

**TEACHERS' PERSPECTIVES TOWARDS STUDENTS' VOCABULARY
MASTERY**

THESIS

Submitted as Partial Requirement for the Degree of Education (S.Pd) in Teaching
English

By

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THESIS RATIFICATION

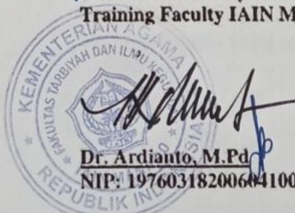
The thesis titled "Teachers' Perspectives Towards Students' Vocabulary Mastery" compiled by Kintan Papatungan with student registration number 16.2.6.042, a student of English Education Study Program, has been examined and defined in the Munaqasyah session held on March 31th 2022 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement.

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ABSTRACT

Kintan Paputungan. (2022). *Teachers' Perspectives on Students' Vocabulary Mastery. A thesis, English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies.*

This study aims to reveal the teacher's perspective on students' vocabulary mastery and the difficulties students face when learning vocabulary. The researcher used qualitative research methods to identify problems. The data in this thesis were collected through interviews and documentation. Three English teachers and thirty students from SMPN 3 Bolaang participated in this study. In addition, researchers also obtained documentation from the results of student assignments and several documents from the school. After the data were collected, the researcher employed analytical techniques to reduce, present and verify the data. This study found that students' vocabulary mastery was relatively low because the written form is different from the spoken form in English. Besides, the students have to learn the vast vocabulary and the complexity of word knowledge. Meanwhile, students faced some difficulties in mastering vocabulary because they were lazy, bored quickly, and played too much.

Keywords: Teacher's Perspective and Students' Vocabulary Mastery



ABSTRAK

Kintan Paputungan. (2022). Perspektif Guru Terhadap Penguasaan Kosakata Siswa. Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.

Tujuan dari penelitian ini adalah untuk mengungkapkan perspektif guru tentang penguasaan kosakata siswa dan kesulitan yang dihadapi siswa ketika belajar kosakata. Peneliti menggunakan metode penelitian kualitatif untuk mengidentifikasi masalah, dan penelitian ini mengumpulkan data melalui wawancara dan dokumentasi. Tiga guru bahasa Inggris dan tiga puluh siswa dari SMPN 3 Bolaang berpartisipasi dalam penelitian ini, selain itu peneliti juga memperoleh dokumentasi dari hasil tugas siswa dan beberapa dokumen dari sekolah. Setelah data terkumpul, peneliti menggunakan teknik analisis dalam rangka reduksi data, penyajian data dan verifikasi data. Hasil yang ditemukan pada penguasaan kosakata siswa masih tergolong kurang atau rendah karena siswa menghadapi kesulitan yang sama dalam penguasaan kosakata, seperti bentuk tulisan yang berbeda dengan bentuk lisannya, banyaknya jumlah jumlah kosakata yang harus dipelajari siswa, dan kompleksitas pengetahuan kata, sedangkan kesulitan siswa dalam penguasaan kosakata dapat ditemukan bahwa siswa menjadi malas, bosan, dan terlalu banyak bermain dalam mempelajari kosakata.

Kata Kunci: *Perspektif Guru dan penguasaan kosakata siswa*

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CHAPTER I

INTRODUCTION

A. Research Background

Education is very important for everyone who aims to educate themselves and develop the potential within themselves. Growing and developing allows each individual to gain a broader knowledge base, develop a positive personality, and become a responsible person. In Islam, one of the beauties when someone has knowledge is that Allah will elevate us by several degrees. The higher our rank, the closer we are to Allah.

QS. Al- Mujadalah ayat 11 :

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَاَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Translate : *“O you who have believed, when you are told, “Space yourselves” in assemblies, then make space; Allah will make space for you. And when you are told, “Arise,” then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do”*.¹

O you who believe in Allah and do what is prescribed for them, if it were said to you, “Be generous in your assemblies.” So expand it, Allah will expand for you the life of this world and the hereafter. And if it is said to you, Get up from the assembly so that the person who has virtue sits on it.” Then rise, Allah-Subhanahu- will raise those who believe among you and those who are given

¹ Depag RI. *AL-Qur'an dan terjemahnya Edisi Revisi*. (Surabaya : Jaya Sakti, 1989).

knowledge to some great degrees. And Allah knows of what you do, nothing of your deeds escapes Him, and He will reward you for it.²

In Surah al-Mujadalah ayat 11 it is explained, people who have knowledge will be elevated in rank by Allah SWT, and emphasized to Muslims to study seriously. So, he is able to teach his knowledge to the general public. One of the duties of a knowledgeable person like a teacher is to convey and pass on his knowledge to his students.

Vocabulary is one of the important elements in building up English. Through this element, someone can communicate, learn and think. Therefore, the learning of vocabulary is fundamental need to support some learners to master English, because the ability of students to speak and to comprehend the subject is relatively determined by their vocabulary mastery.³

Therefore, without mastering vocabulary people cannot write a word or making a sentence well. It means that vocabulary is very important in the English language. It describes that by mastering vocabulary, people can express their ideas and understand the other basic competence well. However, it is difficult to master the other competences without understanding the vocabulary, because vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, speaking and listening.⁴

Based on preliminary research at SMP Negeri 3 Bolaang, it was found that most students have problems with mastering vocabulary, therefore, the

² Tafsir AL-Mukhtash ar / Markaz Tafsir Riyadh. Accessed on 13 February 2021 at 18.00 o'clock. http://quranenc.com/id/browse/persian_mokhtasar/50#11.

³ Yus Vernandez Uzer, , “The Correlation between Vocabulary Mastery and English Speaking Ability of the Tenth Grade Students of Senior High School 12 Palembang,” *ANGLO-SAXON* 8, no. 2 (December 2017): 252.

⁴ Yosephus Setyo Nugroho, Joko Nurkamto, and Hefy Sulistyowati , “Improving Students’ Vocabulary Mastery Using Flashcards.” *ENGLISH EDUCATION JURNAL* 1, no. 1 (September 2012), 2.

need to explore the teacher's perspective. Each teacher has their own view on the best way to teach that involves techniques or strategies in order to achieve the target of the curriculum, cover the syllabus, or assist the students in mastering the materials. Therefore, this study wanted to know how to change the teacher's perspective towards students' vocabulary mastery.

Teachers are expected to be perfect. That means they have to be active, creative, innovative, attractive, and well-performed so that the students will focus on their instruction in the classroom. Lewis in Zaiturrahmi, started as a teacher, regarding the learners, the learning process, and teaching. These perceptions are at the heart of teachers' practice.⁵

However, in reality, students in SMPN 3 Bolaang still find difficulties in mastering it. The evidence suggests that the majority of the students have a limited vocabulary. As a result, English teachers should devise a solution by developing efficient and effective teaching techniques for teaching English vocabulary. As a result, students are more likely to master vocabulary. In this case, they still have a low level of vocabulary mastery. Based on problems, the researcher is interested in conducting further research entitled, “*Teachers’ Perspectives Towards Students’ Vocabulary Mastery.*”

B. Research Questions

Based on the limitations of the problem with this study. The problem is formulated as follows;

1. What is the teachers' perspective towards students' vocabulary mastery?
2. What are the difficulties faced by the students in vocabulary mastery?

⁵ Zaiturrahmi, Darlina, and Mirunnisa. “Teachers’ Perspective on Their Teaching Professions. “ *JURNAL REAL RISRT* 3, no. 1 (Januari 2021): 30.

C. Research Objectives

The objectives of this study are as follows; to describe teacher's perspective towards students' vocabulary mastery and difficulties faced by the students' in vocabulary mastery.

D. Limitation of the Research

This research focuses on the teachers' perspective towards students' vocabulary mastery, and difficulties faced by the students' in vocabulary mastery. The researcher takes 3 English teachers and 30 students at SMPN 3 Bolaang.

E. Significance of The Research

This research is expected to be beneficial for various parties, both theoretically and practically:

1. Theoretical Benefits

The results of this study are expected to be useful to add insight and contribute to the scope of education, especially English relating to the teacher's perspective towards students' vocabulary mastery.

2. Practical benefits for students

Students of SMP N 3 Bolaang can find out the vocabulary mastery they have, so that students can further enhance their vocabulary mastery.

3. Practical Benefits for Teachers

As an input, the teacher can find out the development and improved the students' vocabulary mastery.

F. Definitions of Key Terms

1. Perspective

Perspective is the ability to consider things in relation to one another accurately and fairly.⁶

2. Vocabulary mastery

Vocabulary mastery is a person's ability to know, understand, and use word properly and correctly, by listening, speaking, reading and writing.⁷

⁶ Nanda Mursyida, "Teachers' Perspective On The Textbook "When English Rings The Bell" (Thesis, University Ar-Raniry, 2015): 4.

⁷ Siti Annisa Lubis, Julaga Situmoranf, and R Mursid, " The Effect of the Learning Approaches and the Vocabulary Mastery on the French Learning Outcomes. " *ANTLATIS PRESS* 200, (December 2018): 263.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Definition Teachers Perspectives

Perspective defines as a particular attitude towards or ways of regarding something a point of view.⁸

Teachers need to develop character values in themselves and have an important role in the formation of students' character. According to Raharjo, teachers have a role in shaping the character of students through various kinds of interactions that occur between teachers and students, both in teaching and learning activities and outside teaching and learning activities.⁹

Perspective is a point of view or point of view on something. Martono, perspective is a way of looking at a problem that occurs, or a certain perspective that is used in viewing a phenomenon.

The teacher's perspective is a perspective on the assumptions made by the teacher. This assumption is in the form of a perspective in assessing various symptoms that occur based on the beliefs of those who view it.¹⁰

After defining the term perspective, it can be concluded that perspective is the point of view of a problem or phenomenon that occurs.

