Valid
Question14	0.511	0.3338	Valid
Question15	0.570	0.3338	Valid

Question16	0.331	0.3338	Invalid
Question17	0.347	0.3338	Valid
Question18	0.452	0.3338	Valid
Question19	0.522	0.3338	Valid
Question20	0.515	0.3338	Valid
Question21	0.462	0.3338	Valid
Question22	0.282	0.3338	Invalid
Question23	-	0.3338	Invalid
Question24	0.237	0.3338	Invalid
Question25	0.526	0.3338	Valid
Question26	0.580	0.3338	Valid
Question27	0.385	0.3338	Valid
Question28	0.554	0.3338	Valid
Question29	0.587	0.3338	Valid
Question30	0.621	0.3338	Valid
Question31	0.509	0.3338	Valid
Question32	0.102	0.3338	Invalid
Question33	0.360	0.3338	Valid
Question34	0.443	0.3338	Valid
Question35	0.440	0.3338	Valid
Question36	0.255	0.3338	Invalid
Question37	0.375	0.3338	Valid
Question38	0.666	0.3338	Valid
Question39	0.419	0.3338	Valid
Question40	0.394	0.3338	Valid

Based on the data gained from the result of the vocabulary mastery test before and after validating, the table of specification of the multiple-choice test can be seen as follow:

Table 3.4

Specification of Multiple Choice Test Before Validation

No	Aspect	Item Number	Total
1	Meaning	1, 2, 3, 11, 12, 21, 22, 23, 31, 32	10
2	Spelling	4, 5, 6, 13, 14, 24, 25, 26, 33, 34	10
3	Pronunciation	7, 8, 15, 16, 17, 27, 28, 35, 36, 37	10
4	Grammar	9, 10, 18, 19, 20, 29, 30, 38, 39, 40	10
Total			**40**

Table 3.5

Specification of Multiple Choice Test After Validation

No	Aspect	Item Number	Total
1	Meaning	2, 11, 12, 21, 31	5
2	Spelling	4, 5, 6, 13, 14, 25, 26, 33, 34	9
3	Pronunciation	7, 15, 17, 27, 28, 35, 37	7
4	Grammar	9, 18, 19, 20, 29, 30, 38, 39, 40	9
Total			**30**

From the data presented in Table 3.3 above, the results of the instrument trial of the 40 items tested, 30 items were declared valid, namely items 2, 11, 12, 21, 31, 4, 5, 6, 13, 14, 25, 26, 33, 34, 7, 15, 17, 27, 28, 35, 37, 9, 18, 19, 20, 29, 30, 38, 39 and 40. While items were declared invalid, namely items 1, 3, 8, 10, 16, 22, 23, 24, 32 and 36. There were 10 questions that are invalid because the value of r (correlation coefficient) <t-table 0.3338. Therefore, the invalid items were not used in this research.

2. The Reliability

As a measuring tool, a test must be reliable. Reliability means that the score of an instrument is stable and consistent.[51] That means that reliability is related to measurement accuracy. This kind of accuracy is reflected in getting the same result when the measurement is repeated in different people or by different people. The table below is a category

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[51] Creswell, *Research Design Pendekatan Kualitatif, Kuantitatif, Dan Mixed*.

of reliability tests used in determining the level of reliability of the split half and test tests Kuder Richardson.

Here is the briefly level of the reliability's level of the test is as follow:

Table 3.6

The Reliability's Level

Reliability	Level
$0.80 < r_{11} \geq 1.00$	Very reliable
$0.60 < r_{11} \geq 0.80$	Reliable
$0.40 < r_{11} \geq 0.60$	Moderate
$0.20 < r_{11} \geq 0.40$	Less reliable
$0.00 < r_{11} \geq 0.20$	Poor

To obtain the reliability of the vocabulary test, the writer used SPSS 22.0 Program to find out whether the test was reliable or not. Here, the result of reliability after giving try out to 35 students.

Table 3.7

Reliability of The Test

Reliability Statistics

Cronbach's Alpha	N of Items
.884	30

From the table above, it can be seen that the value of Crobach's Alpha is 0.884. It means that the test of vocabulary mastery was very high reliable.

F. Method of Analyzing Data

This research used descriptive analysis quantitative with percentage from the data frequency and divided with total of cases. The data was obtained from the test. The data from the test was analyzed to determine the most dominant difficulty faced by the students in mastering English vocabulary of recount text.

In this research, the writer added interview as the second instrument because the writer wanted to describe the students' strategies to solve the students' difficulties in vocabulary mastery.

From the 30 valid items stated in table 3.5, the writer only picked 25 items as the test questions, because the writer wanted to balance the number of each aspect. The writer did not use 5 valid items consisting of number 3, 4, 15, 20 and 29. Therefore, there were 25 question selected by the writer to be managed in collecting the data.

Table 3.8

The Number of Question in Each Aspect for Data Collection

No	Aspect	Item Number	Total
1	Meaning	1, 5, 6, 13, 19	5
2	Spelling	2, 7, 8, 14, 15, 20, 21	7
3	Pronunciation	3, 9, 10, 16, 22, 23	6
4	Grammar	4,11, 12, 17, 18, 24, 25	7
Total			**25**

The writer identified the students' answer sheets which consisted of the 25 multiple choice questions done by the students who were selected as research sample. The four qualified indicators of students' difficulties in vocabulary mastery (pronunciation, spelling, grammar and meaning) became the part which was analyzed.

There were the qualification categories of the students' score in vocabulary mastery.

Table 3.9

The Categories of Students' Score in Mastering Vocabulary

Range Score	Category
80 – 100	Very Good
66 – 79	Good
50 – 65	Enough
40 – 49	Poor
0 – 39	Very Poor

Source: Students' KKM on English at MTs Negeri 1 Kediri

Furthermore, the writer analyzed it by identifying the incorrect answer from each part. Then, SPSS and Microsoft Excel were used to analyze the data collection.

G. Data Analysis Technique

In this research, the writer tried to investigate the score of each student and the percentage of the students' difficulties from the test. The used formulas were described as follow:

a. Scoring Each Student

The score below was used to know the score of each student. (*See the table on Appendix*)

$$\text{Score} = \frac{\text{number of the students' score}}{\text{number of score maximal}} \times 10$$

b. The Percentage of The Students' Difficulties

A formula from Sudijiono[52] was needed to calculate each percentage of students' difficulties in vocabulary mastery of recount text, as follows:

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

P   = Percentage of Students' Difficulties

F   = Frequency of Incorrect Answer

N   = Number of Students

100%   = Constant Value

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[52] Anas Sudijiono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Press, 2008)., p. 43.

CHAPTER IV
FINDING AND DISCUSSION

This chapter presents the findings and discussion. This chapter presents the data from the analysis of students' difficulties in vocabulary mastery of recount text. More precisely, the data were collected from students' vocabulary mastery test scores at MTs Negeri 1 Kediri consisting of four aspects: meaning, spelling, pronunciation, and grammar in 4 recount texts.

A. Finding

1. Data Presentation of The Test

   The writer provided the data of student's difficulties in vocabulary mastery based on vocabulary mastery test focusing on recount text and the results divided into five categories: very good, good, fair, poor and very poor.

Table 4.1

Students' Recapitulation Score in Mastering Vocabulary of Recount Text

Range	Number of Students	Interpretation Level
80 – 100	55	Very Good
66 – 79	27	Good
50 – 65	23	Enough
40 – 49	3	Poor
0 – 39	4	Very Poor

	Total	112	

The table above shows that from 112 students, there were 55 students who scored very good criterion, 27 students who scored good criterion, 23 students who scored enough criterion, 3 students who scored poor criterion and 4 students who scored very poor criterion.

Table 4.2

Students' Difficulties in Vocabulary Mastery

No	Student	Aspects of Difficulties in Vocabulary				Total Difficulties
		Meaning	Spelling	Pronunciation	Grammar	
1	Student 1	0	3	3	2	8
2	Student 2	0	1	2	4	7
3	Student 3	1	2	1	0	4
4	Student 4	1	0	2	1	4
5	Student 5	1	0	1	4	6
6	Student 6	1	0	1	0	2
7	Student 7	0	0	3	4	7
8	Student 8	0	2	0	2	4
9	Student 9	2	0	1	4	7
10	Student 10	0	0	1	1	2
11	Student 11	0	0	0	4	4
12	Student 12	0	0	3	4	7
13	Student 13	1	0	2	3	6

14	Student 14	0	0	3	3	6
15	Student 15	1	2	1	7	11
16	Student 16	1	1	3	5	10
17	Student 17	1	0	1	0	2
18	Student 18	0	0	0	0	0
19	Student 19	0	0	1	0	1
20	Student 20	0	0	1	0	1
21	Student 21	0	0	1	0	1
22	Student 22	0	0	1	0	1
23	Student 23	0	1	2	3	6
24	Student 24	0	0	1	0	1
25	Student 25	0	0	2	4	6
26	Student 26	1	1	5	7	14
27	Student 27	3	0	1	4	8
28	Student 28	0	0	2	1	3
29	Student 29	0	0	1	1	2
30	Student 30	0	0	1	0	1
31	Student 31	0	0	1	0	1
32	Student 32	0	0	2	0	2
33	Student 33	0	0	1	0	1
34	Student 34	0	3	3	3	9
35	Student 35	2	4	1	5	12
36	Student 36	2	1	4	4	11
37	Student 37	0	0	1	0	1
38	Student 38	0	0	1	0	1
39	Student 39	0	0	6	2	8

40	Student 40	0	0	0	0	0
41	Student 41	0	0	4	7	11
42	Student 42	3	5	4	4	16
43	Student 43	0	0	1	4	5
44	Student 44	1	0	3	5	9
45	Student 45	1	0	3	5	9
46	Student 46	0	0	2	3	5
47	Student 47	0	0	0	0	0
48	Student 48	1	1	6	0	8
49	Student 49	0	0	1	1	2
50	Student 50	0	0	1	0	1
51	Student 51	1	0	0	4	5
52	Student 52	0	0	1	0	1
53	Student 53	0	0	1	0	1
54	Student 54	1	2	3	1	7
55	Student 55	1	0	2	0	3
56	Student 56	1	0	2	0	3
57	Student 57	0	0	4	4	8
58	Student 58	0	0	2	0	2
59	Student 59	0	0	0	0	0
60	Student 60	1	3	4	3	11
61	Student 61	0	3	2	4	9
62	Student 62	1	1	2	0	4
63	Student 63	0	2	2	5	9
64	Student 64	0	0	2	1	3
65	Student 65	0	0	0	0	0

66	Student 66	3	3	6	6	18
67	Student 67	0	3	3	2	8
68	Student 68	1	2	4	2	9
69	Student 69	0	0	3	5	8
70	Student 70	1	1	2	4	8
71	Student 71	0	0	0	1	1
72	Student 72	0	0	0	0	0
73	Student 73	1	1	1	0	3
74	Student 74	0	1	2	0	3
75	Student 75	0	0	1	1	2
76	Student 76	2	4	5	3	14
77	Student 77	0	1	4	2	7
78	Student 78	0	0	1	1	2
79	Student 79	0	2	2	3	7
80	Student 80	0	0	1	1	2
81	Student 81	0	0	1	2	3
82	Student 82	2	3	2	2	9
83	Student 83	2	3	2	2	9
84	Student 84	2	3	2	3	10
85	Student 85	0	0	1	1	2
86	Student 86	1	2	4	0	7
87	Student 87	0	2	2	3	7
88	Student 88	1	1	3	4	9
89	Student 89	0	4	3	7	14
90	Student 90	0	0	2	0	2
91	Student 91	1	0	2	0	3

92	Student 92	1	0	4	2	7
93	Student 93	1	1	3	5	10
94	Student 94	0	0	2	0	2
95	Student 95	5	5	6	6	22
96	Student 96	2	0	2	4	8
97	Student 97	0	0	1	0	1
98	Student 98	1	1	5	5	12
99	Student 99	2	4	2	2	10
100	Student 100	1	0	0	4	5
101	Student 101	1	0	3	6	10
102	Student 102	0	0	1	1	2
103	Student 103	0	0	1	0	1
104	Student 104	0	0	1	0	1
105	Student 105	1	0	1	4	6
106	Student 106	0	3	3	2	8
107	Student 107	1	3	3	5	12
108	Student 108	1	1	1	4	7
109	Student 109	1	2	3	4	10
110	Student 110	5	6	4	6	21
111	Student 111	0	0	3	0	3
112	Student 112	1	1	4	3	9
Total		71	101	231	251	654

From the table above, it can be seen obviously that the false answer of 112 students in meaning aspect was 71, in spelling was 101, in pronunciation was 231 and in grammar was 251.

