

**AN ANALYSIS OF ENGLISH VOCABULARY TEACHING AND
LEARNING AT EIGHTH GRADE STUDENTS AT MTsN 3
PESISIR SELATAN**

THESIS

*Submitted In Partial Satisfaction of the Requirement for the Degree of
Education Scholar (S.Pd) in English*



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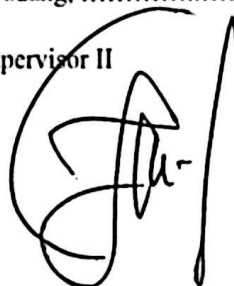
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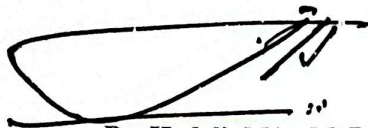
THESIS ACCEPTANCE

The thesis entitled “An Analysis of English Vocabulary Teaching and Learning at Eighth Grade Students at MTsN 3 Pesisir Selatan” written by Tari Yulia Putri, Student Registration Number (NIM) 2014050044 has been examined in the Munaqasyah session of the Faculty of Islamic Education & Teacher Training, Imam Bonjol State University, Padang, on Thursday, February 13, 2024. Thus, it has been partially accepted as one of the requirements for obtaining a Bachelor's degree in English Language Teaching.

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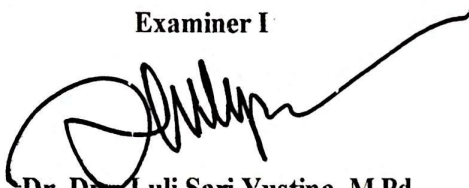
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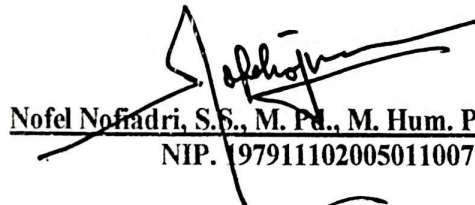
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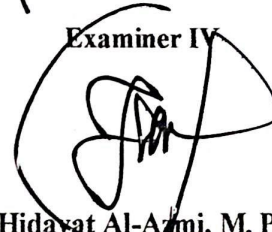
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Skripsi yang berjudul “Analisis Pengajaran dan Pembelajaran Kosakata Bahasa Inggris Siswa Kelas Delapan di MTsN 3 Pesisir Selatan” ditulis oleh Tari Yulia Putri, Nomor Induk Mahasiswa (NIM) 2014050044 telah diuji dalam sidang Munaqasyah Fakultas Pendidikan Islam & Keguruan Universitas Negeri Imam Bonjol Padang, pada hari Kamis tanggal 13 Februari 2025. Dengan demikian telah dapat diterima Sebagian salah satu syarat dalam meraih gelar Sarjana S1 Jurusan Tadris Bahasa Inggris.

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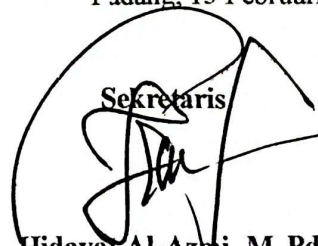
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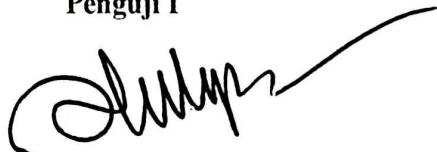
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DECLARATION PAGE

I declare truthfully that to the best of my knowledge, in the thesis manuscript entitled “An Analysis of English Vocabulary Teaching and Learning at Eighth Grade Students at MTsN 3 Pesisir Selatan” there are no scientific works that have been submitted by other parties to obtain works or opinions that have been written or published by other people, except as written cited in this manuscript and referred to in the citation sources and bibliography. If it is proven in the future that this thesis is plagiarism or unoriginal, then I am willing that the validity of my thesis and bachelor's degree be canceled.

Padang, 13, February 2024

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MOTTO

“Dan bersabarlah kamu sesungguhnya janji Allah adalah benar”

(Qs Ar-ruum:60)

“Semua jatuh bangunmu hal yang biasa, angan dan pertanyaan waktu yang menjawabnya, berikan tenggat waktu bersedihlah secukupnya, rayakan perasaanmu sebagai manusia”

(Baskara Putra- Hindia)

“Selalu ada harga dalam sebuah proses nikmati saja lelah-lelah itu. Lebarkan lagi rasa sabar itu. Semua yang kau investasikan untuk menjadikan dirimu serupa yang kau impikan, mungkin tidak akan selalu berjalan lancar. Tapi gelombang-gelombang itu yang nanti bisa kau ceritakan.”

(Boy Chandra)

ABSTRACT

Tari Yulia Putri, (2025): “An Analysis of English Vocabulary Teaching and Learning at Eighth Grade Students at MTsN 3 Pesisir Selatan.”

The purpose of this study is to examine the teaching process of English vocabulary, specifically to identify the techniques used by teachers in teaching vocabulary to eighth-grade students at MTsN 3 Pesisir Selatan and to determine the most dominant difficulty students face in learning vocabulary. This study employs a mixed-method approach, combining qualitative and quantitative research. The population consists of all eighth-grade students and their English teacher at MTsN 3 Pesisir Selatan. Using simple random sampling, 40 students out of 132 were selected as the research sample. The findings reveal three main techniques used by teachers: (1) Presentation techniques (explanation and translation) to introduce word forms and meanings, (2) Practice techniques (repetition) to reinforce vocabulary knowledge, and (3) Training techniques (dictionary use) to enhance students' independent learning. These techniques help improve students' vocabulary mastery and enable teachers to deliver material more effectively. However, students face several challenges in learning vocabulary, particularly in pronunciation (69.6%), spelling (66.3%), grammar (64.5%), and meaning (57.5%). The most dominant difficulty is pronunciation, as many students struggle to articulate new words clearly and frequently make errors. They also experience confusion with words that have similar sounds, further complicating their pronunciation skills. In this study, the teacher applied several techniques but students still had difficulties in learning English therefore the teacher can find other techniques to provide solutions to students' problems.

Keyword: Analysis, English Vocabulary, Teaching Technique, Difficulties

ABSTRAK

Tari Yulia Putri, (2025): “Analisis Pengajaran dan Pembelajaran Kosakata Bahasa Inggris Siswa Kelas Delapan di MTsN 3 Pesisir Selatan.”

Tujuan penelitian ini adalah untuk meneliti proses pengajaran kosakata bahasa Inggris, khususnya untuk mengidentifikasi teknik yang digunakan oleh guru dalam mengajarkan kosakata kepada siswa kelas delapan di MTsN 3 Pesisir Selatan dan untuk menentukan kesulitan yang paling dominan dihadapi siswa dalam mempelajari kosakata. Penelitian ini menggunakan pendekatan metode campuran, yang menggabungkan penelitian kualitatif dan kuantitatif. Populasi terdiri dari semua siswa kelas delapan dan guru bahasa Inggris mereka di MTsN 3 Pesisir Selatan. Dengan menggunakan simple random sampling, 40 siswa dari 132 dipilih sebagai sampel penelitian. Temuan penelitian mengungkapkan tiga teknik utama yang digunakan oleh guru: (1) Teknik penyajian (penjelasan dan penerjemahan) untuk memperkenalkan bentuk dan makna kata, (2) Teknik latihan (pengulangan) untuk memperkuat pengetahuan kosakata, dan (3) Teknik pelatihan (penggunaan kamus) untuk meningkatkan pembelajaran mandiri siswa. Teknik-teknik ini membantu meningkatkan penguasaan kosakata siswa dan memungkinkan guru menyampaikan materi dengan lebih efektif. Namun, siswa menghadapi beberapa kesulitan dalam mempelajari kosakata, khususnya dalam pengucapan (69,6%), ejaan (66,3%), tata bahasa (64,5%), dan makna (57,5%). Kesulitan yang paling dominan adalah pengucapan, karena banyak siswa kesulitan melafalkan kata-kata baru dengan jelas dan sering membuat kesalahan. Mereka juga mengalami kebingungan dengan kata-kata yang memiliki bunyi yang mirip, yang semakin mempersulit keterampilan pengucapan mereka. Dalam penelitian ini, guru menerapkan beberapa teknik tetapi siswa masih mengalami kesulitan dalam belajar bahasa Inggris sehingga guru dapat menemukan teknik lain untuk memberikan solusi atas masalah siswa.

Kata Kunci: Analisis, Kosakata Bahasa Inggris, Teknik Pengajaran, Kesulitan

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Alhamdulillahirabbil'alamin. Praise to Allah SWT who has given the health, opportunity, knowledge, and strength to finish the thesis entitled "An Analysis of English Vocabulary Teaching and Learning at Eighth Grade Students at MTsN 3 Pesisir Selatan ". Peace is upon for Prophet Muhammad SAW, the message, May Allah blesses him and gives him peace.

This thesis was written to fulfill one of the requirements to obtain a bachelor's degree (S1) in the English Tadris Departmen at UIN Imam Bonjol Padang. The preparation of this thesis certainly cannot be separated from the help, support, and guidance of various parties. Therefore, with all humility, the author would like to express his deepest gratitude to:

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achieve goals. This thesis is proof that all hard work and struggles are not in vain.

The author realizes that this thesis is still far from perfect, both in terms of content and presentation. Therefore, constructive criticism and suggestions are highly expected for future improvements. Hopefully this thesis can provide benefits to readers and become a contribution provide benefits to readers and become a useful contribution in the field of science being studied.

Padang, 13, February 2024

The Writer



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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language that plays a crucial role in the current era of globalization, especially in the fields of trade, education, business, and tourism. In Indonesia, English is taught from elementary school to senior high school. In junior high school, English teaching is generally focused on the introduction of this foreign language. However, many students face difficulties in learning English, especially in vocabulary acquisition (Amalia, 2023). This happens because students have to learn a language that is very different from their daily spoken language.

In the process of learning English, there are elements of language skills and language functions that need to be mastered, including vocabulary acquisition. In the realm of language knowledge, vocabulary plays a crucial role in the learning process of students. The growth of students' vocabulary is a key factor in their language development. Mastering vocabulary involves more than just memorizing words; it also entails understanding meanings in specific contexts, often seen as a crucial tool in second language learning. Nation (2001) further describes there enables Language use and, conversely relationship between vocabulary use as complementary: knowledge of vocabulary Language use leads to an increase in vocabulary knowledge. When students struggle to master and enhance their vocabulary, it can pose a barrier to their understanding of the language,

particularly in speaking, listening, and reading skills (Harini *et al.*, 2024). To improve these abilities, mastering vocabulary becomes crucial for them.

Vocabulary is an essential component in foreign language learning, as the meaning of words often becomes the main focus both in textbooks and in classroom activities. Hornby (1995:1331) explains that vocabulary is the total number of words in a language, all the words known to a person or used in a particular book and subject, list of words with their meanings. According to Alqahtani (2015), mastering vocabulary is crucial in supporting communication skills, both orally and in writing. Achmad (2013) explains that with an increase in vocabulary, students can more easily communicate in English, become more confident, and participate more actively in class.

Therefore, vocabulary mastery plays an important role in the development of other language skills, such as listening, speaking, reading, and writing. People can speak, write, read, and listen as much as they want when they have a greater command of vocabulary. Thornbury (2002:13) believes that without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed. This implies that if one does not have a large vocabulary, having good grammar is meaningless.

However, despite its importance, improving vocabulary mastery is not an easy task. Teachers need to use creative and effective techniques to help students master vocabulary more easily and enjoyably (Habib, 2024). The researcher recognizes that while vocabulary teaching is crucial, other components such as teaching grammar and phonology must also be given attention.

Skytech (2020) as cited in Azmi (2023) mentions that there are several problems in vocabulary teaching, including students' difficulties in understanding words being taught because the vocabulary used is often too difficult. As a result, students often get confused when translating words in English, and their outcomes sometimes do not reflect the intended meaning. Furthermore, many students make mistakes in pronouncing English vocabulary, which causes them to become passive learners. Another issue is that students are reluctant to use newly learned vocabulary in conversations because many words have similar pronunciations but different meanings.

Vocabulary knowledge is the center of teaching and learning English because without vocabulary students cannot understand and cannot express their idea using English. According to Richards and Renandya (2002, p. 255), Vocabulary is a core component of language proficiency and provides much of the basis for how learners listen, speak, read and write well. In listening, the students listen words, in speaking, they speak words, in reading, they read words, and in writing, they use words. Without sufficient vocabulary, people cannot communicate and express their feeling both in the form of spoken and written effectively (Purba *et al.*, 2024). The more people master vocabulary the more they can speak, write, read and listen as they want.

However, expanding vocabulary is not an easy task. Teachers need to choose the right method to motivate students so they can develop their vocabulary. This aligns with the opinion of Larsen and Freeman (2002), who state that for students to use the target language communicatively, teachers must have

the right methods, as well as provide appropriate media, teaching techniques, and strategies.

The purpose of teaching techniques is to develop the teaching and learning in a classroom and involve the students into the learning (Nur, 2014). She also adds that techniques in teaching and learning are beneficial either for teachers or students. For teachers, the use of techniques is in order to teachers become easier and better in teaching and learning process. Teachers can give the instruction to the students in the class so that the lesson can be captured, understood and used by the students well. Then, it is to facilitate the achievement of learning outcomes in the teaching and learning process. While for the students, the using of techniques get the students to gain motivation in learning, the material of the learning is clear so that it can be understood by the students and enable them in achieving the learning outcomes, students are not getting bored during the teaching and learning, and students could learn more since they do not focus only on teacher's utterances but also other activities. Thus vocabulary teaching techniques are important to be implemented by teachers in teaching English.

One of the major roles of the teacher then becomes to assist students to learn vocabulary as well as to equip them with strategies for learning words. It can be worded that it is quite sensible to help provide the students with teaching of vocabulary as much attention as other aspects of language presented, such as grammar, pronunciation, and spelling. To solve these problems, English teachers, of course, have to provide practical techniques on teaching vocabulary that the students are able to develop their learning of new words independently. Teachers

who teach vocabulary may employ different techniques. The techniques they use may help students to grasp meanings of words easily and to remember them for later use.

Based on the researcher's experience at MTsN 3 Pesisir Selatan, Eighth grade students at MTsN 3 Pesisir Selatan feel that learning English is difficult and boring because they don't have enough basic vocabulary mastery. Basic vocabulary mastery is a very important foundation for students when starting to learn English. When students begin to recognize certain vocabulary, they have difficulty applying it in sentences because they only remember the meaning of the words without understanding how to use them in the correct context. In addition, many words have the same meaning but are pronounced differently, which makes vocabulary use more challenging. Students often lose focus in class because lessons are mostly dominated by teacher explanations without any activities that directly involve students. Passive and monotonous learning causes students to lose focus, making it difficult for them to understand the vocabulary taught by the teacher.

Research conducted by Nugroho (2015) shows that students' lack of interest and time constraints can be overcome through the role of teachers providing motivation, using creative methods, and providing additional practice at home. In addition, research conducted by Wulandari (2016) shows that teachers use five techniques in teaching vocabulary to students, namely eliciting, translation, etymology, using illustrations and pictures and flashcards.

Furthermore, research conducted by Lelawati (2018) also shows that teachers apply various techniques in teaching vocabulary which are divided into two ways, namely using flashcards and making students practice the words they have learned. Research conducted by Kartikasari & Susiati (2020) shows that each teacher uses different ways to improve English vocabulary.

On the other hand, research conducted by Wulandari (2021) shows that teachers are required to use media and games as a method of delivering material. Research conducted by Irvani (2019) shows that the percentage of students' difficulties in mastering vocabulary in pronunciation is (36.92%), spelling (32.30%), grammar (30.76%), and meaning (30.51%).

Then, research conducted by Afidah (2020) shows that some students experience difficulties in mastering vocabulary, both from internal and external factors. Further research conducted by Fais (2022) shows that students experience several difficulties in learning vocabulary, namely pronunciation, spelling, meaning, and grammar so that examples are needed in presenting-training-revising vocabulary, and translating.

Research conducted by Azmi (2023) also shows that some students experience difficulties in mastering vocabulary, both from internal and external factors. Finally, research conducted by Salawazo et al. (2020) shows that the cause of students' vocabulary difficulties in learning English is the first student's difficulty in pronouncing words.

This research was conducted on eighth-grade students at MTsN 3 Pesisir Selatan because at this level, students have acquired a basic understanding of

English from previous grades but still face challenges in enriching their vocabulary and using it effectively in language skills. Moreover, the eighth grade is a transitional stage where students begin to encounter more complex materials, making appropriate vocabulary teaching methods crucial for enhancing their proficiency. The selection of MTsN 3 Pesisir Selatan as the research site is also based on the characteristics of the learning environment and the implemented curriculum, allowing for a more in-depth analysis of English vocabulary teaching strategies at this school.

Based on the phenomena explained above, the researcher is interested in conducting a study entitled "An Analysis of English Vocabulary Teaching and Learning at Eighth Grade Students at MTsN 3 Pesisir Selatan".

B. Identification of the problem

Based on the above case, Researchers identify several issues, including:

1. The lack of creativity in designing or selecting techniques can lead to the failure of achieving learning objectives.
2. A lack of vocabulary can cause students to struggle in understanding the process of learning English.

C. Research Question

The research questions for this study are based on the background of the problems elaborated above.

1. How is the process of teaching English vocabulary in the eighth grade at MTsN 3 Pesisir Selatan?

2. What are students' difficulties in learning vocabulary of the eighth grade students at MTsN 3 Pesisir Selatan?

D. Purpose of the Research

Specifically, this study aims to:

1. To know the process of teaching English vocabulary especially to find out the techniques used by teachers in teaching English vocabulary to 8th grade students at MTsN 3 Pesisir Selatan
2. To know dominant difficulty in learning vocabulary at the eighth grade students of MTsN 3 Pesisir Selatan.

E. Benefit of the Research

This research is expected to provide benefits both theoretically and practically. Theoretically, this research can enrich examples of techniques in teaching English vocabulary, especially for 8th grade students. Hopefully this research will contribute to further research in the field of teaching English vocabulary at the junior high school level. Practically, this research will provide an overview of the process of teaching English vocabulary in eighth grade and students' difficulties in learning vocabulary. In addition, this research will be useful for teachers who teach English at the junior high school level, especially in teaching vocabulary to 8th grade students. The results of this study can be used as a consideration to improve the quality of English teaching for 8th grade students, with a focus on more effective vocabulary teaching.

F. Operational of Key Terms

Analysis: According to Audi (1999, p. 25), analysis is a describe a concept or fact related to linguistics and explain in a simple way.

Vocabulary: Hornby (1995:1331) explains that vocabulary is the total number of words in a language, all the words known to a person or used in a particular book and subject, list of words with their meanings.

Vocabulary teaching techniques: are the ways and means adopted by a teacher to direct the student activities to achieve the objectives in teaching vocabulary.

Difficulty: According to Longman Dictionary (2009, p. 279), difficulty is a problem, something that causes trouble, difficulty is defined as something that is not easy to do or hard to do and understanding.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theories

1. Definition of Vocabulary

A language's base is its vocabulary; hence, learning a new language requires one to familiarize oneself with its words. Vocabulary can be defined in several ways. Experts offered a variety of language terms. Longman Dictionary (2009:1124) defined that vocabulary is all the words that someone knows, learns, or uses. According to Richards and Renandya (2002:255), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. When students lack a broad vocabulary and effective strategies for learning new words, they often fail to reach their full potential. This weakness may also deter students from taking use of the available language learning chances. These options include listening to the radio, interacting with native speakers, using language in a variety of circumstances, and reading or watching television.

Hornby (1995:1331) explains that vocabulary is the total number of words in a language, all the words known to a person or used in a particular book and subject, list of words with their meanings. Meanwhile, Nunan (1991) states that vocabulary is the collection of words that an individual knows. This is why without adequate vocabulary, students will have difficulty learning the language.

Learning vocabulary involves more than just learning new words; it also require understanding how to use those words effectively in context. It is related

to the idea from Harmer (2007:16) summarizes that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar.

Based on the definition above, it is possible to deduce that vocabulary is a collection of words with various meanings and definitions that are used by people to express themselves in a language and communicate. Understanding the meanings and definitions of words is what vocabulary is all about. As a result, learning vocabulary is essential for improving their English skills. It is the first step that must be taught before teaching any other components of English.

2. The Importance of Vocabulary

Vocabulary mastery is essential for efficient communication. Brown (1995) states that words are basic building blocks of language. In fact, survival level of communication can take place during quite intelligibly when people simply string words together without any grammatical rules applying at all. So if we were interested in being communicative words are the first order of business. From the statement above we can conclude that knowing a language also means knowing its vocabulary. According to Krashen (1998:155), a vocabulary is a basic need in communication. Knowing a language means knowing its vocabulary.

Vocabulary is a crucial aspect of language development since it combines the four abilities of speaking, listening, reading, and writing. Wallace (1984:9) argues that learning a foreign language is basically a matter of learning the vocabulary of that language. On the other hand, when you say someone

speaks English, you generally mean how well they can hold a conversation. To join a talk, the very least you should be able to do is understand the words that are being used.

Vocabulary skills lead to fluent conversation. In line with that, Cameron (2001:77) argue that foundation to learn foreign language is by building up a useful vocabulary. It can be concluded that a person who wants to speak fluently needs to be familiar with the words used in the language relevant to his life.

3. The Classification of Vocabulary

Vocabulary is a group of words we use to talk to each other. The type of word it is depends on how we use it when we talk. According to Hatch and Brown (1995:218-247) classified word based on their functional categories and it is called as part of speech. There are parts of speech such as nouns, verbs, adjectives and, adverbs.

a. Noun

Hatch and Brown (1995:219) states that noun is the name of person, place, or thing. Nouns make up the largest class of words in most languages. Noun is divided into countable noun and uncountable noun.

1) Countable Noun

According to Azar (1992), some nouns are called count nouns if, in the singular form, they can be preceded by a/an or one, for example: a pen, a car, a door, a book. They also have a plural form, which is typically created by adding -s or -es, for example: pens, doors, books.