⁸ Zaiturrahmi, Darlina, and Mirunnisa. 30

⁹ Arif NurMuhamad, “Kajian Fenomena Perspektif Guru Terhadap Kurikulum kuttub Al-Fatih Semarang” (Skripsi, Universitas Negeri Semarang, 21 Agustus 2019): 20.

¹⁰ NurMuhamad, 18

2. Definition Vocabulary Mastery

a. Vocabulary

Vocabulary is amount of word which is combined by rule to make up a language. It is used by individuals in real-world communication by using written or oral form. Without vocabulary the students can not follow teacher explains well.¹¹

Quirk and stain in Taslim, advise foreign language learners to always enrich their vocabulary, find the right words to represent the idea they want to convey, and realize that enriching vocabulary is an ongoing need in life

Vocabulary is part of a language or a set of words that everyone have. According to Richards, vocabulary was the most obvious particle of language and is the first thing applied by linguists to distract them. Another definition of Meriam-Webster stated that vocabularies were words or phrases arranged according to rules in alphabetical order and identified in dictionaries.¹²

Vocabulary is a necessity for anyone who wants to understand a reading, conversation, or writing the English language. According to Coady in Maduratna stated that good language habits, and exposure to the language itself, would eventually lead to an increased vocabulary. In addition, vocabulary is a fundamental feature of language and atypical language of vital importance. Without sufficient vocabulary, people can not communicate effectively or express his ideas in both oral and written form.¹³

¹¹ Dewi Maduratna, "The Impact Of The Application Of Make-A Match Technique Towards Students' Vocabulary Mastery", *The Second International Conference on Education and Language (2nd ICEL) Bandar Lampung University (UBL), Indonesia* Vol 2 (2014): 290.

¹² Taslim, e.t. "Correlation between Student's Vocabulary Mastery and Speaking Skill," *Journal of Advanced English Studies* 2, no. 2, (August 2019): 67.

¹³ Maduratna, *The Impact Of The Application Of Make-A Match Technique Towards Students' Vocabulary Mastery*, 291.

Based on the definition from the experts above researcher conclude that vocabulary is a knowledge of words, where the students learn all about words.

b. Vocabulary Mastery

Mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency.¹⁴

The mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar. According to Simaibang, learners need to employ vocabulary, grammar, pronunciation, intonation, and organization of contents of speech at the same time in speaking skill. It is obvious that understanding vocabulary is very important part in learning a language, English vocabulary is extremely large and varies as well. Therefore, it is highly essential for students to mastering vocabulary in order to be able to speak by using the target language they learned.¹⁵

Mastery of vocabulary in large quantities will be more supportive of communication compared to understanding grammar and structure.¹⁶

In order to understand the language, vocabulary is crucial to be mastered by the learner. Hornby in Kusumayati, defines mastery as complete knowledge or

¹⁴ Dewi Nur Asyiah. "The vocabulary teaching and Vocabulary learning: perception, Strategies, and influences on students' Vocabulary mastery", *Jurnal Bahasa Lingua Scientia* 9, no.2, (November 2017): 294.

¹⁵ Uzer, *The Correlation between Vocabulary Mastery and English Speaking Ability of the Tenth Grade Students of Senior High School 12 Palembang*, 253.

¹⁶ Tri Agustini Solihati, "Pengajaran Kosakata Bahasa Inggris Melalui Active Learning", *NATURALISTIC*, 1, no.1, April (2017), 62.

complete skill. From that definition, mastery means complete knowledge or great skill that makes someone master in a certain subject.

Mastery as comprehensive knowledge or use of the subject or instrument. Meanwhile, Porter, states that mastery is learning or understanding something completely and having no difficulty in using it. Vocabulary mastery is always being an essential part of English. Vocabulary mastery is important for the students.¹⁷

The specificity of the vocabulary awareness of any person depends on the individual and his motivation, desires, and the need for language. The mastery of vocabulary refers to the great capacity of a language to process words. It is a personal accomplishment and possession. For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language.¹⁸

Based on the definition from the experts above researcher conclude that vocabulary mastery is always being an essential part of English.

3. Kind of Vocabulary

Haycraft in Kusumayati, divides two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

¹⁷ Budi Setiawan, "Improving the Students Vocabulary Mastery Through Direct Intruction,"(Thesis, University Sebelas Maret, 2010), 9.

¹⁸ Lusiana Dewi Kusumayati, "Improving Students' Vocabulary Mastery Using Contextual Teaching and Learning" (Thesis,University Sebelas Maret, 2010), 16.

a. Receptive Vocabulary

Receptive vocabulary is word that the learners recognize and understand vocabulary that the learners recognize when they see or meet in reading text but do not use it in speaking and writing.

b. Productive Vocabulary

Productive vocabulary is the words which the learners understand, can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.¹⁹

4. Type of vocabulary

Vocabulary is classified into three types. They are Adhoc vocabulary, Passive vocabulary, and Active vocabulary.

- a. Adhoc vocabulary: These words are essential for a certain text but are unlikely to have any utility outside of the text
- b. Passive vocabulary: These words are possible to be met by the learner in speaking and writing from others.
- c. Active vocabulary: A learner has to employ these words in his speaking or writing.²⁰

¹⁹ Kusumayati, 15.

²⁰ Pratima Dave Shastri, *Communicative Approach to the Teaching of English as a Second Language* (Mumbai: Himalaya Publishing House, 2016).

Type of vocabulary consists of:

a. Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

b. Listening Vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing Vocabulary

A person's vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking Vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse-though slight and unintentional may be compensated by facial expression, tone of voice, or hand gesture.

5. Vocabulary learning

There are five essential steps in vocabulary learning namely:

a. Having sources for encountering new words

The first important process to learn vocabulary is finding new words, which have words source. Here are some strategies such as, read books,

newspapers or magazines for learning new words, and listen to television or radio. In terms of incidental vocabulary development, this is unquestionably the most important step. This step is crucial because incidental vocabulary learning is required if second language learners are to approach a vocabulary that is comparable to that of native speakers.

- b. Getting a clear image, either visual or auditory or both, for the forms of the new words

The second step in vocabulary learning appears to be obtaining a distinct image of the vocabulary item, either visual or auditory, or both.

- c. Learning the meaning of the words

The third important step in the strategies that learners report is the one most often associated with vocabulary ideas to get the meaning of words. The strategy includes some steps such as asking native English speakers what words mean, asking others who speak my native language to mean the new vocabulary, draw a picture of what the meaning of words, and asking someone to tell me the English word.

- d. Making a strong memory connection between the forms and meanings of the words

The consolidation of form and the meaning in memory is the fourth crucial step indicated by Brown and Payne in their studies. Many other types of vocabulary learning drills, such as flashcards, matching exercises, crossword puzzles, and many more help to improve the meaning the form-meaning connection.

e. Using the words

Using the words is the last step in learning vocabulary. Some people think the step is unnecessary step if all that is desired is a understanding receptive of the word. This reasoning can be applied to a variety of other procedures as well, because a lot can be understood in context even if reader or listener is unfamiliar with many of the words being used. The usage of word on the other hand is critical if the goal is to help learners progress as far along the continuum of word knowledge as possible.²¹

6. The Importance of Vocabulary

Vocabulary is central to language and critical importance to the typical language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It has to be realized that the students' ability to read, to write, to listen and speak is conditioned by their vocabulary.²²

There are some factors why vocabulary is important :

- a. Vocabulary is crucial as a tool of communication.
- b. Vocabulary is a basic skill to communicate; people will not be able to communicate easily without understanding. Vocabulary can help students in mastering four language skills.
- c. Vocabulary can help students to express their thought and feeling to other people.
- d. Learning some words and phrases in new language allow people to start communicating at once.

²¹ Evelyn Marcussen Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, Cambridge Language Teaching Library (Cambridge: Cambridge University Press, 1995),373.

²² Setiawan, Improving the Students Vocabulary Mastery Through Direct Instruction, 11.

- e. Vocabulary is the way we acquire, and then access, new knowledge. It means that vocabulary can be used as a key of broadening knowledge.

B. Previous Studies

There are five previous studies that has been conduct the research about teachers perspectives toward students vocabulary mastery.

Table 2. 1

Previous Studies

No	Research Identity	Title	Research Identity	Similarities	Differenties
1.	Rahma Denil and Fahriany (2020). ²³	Teachers' perspective on strategy for teaching English vocabulary to young learners.	The result of this study revealed that teachers believe that the teaching strategy used to teach vocabulary to young learners.	The similarity of this study is the variables in the same study, namely Teachers' perspective and vocabulary.	The difference in this study lie in the object of the research, in the study students vocabulary at SMPN 3 Bolaang.
2.	Shara Astatia (2019). ²⁴	Teachers Difficulties in	The results of this study	The similarity of	The difference

²³ Rahma Deni and Fahriany, "Teachers' Perspective on Strategy for Teaching English Vocabulary to Young Learners", *VISION: Journal for Language and Foreign Language Learnin*, 9, no. 1. (May 2020).

		Teaching Vocabulary at SMP Negeri 2 Jatibarang Brebes.	indicated that the difficulties faced by teachers in teaching vocabulary include, in designing and determining the english materials that appropriate to the curriculum, in explaining the vocabulary material for students, and in evaluating assessment of process and result in teaching English vocabulary.	this study is the dependent variables in the same study, namely Vocabulary Mastery.	in this study lie in the independent variable and the object of the research, in the study Teachers Perspective at SMPN 3 Bolaang.
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²⁴ Shara Astatia, "Teachers Difficulties in Teaching Vocabulary at SMP Negeri 2 Jatibarang Brebes" (Skripsi, Universitas Negeri Semarang, 2019).