2. The Analysis of Students' Difficulties in Vocabulary Mastery

a. The Analysis of Aspects Faced by The Students in Vocabulary Mastery

1) The Students' Difficulties in Meaning Aspect

Table 4.3

No.	(Number)Question	Frequency	Number Of Students	Percentage
1.	(1)I _looked at_ my watch. The underlined word can be replaced by …	41	112	36.60%
2.	(5)Rina went to a cooking festival in the morning to join the cooking _competition_. The underlined word can be replaced by ….	6	112	5.35%
3.	(6)She felt very _disappointed_. The underlined word can be replaced by ….	3	112	2.67%
4.	(13)I was _landed_ at Incheon Airport around 7 AM after a 6 hours long flight. The underlined	11	112	9.82%

5.	(19) Last week, I went to a traditional market to buy some _daily_ needs. The underlined word can be replaced by ….	10	112	8.92%
Total		71	560	12.67%

As stated by the table above, there were 112 students who answered 5 questions in meaning aspects. The questions in meaning aspect of the test were in number 1, 5, 6, 13 and 19.

Question number 1 was about "I _looked at_ my watch. The underlined word can be replaced by …?". This question had 4 answer choices consisting of (a) Looked for, (b) Searched, (c) Sought and (d) Saw. The correct answer for this question is (d) Saw. 71 students chose the correct answer. From the table above, it was obtained that 41 students (36.60%) were wrong in answering question 1. It was detected that 27 students answered (a) Looked for, 8 students answered (b) Searched and 6 students answered (c) Sought.

Question number 5 was about "Rina went to a cooking festival in the morning to join the cooking _competition_. The underlined word can be replaced by ….?". This question had 4 answer choices consisting of (a) Rice field, (b) Fried rice, (c) Tournament and (d) Suggestion. The correct answer of this

question was (c) Tournament which was chosen by 106 students. The table above showed that only 6 students (5.35%) got wrong in answering this question. 1 student was found answering (a) Rice field, 4 students answering (b) Fried rice and 1 student answering (d) Suggestion.

Question number 6 was about "She felt very _disappointed_. The underlined word can be replaced by ….?", with 4 answer choices consisting of (a) Happy, (b) Amazing, (c) Funny and (d) Frustrated. The correct answer from this question was (d) Frustrated which was chosen by 109 students. The table above explained that there were 3 students (2.67%) who were wrong in answering question 6. 2 students chose (a) Happy, 1 student chose (b) Amazing and none of students chose (c) Funny.

Question number 13 was about "I was _landed_ at Incheon Airport around 7 AM after a 6 hours long flight. The underlined word can be replaced by ….?", with 4 answer choices consisting of (a) Bought, (b) Spent, (c) Arrived and (d) Thought. The right question from this question was (c) Arrived which was chosen by 101 students. The table above stated that there were 11 students (9.82%) who were wrong in answering this question. 5 students answered (a) Bought, 3 students answered (b) Spent and 3 students answered (d) Thought.

Question number 19 was about "Last week, I went to a traditional market to buy some _daily_ needs. The underlined word can be replaced by …. ?", with 4 answer choices consisting of (a) Routine, (b) Ring, (c) Week and (d) Year. The correct answer

was (a) Routine which was chosen by 102 students. The table above showed that 10 students (8.92%) chose the wrong answer. 2 students chose (b) Ring, 7 students chose (c) Week and 1 student chose (d) Year.

From the explanation about the table above, it can be obviously seen that 71 numbers of meaning aspect were done incorrectly. They were from 41 students (36.60%) in number 1, 6 students (5.35%) in number 5, 3 students (2.67%) in number 6, 11 students (9.82%) in number 13, 10 students (8.92%) in number 19. It can be concluded that the highest difficult question on meaning aspect faced by the students was on number 1 with percentage 36.60%.

2) The Students' Difficulties in Spelling Aspect

Table 4.4

No.	(Number)Question	Frequency	Number Of Students	Percentage
1.	(2)The spelling of the word sound { laːrdʒ } "big in size or quantity" is …	7	112	6.25%
2.	(7)The spelling of the word sound { θɔːt }	14	112	12.5%

	"something that you think of or remember" is ….			
3.	(8)The spelling of the word sound { bɔːst } " unable to deal successfully with a particular situation" is ….	15	112	13.39%
4.	(14)The spelling of the word sound { sliːp } "to rest with your eyes closed and your mind and body not active" is ….	8	112	7.14%
5.	(15)The spelling of the word sound { sʌm } "used to refer to certain members of a group or certain types of a thing, but not all of them" is ….	33	112	29.46%
6.	(20)The spelling of the word sound { ˈwaːlɪt } "a small, flat, folding	4	112	3.57%

	case made of leather or plastic used for keeping paper money and credit cards in" is ….			
7.	(21)The spelling of the word sound { praɪs } "the amount of money that you have to pay for something" is ….	20	112	17.85%
	Total	101	784	12.88%

According to the table above, there were 112 students who answered 7 questions in spelling aspect. The questions in spelling aspect of the test were in number 2, 7, 8, 14, 15, 20 and 21.

Question number 2 was about "The spelling of the word sound { laːrdʒ } "big in size or quantity" is ….?", with 4 answer choices consisting of (a) Large, (b) Lard, (c) Land and (d) Language. The correct answer was (a) Large which was chosen by 105 students. The table above presented that 7 students (6.25%) were wrong in answering number 2. 5 students chose (b) Lard, 1 student chose (c) Land and 1 student chose (d) Language.

Question number 7 was about "The spelling of the word sound { θɔːt } "something that you think of or remember" is ….?", with 4 answer choices consisting of (a) Thought, (b) Third, (c) Thread and (d) Treated. The correct answer was (a) Thought

which 98 students chose. The table above showed that 14 students (12.5%) were wrong in answering this question. 8 students chose (b) Third, 3 students chose (c) Thread and 3 students chose (d) Treated.

Question number 8 was about "The spelling of the word sound { bɔːst } " unable to deal successfully with a particular situation" is ….?", with 4 answer choices consisting of (a) Last, (b) Past, (c) Lost and (d) Fast. The correct answer from this question was (c) Lost which was chosen by 97 students. The table above displayed that 15 students (13.39%) were wrong in answering this question. 13 students chose (a) Last, 2 students (b) Past, and none of students chose (d) Fast.

Question 14 was about "The spelling of the word sound { sliːp } "to rest with your eyes closed and your mind and body not active" is ….?", with the 4 answer choices consisting of (a) Slip, (b) Sleeve, (c) Sleep and (d) Sleek. The correct answer from this question was (c) Sleep which was chosen by 104 student. The table above showed that 8 students (7.14%) were wrong in answering the question. 7 students chose (a) Slip, 1 student chose (b) Sleeve, and none of students chose (d) Sleek.

Question number 15 was about "The spelling of the word sound { sʌm } "used to refer to certain members of a group or certain types of a thing, but not all of them" is ….?", with the 4 answer choices consisting of (a) Same, (b) Song, (c) Some and (d) Son. The correct answer from this question was (c) Some

which was chosen by 79 students. The table above showed that 33 students (29.46%) were wrong in answering the question. 28 students chose (a) Same, 3 students chose (b) Song, and 2 students chose (d) Son.

Question number 20 was about "The spelling of the word sound { ˈwɑːlɪt } "a small, flat, folding case made of leather or plastic used for keeping paper money and credit cards in" is ….?", with 4 answer choices consisting of (a) Swallow, (b) Wallet, (c) Walnut and (d) Walrus. The correct answer was (b) Wallet which was chosen by 108 students. The table above presented that 4 students (3.57%) were wrong in answering this question. 2 students chose (a) Swallow, 2 students chose (c) Walnut and none of students chose (d) Walrus.

Question number 21 was about "The spelling of the word sound { praɪs } "the amount of money that you have to pay for something" is ….?". This question had 4 answer choices. They were (a) Price, (b) Prize, (c) Nice and (d) Raising. The correct answer of this question was (a) Price which was chosen by 92 students. The table above showed that 20 students (17.85%) were wrong in answering this question. 16 students chose (b) Prize, 2 students chose (c) Nice and 2 students chose (d) Raising.

From the explanation about the table above, it can be seen clearly that 101 questions of spelling aspect were done incorrectly. They were from 7 students (6.25%) in number 2, 14 students (12.5%) in number 7, 15 students (13.39%) in number

8, 8 students (7.14%) in number 14, 33 students (29.46%) in number 15, 4 students (3.57%) in number 20 and 20 students (17.85%) in number 21. It can be concluded that number 15 became the most difficult question on spelling aspect faced by the students.

   3) The Students' Difficulties in Pronunciation Aspect

Table 4.5

No.	(Number)Question	Frequency	Number Of Students	Percentage
1.	(3)The alphabet "a" in the words below pronounced / æ / is ….	67	112	59.82%
2.	(9)The alphabet "i" in the words below pronounced / aɪ / is ….	17	112	15.17%
3.	(10)The alphabet "u" in the words below pronounced / ʊ / is ….	51	112	45.53%
4.	(16)The alphabet "e" in the words below pronounced / iː /, **except** is ….	34	112	30.35%

5.	(22)The alphabet "u" in the words below pronounced / $\wedge$ / is ….	27	112	24.10%
6.	(23)The alphabet "a" in the words below pronounced / ɔː / is ….	35	112	31.25%
Total		231	672	34.37%

Based on the table above, there were 112 students who answered 6 questions in pronunciation aspect. The questions in pronunciation aspect of the test were in number 3, 9, 10, 16, 22 and 23.

Question number 3 was about "The alphabet "a" in the words below pronounced / æ / is ….?". This question had 4 answer choices. They were (a) Cake, (b) Bake, (c) Back and (d) Tape. The correct answer of this question was (c) Back which was chosen by 92 students. The table above displayed that 67 students (59.82%) were wrong in answering this question. 36 students chose (a) Cake, 17 students chose (b) Bake, and 14 students chose (d) Tape.

Question number 9 was about "The alphabet "i" in the words below pronounced / aɪ / is ….?", with 4 answer choices consisting of (a) Fish, (b) Silky, (c) Give and (d) Like. The correct answer was (d) Like which was chosen by 95 students. The table above showed that 17 students (15.17%) were wrong

in answering this question. 6 students chose (a) Fish, 5 students chose (b) Silky and 6 students chose (c) Give.

Question number 10 was about "The alphabet "u" in the words below pronounced / ʊ / is ….?", with 4 answer choices consisting of (a) Put, (b) Buy, (c) Fur and (d) Pure. The correct answer was (a) Put which was chosen by 61 students. The table above showed that 51 students (45.53%) were wrong in answering this question. 14 students chose (b) Buy, 8 students chose (c) Fur and 29 students chose (d) Pure.

Question number 16 was about "The alphabet "e" in the words below pronounced / iː /, **except** is ….?", with 4 answer choices consisting of (a) Cheese, (b) Below, (c) See and (d) Deep. The correct answer was (b) Below which was chosen by 78 students. The table above presented that 34 students (30.35%) were wrong in answering this question. 14 students chose (a) Cheese, 11 students chose (c) See and 9 students chose (d) Deep.

Question number 22 was about "The alphabet "u" in the words below pronounced / ʌ / is ….?", with 4 answer choices consisting of (a) Suddenly, (b) Cute, (c) June and (d) Pure. The correct answer was (a) Suddenly which was chosen by 85 students. The table above showed that 27 students (24.10%) were wrong in answering this question. 10 students chose (b) Cute, 13 students chose (c) June and 4 students chose (d) Pure.