2) Uncountable Noun

According to Azar (1992), some nouns are called uncount nouns if they are

not immediately preceded by a/an or one. They do not have a plural form, no final –s is added. These are some example of countable nouns:

- a) Whole groups made up of similar items such as: baggage, clothing, equipment, jewelry and money
- b) Fluids, such as: water, coffee, tea, milk, oil, blood.
- c) Solid, such as: ice, bread, butter and cheese.
- d) Gases, such as; steam, air, oxygen and smog.
- e) Particles, such as: rice, corn, dust, flour and grass.
- f) Abstraction, such as: happiness, advice, time and homework.
- g) Language, such as: Arabic, Chinese, English and Spanish.
- h) Field of study, such as; chemistry, engineering, history and mathematics.
- i) General Activities, such as: driving, studying, swimming and traveling.
- j) Natural Phenomena, such as: rain, thunder, sunshine, darkness, snow, winter, summer, spring and earthquake.

b. Verb

Hatch and Brown (1995:222) defines verb is a words that donate action. Verb is word which mainly functions as the predicate of a sentence. Verb has very an important role in sentence building. Verb in English has close relation with sentences, different tenses take different verb, verb can be either transitive or intransitive.

1) Transitive Verbs

A transitive verb always has a noun that receives the action of the verb,

called the direct object. Example: James raises his hand. The verb is raises. His hand is the object receiving the verb's action. Therefore, raises is a transitive verb. Transitive verbs sometimes have indirect objects, which name the object to whom or for whom the action was done. Example: Abdul gave Bobby the pencil. The verb is gave. The direct object is the pencil. (What did he give? The pencil.) The indirect object is Bobby. (To whom did he give it? To Bobby.)

2) Intransitive Verbs

Intransitive verb never has a direct or indirect object. Although an intransitive verb may be followed by an adverb or adverbial phrase, there is no object to receive its action. Example: James rises slowly from his seat. The verb is rises. The phrase, slowly from his seat, modifies the verb, but no object receives the action.

Hatch and Brown (1995:223) placed verb into four classes: activities, accomplishments, achievements, and states. Activities: run, walk, write, drive, seek, listen to, and look for. Accomplishments: paint a picture, draw a triangle, run a mile, build, etc. Achievement: recognize, find, lose, understand, hear, and see. States: know, love, have, and desire.

c. Adjective

Hatch and Brown (1995:228) explain that adjective is used to highlight qualities or attributes. Certain adjectives are typically used to describe particular noun. Adjectives are a describing word. It tells more about a noun. An adjective usually appears before the noun. Adjective is a word whose main function is to

describe the quality of a noun or as the complement of a noun. Adjective may be divided into several groups such as; Hatch and Brown (1995:228) explain that adjective is used to highlight qualities or attributes. Certain adjectives are typically used to describe particular noun. Adjectives are a describing word. It tells more about a noun. An adjective usually appears before the noun. Adjective is a word whose main function is to describe the quality of a noun or as the complement of a noun. Adjective may be divided into several groups such as:

- a) Descriptive adjective, it usually indicates an inherent quality or a physical state such as age, size, and color. For example: beautiful and intelligent.
- b) Demonstrative adjective, it indicates by showing “this” or “these” and that or those.
- c) Numeral adjective, it indicates by cardinal number (one, ten, one hundred) and ordinal number (first, tenth, twentieth).
- d) Quantity adjective, it indicates by using word some, few, all, more and so on.

d. Adverb

Hatch and Brown (1995:230) state that adverb is similar in many ways although they typically assign attributes to verb, to clauses, or to entire sentences rather than to nouns. A good way to understand adverb is to think about them as the words that provide context. Normally, we can spot an adverb by the fact that it often ends in -ly, but there are lots of adverbs that do not end in this way. Moreover, adverbs can be used in many combinations with each other. There are some types of adverb:

- a) Adverb of manner, it has the most characteristic adverbial form “ly” ending added to a descriptive adjective, For example: quickly, seriously, carefully, badly, quietly.
- b) Adverb of time, it has a fixed boundary in time. For example: Yesterday, Today, Tomorrow, Last week and, A month ago.
- c) Adverb of place, among the adverbs of place and direction maybe included some prepositional forms appearing after verb. For Example: He came in, and They walked down.

4. Teaching and Learning Vocabulary

a. Teaching Vocabulary

A school is a unique institution entrusted with the responsibility of educating young minds, with teaching being the primary activity through which it fulfills its duties and achieves its goals. Teaching involves establishing appropriate learning expectations for students, and to achieve this, it includes the careful selection and sequencing of activities or interactions that will lead to the desired learning outcomes. Rudite on his research (2016:53) cites that effective teaching is the foundation for successful, cooperation-oriented and personalized learning process.

Teaching is an interactive process where teachers help students understand, develop, and apply new knowledge and skills. In teaching, the teacher acts as a facilitator who guides and motivates students to reach their full potential through effective teaching methods and strategies. Based on Smith (1969:10) explains that teaching is the system of purposeful actions that is influenced by two factors:

factors that teachers can change and factors that teachers cannot change. According to Brown (2007), “teaching” is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

Ahmad Izzan (2010:95) states that in teaching vocabulary, teachers can follow the steps recommended by Celce-Murcia and Rosenswweig (in Celce-Murcia and McIntosh: 241-257) as follows.

- 1) Providing context, which means the teacher gives meaning to the word using one or several techniques.
- 2) Repetition of words, where students must repeat the pronunciation of the word without context until they can pronounce it well enough.
- 3) Checking the meaning of the word by asking questions about it. From the students' responses, the teacher can determine whether the words have become a part of the students' vocabulary.
- 4) The use of words in various situational contexts.
For example, the teacher gives the same response in different situations where the meaning of that response also varies.
- 5) Providing example sentences or models. The teacher provided example sentences that remind students how to use vocabulary in the correct context within those sentences.

b. Learning vocabulary

Vocabulary mastery is a crucial component so that it will master four primary capabilities along with speaking, reading, writing, and listening. According to Nation (2001:6), vocabulary acquisition is essential regardless of

whether the language is a first, second, or foreign language. Learning English vocabulary need a process. The student should be in the effective state of obtaining vocabulary mastery to create a good process. Further Thornbury (2002:2), states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Furthermore, it will facilitate their ability to remember words over time and recall them with ease.

There are five stages that help students in learning to master vocabulary according to Hatch and Brown (Cameron 2005: 83), namely:

- 1) Having a resource to combine with new words

New words need a resource for students to recognize and understand them. The resource can come from the teacher or can be in the form of images, diagrams, photos, and so on. Images assist students in recognizing new words, as they can build their knowledge from the images.

- 2) Having clear images, whether visual, auditory, or both, helps in recognizing new word forms.

High-quality images aid students in recognizing words and mastering vocabulary. Students are more interested in learning when there are images. Thus, images help students to understand and recognize the forms of words in the vocabulary they are studying. Students should also know the pronunciation, reading, and writing of a word. This is done to minimize errors that occur in mastering English vocabulary.

- 3) Learning to interpret words

Students who are still unfamiliar with the foreign vocabulary taught by the teacher can be invited to learn together in interpreting those words. Students who initially do not understand a vocabulary term, once they grasp its meaning, become interested in studying that vocabulary. Cameron (2005: 85) states that interpreting new words is very important for students because they still need encouragement to understand words from foreign languages. Interpreting words can help students retain new vocabulary in their memory. The meaning of foreign language words can be remembered by students if the meanings are taught in accordance with the language they have already acquired.

4) Creating strong memories by linking the form and meaning of words.

Cameron (2005: 87) states that the vocabulary learning process begins when students understand the new words they are learning and pay attention to the form of those new words. Initially, the newly learned words enter the students' short-term memory; then, the teacher must be able to build a memory of those words for use, so they can become long-term memories. The activity of memorization is a fundamental part of vocabulary learning at the beginning of the learning process, and it is then repeated regularly so that the vocabulary can be retained continuously.

5) Using words

Mastery of English vocabulary requires habituation in using English words. This habituation can involve the use of new words during the learning process. Mastery of English vocabulary not only relies on memory skills, but

teachers must provide exercises related to vocabulary.

Based on the opinion above, there are several things that students must do in order to master English vocabulary, namely students must be able to interpret English vocabulary. Interpreting a vocabulary word can be done with the help of images, visual, and auditory. The meaning of a vocabulary word in English is very important for students to help them understand English vocabulary and the forms of English words. Students who have interpreted English vocabulary are then introduced to reading English vocabulary. The process of learning to read is carried out repeatedly. This is done to help students remember English vocabulary.

5. The Techniques of Teaching Vocabulary

Harmer (1991:151-161) says that teaching vocabulary is more than just presenting and describing new words. Thus, to introduce new vocabulary, teachers need various ways or techniques to assist the students to acquire vocabulary effectively. In other word, particular techniques are needed to direct students to expand their vocabulary. Teaching techniques emphasize the ways the teacher deliver the lesson to the students. Techniques are the ways and means adopted by a teacher to direct the student activities to achieve the objective which means techniques are the tool of the teacher (Gerlach, 2006). Similar with Gerlach, Brown (2001) defines techniques as any of wide variety exercises, activities, or tasks used in the language classroom that were consistent with a method and therefore were harmony with an approach as well.

A number of authors have described vocabulary teaching techniques (Gairns and Redman, 1986; Nation, 1990; Cross, 1991; and Brewster, J., Ellis, G and Denis Girard, 2003). The techniques proposed by the authors involved a great deal of vocabulary teaching and learning. The vocabulary teaching techniques are divided into three parts, they are:

1) **Techniques of presentation**

The title of this very first stage has indicated clearly its function in introducing the new words and also its meaning. The techniques of presenting vocabulary which can be applied in school class are as follows:

a) Visual techniques. This technique includes the use of realia (real objects), pictures, drawings and flashcards. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable (Gairns & Redman, 1986) and visual technique can act as cues for remembering words (Takač, 2008).

1. Using the real objects, is associated with the use of things or real objects to teach vocabulary regarding to the contexts. For example, the teacher brings some of real objects like foods when he teach the students vocabulary of foods.
2. Using pictures. Pictures can be used to develop students' understanding of a particular concept or word. There are some good picture dictionaries available at a bookstore. Teacher should make use of such dictionaries. For instance, using a picture of a "fish", words related to the fish, such as gills, eyes, backbone, cold-blooded, water,

big, small etc. can be taught. Zebrowska (1975:452) rightly says, “Learners remember better the material that has been presented by means of visual aids”. Pictures can also be used in printable worksheets and flashcards, where pictures are matched to the word they represent.

3. Using drawings. It is an easy and quick technique of introducing vocabulary to the learners. For students, drawing can be a fun medium to explain vocabulary. It is not necessary that teacher must be an expert in drawing pictures accurately. He can draw rough sketches to make an idea clear. Basic sketches will often work well. You can even have students do their own drawings, which further reinforces their understanding of the vocabulary. Drawings can be used to explain the meaning of things, actions, qualities, and relations.
4. Using flashcards, this is the other way to convey the word form and its meaning through cards within pictures or words which is made by the teacher.

b) Verbal techniques

1. Meaning definition, to define a word means to show or explain the meaning. Presented by meaning definition, students may be more cognitively engaged because they do mental work a little harder to understand a word meaning (Thornbury, 2002). In employing definition, Allen (1983) suggests that teachers need to show the

meaning in simple English, using words that are within the students' current range (Thornbury, 2002).

2. Explaining, this technique is done by teacher explaining the words to the learners.
3. Translation, is a quick and easy way to present the meaning of words. Thus, it can save time of the teaching and learning process. The use of mother tongue is helpful for both teachers and the students in acquiring the meaning of words.

2) **Techniques of practice**

This techniques involve classroom review of the previously introduced vocabulary as well as homework. This kind of practice, as implied by Thornbury underlines the belief that practice makes perfect. The techniques are including:

1. Vocabulary games. This technique has shown the advantages in learning vocabulary in various ways. First, games are fun for the learners and help them in retaining the words easily. Second, games usually involve friendly competition and they keep learners interested and enjoyed.
2. Repetition Drill. Students repeat what the teacher utters as quickly as possible and the teachers are not allowed to do mistakes because the teacher is a model or example for the students.

3) **Techniques of training.**

The purpose of these techniques is to teach the learners for independent vocabulary learning like dictionary use and asking for others.

1. The use of dictionary. It is an important tool in the teaching and learning of vocabulary. Teacher should encourage students to search words in dictionaries. Therefore, the habit of its use should be inculcated right from the beginning.
2. Asking for others. This technique means the learner are grouped by the teacher in order to they could work on a task together.

6. Difficulties In Vocabulary mastery

For people who are learning a new language, mastering vocabulary is very important. The students will have some problems with English if they don't master it. According to Longman Dictionary (2009, p. 279), difficulty is a problem, something that causes trouble, difficulty is defined as something that is not easy to do or hard to do and understanding. Students difficulties are condition in which the students face the problem. It will be seen from students' mistake and error in learning process. According to the Oxford English Dictionary defines "difficulty" as "the state or condition of being difficult" or "a problem or obstacle that makes something difficult to do or achieve." So in learning vocabulary, the word "difficulty" means a condition where the learning process becomes difficult because of problems or obstacles that prevent easy achievement of vocabulary understanding.

There are some difficulties when students learn vocabulary. According Cameron (2001:78), as cited in Gushendra (2017:54-55) there are four difficulties: pronunciation, spelling, grammar and meaning.

a. Pronunciation

Pronunciation is the way in which a particular person pronounces the word of a language Wehmeler (2003:1057) as cited in Gushendra (2017:54). Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult vocabulary will typically be those that contain sounds that are unfamiliar to some groups of learners Thornbury (2002:27). The students were not able to identify the pronunciation of the sounds like vowel, consonant, or diphthong of the words. There is different pronunciation between English and Indonesia vocabularies. English has different sound with Indonesia sound. Therefore, students have problems in pronunciation. The students have difficulties in pronunciation of vocabulary.

b. Spelling

Spelling is the act of forming words correctly from individual letter or the way that a word is spelt. Wehmeler (2003 p. 1293) as cited in Gushendra (2017 p.55), spelling is the writing of a word or words with the necessary letters, an arrangement of letters that form a word, and the process of forming words by putting letters together. The students have the difficulties is on the spelling, they are still confused to recognize the words mentioned in the sentence. Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a words difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard,

muscle, etc.

c. Grammar

Grammatical information is tied into words, and learning words can take students along the way into grammar. This suggests that if we give a high priority to vocabulary, we are not there by abandoning grammar. Ur (1997, p. 61) stated that the grammar of vocabulary need to be taught if this is not obviously covered by the grammatical rules.

d. Meaning

The student has the difficulties in the meaning if they can describe the words on the context. Ur (1997, p.62) says that to find the meaning it can be done through translation that is word in learners' mother tongue that are equivalent in meaning to the item being taught. A word meaning can also be defined by its relationship to other words. A word may have more than one meaning when it is used in different context. The teacher delivering the students about the meaning, the teacher should explain that a word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery and using dictionaries. When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

Based on the explanations above, it can be concluded that there are so many factors of difficulties in mastering vocabulary. Pronunciation, spelling, grammar and meaning are the indicators of students' difficulties in vocabulary

mastery. It's important to know students' difficulties in mastering vocabulary. So, teacher can solve the problem using appropriate way, and the students will know about the concept of English vocabulary itself as the consideration in learning English vocabulary.

B. Review of the Related Findings

Nugroho, (2015) entitled "Teaching English Vocabulary to the Seventh Grade Students of SMP Muhammadiyah 5 Surakarta." Teachers use various learning techniques, such as repetition drill, using pictures, games, and translation methods to help students understand and memorize vocabulary. The materials taught are adjusted to everyday themes, such as family, school, and hobbies. The learning process is carried out through three stages, namely introduction, core, and closing, with an emphasis on active student practice. Although there are obstacles, such as lack of student interest and time constraints, teachers try to overcome them by providing motivation, using creative methods, and providing additional exercises at home.

Lelawati (2018) "The Teaching of English Vocabulary to Young Learners." aimed to describe the techniques used by the teacher in teaching English vocabulary for young learners focusing on grade four students in Negeri primary school. The findings revealed that the teacher applied various techniques in teaching vocabulary which divided into two stages. For presenting new words, using flashcards and miming are preferred by the teacher in this study. And the final in getting students to practice the words they have learnt, the teacher mostly employed identifying and matching task.

Kartikasari & Susiati, (2020) entitled “Teaching Vocabulary To The Tenth Grade Students At Muhammadiyah Boarding School 1 Weleri, Kendal In 2019/2020 Academic Year: Teachers’ Techniques And Students’ Responses.” The results of this study, the researcher found five techniques used by both teachers in teaching English vocabulary. Teacher A's techniques, namely: (a) example sentences, (b) synonyms, (c) translating with a dictionary, (d) practice (oral drills and practice questions), and (e) memorizing. Teacher B's techniques, namely: (a) synonyms/antagonists, (b) translating, (c) practice, and (e) memorizing. Students have different responses to the techniques used by teacher A and teacher B. With the techniques applied by teachers in vocabulary learning, students get an increase in learning English.

Wulandari, (2021). With title “The Teaching of English Vocabulary to Young Learners in Beginner II Class at the Star English Course.” This study aims to describe the teaching of English vocabulary to young learners in the Beginner II class at The Star English Pare. This study focuses on tutor preparation which includes syllabus, lesson plans, materials, media, and teaching techniques; implementation consisting of pre-teaching activities, main teaching, and post-teaching activities; and the assessment process. In preparing vocabulary teaching, tutors use syllabus and lesson plans and are required to use media and games as a method of delivering materials. In pre-teaching activities, tutors start the class with warm-up activities to prepare students and help them focus on the upcoming lesson. During the main teaching, tutors carry out activities interactively and motivate students to actively participate by using media and games, some

techniques used by tutors at The Star English Course in teaching English vocabulary to young learners. Post-teaching activities are done by making conclusions, reviewing materials, and giving assignments. and pictures.

Irvani, (2019) entitled “An Analysis of Students’ Difficulties in Vocabulary Mastery at State Senior High School 1 Kampar.” This research findings revealed that the percentage of the students’ difficulties vocabulary mastery in pronunciation was (36.92%), spelling was (32.30%), grammar was (30.76%), and meaning was (30.51%). So, the dominant difficulty in vocabulary mastery at the tenth grade students State Senior High School 1 Kampar was pronunciation.

Salawazo *et al.* (2020) with title “Analysis of Students’ Vocabulary in Learning English.” There were 25 students (70%) incorrect answer in the questions. There were 6 students (16%) in modal, there were 8 students (23%) in simple past tense, There were 8 students (24 %) in simple present tense, 3 students (7%) troubled in simple continuous tense. Meaning. Students who gave incorrect answer in the questions were 29 students (82%). Others difficulties is translation being other types of the questions that examined in this research. it was found that there were 23 students (64%) who were unable to give the correct answer. Concluding the cause difficulties of students’ vocabulary in learning English are the first students difficulties in pronouncing the words.

Afidah, (2020) entitled “Students’ Difficulties in Vocabulary Mastery at Eleventh Grade of Sekolah Menengah Kejuruan (SMK) Ainul Yaqin.” The result of this research revealed that several students had difficulties in vocabulary

mastery. 1) The difficulties encountered by students were students got difficulties in translating words or sentences in English into Indonesian and vice versa. Students also experience difficulties in pronunciation, misspelling, and remembering or memorizing vocabulary in English. 2) There are some factors that caused students difficulties in vocabulary mastery. Students were reluctant to open dictionaries. Students were also less interested in learning English. They did not practice speaking English regularly. Another factors were external factors such as inadequate facilities and the negative influence of friends that made them difficult to master vocabulary.

Fais (2022) entitled “A Study on Students’ Difficulties in Learning Vocabularies at seventh grade of MTSN 8 Banyuwangi.” The finding of the research revealed that students experienced some difficulties in learning vocabulary namely pronunciation, spelling, meaning, and grammar. Moreover, they employed some strategies in solving those problems such as developing students’ skills and strategies, give examples, presenting-practicing-revising vocabulary, and translation.

Azmi, (2023) with tittle “An Analysis Of Students Difficulties In Learning New Vocabulary At One Junior High School Jambi.” The results showed that there were 3 themes on what are the difficulties faced by Grade 9 students in learning new vocabulary namely : 1) Difficulty in pronouncing new vocabulary. 2) Difficulty in spelling new vocabulary. 3) Difficulty in meaning new vocabulary. This study also revealed that there are factors that cause students' difficulties in learning vocabulary are internal and external factors.

Internal factors: students' attitudes. External factors: the number of students in the class, limited learning time, and exposure.

Sari, (2023) with title “The difficulties of learning English vocabulary encountered by students of SMPN 3 Palu” The results of this research show that students face several difficulties in learning English vocabulary. These difficulty were understanding the meaning of new words, pronouncing the word, making comparative form of the word and changing the word based on the context. Furthermore, the teacher employed some techniques in teaching English vocabulary those are completing a sentence, reading the dialogues on textbook, using picture/object and memorizing the words. In this research, the teacher implies several techniques but the students still have difficulties in learning English therefore the teacher can finds another techniques to give solutions to the students problems.

C. Conceptual Framework

This research begins with problem identification, where the researcher observes English vocabulary learning in the eighth grade at MTsN 3 Pesisir Selatan and finds that many students struggle to understand, memorize, and effectively use English vocabulary. These difficulties may stem from the teaching methods used, students' learning strategies, and challenges in pronunciation, spelling, or understanding word meanings.

After identifying the problem, the next step is theoretical review and literature study, where various references from books, scientific journals, and previous studies on vocabulary teaching, learning strategies, and factors

influencing vocabulary mastery are gathered. Theories from experts such as Nation (2001), Thornbury (2002), and Harmer (2007) are used to establish the conceptual framework of this research.

Based on the literature review, this study identifies key variables, including the teaching techniques used and students difficulties in vocabulary acquisition. To explore data related to these variables, data collection is carried out using a mixed-method approach, incorporating both qualitative and quantitative methods. Data is gathered through classroom observations to examine teaching technique, interviews with teachers to understand their technique in teaching vocabulary, questionnaires for students to identify their difficulties in learning vocabulary.