3.	Dian Farida, Hasna Dian Isrina, and Yanuarti Apsari (2019). ²⁵	The Implantation of Flash Cards to Improve Students Vocabulary Mastery.	The result of the research shows that direct instruction technique can improve the students vocabulary mastery.	The similarity of this study is the dependent variables in the same study, namely Vocabulary Mastery	The difference in this study lie in the independent variable and object of the research, in the study Teachers Perspective at SMPN 3 Bolaang.
4.	Nanda Mursyida (2015). ²⁶	Teachers’ Perspective On The Textbook “When English Rings The Bell	As a result, the researcher wrote the thesis entitled Teachers’ Perspective on the Textbook “When English Rings the Bell”. This research was intended to	The similarity of this study is the independent variables in the same study, namely Teachers Perspective.	The difference in this study lie in the dependent variable and object of the research, in the study students

²⁵ Yanuarti, dkk, “The Implantation of Flash Cards to Improve Students Vocabulary Mastery”, *Professional Jurnal of English Education* 2, no. 3, (May 2019).

²⁶ Nanda Mursyida, “Teachers’ Perspective On The Textbook “When English Rings The Bell”.

			find out teachers' perspective on the textbook When English Rings the Bell and teachers' demand on the textbook based on students' need.		vocabulary mastery at SMP Negeri 3 Bolaang.
5.	Ivon Novianti Agus Mahmud (2013). ²⁷	Teachers' Perspective towards the Application of Silent Way Method.	Findings indicate that the name of silent way method is not familiar with the teachers in MAN Model Gorontalo.	The similarity of this study is the independent variables in the same study, namely Teachers Perspective.	The difference in this study lie in the dependent variable and object of the research, in the study students vocabulary mastery at SMPN 3 Bolaang

²⁷ Ivon Novianti Agus Mahmud, "Teachers' Perspective towards the Application of Silent Way Method", (September 2013).

Based on the five studies, research on the teacher's perspective toward students' vocabulary mastery has similarities and differences with previous studies. both similarities and differences regarding the independent variable or the dependent variable. This study tried to gain an understanding related to the teacher's perspective on students' vocabulary mastery and the difficulties faced by students in mastering vocabulary. In addition, the researcher also aims to describe teacher's perspective towards students' vocabulary mastery and difficulties faced by the students' in vocabulary mastery.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology used by the researcher in this study. Besides, this chapter explores how to conduct and collect the research data. There are research design, research participants, research setting, data and source data, research instruments, data collection techniques, data analysis techniques, and research stages.

A. Research Design

This study took a qualitative descriptive method, where researcher gained teachers' perspectives as the primary data. Qualitative descriptions in general are carried out in a type of qualitative research.

Creswell, stated that qualitative research is the method used to understand in depth certain phenomena such as feelings, thought processes, and ideas that are difficult to understand through other research methods.²⁸

B. Research Participants

This research only investigated 3 (three) English teachers and 30 students, consisting of 10 students from class VII, 10 students from class VIII, and 10 students from class IX at SMPN 3 Bolaang. The sample students for this research were taken from the population by using a simple random sampling method.

²⁸Trida Satrio, "The Correlation Between Students' Personality Type and Academic Achievement at ELED in Private University in Yogyakarta." (Thesis, ELED in a Private University, 2017), 3.

C. Research Setting

This research conducted for two months it began from August until October in 2021 at the location of SMP Negeri 3 Bolaang.

D. Data and Source Data

1. Primary data source

The source of data in this research, all information that research got from the subject. The information can be obtained from field notes of the class observation, transcript of interview and data, audio or video recording as the primary data related to the topic. The data in this research were transcript of interview with English teachers at SMPN 3 Bolaang.

2. Secondary data source

For supporting the primary data, the research used other documents related to the research topic. The documents can be used as the secondary data source for this research, such as; daily grades of students from teacher at SMPN 3 Bolaang.

E. Research Instrument

In collecting this data, the researcher used interviews with ten questions for teachers and five questions for students for the instrument.

F. Data Collection Technique

In this research, the researcher used some data collection techniques :

1. Interview

Interview is a data-collection method in which an interviewer (the researcher or someone working for the researcher) asks questions of an

interviewee (the research participant).²⁹ Based on the technique data collection used, The researcher chose to conduct structured interviews with three English teachers and thirty students as respondents.

2. Documentation

Documentation is a text-based file that may include primary data (collected by the researcher) or secondary data (collected and archived or published by others) as well as photographs, charts, and other visual materials.³⁰ Researcher took document from school, such as the profile of school, and some photos during interviews with teachers and students.

G. Data Analysis techniques

Qualitative data analysis is a process of searching and arranging the data and taken from the interview, and documentation. Qualitative data analysis consists of three current flows of activity: data reduction, data display, and data verification.³¹

1. Data Reduction

Data reduction refers to the process of selecting, simplifying, abstracting, and transforming the data that appear in writing up field notes or transcription. In the data reduction, the researcher needs to separate the most accurate data from the inaccurate ones. Through the data reduction, the researcher may focus on the data that will be reduced is about the teachers' perspective towards students' vocabulary mastery in SMPN 3 Bolaang.

²⁹ R. Burke Johnson and Larry Christensen, *Educational Research Quantitative, Qualitative, and Mixed Approaches 5th Edition* (California: SAGE Publications, Inc, 2014), 316-317.

³⁰ Lisa M Given, *The Sage Encyclopedia of Qualitative Research Methods*, (California: A SAGE Reference Publication, 2008), 232.

³¹ Matthew B. Miles and Michael Haberman, *An Expanded Sourcebook Qualitative Data Analysis*, (California: SAGE, 1994), 10.

2. Data Display

Data display is a stage of organizing the data into a pattern of relationship. The data display makes the collected data easier to understand. The data display helps the researcher to understand every activity that is going on and to make the proper actions, whether or not the researcher should analyze or take action based on the understanding.

3. Data Verification

Verification also can be said as conclusion drawing. This is the answer of the research problem. The researcher drew the conclusion of the research problem here.

H. Research Procedure

1. Prepared the interview guideline to students and teacher.
2. Gained the necessary documentation.
3. Constructed transcript from the result of interview.
4. Analyzing data such as:
 - 1) Data reduction, the researcher separated the most accurate data from the inaccurate ones.
 - 2) Data display, the researcher to defined every activity that was going on to make the proper actions, whether or not the researcher should analyze or take action based on the understanding.
 - 3) Data verification, the researcher drew the conclusion of the research problem.
5. Concluded the research results, and made a research report.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and the discussion geared towards the research. It begins with a description of the research place and is followed by a brief description of the research subjects. Based on the interview results and documentation, the findings and discussion would be presented.

A. The description of research place

1. The brief description of SMP Negeri 3 Bolaang

SMP Negeri 3 Bolaang is a junior high school which is located in the road Raya AKD Tadoy, Bolaang Timur sub-district, Bolaang Mongondow sub-district. This school was incorporated in 1998 that had only small number of students. As time passed, people's interest in sending their children to study in this school is getting higher. Because the facilities and activities of this school are more and better.

There are 24 teachers and staffs at this school which consist of teachers with civil servant status and honorary while the number of students in 518 in total. This school has facilities and classrooms to reach the aim of teaching and learning process such as 1 headmaster room, 1 science laboratory room, 1 computer lab room, 1 UKS room, 1 library room and 4 toilet for students and 2 toilet for teacher.

2. Vision and Mission of SMP Negeri 3 Bolaang

Vision: "The realization of students who are intelligent, capable of character and technology and IMTAG".

Mission:

- a. Carry out active, creative, and fun learning, so that every student achieves satisfactory achievement.
- b. Motivate students to become independent learners, mastering ICT, able to recognize information from various sources and able to think logically, critically, and innovatively.
- c. Foster self-confidence and a healthy competitive spirit for students to excel.
- d. Teach students how to communicate, speak, be, and behave politely.
- e. Develop an attitude of respect for differences, democracy, instilling the values of togetherness in the life of society, nation, and state.
- f. Get used to the applicable rules.

3. School Profile

1. School Name : SMP NEGERI 3 BOLAANG
2. Street Address :Raya AKD Tadoy
 Village/Sub-district : Tadoy/Bolaang Timur
 No. Telp/HP : (0434) 2626609/081356565637
3. NIS/NSS : 200680/201170410103
4. NPSN : 40100288
5. Accreditation Level : B
6. Year Founded : 1999
7. Operating Year : 2000
8. Land Ownership : Government
 Land Status : SHM
 Land Area : 11.303 m
9. Building Permit : No. 217/0/2000

B. Findings

Following that, the researcher conducted research on the teacher's perspectives towards students' vocabulary mastery using two methods: interviews and documentation. The following are the research findings that researcher can describe.

1. Interview result

a. Teachers interview

First of all the researcher asked the teachers about what is your point of you about students' vocabulary mastery in this school. All the teachers said the same answer;

“All three teachers at SMPN 3 Bolaang have the same opinion regarding the vocabulary mastery of students at the school, which is still classified as lacking or low.”

(Dari ketiga guru di SMPN 3 Bolaang memiliki pendapat yang sama terkait penguasaan kosakata siswa di sekolah yang masih tergolong kurang atau rendah).

So, from the answer above, all teachers who teach at SMPN 3 Bolaang say that vocabulary mastery at the school is still relatively low. The second question, how do you think about your English teaching methodology. And the teacher answer;

“In the implementation of the learning process, there are several methods used by the English teacher at the school, namely a contextual approach using word wall media so that vocabulary learning in class is more efficient, and there is also the use of grouping new words according to their categories.”

(Dalam pelaksanaan proses pembelajaran, ada beberapa metode yang digunakan oleh guru bahasa Inggris di sekolah, yaitu pendekatan kontekstual menggunakan word wall media sehingga vocabulary learning di kelas lebih efisien, dan ada juga yang menggunakan pengelompokan kata-kata baru sesuai kategorinya).

