



A STUDY ON THE MASTERY OF USING ENGLISH VOCABULARY FOR THE FIREARMS TRAINING

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ABSTRACT

The objectives of this study were to find out the capacity Military of Força Defesa Timor-Leste have mastered to use English Vocabulary in the Simulation of Firearms training Metinaro – Dili, Timor Leste and to know the level of Mastery. The method used in this study was the Normative Survey Method which is used to describe the result of the study. The sample of this study was the 20 personnel of F-FDTL from the component Terrestrial in the Metinaro. The instrument was 40 numbers of multiple-choice English vocabulary tests only related to the English vocabulary of firearms. Based on the result of the Data Analysis could be seen that the 20 personnel of Força Defesa Timor-Leste (F-FDTL) got a total of correct answers 637 divided to total correct and incorrect answers times 100% equivalent to **79.6**. So, the score of 20 personnel of FFDTL was **79.6**. The score of 79.6 is interpreted based on the standard that the Força Defesa Timor-Leste (F-FDTL) has mastered in using English Vocabulary for Firearms Training and their level of mastering is **79.6** which is classified as **GOOD LEVEL**. For the English Trainers and trainees in the training center Metinaro-Dili, and Timor Leste recommended that the 20 personnel of FFDTL still have a bit mistake from the total incorrect answers was 163 or 20.4% in using English vocabulary for firearms training. This is why, the English Trainers in the training center Metinaro is requested to improve more vocabulary skill through some kinds of helpful strategy for them to learn vocabulary. In particular, the members of F-FDTL from the Metinaro in the future should have a dictionary and take more opportunities to practice using English Vocabulary for Simulation Firearms in every daily communication.

INTRODUCTION

Language is the most essential aspect of life for all human beings. The first function of language is as a tool of communication for human beings which means that people can use language to speak and interact with each other. The Nature of language is the most essential aspect for the community to express their ideas, opinions, feelings, or to communicate with others (Bloomfield, 1973: 74). However, learning a foreign language is not easy to understand because the learners need to know the rules of the language itself.

Language is used without vocabulary; the user of a language will not be able to convey his/her means of thinking to be comprehended by others for understandable communication. Some language has complicated rules they are like Portuguese and English, and some have easy rules to be learned and understood by the learners, such as Indonesian and Tetum.

The English language is adopted as an international language because it is being spoken widely as a tool for communication in many countries. In Timor-Leste, the government has acknowledged four languages in the constitution of RDTL, 2002, article 13). They are Portuguese and Tetum are the official languages and Article 159 states that English and Indonesian are approved to be working languages.

In the world, people speak various types of languages; they have adopted English for their international communication regarding the issues of education, health, economy, politics, and culture. If someone can speak and write the English language in a meaningful way to be understood by others, he/she must have known many vocabularies. Vocabulary has a meaning when the speakers or writers express an idea through words based on our thinking.

Even though the four English language skills; listening, reading, writing, and speaking are mostly prioritized to be learned Vocabulary is a very important factor in developing mastery of the four skills in learning English. Vocabulary is always the main element of language to be learned first when the students are not able to master the language if they still lack vocabulary.

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It is difficult to master other skills of the English language without mastering and understanding vocabulary.

On the other hand, developing vocabulary is very important in helping people better understand their language. Here, English is being studied for specific purposes of military firearms vocabulary and the writer wants to know the level of mastery using English firearms vocabulary. Harmer (1991) says that English for the specific purpose (ESP) is for the learners' occupational purposes, which means learning English is for the need for finding jobs or work to this extent learning English for specific purposes in learning about the learners' specific needs such as nursing, chemistry, tourism, statistic, and military," (p.166).

However, in Timor-Leste, not every Timorese can speak the English language fluently because its rules or grammar are considered a foreign language and it must be learned through formal and non-formal education before, we use to speak and write. Therefore, many Timorese are unable to speak and write English without learning English because of foreign language culture that must be learned but not acquired. English as a working language in Timor-Leste and it is taught from Junior high school up to the tertiary level of education. English is considered one of the most essential foreign languages and it has become a compulsory subject at secondary school and an elective subject in university since Timor-Leste restored its independence in 2002.