Once the data is collected, the next step is data analysis, where qualitative data from observations and interviews is analyzed descriptively to gain insights into vocabulary teaching practices, while quantitative data from questionnaires is analyzed using descriptive statistics to identify patterns and trends in students' difficulties.

The research findings are then interpreted by comparing them with theories and previous studies to determine their relevance and potential differences or new discoveries. From this, the study will produce conclusions regarding the vocabulary teaching technique used at eighth grade at MTsN 3 Pesisir Selatan and dominant difficulty in learning vocabulary at the eighth grade students of MTsN 3 Pesisir Selatan, then provide recommendations for teachers and school administrators to improve English vocabulary learning at the junior high school level.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method used in this study is the mixed method. This study is a research step by combining two forms of research that have existed previously, namely qualitative research and quantitative research. According to Creswell (2010:5), mixed research is a research approach that combines qualitative research with quantitative research. According to Sugiyono (2012:404) states that the combination research method (mixed methods) is a research method between quantitative methods and qualitative methods to be used together in a research activity, so that more comprehensive, valid, reliable and objective data are obtained.

In this study, a mixed method approach with a sequential exploratory strategy is used, which is a design strategy for research with a mixed method approach that tends towards qualitative data (Creswell, 2009). Sequential exploratory strategy in mixed method research is carried out by analyzing qualitative data first in the first phase, then followed by analyzing quantitative data in the second phase.

In this research, the first stage was carried out by collecting and analyzing qualitative data to answer the first problem formulation, namely how is the process of teaching English vocabulary for grade 8 at MTsN 3 Pesisir Selatan through observation and interviews with teachers who teach English in grade 8. The next thing to do is to collect and analyze quantitative data that you want to

see from the second problem formulation, namely what are students' difficulties in learning vocabulary of the eighth grade students at MTsN 3 Pesisir Selatan by distributing questionnaires to eighth grade students at MTsN 3 Pesisir Selatan.

B. Population and Sample of the Research

1. Population of the Research

According to Sugiyono (2016: 117) population is a generalized area consisting of objects/subjects that have certain qualities and characteristics which are determined by researchers who are studied and then draw conclusions. Population is a group of individuals that have same characteristics (Creswell, 2012, p. 143).

It can be concluded that the population is all individuals or research objects in which there are one or more similar characteristics, which is an area to be generalized in research. The population in this study are teacher who teaches English in eighth grade and all eighth grade students at MTsN 3 Pesisir Selatan. There are five classes of eighth grade students at MTsN 3 Pesisir Selatan. The total population is 132 students.

Table 3.1

The Total Population of the Eighth Grade Students at MTsN 3 Pesisir Selatan

No	Classes	Total of the students
1	VIII.1	30
2	VIII.2	26
3	VIII.3	27
4	VIII.4	26
5	VIII.5	23
	Total	132

2. Sample of the Research

Sample is a small part of a population selected to represent the entire group in a study. Arikunto (2013: 174) states that the sample is a part or representative of the population to be studied. Samples in research are used if the population is too large and it is difficult for researchers to study the entire population, then researchers can use samples taken from that population. According to Sugiyono (2017:118), sample is part of the size and characteristics of the population. If the population is large and it is impossible for the researcher to study everything in the population, then the researcher can use samples taken from that population.

This research will use a probability sampling technique with a simple random sample technique, namely a sample taken from the population at random without paying attention to the strata in the population. The reason for using this technique is because the population in this study were only students of class VIII MTsN 3 Pesisir Selatan which were divided into 5 classes. In order for all classes to be represented, the sample was taken from each class with the same proportion.

Sampling for research according to Arikunto (2010: 112), if the subjects are less than 100 people, it is best to take them all, if the subjects are large or more than 100 people, 30-35% can be taken. In this research, there are 132 students as the population and the researcher take 30% of the population as the sample. So the total samples are 40 students, it can be seen in the table below.

Table 3.2
Sample of the Research

NO	Classes	Total of students	Percentage	Samples
1	VIII.1	30	30%	40
2	VIII.2	26		
3	VIII.3	27		
4	VIII.4	26		
5	VIII.5	23		
	TOTAL	132		

C. Research Instrument

According to Sugiyono (2016:148) a research instrument is a measuring tool used to measure a phenomenon or variable observed by researchers. The number of research instruments depends on the number of research variables that have been determined and researched. The research was conducted by using two main instruments to gather the data. The first instrument or commonly called the key instrument was the researcher herself who collected, interpreted and described the data from the beginning to the end. The second instruments used were the field notes, checklist, interview transcript, and questionnaire.

1. Field Notes

Field notes are documentation created by researchers or individuals involved in direct observation in a specific location or situation (Angrosino, 2017). The purpose of field notes is to record all relevant information, including phenomena, interactions, and the social and environmental context observed during the research or observation process. In this study, field notes serve to document the process of teaching English vocabulary to eighth-

grade students at MTsN 3 Pesisir Selatan. The researcher will observe and record various aspects, such as the teaching technique used by the teacher, interactions between the teacher and students, and student responses to the vocabulary teaching. These field notes also capture the dynamics of the classroom, such as student participation, the learning atmosphere, and challenges encountered during the learning process.

Field notes are an important tool in this study because they allow the researcher to collect direct and in-depth data on vocabulary teaching practices. By documenting events that occur in the field, the researcher can get a clearer picture of how the teaching process takes place. The data collected in these field notes will be the main material for further analysis on the techniques used by teachers in teaching vocabulary to eighth grade students at MTsN 3 Pesisir Selatan.

2. Checklist

A checklist is a tool used to ensure that all elements or essential steps in an activity or process have been checked and fulfilled correctly. A checklist is used as a tool to verify and ensure that all critical steps in the process of teaching English vocabulary have been implemented properly. This checklist contains a list of criteria that must be met in the learning process.

A checklist is used as a tool to verify and document the vocabulary teaching techniques employed by the teacher during the learning process. This checklist contains a list of specific teaching techniques used in

vocabulary instruction, allowing the researcher to systematically record which techniques are applied in the classroom. By using the checklist, the researcher can ensure that the observed teaching process aligns with expected practices and identify any areas that may need improvement or further development. Additionally, it helps in obtaining more systematic and consistent data, providing a clearer understanding of the vocabulary teaching techniques implemented at MTsN 3 Pesisir Selatan.

3. Interview Guidelines

An interview is a conversation with a specific purpose. The conversation is carried out by two parties, namely the interviewer who asks questions and interviewee who provides answers to those questions. According to Sugiyono (2018). Interview guidelines are used as a data collection technique if you want to conduct a preliminary study to find problems that must be researched and also if the researcher wants to know things from respondents that are more in-depth. The interview guideline in this study is based on the focus of the research which is processed in such a way as to become several questions prepared by the researcher.

4. Questionnaire

Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer, which is used to obtain information from respondents about known things. The questionnaire distributed is a questionnaire to see the difficulties faced by students in learning vocabulary.

The questionnaire data that has been collected is then scored, namely the questionnaire data which is still in qualitative form is converted into quantitative numbers. To determine the quantitative number of the questionnaire results is to add up the questionnaire answer scores of the respondents according to the frequency of the answers. The questionnaire tested in this study used 4 answer options, namely Strongly Agree, Agree, Disagree, and Strongly Disagree.

D. Data Collection Techniques

1. Observation

According to Sugiyono (2019:203), data collection techniques through observation are used when research is related to human behavior, work processes, or natural phenomena. In this study, observations were made on a teacher who teaches English in grade 8, focusing on the techniques used in vocabulary learning. The observation was carried out on October 1, 2024, at 07.15–08.35 WIB, in class 8.4. This observation was carried out in one meeting to directly review how the teacher teaches English vocabulary.

To support the observation, the researcher used field notes and checklist sheets as data collection instruments. Field notes, which are commonly used in qualitative research, contain factual and objective descriptions of events in the context of the study. According to Burns (1999:87), recording in research not only functions as data documentation but also provides an opportunity to conduct initial analysis to refine further research. Field notes record in detail the learning process by highlighting the teaching techniques

used by the teacher, while the checklist sheets function to identify and verify the techniques applied during the vocabulary teaching process. In addition, the teaching and learning process was recorded using a mobile phone to ensure that no data was missed. The recordings were then transcribed to complete written field notes.

2. Interview

Interviews are one of the data collection techniques that use open-ended questions and can be used to obtain further information about the techniques used by teachers in teaching vocabulary. In this study, the interview was conducted on October 2, 2024, at 10:30 WIB and took place in one meeting. Before conducting the interview, the researcher first asked permission from the teacher. After obtaining approval, the interview could be conducted. In this session, the researcher asked questions that had been prepared in advance, while the teacher provided answers based on his/her experience in teaching vocabulary.

To document the interview completely and accurately, the researcher used a recording device, such as a mobile phone. The use of a recording device allows the entire conversation to be well documented, making it easier to analyze the data after the interview is complete. Thus, the researcher can stay focused on the interview without worrying about missing important information.

3. Questionnaire

According to Sugiyono (2016:199), a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents for them to answer. The data collection section in this study was conducted using an instrument in the form of a questionnaire consisting of 19 statement items. This questionnaire was designed based on Cameron's theory, which includes main indicators such as pronunciation, spelling, grammar, and meaning. Each statement in the questionnaire was compiled to determine the difficulties faced by students in these aspects during the English vocabulary learning process. The respondents of the study were 8th grade students of MTsN 3 Pesisir Selatan. The data obtained were analyzed quantitatively to identify the main difficulties and support the findings and discussion of the study. For further information about the questionnaire, the researcher shows the blueprint of the questionnaire as follows:

Table 3.3

Blue Print of Questionnaire Students' Difficulties in Learning English Vocabulary

No	Aspects observed	Positive statements	Negative statements
1.	Pronunciation	1,3,5	2,4
2.	Spelling	6,9	7,8
3.	Grammar	10,12	11,13,14
4.	meaning	15,17,19	16,18

This research uses a Likert scale with a 1- 4 interval. The modification of the Likert scale is intended to eliminate the weaknesses inherent in the five-point scale. The modification removes the middle answer category based on two

reasons: (1) that category has a dual meaning, usually interpreted as undecided or unable to provide an answer, it can be understood as neutral, agree or disagree, or even uncertain. (2) The availability of a middle answer tends to lead respondents to choose the middle option. The meaning of the SA-A-D-SD categories is primarily to observe the tendency of respondents' opinions, whether towards agreement or disagreement. This Likert scale of 1-4 assigns a weight of four to strongly agree (SA), three to agree (A), two to disagree (D), and one to strongly disagree. (SD). The guidelines for scoring questionnaires using the Likert scale with a 4-point response scale according to Widoyoko (2022) are as follows:

Table 3.4
The guidelines for scoring questionnaires using the Likert scale

Category	Positive score	Negative score
Strongly Agree (SA)	4	1
Agree (A)	3	2
Disagree (D)	2	3
Strongly Disagree (SD)	1	4

In this research, the researcher use descriptive analysis with percentage from the frequency of information and divided with number of cases. In presenting the data, the researcher describe the data in the form of description or narration. The researcher categories the students difficulties in learning vocabulary with getting the appropriate percentage. The researcher calculated each percentage of students' difficulties in learning vocabulary by using a formula from Sudjiono (2004, p.43) as follows:

Formula : $P = F/N \times 100\%$

Description : P= Percentage

F= Frequency / number of respondents' answers

N= Number of respondents

The researcher analyzed the difficulties by identifying the answers to each questionnaire statement that represented each aspect of the difficulty in learning vocabulary. The researcher analyzed the students' difficulties in learning English vocabulary in eighth grade students at MTsN 3 Pesisir Selatan. Data collection was analyzed using SPSS version 27 and Microsoft Excel to determine the measurements.

In this research, the researcher used a questionnaire by asking questions to class VIII students at MTsN 3 Pesisir Selatan, with the aim of the researcher getting responses and answers obtained through a questionnaire that the researcher distributed to class VIII students at MTsN 3 Pesisir Selatan. In this research, using likert scale. According to Sugiyono (2018:152), the likert scale is a scale used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. With a likert scale, the variables to be measured are translated into indicator variables. Then these indicators are used as a starting point for compiling instrument items, which can be in the form of statements or questions.

E. Trustworthiness

1. Validity of Qualitative Data

The validity of data in qualitative research can be achieved by using the data collection process with the data triangulation technique. According to

Sugiyono (2015:83) data triangulation is a data collection technique that combines various existing data and sources. According to Wijaya (2018:120-121), data triangulation is a technique for checking data from various sources in various ways and at various times. So there is source triangulation, data collection technique triangulation and time triangulation.

a) Source Triangulation

Source triangulation to test the credibility of data is done by checking the data that has been obtained from various data sources such as interview results, archives, or other documents.

b) Technique Triangulation

Technique triangulation to test the credibility of data is done by checking the data that has been obtained from the same source using different techniques. For example, data obtained from observation results, then checked by interview.

c) Time Triangulation

Time can affect the credibility of data. Data obtained by interview techniques in the morning when the source is still fresh will usually produce more valid data. Therefore, testing the credibility of data must be checked with observation, interviews and documentation at different times or situations until credible data is obtained.

In this research, the author uses technical triangulation and time triangulation to test the validity of the data because technical and time triangulation can be done by checking with interviews, observations, or other

techniques in different times and situations.

2. Validity of Quantitative Data

Before the questionnaire was distributed to the research sample, the researcher first conducted a pilot test. A pilot test is a trial run conducted as preparation before carrying out the main research. Prior to distributing the questionnaire to the intended sample, the researcher needed to perform a pilot test on the questionnaire in order to assess its validity and reliability. The pilot test serves to assure the researcher that the items in the questionnaire are adequate, correct, and understandable to the respondents. Therefore, to determine how well the respondents understand the statements made by the researcher, a pilot test will be conducted before the actual data collection.

To know whether are valid or not, the researcher measured its validity. Creswell (2012, p. 159), validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use. It means that validity is the level to which inferences made from assessment results are appropriate, meaningful and useful in terms of the purpose of the assessment. To analyze the validity of the questionnaire, the researcher conducted a trial of 20 statements by submitting them to 30 students who were not included in the research sample.

F. Data Analysis

Data analysis is an important component used as a tool to test the validity of a hypothesis that has been formulated. In research, data analysis is the process

of organizing and sorting data into patterns, categories, and basic descriptive units to prove the truth of the hypothesis, whether it is accepted or rejected. According to Sugiyono (2022), data analysis is the activity that takes place after data from all respondents has been collected.

This study uses SPSS tools because SPSS is a highly effective software for quantitative data analysis, especially in performing statistical tests and regression analysis. SPSS also offers ease of processing large amounts of data and provides a wide range of statistical tests that are comprehensive and accessible with a user-friendly interface, unlike other tools that may be a bit more complex or require programming (Alhempy et al., 2024).

SPSS version 27 was chosen, even though a newer version, version 30, is available, because version 27 is sufficient for the analytical needs of this study and has good stability and compatibility with the hardware and operating systems used by the researcher. Additionally, the researcher is already familiar with this version and it is still relevant for use today without the need to adapt to significant changes in the new features available in the latest version.

1. Qualitative Data Analysis

In qualitative data analysis, the type of data produced is soft data in the form of words obtained from interviews, observations and document analysis. Creswell (2009) states that qualitative data analysis is carried out to explore or research is carried out with the intention of understanding the problems experienced by a person or group of people.

According to Miles & Huberman (1984), qualitative data analysis consists of three main steps, data reduction, data display, and data verification and/or conclusion. The description is as follows: (a) Data Reduction. The process of selecting, simplifying, focusing, abstracting, and changing raw data into field notes; (b) Data Display. A way of arranging data in an organization that makes it easier to make conclusions and/or proposed actions; (c) Data Verification. Also known as data conclusion is an explanation of the meaning of data in a configuration that clearly shows its causal flow so that propositions related to it can be proposed.

2. Quantitative Data Analysis

According to Sugiyono (2016, p. 207), states that "Data analysis is an activity after data from respondents or other data sources are collected." Data analysis needs to be done because the data obtained from the research results are raw data that do not have significant meaning, so the data must be processed first so that it can be more meaningful and can provide a real picture of the problems being studied. All data collected is checked for data processing. Data calculations and analysis are carried out with the help of the SPSS 27 computer application for Windows, Microsoft Excel & based on manual calculations.

Processing and analyzing data has its stages, according to Arikunto (2006, pp. 235-238) in general, data analysis work includes 3 steps, namely:

a. Preparation

Activities in the preparation step include:

- 1) Distributing instruments to respondents and explaining the procedure for filling out the instruments.
- 2) Checking the number of instruments collected, so that it matches the number of instruments when distributed.
- 3) Checking the completeness of respondent identity and completeness of instrument data

b. Data tabulation

Activities in the tabulation step include:

- 1) Checking and scoring answer items.
- 2) Showing the answer scores obtained by respondents on each instrument.
- 3) Calculating the frequency of answers given by respondents on each instrument.

c. Data processing in accordance with the research approach, including:

- 1) Processing data with statistical tests
- 2) Converting score values into percentage data values.
- 3) Discussion of research results is the basis for drawing conclusions.

All collected data is checked for data processing. Data processing in this study uses statistics, while the statistics used for data processing in this study are descriptive statistics. The selection of these statistics is based on the formulation of the research problem and the research objectives that the author wants to achieve. Descriptive statistics are statistics used to analyze data by describing or depicting the data that has been collected as it is without intending to make conclusions that apply to the general public.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presented about research findings and the discussion on the results of data analysis. In research findings, the researcher analyzed about teaching and learning English vocabulary focus on the techniques used by teachers and students' difficulties in learning vocabulary after collecting the data from eighth grade of MTsN 3 Pesisir Selatan. In the discussion section, the researchers discussed the findings of the study with the supporting concepts which have been presented previously.

A. Findings

1. The process of teaching English vocabulary in the eighth grade at MTsN 3 Pesisir Selatan

To obtain data on the process of teaching and learning English vocabulary in the eighth grade at MTsN 3 Pesisir Selatan, the researcher used field notes. The observation was conducted in class 8.4 with teacher Mrs. Refni on Tuesday, October 1, 2024, from 07:15 to 08:35. The material taught in that lesson included suggestion, obligation, and prohibition.

In the initial activity, the teacher enters the class by greeting the students. The teacher says, “*Good morning, students?*” which is then answered by the students with the words, “*Good morning, teacher.*” After that, the teacher checks the students’ attendance by asking, “*Is anybody absent today?*” The students answer, “*Hadir semua, bu.*” Next, the teacher checks the students’ readiness to

learn by asking, *"Are you ready to study now?"* and the students answer in unison, *"Yes, ma'am."*

Entering the core activity, the teacher explains the material about suggestion, obligation, and prohibition to the students, the teacher explains one by one about suggestion, obligation and prohibition such as the use of the words *"should, has to, have to, must and don't"* and the teacher gives some example sentences using the word, after that the teacher says that the word is a new vocabulary that students must master and understand. During the explanation, students listen carefully.

The teacher also helps students understand new vocabulary by interpreting words that they don't know yet. namely the teacher gives an example sentence, namely *"you should study hard before exam,"* and say *"before artinya yaitu sebelum,"* then an example of an obligation sentence the teacher gives an example sentence *"we have to arrive at school at 7.15"* then the teacher says *"kata arrive artinya sampai,"* and the teacher clarifies again that all the words in the sentence are vocabulary that students need to understand the meaning. After understanding the meaning, students are asked to write down the new vocabulary in their notebooks.

The teacher then helps the students pronounce the vocabulary correctly. The teacher says, *"Suggestion, coba ulangi cara bacanya, yaitu suggestion."* The students follow the teacher's pronunciation to make sure their pronunciation is correct. Next, the teacher instructs the students to use a dictionary to find the meaning of the new vocabulary. The teacher says, *"Silahkan buka kamusnya,"*

and the students start looking for the meaning of the word in their respective dictionaries. After that, several students are asked to come forward to read the vocabulary they have found, while their friends follow the pronunciation.

In the closing activity, the teacher reviews the material that has been studied during the lesson. The teacher also provides information about the material that will be studied in the next meeting. In closing, the teacher says thanks the students for their attention and participation. The lesson is closed by reading “*Hamdalah*” together.

2. Technique Used by Teacher in Teaching Vocabulary

From the results of data analysis, Teachers use various vocabulary teaching techniques during the vocabulary teaching and learning process. During the vocabulary teaching and learning process, teachers are seen using several techniques, namely explanation techniques, translation techniques, repetition drill techniques, and dictionary use techniques.

Table 4.1
Kinds of Vocabulary Teaching Techniques

No	Vocabulary Teaching Techniques		√
1.	Techniques of presentation	Visual	
		verbal	√
2.	Techniques of practice	Using games	
		Repetition	√
3	Techniques of training	Asking for others	
		Use dictionary	√

The following are the results of the researcher's interview with Teacher R. To support the data, the researcher conducted the interview on October 2, 2024. During the interview, Mrs. Refni explained that several techniques frequently used in teaching vocabulary include explanation, translation, repetition, and the use of a dictionary.

1) Techniques of Presentation

The table presents kinds of techniques used by the teacher in teaching English. On the technique of presentation, the teacher used verbal techniques in teaching vocabulary to the eighth grade students. The verbal techniques used by the teachers are explanation and translation.

a. Explanation Technique

In the results of the interview, the teacher said that the first technique used, namely explanation, the teacher said:

“Yang pertama ada teknik explanation, setiap kosakata baru yang diajarkan itu perlu dijelaskan kepada siswa terlebih dahulu agar siswa paham terhadap kosakata yang akan dipelajari”. [The first is the explanation technique, every new vocabulary that is taught needs to be explained to the students first so that the students understand the vocabulary that will be learned.]

This can be seen during the vocabulary learning process, the teacher is seen giving explanations about suggestion, obligation, and prohibition materials, and explaining the new vocabulary in the material.

b. Translation Techniques

In the results of the interview, the teacher said that the next technique used was translation, the teacher said:

“Kemudian yang kedua teknik yang ibu pakai yaitu translation, setiap kosakata baru yang ibu ajarkan kepada siswa itu perlu mereka ketahui artinya sehingga ibu menterjemahkan kata tersebut agar siswa dapat mengetahui arti dari kosakata baru tersebut”. [Then the second technique that I use is translation, every new vocabulary that I teach to students, they need to know the meaning so I translate the word so that students can know the meaning of the new vocabulary]

This can also be seen in the learning process where the teacher translates the vocabulary that the student has just learned, making it easier for students to understand the use of the vocabulary and write it in their book.