Based on the result of interviewed in the learning process, the teachers use several methods such as the contextual approach method using a word wall and also the method of grouping new words according to the category. The third question, according to the teaching English methodology that you applied during teaching, what problems did you find ;

“ The problem that teachers often find is that students do not know how to use the vocabulary structure, so students find it difficult to understand the material given by the teacher.”

(Masalah yang sering ditemukan guru adalah siswa tidak tahu bagaimana menggunakan struktur kosakata, sehingga siswa merasa sulit untuk memahami materi yang diberikan oleh guru).

Based on the result of interview above, researcher concludes The problem that teachers often find is that students do not know how to use the vocabulary structure. Next question, what are the obstacles as well as challenges in teaching students' vocabulary mastery or receiving the results of students' vocabulary mastery ;

“There are several factors that cause students to have difficulty learning vocabulary, such as the written form that is different from the spoken form in English, the number of words that students need to learn is very large, and the complexity of word knowledge. That students have difficulty achieving basic competencies, and the magnitude of the challenges faced by teachers is

knowing their students well, and being able to provide learning motivation for students in mastering vocabulary.”

(Ada beberapa faktor yang menyebabkan siswa mengalami kesulitan mempelajari kosakata, seperti bentuk tulisan yang berbeda dengan bentuk lisan dalam bahasa Inggris, jumlah kata yang perlu dipelajari siswa sangat banyak, dan kompleksitas pengetahuan kata yang sedemikian rupa. siswa mengalami kesulitan mencapai kompetensi dasar, dan besarnya tantangan yang dihadapi guru adalah mengenal siswanya dengan baik, dan mampu memberikan motivasi belajar bagi siswa dalam penguasaan kosakata.).

Based on the result of interview the researcher found obstacles as well as challenges in teaching students' vocabulary mastery such as the written form that is different from the spoken form in English, the number of words that students need to learn is very large, and the complexity of word knowledge. Then the researcher asked, do you think that students' vocabulary mastery has the limitation of the criteria of your assessment in teaching English ;

“ Yes, in terms of criteria, teachers usually assess student achievement with aspects of the assessment criteria, namely vocabulary, grammar, and fluency.”

(Ya, dari segi kriteria, guru biasanya menilai prestasi siswa dengan aspek kriteria penilaian, yaitu kosakata, tata bahasa dan kelancaran).

Based on the result of interview, the limit of teacher assessment criteria in teaching English, namely vocabulary, grammar, and fluency. From the answer above if number five (said Yes) or (NO), how are you going to joins the problems ;

“ These three teachers, to measure student achievement, provide tests in the form of multiple questions, and complete sentences.”

(Ketiga guru ini, untuk mengukur prestasi siswa, memberikan tes dalam bentuk beberapa pertanyaan, dan kalimat lengkap).

Based on the result of interview, to measure student achievement teachers provide tests in the form of multiple questions, and complete sentences. Then, what kind of vocabulary that students' difficult to understanding;

“Students usually have difficulty understanding new words they encounter and vocabulary they rarely use or hear..”

(Siswa biasanya mengalami kesulitan memahami kata-kata baru yang mereka temui dan kosakata yang jarang mereka gunakan atau dengar.).

Based on the result of interview, students difficulties in understanding a material such as new words, hear and rarely use. How are you going to identify students' with low ability students' vocabulary mastery and medium students' vocabulary mastery, they answer ;

“To identify student achievement, of course, through tests given by the teacher, so that from these results, it can be seen that each student's vocabulary mastery achievement can be.”

(Untuk mengetahui prestasi siswa tentunya melalui tes yang diberikan oleh guru, sehingga dari hasil tersebut dapat diketahui bahwa prestasi penguasaan kosakata setiap siswa dapat diketahui).

Based on the result of interview, To identify student achievement teacher gives in the form of a test then from the test the teacher can find out

the ability of each student. Then next question, how long did you teach English ;

“ Two teachers have been teaching for 35 years and one honorary teacher has taught for 3 years.”

(Dua guru telah mengajar selama 35 tahun dan satu guru honorer telah mengajar selama 3 tahun).

The last, How many times did you find students' difficulties comprehending or understanding vocabulary ;

“Students always find difficulties in learning English because each student has different abilities and knowledge, thus affecting the level of knowledge and mastery of vocabulary learning materials.”

(Siswa selalu mengalami kesulitan dalam belajar bahasa Inggris karena setiap siswa memiliki kemampuan dan pengetahuan yang berbeda-beda, sehingga mempengaruhi tingkat pengetahuan dan penguasaan materi pembelajaran kosakata.).

From the results of the interviews above, every student has difficulty in learning vocabulary because the abilities and knowledge of students are different.

b. Students interview

The researcher conducted the interviews with 30 students. First, the researcher asked the students' opinion about how often they learn English. All of the students said the same thing: they only study English once a week.

The second question, the researcher asked the students opinion about how many vocabulary do you memorize. Started from VII on AO:

“Twenty.”³²

(*Dua puluh*).

Similarly told by AT and FU said :

“Their vocabulary is twenty words”³³

(*Kosakata yang mereka miliki adalah 20 kata*)

The other opinion by AK,KFM ,nd MM:

“Thirty”³⁴

(*Tiga puluh*)

Opinion from MIF and MT:

“ Fifteen”³⁵

(*Limah belas*)

Said PM:

“Twenty five words miss”³⁶

(*Dua puluh limah kata kak*)

Opinion from NM:

“ Fourty”³⁷

(*Empat puluh*)

³² Interviewed with Alfatan Oboy on September 06th 2021.

³³ Interviewed with Arasya Tanggulow and Ferdi Umar on September 06th 2021

³⁴ Interviewed with Awan Korompot, Kiki Farel Mokodompit, and Meliyannah Mokodongan on September 06th 2021.

³⁵ Interviewed with Mohamat Irjan Faransi and Mardiyah Tangahu on September 07th 2021.

³⁶ Interviewed with Putra Mamonto on September 07th 2021.

³⁷ Interviewed with Nagita Mamonto on September 07th 2021.

Students of class VIII, the opinion from TA, HB, and ME:

“Thirty six”³⁸

(*Tiga puluh limah*)

Opinion from JR and SA :

“Fifty maybe”³⁹

(*Limah puluh mungkin*)

The other opinion from AM, MB and NDP:

“Sixty”⁴⁰

(*Enam puluh*)

Opinion from FD:

“Twenty five”⁴¹

(*Dua puluh limah*)

Then, opinion from PKP:

“Fifty”⁴²

(*Limah puluh*)

The student from class X from AAP, DD, EM, and FH:

“Fifty more”⁴³

(*limah puluh lebih*)

³⁸ Interviewed with Tita Andiris, Herianto Bawole and Murniawati Erungan on September 08th 2021.

³⁹ Interviewed with Jingga Rahman and Saria Abram on September 08th 2021.

⁴⁰ Interviewed with Afdal Mokodompit, Masyanda Bulow and Nabil DG Pawewang on September 09th 2021.

⁴¹ Interviewed with Firjinia Datau on September 09th 2021.

⁴² Interviewed with Putri Kirana Papatungan on September 09th 2021.

⁴³ Interviewed with Abdul Ajis Papatungan, Depri Damopolii, Elgiansyah Manorek and Fatisqa Hasan on September 10th 2021.

Opinion from JAK and SP:

“One hundred maybe”⁴⁴

(*seratus mungkin*)

The other opinion from RC, TD, NSA, and YG:

“Fourty”⁴⁵

(*Empat puluh*)

Through the interview above, some students answered that their vocabulary was so low, because they only mastered vocabulary from 15 words to 100 words. From the answer above, students have different vocabulary abilities. The third question, what do you do to increase your vocabulary in English. The student from class VII from AO, AT and FU:

“ Watch cartoons”⁴⁶

(*Ba uni film kartun*)

The other opinion from AK and MIF:

“ Reading fairy tales”⁴⁷

(*Membaca cerita dongeng*)

Opinion from MT, KFM, and MM :

“Playing game miss”⁴⁸

(*Main game kak*)

⁴⁴ Interviewed with Jenisya Aprilia karim and Sutanto Mokoagow on September 13th 2021.

⁴⁵ Interviewed with Revalina Cengkeng, Topan Dilapanga, Nazwa Safitri Alamri and Yurifa Ginoga on September 13th 2021.

⁴⁶ Interviewed with Alfatan Oboy, Arasya Tanggulow and Ferdi Umar on September 06th 2021.

⁴⁷ Interviewed with Awan Korompot and Mohamat Irjan Faransi on September 06th 2021.

⁴⁸ Interviewed with Mardiyah Tangahu, Kiki Farel Mokodompit And Maliyanah Mokodongan on September 06th 2021.

Different from the answers from PM and MT, that they do not know what to do to increase their vocabulary.

The student from class VIII from TA and HB:

“ I usually listen to English songs.”⁴⁹

(*Kita biasanya mendengar lagu bahasa inggris*).

Opinion from ME, JR, SA, and AM :

“ Write song lyric and memorized”⁵⁰

(*Tulis depe lirik lagu kong hafal*)

The other students opinion from MB, NDP, PKP and FM:

“ Translate new vocabulary”⁵¹

(*Menerjemahkan kosakata baru*)

The student from class X from RC and YG:

“Write a new vocabulary”⁵²

(*Tulis kasakata yang baru*)

Opinion from NSA, TD, and SM :

“ Complete the sentence”⁵³

(*Melengkapi kalimat*)

⁴⁹ Interviewed with Tita Andiris and Herianto Bawole on September 08th 2021.

⁵⁰ Interviewed with Murniawati Erungan, Jingga Rahman, Saria Abram And Afdal Mokodompit on September 08th 2021.

