

**PROMOTING VSS (Vocabulary Self-Collection Strategy)  
TO IMPROVE STUDENTS READING COMPREHENSION  
AT SMP ARGOPURO 2 SUCI JEMBER**

**THESIS**

Presented to  
Submitted to Islamic University of Kiai Haji Achmad Siddiq of Jember to Fulfill  
of the Requirement for Bachelor Degree (S. Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Department



UNIVERSITAS RISKA KHOIRUN NISA NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

**ISLAMIC UNIVERSITY  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
EDUCATION AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT  
2022**

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**THESIS**

It has been examined and approved by the board of examiners in fulfilments of  
the requirements for the bachelor degree of education (S.Pd)  
Educations and teacher training faculty  
English Education Program

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**MOTTO**

۱ خَلَقَ الَّذِي رَبِّكَ بِأَسْمِ أَقْرَأُ

Read, 'O Prophet,' in the Name of your Lord Who created—<sup>1</sup>



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<sup>1</sup> [https://quran.com/al-qur'an al-alaq/ayat-4/](https://quran.com/al-qur'an%20al-alaq/ayat-4/)

## DEDICATION

I dedicated this thesis to:

1. Mr. Imam Rauyani and Mrs. Sri Wedari, my beloved parents who always support me, loving me, give the best they have to me, always understand me, and hard work to make me fulfilled and make me well of educated, always prayer for me, if i'am not feeling well my mom give me full of attention, taking care of me, always by myside.
2. My lovely siblings Mr. Hanif Alfian, Mrs. Nazila Qoriatun Nisa, and Alfin Afiful Amin who always give me support, be a good siblings to me, full of pay attention, caring me, and the persons who always understand, also give me motivation to do this thesis until finish. Thankyou for cheering me up.
3. All of my nephew Zafran Hanafi Ramadhan, Ziya Hanafi Ramadhani, and Kiano Danish Ramadhana. Who always make me feel so happy and comfortly when i'm feel so sad or tired to do his thesis.



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## ACKNOWLEDGEMENT

Firstly, I extend of my praise and my gratitude for the presence of Allah SWT who has given me blessed, healthy physics and mentally, and the best support in my life. Without Allah SWT, I could not be patient and in control when i'm doing this final project from the first until last page.

Secondly, the researcher realized that this thesis would not finish without help and guidance from other peoples. Therefore, I would like to express the greatest gratitude to the following people:

1. Prof. Babun Suharto, S.E, M.M as the rector of State Islamic University of KH. Achmad Shiddiq Jember who has facilitated the writer during this undergraduate study.
2. Prof. Dr. Hj. Mukni'ah as the dean of Tarbiyah and Teacher Training Faculty who has permitted to have this research.
3. Dr. Rif'an Humaidi, M.Pd who had supported and facilitated the writer in every matters.
4. Mr. As'ari, M.pd.I as the chief of English education department who has permitted the writer to have this research.
5. Mr. Moh. Rofid Fikroni, M. Pd as the inspirational advisor of the writer who always patient to guide me, teach me, and help me in doing my thesis, never tired and getting mad in giving me advices, suggestions, also motivation during writing process of my final project.
6. All the lecturers of English Education Department who have transferred their knowledge to the writer.

7. Mrs. Ely Suryani, S.Pd, the english teacher of SMP Argopuro 2 Suci Jember who help me doing my research at school
8. Mrs. Nurul Hidayati, S.Pd headmaster of SMP Argopuro 2 Suci Jember who give me permission doing my reserarch.
9. The students class of 8 A SMP Argopuro 2 Suci who help me doing my thesis.

10. And all of people who participated in this process of this research.

May Allah reward everyone who has supported me with all the goodness in theirlife. Finally, the writer admits that this thesis is still far from perfect but the writer hopes that this thesis would be useful for readers and future researchers.

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May Allah reward everyone who has supported me with all the goodness in their life. Finally, the writer admits that this thesis is still far from perfect but the writer hopes that this thesis would be useful for readers and future researchers.



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Jember, 15 June 2023

The Writer

## ABSTRACT

**Riska Khoirun Nisa, 2023:** Promoting VSS(Vocabulary Self-Collection Strategy) to Improve Students' Reading Comprehension at SMP Argopuro 2 Suci Jember.

**Key Words:** *Reading Comprehension, vocabulary self-collection strategy, strategy*

In learning English, improving reading comprehension is the most important thing to do. Reading comprehension is the ability to understand the meaning, and integrate what the reader already to knows. The preliminary study of this research shows the students have problems with their understand in reading, especially similarity of the word of the text. The students' get bored with learning method who only relies on the material were contained from book. Therefore, the students' need learning activities that make the students' were interested in learning English.

The formulation of the research question was "how the implementation of promoting VSS (vocabulary self-collection strategy) can improve students' reading comprehension at SMP Argopuro 2 suci?" The research objective of this research is to improve the students' reading comprehension by implementation the VSS at eight grade students' of SMP Argopuro 2 Suci.

The design of this research is classroom action research. This action research is aims to describe the learning process in improving students' reading comprehension. There are several steps in classroom action research include as planning, action, observation, and reflection. This research was conducted in two cycles. Each cycle consists of two meetings. Data were collected using two methods at once, such as qualitative and quantitative data. Qualitative data is collected based on the teaching situation and learning process. While data quantitative were collected based on student scores after giving the pre-test and post-test. Technique of analysis data is the researcher will write some analysis data obtained from the class and will analysis to answer research questions. This research uses qualitative description to describe the data collected from understanding and meaning, not through values. Description based on a reading test (pre-test and post-test), Observation, Interview, and Documentation. Criteria of success in this research were succeeded when 80% the students reach Completeness Level Criteria (KKM) which 76.

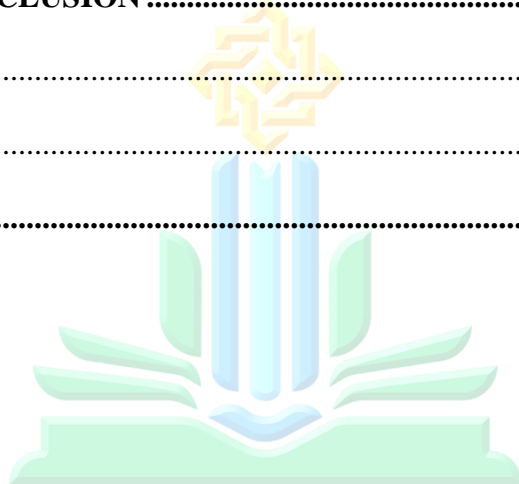
Based on the students' mean score, it can be seen the first cycle was not reaching from the criteria of success. The percentage of students who achieve the minimum score is 60%. Students' mean score increased in cycle 2 after the researcher may some adjustment based on the reflecting on cycle 1 by applying different types of questions in each cycle. Therefore, the researcher conducted a second cycle to increase the percentage of students who achieved the minimum score. The results of the reading comprehension test in the cycle 2 were showed that the implementation of VSS by multiple choice questions and the media that was changed from video to song lyrics was successful and the percentage of students who received a minimum score improved 80%. Based on data analysis, the researcher concluded that applying VSS is one of factor to improve students' reading comprehension.



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## CHAPTER 1

### INTRODUCTION

#### A. Background of the Research

Reading is a part of our daily activity. Reading is needed to make it easier to get information. Reading skills are very important to gain insight from reading text. According to Kaya, Students' who do not have the ability to read well will have difficulty in understanding. In other words reading is very important for students'. According to Short Reading is an active process for readers to build or understand the meaning of a text. The reader will gain experience and knowledge to get the author's message and purpose<sup>2</sup>. Therefore, a student or a reader needs a strategy to be able to understand reading. According to Cain, Reading is important because it is one of the most frequently used language skills in everyday life, as witnessed by the Internet<sup>3</sup>. Reading is a skill must be mastered by everyone, especially for students in learning English because by reading they will know how to pronounce and understand a text. Reading comprehension skills are important for students to become effective readers. According of Grabe & Stoller, This skill allows us to read professionally and learn effectively. Reading skills can make students more understand and more influent learning to read English. Therefore students must understand the basics in learning a skill in reading,

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<sup>2</sup> Kaya, The Role Of Reading Skills on Reading Comprehension Ability of Turkish EFL Students, (Turkey: ÜNİVERSİTEPARK, Bülten, 2015), 4 (1-2) 37-51.

<sup>3</sup> Cain & Oakhill, Effects in Young Readers: Reading Comprehension and Reading Experience and Vocabulary Development, (Journal of Learning Disabilities, 2011), 44(5) 431-443.

including a learning strategy which can help students to be even more fluent in their reading skills.<sup>4</sup> They only rely on word-to-word translation when reading English. Emphasizes that there are several main reasons that cause students' low ability in understanding.

Comprehension strategy can be said as a deliberate plan and used by people to achieve goals and create reading texts. Readers use strategies to make understand, criticize and realize their new knowledge into knowledge skills. Reading comprehension is the level at which readers understand what they read. So through reading comprehension, students can utilize these skills to gather information from a text. This strategy is very necessary to be implemented by the teacher or us who will later become a teacher to emphasize student learning and participation.<sup>5</sup>

There are several types of strategies to understand reading one of which is Vocabulary Self-collection Strategy. The vocabulary self-collection strategy has been implemented in various schools and colleges. The Vocabulary self-collection strategy can help students to find important words or even those that are poorly understood regarding questions depending on their choices. This strategy is carried out individually by answering questions

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<sup>4</sup> Grabe & Stoller, *Teaching and Researching Reading* (New York: Pearson Education Longman, 2002), vol 10-12.