2) Techniques of practice

For the techniques of practice, the teacher used repetition, at the time of the interview the teacher said:

“Setelah itu mereka ibu minta untuk melakukan pengulangan kata, pengulangan kata ini dilakukan agar siswa tahu cara membaca dan pelafalan yang benar dari kosakata yang dipelajari, dan juga dengan pengulangan kata ini juga dapat membantu siswa mengingat kosakata baru yang sedang dipelajari”. ["After that, I asked them to repeat the words. This repetition of words is done so that students know how to read and pronounce the vocabulary they are learning correctly, and also by repeating words, it can also help students remember the new vocabulary they are learning].

During the vocabulary learning process, the teacher is seen repeating words, when students make vocabulary pronunciation mistakes, the teacher will repeat the correct way of pronouncing the vocabulary and students follow the pronunciation of the word.

3) Techniques of training

For the technique of training, the teacher used the techniques of dictionary use., at the time of the interview the teacher said:

“Dan yang terakhir yaitu penggunaan dictionary atau kamus, setiap kosakata yang tidak diketahui siswa ibu anjurkan untuk membuka kamus agar siswa dapat mengetahui secara mandiri kosakata yang mereka tidak ketahui artinya”. ["And the last is the use of a dictionary, for every word that students do not know, I recommend that they open a dictionary so that students can independently find out the meaning of the words they do not know].

During the vocabulary learning process, the teacher is seen asking students to use a dictionary to look for new vocabulary independently, and students use a dictionary to find the meaning and also the new vocabulary that is being learned.

3. Students' Difficulties In Learning Vocabulary

In this study, the researcher used a questionnaire to determine students' difficulties in learning English vocabulary. This questionnaire was created based on Cameron's theory (2001: 78) as quoted in Gushendra (2017: 54-55). According to this theory, there are four main difficulties in learning vocabulary, namely pronunciation, spelling, grammar, and meaning. The statements in the questionnaire are arranged based on these aspects of difficulty, so that each aspect is well represented.

The statements in this questionnaire consist of positive and negative statements, in this positive statement the researcher looks at the percentage of those who choose “disagree” and “strongly disagree,” If there are respondents who choose "disagree" or "strongly disagree" on the positive statement, then it can be considered an indication of difficulty in what is discussed in the statement.

a. Pilot Test

The pilot test is a trial run conducted as a preparatory step before carrying out the main research. Before the questionnaire is distributed to the targeted

sample, the researcher must first conduct a pilot test on the questionnaire to assess the validity and reliability of the instrument. The pilot test serves to ensure that the questionnaire items are adequate, accurate, and comprehensible to the respondents. Therefore, to determine the extent to which respondents understand the statements formulated by the researcher, a pilot test will be conducted before the actual data distribution. This process is carried out by distributing the questionnaire to 30 students who are not included in the research sample. Based on the results of the pilot test, the following conclusions can be drawn.

1) Pilot Test Validity Results

The validity test of the pilot test was conducted by analyzing data from 30 respondents using SPSS version 27. The purpose of this test is to ensure the accuracy of the research instrument and demonstrate its effectiveness as a measurement tool. The validity test results aim to confirm that the questionnaire items are clearly understood by the target respondents and that the questionnaire can be used as a reliable measurement tool.

The validity of the research instrument is assessed by comparing $r_{\text{calculated}}$ with r_{table} . The validity testing criteria are as follows:

- a. If $r_{\text{calculated}} > r_{\text{table}}$, the questionnaire item is considered valid.
- b. If $r_{\text{calculated}} < r_{\text{table}}$, the questionnaire item is considered invalid.

To determine the r_{table} value, the formula $df = n - 2$ is used:
 $df = 30 - 2 = 28$ (where the r_{table} value is 0.361).

Explanation:

- df = degree of freedom

- n = number of samples

The following table presents the recapitulation of the validity test results for all questionnaire items in this study.

Table 4.2
Recapitulation of Pilot Test Validity Results

Statements no	R value	R table	Status
1.	0.706	0.361	Valid
2.	0.633	0.361	Valid
3.	0.767	0.361	Valid
4.	0.649	0.361	Valid
5.	0.604	0.361	Valid
6.	0.738	0.361	Valid
7.	0.783	0.361	Valid
8.	0.197	0.361	Invalid
9.	0.680	0.361	Valid
10.	0.426	0.361	Valid
11.	0.464	0.361	Valid
12.	0.836	0.361	Valid
13.	0.605	0.361	Valid
14.	0.604	0.361	Valid
15.	0.531	0.361	Valid
16.	0.699	0.361	Valid
17.	0.834	0.361	Valid
18.	0.435	0.361	Valid
19.	0.819	0.361	Valid
20.	0.573	0.361	Valid

Based on the recapitulation table above, all questionnaire items have an $r_{\text{calculated}}$ value greater than r_{table} , except for item number 8. The results of the analysis showed that there were 19 questions that were accepted or valid. The question item that was discarded was statement number 8. The statement was discarded because its value was below 0.361. Thus, there were 19 statements of students' difficulties in learning vocabulary in the questionnaire.

2) Pilot Test Reliability Results

The reliability test of the pilot test was conducted on questionnaire items categorized as valid. If Cronbach's Alpha (α) > 0.60, the research data is

considered highly reliable and suitable for use as input in data analysis (Sugiyono, 2019). The following table presents the recapitulation of the reliability test results for all questionnaire items in this study, based on Cronbach's Alpha formula.

Table 4.3
Recapitulation of Pilot Test Reliability Results

Reliability Statistics	
Cronbach's Alpha	N of Items
0,921	20

According to (Sugiyono: 2019) an item is said to be reliable if the Cronbach Alpha value is > 0.6 . Based on calculations using the IBM SPSS version 27 application, the Cronbach's Alpha value is 0.921. Based on the criteria explained above, the value will be more than 0.6 and get the number 0.9, so the questionnaire statement is declared reliable.

b. Validity and Reliability Test Results

In quantitative research, the questionnaire is a crucial component as it serves as an analytical tool. Therefore, the analysis primarily relies on respondents' scores for each observation. The accuracy of these scores, in turn, depends on the data collection process. A well-constructed data collection instrument must meet two essential criteria: validity and reliability. Validity refers to the extent to which an instrument measures what it is intended to measure, while reliability pertains to the consistency of results when the instrument is used repeatedly under the same conditions.

By fulfilling these two criteria, the research instrument can generate accurate and reliable data, ensuring that the conclusions drawn from the study are valid and justifiable.

1) Validity Test Results

One of the key aspects that the researcher must pay attention to regarding the research instrument is its validity. According to Sarie et al. (2004), the validity of an item refers to its accuracy in measuring what it is supposed to measure. Therefore, the validity of an instrument is highly influenced by the validity of each individual question that forms the research instrument.

An instrument is considered valid if it can measure what is intended. It is deemed valid when it accurately reveals data from the variable being studied. The quality of the instrument reflects the extent to which the collected data aligns with the intended representation of the variable. The research instrument was tested using a sample of 40 respondents. An indicator is considered valid if $r_{\text{calculated}} > r_{\text{table}}$.

$$df = n - 2$$

$$df = 40 - 2$$

$$df = 38$$

$$r_{\text{table}} = 0.312$$

In the validity test of the instrument, the SPSS version 27 computer software was used. The following table presents the recapitulation of the validity test results for all questionnaire items in this study.

Table 4.4
Validity Results

Statements no	R value	R table	Status
1.	0.682	0.312	Valid
2.	0.810	0.312	Valid
3.	0.690	0.312	Valid
4.	0.646	0.312	Valid
5.	0.604	0.312	Valid
6.	0.770	0.312	Valid
7.	0.730	0.312	Valid
8.	0.759	0.312	Valid
9.	0.708	0.312	Valid
10.	0.702	0.312	Valid
11.	0.765	0.312	Valid
12.	0.779	0.312	Valid
13.	0.625	0.312	Valid
14.	0.737	0.312	Valid
15.	0.681	0.312	Valid
16.	0.763	0.312	Valid
17.	0.698	0.312	Valid
18.	0.632	0.312	Valid
19.	0.663	0.312	Valid

Based on the recapitulation table above, all questionnaire items have an $r_{\text{calculated}}$ value greater than r_{table} . If the $r_{\text{calculated}}$ value is greater than the r_{table} , the questionnaire item is considered valid. Conversely, if the $r_{\text{calculated}}$ value is less than the r_{table} , the item is considered invalid. Therefore, it can be concluded that all the questionnaire items are valid.

2) Reliability Test Results

An instrument is considered reliable if it can be used more than once over different periods but still shows relatively consistent results. According to Djollong (2014), reliability refers to the idea that an instrument is trustworthy enough to be used as a data collection tool because it is well-constructed. From this statement, it can be explained that reliability testing is the process of testing the questionnaire items.

Next, the obtained reliability coefficient is compared with the Cronbach's Alpha (α) value, which is set at 0.6. If the reliability coefficient is ≥ 0.6 , the questionnaire item is considered reliable. Conversely, if Cronbach's Alpha is ≤ 0.6 , the item is considered unreliable (Sugiyono, 2019).

Table 4.5

Reliability Results

Reliability Statistics	
Cronbach's Alpha	N of Items
0,943	19

According to (Sugiyono: 2019) an item is said to be reliable if the Cronbach Alpha value is > 0.6 . Based on calculations using the IBM SPSS version 27 application, the Cronbach's Alpha value is 0.943. Based on the criteria explained above, the value will be more than 0.6 and get the number 0.9, so the questionnaire statement is declared reliable.

c. Descriptive Statistical Analysis

The following table presents the recapitulation of the reliability test results for all questionnaire items in this study, based on the Cronbach's Alpha formula. This questionnaire was given to 40 students in the eighth grade of MTsN 3 Pesisir Selatan on October 1-4, 2024, representing the entire student population. The results of the questionnaire are displayed in tabular form, and the average of each aspect will be calculated to provide a clear picture of the difficulties faced by students.

Table 4.6
Descriptive Statistics Data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
P1	40	1	4	2.17	.501
P2	40	1	4	2.10	.709
P3	40	1	4	2.40	.632
P4	40	1	4	2.10	.672
P5	40	1	4	2.55	.677
P6	40	1	4	2.28	.751
P7	40	1	4	2.05	.639
P8	40	1	4	2.03	.660
P9	40	1	4	2.63	.774
P10	40	1	4	2.55	.749
P11	40	1	4	2.20	.648
P12	40	1	4	2.40	.744
P13	40	1	4	2.05	.677
P14	40	1	4	2.55	.815
P15	40	1	4	2.33	.764
P16	40	1	4	2.00	.679
P17	40	1	4	2.53	.751
P18	40	1	4	2.20	.758
P19	40	1	4	2.58	1.010
TOTALP	40	25	72	41.10	8.955
Valid N (listwise)	40				

The descriptive statistics in this table present a summary of data from a questionnaire consisting of 19 question items (P1 to P19), each answered by 40 respondents. The statistics displayed include the number of respondents (N), the minimum and maximum values given, the Mean, and the Standard Deviation.

The minimum value in all questionnaire items is consistently 1, while the maximum value is consistently 4. The mean of each item is in the range of 2.00 to

2.63, indicating a tendency for respondents' answers to be closer to the middle than to the extreme values. In terms of data distribution, the standard deviation ranges from 0.501 to 1.010, indicating that some items have responses that are more consistent, while others exhibit greater variability.

The items with the lowest standard deviation are P1 (0.501) and P11 (0.648), indicating that the answers to these questions are more homogeneous or do not vary much among respondents. In contrast, the items with the highest standard deviations are P19 (1.010), P14 (0.815), and P18 (0.758), which means that respondents' answers to these questions were more varied. From the overall data, it can be concluded that most respondents tend to provide answers that are around the midpoint of the scale, with some variation between questions. There was no missing data in this analysis, as the number of valid respondents remained 40 for each question.

a. Pronunciation

Table 4.7 Difficulty of Pronunciation

No	Statement	Scale							
		SA		A		D		SD	
		F	%	F	%	F	%	F	%
1.	I can pronounce English vocabulary clearly.	1	2,5%	6	15,0%	32	80,0 %	1	2,5%
2.	I often make pronunciation mistakes with English vocabulary.	5	12,5 %	29	72,5%	3	7,5%	3	7,5 %
3.	I easily understand the pronunciation of new vocabulary after the teacher's explanation.	2	5,0 %	13	32,5%	24	60,0 %	1	2,5%
4.	I often feel confused with the pronunciation of similar vocabulary.	6	15,5 %	25	62,5%	8	20,0 %	1	2,5 %

5.	I am able to imitate the pronunciation of English vocabulary well after listening to examples	1	2,5 %	23	57,5%	13	32,5 %	3	7,5%
	AVERAGE	$\frac{82,5\% + 85\% + 62,5\% + 78\% + 40\%}{5} = 69,6 \%$							

The table above shows that most students have difficulty in pronunciation. One of the difficulties faced by students in learning vocabulary is pronunciation. The findings of this study revealed that students have difficulty in learning pronunciation. Based on the results of the questionnaire for items 1-5 which focused on the pronunciation aspect, there were 5 statements that showed challenges faced by students in pronouncing English vocabulary. In the statement *"I can pronounce English vocabulary clearly,"* 32 students chose to disagree and 1 student chose to strongly disagree with this statement, with a percentage of 82.5%, this explains that they cannot pronounce English vocabulary clearly. Responding to the statement *"I often make pronunciation mistakes with English vocabulary,"* 5 students chose to strongly agree and 29 students chose to agree with this statement, with a percentage of 85% of students admitting that they often make pronunciation mistakes. In addition, for the statement *"I easily understand the pronunciation of new vocabulary after the teacher's explanation,"* 24 students chose to disagree and 1 student chose to strongly disagree with this statement, with a percentage of 62.5%, this shows that students have difficulty in understanding the pronunciation of new vocabulary even after the teacher's explanation. Furthermore, related to the statement *"I often feel confused by the*

b. Spelling

ke dalam spelling	6	15,0 %	27	67,5%	6
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No	Statement	Scale							
		SA		A		D		SD	
		F	%	F	%	F	%	F	%
6.	I can spell English vocabulary correctly.	2	5,0%	12	30,0%	21	52,5%	5	12,5%
7.	I often make mistakes in spelling English	6	15,0%	27	67,5%	6	15,0%	1	2,5%
8.	I find it difficult to write new vocabulary with the correct spelling.	7	17,5%	26	65,0%	6	15,0%	1	2,5%
9.	I often remember the spelling of vocabulary easily after practice.	3	7,5%	23	57,5%	10	25,0%	4	10,0%
	AVARAGE	$\frac{65\% + 82,5\% + 82,5\% + 35,5\%}{4} = 66,3\%$							

Based on the table above, the results of the questionnaire of eighth grade students of MTsN 3 Pesisir Selatan, the researcher found that students had difficulty in learning vocabulary, especially in the spelling aspect. The questionnaire results for items 6-9, which focused on spelling, reflected students' difficulties in spelling English vocabulary. First, in the statement *"I can spell English vocabulary correctly,"* 21 students chose to disagree and 5 students chose to strongly disagree with this statement, with a percentage of 65%. This shows that students have difficulty spelling English vocabulary correctly. Second, regarding the statement *"I often make mistakes in spelling English,"* 6 students chose to agree and 27 students chose to strongly agree with this statement, with a percentage of 82,5%, this shows that students often make spelling mistakes in learning vocabulary.

Third, in the statement *"I find it difficult to write new vocabulary with the correct spelling,"* 7 students chose to agree and 26 students chose to strongly agree with this statement, with a percentage of 82.5%, this shows that students also have difficulty writing new vocabulary with the correct spelling. In addition, for the statement *"I often remember the spelling vocabulary easily after practice,"* 10 students chose to disagree and 4 student chose to strongly disagree, with a percentage of 35.5%, this shows that students do not have too much difficulty remembering spelling vocabulary after practicing. Thus, the average percentage of students' difficulties in the spelling aspect reached 66.3%. These findings indicate that spelling is one of the areas of difficulty for students in learning English.

c. Grammar

Table 4.9 Difficulty of Grammar

No	Statement	Scale							
		SA		A		D		SD	
		F	%	F	%	F	%	F	%
10.	I use new vocabulary with the correct sentence structure.	4	10,0 %	16	40,0 %	18	45,0%	2	5,0 %
11.	I have difficulty understanding the difference between nouns and verbs.	3	7,5%	28	70,0 %	7	17,5%	2	5,0 %
12.	I can use personal pronouns (I, he, she, it, you, they, we) correctly in sentences.	3	7,5%	13	32,5 %	21	52,5%	3	7,5 %
13.	I am confused by vocabulary that has different forms but has the same meaning.	6	15,0 %	28	70,0 %	5	10,0%	2	5,0 %
14.	I have difficulty recognizing adjectives in sentences.	5	12,5 %	15	37,5 %	17	42,5%	3	7,5 %
	AVERAGE	$\frac{50\% + 77,5\% + 60\% + 85\% + 50\%}{5} = 64,5\%$							

Based on the table above, the results of the questionnaire of eighth grade students of MTsN 3 Pesisir Selatan, the researcher found that students had difficulty in learning vocabulary, especially in the aspect of spelling. The results of the questionnaire for items 10-14, which focused on grammar, reflected students' difficulties in grammar. First, in the statement "*I use new vocabulary with the correct sentence structure,*" in this positive statement there were 18 students who chose to disagree and 2 student chose to strongly disagree, with a percentage of 50%, this shows that students have difficulty in using new

vocabulary with the correct sentence structure. In the statement *"I have difficulty understanding the difference between nouns and verb,"* 3 students chose to strongly agree and 28 students chose to agree with this statement, with a percentage of 77,5%, this shows that students difficulty understanding the difference between nouns and verb. Third, regarding the statement *"I can use personal pronouns (I, he, she, it, you, they, we) correctly in sentences,"* in this positive statement 21 students chose to disagree and 3 students strongly disagree with this statement, with a percentage of 60%, this shows that students have difficulty use personal pronouns (I, he, she, it, you, they, we) correctly in sentences. Fourth, in the statement *"I am confused by vocabulary that has different forms but has the same meaning,"* 6 students chose to strongly agree and 28 students agreed with this statement, with a percentage of 85%, this shows that students have difficulty with vocabulary that has different forms but has the same meaning. In addition, for the statement *"I have difficulty recognizing adjectives in sentences,"* in this statement 5 students chose to strongly agree and 5 students chose to agree with this statement, with a percentage of 50%, this shows that students difficulty recognizing adjectives in sentences. Overall, the average difficulty of students in learning vocabulary and grammar was 64.5%.

d. Meaning

Table 4.10 Difficulty of Meaning

No	Statement	Scale							
		SA		A		D		SD	
		F	%	F	%	F	%	F	%
15	I understand the meaning of English	2	5,0 %	14	35,0 %	19	47,5%	5	12,5 0%

No	Statement	Scale							
		SA		A		D		SD	
		F	%	F	%	F	%	F	%
	vocabulary well.								
16	I often get confused with the meaning of the English vocabulary I learn.	8	20,0%	25	62,5 %	6	15,0%	1	2,5 %
17	I easily remember the meanings of words after some time.	3	15,0%	18	45,0 %	16	40,0%	3	7,5 %
18	I find it difficult to connect new vocabulary with its meaning in context.	5	12,5%	26	60,0 %	11	27,5%	2	5,0%
19	I can explain the meaning of English vocabulary accurately after studying.	7	17,5%	24	62,5 %	7	17,5%	3	7,5%
	AVARAGE	$\frac{60\% + 82.5\% + 47.5\% + 72,5\% + 25\%}{5} = 57,5\%$							

Based on the table above, the results of the questionnaire of eighth grade students of MTsN 3 Pesisir Selatan, the results of this study revealed that students have difficulty in interpreting vocabulary. In the statement *"I understand the meaning of English vocabulary well,"* in this positive statement 19 students chose to disagree and 5 students chose to strongly disagree with this statement, with a percentage of 60% of students having difficulty understanding the meaning of English vocabulary. In addition, in the statement *"I am often confused with the meaning of the English vocabulary I learn,"* 8 students strongly agree and 25 students agree with this statement, with a percentage of 82.5%, this shows that

students often experience confusion with the meaning of new vocabulary. Furthermore, for the statement *"I easily remember the meaning of words after some time,"* in this positive statement 16 students disagree with this statement and 3 students strongly disagree, with a percentage of 47,5%, only a few students have difficulty remembering the meaning of words after some time. Regarding the statement *"I find it difficult to connect new vocabulary with its meaning in context,"* 3 students strongly agree and 26 students agree with this statement, with a percentage of 72,5%, this shows that students find it difficult to connect new vocabulary with its meaning. Finally, in the statement *"I can explain the meaning of English vocabulary accurately after studying,"* in this positive statement 7 students disagree and 3 students choose strongly disagree with this statement, with a percentage of 25%, only a few students are unable to explain the meaning of the vocabulary correctly. Overall, the average difficulty of students in meaning is 57.5%.

B. Discussion

This part presents the discussion of the research findings. These findings are discussed in this section to answer the proposed research questions.

1. The process of teaching English vocabulary in the eighth grade at MTsN

3 Pesisir Selatan

Based on the findings, the learning process in the classroom consists of initial activities, core activities, and closing activities. The learning teacher begins by greeting students, checking their attendance, and checking students' readiness. In the core activities, the teacher teaches vocabulary to students in several ways or

techniques. 1) techniques of presentation (verbal techniques) which relates to the way of presenting the word form and the word meaning, 2) techniques of practice (repetition) as the way to get the students practice their vocabulary knowledge, and 3) techniques of training (dictionary use) as the way to get the students have their ownership in learning vocabulary. These three main techniques are used by teachers in teaching vocabulary to eighth grade students. Each technique helps students learn vocabulary (word forms and word meanings) and also they learn how to pronounce words.