Question number 23 was about "The alphabet "a" in the words below pronounced / ɔː / is ….?", with 4 answer choices consisting of (a) Main, (b) Half, (c) Saw and (d) Game. The correct answer was (c) Saw which was chosen by 77 students. The table above displayed that 35 students (31.25%) were wrong in answering this question. 10 students chose (a) Main, 13 students chose (b) Half and 12 students chose (d) Game.

From the explanation about the table above, it can be noticed that 231 questions of pronunciation aspect were done incorrectly. They were from 67 students (59.82%) in number 3, 17 students (15.17%) in number 9, 51 students (45.53%) in number 10, 34 students (30.35%) in number 16, 27 students (24.10%) in number 22 and 35 students (31.25%) in number 23. It can be concluded that question number 3 became the most difficult question on pronunciation aspect.

4) The students' Difficulties in Grammar Aspect

Table 4.6

No.	(Number)Question	Frequency	Number Of Students	Percentage
1.	(4)I …. John in the Town Hall last week.	30	112	26.78%
2.	(11)The competition …. at 8 am yesterday.	27	112	24.10%

3.	(12)…. you join the cooking competition yesterday?	37	112	33.03%
4.	(17)I …. kimchi with my sister in South Korea last summer..	51	112	45.53%
5.	(18)We …. a beautiful scenery in Seoul Tower last summer holiday.	27	112	24.10%
6.	(24)Stela …. the thief bringing her wallet last week.	46	112	41.07%
7.	(25)There …. a gardener sweeping the market.	33	112	29.46%
Total		251	784	32.01%

Based on the table above, 112 students did 7 questions in grammar aspect. The questions in grammar aspect of the test were in number 4, 11, 12, 17, 18, 24 and 25.

Question number 4 was about "I …. John in the Town Hall last week.", with 4 answer choices containing (a) met, (b) meet, (c) meeting and (d) commitment. The correct answer of this question was (a) met which was chosen by 82 students. The table above displayed that 30 students (26.78%) were wrong in answering this question. 27 students chose (b) meet, 3 students chose (c) meeting and none of students chose (d) commitment.

Question number 11 was about "The competition …. at 8 am yesterday.", with 4 answer choices including (a) Start, (b) Starting, (c) Started and (d) Starts. The correct answer was (c) started which was chosen by 85 students. The table above presented that 27 students (24.10%) were wrong in answering the question. 10 students chose (a) Start, 9 students chose (b) Starting and 8 students chose (d) Starts.

Question number 12 was about "…. you join the cooking competition yesterday?", with 4 answer choices consisting of (a) Do, (b) Does, (c) Have and (d) Did. The correct answer was (d) Did which was chosen by 75 students. The table above stated that 37 students (33.03%) were wrong in answering this question. 28 students chose (a) Do, 8 students chose (b) Does and 1 student chose (c) Have.

Question number 17 was about "I …. kimchi with my sister in South Korea last summer.", with 4 answer choices consisting of (a) Ate, (b) Eat, (c) Eaten and (d) Eating. The correct answer from this question was (a) Ate which was chosen by 62 students. The table above displayed that 51 students (45.53%) were wrong in answering this question. 27 students chose (b) Eat, 3 students chose (c) Eaten and 20 students chose (d) Eating.

Question number 18 was about "We …. a beautiful scenery in Seoul Tower last summer holiday.", with 4 answer choices including (a) Enjoyed, (b) Enjoy, (c) Enjoying and (d) Has enjoyed. The correct answer was (a) Enjoyed which was chosen by 85 students. The table above showed that 27 students

(24.10%) were wrong in answering this question. 7 students chose (b) Enjoy, 2 students chose (c) Enjoying and 18 students chose (d) Has enjoyed.

Question number 24 was about "Stela …. the thief bringing her wallet last week.", with 4 answer choices consisting of (a) Finds, (b) Find, (c) Finding and (d) Found. The (d) Found became the correct answer which was chosen by 66 student. The table above displayed that 46 students (41.07%) were wrong in answering the question. 31 students chose (a) Finds, 7 students chose (b) Find and 8 students chose (c) Finding.

Question number 25 was about "There …. a gardener sweeping the market.", with 4 answer choices containing (a) Were, (b) Was, (c) Do and (d) Does. The correct answer was (b) Was which was chosen by 79 students. The table above showed that 33 students (29.46%) were wrong in answering the question. 11 students chose (a) Were, 12 students chose (c) Do and 10 students chose (d) Does.

From the explanation about the table above, it can be noticed that 251 numbers of grammar aspect were done incorrectly. They were from 30 students (26.78%) in number 4, 27 students (24.10%) in number 11, 37 students (33.03%) in number 12, 51 students (45.53%) in number 17, 27 students (24.10%) in number 18, 46 students (41.07%) in number 24 and 33 students (29.46%) in number 25.

b. The Students' Dominant Difficulties in Vocabulary Mastery

Table 4.7

Recapitulation on Students' Difficulties in Vocabulary Mastery

No.	Indicator	Percentage
1.	The students' difficulties in meaning aspect	12.67%
2.	The students' difficulties in spelling aspect	12.88%
3.	The students' difficulties in pronunciation aspect	34.37%
4.	The students' difficulties in grammar aspect	32.01%

The data above showed the percentage of students' difficulties in vocabulary mastery of recount text which was analysed from the test. It can be concluded that pronunciation is the most dominant difficult aspect in vocabulary mastery at the eighth grade students at MTsN 1 Kediri. Pronunciation aspect becomes the highest difficult aspect (34.37%) among the other aspects (meaning with 12.67%, spelling with 12.88% and grammar with 32.01%).

c. **The Analysis of Students' Strategies to Solve The Difficulties**

Interview was used to explain the students' difficulties and their strategies when facing some vocabulary difficulties. The writer provided 8 questions and chose 5 students from 112 students namely Rizqy Raja from 8E, Wiji Rahayu from 8E, Nufalino Jasir 8D, Byanka Slyvio from 8C and Amalia Azzahra from 8E for interviewed.

As the result of the interview, the writer concluded that most of the students mastered enough vocabulary when facing the test of vocabulary mastery of recount text, but still faced difficulties

in pronunciation and grammar aspect. The 3 interviewed students said the difficulty came from how to pronounce a word in English. One of them stated that the difficulty in pronunciation was because English and Indonesian have pronouncing differences. As stated by Nufalino as the interviewed student:

"Some words were a bit confusing to pronounce, the example is in the words *Though, Thought, Through*"

Other 2 interviewed students also mentioned that the most difficult thing in vocabulary mastery was in grammar. Those students were not able to arrange the word structure properly. They did not know the use of a verb which have the same meaning but different form and use. An interviewed student namely Wiji Rahayu said:

"The difficulty I face in mastering vocabulary is that I am not able to distinguish the use of a verb. The example is in the words *Met, Meets, Meet and Meeting*. They have the same meaning but different use"

The students solved their difficulties in various strategies. Student 1 solved it by recalling memory about vocabulary he got before and joining extra class at an English course when he already steps the last year in high school. Student 2 and student 3 chose Google Translate Application as the strategy to solve the problem in facing vocabulary difficulty. Student 4 said that he always practices by using online game. This student enjoyed English much so he often checks the translation and the structure on some sources or website. Student 5 solved it by reading dictionary, pronouncing the word and watching the explanation about a particular word on youtube.

The students said that they always motivated themselves in order to master more vocabularies. Byanka Slyvio explained the reason why he always motivated himself more and more. It was because he wanted to publish international book or comic and create a media in English or in other languages. By having motivations, the students must have paid attention to English teacher's explanation. It is proven by their statement when the writer asked whether they always cared about the teacher's explanation or not.

The 5 interviewed students explained various perceptions about vocabulary mastery. Their perceptions were quoted as follow:

Rizqy Raja AW said "By mastering more English vocabularies, I am certainly able to speak English, and in my opinion speaking English is cool"

Another student namely Wiji Rahayu answered "Having English vocabulary mastery expands my knowledge about foreign language"

"Mastering English vocabulary gives me more opportunities to interact with foreign people on internet, such as Instagram and Facebook. It also helps me search meme and play online game" said Naufalino Jasir.

Byanka Slyvio stated "If I master English vocabulary, I am certainly able to talk to foreigners easily and understand video with English subtitle which either gives some insights or just entertains me"

"By mastering English vocabulary, I am able to increase my knowledge. It makes me easier in translating English text as well" said Amalia Azzahra.

From the students' perceptions above, the writer was able to conclude that mastering English vocabulary is very. It helps students learn something new especially English itself.

The result of interview shows that pronunciation and grammar are the most difficult aspects. It also presents that the students have their own strategies in order to master more vocabularies and have different perception about vocabulary mastery.

B. Discussion

In this research, the writer discussed the research finding by focusing on the answers of the research questions. There were 3 research questions in this research: (1)What aspects are the students faced in vocabulary mastery of recount text?, (2)What are the most dominant difficulties in mastering English vocabulary of recount text at second grade students of MTs Negeri 1 Kediri?, (3)What are the students' strategies to solve the difficulties in vocabulary mastery at second grade students of MTs Negeri 1 Kediri?, answered as follow:

1. Aspects which the students faced in vocabulary mastery of recount text

Based on the finding above, the writer has analyzed the aspects which students faced in vocabulary mastery of recount text. The writer used 4 aspects . The result of the research was suitable with the theory as stated by Cameron in the literature review. He said mastering vocabulary should understand the form

of how it sounds, how it is spelt, the grammatical changes and its meaning.[53]

Test of vocabulary mastery was used to answer the first research question, which was done by the eighth students of MTsN 1 Kediri. The test was to analyse the percentage of each aspect. The finding showed that meaning's aspect was 12.67%, spelling's aspect was 12.88 %, pronunciation's aspect was 34.37% and grammar's aspect was 32.01%.

2. **The most dominant difficulties in mastering English vocabulary of recount text at eighth grade students of MTs Negeri 1 Kediri**

Based on the finding above, the writer has explained students' dominant difficulties in vocabulary mastery of recount text by analysing the four aspects. The writer found the dominant difficulties in pronunciation with the percentage 34.37%. It is the highest among other aspects, in meaning's aspect was 12.67%, spelling's aspect was 12.88 % and grammar's aspect was 32.01%.

Hewing states that pronunciation becomes one of aspects that supports a person to master English.[54] But not all students are good at pronunciation. Different pronunciation between one language to the other language makes a student get difficult in pronouncing the foreign word. It becomes a unique thing in language learning, also hard thing faced by students. The closest example is Indonesian

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[53] Lynne Cameron, *Teaching Language to Young Learner*, 2001., p. 78.

[54] Martin Hewings, *Pronunciation Practice Activities* (Cambridge: Cambridge University Press, 2003)., p. 3.

and English. The utterance of those both languages is totally different. This case is frequently called sound-spelling mismatch.

Some researches have explored several researches with topic of students' difficulties in vocabulary mastery. One of them was a journal conducted by Bimas Reskiawan, Netty Huzniati Andas & Hajra at SMPN 1 Baula. This is in line with the writer's research. It was stated that the majority of the students got difficulty in pronunciation. The students were confused with the pronunciation because lack of similarity between the sounds of English and Indonesian. The differences between both types of research is that this research was conducted during Covid-19 pandemic. Therefore, the data could not be taken directly in the face-to-face classroom setting, but through google form. It has not been found yet how google form is used for test instrument in taking data.

It was drawn conclusion that the most dominant difficulties in vocabulary mastery of recount text at eighth grade students of MTs Negeri 1 Kediri was pronunciation. It was proven by the highest percentage among the other aspects.

3. **The students' strategies to solve the difficulties in vocabulary mastery at eighth grade students of MTs Negeri 1 Kediri**

This explanation aimed to describe students' strategies to solve the difficulties in vocabulary mastery. The discussion of this part is based on the interview with 5 participants.

Based on the finding, the writer found the students' strategies to solve the difficulties in vocabulary mastery. The 2 interviewed students found difficulties in how the word sounds and

grammatical changes. Various strategies were belonged to each interviewed student when facing vocabulary difficulties, such as checking on google translation and watching a particular explanation on youtube. Also they have strategy to overcome the vocabulary difficulties by motivating themselves to always open with new English vocabulary. The 5 interviewed students agree that mastering vocabulary is important, because it helps them a lot in both informal and formal situation. Some felt helped when playing game online or using social media, and the others felt helped at school especially in English learning.

