

REFERENCES

Abrar, M. (2019). Re-telling : A Narrative inquiry of Indonesian graduate students ' speaking experiences in a United Kingdom. *Indonesian Journal of Applied Linguistics*, 8(3), 588-596.

Aniita Yuliana Siregar, "Improving students vocabulary mastery through crossword puzzle", North sumatera English department of education state institude for Islamic studies.

Anugerahwati, N. M., & Mirjan. (2021). International journal of language teaching and education. *International journal of language teaching and education*(2020), 13.

Bruner, J. 'The Narrative Construction of Reality'. Critical Inquiry 18, 1-23.

Clandinin, & Jean, D. (2006). Narrative Inquiry : A Methodology for Studying Lived Experience. (27), 44-54.

Clandinin, D. j., Pushor, D., & Orr, A. M. (2007). Navigating Sites for Narrative Inquiry. *Journal of Teacher Education*, 21-35.

Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, US: Jossey-Bass Publishers.

Clandinin, D. J., & Connelly, F. M. (1998). Stories to live by: Narrative understandings of school reform. Curriculum Inquiry, 28(2), 149 - 164.

Clandinin, D. J., & Caine, V. (2008). Narratiive Inquirry. 542-545

E. Sihombing, G. Pricia, (2021)' The Effect Of Using Anagram Game On Students' Vocabulary Mastery (A Study At The Eleventh Grade Of SMA Harapan Padangsidimpuan 2020 – 2021 Academic Year), 3.371-79

Ghonivita, Y., Pahamzah, J., & Wijayanti, M. A. (2021). Improving Students' Listening Skill and Vocabulary Mastery through Contextual Teaching and Learning. *jelts*, 4(1), 10-21.

Gushendra, R. (2017). an Experimental Study: Improving Students' Vocabulary Mastery By Using English Songs. *Indonesian Journal of Integrated English Language Teaching*, 3(1), 53-64.

Hidayat, K., & Habibi, F. (2018). The Effect Of Flash Card And Picture Story In Vocabulary To The Seventh Grader. *Getsempena English Education Journal (GEEJ)*, 5(1).

Handayani, A. A. K., Dantes, N., & Ratminingsih, N. M. (2013). 'The Effect of Guided Writing Strategy and Students' Achievement Motivation on Students' Writing Competency'. E-Journal Program Pascasarjana Universitas Pendidikan Ganesha.

Harianti, P. (2020). Improving Students' Vocabulary Mastery through Teaching Real Objects. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 740-748.

Harris, D. P. 'Testing English as a Second Language'. New York: Mc Gra Hill Book Company.

Herdi, & Ningsih, S. R. (2018). Improving Students' Vocabulary Mastery by Using ESA (Engage, Study, Activate) Method for the Students' of Eighth Grade at MTs Negeri 02 Pekanbaru. *ELT- Lectura: Jurnal Pendidikan*, 5(2), 149-159.

Haydon, G. browne, (2017), "Narrative inquiry as a research methodology exploring person centred care in nursing', centred care in nursing, 1-6

Irzawati, I., Hasibuan, A. R., & Giovanni, V. (2017). Potrait of EFL Learners' Writings: Errors, Challenges and Solutions. *Esteem Journal of eEnglish Study Programme*(1), 11.

James, H. 1981. Mastery Learning. Chicago : Reinhart- Winston.

Juriah. (2015). Implementing Controlled Composition to Improve Vocabulary Implementing Controlled Composition to Improve Vocabulary Mastery of EFL Students. *Dinamika Ilmu*, 15(1).

Kaasila, R. (2014). Raimo Kaasila Using Narrative Inquiry For Ivestigating The Becoming of a Mathematic Teacher. *the international jurnal on mathematics education*.

Kusumawati, & Palupi, F. (2017). Board race to boost students ' vocabulary mastery. 15-16.

Listiyanto, R., & Fauz, A. (2016). A Narrative Analysis Of An English Teacher's Experience In Using Prezi Presentation Software In Teaching Vocabulary. *Ictte*, 2(1).