The use of verbal techniques (explanation and translation) helps students understand word forms and meanings easily. Explanation gives students a description of something in simple English delivered by the teacher. This kind of technique helps students connect descriptions into word forms. Similarly, Wulandari (2021) observed the tutor gave the explanation about the topic that they were discussing and guided the students in doing the activity so that the student could participate actively. While for translation, the teacher translates new vocabulary that students do not know the meaning of. This is similar to previous research Selviana (2021) state that the translation is a quick and easy way to present the meaning of words. Thus, it can save the time of the teaching and learning process. The use of the mother tongue is helpful for both teachers and the students in acquiring the meaning of words.

For the practice technique, the teacher never uses games but uses repetition techniques. The repetition techniques help the students in practicing the vocabulary they have learned. The teacher often asks the students to repeat after

her when the teacher hears that the students pronounce the word improperly. This technique gets the students to learn not only the vocabulary but also the pronunciation of the word. Lelawati (2018) said that the repeat technique was used by the teacher to introduce new vocabulary. In this technique the teacher asks the students to repeat after the words she read. The words were read slowly and repeatedly, so the students could follow well. It was done continuously and it made the students familiar with the new words. Cameron (2005) states that in the development of children's vocabulary for teaching, the students need to meet words again and again in new contexts that help increase what they know about words. According to Ellis & Beaton (1993), Drillings are repetitive exercises intended to develop recognition with a procedure. It is a best Technique to teach memorization skills. In addition, drilling is used to make students familiar with the form of words, especially how they sound. Drilling is very necessary since learners need to say the word to themselves as they learn it, to recall the words from memory. Gunawan (2020) found that using the repetition as the technique that is being used by the teacher is so effective and has splendid result. The students are interest and looked enthusiastic. The class is so alive and active.

Finally, the training technique used by the teacher is the use of a dictionary. The teacher asks students to look for a dictionary when they do not know the meaning of certain words. From the results of observations, the use of a dictionary helps students to create their own learning and find the meaning of words and how to pronounce them. This finding is consistent with Kartikasari & Susiati (2020), which found that using a dictionary as a training technique was

highly beneficial in helping students independently discover the meanings of unfamiliar words. The study revealed that students at Muhammadiyah Boarding School 1 Weleri found dictionary use to be an effective tool in expanding their vocabulary, particularly when they were not familiar with certain words. By Allen (1993:83), using dictionaries is "passport to independence and use them is one the students-centered learning activities." Meanwhile, Gerald and Laura (1989:120) state that "dictionaries are more easily used to determine word meaning." In conclusion, the use of dictionary is an effective way for the students in finding out the meaning of words.

In the closing activity, the teacher reviews the material that has been learned. The teacher also informs the students about the material to be learned in the next meeting. Before closing, the teacher thanks the students for their attention and participation. The activity ends with everyone reciting "*Hamdalah*" together.

2. Students' Difficulties In Learning Vocabulary

In this study, the researcher discusses the findings regarding students' difficulties in learning vocabulary. The researcher distributed a questionnaire to 40 students as a sample to represent the entire population of 8th grade students at MTsN 3 Pesisir Selatan. The questionnaire distributed was based on Cameron's theory which identifies four types of difficulties: pronunciation, spelling, grammar, and meaning. The statements in the questionnaire were designed based on these four difficulties, and this study aims to describe the results of the questionnaire comprehensively regarding students' difficulties in learning vocabulary.

The first difficulty found was the pronunciation of words. Thornbury (2004) explained that difficulties in pronunciation can be caused by various factors, such as accent, intonation, and voice stress. Students often have difficulty pronouncing new vocabulary correctly, which can hinder their ability to communicate effectively. Based on the findings of the questionnaire, the average of the five statements showed that 69.6% of students had difficulty pronouncing new vocabulary. Many students find it difficult to pronounce English vocabulary clearly and often make mistakes in pronunciation. They also feel confused when faced with vocabulary that has similar sounds, which makes their understanding of pronunciation even more difficult. Apart from that, students have difficulty imitating how to pronounce English vocabulary well. This shows that pronunciation is one of the obstacles in the English learning process for students.

This finding is in line with the research of Afidah, (2020) indicates that students struggle with vocabulary, particularly in pronunciation. They often mispronounce words due to a lack of appropriate examples from native English speakers, leading to confusion with vowel sounds and silent letters, and they tend to apply Indonesian pronunciation rules instead. In addition, based on research by Fais (2022) states that students face challenges in learning vocabulary, particularly in pronunciation. They find pronunciation difficult, struggle to remember how to pronounce words and the alphabet, and don't understand that spelling and pronunciation are not the same.

The second difficulty is spelling words. Gushendra (2017) stated that spelling is writing words with the correct arrangement of letters, and this process

can be difficult for students if the word has many letters. Based on the findings of the questionnaire, the average of the four statements showed that 66.3% of students had difficulty in spelling new vocabulary. Students often spelled incorrectly, had difficulty writing vocabulary with the correct spelling, and had difficulty remembering spelling even though they had practiced. This shows that spelling is a challenge for students in learning English vocabulary. According to Fais (2022) which shows that students have difficulty in learning vocabulary, especially in the field of spelling. Students have difficulty spelling words, do not memorize the alphabet well, and find it difficult to spell letters correctly, giving rise to a general feeling that spelling is very difficult for them.

The third difficulty is grammar. Ellis. (2006) states that learners often face some challenges in mastering grammar due to the complexity of grammar rules and the differences between the grammar of their first language and the target language. There are some difficulties with grammar in learning vocabulary, namely because of verb form, preposition, and word order in a sentence. Based on the results of the questionnaire findings, the average of the five statements showed that 64.5% of students had difficulty in grammar. Many students had difficulty using new vocabulary with the correct sentence structure, difficulty understanding the difference between nouns and verbs, difficulty use personal pronouns correctly in sentences, confused by vocabulary that has different forms but has the same meaning, and also difficulty recognizing adjectives in sentences.

This is in line with research conducted by Handayani and Johan (2018, p. 40) that students still experience problems and difficulties in several categories of

grammatical errors. They still have problems with grammar when they produce written productions. Even though they had previously been taught about it, they still made mistakes when making grammatically correct sentences. It could be because in Indonesian we don't have verb conjunctions. In addition, we do not have a time signal in expressing ideas in different time frames.

The fourth difficulty is meaning. Ur (1997:62) explains that to find meaning, translation can be done, namely looking for equivalent words in the student's mother tongue that have the same meaning as the words being taught. Based on the findings of the questionnaire, the average of the five statements showed that 57.5% of students had difficulty understanding the meaning of vocabulary. Students have difficulty understanding the meaning of English vocabulary, are often confused with the meaning of the vocabulary being learned, and have difficulty remembering the meaning of the word. They also have difficulty connecting new vocabulary with its meaning in context, and cannot explain the meaning of vocabulary correctly. This is in line with research conducted by (Azmi, 2023, p. 40) stating that students have difficulty in meaning because there are some compound or multi-word vocabulary that is difficult to interpret, making them confused. In addition Sari (2023) stating that Students are difficult to understanding the meaning of new words because English is a foreign language and the students do not familiar with the word.

In this study, it was found that the most dominant difficulty faced by eighth grade students of MTsN 3 Pesisir Selatan in learning English vocabulary was pronunciation, where students had difficulty in pronouncing new vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aims to examine the process of teaching English vocabulary, specifically to identify the techniques used by teachers in teaching vocabulary to eighth-grade students at MTsN 3 Pesisir Selatan and to determine the most dominant difficulties students face in learning vocabulary. In this section, the researcher draws answers to the vocabulary teaching process for grade 8 students of MTsN 3 Pesisir Selatan by finding out the techniques used by the teacher, and the dominant difficulties in learning vocabulary at the eighth grade students.

The first is the vocabulary teaching process for grade 8 students of MTsN 3 Pesisir Selatan. In this case, the teacher uses the curriculum *merdeka* in the teaching and learning process, class activities consist of opening the class, core activities, and closing. Based on data analysis, Researchers found that teachers teach vocabulary in various ways or techniques., namely 1) techniques of presentation (verbal techniques) which relate to the way of presenting the word form and the word meaning, 2) techniques of practice (repetition) as the way to get the students practice their vocabulary knowledge, and 3) techniques of training (dictionary use) as the way to get the students have their ownership in learning vocabulary. These techniques were used by the teacher in order for the students to involve into the learning and finally understand the lesson well. At last, the result of the use of vocabulary teaching techniques can be seen from the students' involvement during the teaching-learning and the students good retention of word.

In addition, this study identified several difficulties faced by students in learning vocabulary, namely in the aspects of pronunciation (69.6%), spelling (66.3%), grammar (64.5%), and meaning (57.5%). So, the most dominant difficulty faced by eighth grade students of MTsN 3 Pesisir Selatan in learning English vocabulary is pronunciation. Students have difficulty in pronouncing new vocabulary. Although teachers use repetition techniques to help students pronounce vocabulary, many students still have difficulty pronouncing vocabulary correctly. Many students find it difficult to pronounce English vocabulary clearly and often make mistakes in pronouncing vocabulary. They also feel confused when faced with vocabulary that has a similar sound, making their understanding of pronunciation even more difficult. Therefore, it is important for teachers to provide other techniques that can help students pronounce vocabulary such as games, flashcards, and picture, and teachers can also provide more in-depth exercises that involve pronouncing the vocabulary being learned, such as exercises through audio recordings or using video-based learning methods that allow students to listen and imitate the correct pronunciation.

B. Suggestion

Based on the findings and discussion there are some suggestions, the following suggestions can be put forward to improve the quality of teaching and learning vocabulary:

1. For Teacher

Teachers are advised to increase the use of varied and interactive techniques in teaching vocabulary. For example, by adding game techniques to

practice pronunciation and spelling in a more fun way. In addition, the use of audio-visual media such as learning videos or interactive applications can help students understand the pronunciation and meaning of words more effectively.

2. For Students

Students are advised to be more active in practicing pronunciation of new vocabulary by utilizing technology, such as digital dictionary applications equipped with audio features. In addition, getting used to reading English texts and writing down new vocabulary found, as well as practicing using it in sentences, can strengthen their understanding and increase their vocabulary.

3. For Further Researchers

Further researchers are advised to further examine vocabulary teaching techniques that are specific to aspects that are considered difficult by students, such as pronunciation. In addition, research on the use of application-based learning technology or digital platforms can also be a useful focus of study to improve student learning outcomes.

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APPENDICES

Appendix.1 Field Notes Observation Results and Observation Checklist

Tanggal : 1 Oktober 2024

Waktu : 07.15-8.35

OBSERVATION RESULTS

On Tuesday, October 1, 2024, the researcher conducted an observation in class 8.4 which took place from 07.15 to 08.35 with the English teacher, Mrs. Refni Gusmiyanti. The material taught at this meeting included suggestion, obligation, and prohibition. The activity began with the teacher entering the class and greeting the students. The teacher greeted, "Good morning, students?" which was then answered by the students with, "*Good morning, teacher.*" After that, the teacher checked the students' attendance by asking, "*Is anybody absent today?*" The students answered with, "*Hadir semua, bu.*" Next, the teacher checked the students' readiness to learn by asking, "*Are you ready to study now?*" and the students answered in unison, "*Yes, ma'am.*"

Then in the main activity, the teacher explained the material about suggestion, obligation, and prohibition one by one. The teacher explained new words such as should, has to, have to, must, and don't along with example sentences. The teacher told the students that these words were new vocabulary that the students had to understand. During the explanation, students listen carefully. The teacher also provides assistance by translating new words that students do not yet understand. For example, the teacher gives an example of the sentence "You should study hard before exam" and explains that the word "*before*" means "*sebelum.*" And another

example of the obligation material, the teacher gives an example of the sentence "We have to arrive at school at 7.15" and the teacher says that the word "*arrive*" means "*datang*." After understanding the meaning of the words, students are asked to write down the new vocabulary in their notebooks.

Next, the teacher trains students in pronouncing the vocabulary correctly. The teacher instructs students to repeat the pronunciation of the word suggestion by saying, " *Suggestion, coba ulangi cara bacanya, yaitu suggestion,*" and the students follow the teacher's pronunciation. After that, the teacher asks students to open their respective dictionaries to find the meaning of the new vocabulary. The teacher says, "*Silahkan buka kamusnya dan cari artinya dikamus,*" and students start looking for the meaning of the word in the dictionary. Some students are asked to come to the front of the class to read the vocabulary they find, while other friends are asked to follow the pronunciation of the vocabulary read by their friends.

In the closing activity, the teacher reviews the material that has been studied during the lesson and provides information about the material that will be discussed in the next meeting. In closing, the teacher thanks the students for their attention and participation in the learning. The teacher closes the learning by leading the students to read Hamdalah together before the class is dismissed.

Observation Checklist

No	Vocabulary Teaching Techniques		√	Notes
1.	Techniques of presentation	Visual	-	The teacher is not seen using visual techniques such as using pictures, flash cards, real objects
		Verbal	√	The teacher explains the material suggestion, obligation, and prohibition to students in this material there is new vocabulary that must be mastered by students, then the teacher explains the vocabulary that is new to the students, the teacher explains well and quite clearly. Then the teacher translates the new vocabulary into their mother tongue, so that students understand the meaning of the words they are learning.
2.	Techniques of practice	Using games	-	teachers do not use game techniques in teaching vocabulary
		Repetition	√	The teacher repeats words and students follow the teacher by repeating the words spoken by the teacher. It can be seen that this repetition of words helps students to know how to pronounce the newly learned vocabulary.
3	Techniques of training	Asking for others	-	The teacher is not seen asking students to form groups to work on assignments together.
		Use dictionary	√	The teacher asks students to open a dictionary to look for the meaning of words they don't know, and also to translate words from Indonesian to English.

Appendix.2 Result of Interview

Interview Transcript

Day/Date : 2 Oktober 2024

Time : 10:30

Place : MTsN 3 Pesisir Selatan

Teacher : Refni Gusmiyanti S.Pd.

Researcher : Tari Yulia Putri

No	Pertanyaan	Jawaban
1.	Apa kurikulum yang ibu gunakan dalam pembelajaran kosakata di kelas 8 bu?	Untuk kurikulum yang ibu gunakan di tahun 2024-2025, ibu sudah memakai Kurikulum Merdeka.
	menurut ibu apakah pembelajaran kosakata itu penting bu?	Sangat penting, karena kita belajar bahasa asing (<i>foreign language</i>). Otomatis anak-anak itu perlu mengetahui kosakata baru. Makanya di sini ibu katakan penting untuk pembelajaran kosakata.
2	apakah dalam pembelajaran bahasa Inggris seperti materi-materi lainnya Ibu juga mengajarkan kosakata di dalam materi tersebut kepada siswa?	Iya, setiap materi yang ibu ajarkan kepada siswa, mulai dari bab 1, KD-nya sampai terakhir, semuanya berkaitan dengan kosakata. Contohnya, di bab 1 kosakatanya lain lagi, di bab 2 lain lagi. Jadi otomatis setiap materi ibu menambahkan kosakata baru kepada peserta didik.
3	Media apa saja yang biasa ibu gunakan dalam pembelajaran kosakata?	Dalam pembelajaran kosakata, ibu lebih sering menggunakan media visual. Contohnya memakai buku

		paket, buku perpustakaan, kemudian dengan menggunakan kamus,
4	ketika observasi kemarin ibu kan mengajar kosakata di dalam kelas Kemudian saya menemukan ada 4 teknik yaitu <i>explanation</i> , <i>translation</i> , <i>repetition</i> dan juga use <i>dictionary</i> Apakah alasan ibu dalam menggunakan 4 teknik itu?	Iya, untuk teknik yang ibu pakai dalam pembelajaran kosakata ada 4: pertama, teknik <i>explanation</i> , setiap kosakata baru yang diajarkan perlu dijelaskan kepada siswa terlebih dahulu agar mereka paham terhadap kosakata yang dipelajari. Kedua, teknik <i>translation</i> , setiap kosakata baru yang ibu ajarkan kepada siswa itu perlu mereka ketahui artinya sehingga ibu menterjemahkan kata tersebut agar siswa dapat mengetahui arti dari kosakata baru tersebut. Ketiga, <i>repetition</i> atau pengulangan kata dilakukan agar siswa tahu cara membaca dan pelafalan yang benar, serta membantu siswa mengingat kosakata baru. Terakhir, penggunaan kamus setiap kosakata yang tidak diketahui siswa ibu anjurkan untuk membuka kamus agar siswa dapat mengetahui secara mandiri kosakata yang mereka tidak ketahui artinya.
5	dari, empat teknik tadi itu Apakah ibu sering menggunakannya di dalam kelas, Bu?	Ya, sering. Mungkin bisa dikatakan <i>usually</i> ya, karena setiap siswa berhadapan dengan bahasa asing. Maka, keempat teknik ini sering ibu gunakan supaya mereka lebih tahu

		kosakata baru dan kosakata mereka bertambah. Karena tanpa kosakata, mereka tidak akan mampu berbicara (<i>speech</i>). Tanpa kosakata, mereka juga tidak akan memahami makna dari teks yang mereka pelajari. Makanya itu, menurut ibu, sangat penting. <i>Very, very important</i>
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Appendix.3 Research Instrument Trial Questionnaire

Angket Kesulitan Belajar Kosakata Siswa Kelas 8 di MTsN 3 Pesisir Selatan

Nama :

Kelas :

Hari / tanggal :

Petunjuk :

1. Tulislah identitasmu pada lembar jawaban yang telah disediakan!
2. Berilah tanda check list (✓) pada pernyataan-pernyataan dibawah ini sesuai dengan pendapatmu!
3. Alternatif jawaban dari pernyataan tersebut menggunakan skala jawaban sebagai berikut :

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Aspek	Pernyataan	Skala			
			SS	S	TS	STS
1.	Pronunciation	1. Saya dapat mengucapkan kosakata bahasa inggris dengan				

No	Aspek	Pernyataan	Skala			
			SS	S	TS	STS
		jelas.				
		2. Saya sering membuat kesalahan pengucapan pada kosakata bahasa inggris.				
		3. Saya mudah memahami cara pengucapan kosakata baru setelah penjelasan guru.				
		4. Saya sering merasa bingung dengan pengucapan kosakata yang mirip.				
		5. Saya mampu meniru pengucapan kosakata bahasa inggris dengan baik setelah mendengarkan contoh.				
2.	Spelling	6. Saya dapat mengeja kosakata bahasa inggris dengan benar.				
		7. Saya sering melakukan kesalahan dalam mengeja kosakata bahasa inggris.				
		8. Saya mampu mengeja kosakata baru setelah berlatih beberapa kali				
		9. saya merasa kesulitan saat menulis kosakata baru sesuai ejaan yang benar.				
		10. Saya sering mengingat ejaan kosakata dengan mudah setelah latihan.				
3.	Grammar	11. Saya menggunakan kosakata baru dengan struktur kalimat yang benar.				
		12. Saya kesulitan memahami perbedaan antara kata benda (noun), kata kerja (verb)				
		13. Saya dapat menggunakan kata ganti orang (iam, she, he, it,you, they, we) dengan benar dalam kalimat.				
		14. Saya bingung dengan kosakata yang memiliki bentuk berbeda namun memiliki arti yang sama				
		15. Saya kesulitan mengenali kata sifat (adjective) dalam kalimat.				
4.	Meaning	16. Saya memahami makna/arti dari kosakata bahasa inggris dengan baik.				

No	Aspek	Pernyataan	Skala			
			SS	S	TS	STS
		17. Saya sering bingung dengan makna/arti dari kosakata bahasa inggris yang dipelajari.				
		18. Saya mudah mengingat arti kata-kata setelah beberapa waktu.				
		19. Saya merasa kesulitan dalam menghubungkan kosakata baru dengan maknanya dalam konteks.				
		20. Saya dapat menjelaskan makna/arti dari kosakata bahasa inggris dengan tepat setelah belajar.				