⁵¹ Interviewed with Masyanda Bulow, Nabil Dg Pawewang, Putri Kirana Paputungan And Ferdi Umar on September 09th 2021.

⁵² Interviewed with Revalina Cengkeng And Yurifa Ginoga on September 13th 2021.

⁵³ Interviewed with Nazwa Safitri Alamri, Topan Dilapanga And Sutanto Mokoagow on September 13th 2021.

Opinion from JAK, AAP and EM:

“ Make a dialogue”⁵⁴

(*Membuat sebuah dialog*)

The other students opinion from FH and DD :

“ Translating a short story”⁵⁵

(*Menerjemahkan sebuah cerita pendek*)

Based on the interview above, it can be seen from the students' answers that in improving vocabulary mastery, students usually watch cartoons, read fairy tales, listen to songs, translate song lyrics, complete sentences and make dialogues and also by playing, there are even students who do not know how to increase their vocabulary. Then, the next question for students about what do you do to memorize vocabulary.

From class VII FU, KFM, AK and MM have same statement that;

“ Memorize Miss”

(*Hafal kak*)

Opinion from AO, AT, MT , and MIF :

“Writing”

(*Ba tulis*).

Meanwhile, there are also have different opinion from NM and PM ;

“ Do not know”

(*Nintau*)

⁵⁴ Interviewed with Jenisya Aprilia Karim, Abdul Ajis Papatungan And Elgiansyah Manorek on September 10th 2021.

⁵⁵ Interviewed with Fatisqa Hasan And Depri Damopolii on September 10th 2021.

The students from , HB, ME and JR (class VIII) and FH, TD, and DD (class X) have the same answer, they said :

“Memorize”

(Menghafal)

Opinion from TA, SA , AM and MB (class VIII), and EM, AAP, JAK, and SP (class X) :

“ Write”

(Tulis)

From NDP, FM, and PKP (class VIII), and RC, YG and NSA (class X).

They said :

“ Read “

(Membaca)

From the interview above, students answered that to remember their vocabulary, they usually memorized, wrote and read. there were also students who answered that they did not know how to memorize vocabulary. Then the researcher asked about what makes it difficult for you to master vocabulary.

From student (class VII) MM, KFM, MIF, and AK:

“ lazy”

(Malas)

Opinion students from MT, PM, FU,AT, AK and AO have the same answer;

“Often forget miss”

(Sering lupa miss)

From (class VIII) ME, TA, JR, HB and AM have the same opinion that :

“ Bored miss”

(*Bosan kak*)

MB, NDP, PKP, SA, and FM Said ;

“ Hard to memorize miss”

(*Siksa ba hafal*)

Opinion students class X from EM, FH, JAK, SP and DD :

“ Playing too much”

(*Kuat main game*)

And RC, YG, NSA, TD, and AAP. They have same statement :

“ The writing is different from the pronunciation”

(*Tulisan beda dengan pengucapan*)

From the answers above, almost all students have difficulty mastering vocabulary because of several factors, namely being lazy, being bored, and playing too much.

C. Discussion

1. Teachers perspectives

Based on the findings of teacher interviews, the teacher's perspectives towards students' vocabulary mastery at school is still low or lacking, causing students struggle to understand the material presented by the teacher. Then, there are issues with students' vocabulary mastery, specifically a lack of vocabulary as evidenced by student learning outcomes. Several methods are used by the teacher during the learning process, including a contextual approach with word walls, media, and grouping new words according to their functions and categories.

Teachers frequently identify several factors related to students' difficulties in mastering vocabulary, such as the written is different from the spoken form, the large number of words that students must learn, and the complexity of knowledge. The most difficult challenge for teachers is getting to know their students well and motivating them to learn to master vocabulary. In terms of criteria, teachers typically assess student achievement using aspects of assessment criteria such as vocabulary, grammar, and fluency, and to measure student results, teachers administer tests in the form of multiple choice questions and complete sentences. This is in accordance with the theory presented:

“According to Cross, perspective defines as a particular attitude towards or ways of regarding something a point of view.⁵⁶”

Based on the theory above, the researcher concludes that perspective is very important to something that depends on one's experience and personality. While the relationship with this research is to know the teachers perspective toward students vocabulary mastery. Then based on interviews with teachers at the school, students vocabulary mastery is still classified as lacking or low.

2. Students difficulties in vocabulary mastery

Based on the findings of student interviews, almost all students have a limited vocabulary. There are students who only know 15 to 100 words in their vocabulary, and they improve their vocabulary mastery by listening to songs, translating new vocabulary, and other activities. There are even students who do not know how to improve their vocabulary. Then students remember the vocabulary, usually by memorizing it. Students that faced difficulties in mastering vocabulary gave the same opinion that there are several factors such as being lazy, being bored, often forgetting and playing too much.

⁵⁶ Zaiturrahmi, Darlina, and Mirunnisa.

As in theory of Wallace was cited by Solihati.

“Mastery of vocabulary in large quantities will be more supportive of communication compared to understanding grammar and structure.”⁵⁷

Based on the theory above, it shows that vocabulary mastery is very important for students to communicate well. However, in interviews with students conducted by researchers, it was found that students' difficulties in mastering vocabulary were due to several factors, such as being lazy, bored, and playing too much.

⁵⁷ Solihati, 63.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestions. After discussed the results of this research, the researcher drew the conclusions and the suggestions.

A. Conclusion

The conclusion of this research can be concluded as follows:

1. Based on the findings, the researcher describe that in learning vocabulary, students at SMPN 3 Bolaang are still low or lacking due to several problems, such as the writing is different from the spoken form, the large number of words that students must learn, and the complexity of word knowledge.
2. The difficulties faced by the students in vocabulary mastery can be discovered that students are being lazy, being bored, often forgetting and playing too much in learning vocabulary.

B. Suggestion

Based on the result of this research, researcher suggested to:

1. Students, to follow the instructions of teachers, guidelines according to the vocabulary.
2. Teachers, needs innovative more often to teaching, particularly vocabulary teaching, and provide some additional explanations for certain words that teachers think need to be introduced to students.
3. Further researchers, to be conducted with the wider population and involves other factors that are thought to affect the mastery of students' English vocabulary.

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APPENDICES

APPENDIX 1

The Letter



PEMERINTAH KABUPATEN BOLAANG MONGONDOW
DINAS PENDIDIKAN
SMP NEGERI 3 BOLAANG



JL. RAYA AKD TADUY KEC. BOLAANG TIMUR 95752 (0434) 2626609

SURAT KETERANGAN

Nomor : 119 /C.12//SMP 3 Bolaang/2021

Kepala SMP Negeri 3 Bolaang, dengan ini menerangkan bahwa Mahasiswa IAIN Manado, yang namanya tersebut di bawah ini :

N a m a : Kintan Paputungan
N I M : 16.2.6.042
Semester : XI (Sebelas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris Bahasa Inggris (TBI)

Telah selesai melaksanakan Penelitian di SMP Negeri 3 Bolaang dalam rangka penyusunan Skripsi dengan waktu Penelitian selama bulan Agustus sampai dengan bulan September 2021.

Demikian Surat Keterangan ini dibuat guna keperluan selanjutnya. Terima Kasih.

Taduy, 14 September 2021
Kepala Sekolah



ROSMAN DILAPANGA, S.Pd.MM
NIP. 19700611 200501 1 008

APPENDIX 2

Interview's Data

Letter of Interview

Name : Hardiyanti Paputungan, S.Pd
Position : Teacher

Declaring hereby that the participant has been interviewed regarding to the research entitled "*Teachers' Perspectives Towards Students' Vocabulary Mastery*".

Thus, this letter is to be used properly.

Informan,



Hardiyanti Paputungan, S.Pd

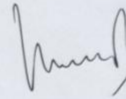
Letter of Interview

Name : Marlein Tunas, S.Pd
Position : Teacher

Declaring hereby that the participant has been interviewed regarding to the research entitled "*Teachers' Perspectives Towards Students' Vocabulary Mastery*".

Thus, this letter is to be used properly.

Informan,



Marlein Tunas, S.Pd
NIP. 19650518 198601 2 003

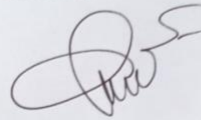
Letter of Interview

Name : Bisman Makalunsenge, S.Pd
Position : Teacher

Declaring hereby that the participant has been interviewed regarding to the research entitled "*Teachers' Perspectives Towards Students' Vocabulary Mastery*".

Thus, this letter is to be used properly.