In education stage, students certainly have strategies to face vocabulary difficulties in foreign language. The statement is supported by Cameron that states "the actions that learners take to help themselves understand and remember vocabulary items"[55] as the students' strategies in vocabulary learning.

A research by Tuan Fatonah Guma[56] explains Thai students' general strategies on learning English vocabulary. Those are using dictionary, memorizing vocabulary, writing down the word, listening to music, watching movie, English application, repeating and practicing, reading English novel, translating, making a sentence and using mirror. It can be concluded that every student basically has their own strategies in learning vocabulary and coping its difficulties. This is in line with the writer's research

[55] Lynne Cameron., p. 92.
[56] Tuan Fatonah Guma, 'Thai Students' Strategies in Learning English Vocabulary at English Language Education Department of IAIN Salatiga in the Academic Year 2018/2019' (State Institute for Islamic Studies (IAIN) Salatiga, 2018).

which concludes that each student is able to cope their own difficulties by their own strategies.

C. Limitation of the Research

The writer realized that this research was not done perfectly. There were constrains and obstacles faced during the research process. Some limitations of this research were:

1. The research was limited at MTs Negeri 1 Kediri in academic year of 2020/2021. Therefore, when the same research will be conducted in another school, it is possible that different result will be gained.

2. The sampling errors occurred when the participants or samples of this present research resulted in sample bias. When participants were asked to respond the questions in the instrument, the researcher had limited ability to gain access to the appropriate type of participant due to Covid-19 pandemic situation. In this regard, the participants who responded to the questions may not truly be a random sampling.

3. The writer had lack of experience and knowledge. So, the implementation process of this research was not done optimally. But the writer has done as good as possible to do this research in accordance with capability of knowledge and guidance from advisor.

Considering all those limitations, it was needed to do more research about students' difficulties in mastering English vocabulary of recount text in order to gain optimal result.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the significant point of the whole discussion in this research. The conclusion and suggestions are presented here.

A. Conclusion

Based on the data presentation and analysis in the previous chapter, the writer has derived conclusions which answered all the research questions.

According to the result of the test, the witer concludes the aspects of vocabulary mastery faced by the eighth grade students of MTs Negeri 1 Kediri. Those are meaning aspect with percentage of 12.67%, spelling aspect with percentage of 12.88 %, pronunciation aspect with percentage of 34.37% and grammar aspect with percentage of 32.01%. From the four percentages from all aspects, it can be obviously seen that pronunciation became the dominant difficult aspect in vocabulary mastery at the eighth grade students at MTsN 1 Kediri.

Based on the interview that has been done by the writer and the 5 interviewed students, it can be concluded that each student has their own strategies in facing difficulties in vocabulary mastery. Those are opening google translation, maintaining by playing an online game, recalling memory about particular vocabulary, watching the explanation of particular word on youtube and reading dictionary. The students also stated that the difficult parts in mastering vocabulary were pronunciation and grammar. The result of the test are appropriate

with the interviewed students' statement that pronunciation in the most difficult aspect in mastering English vocabulary.

B. Suggestion

After summarizing all the discussions, then the writer has several great points to be suggestion and will be presented as follow:

1. For English Teachers

English teachers must be well prepared and must be creative in teaching vocabulary to make it easier for students to master vocabulary.

It will be better if the English teachers find out appropriate and interesting way in giving new vocabularies to the students.

2. For Students

Students have to expand their knowledge of vocabulary, because the more vocabulary students master, the better they do their language and also they have to review lessons so that what they get will always be remembered.

3. For The Reader

This thesis is suggested to be used as a reference for various kinds of information finding about the analysis of students' difficulties in vocabulary mastery.

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APPENDIX 1

SILABUS

SILABUS PEMBELAJARAN
BAHASA INGGRIS

Sekolah : MTsN 1 Kediri
Kelas : VIII
Semester : I/II
Alokasi Waktu : 4 jam pelajaran/minggu

Berdasarkan berbagai konsep di atas, perumusan KD dapat digambarkan sebagai berikut.

- KD dirumuskan untuk penggunaan bahasa Inggris pada tiga jenis teks, yaitu (1) interpersonal, (2) transaksional, dan (3) fungsional. Dalam teks interpersonal teks berfungsi untuk menjaga hubungan interpersonal; dalam teks transaksional teks berfungsi untuk bertukar informasi, barang dan jasa; dalam teks fungsional teks berfungsi untuk melaksanakan tugas atau pekerjaan tertentu.
- Penentuan kompetensi untuk setiap jenis teks dengan mengacu pada konsep genre.
- Penentuan tataran kognitif untuk jenjang SMP/MTs yang difokuskan pada memahami (khususnya mengidentifikasi, membandingkan, dan menafsirkan) dan tataran 'menerapkan'.
- Penentuan jenis keterampilan yang mencakup tindakan komunikatif menangkap makna melalui menyimak dan membaca, dan menyusun teks melalui berbicara dan menulis, yang semuanya terintegrasi untuk melaksanakan fungsi sosial yang sama. Berikut adalah daftar teks yang tercakup dalam kurikulum jenjang SMP/MTs.

TEKS INTERAKSI INTERPERSONAL
- Sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta tanggapannya (7)
- Permintaan perhatian, pengecekan pemahaman, penghargaan kinerja, serta permintaan dan pengungkapan pendapat (8)
- Suruhan, ajakan, permintaan ijin (8)
- Harapan, doa, dan ucapanselamatatassuatukebahagiaandanprestasi, serta tanggapannya, sesuai dengan konteks penggunaannya (9)

TEKS INTERAKSI TRANSAKSIONAL
- Jati diri, dengan memperhatikan nomina dan pronomina*subjective, objective, possessive* (7)
- Nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan memperhatikan kosa kata terkait, angka kardinal dan ordinal (7)
- Nama dan jumlah binatang, benda, danbangunanpublik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan kosa kata terkait, dengan *article a*dan *the, plural* dan *singular*(7)
- Sifat orang, binatang, benda dengan memperhatikan kosa kata tefkait, *be, adjective* (7)
- Tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya, dengan memperhatikan unsur kebahasaan kalimat *declarative, interogative, simple present tense*(7)
- Kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya, dengan memperhatikan kata kerja bantu modal*can, will* (8)
- Keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya, dengan memperhatikan kata kerja bantu modal*must, should* (8)
- Keberadaan orang, benda, binatang, dengan memperhatikan unsur kebahasaan *there is/are* (8)
- Keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan unsur kebahasaan *simple present tense* (8)
- Keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, dengan memperhatikan unsur kebahasaan *present continuous tense* (8)
- Perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan unsur kebahasaan *degree of comparison* (8)
- Keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan unsur kebahasaan *simple past tense* (8)

- Maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, dengan memperhatikan unsur kebahasaan *will, be going to, (dis)agreement*(9)
- Keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, dengan memperhatikan unsur kebahasaan *present continuous, past continuous, will+continuous*(9)
- Keadaan/tindakan/kegiatan/kejadian yang sudah/telah dilakukan/terjadi di waktu lampau dikaitkan dengan keadaan sekarang, tanpa menyebutkan waktu terjadinya secara spesifik, dengan memperhatikan unsur kebahasaan *present perfect tense*(9)
- Keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya, dengan memperhatikan unsur kebahasaan *passive voice*(9)

TEKS FUNGSIONAL KHUSUS
- Lirik lagu terkait kehidupan remaja SMP/mts. (7)
- *Greeting card*, terkait dengan hari-hari spesial (8)
- Pesan singkat dan pengumuman/pemberitahuan (*notice*), terkait kegiatan sekolah (8)
- Lirik lagu terkait kehidupan remaja SMP/mts (8)
- Label, terkait obat/makanan/minuman (9)
- Iklan, terkait produk dan jasa (9)
- Lirik lagu terkait kehidupan remaja SMP/mts (9)

TEKS FUNGSIONAL
- Deskripsi orang, binatang, dan benda. (7)

B. Kelas : VIII
Alokasi Waktu : 4 jam pelaja-
ran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pem-
belajaran tidak langsung (*indirect teaching*) pada pembelajaran
Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui
keteladanan, pembiasaan, dan budaya sekolah dengan memper-
hatikan karaktersitik mata pelajaran serta kebutuhan dan kondisi
siswa.

Penumbuhan dan pengembangan kompetensi sikap dilakukan
sepanjang proses pembelajaran berlangsung dan dapat digunakan
sebagai pertimbangan guru dalam mengembangkan karakter siswa
lebih lanjut.

Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Pe-
terampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pokok	Pembelajaran

Siswa mampu: 3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya 4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	● **Fungsi Sosial** Menjaga hubungan interpersonal dengan guru dan teman ● **Struktur Teks** - Memulai - Menanggapi (diharapkan/di luar dugaan) ● **Unsur Kebahasaan** - Ungkapan a.l. *Excuse me, Is it clear?, Great, I think so.*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ● **Topik** Interaksi antara siswa dan guru di dalam di luar kelas yang tindakanmeminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkanperilaku yang termuat di KI	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar

Siswa mampu: 3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan	● **Fungsi sosial** Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya . ● **Struktur teks** - Memulai - Menanggapi (diharapkan/di	- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang

suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *can, will*) 4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	luar dugaan) ● **Unsur kebahasaan** - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: *can, will.* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ● **Topik** Interaksi antara siswa di dalam dan di luar kelas yang melibatkan kemampuan dan kemauanmelakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI	berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya

Siswa mampu:

3.3 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *must, should*)	• Fungsi sosial Menyuruh, melarang, dan menghimbau. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Ungkapan keharusan, larangan, himbauan dengan modal *must, (don't) have to..., should,* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara siswa dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya
4.3 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		

Siswa mampu:

3.4 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya	• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan a.l *let's ..., can you ..., would you like ..., may I, please.* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didk di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkanperilaku yang termuat di KI	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Bertanya jawab dengan teman tentangtindakan menyuruh, mengajak, meminta ijin, dan menanggapinya - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar
4.4 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		

Siswa mampu:		
3.5 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting cards, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya 4.5 menyusun teks khusus dalam bentuk greeting cards, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur Teks Teks *greeting cards* dapat mencakup - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus - Ungkapan khusus yang relevan - Gambar, hiasan, komposisi warna • UnsurKebahasaan - Ungkapan a.l. *Congratulations. Well done. Good job.*, dll. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb.yang dapat menumbuhkanperilaku yang termuat di KI	- Mencermati dan menemukan perbedaan dan persamaan dari beberapa *greeting cards* untuk hari spesial tertentu - Mengidentifikasi dan menyebutkan ucapan selamat yang ada denganucapan dan tekanan kata yang benar - Mencermati dan menemukan perbedaan dan persamaan dari beberapa*greeting cards* untuk event lain - Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya - Membuat*greeting cards* terkait hari istimewa yang relevan dengan siswa saat itu. - Melakukan refleksi tentang proses dan hasil belajarnya

Siswa mampu:		
3.6 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *there is/are*) 4.6 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan dengan *There is/are* - Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of)*. - Frasa kata depan: *in, on, under, in front of, below, above*, dan lain lain. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang - Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks - Melakukan refleksi tentang proses dan hasil belajarnya

Siswa mampu: 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiata n/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple present tense*) 4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ndakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	● Fungsi sosial Menjelaskan, mendeskripsikan ● Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) ● Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Simple Present Tense*. - Adverbia: *always, often, sometimes, never, usually, every* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ● Topik Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal siswa, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan- ungkapan yang menunjukkan kejadian rutin dalam teks - Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain - Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menegah - Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya

Siswa mampu: 3.8 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *present continuous tense*) 4.8 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Present Continuous Tense* - Adverbia: *now* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkanperilaku yang termuat di KI	- Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi - Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka - Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video) - Membuat teks pendek berdasarkan tampilan visual lainnya - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya

Siswa mampu: 3.9 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan degree of comparison) 4.9 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat perbandingan positif, komparatif dan superlatif dengan: *as … as, -er, -est, more …, the most …* - Perbandingan jumlah: *more, fewer, less* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkanperilaku yang termuat di KI	- Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar - Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan. - Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda - Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya - Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya

Siswa mampu:

3.10 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple past tense*)

4.10 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

● Fungsi sosial

Melaporkan, menceritakan, menjelaskankejadian yang dilakukan/terjadi, di waktu lampau.