<sup>5</sup> Roit Ed. *Effective Teaching Strategies for Improving Reading Comprehension in K-3 Students*, (MC Graw Hill Education, 2005), 20-2.

that contain synonyms for a word, then they identify the word by marking it and looking for the right answer.<sup>6</sup>

According to Rudell, the purpose of a vocabulary self-collection strategy is how to learn new words were used in each language. Therefore, using this strategy can support the learning process of the students'. Another goal in using this strategy is the students' can understand a new vocabulary that have been readed.

Moreover, it can be concluded that the Vocabulary self-collection strategy can be applied to improve students' understanding of reading comprehension effectively. Students can understand what they find some words meaning clearly and easily to understanding by the students'. The difficulty of students in reading will be reduced by using this strategy.

VSS is the most effective way to apply. Rudell said this strategy can be applied in individual and groups of students to collaborate with each other. The strategy is quite effective and suitable the students who find it difficult to understand and students who easily understand will have to work together and share answers of the word being identify.

More than one previous studies was showed about the students' difficulties in learning vocabulary were improved by using another strategy like one of author were used in this study. According from Sukma et al, there was a significant increase after carrying a pre-test and after do these

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<sup>6</sup> Rudell Martha Rapp, Teaching Content Reading And Writing, (International Journal of Progressive Education, 2005) Vol. 1(1) 52-53

observations it could be seen from the students getting a good response. Students' became more concentrated because there was a group so the students' could discuss with their group mates.<sup>7</sup>

Other researcher also use this strategy like Yanto, who implements this strategy and aims to improve students' reading skills by going through three stages. The students can improve their ability to read English texts. According to Maghfuri, the Vocabulary Self-Collection Strategy is a learning-interactive instructional strategy that demonstrates word awareness because students are actively involved to identify important words from reading to share with their class.

Based on a preliminary study was done at SMP Argopuro 2 Suci Jember, students have difficulty with synonyms of words of decriptove text. Furthermore, the teacher give paper test that contain synonyms of the words that have been underlined they do not understand because their knowledge were limited and the students' is lazy to open the English dictionary. Therefore they had difficult to answer the questions from the text. The teacher told the researcher about the students' have to try but always failed to manage the problems were occurred. Finally, the teacher also uses the simplest way to make the students interested in English. The students also have an opinion about English is a difficult language and does not needed to be learn.

Hamidah et al in their research, VSS can be utilized to grow the students' interest in English learning. It also suggest by the percentage of the

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<sup>7</sup> Emeliya Sukma et al, The Use Of vocabulary Self-Collection (Vss) Strategy In Increasing Student Reading Comprehension, (*Getsempena English Education Journal*, 2021), 8(1) 54-64.

student's scores between the first cycle and second cycle. The first cycle, the percentage of students was 65,7 % and then continued to second cycle. They can gain percentage was 86%. There are only 6 students who fail success in reading test. It was 14% in the second cycle. The percentage shows that there is 65,7 % in the first cycle and then 86% in the second cycle. If we compare the diagnosis test before, it seems the significant differences among of them.<sup>8</sup>

Other research from Safitri Noor Fatonah title Is Using Vocabulary Self-Collection Strategy (VSS) To Improve Reading Comprehension Seventh Grade Students Smpn 4 Kalasan from her research the implementation VSS had given good impact on the students. It influenced the students in two ways: their interest and attention in joining the class and their ability in reading comprehension. The first one was that the students' interest and attention improved especially when they were reading the English texts. The use of video given in Cycle II also gave a good impact to the students in which they had fun doing the activity.<sup>9</sup>

Based on previous study, researcher was understand if using this VSS hope one of factor who can improve students' reading skills, especially in understanding word similarities or synonyms. Using this VSS would be an effective way for junior high school students who want to have better reading skills researchers are interested in using this strategy and applying it in

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<sup>8</sup> Emeliya Sukma et al, The Use Of vocabulary Self-Collection (Vss) Strategy In Increasing Student Reading Comprehension, *Getsempena English Education Journal*, 2021), 8(1) 54-64.

<sup>9</sup> Safitri Noor Fatonah, (Vocabulary Self-Collection Strategy (Vss) To Improve Reading Comprehension Of The Seventh Grade Students Of Smpn 4 Kalasan, 2015), 288

reading learning at SMP Argopuro 2 Suci Jember. Researchers take this problem as a study entitled Promoting VSS (Vocabulary Self-Collection Strategy) To Improve Students Reading Comprehension at Smp Argopuro 2 Suci Jember.

## **B. Research Question**

How the implemetation of promoting VSS can improve students reading comprehension at SMP Argopuro 2 Suci Jember?

## **C. Objective of the Research**

Based on the research question, the research objective is to find out of promoting VSS can improve students' reading comprehension at SMP Argopuro 2 Suci Jember

## **D. Significance of Research**

### **1. Theoretical significance**

The result of this research is to give the contribution to the theory about students' perception and how to improve students reading comprehension using VSS.

### **2. Practical significance**

#### **a. For English Teacher**

The results of this development research are expected to be able to provide innovation for teachers in carrying out effective, efficient and interesting English learning.



### **b. For The Students**

- 1) The results of this study are expected to become a new way of learning for students so they are interested and easy to understand the process of teaching and learning English.
- 2) The results of this study are expected to be able to improve students reading comprehension

### **c. Future Researcher**

The results of this study are expected to be used as a reference to other researchers who are interested in conducting further research, especially for students English Education Department.

## **E. Definition of Key Terms**

The researcher has two definitions of key terms that were used to clarify the meaning terms. They were:

### **1. Reading Comprehension**

Reading comprehension is a part of our ability in learning process to capture the mening of text, and how we can combine with understanding from reader already knows. There is an understanding in reading especially for school students they will easily understand what meaning and the similarities of words.

Reading can to divide into several types based on what the purpose of reading is for yourself. Cambridge Advance Learner's Dictionary have statement defines reading as skill or activities to get information from books.

## 2. VSS (Vocabulary Self-collection Strategy)

Vocabulary Self-Collection Strategy is a strategy that helps students to arrange to find vocabulary based on their background knowledge of words. Which mean allows students to experience their vocabulary learning process not only in groups but can be done individually or on their own. This strategy can also be referred as vocabulary cooperative learning strategy.

The Students' were motivated to read because this activity make their was interested in reading. The teacher also give a short story cartoon were showed from social media sources to attract the students' were interest by involve the video. This theme will have a positive impact to students' because, the students' was not interested in learning English.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses previous studies and theories that support current research. This chapter have several titles. The first title describes a previous study who related to current research. The second contains several subtitles that discussion about the theories that are related to this research. These points will be discussed furthermore detail below:

#### A. Previous Research

There is several studies that have been carried out and related to this research. They are:

1. First, the journal written by Marsela, Wayan Satria Jaya, Purna Wiratno the title is the Influence of Vocabulary Self-Collection Strategy (VSS) Towards Students' Reading Comprehension At The Tent Grade Of SMA Negeri 1 Menggala In 2021/2022 from this research by applying this strategy students were active and teaching learning process was effective. This strategy helped the students comprehend main idea, supporting idea, inference, reference and vocabularies of the text.<sup>10</sup> The researcher used experimental method. The sample was taken by using random sampling technique. The similarities with the current research are the same as using the ocabulary self-collection strategy. The research that

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<sup>10</sup> Wayan satria et al, The Influence Of Vocabulary Self-Collection Strategy (Vss) Towards Students' Reading Comprehension At The Tent Grade Of SMA Negeri 1 Menggala, Jurnal Ilmiah Mahasiswa (Pendidikan Bahasa Inggris, 2021) 1-9

will be carried out using a value comparison technique using a test containing multiple choice questions.

2. Second, is the journal from Lazarus Febrisera; Sugirin title is The Effectiveness of Vocabulary Self-Collection Strategy on Students' Reading and Vocabulary Achievement: A Quasi-Experimental Research.<sup>11</sup>

From this research the application of the vocabulary collection strategy itself had a significant effect on students' reading comprehension and vocabulary mastery only for the Eight grade level at SMPN 1 Sanggau Kapuas, West Kalimantan. The reason, it can be concluded that VSS can develop students' competence in reading and mastering vocabulary. This previous study also explained that VSS has an important role the ability of English learners related to their way of understanding a given reading text and to understand the new vocabulary in the text correctly. VSS stimulates students' interest in learning and collects words they believe are difficulty to understand.

3. The third, research from Henny Asihai Antang, Wahjuningsih Usadiati, Maria Arina Luardini entitled is Text Relationship (Etr) and Vocabulary Self-Collection Strategy (VSS) on The Students' Reading Comprehension of Narrative Text at the Eleventh Grade Students of Sma Negeri 3

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<sup>11</sup> Lazarus Febrisera, The Effectiveness Of Vocabulary Self-Collection Strategy on Students' Reading And Vocabulary Achievement: A Quasi-Experimental Research JEELS (Journal of English Education and Linguistics Studies, 2018), 2 291-321

Palangka Raya.<sup>12</sup> The population of this study was the eleventh grade students of SMA Negeri 3 Palangka Raya in academic year 2015/2016. The number of sample was 30 students. In Reading Comprehension of Narrative text after using the Vocabulary Self-Collection (VSS) Strategy. The pre-test average was 65.00 and the post-test average was 75.67.