Accordingly, English has four language skills, and some language elements, such as listening, speaking, reading, and writing and pronunciation, vocabulary, and grammar are used to support the language skill. Whatever the language, vocabulary is the fundamental meaning to facilitate communication among native and non-native English speakers. If the language is without vocabulary, we could not find the meaning to correspond to each other's.

As Wilkins & Lewis (2000:111) stated that Vocabulary of a language is just like the bricks of a high building. Despite being quite small pieces, they are vital to the great structure. "If without grammar, very little can be conveyed but without vocabulary, nothing can be conveyed". So, English is one of the foreign languages considered most important for the army to learn to know because the Timorese army always has joint training between English countries (American, Australian, and British with F-FDTL.

This is why here, the writer is one of the members of F-FDTL to conduct his study about English vocabulary especially firearms training vocabulary which is entitled: **A STUDY ON MASTERY OF USING ENGLISH VOCABULARY FOR THE SIMULATION FIREARMS TRAINING:** (Case Study with the F-FDTL in Metinaro, Dili-Timor Leste).

As the background of the study has described that English in Timor-Leste is a foreign language at Força Defeza Timor-Leste especially, vocabulary for firearm training must be measured at what level the armies have been acquired to be used. This is why, the writer as one of the members of F-FDTL would like to research the level of mastering English vocabulary in the institution of the state so that the result of the research will inform all members of military staff to be improved their vocabulary skill based on these problems which are formulated in two questions as follows:

- 1) Has the Force Defeza Timor Leste (FDTL) mastered the English Vocabulary of their Training in Firearms?
- 2) What is their level of Mastery in using English Vocabulary of Simulation Training Firearms in the center of Metinaro Dili?

Based on the two problems above, the writer wants to provide some tentative answers to know the following objectives of the study:

- To find out the capacity Military of Força Defesa Timor-Leste in their using English Vocabulary of Simulation in the firearms training center of Metinaro Dili.
- To know their level of Mastery in English Vocabulary of Simulation in their firearms training.

This case study will bring some input to be recommended to the following persons.

For the Força Defeza Timor Leste (F-FDTL) as the Institution of State. The result of the research will inform the level of English vocabulary about firearms training to the members of F-FDTL who are usually included to conduct firearms training with foreign armies. And after that, the F-FDTL need to improve their level of English vocabulary through any non-formal education based on their level which has been measured through this scientific research study. At the end of that, the members of F-FDTL will be able to join the training with English native's armies with mutual understanding in every situation of firearms training.

For the researcher. This scientific study is one of the experiences of researching

to find out the solution to be able to solve the problems. This is very significant for the writer to learn to relearn, learn to know, learn to discover, learn to do, learn to live, and learn to be as well.

This study also will help the English instructor at the research formation center to develop his or her English teaching skills in the firearms training in the center of Metinaro Dili. Finally, this research will contribute some intellectual capability to the researcher himself.

For the English Education Study Program. The result of this study will be considered as one of the references for the next thesis writers to continue the study deeply and to find out any new strategy to facilitate the teaching English as a foreign language in the F-FDTL English language training center in Metinaro, Dili – Timor Leste.

The scope of this study is about the mastering of using English Vocabulary of Simulation in their daily activity in the process of firearms training which is limited to 20 militaries as the sample of the study by the force defeça Timor Leste in Metinaro, Dili-Timot Leste.

LITERATURE REVIEW

In this chapter, the researcher discusses the general concept of the definition of English Specific Vocabulary for using Simulation Firearms training.

The Definition of Vocabulary

Richard Nordquist (2019) states that Vocabulary (from the Latin for “**name**’ also called words *stock*, *lexicon*, and *lexis*) refers to all the words in a language that are understood by a particular person or group of people. There are two types of vocabulary active and passive.