Informan,



Bisman Makalunsenge, S.Pd
NIP. 19700409 200902 1 001

Interview Guideline

NO	Questions for Teacher
1.	<p>What is your point of view about students' vocabulary mastery in this school ?</p> <p>Apa pendapat Anda tentang penguasaan kosakata siswa di sekolah ini?</p>
2.	<p>How do you think about your English teaching methodology ?</p> <p>Bagaimana pendapat Anda tentang metodologi pengajaran bahasa Inggris Anda ?</p>
3.	<p>According to the teaching English methodology that you applied during teaching, what problems did you find ?</p> <p>Menurut metodologi pengajaran bahasa Inggris yang Anda terapkan selama mengajar, masalah apa yang Anda temukan?</p>
4.	<p>What are the obstacles as well as challenges in teaching students' vocabulary mastery or receiving the results of students' vocabulary mastery ?</p> <p>Apa kendala sekaligus tantangan dalam mengajarkan penguasaan kosakata siswa atau menerima hasil penguasaan kosakata siswa?</p>
5.	<p>Do you think that students' vocabulary mastery has the limitation of the criteria of your assessment in teaching English ?</p> <p>Apakah menurut Anda penguasaan kosakata siswa memiliki batasan kriteria penilaian Anda dalam mengajar bahasa Inggris?</p>
6.	<p>If number five (said YES) or (NO), how are you going to joins the problems ?</p>

	<p>Jika nomor lima (berkata YA) atau (TIDAK), bagaimana Anda akan menggabungkan masalah?</p>
7.	<p>What kind of vocabulary that students' difficult to understanding ?</p> <p>Kosa kata apa yang sulit dipahami siswa?</p>
8.	<p>How are you going to identify students' with low ability students' vocabulary mastery and medium students' vocabulary mastery ?</p> <p>Bagaimana Anda akan mengidentifikasi siswa dengan penguasaan kosakata siswa berkemampuan rendah dan penguasaan kosakata siswa sedang?</p>
9.	<p>How long did you teach English ?</p> <p>Berapa lama Anda mengajar bahasa Inggris ?</p>
10.	<p>How many times did you find students' difficulties comprehending or understanding vocabulary ?</p> <p>Berapa kali Anda menemukan kesulitan siswa dalam memahami kosa kata?</p>

Interview Guideline

NO	Questions for Students
1.	<p>How often do you learning English once?</p> <p>Seberapa sering kamu belajar bahasa Inggris?</p>
2.	<p>How many vocabulary do you memorize?</p> <p>Berapa banyak kosakata yang kamu hafal?</p>
3.	<p>What do you do to increase your vocabulary in English?</p> <p>Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?</p>
4.	<p>What do you do to memorize vocabulary?</p> <p>Apa yang kamu lakukan untuk menghafal kosakata?</p>
5.	<p>What makes it difficult for you to master vocabulary?</p> <p>Apa yang membuatmu sulit untuk menguasai kosakata?</p>

INTERVIEW TRANSCRIPT

Respondent : MT

Dates : 01th September 2021

Time : at 09.39 am

Researcher	Respondent
<p>What is your point of you about students' vocabulary mastery in this school ?</p> <p>Apa pendapat Anda tentang penguasaan kosakata siswa di sekolah ini?</p>	<p>My opinion as a teacher is that vocabulary mastery at SMPN 3 Bolaang is still lacking.</p> <p><i>(Pendapat saya sebagai seorang guru adalah penguasaan kosakata disekolah SMPN 3 Bolaang masi tergolong kurang).</i></p>
<p>How do you think about your English teaching methodology ?</p> <p>Bagaimana pendapat Anda tentang metodologi pengajaran bahasa Inggris Anda ?</p>	<p>In the implementation of the learning process, there are several methods that I usually use, namely a contextual approach using word wall so that vocabulary learning in class is more efficient and fun.</p> <p><i>(Dalam pelaksanaan proses pembelajaran ada beberapa metode yang biasanya saya gunakan yaitu pendekatan kontekstual dengan menggunakan media dinding kata agar pembelajaran kosakata di kelas lebih efisien dan menyenangkan).</i></p>
<p>According to the teaching English methodology that you applied during teaching, what problems did you find ?</p>	<p>This word wall method uses an organized collection of vocabulary that is displayed in large letters and pasted on the classroom wall</p>

<p>Menurut metodologi pengajaran bahasa Inggris yang Anda terapkan selama mengajar, masalah apa yang Anda temukan?</p>	<p>so that it requires more words to be pasted on the classroom wall or to be used in the word wall method.</p> <p><i>(Metode dinding kata ini menggunakan kumpulan kosakata yang terorganisasi yang di tampilkan dengan huruf yang besar an ditempelkan diatas dinding kelas sehingga membutuhksn lebih banyak kata yang akan di tempelkan di dinding kelas atau yang akan di gunakan dalam metode dinding kata tersebut).</i></p>
<p>What are the obstacles as well as challenges in teaching students' vocabulary mastery or receiving the results of students' vocabulary mastery?</p> <p>Apa kendala sekaligus tantangan dalam mengajarkan penguasaan kosakata siswa atau menerima hasil penguasaan kosakata siswa?</p>	<p>The problem is due to the lack of students vocabulary mastery so that students have difficulty in achieving basic competencies.</p> <p><i>(Untuk kendala dikarenakan kurangnya penguasaan kosakata siswa sehingga siswa mengalami kesulitan dalam mencapai suatu kompetensi dasar).</i></p>
<p>Do you think that students' vocabulary mastery has the limitation of the criteria of your assessment in teaching English ?</p> <p>Apakah menurut Anda penguasaan kosakata siswa memiliki batasan kriteria penilaian Anda dalam mengajar bahasa</p>	<p>Yes, for the limits of the criteria I usually assess students achievement, namely; mastery of vocabulary, grammar, and fluency.</p> <p><i>(Ya, untuk batasan kriteria biasanya saya menilai capaian siswa yaitu penguasaan kosakata, tata bahasa, dan kefasihan atau</i></p>

Inggris?	<i>kelancaran).</i>
If number five (said YES) or (NO), how are you going to joins the problems ? Jika nomor lima (berkata YA) atau (TIDAK), bagaimana Anda akan menggabungkan masalah?	To measure students achievement, I usually give a test in the form of multiple choice and complete the sentence. <i>(Untuk mengukur capaian siswa saya biasanya memberikan tes berupa soal pilihan ganda dan melengkapi kalimat)</i>
What kind of vocabulary that students' difficult to understanding ? Kosa kata apa yang sulit dipahami siswa?	For vocabulary that is difficult for students to understand, it is usually vocabulary that they rarely use or that they rarely hear. <i>(Untuk kosakata yang sulit dipahami biasanya kosakata yang jarang mereka gunakan atau yang jarang mereka dengar).</i>
How are you going to identify students' with low ability students' vocabulary mastery and medium students' vocabulary mastery ? Bagaimana Anda akan mengidentifikasi siswa dengan penguasaan kosakata siswa berkemampuan rendah dan penguasaan kosakata siswa sedang?	To identify students abilities, of course thought the tests given so that each students vocabulary mastery ability can be seen. <i>(Untuk mengidentifikasi kemampuan kosakata siswa, tentunya melalui tes yang diberikan sehingga dapat dilihat kemampuan penguasaan kosakata setiap siswa).</i>
How long did you teach English ? Berapa lama Anda mengajar bahasa	I've been teaching 35 years. <i>(Saya mengajar 35 tahun).</i>

<p>Inggris ?</p>	
<p>How many times did you find students' difficulties comprehending or understanding vocabulary ?</p> <p>Berapa kali Anda menemukan kesulitan siswa dalam memahami kosa kata?</p>	<p>In very lesson, there are always difficulties so that a learning method is need that can attract attention and turn on students motivation in learning English.</p> <p><i>(Dalam setiap pembelajaran selalu menemukan kesulitan sehingga diperlukan metode pembelajaran yang menarik perhatian dan menghidupkan motivasi siswa dalam pembelajaran bahasa inggris).</i></p>

INTERVIEW TRANSCRIPT

Respondent : HD

Dates : 02th September 2021

Time : at 09.55 am

Researcher	Respondent
<p>What is your point of you about students' vocabulary mastery in this school ?</p> <p>Apa pendapat Anda tentang penguasaan kosakata siswa di sekolah ini?</p>	<p>For students vocabulary mastery at this school, it is still considered inadequate because of the interest and motivation of students in learning English so that students vocabulary mastery is also lacking.</p> <p><i>(Untuk penguasaan kosakata siswa disekolah ini, masi tergolong kurang memadai karena kurangnya minat dan motivasi siswa dalam belajar nahasa inggris srhingga penguasaan kosakata siswa juga kurang).</i></p>
<p>How do you think about your English teaching methodology ?</p> <p>Bagaimana pendapat Anda tentang</p>	<p>The method I use for vocabulary development is to group new words according to their categories, for example verbs, nouns, adjectives and others. And also grouping words, according to be same or related meaning and saying students understand the meaning of the word,</p> <p><i>(Metode yang saya gunakan yaitu</i></p>

<p>metodologi pengajaran bahasa Inggris Anda ?</p>	<p><i>pengembangan kosakata, mengelompokkan kata-kata baru sesuai kategorinya, misalnya kata kerja, kata sifat, dan lain-lain. Dan mengelompokkan kata sesuai dengan makna yang sama atau berhubungan dan mengupayakan siswa memahami makna kata).</i></p>
<p>According to the teaching English methodology that you applied during teaching, what problems did you find ?</p> <p>Menurut metodologi pengajaran bahasa Inggris yang Anda terapkan selama mengajar, masalah apa yang Anda temukan?</p>	<p>The problem that I usually find is the lack of students vocabulary mastery so that it slows down the understanding of the learning material, and also the lack of students understanding of word grouping so that the words that are arranged or written become unstructured.</p> <p><i>(Masalah yang biasa saya temukan adalah kurangnya penguasaan kosakata siswa sehingga memperlambat pemahaman materi pembelajaran, dan juga kurangnya pemahaman siswa tentang pengelompokan kata sehingga kata yang disusun menjadi acak tidak terstruktur).</i></p>
<p>What are the obstacles as well as challenges in teaching students' vocabulary mastery or receiving the results of students' vocabulary mastery?</p>	<p>For challenges due lack of students vocabulary mastery so that students find it difficult to understand the learning material, when students feel the material is too difficult so that learning motivation becomes less.</p>