4. The Fourth, there was research written by Emeliya Sukma Dara Damanik, Sholihatul Hamidah Dauly, Rora Rizky Wandini, and Isnaini Siagian title is the Use of vocabulary Self-Collection (VSS) Strategy in Increasing Student Reading Comprehension. The research conducted of students in this study was 36 students who studied at MAS Al-Ulum Medan. The results have a positive impact. Namely, students have a good response to this strategy.<sup>13</sup> It is also suggested by the percentage of student's scores between the first cycle and second cycle. In the first cycle, the percentage of students was 65.7% then continued to the second cycle. The researcher percentage was 86%. There are only 6 students who fail success in reading tests. It was 14% in the second cycle. Therefore, the researchers stopped this cycle. The difference with current research who carried out individually through questions containing synonyms for words in a short

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<sup>12</sup> Henny Asihai et al Text Relationship (Etr) And Vocabulary Self-Collection Strategy (Vss) On The Students' Reading Comprehension Of Narrative Text At The Eleventh Grade Students Of Sma Negeri 3 Palangka Raya JournalCompound, June 2022), 10 1

<sup>13</sup> Emeliya Sukma et al. The Use Of vocabulary Self-Collection (Vss) Strategy In Increasing Student Reading Comprehension (Getsempena English Education Journal, 2021), 8(1) 54-64.

story. This previous study only search difficult words were written and discussed with the group and then written in a book.

**Table 2.1**  
**Similarities and Differences Previous Research**

| No. | Research and the Title  | Similarities  | Difference  |
|-----|---|---|---|
| 1.  | Marsela, Wayan Satria Jaya, Purna Wiratno The Influence Of Vocabulary Self-Collection Strategy (Vss) Towards Students' Reading Comprehension At The Tent Grade Of sma Negeri 1 Menggala | <ul style="list-style-type: none"> <li>• Both of research discuss about using Vocabulary Self-Collection (VSS) Strategy for reading comprehension</li> <li>• Using CAR for the research</li> <li>• Both of research using interview and data collection for the research</li> <li>• Both of the research focus to improving students reading comprehension</li> </ul> | <ul style="list-style-type: none"> <li>• This study uses a technique of random sampling</li> <li>• The previous research applying this strategy students were active and teaching learning process was effective. This strategy helped the students comprehend main idea, supporting idea, inference, reference and vocabularies of the text. In this research the writer used experimental method. The sample was taken by using random sampling technique. In this study, a researcher used a random sampling technique, namely a random sampling technique to</li> </ul> |

|   |   |   |  |
|---|---|---|--|
|   |   |   | obtain a more accurate data sample.  |
| 2 | Lazarus Febrisera; Sugirin (2021), "The Effectiveness Of Vocabulary Self-Collection Strategy on Students' Reading And Vocabulary" | <ul style="list-style-type: none"> <li>• Both of research discuss about using Vocabulary Self-Collection (VSS) Strategy for reading comprehension.</li> <li>• Both of the research focus on reading and vocabulary mastery for students EFL (English as a Foreign Language)</li> <li>• This research using media a book to finding vocabular</li> <li>• Both of the research used in eight grade level at SMPN 1 Sanggau Kapuas, West Kalimantan</li> </ul> | <ul style="list-style-type: none"> <li>• This previous research is used for two improve not only reading comprehension but vocabulary mastery too. so it's not only used for reading comprehension but as the name implies Vocabulary Self - Collection strategies so it's used for comprehension in vocabulary the author applies both of them in the research he's doing to prove that these strategies can be used or can be applied not only for vocabulary. The presents result just focus on reading comprehension which mean that finding the similarity or the synonym of the text based on short story.</li> <li>• Also this study is during with the group which mean they will look for a new vocabulary</li> </ul> |

|   |  |   |   |
|---|--|---|---|
|   |  |   | <p>through a book</p> <ul style="list-style-type: none"> <li>Using by VSS strategies to characterize students to be able to understand all content through a few words or vocabulary in the book. The present research using a short story and the question from the paper.</li> </ul>  |
| 3 | <p>Henny Antang, Wahjuningsih Usadiati, Maria Arina Luardini(2022), "Text Relationship (Etr) And Vocabulary Self-Collection Strategy (Vss) On The Students' Reading Comprehension Of Narrative Text At The Eleventh Grade Students Of Sma Negeri 3 Palangka Raya."</p> | <ul style="list-style-type: none"> <li>Both of the research using same strategies that is (VSS) for reading comprehension</li> <li>This research focus on students reading comprehension</li> </ul> | <ul style="list-style-type: none"> <li>This previous research using two strategies to support research. But the present research using just one strategy to improve students reading comprehension especially for synonym of the words.</li> <li>This previous research used senior high school for the research. The present research used junior high school.</li> <li>This previous research using a narrative text for the research. The research is using the descriptive text above short story and the question line.</li> </ul> |



|   |   |   |  |
|---|---|---|--|
| 4 | <p>Emeliya Sukma Dara Damanik, Sholihatul Hamidah Daulay, Rora Rizky Wandini, and Isnaini Siagian(2021), "The Use Of Vocabulary Self-Collection (VSS) Strategy In Increasing Student Reading Comprehension"</p> | <ul style="list-style-type: none"> <li>•Both of research discuss about using Vocabulary Self-Collection (VSS) Strategy for reading comprehension.</li> <li>•Both of the research focus on students reading comprehension</li> <li>•Both of the research use CAR (Classroom Action Research</li> <li>•Both of research using interview and data collection for the research</li> </ul> | <ul style="list-style-type: none"> <li>• This study uses a learning system in groups</li> <li>• The previous research focused on read and memorize words. So in this study only focused on memorizing a word in the form of several groups of students they were required to find out about the meaning of the word they were looking for in a reading and then provide arguments about the word in front of the class and then they would write the word in a notebook. While the research that is being carried out by researchers using of short stories and questions about synonyms of words that are difficult to understand in a short story, then the students will find out the similarities of these words and then answer them according to the multiple question choice that have</li> </ul> |
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|  |  |  | been available<br>and doing<br>individually. |
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From table 1 it can be concluded from several previous studies which show that this VSS can be an interesting method can attract students' are interest for learning English is a fun and not easily bored learning activity. Therefore, this research is focused on improving students' reading comprehension by using additional media such as video short stories from YouTube as well as descriptive reading from short story texts and several questions about synonyms in reading the stories using the VSS.

. The arrangement steps in implementing the Vocabulary self-collection strategy are explained as follows: first of all the students are given a test that contains a story and some questions, especially questions about synonyms of a words, next the teacher ask students to find out other terms or names of words in the reading text of the story. After identifying the word or the meaning of the text. The teachers give an explanation according to the words that have been found by students. Third is students give their own opinion about the meaning of words or terms they have found in the reading text. Finally, the students write their arguments about why the word was chosen and considered are important. And then they will write the words in their respective books along with the meaning.

## **B. Theoretical Framework**

### **1. Definition of Reading**

Spratt et al defines reading as one of language skills are categorized as receptive skills used in the activity is to respond rather than generate text.<sup>14</sup> Simply a reader easily responds to the intent or message of the text being read.

The opponent of the reading speaker understands what the reader has said. Therefore reading is a place to obtain various kinds of goals, namely understanding in reading, get information, reading for self-pleasure during leisure time, and the most important thing is reading to learn.

The purpose of reading will be fulfilled successfully if the reader understands the material reader has read. Therefore, reading comprehension is very important in order to achieve the reader's goals in reading.

Similar to Spratt, Mikulecky & Jeffries argue that reading comprehension involves three things: the ability to understand the text, connect ideas with knowledge, and remember the text. The reader make sure their thinks first when reading comprehension is more than just recognizing and understanding words.

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<sup>14</sup> Spratt & Williams, *The TKT (Teaching Knowledge Test) Course* (Cambridge: Cambridge University Press, 2005), 188.

## 2. Aspect of Reading Comprehension

According to Mikulecky and Jeffries reading is divided into several aspects. As main idea, detail information, vocabulary and inference in reading comprehension. Students are required to be able to master all aspects of reading so they can communicate well in learning English.

### a. Main Idea

The main idea is a passage of a reading or message. In contrast to topic which refers to subject discussed. Another meaning of the main idea refers to thought expressed. First reading, is called the main idea or first part of reading. The main idea is not just located in front of paragraph but the main idea can also be located in the middle or in the end of the paragraph. The characteristics of the main idea in simple language that it contains the contents of the problem from the reading and the main idea also has clear and uncomplicated sentences. Mikulecky and Jeffries argue that the main idea is the author's idea of a topic formed by topics and ideas<sup>15</sup>.

### b. Detail

According to Elizabeth, The purpose of detail is to guide or direct the reader in reading. Everyone reads for some purpose. To achieve this goal, detail is very important in reading.<sup>16</sup> Details are

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<sup>15</sup> Mikulecky & Jeffries, *Reading Power* (New York: Addison-Wesley Longman, 2004), 199.

<sup>16</sup> Elizabeth & Rao, *The Applications of Some Techniques In Writing*, (England: Macmillan Publisher, 2005), 551 558-8.

said to be one of the most prioritized things in reading comprehension the researcher need details to understand a text. The first thing researcher have to do is identify the reading text like test or exam, there are several questions related to detailed information.

### **c. Vocabulary**

Vocabulary is a collection of several words that are in a book or reading that we know or that we read. Reading comprehension involves understanding, analyzing, and synthesizing words, sentences, and ideas. Words are everywhere, meaning that if we want to increase the vocabulary the researcher have read or know, then our understanding in reading will also increase. Because, it relates to getting the mean or understanding of what they have read before, students need a lot of words in their vocabulary because it aims at their ability to use various strategies to find out or understand the meaning of new words what they have found.