Appendix.4 Tabulation of Trial Data on Questionnaire Instruments

No	Nama																						
		p1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	total skor	
1.	AM	3	4	4	2	4	3	3	1	4	4	4	3	1	3	3	3	3	1	3	4	60	
2.	NR	1	2	3	2	3	2	3	3	3	3	3	2	3	2	3	3	2	3	2	3	51	
3.	KRA	3	3	4	2	3	3	3	3	2	4	3	2	3	2	3	4	3	3	3	3	59	
4.	NNN	2	2	1	2	3	2	2	4	1	1	3	2	2	2	3	1	1	3	1	2	40	
5.	ASQ	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	79	
6.	FR	4	4	4	4	4	4	4	4	4	3	3	4	4	3	4	4	3	4	4	4	76	
7.	AN	3	2	3	1	3	3	2	3	3	3	3	2	3	2	3	3	2	3	2	3	52	
8.	PTM	4	2	4	2	4	4	3	3	3	4	3	3	3	3	3	3	3	3	3	3	63	
9.	RPI	3	3	4	2	4	3	3	3	3	4	4	4	4	4	3	3	3	4	4	3	68	
10.	ARA	4	3	3	3	4	3	3	4	2	3	3	3	3	4	3	4	3	3	3	3	64	
11.	DL	2	2	3	1	4	3	3	3	3	4	3	2	4	2	2	2	2	3	1	3	52	
12.	JCA	3	2	4	2	4	3	3	4	2	4	3	3	3	2	3	4	3	3	2	4	61	
13.	NY	2	2	3	2	3	3	2	3	3	3	3	2	2	2	2	3	2	3	2	3	50	
14.	MRA	4	3	4	3	4	4	3	4	3	4	4	3	4	3	4	4	3	4	3	4	72	
15.	CO	3	2	3	2	3	3	2	3	2	3	3	2	3	2	3	3	2	3	2	3	52	
16.	KN	2	3	2	3	4	2	3	4	3	4	4	3	4	1	2	2	1	4	3	4	58	
17.	AQAS	2	4	4	2	2	3	3	3	4	3	3	3	4	2	3	4	3	4	3	3	62	
18.	CDS	3	2	3	2	2	3	2	3	2	3	3	2	3	2	4	4	2	2	2	3	52	
19.	ENB	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60	
20.	SZ	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	4	3	3	2	3	58	
21.	HS	3	2	3	2	3	3	2	3	2	3	4	2	3	1	2	3	2	3	1	3	50	
22.	AF	3	2	3	2	4	3	2	3	2	4	3	2	3	2	3	3	2	3	2	3	54	
23.	LPA	2	2	2	3	2	3	3	3	2	3	3	2	2	2	3	2	1	2	2	2	46	
24.	SS	2	2	3	2	3	3	2	3	3	3	3	2	3	3	3	2	2	3	2	2	51	
25.	RK	2	3	3	2	2	2	2	3	2	3	2	3	2	3	2	2	2	2	3	3	48	
26.	CDK	3	1	3	2	3	2	2	3	2	3	3	2	3	2	3	3	2	3	2	3	50	
27.	fzr	3	3	3	3	3	3	3	2	3	2	2	3	3	3	3	3	3	3	3	3	57	
28.	FSA	3	2	3	2	3	3	2	3	2	3	3	2	3	2	3	3	2	3	2	3	52	
29.	RFA	2	2	2	1	2	2	1	4	1	4	2	1	2	2	3	2	1	4	1	4	43	
30.	SA	3	2	3	2	4	3	2	3	3	4	2	2	2	3	3	3	2	3	3	3	55	

Appendix.5 Pilot Test Validity Result

		Correlations																				TOTAL	
		P01	P02	P03	P04	P05	P06	P07	P08	P09	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20		
P01	Pearson Correlation	1	.248	.548*	.455*	.523*	.246	.360	.140	.213	.245	.264	.496*	.284	.514*	.554*	.621*	.657*	.157	.587*	.381*	.706*	
	Sig. (2-tailed)		.187	.002	.016	.033	<.001	.050	.481	.259	.182	.159	.005	.126	.004	.001	<.001	<.001	.407	.004	.038	<.001	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
P02	Pearson Correlation	.248	1	.452*	.510*	.182	.323	.591*	-.109	.812*	.181	.243	.671*	.126	.425*	.212	.379	.560*	.176	.487*	.413*	.633*	
	Sig. (2-tailed)		.187	.012	.004	.382	.001	<.001	.566	<.001	.586	.198	<.001	.252	.019	.281	.339	.001	.476	.001	.023	<.001	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
P03	Pearson Correlation	.548*	.452*	1	.187	.384*	.669*	.538*	-.194	.811*	.524*	.382	.581*	.373*	.434*	.351	.751*	.881*	.119	.828*	.452*	.761*	
	Sig. (2-tailed)		.002	.012		.322	.031	<.001	.002	.369	<.001	.083	.195	<.001	.036	.017	.057	<.001	.533	<.001	.012	<.001	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
P04	Pearson Correlation	.455*	.510*	.187	1	.245	.442	.656*	.284	.400*	-.583*	.277	.636*	.321	.437*	.442	.388*	.451*	.234	.828*	.238	.840*	
	Sig. (2-tailed)		.010	.004	.322		.157	.014	<.001	.159	.029	.829	.139	<.001	.084	.016	.015	.334	.012	.214	<.001	.263	<.001
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
P05	Pearson Correlation	.523*	.182	.384*	.245	1	.444*	.491*	.134	.385*	.465*	.440	.486*	.324	.350*	.105	.221	.417*	.242	.384*	.420*	.604*	
	Sig. (2-tailed)		.003	.002	.001	.157		.014	.008	.480	.036	.018	.013	.006	.081	.058	.581	.012	.322	.198	.036	.001	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
P06	Pearson Correlation	.246	.323	.591*	.442*	.444*	1	.534*	.030	.531*	.383	.318	.485*	.391*	.452*	.534*	.590*	.676*	.182	.473*	.235	.739*	
	Sig. (2-tailed)		<.001	.001	<.001	.014	.014		.002	.873	.003	.184	.397	.007	.036	.012	.003	<.001	.035	.008	.212	<.001	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
P07	Pearson Correlation	.360	.591*	.538*	.650*	.491*	.534*	1	.091	.843*	.218	.424	.799*	.552*	.397*	.326	.404	.625*	.211	.899*	.332	.793*	
	Sig. (2-tailed)		.050	<.001	.002	<.001	.034	.302		.631	<.001	.266	.828	<.001	.005	.030	.079	.827	<.001	.264	<.001	.073	<.001
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
P08	Pearson Correlation	.140	-.109	-.194	.284	.134	.030	.001	1	-.274	.836	.891	.199	.423*	-.023	.267	.355*	-.117	.667*	-.010	.217	.187*	
	Sig. (2-tailed)		.481	.566	.303	.159	.488	.873	.691		.142	.842	.749	.568	.018	.805	.271	.773	.538	<.001	.957	.248	.197
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
P09	Pearson Correlation	.213	.812*	.811*	.400*	.385*	.531*	.643*	-.274	1	.261	.348	.612*	.379	.392*	.382	.388*	.600*	.169	.834*	.333	.680*	
	Sig. (2-tailed)		.259	<.001	<.001	.029	.036	.003	<.001	.142		.163	.001	<.001	.044	.022	.285	.334	<.001	.373	<.001	.072	<.001
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
P10	Pearson Correlation	.245	.101	.524*	-.693	.465*	.383	.210	.036	.261	1	.288	.168	.212	.114	.828*	.345	.259	.170	.290	.584*	.436*	
	Sig. (2-tailed)		.192	.096	.003	.625	.018	.194	.266	.842	.163		.125	.375	.201	.549	.888	.128	.147	.368	.118	<.001	.818
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
P11	Pearson Correlation	-.244	.243	.302	.277	.445*	.318	.424	.001	.546	.288	1	.434	.332	.005	.113	.214	.280	.160	.216	.283	.454*	
	Sig. (2-tailed)		.158	.196	.105	.138	.013	.087	.020	.749	.061	.125		.027	.032	.879	.551	.235	.165	.400	.251	.136	.018
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
P12	Pearson Correlation	.496*	.677*	.591*	.639*	.486*	.485*	.739*	.109	.812*	.188	.454*	1	.492*	.489*	.267	.379*	.684*	.273	.852*	.413*	.839*	
	Sig. (2-tailed)		.005	<.001	<.001	<.001	.004	.007	<.001	.566	<.001	.375	.827		.010	<.001	.111	.838	<.001	.145	<.001	.023	<.001
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
P13	Pearson Correlation	.284	.216	.379*	.321	.324	.381*	.562*	.429*	.370*	.212	.362*	.412*	1	.086	.241	.382*	.377*	.721*	.338	.247	.605*	
	Sig. (2-tailed)		.129	.252	.036	.064	.381	.038	.005	.018	.544	.281	.032	.010		.854	.208	.822	.040	<.001	.068	.168	<.001
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
P14	Pearson Correlation	.514*	.425	.434	.437*	.379	.452*	.337*	-.023	.302*	.114	.335	.606*	.065	1	.437*	.334	.664*	.069	.863*	.088	.804*	
	Sig. (2-tailed)		.004	.019	.017	.016	.059	.012	.030	.905	.542	.188	<.001	.084		.016	.182	<.001	.719	<.001	.843	<.001	
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
P15	Pearson Correlation	.554*	.212	.361	.442*	.185	.524*	.328	.207	.202	.826	.113	.397	.241	.437*	1	.539*	.418*	.185	.393	.232	.531*	
	Sig. (2-tailed)		.001	.261	.067	.016	.581	.003	.079	.271	.268	.889	.551	.111	.200	.018		.882	.016	.327	.032	.218	.003
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
P16	Pearson Correlation	.627*	.379*	.751*	.389*	.221	.590*	.484	.095	.389*	.283	.214	.378	.382*	.354	.539*	1	.769*	.181	.475*	.436*	.694*	
	Sig. (2-tailed)		<.001	.039	<.001	.034	.241	<.001	.027	.773	.034	.178	.255	.039	.032	.102	.002		<.001	.339	.008	.016	<.001
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
P17	Pearson Correlation	.657*	.598*	.851*	.451*	.417*	.676*	.825*	-.117	.893*	.259	.269	.864*	.377*	.884*	.436	.769*	1	.153	.871*	.372*	.834*	
	Sig. (2-tailed)		<.001	.001	<.001	.012	.022	<.001	<.001	.538	<.001	.167	.185	<.001	.040	<.001	.016	<.001		.418	<.001	.043	<.001
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
P18	Pearson Correlation	.157	.136	.118	.294	.242	.182	-.211	.687*	.169	.170	.163	.273	.721*	.069	.185	.181	.153	1	.240	.326	.436*	
	Sig. (2-tailed)		.407	.472	.533	.214	.198	.335	.264	<.001	.373	.388	.481	.145	<.001	.718	.337	.338	.418		.201	.079	.018
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
P19	Pearson Correlation	.567*	.687*	.828*	.829*	.384	.473*	.686*	-.010	.834*	.282	.214	.852*	.338	.889*	.360*	.475*	.671*	.240	1	.370	.819*	
	Sig. (2-tailed)		.001	<.001	<.001	<.001	.336	.008	<.001	.957	<.001	.118	.252	<.001	.008	<.001	.632	.898	<.001	.201		.244	<.001
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
P20	Pearson Correlation	.381*	.473	.452*	.238	.429*	.225	.332	.217	.333	.584*	.283	.413	.247	.086	.232	.436*	.372	.326	.370	1	.073*	
	Sig. (2-tailed)		.038	.029	.012	.003	.021	.212	.073	.248	.072	<.001	.133	.023	.188	.643	.218	.016	.043	.079	.044		<.001
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
TOTAL	Pearson Correlation	.706*	.633*	.767*	.849*	.604*	.736*	.783*	.191	.893*	.426*	.464*	.836*	.635*	.834*	.531*	.699*	.834*	.435*	.819*	.573*	1	
	Sig. (2-tailed)		<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	.019	.018	<.001	<.001	<.001	.063	<.001	<.001	.018	<.001	<.001		<.001
	N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	

Appendix.6 Pilot Test Reliability Result

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.921	20

Appendix.7 Research Instrument Questionnaire

Angket Kesulitan Belajar Kosakata Siswa Kelas 8 di MTsN 3 Pesisir Selatan

Nama :

Kelas :

Hari / tanggal :

Petunjuk :

1. Tulislah identitasmu pada lembar jawaban yang telah disediakan!
2. Berilah tanda check list (√) pada pernyataan-pernyataan dibawah ini sesuai dengan pendapatmu!
3. Alternatif jawaban dari pernyataan tersebut menggunakan skala jawaban sebagai berikut :

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Aspek	Pernyataan	Skala			
			SS	S	TS	STS
1.	Pronunciation	1. Saya dapat mengucapkan kosakata bahasa inggris dengan jelas.				
		2. Saya sering membuat kesalahan pengucapan pada kosakata bahasa inggris.				
		3. Saya mudah memahami cara pengucapan kosakata baru setelah penjelasan guru.				
		4. Saya sering merasa bingung dengan pengucapan kosakata yang mirip.				
		5. Saya mampu meniru pengucapan kosakata				

		bahasa inggris dengan baik setelah mendengarkan contoh.				
6.	Spelling	6. Saya dapat mengeja kosakata bahasa inggris dengan benar.				
		7. Saya sering melakukan kesalahan dalam mengeja kosakata bahasa inggris.				
		8. saya merasa kesulitan saat menulis kosakata baru sesuai ejaan yang benar.				
		9. Saya sering mengingat ejaan kosakata dengan mudah setelah latihan.				
5.	Grammar	10. Saya menggunakan kosakata baru dengan struktur kalimat yang benar.				
		11. Saya kesulitan memahami perbedaan antara kata benda (noun), kata kerja (verb)				
		12. Saya dapat menggunakan kata ganti orang (iam, she, he, it,you, they, we) dengan benar dalam kalimat.				
		13. Saya bingung dengan kosakata yang memiliki bentuk berbeda namun memiliki arti yang sama				
		14. Saya kesulitan mengenali kata sifat (adjective) dalam kalimat.				
6.	Meaning	15. Saya memahami makna/arti dari kosakata bahasa inggris dengan baik.				
		16. Saya sering bingung dengan makna/arti dari kosakata bahasa inggris yang dipelajari.				
		17. Saya mudah mengingat arti kata-kata setelah beberapa waktu.				
		18. Saya merasa kesulitan dalam menghubungkan				

		kosakata baru dengan maknanya dalam konteks.				
		19. Saya dapat menjelaskan makna/arti dari kosakata bahasa inggris dengan tepat setelah belajar.				

Appendix.8 Tabulation of Questionnaire Data on the Difficulties of Eighth Grade Students in Learning English Vocabulary at MTsN 3 Pesisir Selatan

Data Questionnaire Student's Difficulties in Learning Vocabulary																					
No	Name	p1p	p2n	p3p	p4n	p5p	p6p	p7n	p8n	p9p	p10p	p11n	p12p	p13n	p14p	p15p	p16n	p17p	p18n	p19p	Total
1.	LR	2	2	2	2	1	2	2	2	1	1	2	2	2	2	2	2	2	2	3	33
2.	G.M	2	3	2	3	2	2	3	2	3	3	2	3	2	3	3	2	3	2	3	45
3.	F.R.	2	2	3	2	3	3	2	2	3	3	2	3	2	3	3	2	3	2	3	45
4.	A	2	2	2	2	2	2	3	2	3	3	2	3	2	3	3	2	3	2	3	43
5.	C.P.S.	2	2	3	2	3	3	2	2	3	3	2	3	2	3	3	2	3	2	3	45
6.	C.S.	2	2	3	2	3	2	2	2	3	3	2	2	3	3	3	2	3	3	3	45
7.	RA	2	1	2	2	1	2	2	2	2	2	2	2	2	1	1	2	2	2	1	32
8.	H.P.D	2	2	3	2	3	3	2	2	2	2	2	3	2	3	2	2	3	2	3	42
9.	S.N.	2	2	2	1	2	1	1	2	2	2	2	2	2	2	2	2	2	2	2	33
10.	A.Z	2	2	3	2	3	3	2	2	3	2	2	3	2	3	2	3	3	2	2	44
11.	O.W	2	2	2	2	2	1	2	2	1	2	2	2	1	2	1	1	2	1	1	30
12.	W.G	2	1	2	1	3	3	2	3	3	3	2	2	1	4	3	1	4	2	3	42
13.	MA.	2	2	2	2	1	2	1	2	2	2	2	2	2	2	3	2	2	4	4	37
14.	N.A.	2	2	3	2	3	3	2	2	3	3	2	2	2	2	2	3	3	2	3	43
15.	A.D.M	2	1	2	1	2	2	2	1	2	3	2	2	1	2	2	1	1	2	2	31
16.	W.	2	1	1	1	2	1	1	1	1	1	1	1	2	2	2	1	2	2	1	25
17.	A.A.P.	2	3	3	1	2	3	1	2	3	2	3	2	1	4	3	3	3	1	3	42
18.	P.A.	2	2	2	2	3	2	2	3	3	3	2	3	3	3	2	2	2	2	3	43
19.	A.I.S	2	2	2	2	3	2	2	2	3	3	2	3	2	3	3	2	3	2	3	43
20.	A.S.	2	2	3	2	3	2	2	1	3	2	2	3	2	2	2	2	3	2	4	40
21.	N.W.	2	2	3	2	2	2	2	1	2	3	1	2	2	2	3	1	1	1	2	34
22.	S.S	2	2	2	2	3	2	2	3	3	2	3	3	2	2	3	2	2	3	2	43
23.	R.A.P	2	2	2	2	2	2	2	1	3	2	2	2	2	2	2	1	2	2	1	35
24.	V.A.E	2	2	2	2	3	2	2	3	3	2	3	3	3	3	2	3	3	3	3	46
25.	R.F.	2	2	2	2	3	2	2	2	3	2	2	3	2	2	2	2	3	2	1	40
26.	R.H	2	1	2	2	2	1	1	1	1	2	1	2	2	1	1	1	2	1	1	26
27.	A.M	3	4	4	3	3	4	3	3	3	4	3	4	2	4	4	3	3	3	4	60
28.	M.A.A.	3	4	3	3	3	3	3	3	4	4	4	4	4	4	3	3	4	4	4	63
29.	C.S	1	2	2	2	3	2	2	2	3	2	2	1	1	2	2	2	1	1	1	33
30.	T.P.	2	3	3	3	2	3	3	2	3	2	3	2	2	3	2	2	2	2	3	44
31.	D.O.N	2	2	3	2	2	1	2	2	3	3	3	2	2	1	1	1	3	3	4	38
32.	O.G.N	2	2	2	3	3	3	3	2	3	3	2	3	2	2	2	2	2	2	2	43
33.	A.Q	3	2	2	2	3	2	2	2	4	4	3	2	2	2	3	2	2	2	4	44
34.	R	2	2	2	3	2	2	2	2	3	3	2	2	2	2	1	2	2	3	3	39
35.	F.M	2	2	2	1	3	2	2	2	2	2	2	2	3	3	2	2	2	2	2	38
36.	Z.V.A.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	72
37.	Y	3	2	2	3	3	3	2	2	2	3	2	2	2	3	2	2	3	2	2	43
38.	MA	2	2	2	2	3	2	1	1	3	2	2	1	1	2	2	2	2	2	1	34
39.	C.D.L	3	2	2	2	3	2	2	2	2	2	2	2	2	3	2	2	3	2	3	40
40.	S.A.	3	2	3	3	3	3	2	2	2	3	2	2	2	3	3	2	3	3	3	46
	Total	87	84	96	84	102	91	82	81	105	102	88	96	82	102	93	80	101	88	103	1644