An active vocabulary consists of the words we understand and use in everyday speaking and writing. And passive vocabulary is made up of words that we may recognize but don't generally use during normal communication.

The Types of Vocabulary

William Shakespeare (2014) mentions that there are 4 types of vocabulary such as: Listening, Speaking, Reading, and Writing. Children begin to acquire listening and

speaking vocabulary many years before they start to build reading and writing vocabulary.

Spoken language forms the basis for written language. Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.

- **Listening Vocabulary:** The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies listen during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. Stahl, (1999) & Tompkins, (2005) comment that Children who are completely deaf do not get exposed to listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The number of words modeled is much less than a hearing child’s incidental listening vocabulary.
- **Speaking Vocabulary:** The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary, most likely due to ease of use.
- **Reading Vocabulary:** The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary if you are a reader. If you are not a reader, you cannot “grow” your vocabulary.
- **Writing Vocabulary:** The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, than to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell. Think about it: When reading, a child with hearing will say all the phonemes related to a word to sound it out. They will then guess a word they know. This is dependent upon their lexicon (mentally the following information was based on information from Judy K. Montgomery’s book: *The Bridge of Vocabulary: Evidence Based Activities for Academic Success* (NCS Pearson Inc, 2007) dictionary). Children would not guess a word they didn’t know. Deaf students do not use auditory memory to sound out a word. They mostly memorize spelling patterns. Therefore, students who are deaf typically use a reduced variety of words in writing while they

are learning.

(Omega 2021) wrote that the vocabulary of English is varied Vocabulary are the words in a language. These are grouped into word fields giving the vocabulary an internal structure. The term lexicon is also used but the latter has at least three meanings:

- (i) The words of a language,
- (ii) The mental store of the words one knows,
- (iii) A dictionary

The Function of English Vocabulary

Blintz (2011: 45) learning vocabulary is fundamentally about learning the definition of words. Many teachers believe that defining words before reading a text is an effective instructional. Vocabulary has a great function in language. People use vocabulary/words to construct sentences. Vocabulary is like the bone of our body. Without bones, our bodies will not be able to be as perfect as possible. Nobody can be expressing his/her feeling to others. A teacher will confuse to explain the lesson to the students. The members of the community can share their ideas for social and environmental development, etc. so, the vocabulary is supposed as the bone of language, without vocabulary, language cannot be developed.

Hatch and Brown (1995) considered vocabulary as a list or set of words of a particular language that individual speakers of a language might use.

Mukoroli (2011) also argues that vocabulary learning is an important and indispensable part of any language learning process and vocabulary acquisition is the most important task facing the language learner.

Miller (1999 as cited in Zimmerman, 2007) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

Fontecha (2014: 24) foreign language vocabulary knowledge is an increasingly important area in the field of Applied Linguistics. Central to the investigation of foreign language vocabulary knowledge is the distinction between productive and receptive vocabulary knowledge types. Receptive vocabulary is understood as a passive skill that involves the perception of a word and the understanding of its meaning in listening and reading. Productive vocabulary refers to an active skill that covers word production to match the speakers' intention in writing and speaking. So far, the researcher give an added as a result of the reading the function of vocabulary from some expert that the vocabulary

have to learn because vocabulary is a basic of understanding the word, paragraph, sentences, text and book including the materials to read in each context.

As Harmer (2001:56) demonstrated that there are some sources to learn vocabulary in the teaching-learning process, they are:

a. Words list

Word list is an economical way of organizing vocabulary for learning, and it doesn't matter a great deal if they are put together haphazardly. The students can learn vocabulary wherever they are because it is easier to bring.

b. Vocabulary book

It is also integrated into skills work, typically in the form of a pre-task or post-task vocabulary focus. There are many vocabularies and task in the vocabulary book which can be an exercise for the students.

c. Teacher

The teacher is a potentially fruitful source of vocabulary input not only in terms of accidental learning but also as a means of introducing vocabulary through teacher talk.

d. Learner

Each learner can contribute to the shared class lexicon through activities such as brainstorming. The learner can improve their vocabulary from other learners by discussing and sharing with their friends.