### **a. Inference**

Inference is the ability or skill to read between the lines or to get the meaning implied or written by the author but not stated directly. According to Doff, In fact all comprehension strategies involve inference in terms of understanding.<sup>17</sup> In reading or writing, there must have a message, both of written and unwritten. Intended

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<sup>17</sup> Adrian Doff, Teach English a Training for Teacher.(London: Cambridge University Press, 1998), 144

that readers can understand or get a lesson from reading or writing that they have read or the contents of the implied message.<sup>18</sup>

## 2. Types of Reading Comprehension

According from Gilakjani, There are several types of reading comprehension that students and teachers need to know, namely literal comprehension, inferential comprehension, and evaluative comprehension.<sup>19</sup>

### a. Literal Comprehension

Literal comprehension is an understanding of information and facts that are directly stated from the text. The meaning is literal comprehension is the main level in understanding a text, namely by relying on students' ability to understand a text through literal understanding (keywords, skimming, and scanning, intensive reading) to find information or understand the meaning in the text more efficiently.

- **Keywords**

Keywords are the content words that carry the most meaning in a text. Keywords are important in a text because each keyword has a meaning so students can mark it by underlining it or write down in their book along with meaning.

<sup>18</sup> Rahmatun Nisa et al, Students' Ability In Mastering Reading Comprehension (Getsempena English Education Journal (GEEJ) 2018), 5 -1

<sup>19</sup> Abbas Pourhosein Gilakjani. (How Can Students Improve Their Reading Comprehension Skill?, Department of English Language Translation Islamic Azad University, Lahijan Branch, Lahijan, Iran. 2016), 230

- **Skimming**

Mention of quickly reading through the text to get the main idea. The purpose of skimming is a quick way for students to find out the meaning of a text only looking at titles and sub-headings, pictures, diagrams, descriptions, words in bold, and the first and last paragraphs of the text.

- **Scanning**

The purpose of scanning is to observe or pay attention when reading a text to find several elements in detail in a text. Example, key concepts, names, dates or certain information when answering questions. Students can scan or scan by looking at the text for keywords to quickly find accurate and easy to understand information.

- **Intensive Reading**

It also called study reading, this involves close study of the text. The amount of comprehension should be high the speed of reading is correspondingly slower.

- **Extensive Reading**

In this type of reading, students read one or more pages to find and understand the meaning and getting know the strategy.

Through this reading, the students get basic training in carry out this strategy based on materials.<sup>20</sup>

### **b. Inferential Comprehension**

Inferential comprehension is the ability to process written information and understand the underlying meaning of the text. The purpose of this understanding is used to conclude or determine a deeper meaning that is not stated clearly or explicitly. There are several things that must be done by students in this inferential comprehension namely is:

- **Combine Ideas**

In combine ideas we have to be more creative by collecting several ideas, the goal is to make the information more complete and not just come from one source.

- **Draw the Conclusion**

Drawing conclusions is a process where have to show evidence in a statement in the form of sentences that are clear, concise and easily understood by the reader.

- **Interpret And Evaluate Information**

Interpret is the act of explaining the meaning of something, such as giving an opinion or idea about the object and is also influenced by the background of the person doing it. Evaluation

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<sup>20</sup> Ayfer Şahin. The Effect of Text Types on Reading Comprehension. (Ahi Evran University, Education Faculty, Kirsehir, Turkey. Mevlana International Journal of Education (MIJE) 2013) Vol. 3(2), pp. 57-67



makes a judgment about the amount, number, or value of something: assessment, such as evaluating the grades of students in a class.

### 3. Evaluative Comprehension

Evaluative comprehension requires a deeper understanding of a topic or event. This involves analysing and weighing an event or researchers intentions, opinions, language, and style of presentation. Evaluative comprehension can be applied to one's performance at school, including others, in case you hold a supervisory role. It involves making extrapolations or conclusions on material or events. The evaluation can be positive, negative, or neutral.

### 4. Micro- and Macro-skills of Reading

According Brown In reading comprehension, there are several skills. There are two skills that must be known by students for reading comprehension, that is micro and macro skills.<sup>21</sup> For the explanation as follows:

#### Micro skills

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.
- 2) Retain chunks of language of different lengths in short-terms memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.

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<sup>21</sup> Brown. Language Assessment: Principles and Classroom Practices. (New York: Longman 2004) 187-188.

- 4) Recognize a core of words, and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize devices in written discourse and their role signaling the relationship between and among clause.

#### **Macro skills**

1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
2. Recognize the communicative functions of written texts, according to form and purpose.
3. Infer context that is not explicit by using background knowledge.
4. Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and explanation.
5. Distinguish between literal and implied meanings.
6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

7. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

The first understand the reason why they are reading the text. Whether just to get information or just to fill spare time. Secondly, the teacher must separate teaching strategies for the early, middle, and upper levels because students have different abilities regarding reading comprehension according to their class at school. Graphemic patterns or called the use of word cues such as examples of short vowels and long vowels and this necessary for beginners. The use of silent reading techniques is aimed at intermediate and advanced students because at this level of reading comprehension students aim to understand the contents of the text without having to interpret one word at a time like reading orally.

##### **5. Difficulties in Teaching Reading Comprehension**

Comprehension is the most important thing in reading. Our success in reading can be seen from our understanding of the reading material. For example, students who are poor at reading usually have low levels of understanding. They cannot read at certain time with an understanding of low-frequency words.

According to Sarwono, Students at this age at a level where they know why they have to read, how much they read, and what

they do with what they read.<sup>22</sup> Therefore understanding is the main factor in reading because reading will be in vain if the reader does not understand the meaning or understanding that they are reading. Especially in reading a descriptive text. The following are difficulties in reading comprehension for student junior high school:

a. Grammatical Pattern

The Grammatical pattern becomes the second difficulty in reading comprehension. According to the calculation, 28 of 32 respondents said they had it while understanding a passage. It's relevant to Nunan as quoted in Muharni, who explains grammar as how units of language (mainly, but not exclusively, words) combine to form sentences.<sup>23</sup> Grammar cannot be separated from language, because if students do not have good skills in grammar they cannot master the language either. That grammar means is very important factor and is also needed by students if they want to make sentences in the correct structure.

b. Culture of Context

Culture makes a difference in reading they also suggest that certain cultural modes of thought influence higher levels of understanding the text the sit. According to Zhang, states that the

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<sup>22</sup> Jonathan Sarwono & Yudhi Purwanto, (English for Academic Purposes a Successful Way to Learn Scientific (Yogyakarta: Andi Yogyakarta, 2013), 54

<sup>23</sup> Muharni. The Influence of Grammar and Vocabulary Mastery on Students' Reading Comprehension at Language Development Center of UIN Saska Rian, (Journal English for Academic 2017), vol. I 66.

individualistic and collectivistic thinking traditions will influence character judgment perception, plot prediction, spatial, and temporal perception in the literary text which is the category defined for the interpretation of stories in literary studies.<sup>24</sup>

c. Sharing experiences

Shared experience is the most difficulty in reading comprehension because lot of students very less to share their understanding with other friends because the students think if they want to share with their friend they will feel un-rivalled by one another. 22 of 32 respondents said they felt that way when understanding a passage relevant Sahardin.<sup>25</sup> Quoted in Geumgu, Hanna. Youngia which states that adults such as parents and the teachers influence students by asking questions, bring them into a conversation and expression of their feelings.

Based on some of the problems that exist above, we can conclude there are many students having difficulty in reading comprehension, but the researcher just only take two choices, namely: lack of student vocabulary and lack of deep teachers apply appropriate strategies to teach reading comprehension. Therefore, the Vocabulary Self-Collection Strategy (VSS) is expected to work as the right strategy to

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<sup>24</sup> Zhang & Annual, The Role of Vocabulary in Reading Comprehension (Regional Language Centre Journal 39, 2017), I 54 61

<sup>25</sup> Sahardin et al, Study on Improving Students' Reading Comprehension Using the Numbered Heads Together Technique ( Studies in English Language and Education, 2015), 2(2) 153

teach reading comprehension because it can help students to understand the vocabulary found the right text.

## **6. Aspect of Successful Reading Comprehension**

To be able to overcome these problems, teachers are required to find the right strategy to improve students' ability to understand descriptive text. The teacher should provide more techniques to help students to understand the descriptive text better and easier. The strategy that researchers use in this study is the VSS strategy.

### **a. Theory of Teaching Reading**

Reading, as one of the receptive skills in language learning, reading is one of them. Being an important role in influencing the success of productive skills as well as speaking and writing. Based on Harmer, three alternatives can be done to cover the language problems: pre-teaching vocabulary, extensive reading, and authentic language. In pre-teaching vocabulary, teachers can direct students to find or look for foreign words that may be found in the text. The teacher asked students to make a statement related to words including the meaning of these words or can be called synonyms of the words.

In addition, Brown states that in teaching reading three ways can be shown; it is bottom-up, top-down, and interactive

reading.<sup>26</sup> The bottom-up is more focused on linguistic recognition, such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse builders, before understanding the whole text. Top-down begins to read from the whole text. The top-down begins to read all the contents of the text. Put the two processes as important things that must be applied in learning to read. Both of Processes cannot be separated from each other and must be developed continuously.

#### **b. Teaching Materials for Reading**

The material used in teaching reading is very influential success of students' reading comprehension. The levels in reading material will affect students' reading comprehension.

According to Tomlinson, material for language learning can be selected based on the needs of students to facilitate them with the appropriate material to study because they have differences in how to learn languages<sup>27</sup>. In this context, the teacher must prepare or provide material in learning that makes it easier for students to accept the material.

#### **c. Theory of Classroom Activities**

Activities must be carried out according to level of criteria possessed by students that is age, character from each student, class level, and also the material must be appropriate.

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<sup>26</sup> Brown, Teaching by Principles. (Englewood Cliffs, New Jersey: Prentice Hall, 2001), 187

<sup>27</sup> Tomlinson, Materials development for language learning and teaching (Language Teaching Journals, 2012), 45 (2) 143.