● Struktur teks

- Memulai

- Menanggapi (diharapkan/di luar dugaan)

● Unsur kebahasaan

- Kalimat deklaratif dan interogatif dalam bentuk *Simple Past Tense*

- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb.

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

● Topik

Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI

- Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau

- Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar

- Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka atau anggota keluarga atau temannya alami

- Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana

- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar

- Melakukan refleksi tentang proses dan hasil belajarnya

Siswa mampu:

3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *personal recount* lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.11 Teks *recount*

4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*)

4.11.2 menyusun teks *recount* lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

● Fungsi sosial

Melaporkan, mengambil teladan, membanggakan

● Struktur teks

Dapat mencakup

- orientasi

- urutan kejadian/kegiatan

- orientasi ulang

● Unsur kebahasaan

- Kalimat deklaratif dan interogatif dalam *Simple Past tense*

- Adverbia dan frasa preposisional penujuk waktu: *yesterday, last month, an hour ago,* dan sebagainya.

- Adverbia penghubung waktu: *first, then, after that, before, at last, finally,* dan sebagainya.

- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb.

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

● Topik

Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan

- Menyimak guru membaca beberapa teks *recount* tentang pengalaman pribadi seseorang

- Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis

- Menggunakan bagan untuk mempelajari alur cerita

- Menuliskan beberapa teks pendek yang didiktekan guru dengan tulisan tangan.

- Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang diambil dari teks, dengan ejaan dan tanda baca yang benar

- Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks pendek dan sederhana

- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya secara lisan, dengan ucapan dan tekanan kata yang benar

- Melakukan refleksi tentang proses dan hasil belajarnya

yang dapat menumbuhkan perilaku yang termuat di KI		
Siswa mampu: 3.12 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (*notice*), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya 4.12 teks pesan singkat dan pengumuman/pemberitah uan (*notice*) 4.12.1 menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/pemberitah uan (*notice*) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah 4.12.2 menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitah uan (*notice*), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	● Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan. ● Struktur text Dapat mencakup: - Judul atau tujuan pengumuman - Informasi rinci yang diumumkan ● Unsur kebahasaan - Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda- beda - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ● Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi siswa dan guru yang dapat menumbuhkan perilaku yang termuat di KI ● Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik.	- Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar - Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis - Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar - Membuat pengumuman/ pemberitahuanyang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas - Melakukan refleksi tentang proses dan hasil belajarnya

Siswa mampu:		

3.13 menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs
 	
4.13 menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs
	• Fungsi sosial
	Mengembangkan nilai-nilai kehidupan dan karakter yang positif
	
	• Unsur kebahasaan
	  - Kosa kata dan tata bahasa dalam lirik lagu
	  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
	
	• Topik
	Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI
		- Membaca, menyimak, dan menirukan lirik lagu secara lisan
		- Menanyakan hal-hal yang tidak diketahui atau berbeda
		- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu
		- Melakukan refleksi tentang proses dan hasil belajarnya

Mengetahui,
Kepala Madrasah

Pare, Januari 2021
Guru Mata Pelajaran

Dra. Fikrotul Azizah, M.Ag
NIP. 196705172003122001

Hendrik Budi Setiawan, S.Pd.I

APPENDIX 2

TRY OUT OF VOCABULARY MASTERY

Fill in the blank with the right answer by crossing a, b, c, or d!

A Cold Welcome

On Wednesday evening, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened.

Suddenly someone shouted, "It's two minutes past twelve. The clock has stopped'. I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

Meaning

1. A large _crowd_ of people had gathered under the Town Hall clock.
   The underlined word can be replaced by ….
   a. Group   c. Gentle
   b. Giant   d. Little

2. I _looked at_ my watch.
   The underlined word can be replaced by …
   a. Looked for   c. Sought
   b. Searched   d. Saw

3. The big clock _refused_ to welcome the New Year.
   The underlined word can be replaced by ….

a. Accepted   c. Went

b. Rejected   d. Shouted

Spelling

4. The spelling of the word sound { **lɑːrdʒ** } "big in size or quantity" is

   …

   a. Large   c. Land

   b. Lard   d. Language

5. The spelling of the word sound { **ˈʌndər** }" in, to or through a position

   that is below something" is ….

   a. Thunder   c. Sword

   b. Under   d. Strike

6. The spelling of the word sound { **hænd** } "the part of the body at the

   end of the arm, including the fingers and thumb"

   a. Head   c. Hand

   b. Hard   d. Hat

Pronunciation

7. The alphabet "a" in the words below pronounced / **æ** / is ….

   a. Cake   c. Back

   b. Bake   d. Tape

8. The alphabet "o" in the words below pronounced / **ɔ** / is ….

   a. Follow   c. Foam

   b. Fool   d. For

Grammar

9. I …. John in the Town Hall last week.

a. met
c. meeting

b. meet
d. commitment

10. Yesterday somebody …. me to dance in the New Year celebration.

a. invite
c. inviting

b. invited
d. invitation

Cooking Competition

Rina went to a cooking festival in the morning to join the cooking competition. She wanted to cook fried rice. She arrived at eight and directly prepared for the competition. At first, she thought she had brought everything, but suddenly, she realised that she had left the rice in the kitchen at her house. She couldn't cook fried rice and lost the competition. She felt very disappointed.

(https://www.mediainggris.com/2020/10/recount-texts-kumpulan-contoh-soal.html)

Meaning

11. Rina went to a cooking festival in the morning to join the cooking *competition*.

The underlined word can be replaced by ….

a. Rice field
c. Tournament

b. Fried rice
d. Suggestion

12. She felt very *disappointed*.

a. Happy
c. Funny

b. Amazing
d. Frustrated

Spelling

13. The spelling of the word sound { θɔːt } "something that you think of or remember" is ….

    a. Thought   c. Thread

    b. Third   d. Treated

14. The spelling of the word sound { lɔːst } " unable to deal successfully with a particular situation" is ….

    a. Last   c. Lost

    b. Past   d. Fast

Pronunciation

15. The alphabet "i" in the words below pronounced / aɪ / is ….

    a. Fish   c. Give

    b. Silky   d. Like

16. The alphabet "o" in the words below pronounced / əʊ /, **except** is ….

    a. Home   c. Old

    b. House   d. Open

17. The alphabet "u" in the words below pronounced / ʊ / is ….

    a. Put   c. Fur

    b. Buy   d. Pure

Grammar

18. The competition …. At 8 am yesterday.

    a. start   c. started

    b. starting   d. starts

19. …. you join the cooking competition yesterday?

a. Do
c. Have

b. Does
d. Did

20. Rina was disappointed in the cooking competition ….

a. yesterday
c. now

b. tomorrow
d. every day

Last Summer Holiday

I spent my last summer holiday in Seoul, South Korea. I went there with my friends. On the first day, I was landed at Incheon Airport around 7 AM after a 6 hours long flight. Then I went to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. At night, I went to Hongdae, a famous district in South Korea. I went to eat traditional Korean food. On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I went back to the hotel at 10 PM and immediately went to sleep.

I spent my last day in Myeongdong and bought some stuffs and souvenirs for my family and friends. I also ate the street food there. I went to the airport at 3 PM because my flight was at 5 PM. I had a fantastic experience in South Korea and made wonderful memory with my friends. It was a great trip.

(https://www.ef.co.id/englishfirst/kids/blog/contoh-recount-text-dalam-bahasa-inggris/)

Meaning

21. I was _landed_ at Incheon Airport around 7 AM after a 6 hours long flight.

    The underlined word can be replaced by ….

    a. Bought   c. Arrived

    b. Spent   d. Thought

22. I went back to the hotel at 10 PM and _immediately_ went to sleep.

    The underlined word can be replaced ….

    a. Directly   c. Beautifully

    b. Lovely   d. Dilligently

23. I had a _fantastic_ experience in South Korea and made wonderful memory with my friends.

    The underlined word can be replaced by ….

    a. Sad   c. Disgusting

    b. Amazing   d. Angry

Spelling

24. The spelling of the word sound { əˈraʊnd } "located or situated on every side" is ….

    a. Around   c. Round

    b. Aren't   d. Bound

25. The spelling of the word sound { sliːp } "to rest with your eyes closed and your mind and body not active" is ….

    a. Slip   c. Sleep

    b. Sleeve   d. Sleek

26. The spelling of the word sound { sʌm } "used to refer to certain members of a group or certain types of a thing, but not all of them" is ….

a. Same   c. Some

b. Song   d. Son

Pronunciation

27. The alphabet "e" in the words below pronounced / iː /, except is ….

   a. Cheese   c. See

   b. Below   d. Deep

28. The alphabet "i" in the words below pronounced / ɪ / is ….

   a. Sit   c. Fine

   b. Isle   d. Kind

Grammar

29. I …. kimchi with my sister in South Korea last summer.

   a. ate   c. eaten

   b. eat   d. eating

30. We …. a beautiful scenery in Seoul Tower last summer holiday.

   a. enjoyed   c. enjoying

   b. enjoy   d. has enjoyed

Chaotic Situation in The Market

Last week, I went to a traditional market to buy some daily needs. As usual, i go there alone and bring a shopping list.

After arriving at the market, i started searching the things i needed one by one. While i was bargaining the price of some fruits, I saw a crowded condition where there was a thief beaten by a lot of people. It was so terrible. I didn't want to see the condition to get worse so i called police. A few minutes later, police came and calmed down the situation. Asking

the fruit seller, i knew that the thief tried to steal someone's wallet but someone saw him and shouted loudly. After that, suddenly many people roughed him up hardly.

It was a scaring moment i experienced last week and I hoped that it will never happen again in the future.

Meaning

31. Last week, I went to a traditional market to buy some _daily_ needs.
    The underlined word can be replaced by ….
    a. Routine   c. Week
    b. Ring   d. Year

32. I saw a crowded condition where there was a thief beaten by _a lot of people_.
    The underlined phrase can be replaced by ….
    a. Small people   c. Many people
    b. Tall people   d. Such people

Spelling

33. The spelling of the word sound { ˈwɑːlɪt } "a small, flat, folding case made of leather or plastic used for keeping paper money and credit cards in" is ….
    a. Swallow   c. Walnut
    b. Wallet   d. Walrus

34. The spelling of the word sound { **praɪs** } "the amount of money that you have to pay for something" is ….

a. Price   c. Nice

b. Prize   d. Raising

Pronunciation

35. The alphabet "u" in the words below pronounced / ʌ / is ….

a. Suddenly   c. June

b. Cute   d. Pure

36. The alphabet "o" in the words below pronounced / ɔɪ / is ….

a. Door   c. Join

b. Book   d. Too

37. The alphabet "a" in the words below pronounced / ɔː / is ….

a. Main   c. Saw

b. Half   d. Game

Grammar

38. Stela …. the thief bringing her wallet last week.

a. finds   c. finding

b. find   d. found

39. My mom bargained some fruit ….

a. next week   c. last week

b. tomorrow   d. tonight

40. There …. a gardener sweeping the market.

a. were   c. do

b. was   d. does

APPENDIX 3

ANSWER KEY OF TRY OUT

NO.	The Answer	NO.	The Answer
1	A	21	C
2	D	22	A
3	B	23	B
4	A	24	A
5	B	25	C
6	C	26	C
7	C	27	B
8	D	28	A
9	A	29	A
10	B	30	A
11	C	31	A
12	D	32	C
13	A	33	B
14	C	34	A
15	D	35	A
16	B	36	C
17	A	37	C
18	C	38	D
19	D	39	C
20	A	40	B

APPENDIX 4

Students' Answer

13. The spelling of the word sound (θɔːt) "something that you think of or remember" is ...
- ◉ Thought
- ○ Third
- ○ Throat
- ○ Treated

14. The spelling of the word sound (lɒst) " unable to deal successfully with a particular situation" is ...
- ○ Last
- ○ Past
- ◉ Lost
- ○ First

15. The letter "i" in the words below pronounced / aɪ / is ....
- ○ Fish
- ○ Silky
- ○ Give
- ◉ Like

16. The letter "o" in the words below pronounced / əʊ /, **except** is ....
- ○ Home
- ◉ House
- ○ Old
- ○ Open

17. The letter "u" in the words below pronounced / ʊ / is ....
- ◉ Put
- ○ Blue
- ○ Fur
- ○ Pure

18. The competition .... At 8 am yesterday.
- ○ start
- ○ starting
- ◉ started
- ○ starts

19. .... you join the cooking competition yesterday?
- ○ Do
- ○ Does
- ○ Have
- ◉ Did

20. Rina was disappointed in the cooking competition ....
- ◉ yesterday
- ○ tomorrow
- ○ now
- ○ every day

Last Summer Holiday

I spent my last summer holiday in Seoul, South Korea. I went there with my friends. On the first day, I was landed at Incheon Airport around 7 AM after a 6 hours long flight. Then I went to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. At night, I went to Hongdae, a famous district in South Korea. I went to eat traditional Korean food. On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I went back to the hotel at 10 PM and immediately went to sleep. I spent my last day in Myeongdong and bought some stuffs and souvenirs for my family and friends. I also ate the street food there. I went to the airport at 3 PM because my flight was at 5 PM. I had a fantastic experience in South Korea and made wonderful memory with my friends. It was a great trip.