Madsen, H. S. 'Techniques in Testing. New York: Oxford University Press.

Manggi S. Lana V, (2007) "Narrative Inquiry: Theory and Practice", Journal of Geography in Higher Education, 31.3. 459-472

Munir, F. (2016). The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students. *Journal of English Language Teaching and Linguistics*, 1(1), 13.

Nova, M. (2018). Utilizing Grammarly in Evaluating Academic Writing: A Narrative research on EFL Students' Experience. *Journal of English Education and Applied Linguistics*, 7, 80-96.

Nugroho, Y. S., Nurkamto, J., & Sulistyowati, H. (2012). Improving Students ' Vocabulary Mastery Using Flascards. *Journal of Sebelas Maret University Surakarta*, 1-15.

Nurfauziah, Z. (2021). Traslating Comic Strips as a strategy to Enrich Students Vocabulary Mastery,. *Internacional journal Of Innovation and Education Research*, 1(1), 1-8.

Oczkus, L., D. *Guided Writing. Practical Lessons, Powerful Results.* Heinemann: Portsmouth.

Priatin, L. Y., Irianti, L., & Nurfauziah, Z. (2021). Translating Comic Strips as a Strategy to Enrich Students ' Vocabulary Mastery. *international journal of innovation and education research, 1*(1), 1-8.

Rahman , A. A., & Angraeni , A. (2020). Empowering Learners with Role-Playing Game for Vocabulary Mastery. *International Journal of Learning, Teaching and Educational Research, 19*(1), 60-73.

Reyhan, A. (2012). 'The Use of Guided Writing and Sequences of Pictures as Teaching Technique to Enhance the Ability of Writing Narrative of Students in Different English Course'. *Anglicist, 1*(2).

Rochsantiningsih, M. A., Sulistyawati, D., & Hefy. (2020). Exploring students ' learning experiences in a Thai EFL classroom : a narrative inquiry.

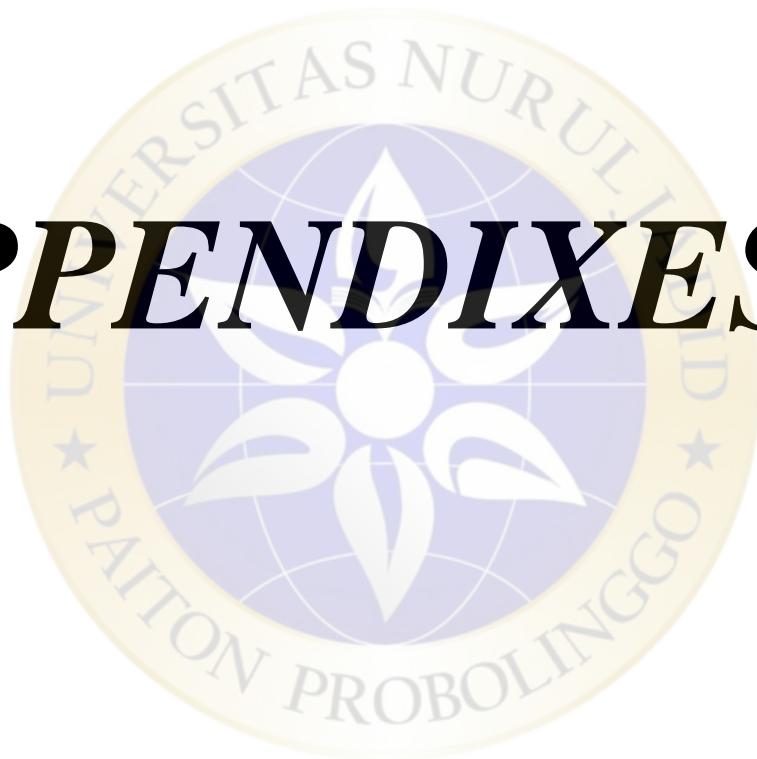
Sukrina , V. (n.d.). Improving Students' Vocabulary Mastery by Using Realia . 2017.