According to Lindstromberg, the criteria selecting class activities for students should include three objectives: giving positive value, motivating students to learn and can be used in middle to large classes.<sup>28</sup> Teaching student junior high school it means we teach adolescents whose ages are between childhood and adult. Each student has different traits or characteristics, should the teacher must know how class activities are more acceptable. Based on Brown, teenagers have ultra-sensitive period so their emotions will easier to change up and down, especially those related to its physical appearance.<sup>29</sup> Therefore as a teacher has an important role, namely in growing students' self-confidence and reducing shame about what they have, always giving all of appreciation to students about the talents, forgiving and at the same time giving advice to students who make a mistakes, and make small group work to make it easier for students when doing assignments, even if not the group asks students to share understanding with other friends.

In addition, the teachers must be consider and think carefully in designing or making classroom activities into student motivation classes. Brown states three differences in

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<sup>28</sup> Lindstromberg, *Language Activities for Teenagers* (United Kingdom: Cambridge University Press, 2004), 142

<sup>29</sup> Brown. *Teaching by Principles*. (Englewood Cliffs, New Jersey: Prentice Hall, 2001), 186



motivational perspective: the anticipation of reward, personal choice, and social context.<sup>30</sup>

The theory described can we concluded that is necessary to determine appropriate classroom activities for teaching must be considered especially those related to student abilities, traits, characteristics, and also motivation. Talking about the characteristics of students there are several, namely personality, age, and way of learning. Added student motivation can be created through the use of interesting class activities.

#### **d. Teaching Reading in the Content Area**

Teaching reading is not as easy like we can imagination before. The teacher cannot more hope by looking at the success of students in answering questions related to their reading, but it's more than it the students also have to be able to understand the content of the text as a whole. The teachers teaching reading in content fields have think hard to find the right strategy so they can make students become successful readers. According to Ruddell, in process of understanding, the students will use their previous knowledge and experience to connect new information found in the text that will lead to success understand the text.<sup>31</sup> Also Antonacci and O'Callaghan mentions

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<sup>30</sup> Brown, Principles of Language Learning and Teaching (4th ed), (New York: Longman, 2007), 186

<sup>31</sup> Ruddell, Teaching Content Reading and Writing (4th ed.), (United State: John Wiley, 2005), 52-53

three main factors that influence understanding text: reader, text, and context.

The students as the first factor brings the previous one knowledge, prior experience, cognitive and meta-cognitive strategies, and personal motivation, which can influence the way of understanding because every reader has a different learning style.<sup>32</sup>

The second factor is the text. Text affects the process students' understanding according to their characteristics such as writing style, vocabulary difficulty level, content knowledge, and text layout. Text will give instructions to the reader on what purpose the author wrote in writing the text.

The last factor is context. From explanation the reason of reading, the sequence of events from the time and place of the story.

#### **e. Teaching Reading in the Content Area**

The results of these studies mostly indicate that there is a strong relationship between vocabulary and reading comprehension. Tannenbaum & Torgesen was confirms that the breadth of word knowledge affects reading performance understanding where reading comprehension will increases.<sup>33</sup> In

<sup>32</sup> Antonacci & O'Callaghan, *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms*. ( United States: SAGE Publication. 2001), 4

<sup>33</sup> Tannenbaum & Torgesen, *Relationships between Word Knowledge and Reading Comprehension in Third-Grade Children*, *Scientific Studies of Reading*, 2006), 10 (4) 394.

this research was conducted to find a relationship between word knowledge and reading comprehension using there are two aspects of word knowledge: breadth and depth. That research the results show that breadth provides a stronger relationship with reading understanding rather than depth.

This research also been conducted to find a correlation or relationship between how deep knowledge of vocabulary and reading comprehension using three instruments, namely measuring the depth of knowledge of vocabulary, reading comprehension tests, and written question tests in their studies.

Hirsch says that reading comprehension can be achieved by someone with a maximum of 90 to 95 percent of words in a text. Vocabulary affects success in reading comprehension precisely even close to perfect. So someone can be said to be successful in reading comprehension if they know or understand most of the words in the text.

Antonacci and O'Callaghan also said the same thing Vocabulary and reading comprehension have that strong relationship it can be proven by the teacher's experience while teaching in class where the value or results of a test or a test

conducted in class shows that a good vocabulary will affect good results as well as reading comprehension test.<sup>34</sup>

## 7. Vocabulary Self-Collection Strategy (VSS)

### a. The Nature of VSS

Based from Ruddell explains that VSS is one teaching strategy that can used or applied as pre-reading (before reading) or post-reading (after reading) activities and 14 students can choose words based on their interests and then they can define or explain words based on the theme of the text.

The focus of the activity is to understand the similarities between words that they rarely encounter into other words that are easy for them to understand. The word cannot be separated from the content of the text.

Antonacci & O'Callaghan also stated that VSS the aim is to promote students' word awareness and to motivate them so that they can learn new words that will support their academic success in English lessons. In line with Ruddell, Antonacci & O Callaghan agree that VSS is better in small groups so that students can work together but in this study, researchers will try to use this strategy in individual form but do not change the system from this strategy. In line with Antonacci & O'Callaghan, Martin (2002:88) says that:

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<sup>34</sup> Antonacci & O'Callaghan, *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms* (United States: SAGE Publication, 2011), 2(1) 75

“The Vocabulary Self-Collection Strategy (VSS) is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class.”<sup>35</sup>

#### **b. The Purpose of VSS**

The VSS has the following objectives provide a way for students to understand the concept of the text and to determine the meaning of words based on their context. For this research, the goal is the same, namely, students can understand synonyms for words that they rarely find or even hear before.

According to Ruddell in Antonacci & O’Callaghan, it was proposed that:

“The purpose of the vocabulary self-collection strategy (VSS) is to motivate students to learn new words by promoting a long-term acquisition and development of the vocabulary of academic disciplines to intergrate new content words into students working vocabularies.”<sup>36</sup>

#### **c. The Advantages of Using VSS**

The VSS provides benefits for the success of the learning and teaching process, especially in students' reading comprehension.

According to Martin The most important benefits of using VSS are: students can easily understand although they have to learn

<sup>35</sup> Antonacci & O’Callaghan, Martin Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms ( United States: SAGE Publication, 2002), 88

<sup>36</sup> Antonacci & O’Callaghan, Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms. (United States: SAGE Publication, 2011), 26

and find out for themselves, find the best way to identify words from their reading by looking for them through a dictionary, increase their vocabulary, and become a word conscious or called words that they already understand.<sup>37</sup>

#### **d. Steps of Use VSS**

Book written by Ruddell states the most effective way implement the strategy is to make students work in pairs or groups of two to five students with a working time of three to five minutes activity.<sup>38</sup>

After reading ask the student groups to find a word or term that they would like to study or learn more about. Students are to be prepared to:

- 1) Identify the word/term in context.
- 2) Tell where they found it in the text.
- 3) Tell what they think the word/term means.
- 4) Tell what they think the word/term is important to the topic.<sup>39</sup>

Moreover, Antonacci & O'Callaghan model the steps of using the VSS that are divided into three parts, those are before reading, during reading, and after reading as follows.

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<sup>37</sup> Martin, Essential Strategies for Teaching Vocabulary: A Brief Overview of Vocabulary Development, 2002)

<sup>38</sup> Ruddell Martha Rapp, Teaching Content Reading and Writing, (United State: John Wiley, 2005) 167

<sup>39</sup> Ruddell Martha Rapp, Teaching Content Reading and Writing United. (State: John Wiley, 2005), 180.

## 1. Before reading

- a) Selecting the appropriate topic that would be developed in teaching and learning reading.
- b) Choosing the key vocabularies that are important to comprehend the text.
- c) Reading aloud the first paragraph of the text.
- d) Model how to choose the important words for understanding the text.
- e) Distributing a graphic organizer including a box for the word, the reason for selecting the word, and the definition of the word.<sup>40</sup>

## 2. During reading

- 1) Ask students to read the story on paper first and watch the cartoon on the monitor screen.
- 2) Ask students to read the questions first and look for synonyms for words in the reading text that correspond to the questions in the questions after that students will look for synonyms in the dictionary they have brought.
- 3) Ask students to complete the table that was previously on VSS.

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<sup>40</sup> Antonacci & O'Callaghan, *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms*, (United States: SAGE Publication. 2002), 27-28.

### 3. After reading

- 1) Give a few minutes for students to reading questions, especially questions about word synonyms.
- 2) Ask the students doing work on questions and help if they find difficult
- 3) Ask each student to find the word that matches the question in the dictionary
- 4) Ask students to answer in the appropriate choice with the difficult word
- 5) Ask students to write synonyms of words and words that have the same meaning on paper and then they will define these words.

According to the explanation above, it can be concluded that students should be encouraged to think critically, not only by asking students to explain or define words but they should be able to think about the reasons why they choose to answer the word equations.

The role of a teacher in this context is to provide an example and guide them to do their assignments. The teacher before asking the students to look for it the teacher will give an example of a question and how to answer it after that it will be continued student.



## CHAPTER III

### RESEARCH METHOD

This chapter contains the methods used in the research that will be carried out. And categorized as research design, research setting, research subject, research instruments, data collection techniques, data analysis techniques, validity and data reliability, and research procedures.

#### A. Research Design

This research aims to improve students' reading skills at SMP 2 Argopuro Jember by using one of the English learning strategies, namely the VSS. This study uses Collaborative Classroom Action Research (CAR). Which is the researcher will collaborate with the teacher it aims to find out how it can improve students' reading comprehension after implementing this strategy in the learning process.