21. I was *landed* at Incheon Airport around / AM after a 6 hours long flight. The underlined word can be replaced by ....
- ○ Bought
- ○ Spent
- ◉ Arrived
- ○ Thought

22. I went back to the hotel at 10 PM and *immediately* went to sleep. The underlined word can be replaced ....
- ◉ Directly
- ○ Lonely
- ○ Beautifully
- ○ Diligently

23. I had a *fantastic* experience in South Korea and made wonderful memory with my friends. The underlined word can be replaced ....
- ○ Sad
- ◉ Amazing
- ○ Disgusting
- ○ Angry

24. The spelling of the word sound (əraʊnd) "located or situated on every side" is ...
- ◉ Around
- ○ Aroud
- ○ Round
- ○ Rround

25. The spelling of the word sound (sliːp) "to rest with your eyes closed and your mind and body not active" is ....
- ○ Slip
- ○ Sleeve
- ◉ Sleep
- ○ Sleek

26. The spelling of the word sound (sʌm) "used to refer to certain members of a group or certain types of a thing, but not all of them" is ....
- ○ Same
- ○ Sunny
- ◉ Some
- ○ Son

27. The letter "e" in the words below pronounced / i /, **except** is ....
- ○ Cheese
- ◉ Refuse
- ○ Sea
- ○ Deep

28. The letter "i" in the words below pronounced / ɪ / is ....
- ○ Hi
- ○ Life
- ○ Fine
- ○ Kind

29. I .... kimchi with my sister in South Korea last summer.

○ ate
◉ eat
○ eaten
○ eating

30. We .... a beautiful scenery in Seoul Tower last summer holiday.

○ enjoyed
○ enjoy
○ enjoying
◉ has enjoyed

Chaotic Situation in The Market

Last week, I went to a traditional market to buy some daily needs.
As usual, I go there alone and bring a shopping list.
After arriving at the market, I started searching the things I
needed one by one. While I was bargaining the price of some
fruits, I saw a crowded condition where there was a thief beaten
by a lot of people. It was so terrible. I didn't want to see the
condition to get worse so I called police. A few minutes later,
police came and calmed down the situation. Asking the fruit
seller, I knew that the thief tried to steal someone's wallet but
someone saw him and shouted loudly. After that, suddenly many
people roughed him up hardly.
It was a scaring moment I experienced last week and I hoped that
it will never happen again in the future.

31. Last week, I went to a traditional market to buy some *daily* needs.
The underlined word can be replaced by ....

◉ Routine
○ Busy
○ Week
○ Year

32. I saw a crowded condition where there was a thief beaten by *a lot of people*.
The underlined phrase can be replaced by ....

○ Small people
○ Tall people
◉ Many people
○ Much people

33. The spelling of the word sound (ˈwɒlɪt) "a small, flat, folding case made of leather or plastic used for keeping paper money and credit cards in" is ....

○ Swallow
◉ Wallet
○ Walnut
○ Walrus

34. The spelling of the word sound (praɪs) "the amount of money that you have to pay for something" is ....

◉ Price
○ Prize
○ Nice
○ Racing

35. The letter "u" in the words below pronounced / ʌ / is ....

◉ Suddenly
○ Cute
○ June
○ Pure

36. The letter "o" in the words below pronounced / ɔɪ / is ....

○ Store
○ Book
◉ Join
○ Two

37. The letter "a" in the words below pronounced / ɔ: / is ....

○ Man
○ Half
◉ Saw
○ Game

38. Stela .... the thief bringing her wallet last week.

○ feels
○ find
○ finding
◉ found

39. My mom bargained some fruit ....

○ next week
○ tomorrow
◉ last week
○ tonight

40. There .... a gardener sweeping the market.

○ were
◉ was
○ do
○ does

APPENDIX 5

TEST OF VOCABULARY MASTERY

Fill in the blank with the right answer by crossing a, b, c, or d!

A Cold Welcome

On Wednesday evening, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened.

Suddenly someone shouted, "It's two minutes past twelve. The clock has stopped'. I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

(NEW CONCEPT By LG Alexander)

Meaning

1. I _looked at_ my watch.
    The underlined word can be replaced by …
    a. Looked for   c. Sought
    b. Searched   d. Saw

Spelling

2. The spelling of the word sound { **laːrdʒ** } "big in size or quantity" is

    …

a. Large   c. Land

b. Lard   d. Language

Pronunciation

3. The letter "a" in the words below pronounced / æ / is ….

    a. Cake   c. Back

    b. Bake   d. Tape

Grammar

4. I …. John in the Town Hall last week.

    a. met   c. meeting

    b. meet   d. commitment

Cooking Competition

Rina went to a cooking festival in the morning to join the cooking competition. She wanted to cook fried rice. She arrived at eight and directly prepared for the competition. At first, she thought she had brought everything, but suddenly, she realised that she had left the rice in the kitchen at her house. She couldn't cook fried rice and lost the competition. She felt very disappointed.

(https://www.mediainggris.com/2020/10/recount-texts-kumpulan-contoh-soal.html)

Meaning

5. Rina went to a cooking festival in the morning to join the cooking *competition*.

The underlined word can be replaced by ….

    a. Rice field   c. Tournament

    b. Fried rice   d. Suggestion

6. She felt very *disappointed*.

    a. Happy   c. Funny

    b. Amazing   d. Frustrated

Spelling

7. The spelling of the word sound { θɔːt } "something that you think of or remember" is ….

    a. Thought   c. Thread

    b. Third   d. Treated

8. The spelling of the word sound { lɔːst } " unable to deal successfully with a particular situation" is ….

    a. Last   c. Lost

    b. Past   d. Fast

Pronunciation

9. The alphabet "i" in the words below pronounced / aɪ / is ….

    a. Fish   c. Give

    b. Silky   d. Like

10. The alphabet "u" in the words below pronounced / ʊ / is ….

    a. Put   c. Fur

    b. Buy   d. Pure

Grammar

11. The competition …. At 8 am yesterday.

    a. start   c. started

    b. starting   d. starts

12. …. you join the cooking competition yesterday?

    a. Do   c. Have

    b. Does   d. Did

Last Summer Holiday

I spent my last summer holiday in Seoul, South Korea. I went there with my friends. On the first day, I was landed at Incheon Airport around 7 AM after a 6 hours long flight. Then I went to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. At night, I went to Hongdae, a famous district in South Korea. I went to eat traditional Korean food. On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I went back to the hotel at 10 PM and immediately went to sleep.

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(https://www.ef.co.id/englishfirst/kids/blog/contoh-recount-text-dalam-bahasa-inggris/)

Meaning

13. I was _landed_ at Incheon Airport around 7 AM after a 6 hours long
    flight.
    The underlined word can be replaced by ….
    a. Bought   c. Arrived
    b. Spent   d. Thought

Spelling

14. The spelling of the word sound { sliːp } "to rest with your eyes
    closed and your mind and body not active" is ….
    a. Slip   c. Sleep
    b. Sleeve   d. Sleek

15. The spelling of the word sound { sʌm } "used to refer to certain
    members of a group or certain types of a thing, but not all of them"
    is ….
    a. Same   c. Some
    b. Song   d. Son

Pronunciation

16. The alphabet "e" in the words below pronounced / iː /, except is ….
    a. Cheese   c. See
    b. Below   d. Deep

Grammar

17. I …. kimchi with my sister in South Korea last summer.
    a. ate   c. eaten
    b. eat   d. eating

18. We …. a beautiful scenery in Seoul Tower last summer holiday.

a. enjoyed   c. enjoying

b. enjoy   d. has enjoyed

Chaotic Situation in The Market

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After arriving at the market, i started searching the things i needed one by one. While i was bargaining the price of some fruits, I saw a crowded condition where there was a thief beaten by a lot of people. It was so terrible. I didn't want to see the condition to get worse so i called police. A few minutes later, police came and calmed down the situation. Asking the fruit seller, i knew that the thief tried to steal someone's wallet but someone saw him and shouted loudly. After that, suddenly many people roughed him up hardly.

It was a scaring moment i experienced last week and I hoped that it will never happen again in the future.

(https://www.englishiana.com/2018/07/25-contoh-recount-text-pendek-singkat.html)

Meaning

19. Last week, I went to a traditional market to buy some _daily_ needs.
    The underlined word can be replaced by ….
    a. Routine   c. Week
    b. Ring   d. Year

Spelling

20. The spelling of the word sound { ˈwɑːlɪt } "a small, flat, folding case made of leather or plastic used for keeping paper money and credit cards in" is ….

   a. Swallow   c. Walnut

   b. Wallet   d. Walrus

21. The spelling of the word sound { praɪs } "the amount of money that you have to pay for something" is ….

   a. Price   c. Nice

   b. Prize   d. Raising

Pronunciation

22. The alphabet "u" in the words below pronounced / ʌ / is ….

   a. Suddenly   c. June

   b. Cute   d. Pure

23. The alphabet "a" in the words below pronounced / ɔː / is ….

   a. Main   c. Saw

   b. Half   d. Game

Grammar

24. Stela …. the thief bringing her wallet last week.

   a. finds   c. finding

   b. find   d. found

25. There …. a gardener sweeping the market.

   a. were   c. do

   b. was   d. does

APPENDIX 6

ANSWER KEY OF TEST

NO.	The Answer
1	D
2	A
3	C
4	A
5	C
6	D
7	A
8	C
9	D
10	A
11	C
12	D
13	C
14	C
15	C
16	B
17	A
18	A
19	A
20	B
21	A
22	A
23	C
24	D
25	B

APPENDIX 7

VALIDITY

Correlations

		Total
VAR00001	Pearson Correlation	a
	Sig. (2-tailed)	
	N	35
VAR00002	Pearson Correlation	.465**
	Sig. (2-tailed)	.005
	N	35
VAR00003	Pearson Correlation	.068
	Sig. (2-tailed)	.697
	N	35
VAR00004	Pearson Correlation	.497**
	Sig. (2-tailed)	.002
	N	35
VAR00005	Pearson Correlation	.509**
	Sig. (2-tailed)	.002
	N	35
VAR00006	Pearson Correlation	.585**
	Sig. (2-tailed)	.000
	N	35
VAR00007	Pearson Correlation	.396*
	Sig. (2-tailed)	.018
	N	35
VAR00008	Pearson Correlation	.258
	Sig. (2-tailed)	.134
	N	35
VAR00009	Pearson Correlation	.447**
	Sig. (2-tailed)	.007
	N	35
VAR00010	Pearson Correlation	.197
	Sig. (2-tailed)	.258
	N	35
VAR00011	Pearson Correlation	.509**
	Sig. (2-tailed)	.002
	N	35
VAR00012	Pearson Correlation	.652**
	Sig. (2-tailed)	.000
	N	35
VAR00013	Pearson Correlation	.558**
	Sig. (2-tailed)	.001
	N	35
VAR00014	Pearson Correlation	.511**
	Sig. (2-tailed)	.002
	N	35
VAR00015	Pearson Correlation	.570**
	Sig. (2-tailed)	.000
	N	35
VAR00016	Pearson Correlation	.331
	Sig. (2-tailed)	.052
	N	35
VAR00017	Pearson Correlation	.347*
	Sig. (2-tailed)	.041
	N	35
VAR00018	Pearson Correlation	.452**
	Sig. (2-tailed)	.006
	N	35
VAR00019	Pearson Correlation	.522**
	Sig. (2-tailed)	.001
	N	35
VAR00020	Pearson Correlation	.515**
	Sig. (2-tailed)	.002
	N	35