Wirza, Y. (2018). A narrative case study of Indonesian EFL learners ' identities. *Indonesi JournalL of Applied LIinguistic, 8*(2), 473-481.

Wisnumurti, P. K., Setyaningsih, E., & Wahyuni , D. S. (2021). Digital Storytelling In Teyl: A Narrative Inquiry Of A Pre-Service Teacher. *JOLLT Journal of Languages and Language Teaching, 9*(1), 1-13.

Wisnumurti, Setyaningsih, E., Krisna, P., & Wahyuni, D. S. (2021). Digital Storytelling in Teyl: a Narrative Inquiry of a Pre-Service Teacher. *Journal of Languages and Language Teaching, 9*(1), 1.

APPENDICES



APENDIX I

The Interview with the Students 1

Information : 18 June2022

Place/ time : Students 1 room

Students Identity : Ghevina Quinsha Rahmah

Gender : Female

Position : SMP Students

RESULT OF INTERVIEW

The researcher : Do you like English

Students 1 : *Yes, I really like English because English is a very interesting language compared to other languages, especially now that English has become an international language.*

The researcher : Tell me your experience about English?

Student1 : *"I really love English since I was in elementary school, I remember that my sister taught me about English. I studied with her at home. She asks me to memories some daily words in vocabulary such as day, number but I don't get any word. I don't have any idea to learn about English when I was in elementary school and know I felt regret. Then when I was graduated from*

elementary school. I went to Islamic boarding school namely Nurul Jadid mean this place. I studied English here and it can be my first time I learn English in language intensive programs of smp nurul So. "

The researcher : What do you know about vocabulary?

Students1 : *"Vocabulary is a list of the most important words in English."*

The researcher : Is there any obstacle in your learning vocabulary?

Student 1 : *"The difficulty that I often experience in learning vocabulary is that I always have difficulty in rewriting the vocabulary that my teacher has given, so that it causes me too often experience mistaken in vocabulary"*

The researcher : What strategy that your teacher use?

Students 1 : *"When we were study in class our teacher would tell us to memorize vocabulary which there is in new concept that have been given by our teacher. they taught the vocabulary every word like how do we read it, what is the meaning of the word, also the function of each vocabulary by using Indonesian language and it make us easier to understand. but they don't guide us in writing till we felt lack on that. when my teacher got me write something I always have mistaken in writing every word, I feel very passive to write so that I feel like English is like kind of strong language in*

my mind (while smile) but I have to do much work in order to I can learn English vocabulary and I'm sure that I can be mastery of vocabulary"

The researcher : How your way to resolve problem in difficulty study vocabulary and What are you doing for improve vocabulary Your English?

student 1 :" *Often practice writing and have to understand the vocabulary and have more vocabular and repeat a lot of vocabulary that has been given by the teacher in addition to studying harder in learning"*

The Interview with the Students 2

Information : 26 June 2022

Place/ time : Students 21 room

Students Identity : Jasnita Safitri

Gender : Female

Position : SMP Students

RESULT OF INTERVIEW

The researcher : Did you like English

Student 2 : *"No. Because, I was don't know what the English is.*

The researcher : Tell me your experience about English?

Students 2 : *"I feel that learning English just make me feel bord or kind something I can't stand on it. When I was graduated from my elementary school, I went to Islamic boarding school Nurul Jadid. When I arrived there one of my inspirations to those Islamic boarding school is WOW THIS IS BEST COLLAGE because all people here speak English. Since I know that English become an international language which is use by all people and how important we learn English. since that I feel interested to learn. When almost a month I stay in Nurul Jadid I found an institution*

namely language intensive programs of SMP Nurul Jadid (LIPS) which can accommodate us to study English and Arabic; I chose English language as my second language. I stayed in language intensive programs of SMP Nurul Jadid (LIPS) since it was announced that I had been accepted as a member there. I felt very happy. when I stayed there. There are some things that I just found out when I stayed in LIPS. First, every day we must speak English for our daily communication, and the second, every week we also have to work whether it's making short stories, poetry, summarizing the results of book studies and even during presentations such as storytelling or speech we have to make the text.