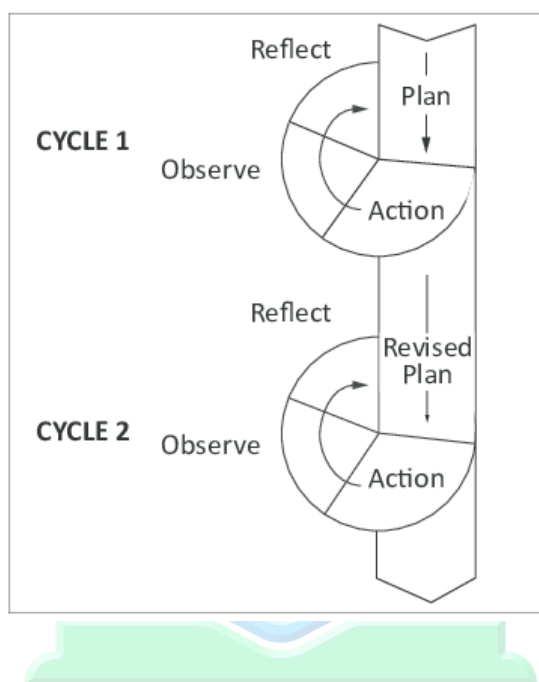
According to McKay action research consists of three features, namely action, research, and collaboration. Action is an activity that is performed to improve the educational process from before, namely by trying to use this strategy.<sup>41</sup> Therefore, this research was conducted to apply a learning strategy for junior high school students in the teaching and learning process to gain increasing the value and reading comprehension of students in English lessons.

An action research model that uses the planning model put forward by Kemmis and McTaggart as quoted in Burns. There are four phases where

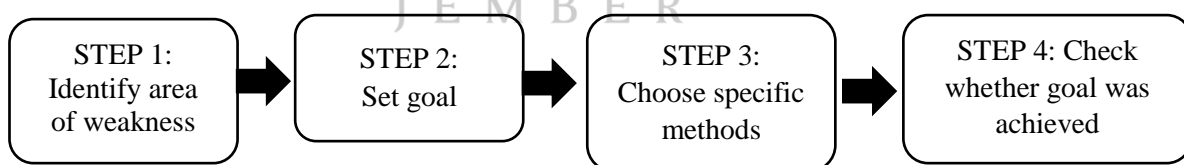
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<sup>41</sup> McKay. *Researching Second Language Classrooms*. (London: Lawrence Erlbaum Associates, 2006)30

each phase has its own involvement in research. Namely planning, action, observation, and reflection. The process of these phases has been described as follows.<sup>42</sup>



**Figure 1.0: Scheme of Action Research adapted from Kemmis and McTaggart in Burns (2010:9).**



According to Mc Taggart in Burns, classroom action research uses 4 steps namely planning, implementing/acting, observing, and reflecting. CAR is carried out in two cycles. Each cycle is carried out in one meeting.

<sup>42</sup> Mc Taggart in Burns. *The Implementation of Steller Application in Learning Writing Descriptive Text* (Jauhar Helmie. Vina Nurviyani. 2010) 7-9

### 1. Planning

In this phase, the researcher develops after-action research to identify the problems found. In planning, the researcher will prepare the material that will be taught in class based on the syllabus; the media is the form of images that are following the material as learning Media.

### 2. Acting

In this phase, researchers realize the plans that have been planned before. These steps are implementing the use of VSS strategy to improve students reading comprehension. In this activity, students were asked to discuss their opinions regarding the pictures shown by the researcher. They have to describe and describe what is being said well so that other friends can understand. Researchers carry out lesson plans in the classroom step by step.

### 3. Observing

The Researcher observed the classroom while implementing the action in each cycle. They observed the students' reading comprehension, learning process, student's interaction, and enthusiastic participation. A Researcher-made some notes during observation by using checklist notes.

### 4. Reflecting

After carrying out the teaching and learning activities, all the notes from the researcher were collected and reflected. The researcher reflected on what happens in the classroom as an effect of action. Then 38 Achmad Fatchan dan I Wayan Dasna, Metode Penelitian Tindakan Kelas,

(Surabaya: Jenggala Pustaka Utama. Evaluate the process and result of the implementation of English videos in the class.<sup>43</sup> The minimum criteria in SMP 2 Argopuro Jember are 75 but, the researcher makes the target score of the English lesson 78. The benefit of evaluation is to decide what the researcher should do in the next cycle and it would be used for a better understanding of knowing improvement on the next planning or action.

#### 5. Revised Plan

Revising gives students an opportunity to reflect on what they've written. Revising is a way to learn about the craft of reading. Revision is closely tied to critical reading; in order to revise a piece conceptually, students must be able to reflect on whether their message matches their writing goal.

#### B. Research Setting

This research was conducted at SMP Argopuro Suci Jember. The school is located at SUCI Village, Panti District, Jember City, East Java. The school had 9 classrooms. Consists of 3 classes for class VII, 3 classes for class VIII, and 3 classes for class IX. Each class has supporting facilities for the teaching and learning s process.

This research was implemented to improve student's reading comprehension about synonyms of words using VSS (Vocabulary Self-collection Strategy). The researcher implements the teaching and learning activity using VSS (Vocabulary Self-collection Strategy) 6 meetings

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<sup>43</sup> Achmad Fatchan dan I Wayan Dasna. Metode Penelitian Tindakan Kelas. (Surabaya: Jenggala Pustaka Utama. 2009)102.

including pre-test and post-test in each cycle. The research was started in March 2023.

### **C. Research Subject**

The subjects of this study were 26 grade 8 students SMP Argopuro 2 Jember especially grade 8 A. It consists of 26 students. Researchers chose this class with different categories, such from low to medium reading ability and the age level of the students, and also observe whether the students are more interested in learning by using additional video cartoon media or not. Because before their learning process only uses the media of a book and the teacher only explains in front of the class.

### **D. Data collection technique**

Data were collected using two methods at once, namely qualitative and quantitative data. Qualitative data is collected based on the teaching situation and learning process. While quantitative data is collected based on student scores after giving the pre-test and post-test. Therefore to get data, the data collection technique used is conducting interviews, observations, and tests.

#### **1. Test**

According to Brown, the purpose of the test is to measure knowledge of a person in a particular field. Background knowledge about someone will influence the test results. Therefore, a pre-test and test were conducted to compare students' reading comprehension achievement.

In the practical process, the test carried out is the pre-test and post-test. The action was carried out in class VIII A where students answered 10 questions about synonyms of words essay questions in 30 minutes. The test results will be analyzed before doing preliminary study and the test.

## **2. Interview**

For more information, therefore it is necessary to conduct interviews with students and teachers. According to Burns, the interview leads to researchers having topics to be interviewed and can be developed based on responses so that richer information will be obtained.<sup>44</sup>

On practice, a researcher conducts interviews with English teachers and students to find problems related to the class, especially in reading comprehension. Interviews were conducted online and also went directly to schools to meet teachers and students to find out about the teaching and learning process that has been done. The act is done to set an example of a reflection for researchers if they want to do better at the next meeting.

## **3. Observation**

In this observation the researcher will be directed to find problems directly with involve directly into the class. As mentioned by Denscombe, two this type of observational research is systematic

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<sup>44</sup> Burns. *Doing Action Research in English Language Teaching: A Guide for Practitioners* (New York: Routledge. 2010) 75.

participants and observation.<sup>45</sup> Systematic observation is used for classrooms and are related to the use of quantitative data and the use of statistical analysis.

Applying an action before, observations were made in class VIII

A. In addition, the researcher also observed the teaching and learning process by making notes and filling in the observation sheet. Observation results help researchers in knowing students' abilities to repair. It also helps her to decide on a suitable course of action carried out at the next meeting.

#### **E. The Technique of Analysing Data**

In this stage, the researcher will write some analysis data obtained from the class and will analysis to answer research questions. This research uses qualitative description to describe the data collected from understanding and meaning, not through values. Description based on a reading test (pre-test and post-test), Observation, Interview, and Documentation. The researcher will always observe and monitor all activities in the class as well as possible.

#### **F. Criteria of Success**

Classroom Action Research (CAR) is considered successful if it can exceeding predetermined criteria. Researcher and English teachers collaborate to determine the criteria used for the success of learning in the classroom. In this study, the research were succeeded when 80% the students reach

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<sup>45</sup> Denscomb. *The Good Research Guide for Small-Scale Social Research Projects* (3rd ed). (New York: McGraw-Hill. 2007)206

Completeness Level Criteria (KKM) which 76. The researcher hopes with this test students will be more enthusiastic to improve their understanding of reading and get better grades in other meetings.





## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter focuses on analyzing the collected of data. The researcher presents finding of the study and discussing about promoting vocabulary self-collection strategy to improve students' reading comprehension. The findings consist of the result of cycle 1 and cycle 2 of the research. After that, the discussions of what have been elaborated described in the findings and this chapter.

#### **A. The Research Object Overview**

##### **1. Profile of SMP Argopuro 2 Suci**

SMP Argopuro 2 Suci is located at Jl. Keputren ,Suci, Kec. Panti, Kab. Jember. The school has 3 grades, including grade VII, VIII and IX. There were a principal's room, teacher's room, toilet inside the teacher's room, library, computer studio, two students's toilets, a parking lot, pray room and school yard. Argopuro 2 Suci Middle School is a school or foundation of a private Islamic education institution that is quite well-known and has received "A" predicate for school accreditation. The vision of SMP Argopuro 2 Suci is "to create disciplined, broad-minded and high-achieving minds".