Appendix.9 Validity Test of Questionnaire

		Correlations																			
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	TOTALP
P1	Pearson Correlation	1	.527 ^{**}	.427 ^{**}	.557 ^{**}	.368 ^{**}	.485 ^{**}	.493 ^{**}	.452 ^{**}	.240	.557 ^{**}	.521 ^{**}	.427 ^{**}	.503 ^{**}	.440 ^{**}	.481 ^{**}	.452 ^{**}	.508 ^{**}	.514 ^{**}	.497 ^{**}	.682 ^{**}
	Sig. (2-tailed)		<.001	.007	<.001	.013	.002	.002	.003	.136	<.001	<.001	.006	<.001	.004	.004	.003	.001	<.001	.002	<.001
	N		40	43	43	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
P2	Pearson Correlation	.527 ^{**}	1	.552 ^{**}	.425 ^{**}	.310	.573 ^{**}	.612 ^{**}	.541 ^{**}	.537 ^{**}	.475 ^{**}	.738 ^{**}	.603 ^{**}	.678 ^{**}	.612 ^{**}	.594 ^{**}	.582 ^{**}	.429 ^{**}	.426 ^{**}	.526 ^{**}	.810 ^{**}
	Sig. (2-tailed)	<.001		<.001	<.001	.252	<.001	<.001	<.001	<.001	.003	<.001	<.001	.002	<.001	<.001	<.001	.008	.006	<.001	<.001
	N		40	43	43	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
P3	Pearson Correlation	.427 ^{**}	.552 ^{**}	1	.443 ^{**}	.371 ^{**}	.691 ^{**}	.457 ^{**}	.544 ^{**}	.419 ^{**}	.430 ^{**}	.489 ^{**}	.523 ^{**}	.311	.436 ^{**}	.467 ^{**}	.537 ^{**}	.404 ^{**}	.310	.554 ^{**}	.690 ^{**}
	Sig. (2-tailed)	.007	<.001		.024	.016	<.001	.003	.018	.007	.001	.001	.051	.003	.002	.002	<.001	.001	.051	<.001	<.001
	N		40	43	43	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
P4	Pearson Correlation	.557 ^{**}	.425 ^{**}	.443 ^{**}	1	.270	.587 ^{**}	.768 ^{**}	.393 ^{**}	.318	.493 ^{**}	.434 ^{**}	.462 ^{**}	.436 ^{**}	.325	.335	.445 ^{**}	.308	.493 ^{**}	.519 ^{**}	.546 ^{**}
	Sig. (2-tailed)	<.001	<.001	.004		.281	<.001	<.001	.001	.016	.001	.008	.002	.003	.163	.143	.004	.008	.002	.036	<.001
	N		40	43	43	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
P5	Pearson Correlation	.368 ^{**}	.310	.371 ^{**}	.270	1	.582 ^{**}	.350 ^{**}	.427 ^{**}	.510 ^{**}	.450 ^{**}	.323 ^{**}	.417 ^{**}	.332 ^{**}	.586 ^{**}	.348 ^{**}	.445 ^{**}	.474 ^{**}	.188	.291	.654 ^{**}
	Sig. (2-tailed)	.013	.062	.014	.031		<.001	.027	.008	<.001	.004	.048	.007	.038	<.001	.013	.004	.001	.267	.218	<.001
	N		40	43	40	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
P6	Pearson Correlation	.485 ^{**}	.573 ^{**}	.691 ^{**}	.587 ^{**}	.582 ^{**}	1	.358 ^{**}	.504 ^{**}	.491 ^{**}	.495 ^{**}	.444 ^{**}	.532 ^{**}	.224	.710 ^{**}	.687 ^{**}	.564 ^{**}	.517 ^{**}	.306	.426 ^{**}	.730 ^{**}
	Sig. (2-tailed)	.002	<.001	<.001	<.001	<.001		<.001	<.001	.001	.003	.001	.003	.154	<.001	<.001	<.001	<.001	.050	.004	<.001
	N		40	43	40	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
P7	Pearson Correlation	.483 ^{**}	.612 ^{**}	.402 ^{**}	.795 ^{**}	.368 ^{**}	.008 [*]	1	.545 ^{**}	.595 ^{**}	.594 ^{**}	.533 ^{**}	.608 ^{**}	.496 ^{**}	.430 ^{**}	.304 ^{**}	.414 ^{**}	.372 ^{**}	.263 ^{**}	.392 ^{**}	.730 ^{**}
	Sig. (2-tailed)	.003	<.001	.001	<.001	.021	<.001		<.001	<.001	<.001	<.001	<.001	.002	.006	.004	.009	.018	.027	.012	<.001
	N		40	43	40	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
P8	Pearson Correlation	.452 ^{**}	.543 ^{**}	.344 ^{**}	.369 ^{**}	.427 ^{**}	.584 ^{**}	.545 ^{**}	1	.471 ^{**}	.436 ^{**}	.787 ^{**}	.608 ^{**}	.513 ^{**}	.594 ^{**}	.441 ^{**}	.528 ^{**}	.543 ^{**}	.554 ^{**}	.476 ^{**}	.759 ^{**}
	Sig. (2-tailed)	.003	<.001	.018	.011	.008	<.001	<.001		.003	.008	<.001	<.001	<.001	<.001	.004	<.001	<.001	<.001	.002	<.001
	N		40	43	40	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
P9	Pearson Correlation	.240	.527 ^{**}	.427 ^{**}	.310	.573 ^{**}	.612 ^{**}	.541 ^{**}	.537 ^{**}	1	.630 ^{**}	.664 ^{**}	.691 ^{**}	.332 ^{**}	.417 ^{**}	.421 ^{**}	.536 ^{**}	.498 ^{**}	.363 ^{**}	.480 ^{**}	.794 ^{**}
	Sig. (2-tailed)	.136	<.001	.007	.019	<.001	.001	<.001	.002		<.001	<.001	.001	.038	.007	.062	<.001	.006	.012	.002	<.001
	N		40	43	40	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
P10	Pearson Correlation	.557 ^{**}	.425 ^{**}	.443 ^{**}	.270	.587 ^{**}	.768 ^{**}	.393 ^{**}	.318	.493 ^{**}	1	.454 ^{**}	.515 ^{**}	.349 ^{**}	.416 ^{**}	.531 ^{**}	.382	.385 ^{**}	.554 ^{**}	.782 ^{**}	
	Sig. (2-tailed)	<.001	.002	.001	.281	<.001	<.001	.001	.006	<.001		.003	<.001	.009	.028	.008	<.001	.008	.014	.011	<.001
	N		40	43	40	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
P11	Pearson Correlation	.521 ^{**}	.527 ^{**}	.427 ^{**}	.557 ^{**}	.368 ^{**}	.485 ^{**}	.493 ^{**}	.452 ^{**}	.240	.557 ^{**}	1	.521 ^{**}	.427 ^{**}	.440 ^{**}	.481 ^{**}	.452 ^{**}	.508 ^{**}	.514 ^{**}	.497 ^{**}	.682 ^{**}
	Sig. (2-tailed)	<.001	<.001	.007	<.001	.013	.002	.002	.003	.136	<.001		<.001	.006	.004	.004	.003	.001	<.001	.002	<.001
	N		40	43	43	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
P12	Pearson Correlation	.427 ^{**}	.552 ^{**}	.443 ^{**}	.371 ^{**}	.691 ^{**}	.457 ^{**}	.544 ^{**}	.419 ^{**}	.430 ^{**}	.489 ^{**}	.523 ^{**}	1	.311	.436 ^{**}	.467 ^{**}	.537 ^{**}	.404 ^{**}	.310	.554 ^{**}	.690 ^{**}
	Sig. (2-tailed)	.007	<.001	.004	.016	<.001	.003	.018	.007	.001	.001	.001		<.001	.003	.002	.002	<.001	.001	.051	<.001
	N		40	43	43	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
P13	Pearson Correlation	.557 ^{**}	.425 ^{**}	.443 ^{**}	.270	.587 ^{**}	.768 ^{**}	.393 ^{**}	.318	.493 ^{**}	.434 ^{**}	.462 ^{**}	.436 ^{**}	.325	.335	.445 ^{**}	.308	.493 ^{**}	.519 ^{**}	.546 ^{**}	
	Sig. (2-tailed)	<.001	.002	.001	.281	<.001	<.001	.001	.006	<.001	.003	.002	.003	.154	.008	.008	<.001	.008	.002	.036	<.001
	N		40	43	40	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
P14	Pearson Correlation	.443 ^{**}	.371 ^{**}	.691 ^{**}	.270	.587 ^{**}	.768 ^{**}	.393 ^{**}	.318	.493 ^{**}	.434 ^{**}	.462 ^{**}	.436 ^{**}	.325	.335	.445 ^{**}	.308	.493 ^{**}	.519 ^{**}	.546 ^{**}	
	Sig. (2-tailed)	.004	<.001	.001	.281	<.001	<.001	.001	.006	<.001	.003	.002	.003	.154	.008	.008	<.001	.008	.002	.036	<.001
	N		40	43	40	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
P15	Pearson Correlation	.443 ^{**}	.371 ^{**}	.691 ^{**}	.270	.587 ^{**}	.768 ^{**}	.393 ^{**}	.318	.493 ^{**}	.434 ^{**}	.462 ^{**}	.436 ^{**}	.325	.335	.445 ^{**}	.308	.493 ^{**}	.519 ^{**}	.546 ^{**}	
	Sig. (2-tailed)	.004	<.001	.001	.281	<.001	<.001	.001	.006	<.001	.003	.002	.003	.154	.008	.008	<.001	.008	.002	.036	<.001
	N		40	43	40	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
P16	Pearson Correlation	.452 ^{**}	.543 ^{**}	.344 ^{**}	.369 ^{**}	.427 ^{**}	.584 ^{**}	.545 ^{**}	1	.471 ^{**}	.436 ^{**}	.787 ^{**}	.608 ^{**}	.513 ^{**}	.594 ^{**}	.441 ^{**}	.528 ^{**}	.543 ^{**}	.554 ^{**}	.476 ^{**}	.759 ^{**}
	Sig. (2-tailed)	.003	<.001	.018	.011	.008	<.001	<.001		.003	.008	<.001	<.001	<.001	<.001	.004	<.001	<.001	<.001	.002	<.001
	N		40	43	40	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
P17	Pearson Correlation	.521 ^{**}	.527 ^{**}	.427 ^{**}	.557 ^{**}	.368 ^{**}	.485 ^{**}	.493 ^{**}	.452 ^{**}	.240	.557 ^{**}	.521 ^{**}	.427 ^{**}	.503 ^{**}	.440 ^{**}	.481 ^{**}	.452 ^{**}	.508 ^{**}	.514 ^{**}	.497 ^{**}	.682 ^{**}
	Sig. (2-tailed)	<.001	<.001	.007	<.001	.013	.002	.002	.003	.136	<.001	<.001	.006	.004	.004	.003	.001	<.001	.002	.002	<.001
	N		40	43	43	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
P18	Pearson Correlation	.427 ^{**}	.552 ^{**}	.443 ^{**}	.371 ^{**}	.691 ^{**}	.457 ^{**}	.544 ^{**}	.419 ^{**}	.430 ^{**}	.489 ^{**}	.523 ^{**}	.311	.436 ^{**}	.467 ^{**}	.537 ^{**}	.404 ^{**}	.310	.554 ^{**}	.690 ^{**}	
	Sig. (2-tailed)	.007	<.001	.004	.016	<.001	.003	.018	.007	.001	.001	.001		<.001	.003	.002	.002	<.001	.001	.051	<.001
	N		40	43	43	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
P19	Pearson Correlation	.443 ^{**}	.371 ^{**}	.691 ^{**}	.270	.587 ^{**}	.768 ^{**}	.393 ^{**}	.318	.493 ^{**}	.434 ^{**}	.462 ^{**}	.436 ^{**}	.325	.335	.445 ^{**}	.308	.493 ^{**}	.519 ^{**}	.546 ^{**}	
	Sig. (2-tailed)	.004	<.001	.001	.281	<.001	<.001	.001	.006	<.001	.003	.002	.003	.154	.008	.008	<.001	.008	.002	.036	<.001
	N		40	43	40	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
P20	Pearson Correlation	.452 ^{**}	.543 ^{**}	.344 ^{**}	.369 ^{**}	.427 ^{**}	.584 ^{**}	.545 ^{**}	1	.471 ^{**}	.436 ^{**}	.787 ^{**}	.608 ^{**}	.513 ^{**}	.594 ^{**}	.441 ^{**}	.528 ^{**}	.543 ^{**}	.554 ^{**}	.476 ^{**}	.759 ^{**}
	Sig. (2-tailed)	.003	<.001	.018	.011	.008	<.001	<.001		.003	.008	<.001	<.001	<.001	<.001	.004	<.001	<.001	<.001	.002	<.001
	N		40	43	40	40	40	43	43	40	40	43	43	40	40	40	43	43	40	40	40
TOTALP	Pearson Correlation	.682 ^{**}	.514 ^{**}	.690 ^{**}	.546 ^{**}	.654 ^{**}	.730 ^{**}	.794 ^{**}	.794 ^{**}	.795 ^{**}	.782 ^{**}	.765 ^{**}	.774 ^{**}	.625 ^{**}	.737 ^{**}	.681 ^{**}	.743 ^{**}	.698 ^{**}	.635 ^{**}	.693 ^{**} </	

Appendix.10 Reliability Test of Questionnaire

Cronbach's Alpha	N of Items
.943	19

Appendix.11 Descriptive Statistics and Table Frequency

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
P1	40	1	4	87	2.17
P2	40	1	4	84	2.10
P3	40	1	4	96	2.40
P4	40	1	4	84	2.10
P5	40	1	4	102	2.55
P6	40	1	4	91	2.28
P7	40	1	4	82	2.05
P8	40	1	4	81	2.03
P9	40	1	4	105	2.63
P10	40	1	4	102	2.55
P11	40	1	4	88	2.20
P12	40	1	4	96	2.40
P13	40	1	4	82	2.05
P14	40	1	4	102	2.55
P15	40	1	4	93	2.33
P16	40	1	4	80	2.00
P17	40	1	4	101	2.53
P18	40	1	4	88	2.20
P19	40	1	4	103	2.58
Valid N (listwise)	40				

Appendix.12 Frequency Table

P1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.5	2.5	2.5
	Disagree	32	80.0	80.0	82.5
	Agree	6	15.0	15.0	97.5
	Strongly Agree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

P2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	12.5	12.5	12.5
	Agree	29	72.5	72.5	85.0
	Disagree	3	7.5	7.5	92.5
	Strongly Disagree	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

P3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.5	2.5	2.5
	Disagree	24	60.0	60.0	62.5
	Agree	13	32.5	32.5	95.0
	Strongly Agree	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

P4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	15.0	15.0	15.0
	Agree	25	62.5	62.5	77.5
	Disagree	8	20.0	20.0	97.5
	Strongly Disagree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

P5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	7.5	7.5	7.5
	Disagree	13	32.5	32.5	40.0
	Agree	23	57.5	57.5	97.5
	Strongly Agree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

P6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	12.5	12.5	12.5
	Disagree	21	52.5	52.5	65.0
	Agree	12	30.0	30.0	95.0
	Strongly Agree	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

P7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	15.0	15.0	15.0
	Agree	27	67.5	67.5	82.5
	Disagree	6	15.0	15.0	97.5
	Strongly Disagree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

P8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	17.5	17.5	17.5
	Agree	26	65.0	65.0	82.5
	Disagree	6	15.0	15.0	97.5
	Strongly Disagree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

P9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	10.0	10.0	10.0
	Disagree	10	25.0	25.0	35.0
	Agree	23	57.5	57.5	92.5
	Strongly Agree	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

P10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5.0	5.0	5.0
	Disagree	18	45.0	45.0	50.0
	Agree	16	40.0	40.0	90.0
	Strongly Agree	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

P11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	7.5	7.5	7.5
	Agree	28	70.0	70.0	77.5
	Disagree	7	17.5	17.5	95.0
	Strongly Disagree	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

P12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	7.5	7.5	7.5
	Disagree	21	52.5	52.5	60.0
	Agree	13	32.5	32.5	92.5
	Strongly Agree	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

P13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	15.0	15.0	15.0
	Agree	28	70.0	70.0	85.0
	Disagree	4	10.0	10.0	95.0
	Strongly Disagree	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

P14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	7.5	7.5	7.5
	Disagree	17	42.5	42.5	50.0
	Agree	15	37.5	37.5	87.5
	Strongly Agree	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

P15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	12.5	12.5	12.5
	Disagree	19	47.5	47.5	60.0
	Agree	14	35.0	35.0	95.0
	Strongly Agree	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

P16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	20.0	20.0	20.0
	Agree	25	62.5	62.5	82.5
	Disagree	6	15.0	15.0	97.5
	Strongly Disagree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

P17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	7.5	7.5	7.5
	Disagree	16	40.0	40.0	47.5
	Agree	18	45.0	45.0	92.5
	Strongly Agree	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

P18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	12.5	12.5	12.5
	Agree	25	62.5	62.5	75.0
	Disagree	7	17.5	17.5	92.5
	Strongly Disagree	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

P19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	20.0	20.0	20.0
	Disagree	8	20.0	20.0	40.0
	Agree	17	42.5	42.5	82.5
	Strongly Agree	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

MODUL AJAR KURIKULUM MERDEKA

FASE D (KELAS VIII) SMP/MTs

MATA PELAJARAN BAHASA INGGRIS

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun	: Refni Gusmiyanti S.Pd
Satuan Pendidikan	: SMP/MTs
Kelas / Kelas	: VIII (Delapan) - D
Mata Pelajaran	: Bahasa Inggris
Sub Materi	: (1) memberikan saran dan himbauan dan (2) menyatakan aturan dan keharusan
Prediksi Alokasi Waktu	: 2 JP (45 x2)
Tahun Penyusunan	: 2024 / 2025

CAPAIAN PEMBELAJARAN MAPEL BAHASA INGGRIS SETIAP FASE D

Pada akhir fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

B. KOMPETENSI AWAL

Di modul pertama ini, Ananda akan mempelajari 2 kelompok kegiatan pembelajaran. Di kelompok kegiatan pembelajaran pertama, Ananda akan mempelajari teks percakapan yang menggunakan ungkapan meminta perhatian (*Expression of Asking for Attention*), ungkapan merespon perhatian (*Expression of Giving Attention*), ungkapan mengecek pemahaman (*Expression of Checking for Understanding*), ungkapan menunjukkan pemahaman (*Expression of Showing Understanding*), dan ungkapan menunjukkan kekurangpahaman (*Expression of Showing Lack of Understanding*). Sedangkan pada kelompok kegiatan kedua, Ananda akan mempelajari ungkapan meminta pendapat (*Asking Opinion*) dan menghargai kinerja atau memberikan apresiasi (*Giving Appreciation*).

Ungkapan-ungkapan yang dipelajari pada modul ini dapat digunakan juga sebagai *classroom language* (ungkapan yang dapat digunakan di kelas). Ungkapan-ungkapan yang akan Ananda pelajari bukan hanya akan dipelajari dan digunakan pada saat ini saja, namun ungkapan-ungkapan tersebut dapat terus dipakai dalam pembelajaran Bahasa Inggris selanjutnya.

C. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yang Maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

D. SARANA DAN PRASARANA

- | | | |
|-----------------|-----------------------|----------------------------------|
| 1. Buku Teks | 3. Laptop/Komputer PC | 5. Infokus/Proyektor/Pointer |
| 2. Lembar kerja | 4. Akses Internet | 6. Referensi lain yang mendukung |

E. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

F. MODEL PEMBELAJARAN

model pembelajaran dengan menggunakan *Project Based Learning* (PBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

- Peserta didik dapat mempresentasikan saran yang diberikan tokoh guru secara lisan
- Peserta didik dapat memberikan saran berdasarkan situasi yang ada
- Peserta didik dapat memahami cara membaca saran

B. PEMAHAMAN BERMAKNA

Menyadari bahwa penerapan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait keharusan, larangan, dan himbauan dapat digunakan untuk menyelesaikan masalah dalam kehidupan sehari-hari.

C. PERTANYAAN PEMANTIK

Apa saja yang kamu ketahui seputar penerapan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait keharusan, larangan, dan himbauan

D. KEGIATAN PEMBELAJARAN

PERTEMUAN KE-1

KEGIATAN PENDAHULUAN	
Penguatan <i>Profil Pelajar Pancasila</i>	▪ Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran ▪ Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan <i>Profil Pelajar Pancasila</i>; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.
KEGIATAN INTI	
Literasi	Mengamati (Literasi) ▪ Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada melalui pendekatan saintifik (mengamati, menanya, mengumpulkan informasi/eksperimen, mengasosiasikan mengolah informasi, mengomunikasikan) - Peserta didik untuk membaca dan memahami instruksi untuk kegiatan We will read to each other the teacher's advice to use more English with each other. - Here are what we will do. First, we will listen carefully to our teacher reading the suggestions. Second, we will repeat the suggestions after him/her, sentence by sentence. Then, in groups we will say, not read, to each other all suggestions, like the example below. - Guru memberikan contoh bagaimana cara membaca saran (hal 34) dengan intonasi dan tekanan kata yang baik dan benar. Setelah itu, peserta didik dapat mengulangi saran setelahnya, kalimat demi

	kalimat
Critical Thinking	Menanya (Critical Thinking) ▪ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan , yang berkaitan dengan materi/gambar yang terdapat pada buku siswa atau yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang We will read to each other the teacher's advice to use more English with each other. ▪ Peserta didik diberikan pertanyaan pengarah yang hanya ada di Buku Guru. Oleh karena itu, guru perlu menanyakannya kepada peserta didik secara lisan. Misalnya - I will go out, but it's very cloudy now. _____ - I think I'm catching a cold. _____ - Some students leave litter on their desks. _____ - I sit in the back row. I cannot see your writing on the blackboard. _____
Collaboration (Kerja Sama)	Mengumpulkan Informasi (Kegiatan Literasi & Collaboration) ▪ Secara berkelompok peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab , cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. melalui kegiatan: ▪ Bereksperimen dan bereksplorasi untuk memperoleh dan memilih kosakata, tata bahasa, dan unsur kebahasaan lainnya untuk dapat mengomunikasikan berbagai fakta yang ingin diutarakan dan dipahami. - Peserta didik menirukan guru secara klasikal dan bergantian secara kelompok dan individu, secara bergantian dan berulang, sampai peserta didik dapat memainkan peran secara bermakna, bukan dengan membaca. - Peserta didik berlatih memainkan peran secara kolaboratif dalam kerja kelompok masing-masing, agar peserta didik bisa saling membantu dan saling memberikan balikan atau koreksi. Pastikan peserta didik tidak membaca.
Communication (Komunikasi)	Menalar/Mengasosiasi (Kerjasama & Berpikir Kritis) ▪ Peserta didik mengasosiasi data yang ditemukan dari percobaan dengan berbagai data lain dari berbagai sumber, mengembangkan hasil dan menyajikan hasil karya selanjutnya, menyajikannya dalam bentuk presentasi yang ditanggapi langsung oleh kelompok lain. ▪ Dengan bekerja kelompok, siswa mempelajari : We will read to each other the teacher's advice to use more English with each other. - Mempresentasikan saran yang diberikan tokoh guru secara lisan - Peserta didik diminta memberikan saran berdasarkan situasi yang ada buku siswa Hal 37 - Peserta didik Menyalin dengan tulisan tangan ke dalam buku catatan peserta didik pernyataan tokoh yang telah diperagakan secara lisan dalam kegiatan menyalin sambil melengkapi bagian-bagian yang dirumpangkan. ▪ Peserta didik juga diminta mendiskusikan di dalam kelompok untuk mengambil kesimpulan dari jawaban atas pertanyaan yang telah

	dirumuskan.
Creativity (Kreativitas)	Mengomunikasikan Critical Berkomunikasi) & Creativity (Kreativitas) ▪ Menggunakan secara aktif dalam interaksi pembelajaran sehari-hari, atau mempresentasikan secara lisan di depan kelas atau dalam kelompok, atau mempublikasikan dalam forum yang sesuai seperti majalah dinding, buku koleksi, dan sebagainya. ▪ Memperhatikan, memberikan balikan, atau menanyakan tentang berbagai pernyataan yang dibuat oleh teman-temannya.. ▪ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang We will read to each other the teacher's advice to use more English with each other.
KEGIATAN PENUTUP	
Peserta didik	▪ Membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
Guru	▪ Memeriksa pekerjaan peserta didik yang selesai dan diberi paraf serta diberi nomor urut peringkat, memberikan penghargaan pada kelompok yang memiliki kinerja dan kerja sama yang baik dalam kegiatan pembelajaran. ▪ Memberikan tugas kepada peserta didik (PR), dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya.

PERTEMUAN KE-2

KEGIATAN PENDAHULUAN	
Penguatan Profil Pelajar Pancasila	▪ Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran ▪ Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.
KEGIATAN INTI	
Literasi	Mengamati (Literasi) ▪ Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada melalui pendekatan saintifik (mengamati, menanya, mengumpulkan informasi/eksperimen, mengasosiasikan mengolah informasi, mengomunikasikan) - Here are what we will do. First, we will listen carefully to our teacher reading the rules and obligations stated by Siti, Edo, Dayu, and Udin. Second, we will repeat the rules and obligations after him/her sentence by sentence. Then, in groups we will say, not read, to each other all the rules and obligations stated by each student, like

	the example on page 42
Critical Thinking	Menanya (Critical Thinking) ▪ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan , yang berkaitan dengan materi/gambar yang terdapat pada buku siswa atau yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang Belajar mengatakan apa yang harus kita lakukan dan tidak boleh dilakukan, seperti aturan dan kewajiban. ▪ Peserta didik diberikan pertanyaan pengarah yang hanya ada di Buku Guru. Oleh karena itu, guru perlu menanyakannya kepada peserta didik secara lisan. Misalnya - Peserta didik bekerja dengan kelompoknya berusaha mengidentifikasi setiap unit makna . _____
Collaboration (Kerja Sama)	Mengumpulkan Informasi (Kegiatan Literasi & Collaboration) ▪ Secara berkelompok peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab , cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. melalui kegiatan: ▪ Bereksperimen dan bereksplorasi untuk memperoleh dan memilih kosakata, tata bahasa, dan unsur kebahasaan lainnya untuk dapat mengomunikasikan berbagai fakta yang ingin diutarakan dan dipahami. - Peserta didik menirukan guru secara klasikal dan bergantian secara kelompok dan individu, secara bergantian dan berulang, sampai peserta didik dapat memainkan peran secara bermakna, bukan dengan membaca. - Bereksperimen dan bereksplorasi untuk memperoleh dan memilih kosa kata, tata bahasa, dan unsur kebahasaan lainnya untuk dapat mengkomunikasikan berbagai fakta yang ingin diutarakan dan dipahami.
Communication (Komunikasi)	Menalar/Mengasosiasi (Kerjasama & Berpikir Kritis) ▪ Peserta didik mengasosiasi data yang ditemukan dari percobaan dengan berbagai data lain dari berbagai sumber, mengembangkan hasil dan menyajikan hasil karya selanjutnya, menyajikannya dalam bentuk presentasi yang ditanggapi langsung oleh kelompok lain. ▪ Dengan bekerja kelompok, siswa mempelajari : Belajar mengatakan apa yang harus kita lakukan dan tidak boleh dilakukan, seperti aturan dan kewajiban. ▪ Peserta didik juga diminta mendiskusikan di dalam kelompok untuk mengambil kesimpulan dari jawaban atas pertanyaan yang telah dirumuskan.
Creativity (Kreativitas)	Mengomunikasikan Critical Berkomunikasi) & Creativity (Kreativitas) ▪ Menggunakan secara aktif dalam interaksi pembelajaran sehari-hari, atau mempresentasikan secara lisan di depan kelas atau dalam kelompok, atau mempublikasikan dalam forum yang sesuai seperti majalah dinding, buku koleksi, dan sebagainya. ▪ Memperhatikan, memberikan balikan, atau menanyakan tentang berbagai

	pernyataan yang dibuat oleh teman-temannya.. ▪ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang Belajar mengatakan apa yang harus kita lakukan dan tidak boleh dilakukan, seperti aturan dan kewajiban.
KEGIATAN PENUTUP	
Peserta didik	▪ Membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
Guru	▪ Memeriksa pekerjaan peserta didik yang selesai dan diberi paraf serta diberi nomor urut peringkat, memberikan penghargaan pada kelompok yang memiliki kinerja dan kerja sama yang baik dalam kegiatan pembelajaran. ▪ Memberikan tugas kepada peserta didik (PR), dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya.