The researcher

: What do you know about vocabulary?

Students 2

：“Vocabulary is a group of word which we need to communicate in our daily life.”

The researcher

: Is there any obstacle in your learning vocabulary?

Students 2

：“I really like English but when I face compose challenging to write some ideas that I should do every week. this makes me have a hard time and I feel in mine mind I have no word to express my idea. I did not have any issue on writing skills. It's become a big deal for me. Even now I have to make some short story to fulfill

the magazine assignment which will be publish this week. From that I always have to carry a dictionary wherever I go because every I want to work on my assignments always there are some words that I don't know in English vocabulary or I know but I forget how to write them, if I don't bring those dictionaries, I always make some mistakes in vocabulary. from that I plan to learn English vocabulary from my teacher or my friends”

The researcher : What strategy that your teacher use?

Students 2 : “*Okay, well actually my teacher just said that memorize, memorize and memorize, practice how to read, learn what the meaning is that word, it may be will make you remember those vocabulary. But you know what I feel it just make me confuse and always have mistaken in every word that I write when I face in writing directly, I had no idea of making good writing and paraphrasing. I did not know it at all even to make one good paragraph because my teacher did not guide me to practice the word that I have been studying. So, every I face writing I just made as long as I can. But I wish I can improve my writing skill with more vocabulary while always practice to write, write and write again until I can be a good writer.”*

The researcher : How your way to resolve problem in difficulty study vocabulary and What are you doing for improve vocabulary Your English?

Student 2 : *"Maybe by always practicing what we have learned from the teacher, I tried to handle myself to be spirit in learning vocabulary and practice, practice and more practice."*



The Interview with the Students 3

Information : 12 June 2022

Place/ time : Students 1 Room

Students Identity : Rizki Febriyanti

Gender : Female

Position : SMP Students

RESULT OF INTERVIEW

The researcher : Did you like English

Students 3 : *"Firstly, I don't know what the English is, I feel really curious about English, but when I learning English for me was so much boring or something like I can't learn on it. because between writing and reading are almost very different. That's why I wasn't too interested in English. However, when I arrived at the Nurul Jaded Islamic Boarding School and heard my seniors speak English fluently even though they were native Indonesians I felt jealous, that's where I had the desire to learn English and wanted to learn it."*

The researcher : Tell me your experience about English?

Students 3 : “*For the first time I learned English at LIPS, everything was very difficult for me to learn especially in the alphabet, to learn how to write in English. However, everything was easy after I stayed there a half of month, from reading the alphabet I was fluent, even I could read every vocabulary.*

The researcher : What do you know about vocabulary?

Students 3 : “*Vocabulary is a vocabulary that we really need in studying English*”

The researcher : Is there any obstacle in your learning vocabulary?

Students 3 : “*However, there is one material that I have not yet conquered, namely writing. It was ignored because the lack of vocabulary that I have. So that I often have errors in writing vocabulary, every time I make a presentation text, I always make mistakes in it, whether it's an error in writing each word less than one letter or even more. That's what I experienced when I was learning vocabulary*”