While its mission is "1) Carry out Islamic religious teachings correctly and concretely 2) Implementation of the applicable education unit level curriculum according to standards of content 3) Carry out effective and efficient learning 4) Implementation competitive standards

of graduation in accordance what are neede of students and society 5) Improve the competence of teaching and educational teacher as well as their qualifications in accordance with academic provisions 6) Fulfill and empower infrastructure facilities optimally and innovatively 7) Implementing professional school-based management 8) Carry out the development of education funding in accordance with the standards and conditions of society 9) Carry out the development of school-based on management 10) Carry out school management and development by involving the participation include of students, parents, the community, and other participant.

## **B. Research Finding**

This action research was conducted in SMPN Argopuro 2 Suci. The participants of this research were eight grade students that consist of twenty students. Most of the students' score in the preliminary study was below the criteria of success. It can be seen by following table below.

From table 4.1 it can be seen the students' English scores still below the average. Therefore, the researcher conducted the current of research to explore students' ability in reading comprehension. The researcher implementation VSS is the one of factor to increase and supporting students' reading comprehension. It has a positive impact of students' participant in the class especially for students who get score below from the criteria. by implementing this strategy it becomes easier for students to learn English, especially in reading comprehension

Implementation in this study includes planning, action, observation and reflection carried out in 1 cycle and cycle 2. Cycle 1 and cycle 2 were carried out in 4 meetings. The first cycle was carried out on May 23<sup>th</sup> and May 27<sup>th</sup> while the cycle 2 was carried out on June 13 and 14 June. The research result were explained in detail.

### 1. Cycle 1

This research was conducted on May 23<sup>th</sup> 2023. The researcher wrote the test to find out the difficulties of students' reading comprehension. The questions of the test for the first cycle is write question. An explanation of the implementation of the research is described as follows:

#### a. Planning

At this phase the researcher was prepared everything that was be needed in learning such as lesson plans, teaching materials, written tests and observation lists. Furthermore, regarding lesson plans it was designed based from the school syllabus.

Planning of the action was done collaboratively with the approval of the English teacher. It was intended to plan and prepare everything that was needed all steps of the acting stage to get a good results and accordance with the plans that have been prepared. Researcher prepared the materials that are use in this research.

The researcher choose the VSS strategy for the learning method also short video, compiled an action lesson plan for the first cycle, prepared student worksheets and determined success criteria.

The plans that have been prepared in this activity include:

- 1) Determining the time of action
- 2) Preparing schedule
- 3) Developing a lesson plan
- 4) Compiling a checklist of student activity observations
- 5) Making student worksheets
- 6) Preparing media short video
- 7) Preparing observation and interview

Researcher was conducted interviews with English teachers as well. The interview on 21 February 2023. The English teacher stated the students' English skills were still below average.

The problem is the students' have difficulty understanding and even knowing the intent or meaning of words. Also, students have a lack motivation in learning English. In fact, understand reading that is foreign rarely encounter is just as important for students'.

Therefore, researcher and teacher were look for ways the students' want to learn and understand reading start from the basic of similarity of the words that have been determined. Hence, researcher and teacher are decided to using VSS which is strategy of collecting words in a text to support students' understanding of reading English properly and correctly.

b. Acting

The first step, the researcher prepared a video media and question sheets for comprehension class in reading especially word equations in English.

Second, the researcher explains the material and also watches the video together, and observes it carefully, students must pay attention to it.

Third, researchers provide opportunities for students to ask about materials and videos that have been shown.

Fourth, the researcher asked students to answer questions and look for words to look for in the story text after that they would look for synonyms in the dictionary and then describe them in front of the class.

Fifth, researchers assess student performance based on the assessment rubric. Sixth, the researcher provides an evaluation and conclusion for today's classroom learning.

The action of this research was conducted based on the lesson plan already been prepared by the research. The action were based on the time allocation given from the school is 1x40 minutes from each meeting. This research focused in teaching reading comprehension using vocabulary self-collection strategy. The teacher was showed the simulation of the strategy.

1) The researcher were given explanation about the vocabulary self-

collection strategy to students and how to use for the test.

- 2) Next, the researcher were chosen theme of learning is descriptive text about story telling.
- 3) Afterward, the researcher showed to students' how to use the strategy by giving example of answers based the questions.

The next step is action research by going to class and ready for the test whether this strategy.

#### 1) First Meeting

The first meeting was conducted on Tuesday, May 23<sup>th</sup> 2022 at 08.00 – 09.30 am in VIII A class SMP Argopuro 2 Suci. First meeting, the researcher was informed about objective of the lesson, explained the lesson plan and also the vocabulary self-collection strategy were used during in learning English.

The researcher came into the class with English teacher. The researcher were continued the activities with greeting, praying and checking student attendance as well as getting acquainted. The teacher was informed the purpose of the research and explain the lesson plan to the students.

Next, the researcher explained about the purpose and the function vocabulary self-collection strategy of researcher's using the strategy a learning process. Afterwards, the researcher asked the students all about the difficulties in learning English. Many of students' said their can not understand the

meaning of words, especially the similarity of word in the story and were the students' had lazied to bring a dictionary that are the most of students' difficulty.

Then, the teacher begins to provide learning material and showing a short video about descriptive text to give students' attention. After watching the video, the teacher will give a little explanation about VSS how to use the strategy are using in this learning then will be containing appropriate questions and instruct students to answer the question, which previously students' have been given by example how to answer the right questions.

Afterwards, the teacher give an example to students' how to learning about synonym of words by using this strategy. After that, the researcher asked the students to get ready in learning English Using Vocabulary Self-Collection Strategy in the next meeting.

Before the researcher closed the meeting, the researcher concluded and reviewed the material that has been learned. The students were looked more interested and excited when the story video was shown. They asked for the duration of the video more to be long duration because the time is not enough.

Therefore, the researcher asked students to watch the video at home via the YouTube link that had been shared in

WhatsApp groups of class. The researcher closed the learning process by praying according to the students' that beliefs.

## 2) Second Meeting

The second meeting was conducted on Tuesday, 30 May 2023 at 09.30 a.m. Activity in second meeting was not different of the first meeting.

The researcher started the class with greeting, praying together, and checking the students' attendance. Afterwards, the researcher repeat a simple explaine about descriptive text to remind the students'.

Next the researcher share the paper test for the students'. The questions of the test was essay amount is 10 questions. The researcher tell the students' have to find the best answer based on the paper. The teacher give 25 minutes for students' to answer the questions. After test, The result of the test was low the criteria minimum. Some of the students still got low score.

The mean from the score has reached about the criteria of success for learning. Afterwards, the research will calculate and presentage the students' who is get low score from the test. The students' presentage who get minimum score was (80%) , which mean still have many students' who get a low score. the cycle 1 was failed.



c. Observating

Observation is a process of collecting data about all existing aspects that occur in teaching and learning activities. At this step, researchers will always observe all activities that occur during the application of this strategy in the learning process of reading comprehension. And the researcher will make some notes using a checklist activity.

From this part of the research, the teacher are observe the teaching and learning process by using table of checklist. The teacher makes observations by observing the learning activities carried out in the classroom again. Researchers asked students' about the tests such as obstacles and level of difficulty.

At the first and second meetings in cycle 1, students still listening the teacher's instructions. Students have to pay attention to the teacher's explanation until finish even though there are some students who sleep in the class.

The Students listen to the teacher who gives an explanation of the material. Some of students understand the procedure of the material presented by the teacher. Then, student material through learning videos from YouTube related to descriptive text synonyms of words more easier to understand than meeting from yesterday's.

Finally, students follow the learning process and review together with the teacher before closing the class.

d. Reflecting

In this step, the researcher analyzes what has happened in class. Reflection is carried out to determine the extent to which the development of the strategy when used can improve students' reading comprehension. If there are there was no increase in students' reading comprehension, the researcher applied or continued to the next cycle.

From the cycle 1, the reflection was done after calculating the students' score. Most of the students' failed to reach the criteria of success. Some of reason are the students' did not following the teacher's instructions, some of students' talked to their friends, some of students' did not pay attention when the teacher's give the explanation while. Before giving test, the teacher ask the students' who understand or not the material that was presented by the teacher. Some of students' did not understand about the material that was explained by the teacher.

The reason are the students' do not understand all about parts of speech also do not understand the difference between parts of speech also, some of students did not bring a dictionary, the students' did not active doing work the questions that have been given by teacher.

Some of students use Indonesian and English language to answer the teacher's questions and some students also still think that English lessons are difficult for the students' even though the teacher

has given explanations. Some of students' have mess the paper question also make the paper questions were gone. Overall, the mean score was 60, which mean it failed to meet the criteria of success.

The reason the reason of the students' scores in cycle 1 were down below than the test scores in preliminary the researchers were applied different types of questions. Which is the preliminary test students were given multiple choice questions while in cycle 1 the researcher tried to apply a different question that is essay. The aim is to find out how students' reading comprehension is increasing or decreasing.

Accordance of observation by the researcher were compared to students worksheet on essay and multiple choice test questions, the students' more easier to work on questions type is multiple choices. The reason is multiple choice questions easy to understand because there are several choices of words then the students can choose which one of those words which is appropriate answer based on the student's findings in the dictionary.

Futhermore, the percentage of the students who passed the test were only 20%, which mean still below the criteria of success.

## 1. Cycle 2

### a. Planning

After discussed and reflected the teaching and learning with the collaborator teacher, the result of the first cycle was required

better treatment in the second cycle. The content of this planning was the results from reflection of cycle 1.

The results of cycle 1 was used to plan the action in cycle 2 but use different method which is the lyric of song entitled “everything at once” by famous singer who namely is Lenka. The lyrics has several word lyrics that focus on the one part of speech is an adjective. The planning done in the cycle 2 were:

1. Researcher and collaborator were discussed about the result of reflection in cycle. It were done with solve of the problem or weakness were identified in the cycle 1 as effort to increase the participations' reading comprehension.
2. The researcher prepared theme related from the topic.
3. Researcher prepared paper test were contained the lyric of the song and multiple choice amount 20 questions for the test that conducted in four meeting.
4. The test were conducted in groups that consist of 8 and 9 students' for each groups.