		Total
	N	35
VAR00021	Pearson Correlation	.462**
	Sig. (2-tailed)	.005
	N	35
VAR00022	Pearson Correlation	.282
	Sig. (2-tailed)	.100
	N	35
VAR00023	Pearson Correlation	a
	Sig. (2-tailed)	
	N	35
VAR00024	Pearson Correlation	.237
	Sig. (2-tailed)	.170
	N	35
VAR00025	Pearson Correlation	.526**
	Sig. (2-tailed)	.001
	N	35
VAR00026	Pearson Correlation	.580**
	Sig. (2-tailed)	.000
	N	35
VAR00027	Pearson Correlation	.385*
	Sig. (2-tailed)	.022
	N	35
VAR00028	Pearson Correlation	.554**
	Sig. (2-tailed)	.001
	N	35
VAR00029	Pearson Correlation	.587**
	Sig. (2-tailed)	.000
	N	35
VAR00030	Pearson Correlation	.621**
	Sig. (2-tailed)	.000
	N	35
VAR00031	Pearson Correlation	.509**
	Sig. (2-tailed)	.002
	N	35
VAR00032	Pearson Correlation	.102
	Sig. (2-tailed)	.561
	N	35
VAR00033	Pearson Correlation	.360*
	Sig. (2-tailed)	.034
	N	35
VAR00034	Pearson Correlation	.443**
	Sig. (2-tailed)	.008
	N	35
VAR00035	Pearson Correlation	.440**
	Sig. (2-tailed)	.008
	N	35
VAR00036	Pearson Correlation	.255
	Sig. (2-tailed)	.139
	N	35
VAR00037	Pearson Correlation	.375*
	Sig. (2-tailed)	.027
	N	35
VAR00038	Pearson Correlation	.666**
	Sig. (2-tailed)	.000
	N	35
VAR00039	Pearson Correlation	.419*
	Sig. (2-tailed)	.012
	N	35
VAR00040	Pearson Correlation	.394*
	Sig. (2-tailed)	.019
	N	35
Total	Pearson Correlation	1
	Sig. (2-tailed)	
	N	35

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

a. Cannot be computed because at least one of the variables is constant.

APPENDIX 8

STUDENTS' SCORE RECAPITULATION

No	Nama	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Total of Correct Answer	SCORE	Total of Incorrect Answer
1	Student 1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	0	17	68	8
2	Student 2	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	0	1	0	1	1	0	18	72	7
3	Student 3	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	21	84	4
4	Student 4	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	21	84	4
5	Student 5	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	19	76	6
6	Student 6	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	23	92	2
7	Student 7	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	0	0	1	1	18	72	7
8	Student 8	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	21	84	4
9	Student 9	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	18	72	7
10	Student 10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	23	92	2
11	Student 11	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	21	84	4
12	Student 12	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	18	72	7
13	Student 13	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	0	1	1	0	1	19	76	6
14	Student 14	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	0	0	1	1	19	76	6
15	Student 15	0	1	1	0	1	1	1	0	1	0	0	0	1	1	0	1	0	1	1	1	1	1	0	0	0	14	56	11
16	Student 16	0	1	0	0	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	1	0	0	0	1	15	60	10
17	Student 17	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	92	2
18	Student 18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	100	0
19	Student 19	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	96	1
20	Student 20	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	96	1
21	Student 21	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	96	1
22	Student 22	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	96	1
23	Student 23	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	0	1	1	19	76	6
24	Student 24	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	96	1
25	Student 25	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	1	19	76	6
26	Student 26	0	1	0	0	1	1	1	1	0	0	0	0	1	1	1	0	1	0	0	1	0	1	0	0	0	11	44	14
27	Student 27	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	0	17	68	8
28	Student 28	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	22	88	3
29	Student 29	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	23	92	2
30	Student 30	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	96	1
31	Student 31	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	96	1
32	Student 32	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	23	92	2
33	Student 33	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	96	1
34	Student 34	1	1	0	0	1	1	0	1	0	0	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	16	64	9
35	Student 35	0	1	0	0	1	1	0	1	0	1	0	0	0	1	0	1	0	1	1	0	1	1	0	1	1	13	52	12
36	Student 36	0	1	0	1	0	1	1	1	0	0	0	1	1	0	0	1	0	1	1	0	1	1	0	1	1	14	56	11
37	Student 37	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	96	1
38	Student 38	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	96	1
39	Student 39	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	0	0	1	1	1	0	1	1	0	17	68	8
40	Student 40	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	100	0
41	Student 41	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	0	1	0	1	1	0	0	0	0	0	14	56	11
42	Student 42	0	1	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	0	0	1	0	1	9	36	16
43	Student 43	1	1	0	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	20	80	5
44	Student 44	1	1	0	0	1	1	1	1	0	1	0	1	1	1	1	0	0	0	1	1	1	1	0	1	0	16	64	9
45	Student 45	0	1	0	0	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	0	0	16	64	9
46	Student 46	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	1	20	80	5
47	Student 47	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	100	0
48	Student 48	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	1	1	0	1	1	0	0	1	1	0	17	68	8
49	Student 49	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	23	92	2
50	Student 50	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	96	1
51	Student 51	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	0	20	80	5
52	Student 52	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	96	1
53	Student 53	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	24	96	1
54	Student 54	0	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	18	72	7
55	Student 55	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	88	3

#	Student	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25		Correct	%	Incorrect
55	Student 55	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		22	88	3
56	Student 56	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		22	88	3
57	Student 57	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	0	0	0	1	1	1	0	1	0	1		17	68	8
58	Student 58	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1		23	92	2
59	Student 59	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		25	100	0
60	Student 60	0	1	0	1	1	1	0	1	1	0	1	0	1	0	0	0	0	1	1	1	0	1	0	1	1		14	56	11
61	Student 61	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	0	0	1	1	1	0	1	0	1	1		16	64	9
62	Student 62	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0		21	84	4
63	Student 63	1	1	1	0	1	1	1	0	1	1	0	0	1	0	1	0	1	1	1	0	1	0	1	0	1		16	64	9
64	Student 64	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1		22	88	3
65	Student 65	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		25	100	0
66	Student 66	0	1	0	0	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	1	0	0	0	0		7	28	18
67	Student 67	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0		17	68	8
68	Student 68	0	0	0	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	1	0	1	1	1	0	1		16	64	9
69	Student 69	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	0	0	0	1		17	68	8
70	Student 70	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1		17	68	8
71	Student 71	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1		24	96	1
72	Student 72	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		25	100	0
73	Student 73	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1		22	88	3
74	Student 74	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1		22	88	3
75	Student 75	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1		23	92	2
76	Student 76	0	1	0	0	0	1	0	1	0	0	0	1	1	0	1	0	1	0	0	0	1	1	0	1	1		11	44	14
77	Student 77	1	1	0	1	1	1	1	0	1	0	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1		18	72	7
78	Student 78	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1		23	92	2
79	Student 79	1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	1		18	72	7
80	Student 80	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1		23	92	2
81	Student 81	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0		22	88	3
82	Student 82	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	0	0	1	0	0	1		16	64	9
83	Student 83	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	0	0	1	0	0	1		16	64	9
84	Student 84	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	0	1	1	0	0	1	0	0	1		15	60	10
85	Student 85	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1		23	92	2
86	Student 86	0	1	1	1	1	1	1	0	0	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1		18	72	7
87	Student 87	1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	1		18	72	7
88	Student 88	0	1	0	0	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	0	1	0	1		16	64	9
89	Student 89	1	0	0	0	1	1	1	1	1	0	0	0	1	0	0	1	0	0	1	1	0	0	1	0	0		11	44	14
90	Student 90	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1		23	92	2
91	Student 91	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1		22	88	3
92	Student 92	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	0	1	1		18	72	7
93	Student 93	0	1	1	0	1	1	1	1	1	0	0	0	1	1	0	1	0	0	1	1	1	0	0	1	1		15	60	10
94	Student 94	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1		23	92	2
95	Student 95	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1		3	12	22
96	Student 96	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	0		17	68	8
97	Student 97	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		24	96	1
98	Student 98	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	0	0	0	1	1	0	0	0	0	0		13	52	12
99	Student 99	0	1	1	1	1	1	0	1	1	1	1	1	0	0	0	0	1	1	0	1	0	1	1	0	0		15	60	10
100	Student 100	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1		20	80	5
101	Student 101	0	1	0	1	1	1	1	1	1	0	0	0	1	1	1	0	1	0	1	1	1	0	0	0	1		15	60	10
102	Student 102	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1		23	92	2
103	Student 103	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		24	96	1
104	Student 104	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1		24	96	1
105	Student 105	0	1	0	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1		19	76	6
106	Student 106	1	1	0	1	1	1	0	1	0	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0		17	68	8
107	Student 107	1	0	0	0	1	1	0	1	0	0	1	0	1	0	0	1	1	0	1	1	1	1	0	1	0		13	52	12
108	Student 108	0	1	0	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1		18	72	7
109	Student 109	0	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	0	1	0	0	0	0	1	1		15	60	10
110	Student 110	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0		4	16	21
111	Student 111	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1		22	88	3
112	Student 112	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	1	1	0	0	0	1		16	64	9
Total of Correct Answer		71	105	45	82	106	109	98	97	95	61	85	75	101	104	79	78	61	85	102	108	92	85	77	66	79				
Total of Incorrect Answer		41	7	67	30	6	3	14	15	17	51	27	37	11	8	33	34	51	27	10	4	20	27	35	46	33				

APPENDIX 9

INTERVIEW

Wawancara Siswa

1. Apa anda bisa mengerjakan soal penguasaan kosa kata yang sudah saya berikan ini?
2. Apakah anda cukup banyak kosa kata yang anda kuasai sehingga anda mampu melafalkan, mengartikannya, mengejanya dan mengerti struktur bahasa secara benar khususnya dalam pengajaran Teks Recount
3. Menurut anda, apa saja yang yang membuat kamu sulit untuk menguasai kosa kata dalam bahasa Inggris?
4. Strategi apa yang anda lakukan dalam meningkatkan penguasaan kosa kata dalam bahasa Inggris, seperti Les Bahasa Inggris?
5. Apakah anda selalu memotivasi diri anda sendiri untuk dapat menguasai banyak kosa kosa kata bahasa Inggris?
6. Apakah dalam proses pembelajaran bahasa inggris khususnya dalam pengusaan kosa kata anda selalu memperhatikan guru ketika anda dikelas?
7. Apa saja usaha anda ketika anda menemukan kosa kata yang anda tidak mengerti terjemahannya, cara mengucapkannya, mengejanya bahkan struktur bahasanya?
8. Menurut anda, Manfaat apa saja yang anda peroleh ketika anda menguasai banyak kosa kata bahasa Inggris?