According to Brown (pg. 229), vocabulary study is carried out through reading. Several assessments of reading recognition of vocabulary were discussed in the previous chapter: multiple choice techniques, matching, picture-cued identification, cloze techniques, guessing the meaning of a word in context, etc.

The Concept of English Simulation

According to George E. Brown (2002), simulation is a way of seeing a thing happen without it taking place in the same way. A simulation can be used to predict what might happen without doing it, in case it is dangerous or too expensive, or difficult. It can also be used to show people what will happen next, or what happened in the past. It can also show what people believe is happening in a place or time where it is impossible to know what is happening.

However, Military simulations, also known informally as war games, are models in which theories of warfare can be tested and refined without the need for actual hostilities.

They exist in many different forms, with varying degrees of realism. In recent times, their scope has widened to include not only military but also political and social factors (for example, the Nationals series of strategic exercises in Latin America). While many governments make use of simulation, both individually and collaboratively, little is known about the model's specifics outside professional circles.

The Types of English Simulation

Hyland (1993) also mentions that there are three functions of the English simulation which becomes very important to apply in English language vocabulary learning for young learners.

- Motivating the learners. Young learners are naturally curious to explore and discover. If their explorations bring pleasure or success, they will be motivated to learn more. By having some interesting and real activities, simulation encourages them to explore their experience to make decisions so unconsciously they feel that they are not in the process of learning.
- Encourage interaction. Simulation provides a supportive atmosphere for the students to do some interactions. Students will interact with the other students and with the teacher based on the topic or material.
- Provide opportunities for purposeful communication. In a setting of simulation, the students will have some purposeful communication, for example, the students will communicate with others about how to buy some fruits, and how to go somewhere while the others also communicate how to give an offer and how to give direction.

The Concept of Firearms

Wikipedia 2021 describes that firearm as any type of gun designed to be readily carried and used by an individual army and the term is legally defined further in different countries. In addition, "Firearm" shall mean any portable barreled weapon that expels, is designed to expel, or may be readily converted to expel a shot, bullet, or projectile by the action of an explosive, excluding antique firearms or their replicas. Antique firearms and their replicas shall be defined following domestic law.

The Types of Firearms

As one of the Military of the United States, Jackson (2016) participated in the program

of firearms stated that there are different nine (9) types of firearms sometimes the military used in each country.

- 1) Pistol / Handgun - The handgun is a firearm designed to be held in the palm of one hand and intended to be fired as such (though two hands are generally used for accuracy with the weapon held away from the body at arm's length). The handgun takes on various forms including the early single-shot forms, the later revolver-type forms, and the modern semi-automatic pistol. Handguns given full-automatic fire are generally classified as 'machine pistols' for their firepower as related to a machine gun. Examples: .44 Magnum; Flintlock Pistol; Walther P99; Colt M1911.
- 2) Musket - Muskets appeared around the 16th Century and managed an existence into the 19th Century. These firearms utilized a long, smoothbore barrel for range, were operated from the shoulder utilizing a two-hand hold and fired a spherical metal ball. Muskets were muzzle-loading instruments (that is, loaded from the barrel) which made them time-consuming to reload, forcing lines of infantry (musketeers) to be used in formation. The introduction of rifling brought about the classification of 'rifled musket' detailed next.
- 3) Rifled Musket - Rifling was the gunsmithing practice of adding grooves within the bore of a barrel to help a bullet retain accuracy and range once it left the weapon. Many smoothbore muskets were converted by rifling to become 'Rifled Muskets', a sort of interim design between the original musket and the newfangled 'rifle'. The introduction of the breech-loading cartridge all but killed the musket as a viable firearm.
- 4) Rifle - Rifle is a general term used to represent a modern-day 'long gun' featuring 'rifling' inside the barrel that promotes accuracy at range and can be fired from the shoulder using both hands to complete the three-point hold. Rifles include the sub-groups of Battle Rifle and Assault Rifle.
- 5) Battle Rifle - The Battle Rifle appeared after World War 2 and was an automatic 'long gun' that utilized a full-power rifle-based cartridge. Battle Rifles formed many of the frontline service rifles of the Cold War and were primarily centered around the 7.62x51mm cartridge in the West. EXAMPLES: HK G3; M14; FN FAL.
- 6) Assault Rifle - Classification falls between submachine gun and light machine gun. Assault rifles are today's modern frontline service rifles, having replaced the Battle Rifle used during the Cold War. An assault rifle is categorized by its use of an