<p>Apa kendala sekaligus tantangan dalam mengajarkan penguasaan kosakata siswa atau menerima hasil penguasaan kosakata siswa?</p>	<p><i>(Untuk tantangan karena minimnya penguasaan kosakata siswa sehingga siswa sulit memahami materi pembelajaran, ketika siswa merasa materi terlalu sulit sehingga motivasi belajar siswa menjadi kurang).</i></p>
<p>Do you think that students' vocabulary mastery has the limitation of the criteria of your assessment in teaching English ?</p> <p>Apakah menurut Anda penguasaan kosakata siswa memiliki batasan kriteria penilaian Anda dalam mengajar bahasa Inggris?</p>	<p>Yes, the limit of the assessment criteria is to meaning understanding and vocabulary mastery used on mastering speaking and writing skills. The aspects of the assessment criteria are vocabulary, grammar, and fluency.</p> <p><i>(Ya, batasan kriteria penilaian yaitu untuk mengukur pemahaman dan penguasaan kosakata yang digunakan dalam penguasaan keterampilan berbicara dan menulis. Aspek-aspek kriteria penilaian adalah kosakata, tata bahasa, dan kelancaran).</i></p>
<p>If number five (said YES) or (NO), how are you going to joins the problems ?</p> <p>Jika nomor lima (berkata YA) atau (TIDAK), bagaimana Anda akan menggabungkan masalah?</p>	<p>For test I usually give in the form of multiple choices, and completing sentences.</p> <p><i>(Untuk tes biasanya saya memberikan berupa pilihan ganda dan melengkapi kalimat).</i></p>

<p>What kind of vocabulary that students' difficult to understanding ?</p> <p>Kosa kata apa yang sulit dipahami siswa?</p>	<p>Students usually find it difficult to understand new words, they encounter or scientific words that are difficult for them to understand the meaning.</p> <p><i>(Siswa biasanya sulit memahami kata-kata baru yang mereka temui atau kata-kata ilmiah yang sulit mereka pahami arti atau maknanya).</i></p>
<p>How are you going to identify students' with low ability students' vocabulary mastery and medium students' vocabulary mastery ?</p> <p>Bagaimana Anda akan mengidentifikasi siswa dengan penguasaan kosakata siswa berkemampuan rendah dan penguasaan kosakata siswa sedang?</p>	<p>Of course through the assessment test that I gave so that students achievements can be seen. From these results I can identify students with low ability and medium ability.</p> <p><i>(Tentunya melalui penilaian tes yang saya berikan sehingga dapat dilihat pencapaian siswa, dari hasil tersebut dapat mengidentifikasi siswa yang penguasaan kosakata rendah dan yang sedang).</i></p>
<p>How long did you teach English ?</p> <p>Berapa lama Anda mengajar bahasa Inggris ?</p>	<p>I have been teaching for 3 years</p> <p><i>(Saya mengajar 3 tahun).</i></p>
<p>How many times did you find students' difficulties comprehending or understanding vocabulary ?</p>	<p>In every English lesson, students always find difficulties because each students has different abilities and interests in learning so that it affects the level of knowledge or</p>

<p>Berapa kali Anda menemukan kesulitan siswa dalam memahami kosa kata?</p>	<p>vocabulary mastery of learning materials.</p> <p><i>(Pada tiap pembelajaran bahasa ingris siswa selalu menemukan kesulitan karena setiap siswa memiliki kemampuan yang berbeda-beda sehingga mempengaruhi tingkat pengetahuan atau penguasaan materi pembelajaran kosakata).</i></p>
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INTERVIEW TRANSCRIPT

Respondent : BM

Dates : 03th September 2021

Time : at 08.55 am

Researcher	Respondent
<p>What is your point of you about students' vocabulary mastery in this school ?</p> <p>Apa pendapat Anda tentang penguasaan kosakata siswa di sekolah ini?</p>	<p>According to me, vocabulary mastery in this school it can be classified into poor to average. This means that English vocabulary mastery is low, average level compared to the level of vocabulary mastery that should be.</p> <p><i>(Menurut saya, penguasaan kosakata di sekolah ini tergolong hingga rata-rata. Artinya penguasaan kosakata bahasa inggris tergolong rendah, tingkat rata-rata di bandingkan dengan tingkat penguasaan kosakata yang seharusnya).</i></p>
<p>How do you think about your English teaching methodology ?</p> <p>Bagaimana pendapat Anda tentang metodologi pengajaran bahasa Inggris Anda ?</p>	<p>Methodology English teaching there is still a lot to learn in this English methodology because vocabulary is the important element in learning English.</p> <p><i>(Metodologi pengajaran bahasa inggris masi banyak yang harus dipelajari dalam metodologi bahasa inggris ini karena</i></p>

	<i>kosakata merupakan elemen penting dalam pembelajaran bahasa inggris).</i>
<p>According to the teaching English methodology that you applied during teaching, what problems did you find ?</p> <p>Menurut metodologi pengajaran bahasa Inggris yang Anda terapkan selama mengajar, masalah apa yang Anda temukan?</p>	<p>There is the same problem in mastering vocabulary such as students do not know how to use the structure of vocabulary learn words and students feel that vocabulary.</p> <p><i>(Ada masalah yang sama dalam menguasai kosakata seperti siswa tidak tahu bagaimana menggunakan struktur kosakata belajar kata-kata dan siswa merasakan kosakata itu).</i></p>
<p>What are the obstacles as well as challenges in teaching students' vocabulary mastery or receiving the results of students' vocabulary mastery?</p> <p>Apa kendala sekaligus tantangan dalam mengajarkan penguasaan kosakata siswa atau menerima hasil penguasaan kosakata siswa?</p>	<p>There are were some factors that caused students difficulties in learning vocabulary, such as the written form is different from the spoken form in English the number of words that students need to learn is exceedingly large and complexity of word knowledge and the greats of the challenge faced by the teachers is knowing their students well.</p> <p><i>(Ada beberapa faktor yang menyebabkan siswa kesulitan dalam mempelajari kosakata, seperti bentuk tulisan yang berbeda dengan bentuk lisan dalam bahasa inggris, jumlah kata yang perlu dipelajari siswa sangat banyak dan kompleksitas</i></p>

	<i>pengetahuan kata serta besarnya tantangan yang dihadapi oleh guru adalah mengenal siswanya dengan baik).</i>
<p>Do you think that students' vocabulary mastery has the limitation of the criteria of your assessment in teaching English ?</p> <p>Apakah menurut Anda penguasaan kosakata siswa memiliki batasan kriteria penilaian Anda dalam mengajar bahasa Inggris?</p>	<p>Yes, the criteria for assessment student achievement are vocabulary, or fluency and grammar.</p> <p><i>(Ya, batasan kriteria untuk menilai capaian siswa yaitu kosakata, kelancaran atau kefasihan dan tata bahasa).</i></p>
<p>If number five (said YES) or (NO), how are you going to joins the problems ?</p> <p>Jika nomor lima (berkata YA) atau (TIDAK), bagaimana Anda akan menggabungkan masalah?</p>	<p>The test can be used as a reference for teachers and schools in evaluating the learning process. the test is in the form of matching and completion tests.</p> <p><i>(Tes dapat digunakan sebagai acuan bagi para guru maupun sekolah dalam mengevaluasi proses pembelajaran . tesnya berupa uji pencocokan dan penyelesaian).</i></p>
<p>What kind of vocabulary that students' difficult to understanding ?</p> <p>Kosa kata apa yang sulit dipahami siswa?</p>	<p>Vocabulary that students difficult to understanding pronunciation, spelling, grammar, and meaning.</p> <p><i>(Kosakata yang sulit untuk siswa yaitu pengucapan, tata bahasa, dan makna).</i></p>
<p>How are you going to identify students'</p>	<p>I will identify students with low mastery</p>

<p>with low ability students' vocabulary mastery and medium students' vocabulary mastery ?</p> <p>Bagaimana Anda akan mengidentifikasi siswa dengan penguasaan kosakata siswa berkemampuan rendah dan penguasaan kosakata siswa sedang?</p>	<p>ability, students vocabulary games, an effectives medium or teaching vocabulary to improve the students vocabulary mastery.</p> <p><i>(Saya akan mengidentifikasi siswa dengan kemampuan penguasaan rendah, permainan kosakata siswa, media yang efektif atau mengajar kosakata untuk meningkatkan penguasaan kosakata siswa).</i></p>
<p>How long did you teach English ?</p> <p>Berapa lama Anda mengajar bahasa Inggris ?</p>	<p>I have been teaching for 35 years</p> <p><i>(Saya mengajar 3 tahun).</i></p>
<p>How many times did you find students' difficulties comprehending or understanding vocabulary ?</p> <p>Berapa kali Anda menemukan kesulitan siswa dalam memahami kosa kata?</p>	<p>I find a lot students difficulties comprehension in mastering vocabulary in English.</p> <p><i>(Saya menemukan banyak siswa kesulitan pemahaman dalam menguasai kosakata dalam bahasa inggris).</i></p>

INTERVIEW TRANSCRIPT

Respondent : AO

Dates : 06th September 2021

Time : at 08.00 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Twenty. <i>(Dua puluh).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Watch cartoons. <i>(Nonton film kartun)</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Writing. <i>(Menulis)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Lazy. <i>(Malas)</i>

INTERVIEW TRANSCRIPT

Respondent : AT

Dates : 06th September 2021

Time : at 08.15 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Twenty. <i>(Dua puluh).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Watch cartoons. <i>(Nonton film kartun)</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Memorize. <i>(Menghafal)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Bored. <i>(Bosan).</i>

INTERVIEW TRANSCRIPT

Respondent : FU

Dates : 06th September 2021

Time : at 08.30 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Twenty. <i>(Dua puluh).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Watch cartoons. <i>(Nonton film kartun)</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Writing. <i>(Menulis)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Lazy. <i>(Malas)</i>

INTERVIEW TRANSCRIPT

Respondent : AK

Dates : 06th September 2021

Time : at 08.45 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Thirty. <i>(Tiga puluh).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Playing game. <i>(Main game)</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Memorize. <i>(Menghafal)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Lazy. <i>(Malas)</i>

INTERVIEW TRANSCRIPT

Respondent : KFM

Dates : 06th September 2021

Time : at 09.00 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Thirty. <i>(Tiga puluh).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Playing game. <i>(Main game)</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Memorize. <i>(Menghafal)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Do not know. <i>(Tidak tahu)</i>