Mengetahui,

Gurun Panjang, Januari 2024

Kepala Sekolah

Guru Bahasa Inggris



Alfauzan, S.Ag, MM
NIP. 197201032005011009



Refni Gusmiyanti S.Pd
NIP. 198308202019032006

E. ASESMEN / PENILAIAN

a) Penilaian Sikap / Profil Pelajar Pancasila

Selama proses mengajar berlangsung guru mengamati profil pelajar Pancasila pada siswa dalam pembelajaran yang meliputi Beriman, bertakwa kepada Tuhan Yang Maha Esa, Kebhinekaan Global, Mandiri, Bernalar Kritis, Gotong Royong dan Kreatif

Tabel Penilaian Aspek Sikap

No	Aspek yang Dinilai	Kriteria	Skor
1	Santun (<i>respect</i>)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	Peduli (<i>care</i>)	Sangat sering menunjukkan sikap peduli	5
		Sering menunjukkan sikap peduli	4
		Beberapa kali menunjukkan sikap peduli	3
		Pernah menunjukkan sikap peduli	2
		Tidak pernah menunjukkan sikap peduli	1
3	Jujur (<i>honest</i>)	Sangat sering menunjukkan sikap jujur	5
		Sering menunjukkan sikap jujur	4
		Beberapa kali menunjukkan sikap jujur	3
		Pernah menunjukkan sikap jujur	2
		Tidak pernah menunjukkan sikap jujur	1
4	Disiplin (<i>discipline</i>)	Sangat sering menunjukkan sikap disiplin	5
		Sering menunjukkan sikap disiplin	4
		Beberapa kali menunjukkan sikap disiplin	3
		Pernah menunjukkan sikap disiplin	2
		Tidak pernah menunjukkan sikap disiplin	1
5	Percaya Diri (<i>confidence</i>)	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapa kali menunjukkan sikap percaya diri	3
		Pernah menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1
6	Bertanggung Jawab (<i>responsible</i>)	Sangat sering menunjukkan sikap bertanggung jawab	5
		Sering menunjukkan sikap bertanggung jawab	4
		Beberapa kali menunjukkan sikap bertanggung jawab	3

		Pernah menunjukkan sikap bertanggung jawab	2
		Tidak pernah menunjukkan sikap bertanggung jawab	1
7	Kerja Sama (<i>teamwork</i>)	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3
		Pernah menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1
8	Cinta Damai (<i>peace</i>)	Sangat sering menunjukkan sikap cinta damai	5
		Sering menunjukkan sikap cinta damai	4
		Beberapa kali menunjukkan sikap cinta damai	3
		Pernah menunjukkan sikap cinta damai	2
		Tidak pernah menunjukkan sikap cinta damai	1
9	Berkomunikasi baik (<i>communicative</i>)	Sangat sering menunjukkan sikap berkomunikasi baik	5
		Sering menunjukkan sikap berkomunikasi baik	4
		Beberapa kali menunjukkan sikap berkomunikasi baik	3
		Pernah menunjukkan sikap berkomunikasi baik	2
		Tidak pernah menunjukkan sikap berkomunikasi baik	1

b) Penilaian Pengetahuan

Penilaian pengetahuan yang dilakukan pada Capaian Pembelajaran ini sesuai dengan tujuan pembelajaran yang ingin di capai adalah dengan tes tertulis

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor
1	Tujuan Komunikatif	Sangat memahami	5
		Memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut	5
		Struktur teks yang digunakan runtut	4
		Struktur teks yang digunakan cukup runtut	3
		Struktur teks yang digunakan kurang runtut	2
		Struktur teks yang digunakan tidak runtut	1
3	Pilihan	Sangat variatif dan tepat	5

	Kosakata	Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif tetapi tepat	2
		Tidak variatif dan tidak tepat	1
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5
		Pilihan tata bahasa tepat	4
		Pilihan tata bahasa cukup tepat	3
		Pilihan tata bahasa kurang tepat	2
		Pilihan tata bahasa tidak tepat	1

c) Penilaian Keterampilan

Penilaian keterampilan yang dilakukan pada Capaian Pembelajaran ini sesuai dengan tujuan pembelajaran yang ingin di capai adalah dengan tes unjuk kerja / praktek

Untuk Keterampilan Menulis (*Writing Skill*)

No	Aspek yang Dinilai	Kriteria	Skor
1	Keaslian Penulisan	Sangat orisinal	5
		Orisinal	4
		Cukup orisinal	3
		Kurang orisinal	2
		Tidak orisinal	1
2	Kesesuaian Isi dengan Judul	Isi sangat sesuai dengan judul	5
		Isi sesuai dengan judul	4
		Isi cukup sesuai dengan judul	3
		Isi kurang sesuai dengan judul	2
		Isi tidak sesuai dengan judul	1
3	Keruntutan Teks	Keruntutan teks sangat tepat	5
		Keruntutan teks tepat	4
		Keruntutan teks cukup tepat	3
		Keruntutan teks kurang tepat	2
		Keruntutan teks tidak tepat	1
4	Pilihan Kosakata	Pilihan kosakata sangat tepat	5
		Pilihan kosakata tepat	4
		Pilihan kosakata cukup tepat	3
		Pilihan kosakata kurang tepat	2

		Pilihan kosakata tidak tepat	1
5	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5
		Pilihan tata bahasa tepat	4
		Pilihan tata bahasa cukup tepat	3
		Pilihan tata bahasa kurang tepat	2
		Pilihan tata bahasa tidak tepat	1
6	Penulisan Kosakata	Penulisan kosakata sangat tepat	5
		Penulisan kosakata tepat	4
		Penulisan kosakata cukup tepat	3
		Penulisan kosakata kurang tepat	2
		Penulisan kosakata tidak tepat	1
7	Kerapian Tulisan	Tulisan sangat rapi dan mudah terbaca	5
		Tulisan rapi dan mudah terbaca	4
		Tulisan cukup rapi dan mudah terbaca	3
		Tulisan kurang rapi tetapi mudah terbaca	2
		Tulisan tidak rapi dan tidak terbaca	1

Untuk Keterampilan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor
1	Pengucapan (pronunciation)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
2	Intonasi (intonation)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
3	Kelancaran (fluency)	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1

4	Ketelitian (accuracy)	Sangat teliti	5
		Teliti	4
		Cukup teliti	3
		Kurang teliti	2
		Tidak teliti	1

SOAL TES FORMATIF

A. Answer the questions with the correct answer.

Jawablah pertanyaan-pertanyaan berikut dengan pilihan jawaban yang benar.

- Apakah tujuan penggunaan *should*?
 - Himbauan untuk melakukan sesuatu
 - Himbauan untuk tidak melakukan sesuatu
 - Peraturan yang harus dilakukan
 - Peraturan yang tidak boleh dilakukan
- Apakah tujuan dari penggunaan *must not*?
 - Himbauan untuk melakukan sesuatu
 - Himbauan untuk tidak melakukan sesuatu
 - Peraturan yang harus dilakukan
 - Peraturan yang tidak boleh dilakukan

Perhatikan ungkapan berikut untuk soal nomor 3-5.

We should not open our masks in public areas.

- Kelompok kata apa yang muncul pada awal kalimat?
 - Kata benda (*noun*)
 - Kata sifat (*adjective*)
 - Kata kerja (*verbs*)
 - Subjects
- Jenis kata apa yang muncul setelah kata *should not*?
 - Kata benda (*noun*)
 - Kata sifat (*adjective*)
 - Kata kerja (*verbs*)
 - Kata keterangan (*adverbs*)
- Di manakah kita **tidak dapat** melihat himbauan tersebut?
 - at school
 - in the hospital
 - in the bathroom
 - in the park
- Siti : What must we do during online meetings?
Dayu : We must ...

- a. turn on the camera
- b. speak all of the time
- c. sleeping
- d. play with toys

7. Edo : What must not we do in the class?

Beni : We must not ...

- a. clean the whiteboard
- b. sweep the floor
- c. throw the garbage anywhere
- d. sit on our chairs

For questions number 8-10, take a look at the dialogue below!

Untuk pertanyaan nomor 8-10, perhatikan gambar berikut.



8. What should the students wear from Monday to Thursday?

- a. T-shirt
- b. batik shirt
- c. sport uniform
- d. scout uniform

9. What must the girls wear?

- a. a black skirt
- b. a pair of black pants
- c. sport uniform
- d. scout uniform

10. What must they not wear at school?

- a. uniform
- b. proper shoes
- c. t-shirt
- d. a black skirt

F. PENGAYAAN DAN REMEDIAL

Remedial

Peserta didik yang hasil belajarnya belum mencapai target, guru melakukan pengulangan materi dengan pendekatan yang lebih individual dengan memberikan tugas individu tambahan untuk memperbaiki hasil belajar peserta didik yang bersangkutan

Pengayaan

Peserta didik yang daya tangkap dan daya kerjanya lebih dari peserta didik lain, guru memberikan kegiatan pengayaan yang lebih menantang dan memperkuat daya serapnya terhadap materi yang telah diajarkan guru.

PROGRAM REMEDIAL DAN PENGAYAAN

Sekolah :

Mata Pelajaran :

Kelas / Semester : /

No	Nama Peserta Didik	Rencana Program		Tanggal Pelaksanaan	Hasil		Kesimpulan
		Remedial	Pengayaan		Sebelum	Sesudah	
1							
2							
3							
4							
5							
dst							

G. REFLEKSI GURU DAN PESERTA DIDIK

Lembar Refleksi Guru

No	Aspek	Refleksi Guru	Jawaban
1	Penguasaan Materi	Apakah saya sudah memahami cukup baik materi dan aktifitas pembelajaran ini?	
2	Penyampaian Materi	Apakah materi ini sudah tersampaikan dengan cukup baik kepada peserta didik?	
3	Umpan balik	Apakah 100% peserta didik telah mencapai penguasaan tujuan pembelajaran yang ingin dicapai?	

Lembar Refleksi Peserta Didik

No	Aspek	Refleksi Guru	Jawaban
1	Perasaan dalam belajar	Apa yang menyenangkan dalam kegiatan pembelajaran hari ini?	
2	Makna	Apakah aktivitas pembelajaran hari ini bermakna dalam kehidupan saya?	
3	Penguasaan Materi	Saya dapat menguasai materi pelajaran pada hari ini a. Baik b. Cukup c. kurang	
4	Keaktifan	Apakah saya terlibat aktif dan	

		menyumbangkan ide dalam proses pembelajaran hari ini?	
5	Gotong Royong	Apakah saya dapat bekerjasama dengan teman 1 kelompok?	

Tujuan:

Refleksi dilakukan agar peserta didik memiliki **pemahaman eksplisit** tentang materi yang sedang dipelajari, setelah sebelumnya berpengalaman menggunakan materi tersebut secara langsung dalam bentuk kegiatan bermakna. Pemahaman eksplisit akan membantu peserta didik memiliki pemahaman yang lebih baik dan kemudian menyimpan pemahaman tersebut dalam ingatannya.

- Peserta didik telah mengerjakan semua tugas sesuai perintah dan petunjuk yang diberikan.
- Peserta didik diberikan pertanyaan pengarah yang hanya ada di Buku Guru.
- Oleh karena itu, guru perlu menanyakannya kepada peserta didik secara lisan.
- Peserta didik, bekerja dalam kelompok, berusaha mengisi bagian-bagian yang dirumpangkan.
- Guru menyuruh setiap kelompok melaporkan hasil refleksinya. Kemudian memberikan balikan dan mengarahkan pada kunci jawaban yang diberikan di Buku Guru.

Appendix.14 Letter of Supervisor's Statement



**UIN IMAM BONJOL
PADANG**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI IMAM BONJOL PADANG
FAKULTAS TARBIYAH DAN KEGURUAN
 Alamat: Jl. Prof. Mahmud Yunus Lb. Lintah Padang
 Website : /www.uinib.ac.id E-mail: admintarbiyah@uinib.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN IMAM BONJOL PADANG
 Nomor : B.3483/Un.13/PTK/PP.00.9/4/2024

Tentang:

PENGANGKATAN DOSEN PEMBIMBING SKRIPSI MAHASISWA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN IMAM BONJOL PADANG

Mengingat :

- a. bahwa untuk kelancaran kegiatan akademik mahasiswa Prodi tadaris bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Imam Bonjol Padang Tahun 2021 dipandang perlu menetapkan Dosen Pembimbing Skripsi mahasiswa dengan Surat Keputusan Dekan.
- b. bahwa Saudara-saudara yang namanya tersebut pada surat keputusan ini, dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing I dan II skripsi mahasiswa Prodi tadaris bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Imam Bonjol Padang sebagaimana tercantum dalam surat keputusan.

Menimbang :

1. Undang-Undang RI Nomor: 12 Tahun 2012 tentang Pendidikan Tinggi;
2. Peraturan Pemerintah RI Nomor: 60 Tahun 1999 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah RI Nomor: 13 Tahun 2015 tentang Standar Nasional Pendidikan;
4. Peraturan Pemerintah RI Nomor: 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor: 211 Tahun 2011 tentang Pengembangan Standar Nasional Pendidikan Agama Islam;
6. Peraturan Presiden RI Nomor: 35 Tahun 2017 tentang Universitas Islam Negeri Imam Bonjol Padang;
7. Peraturan Menteri Agama RI Nomor: 37 Tahun 2019 tentang Perubahan Peraturan Menteri Agama RI No. 19 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Imam Bonjol Padang;
8. Peraturan Menteri Agama RI Nomor: 28 Tahun 2017 tentang Statuta Universitas Islam Negeri Imam Bonjol Padang;
9. Peraturan Menteri Pendidikan dan Kebudayaan RI No. 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi;
10. Keputusan Menteri Agama RI Nomor: 20 Tahun 2014 tentang Penunjukan Kuasa Pengguna Anggaran di Lingkungan Kementerian Agama;
11. Peraturan Menteri Keuangan RI No. 60/PMK.02/2021 tentang Standar Biaya Masukan Tahun Anggaran 2022;
12. DIPA UIN Imam Bonjol Padang No. SP.DIPA-025.04.2.424050/2022 tanggal 17 November 2021.

MEMUTUSKAN

Menetapkan :

Kesatu :

- a. Mengangkat Saudara

Nama	: Dr. Hadeil, MA., M. Pd.
NIP	: 196602011992031001
Pangkat/Gol.	: Pembina (IV/a)
Jabatan	: Lektor Kepala

 Sebagai Pembimbing I
- b. Nama : Hidayat Al Azmi, M. Pd.
 NIP : 198010272009121003
 Pangkat/Gol. : Penata Muda Tk I (III/d)
 Jabatan : Lektor
 Sebagai Pembimbing II

Dalam Penulisan Skripsi Mahasiswa:

Nama / NIM	: Tari Yulia Putri/ 2014050044
Prodi	: tadaris bahasa Inggris
Judul Skripsi	: <i>An Analysis of Students' Difficulties in Learning Vocabulary of the Second Grade at MTsN 3 Pesisir Selatan</i>

Kedua : Pembimbing I dan Pembimbing II diberikan honorarium menurut peraturan yang berlaku.

Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu penetapan akan diubah dan diperbaiki sebagaimana mestinya, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini.

Ditetapkan di : Padang
 Pada Tanggal : 23 April 2024
 a.n. Dekan
 Wakil Dekan Bidang Akademik dan Kelembagaan,


 Muhammad Karam
 NIP. 19821221205011001

Tembusan:

1. Rektor UIN Imam Bonjol di Padang
2. Ketua Prodi tadaris bahasa Inggris
3. Mahasiswa yang bersangkutan

Dipindai dengan CamScanner

Appendix.15 Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI IMAM BONJOL PADANG
FAKULTAS TARBIYAH DAN KEGURUAN
 Alamat: Jl. Prof. Mahmud Yunus Lb. Lintah Padang
 Website : /www.uinib.ac.id E-mail: admin@uinib.ac.id

Nomor : B.8115 /Un.13/FTKAK/TL.00.9/09/2024
 Lamp. : 1 rangkap proposal
 Hal : Mohon Izin Penelitian

Padang, 9 September 2024

Kepada Yth;
 Kepala Kantor Kementerian Agama Kab. Pesisir Selatan
 di
 Pesisir Selatan

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka pengumpulan data untuk penyusunan skripsi mahasiswa Fakultas Tarbiyah dan Keguruan UIN Imam Bonjol Padang, kami mohon kiranya Bapak/Ibu berkenan memberi izin melakukan penelitian kepada Saudara:

Nama : Tari Yulia Putri
 NIM : 2014050044
 Fakultas : Tarbiyah dan Keguruan
 Prodi : Tadris Bahasa Inggris
 Judul Skripsi : *An Analysis of English Vocabulary Teaching and Learning at Eighth Grade Students at MTsN 3 Pesisir Selatan*
 Lokasi Penelitian : MTsN 3 Pesisir Selatan
 Waktu Penelitian : September s.d November 2024

Demikianlah disampaikan, atas bantuan dan kerja samanya terlebih dahulu diarturkan terima kasih.

Wassalam,
 a.n. Dekan
 Wakil Dekan Bidang Akademik dan
 Kelembagaan


 Muhammad Kosim
 NIP. 198212212005011001

Tembusan:
 1. Rektor UIN Imam Bonjol di Padang
 2. Kepala MTsN 3 Pesisir Selatan
 2. Mahasiswa yang bersangkutan

Appendix.16 Ministry of Religious Affairs Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PESI SIR SELATAN
 Jalan Imam Bonjol ☎(0756) 21305 – 21405
 Painan

Nomor : 1132/Kk.03.1-b/PP.00.3/09/2024 24 September 2024
 Lampiran : -
 Perihal : Izin Penelitian

Yth. Kepala MTsN 3 Pesisir Selatan
 di
 Tempat

Assalamu'alaikum Wr.Wb.

Berdasarkan surat dari Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Imam (UIN) Imam Bonjol Padang Nomor : B.8115/Un.13/FTK/TL.00.9/09/2024 tanggal 9 September 2024, Hal Mohon Izin Penelitian an Tari Yulia Putri , dengan ini kami berikan izin penelitian atas nama :

Nama/NIM : Tari Yulia Putri / 2014050044
 Fakultas / Prodi : Tarbiyah dan Keguruan / Tadris Bahasa Inggris
 Judul Skripsi : *An analysis of English Vocabulary Teaching and Learning at Eighth Grade Students at MTsN 3 Pesisir Selatan*
 Lokasi Penelitian : MTsN 3 Pesisir Selatan
 Waktu Penelitian : September 2024 s.d November 2024

Untuk itu kiranya Saudara membantu mahasiswa dimaksud dalam melakukan Penelitian, dengan catatan tidak mengganggu proses belajar mengajar.

Demikian untuk dimaklumi, terima kasih

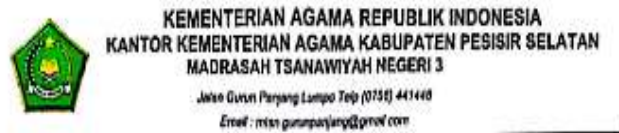
Wassalam,
 Kepala



Abrar Munanda

Tembusan Yth :
 - Rektor UIN Imam Bonjol Padang

Appendix.17 Permission to Conduct Research



Nomor : 53/MTs.03.1.3/PP.00.5/10/2024

5 Oktober 2024

Lamp : *

Hal : Izin Penelitian

Kepada

Yth. Bapak/Ibu Dekan Fakultas Tarbiyah dan Keguruan
Universitas Negeri Islam (UIN) Imam Bonjol Padang

di

Padang

Dengan hormat,

Menanggapi Surat Kepala Kantor Kementerian Agama Kabupaten Pesisir Selatan
Nomor : 1132/Kk.03.1.b/PP.00.3/09/2024 tanggal 24 September 2024, perihal yang
sama dengan pokok surat.

Untuk itu kami beritahukan bahwa saudara :

Nama : Tari Yulia Putri

NIM/MTM : 2014050044

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : "An Analysis English Vocabulary Teaching and Learning at
Eighth Grade Students at MTsN 3 Pesisir Selatan".

Telah selesai melakukan Penelitian pada Madrasah kami MTsN 3 Pesisir Selatan
dari Tanggal 29 September s.d 04 Oktober 2024.

Demikian surat Izin Penelitian ini dibenkan agar dapat dipergunakan sebagaimana
mesutnya, terima kasih.

Kepala



ALFAUZAN

Appendix.18 Documentation Observation



Appendix.19 Interview Documentation



Appendix.20 Questionnaire Documentation