'intermediate' cartridge size (that is, less than a full-power rifle cartridge - ex: 7.62x54mmR) coupled with a detachable box magazine. The German WW2-era StG 44 is largely accepted as the first 'true' assault rifle. EXAMPLES: Colt M16; Kalashnikov AK-47; L85A1; HK G36.

- 7) Carbine - Carbines have generally shortened forms of existing long guns and can be based on muskets or rifled automatic weapons. The carbine retains the capability to fire a full-power rifle cartridge though this is delivered in a more compact form brought about by shortening the barrel and forend assemblies. Due to the modifications, carbines generally lose accuracy at range though they are intended as close-quarter weapons. Carbines fall between submachine guns and assault rifle concepts. EXAMPLES: KAR 98K; CAR-15; M1 Carbine; M4 Carbine.
- 8) Submachine Gun - Submachine Guns are automatic weapons of compact size when compared to their larger rifle cousins. Submachine guns also feature rifled barrels but barrels that are shorter in length to promote the compact sizes required of this weapon class. Additionally, submachine guns generally utilize pistol cartridges which are lower-powered when compared to full-size long guns but carry inherent man-stopping capabilities all their own. The earliest 'true' submachine gun was the German WW1-era Bergmann MP18 which saw extended service into WW2. EXAMPLES: HK MP5; MP38/40; STEN Gun; UZI 9mm; AKSU-74.

METHOD

In this chapter, the writer presents the essential points such as; research design, subject of the study, research instrument, Data Collection, and Technique of Data Analysis.

In this study, the writer used a Case Study of the Normative Survey Method Leedy (1980: p. 97) who has done his Normative Survey Method as a process through which the data was collected by the research using Direct Participants Observation while the teaching and learning process that occurs at class.

This study was conducted with one group test about English Specific Vocabulary for training simulation firearms which has been normally implemented in the center of F-FDTL Metinaro, Dili-Timor Leste. It is applied to know and identify the level of mastery using English-specific vocabulary for simulation firearms jointly training between F-FDTL with English Natives armies.

This study conducted the research with 20 armies as the sample of study who will be tested with 40 numbers of test items of English-specific vocabulary for firearms simulation training to know their level of mastering in using English vocabulary.

The test used to measure the level of Mastering of English Vocabulary for simulation firearms training by the 20 armies in F-FDTL Metinaro Dili in the year 2022 is 40 test items of multiple choice of the English vocabulary, especially simulation firearms training. Aside from the test, every correct answer will be valued /weigh 1. Thus, the total score was 40 (40 x 1) these test items were constructed using English vocabulary for the simulation of firearms

In the process of conducting this research, the writer approaches two fields which are. Library and Field research as follows:

1. Library Research

The library research is carried out to find some references and studies, such as; books, the internet, journals, magazines, and articles that have some links to the topic of this scientific study which is related to the title: 'English Specific vocabulary for simulation firearms training'.

2. Field Research

After library research, the writer carried out field research with the 20 military people in Metinaro – Dili as sample respondents. The objective of carrying out this research is to get real data in the field for this scientific study. However, the writer needs to go through the following procedures:

- The researcher must have a seminar proposal to get the research letter for conducting research in the field.
- The researcher will be authorized with the research letter from the Dean of faculty of the Education Science.
- The researcher will address the research letter to the commander of F-FDTL so that the researcher will be allowed to conduct the research.
- The researcher will administer the test of English-specific vocabulary for military simulation firearms training to the 20 militaries in F-FDTL Metinaro to measure their level of English vocabulary.
- The scores of 20 militaries about English vocabulary were tabulated and analyzed to describe the level of English vocabulary mastery.