INTERVIEW TRANSCRIPT

Respondent : MM

Dates : 07th September 2021

Time : at 08.10 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Fifteen. <i>(Lima belas).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Playing game. <i>(Main game)</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Memorize. <i>(Menghafal)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Do not know. <i>(Tidak tahu)</i>

INTERVIEW TRANSCRIPT

Respondent : MIF

Dates : 07th September 2021

Time : at 08.20 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Thirty. <i>(Tiga puluh).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Playing game. <i>(Main game)</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Memorize. <i>(Menghafal)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Bored. <i>(Bosan)</i>

INTERVIEW TRANSCRIPT

Respondent : MT

Dates : 07th September 2021

Time : at 08.35 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Fifteen. <i>(Lima belas).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Playing game. <i>(Main game)</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Memorize. <i>(Menghafal)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Do not know. <i>(Tidak tahu)</i>

INTERVIEW TRANSCRIPT

Respondent : PM

Dates : 07th September 2021

Time : at 08.43 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Twenty five. <i>(Dua puluh lima).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Reading fairy tales. <i>(Membaca dongeng)</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Writing. <i>(Menulis)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Lazy. <i>(Malas)</i>

INTERVIEW TRANSCRIPT

Respondent : NM

Dates : 07th September 2021

Time : at 08.55 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Fourty. <i>(Empat puluh).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	.reading fairy tales. <i>(Membaca dongeng).</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Memorize. <i>(Menghafal)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Bored. <i>(Bosan)</i>

INTERVIEW TRANSCRIPT

Respondent : TA

Dates : 08th September 2021

Time : at 08.30 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Thirty five. <i>(Tiga puluh lima).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	I usually listen to English songs. <i>(Saya biasanya mendengar lagu bahasa inggris).</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Memorize. <i>(Menghafal)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Bored. <i>(Bosan)</i>

INTERVIEW TRANSCRIPT

Respondent : HB

Dates : 08th September 2021

Time : at 08.45 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Thirty five. <i>(Tiga puluh lima).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Write song lyric and memorize. <i>(Tulis lirik lagu dan hafal)</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Read. <i>(Membaca)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Bored. <i>(Bosan)</i>

INTERVIEW TRANSCRIPT

Respondent : ME

Dates : 08th September 2021

Time : at 08.55 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Thirty five. <i>(Tiga puluh lima).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	I usually listen to English songs. <i>(Saya biasanya mendengar lagu bahasa inggris)</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Read. <i>(Membaca)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Bored. <i>(Bosan)</i>

INTERVIEW TRANSCRIPT

Respondent : JR

Dates : 08th September 2021

Time : at 09.00 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Fifty more. <i>(Lima puluh lebih).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Write song lyric and memorize. <i>(Tulis lirik lagu dan hafal)</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Write <i>(Menulis)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Hard to memorize. <i>(Sulit untuk dihafal)</i>

INTERVIEW TRANSCRIPT

Respondent : SA

Dates : 08th September 2021

Time : at 09.15 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Sixty. <i>(Enam puluh).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Translate new vocabulary. <i>(Terjemahkan kosakata baru).</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Memorize. <i>(Menghafal)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Hard to memorize. <i>(Sulit untuk dihafal)</i>

INTERVIEW TRANSCRIPT

Respondent : AM

Dates : 09th September 2021

Time : at 08.55 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Twenty five. <i>(Dua puluh lima).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Write song lyric and memorize. <i>(Tulis lirik lagu dan hafal)</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Read. <i>(Membaca).</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Bored. <i>(Bosan).</i>

INTERVIEW TRANSCRIPT

Respondent : MB

Dates : 09th September 2021

Time : at 09.00 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Fifty more. <i>(Lima puluh lebih).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Translate new vocabulary. <i>(Terjemahkan kosakata baru).</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Write <i>(Menulis)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Hard to memorize. <i>(Sulit untuk dihafal)</i>

INTERVIEW TRANSCRIPT

Respondent : NDP

Dates : 09th September 2021

Time : at 09.15 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Sixty. <i>(Enam puluh).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Translate new vocabulary. <i>(Terjemahkan kosakata baru).</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Memorize. <i>(Menghafal)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Hard to memorize. <i>(Sulit untuk dihafal)</i>

TRANSCRIPT INTERVIEW

Respondent : FM

Dates : 09th September 2021

Time : at 09.25 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Fifty. <i>(Lima puluh).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Write song lyric and memorize. <i>(Tulis lirik lagu dan hafal)</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Write <i>(Menulis)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Bored. <i>(Bosan)</i>

INTERVIEW TRANSCRIPT

Respondent : PKP

Dates : 09th September 2021

Time : at 09.35 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Sixty. <i>(Enam puluh).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Translate new vocabulary. <i>(Terjemahkan kosakata baru).</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Memorize. <i>(Menghafal)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Hard to memorize. <i>(Sulit untuk dihafal)</i>

TRANSCRIPT INTERVIEW

Respondent : AAP

Dates : 10th September 2021

Time : at 07.55 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Sixty. <i>(Enam puluh).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Translate new vocabulary. <i>(Terjemahkan kosakata baru).</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Memorize. <i>(Menghafal)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Hard to memorize. <i>(Sulit untuk dihafal)</i>

INTERVIEW TRANSCRIPT

Respondent : DD

Dates : 10th September 2021

Time : at 08.05 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Fourty. <i>(Empat puluh).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Write a new vocabulary. <i>(Tulis kosakata baru).</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Memorize. <i>(Menghafal)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	The writing is different from the pronunciation. <i>(Tulisannya beda sama pengucapannya).</i>

INTERVIEW TRANSCRIPT

Respondent : EM

Dates : 10th September 2021

Time : at 08.15 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Fourty. <i>(Empat puluh).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Complete the sentence. <i>(Lengkapi kalimat).</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Wriite. <i>(Tulis)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	The writing is different from the pronunciation. <i>(Tulisannya beda sama pengucapannya).</i>

INTERVIEW TRANSCRIPT

Respondent : FH

Dates : 10th September 2021

Time : at 08.25 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Fifty. <i>(Lima puluh).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Complete the sentence. <i>(Lengkapi kalimat).</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Memorize. <i>(Menghafal)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Playing too much. <i>(Terlalu banyak bermain).</i>

INTERVIEW TRANSCRIPT

Respondent : JAK

Dates : 10th September 2021

Time : at 08.30 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	One hundred. <i>(Seratus ribu).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Translate a short story. <i>(Terjemahkan cerita pendek).</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Memorize. <i>(Menghafal)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Playing too much. <i>(Terlalu banyak bermain).</i>

INTERVIEW TRANSCRIPT

Respondent : SP

Dates : 13th September 2021

Time : at 08.35 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Fourty. <i>(Empat puluh).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Write a new vocabulary. <i>(Tulis kosakata baru).</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Read. <i>(Membaca).</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	The writing is different from the pronunciation. <i>(Tulisannya beda sama pengucapannya).</i>

INTERVIEW TRANSCRIPT

Respondent : RC

Dates : 13th September 2021

Time : at 08.40 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Fourty. <i>(Empat puluh).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Complete the sentence. <i>(Lengkapi kalimat).</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Read. <i>(Membaca).</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	The writing is different from the pronunciation. <i>(Tulisannya beda sama pengucapannya).</i>

INTERVIEW TRANSCRIPT

Respondent : TD

Dates : 13th September 2021

Time : at 08.55 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Fifty. <i>(Lima puluh).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Make a dialogue. <i>(Membuat dialog).</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Write. <i>(Menulis)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Playing too much. <i>(Terlalu banyak bermain).</i>

INTERVIEW TRANSCRIPT

Respondent : NSA

Dates : 13th September 2021

Time : at 09.00 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	One hundred. <i>(Seratus ribu).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Translate a short story. <i>(Terjemahkan cerita pendek).</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Memorize. <i>(Menghafal)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Playing too much. <i>(Terlalu banyak bermain).</i>

INTERVIEW TRANSCRIPT

Respondent : YG

Dates : 13th September 2021

Time : at 09.15 am

Researcher	Respondent
How often do you learning English once? Seberapa sering kamu belajar bahasa Inggris?	One time. <i>(Satu kali).</i>
How many vocabulary do you memorize? Berapa banyak kosakata yang kamu hafal?	Fifty. <i>(Lima puluh).</i>
What do you do to increase your vocabulary in English? Apa yang kamu lakukan untuk menambah kosakata dalam bahasa inggris?	Make a dialogue. <i>(Membuat dialog).</i>
What do you do to memorize vocabulary? Apa yang kamu lakukan untuk menghafal kosakata?	Memorize. <i>(Menghafal)</i>
What makes it difficult for you to master vocabulary? Apa yang membuatmu sulit untuk menguasai kosakata?	Playing too much. <i>(Terlalu banyak bermain).</i>

APPENDIX 3

Documentation

DOCUMENTATION

Researcher was interviewing the teachers of SMP Negeri 3 Bolaang.

The interview process with teacher on class VII



The interview process with teacher on class VIII



The interview process with teacher on class IX



Researcher was interviewing the students of SMP Negeri 3 Bolaang

The interview process with students on class VIIA





The interview process with students on class VIIIA





The interview process with students on class XA



CURRICULUM VITAE

Name : Kintan Paputungan

Place and Date of Birth : Ambang 1, 26 May 1998

Address : Ambang 1 Kec. Bolang Timur Kab. Bolaang
Mongondow

Phone Number : 082231527883

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Parents' Name

Father : Ismail Paputungan

Mother : Laini Paputungan

Educational Background

Elementary School : SD N 1 Ambang (2004-2010)

Junior High School : SMP N 1 Bolaang (2010-2013)

Senior High School : SMA N 1 Bolaang (2013-2016)

Manado, 31 Maret 2022



Kintan Paputungan