APPENDIX 10

TRANSCRIPTS OF INTERVIEW

1. Transcript of Student 1

Nama: Rizqy Raja Adil Wibowo		Kelas/No. Absen: 8E/22
No.	**Pertanyaan**	**Jawaban**
1.	Apakah anda bisa mengerjakan soal penguasaan kosa kata yang sudah saya berikan?	Ya, saya bisa
2.	Apakah anda cukup banyak kosa kata yang anda kuasai sehingga anda mampu melafalkan, mengartikannya, mengejanya dan mengerti struktur bahasa secara benar khususnya dalam pengajaran Teks Recount.	Ya, saya menguasai cukup banyak kosa kata
3.	Menurut anda, apa saja yang yang membuat kamu sulit untuk menguasai kosa kata dalam bahasa Inggris?	Cara membacanya dan ada kayak rumus-rumusnya
4.	Strategi apa yang anda lakukan dalam meningkatkan penguasaan kosa kata dalam bahasa Inggris, seperti Les Bahasa Inggris?	Ya, kelas 9 saya akan les bahasa inggris
5.	Apakah anda selalu memotivasi diri anda sendiri untuk dapat menguasai banyak kosa kosa kata bahasa Inggris?	Ya, saya sering membaca kamus bahasa inggris
6.	Apakah dalam proses pembelajaran bahasa inggris khususnya dalam pengusaan kosa kata anda selalu	Ya

	memperhatikan guru ketika anda dikelas?	
7.	Apa saja usaha ketika anda menemukan kosa kata yang anda tidak mengerti terjemahannya, cara mengucapkannya, mengejanya bahkan struktur bahasanya?	Mencoba mengingat ingat karena sudah pernah belajar bahasa inggris
8.	Menurut anda, Manfaat apa saja yang anda peroleh ketika anda menguasai banyak kosa kata bahasa Inggris?	Saya bisa berbicara bahasa inggris dan menurut saya berbicara bahasa inggris itu keren

2. Transcript of Student 2

Nama: Wiji Rahayu		Kelas/No. Absen:8E/28
No.	**Pertanyaan**	**Jawaban**
1.	Apakah anda bisa mengerjakan soal penguasaan kosa kata yang sudah saya berikan?	Ya, bisa
2.	Apakah anda cukup banyak kosa kata yang anda kuasai sehingga anda mampu melafalkan, mengartikannya, mengejanya dan mengerti struktur bahasa secara benar khususnya dalam pengajaran Teks Recount.	Belum sepenuhnya paham
3.	Menurut anda, apa saja yang yang membuat kamu sulit untuk menguasai kosa kata dalam bahasa Inggris?	Membedakan cara membaca dan membedakan penggunaannya. Contohnya seperti met, meets, meet dan meeting memiliki arti yang sama tapi penggunaannya berbeda.
4.	Strategi apa yang anda lakukan dalam meningkatkan penguasaan kosa kata dalam bahasa Inggris, seperti Les Bahasa Inggris?	Menggunakan Google Translate
5.	Apakah anda selalu memotivasi diri anda sendiri untuk dapat menguasai banyak kosa kosa kata bahasa Inggris?	Iya, saya tertarik belajar bahasa inggris dan terkadang mencari atau menerjemahkan bahasa Inggris lewat google translate
6.	Apakah dalam proses pembelajaran bahasa inggris khususnya dalam pengusaan kosa kata anda selalu memperhatikan guru ketika anda dikelas?	Terkadang☺

7.	Apa saja usaha ketika anda menemukan kosa kata yang anda tidak mengerti terjemahannya, cara mengucapkannya, mengejanya bahkan struktur bahasanya?	Mempelajarinya di google translate
8.	Menurut anda, Manfaat apa saja yang anda peroleh ketika anda menguasai banyak kosa kata bahasa Inggris?	Dapat memperluas pengetahuan tentang bahasa asing

3. Transcript of Student 3

Nama: Naufalino Jasir		Kelas/No. Absen:8D/22
No.	**Pertanyaan**	**Jawaban**
1.	Apakah anda bisa mengerjakan soal penguasaan kosa kata yang sudah saya berikan?	Ya, saya bias
2.	Apakah anda cukup banyak kosa kata yang anda kuasai sehingga anda mampu melafalkan, mengartikannya, mengejanya dan mengerti struktur bahasa secara benar khususnya dalam pengajaran Teks Recount.	Cukup Banyak
3.	Menurut anda, apa saja yang yang membuat kamu sulit untuk menguasai kosa kata dalam bahasa Inggris?	Kosakata yang hampir sama, contoh : Though, thought, through
4.	Strategi apa yang anda lakukan dalam meningkatkan penguasaan kosa kata dalam bahasa Inggris, seperti Les Bahasa Inggris?	Tidak ada
5.	Apakah anda selalu memotivasi diri anda sendiri untuk dapat menguasai banyak kosa kosa kata bahasa Inggris?	Ya,
6.	Apakah dalam proses pembelajaran bahasa inggris khususnya dalam pengusaan kosa kata anda selalu memperhatikan guru ketika anda dikelas?	Ya, sebenarnya cukup membantu
7.	Apa saja usaha ketika anda menemukan kosa kata yang anda tidak mengerti	Dengan bantuan google translate

	terjemahannya, cara mengucapkannya, mengejanya bahkan struktur bahasanya?	
8.	Menurut anda, Manfaat apa saja yang anda peroleh ketika anda menguasai banyak kosa kata bahasa Inggris?	Saya bisa berinteraksi di internet dengan orang luar, seperti di instagram, facebook, atau mungkin saat mencari meme / bermain game

4. Transcript of Student 4

Nama: Byanka Slyvio Naiang Sayudi		Kelas/No. Absen: 8C/8
No.	**Pertanyaan**	**Jawaban**
1.	Apakah anda bisa mengerjakan soal penguasaan kosa kata yang sudah saya berikan?	Lumayan bisa tapi tidak begitu yakin.
2.	Apakah anda cukup banyak kosa kata yang anda kuasai sehingga anda mampu melafalkan, mengartikannya, mengejanya dan mengerti struktur bahasa secara benar khususnya dalam pengajaran Teks Recount.	Cukup banyak yang saya kuasai
3.	Menurut anda, apa saja yang yang membuat kamu sulit untuk menguasai kosa kata dalam bahasa Inggris?	Pengucapan dan tulisannya yang sangat berbeda dengan bahasa Indonesia.
4.	Strategi apa yang anda lakukan dalam meningkatkan penguasaan kosa kata dalam bahasa Inggris, seperti Les Bahasa Inggris?	Saya lebih ke praktek, seperti bicara kepada orang dari luar negeri. Saya biasanya melakukanya lebih sering dalam Game online.
5.	Apakah anda selalu memotivasi diri anda sendiri untuk dapat menguasai banyak kosa kosa kata bahasa Inggris?	Ya, Saya selalu memotivasi diri karena saya ingin menulis suatu buku atau komik internasional dan juga lebih banyak media baik pembelajaran maupun yang bukan yang menggunakan bahasa Inggris
6.	Apakah dalam proses pembelajaran bahasa inggris khususnya dalam pengusaan kosa kata anda selalu memperhatikan guru ketika anda dikelas?	Iya, karena bahasa Inggris adalah salah satu pelajaran yang paling saya sukai. Tapi terkadang saya juga teralihkan

7.	Apa saja usaha ketika anda menemukan kosa kata yang anda tidak mengerti terjemahannya, cara mengucapkannya, mengejanya bahkan struktur bahasanya?	Saya terkadang mencari terjemahannya di google translate lalu saya pergi ke suatu web kamus bahasa Inggris internasional untuk mengetahui struktur bahasanya
8.	Menurut anda, Manfaat apa saja yang anda peroleh ketika anda menguasai banyak kosa kata bahasa Inggris?	Saya dapat bicara pada orang dari luar negeri, dan juga saya bisa memahami media berbahasa Inggris baik untuk pelajaran maupun hanya hiburan

5. Transcript of Student 5

Nama: Amalia Azzahra Nur Arfi		Kelas/No. Absen: 8E/4
No.	**Pertanyaan**	**Jawaban**
1.	Apakah anda bisa mengerjakan soal penguasaan kosa kata yang sudah saya berikan?	Sebagian ada yang bisa, sebagian tidak
2.	Apakah anda cukup banyak kosa kata yang anda kuasai sehingga anda mampu melafalkan, mengartikannya, mengejanya dan mengerti struktur bahasa secara benar khususnya dalam pengajaran Teks Recount.	Tidak cukup banyak
3.	Menurut anda, apa saja yang yang membuat kamu sulit untuk menguasai kosa kata dalam bahasa Inggris?	Yang membuat sulit adalah sulit diucapkan dan sulit dieja.
4.	Strategi apa yang anda lakukan dalam meningkatkan penguasaan kosa kata dalam bahasa Inggris, seperti Les Bahasa Inggris?	Sering dibaca dan dilafalkan
5.	Apakah anda selalu memotivasi diri anda sendiri untuk dapat menguasai banyak kosa kosa kata bahasa Inggris?	Ya
6.	Apakah dalam proses pembelajaran bahasa inggris khususnya dalam pengusaan kosa kata anda selalu memperhatikan guru ketika anda dikelas?	Tidak selalu
7.	Apa saja usaha ketika anda menemukan kosa kata yang anda tidak mengerti	Mencari dikamus dan melihat video penjelasan mengenai kosa kata tersebut di youtube

	terjemahannya, cara mengucapkannya, mengejanya bahkan struktur bahasanya?	
8.	Menurut anda, Manfaat apa saja yang anda peroleh ketika anda menguasai banyak kosa kata bahasa Inggris?	-Menambah pengetahuan -Mempermudah mengartikan teks Bahasa Inggris

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Nomor: B-1032/Un.10.3/K/PG.00 /03/2021   30 Maret 2021
Lamp : -
Hal   : Pengantar Pra Riset
a.n.   : Ofillya Hersafanti
NIM   : 1703046125

Yth.
Kepala Sekolah
di MTS Negeri 1 Kediri

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama   : Ofillya Hersafanti
NIM   : 1703046125
Alamat   : JL Langsep No. 42 RT/RW 02/07 Tertek Pare Kediri Jawa Timur
Judul skripsi : Students' Difficulties in Mastering English Vocabulary of Recount Text

Pembimbing :
  1. Dr. H. M. Nafi Annury, M. Pd.

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinkan melaksanakan riset selama 14 hari, mulai tanggal 1 April 2021 sampai dengan tanggal 14 April 2021.
Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

MAHFUD JUNAEDI

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

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di MTS Negeri 1 Kediri

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Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

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NIM   : 1703046125
Alamat   : JL Langsep No. 42 RT/RW 02/07 Tertek Pare Kediri Jawa Timur
Judul skripsi : Students' Difficulties in Mastering English Vocabulary of Recount Text

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    1. Dr. H. M. Nafi Annury, M. Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 14 hari, mulai tanggal 1 April 2021 sampai dengan tanggal 14 April 2021.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

                         a.n. Dekan,
                    Wakil Dekan Bidang Akademik

                         MAHFUD JUNAEDI

Tembusan :
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Yang bertanda tangan dibawah ini :

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NIP   : 196705172003122001
Pangkat/Golongan   : Pembina / IV - a
Jabatan   : Kepala Madrasah

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2. NIM   : 1703046125
3. Jenis Kelamin   : Perempuan
4. Alamat   : Jl. Langsep No. 42 RT/RW. 02/07 Tertek Pare

Nama yang tersebut diatas benar telah melaksakan Penelitian Di MTsN 1 Kediri, guna untuk melengkapi data tema/judul skripsi Students Difficulties in Mastering English Vocabulary of Recount Text yang sedang disusun, terhitung mulai 01 April 2021 s/d 14 April 2021.

Demikian Surat Keterangan ini untuk dapat dipergunakan sebagaimana mestinya.

Kediri, 17 April 2021
Kepala

Dra. Fikrotul Azizah, M.Ag
196705172003122001

CURRICULUM VITAE

A. Personal Details:

1. Name   : Ofillya Hersafanti
2. Place&date of birth : Ponorogo, November 17th, 1996
3. Address   : Tertek, 02/07 Pare Kediri
4. Phone   : 085853524661
5. E-mail   : ofillyayatata@gmail.com

B. Formal Education:

1. MI Nurudzolam Pare graduated in 2009.
2. SMPN 3 Pare graduated in 2012.
3. SMAN 1 Kandangan graduated in 2015.
4. UIN Walisongo Semarang graduated in 2021.

C. Non-Formal Education

1. TPQ Darul Muhajirin, Pare Kediri
2. Basic English Course, Pare Kediri

Semarang, 10 Juni 2021

Ofillya Hersafanti
SN. 1703046125