The result of the test was analyzed by using the following formula to determine

the level of mastery of English vocabulary by the 20 militaries.

$$\frac{\text{Total correct answer}}{\text{Total item}} \times 100\%$$

Total item

The 20 military's level of mastery in using English vocabulary especially for simulation firearms training. The final result of the research was analyzed based on the following standard measurement that has been established and normally used in Instituto Superior Cristal Faculty of Education Science in English Study Program.

- 95 - 100 : *excellent*
- 85 - 94 : *very good*
- 75 - 84 : *good*
- 65 - 74 : *average*
- 55 - 64 : *below average*
- 45 - 54 : *poor*
- 35 - 44 : *very poor*
- 0 - 34 : *bad*

RESULT AND DISCUSSIONS

In this chapter, the writer wants to analyze and discuss the result of the 40 numbers multiple choice English Vocabulary of Firearms Training test done by 20 Falintil Força Defesa Timor-Leste on 15th June 2022. The result of the test could measure the level of mastery in using vocabulary by the 20 Falintil Força Defesa Timor-Leste and it was analyzed in the next table below.

Table 4.1.1 presents the results of the English Vocabulary of Firearms Training test by the 20 personnel of FFDTL in the next following tables:

Nu	Initial	Correct answers	%	Incorrect answer	%
1	ESP	40	100 %	0	0 %
2	FJ	40	100 %	0	0 %
3	D S G	38	95 %	2	5%
4	J S F	36	90 %	4	10%
5	F Z F R	35	87.5 %	5	12.5%
6	J P J R	34	85 %	6	15%
7	J J M	33	82.5 %	7	17.5%
8	E J P	33	82.5 %	7	17.5%
9	F J P N	33	82.5 %	7	17.5%
10	N F D S	32	80 %	8	20%
11	M N F	31	77.5 %	9	22.5%

12	D G	31	77.5 %	9	22.5%
13	G H B	30	75 %	10	25%
14	T D H	30	75 %	10	25%
15	G D L N	30	75 %	10	25%
16	N D T	28	70 %	12	30%
17	D P S	27	67.5 %	13	32.5%
18	S J G	26	65 %	14	35%
19	A N G	25	62.5 %	15	37.5%
20	E N P	25	62.5 %	15	37.5%
	Total	637	1592.5%	163	407.5%

Table 4.1.1 shows that there were 40 test items of multiple choices English vocabulary of firearms training given to be done by the 20 personnel of F-FDTL to measure their level of mastery as the following formula:

$$= \frac{\text{total of correct answer}}{\text{total of correct answer} + \text{total of incoorecty answer}} \times 100\%$$

$$= \frac{637}{637+163} \times 100\%$$

$$= \mathbf{79.6\%}.$$

Based on the result above, the score of 79.6 is indicated that the 20 personnel of Força Defeça Timor Leste have mastered to use of the English vocabulary for Firearms Training. As the standard of measurement that is used in the English Study Program, a score of 79.6 is considered a Good Level. So, the level of mastering by 20 personnel of FDTL using English Vocabulary in firearms training was **79.6 %** which is classified as **GOOD**.

$$= \frac{\text{total of incorrect answer}}{\text{total of correct answer} + \text{total of incoorecty answer}} \times 100\%$$

$$= \frac{163}{637+163} \times 100\%$$

$$= \mathbf{20.4\%}$$

On the other hand, the incorrect answer to English vocabulary for the firearms training was **20.4**. It means that they made a bit mistakes in using vocabulary for firearms training. So, they are recommended to study more intensive learning English vocabulary around firearms training to fulfill their capacity of using English with native and non-native English speakers' fluency.

Table 4.1.2 presented the Distribution of students' Level of Mastery of using English vocabulary for firearms training.