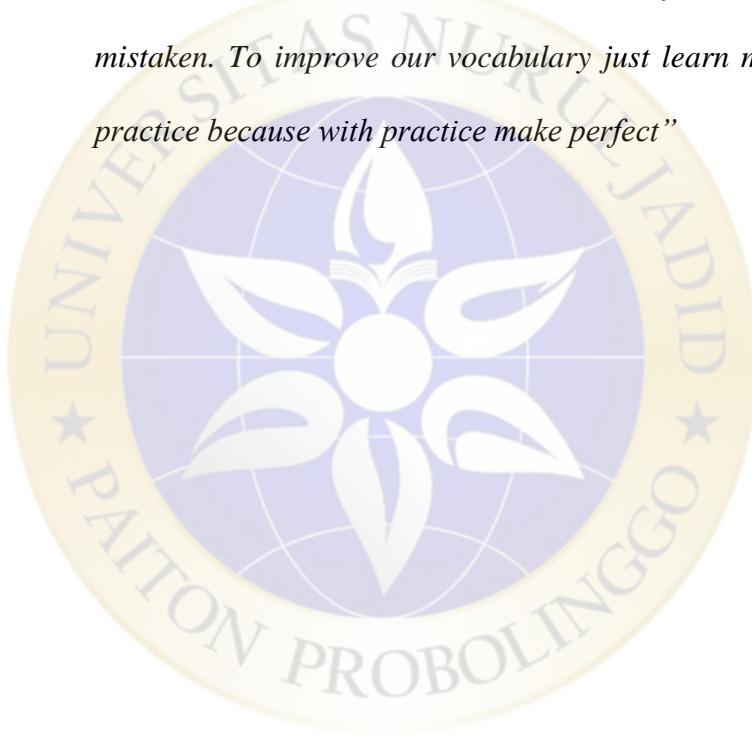
The researcher : What strategy that your teacher use?

Students 3 : “*When my teacher teaches vocabulary in class, she tells us to write vocabulary or see the vocabulary in our guide book that we get from LIPS name is NEW CONCEPT then read about the topic*

from the book, Then the teacher showed us how to read in every vocabulary, then gives an explanation of how we use it, then tells us to read and memorize. But we don't practice it in writing, so we feel lack it in writing."

The researcher : How your way to resolve problem in difficulty study vocabulary and What are you doing for improve vocabulary Your English?

Students 3 : *"With review, exercise can be the solution for brought down our mistaken. To improve our vocabulary just learn more and more practice because with practice make perfect"*



APENDIX II

DOCUMANTATION

Documentation with student 1



Documentation with student 2



Documentation with student 3



APENDIX III



YAYASAN NURUL JADID SEKOLAH MENENGAH PERTAMA NURUL JADID

STATUS : TERAKREDITASI "A"
PAITON PROBOLINGGO JAWA TIMUR

Alamat : PO. BOX.1 Paiton Probolinggo 67291 Telp. (0335) 771373 Email : smp_nurja@yahoo.com Website : www.smpnuruljadid.sch.id

SURAT KETERANGAN PENELITIAN

NJ-H/16/0313/A.IX/08.2022

Yang bertanda tangan di bawah ini, Kami Kepala SMP Nurul Jadid Paiton Probolinggo, menerangkan dengan sebenarnya bahwa:

Nama	: MASRUFAH
Tempat, tanggal lahir	: Pamekasan, 5 April 1999
NIM	: 1842300009
Program Studi	: S1 - Pendidikan Bahasa Inggris

Telah mengadakan penelitian di sekolah kami pada tanggal 9 Juni – 7 Agustus 2022, untuk menyelesaikan penulisan Tugas Akhir yang berjudul **“Mistaken in Vocabulary Mastery: In Narrative Inquiry EFL Student’s”**

Demikian surat keterangan ini, Kami buat untuk digunakan sebagaimana mestinya.

Paiton, 9 Agustus 2022



APPENDIX IV



**YAYASAN NURUL JADID PAITON
FAKULTAS SOSIAL DAN HUMANIORA
UNIVERSITAS NURUL JADID
PROBOLINGGO JAWA TIMUR**

PP. Nurul Jadid
Karanganyar Paiton
Probolinggo 67291
① 08883077077
soshum@unuja.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

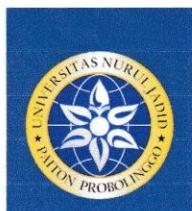
1. Nama Mahasiswa : MASRUFAH
2. NIM : 1842300009
3. Prodi : Pendidikan Bahasa Inggris
4. Judul Skripsi : Mistaken in Vocabulary Mastery: Narrative Inquiry on EFL Students
5. Pembimbing I : Syaiful Islam M.Pd
6. Fokus Bimbingan : Aspek Relevansi Judul, Landasan Teori, Aktualisasi Data, Dan Ketajaman Analisis