Nu	Standard of Measurement	Frequencies	Level of Mastery	Percentage (%)
1	95 - 100	3	Excellent	15%
2	85 - 94	3	Very Good	15%
3	75 - 84	9	Good	45%
4	65 - 74	3	Fairly Good	15%

5	55 – 64	2	Average	10%
6	45 – 54		Below Average	
7	35 – 44		Poor	
8	25 – 34		Very poor	
9	15 – 24		Bad	
10	0 – 14		Very bad	
	TOTAL	20	-	100%

Based on the table of distribution to determine the 20 personnel's level of mastery in using English vocabulary for Firearms training was majority or 9 personnel of FDTL among 20 others got 75 – 84 as the level of **GOOD**.

Table 4.1.1 presents the scores of 20 personnel of Força Defesa Timor Leste who got 637 correct answers which are divided to total correct and incorrect answers times 100% equivalent to 79.6. So, it is indicated that the 20 Personnel of FFDTL have mastered using English Vocabulary for firearms training even though, they still have a bit mistake. And their level mastery is **79.6** which could be classified **GOOD LEVEL**.

Table 4.1.2 presents the distribution level of mastery by the 20 personnel of FFDTL who used the English vocabulary firearms training:

- There were **3** persons of FFDTL or **15%** got (95 – 100) **EXCELLENT LEVEL** in English vocabulary used in firearms training.
- Another **3** or **15%** got (85 – 94) **VERY GOOD LEVEL** in English vocabulary of firearms training.
- **9** persons of FFDTL or **45%** were at the level of (75 – 84) **GOOD LEVEL**.
- **3** persons or **15 %** were at (65 – 74) **FAIRLY GOOD LEVEL**.
- **2** persons or **10%** were at (55 – 64) **AVERAGE LEVEL**.

The 20 personnel of FFDTL got a total correct answer of 637 divided to a **total correct** was **637** and **incorrect answers 163 times 100%** becomes **79.6** which is classified at **GOOD LEVEL** in using English Vocabulary for firearms training.

Lastly, it may be concluded that from the 20 members of FFDTL, none of them got a Low score in using English Vocabulary in firearms training.

CONCLUSIONS

Conclusion

Based on the result of the analysis, the writer would like to conclude based on the problems as follows.

The 20 personnel of Força Defesa Timor-Leste (FFDTL) got a total of correct

answers 637 divided to total correct and incorrect answers times 100% equivalent to 79.6. So, the score of 20 personnel of FFDTL was 79.6.

The score of 79.6 is interpreted based on the standard that the Força Defesa Timor-Leste (FFDTL) has mastered in using English Vocabulary for Firearms Training and their level of mastering is **79.6** which is classified as **GOOD LEVEL**.

Suggestion

Based on the conclusion, the writer would like to suggest the following persons.

For the English Trainers in the training center Metinaro-Dili, Timor Leste. The 20 personnel of FFDTL still have a bit of mistake from the total incorrect answer was 163 or 20.4% in using English vocabulary for firearms training. This is why, the English Trainers in the training center Metinaro is recommended to improve their vocabulary skill through some kinds of helpful strategy for them to learn vocabulary. In particular, the members of F-FDTL from the Metinaro in the future should take more opportunities to practice using English Vocabulary for Simulation Firearms in every daily communication.

For the Falintil Força Defesa Timor Leste in Metinaro. They should have a dictionary to find out some difficult words related to firearms training that are encountered by them every day. The trainers can use any media that supports it to make it more interesting and interactive among native or non-native speakers in the workplace. They should have more exercises in oral and writing. The FFDTL should have more opportunities to do their oral exercise and must greet each other every day once they arrive in the office.

Researcher. This scientific study is a new experience to measure foreign language users to identify the problems to be solved with others' strategies.

English Study Program. It is recommended to some other thesis writers in the future to study deeply about whatever strategy must be exactly used to overcome or to facilitate every foreign language vocabulary learning easier..

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