7. Konsultasi :

8. Bimbingan telah selesai pada tanggal 10-08-2022.
Dosen Pembimbing I

Syaiful Islam M.Pd

APENDIX V



YAYASAN NURUL JADID PAITON
FAKULTAS SOSIAL DAN HUMANIORA
UNIVERSITAS NURUL JADID
PROBOLINGGO JAWA TIMUR

PP. Nurul Jadid
Karanganyar Paiton
Probolinggo 67291
③ 08883077077
soshum@unuja.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama Mahasiswa : MASRUFAH
2. NIM : 1842300009
3. Prodi : Pendidikan Bahasa Inggris
4. Judul Skripsi : Mistaken in Vocabulary Mastery: Narrative Inquiry on EFL Students
5. Pembimbing II : Bradiansyah Bradiansyah Tri S. M.Pd.
6. Fokus Bimbingan : Aspek bahasa, metodologi, kesesuaian antar bab, dan sistematika penulisan
7. Konsultasi

TANGGAL	MATERI BIMBINGAN	KETERANGAN KONSULTASI/ARAHAN	PARAF
26/05/22	chapter I	Revisi	<u>b</u>
20/06/22	chapter I	ACC	<u>b</u> <u>b</u>
21/07/22	chapter II	Revisi	<u>b</u>
08/08/22	chapter II	ACC	<u>b</u>
05/08/22	chapter III	Revisi	<u>b</u>
08/08/22	chapter III	ACC	<u>b</u> <u>b</u>
10/08/22	chapter IV & V	Revisi	<u>b</u>
11/08/22	chapter IV & V	ACC	<u>b</u>

8. Bimbingan telah selesai pada tanggal 11 - 08 - 2022 :
Dosen Pembimbing II


Bradiansyah
Bradiansyah Tri S. M.Pd.

APENDIX VI

NOTA PEMBIMBING

Hal: Persetujuan Ujian Skripsi

Kepada:

Yth. Bapak Dekan Fakultas Sosial dan Humaniora

Universitas Nurul Jadid Paiton Probolinggo

Assalamu'alaikum Warahmatullahi Wabarakatuhu

Setelah secara cermat kami baca, dan koreksi kembali serta setelah diadakan perbaikan/penyempurnaan seperlunya, maka kami berpendapat bahwa skripsi mahasiswa:

Nama : MASRUFAH

NIM : 1842300009

Prodi : Pendidikan Bahasa Inggris

Judul skripsi : Mistaken in Vocabulary Mastery: Narrative Inquiry on EFL Students

Telah memenuhi syarat untuk diajukan dalam Sidang Ujian Skripsi Fakultas Sosial dan Humaniora Universitas Nurul Jadid Paiton Probolinggo.

Atas perhatian dan kerjasamanya, kami sampaikan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuhu

Pembimbing I,



Syaiful Islam M.Pd

Pembimbing II,



Bradhiansyah Tri S. M.Pd.

CURRICULUM VITAE



MASRUFAH was born on April 05rd, 1999 in Pamekasan. She is the first child from 3 siblings from couple of Yusuf and Munawwaroh, her beloved parents. She starts her education as a student of elementary school at SDN Tampojung Tengah and graduated in 2011. In the same year she registered as a student in MTS Darul Ulum Banyuanyar and graduate in 2014. Then, she continues her education in the same place in SMA Darul Ulum Banyuanyar and graduate 2017. Next, the researcher decided to continue her study at English department of Universitas Nurul Jadid.

At the end of her study, she could finish her thesis entitled **Mistaken in Vocabulary Mastery: Narrative Inquiry on EFL Students (at the first grade of Language Intensive Programs of SMP Nurul Jadid)**.