The planning of cycle 2 was identical with cycle 1, but the researcher made new method for increasing students' reading comprehension in the cycle 2.

The researcher gave more easier explanation about using this strategy. Other way while using the lyric of song with multiple choice questions that only focus on adjectives will make it easier for the

students' to answer the questions correctly.

b. Acting

The action in cycle two was also done in two meetings. The first meeting was held on Tuesday, June 13 2023 and the second meeting was held on Wednesday, June 14 2023.

Furthermore, the researcher expected that students can develop in this cycle with different treatments. The implementation of the action was elaborated as follows.

1. First Meeting

The first meeting was conducted on Tuesday, June 13 2023 at 09.00 a.m. The researcher came into class of VIII A. The researcher started the class by greeting, praying and checking the attendance. The researcher continued the activity by asking students readiness for the learning process.

The researcher explaine descriptive text in different method. The method were used song and the lyric of the song. Also the researcher give explanation of definition one part of speech which is adjective. Afterwards, the researcher were explained material lyric of song how to understand the meaning of words based on the lyric of the song.

Next the researcher were played song accordance from the topic entitled song is "Everything at Once" then sing together with all the students'. The researcher ask to students' first did

the students' were interested about learning english if used the song or not?.

At the same time the students' their said "yes we did miss". Based on previous learning, the teacher was not implemented learning by using the lyric of song. The researcher closed the learning process with praying according to students' beliefs.

## 2. Second Meeting

The second meeting was conducted on Wednesday, June 14 2023 at 08.00 a.m. At the beginning of the second meeting was closely same with previous meeting.

The researcher started the class by greeting, praying and checking the attendance. Next, the researcher review simple of the materials that have been explained in first meeting. The purpose were reminded the students' about the material before.

Afterwards, the researcher make several groups for the students' before test were started. The groups were divided 3 groups which groups were 9-10 students.

The activity in second meeting was not different from the previous meeting. The learning process students' also prepare the dictionary and the book. In this section the researcher share paper questions to all students' on groups first. Before the researcher start the test, the researcher play song firstly and gave one

example to students' how to answer the question correctly. It make the students' gave more easier to understand about the test.

Next were continued by the students' to answer all of the question. The duration of the test was 25 minutes and 20 minutes left the research asked to students'to put their result of the test in front of class.

The mean of the score in the cycle 2 has reached the criteria of success. It could be said that the Cycle 2 was successful. The students' reading was improved after different treatment in cycle 2.

Besides, the researcher calculating the percentage of students' who passed the test. The percentage of students who reached above the minimum score was 80%, which means it was increased from cycle 1.

c. Observating

Based on the observation activity made by the researcher and collaborator in the action cycle 2, they found that students' participation was very good. The teaching material seemed interesting for the students.

Therefore almost all of them followed the learning process enthusiastically so that the class seemed more active than before. And the last, evaluation of student's vocabulary achievements showed that the students got better score than in the first cycle.

The researcher also did observation about activities of students in the class. The researcher did it with observer, and got some data about activities of students in learning process. Based on the result of observation, the researcher got different data from the first cycle.

The difference between cycle 1 and cycle 2, the researcher was founded that many of students in the first cycle got scores below. based on previous test the researcher was tested the students' with each questions which mean the questions of the test have several parts of speech consisting of verbs, adjectives and nouns.

The students do not understand the part of speech and also do not focus what students' are doing. Then the researcher made a new test that was different from the previous test which is only focus on adjectives that have been different method from the previous test is using the lyrics of the song.

The content lyrics of the song were contained several adjectives that used to objects by the researcher to make it a test question for students test in cycle 2.

From table 4.5, it can be concluded that the students' was pay attention to the teacher's explanation until finish. The students' diligently with instructions of the researcher. The students can improve the words correctly when the researcher given the test. However, the students still cannot answer the questions in English.



d. Reflecting

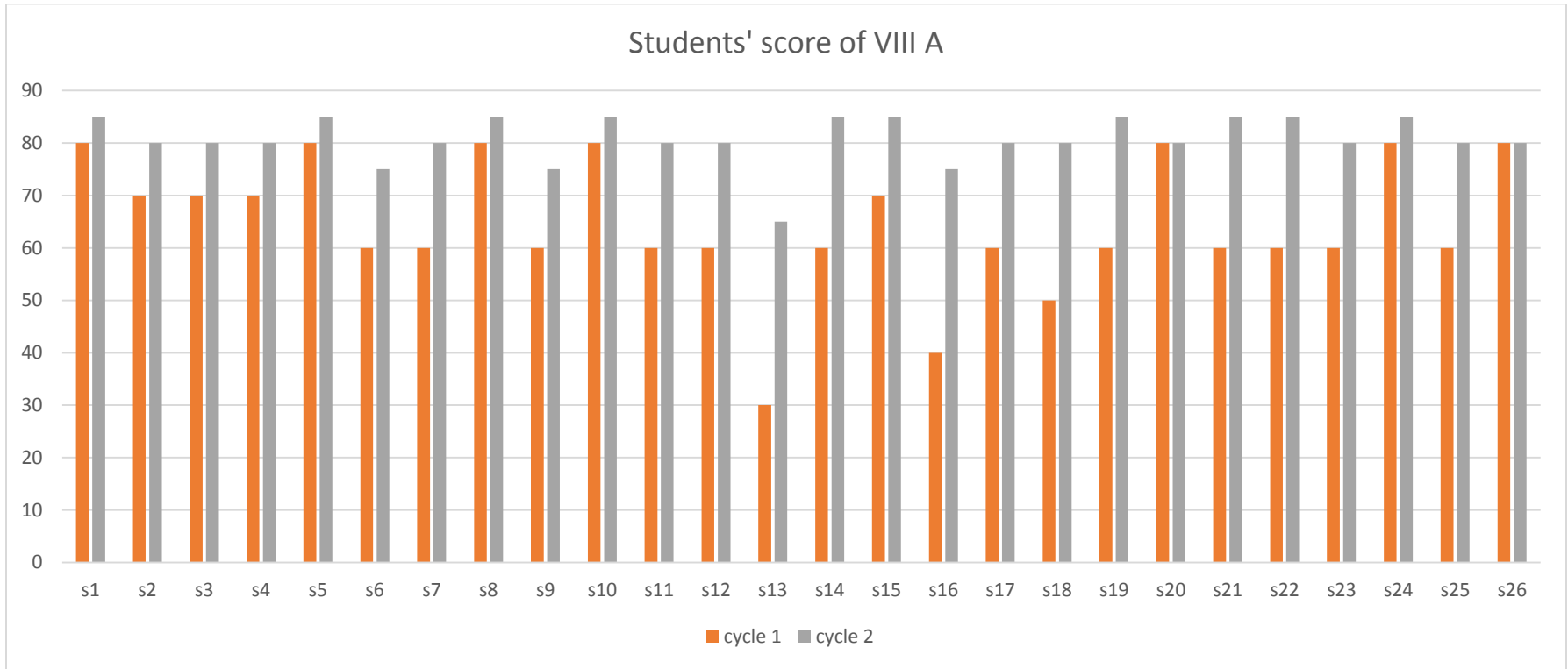
From cycle 2, it can be highlighted some successful points such as: The students listened to the teacher's introduction before teaching process, the students pay attention to the teacher's explanation until finish, the students listened while the teacher told the procedure of material, The students followed the teacher's instruction, The students was understand the procedure of the material told by the teacher.

Besides those positive responses, one of the students' still did not bring the dictionary, did not following the instruction from the researcher well, get mess with the paper questions. The table of scores from the preliminary study, test 1, test 2 will be discussed in the following table.

**4.6 Table percentage of the students' reading comprehension synonym of words**

| Meeting                      | Students' who got score higher than 70 | Mean Score | Percentage |
|------------------------------|--|------------|------------|
| Exist Score from Preliminary | 7                                      | 64         | 60%        |
| Cycle 1                      | 9                                      | 60         | 68%        |
| Cycle 2                      | 23                                     | 84         | 82%        |

From table 4.6 in appendix it can be seen the mean score of cycle 1 was 60 and the cycle 2 was 80. Which means the score of remedial was higher than cycle 1. The percentage of students' who get score above in cycle 1 was 68% and cycle 2 was 82%. Indicated the students' reading comprehension increased up to 14%. Comparison of student scores from cycle 1 to remedial has shown following by diagram.



4.7 The chart of the students' score test cycle 1 and cycle 2

From the 2 diagrams it is known that the grades VIII A pre-test, cycle 1 and cycle 2 experienced a high increase. Many students pass based on KKM 76 or more. In conclusion, the use of vocabulary self-collection strategy is feasible to improve students' reading comprehension. Therefore, the researcher decided to stop the PTK. Researchers do not need to revise plans or move on to the next cycle.

### C. Discussion

This study is aim to improve students' reading comprehension using VSS is the one of factor who can improve students' reading comprehension, raise the students' vocabulary to doing good work with other students'. This strategy can help foreign language learning by difficult text and use the keywords in the text to improve comprehension.<sup>46</sup>

Based on research this strategy is useful for improving reading comprehension of students who are initially not interested and students' opinion the English language is boring to be interested and easy to understand with buck up, little attention, and patience in teaching students'.

According from the researcher's experience when in class, the students can understand the material better by teaching in a way that is not hurry and use easy language for the students' to understand, like a brief understanding.

Through this strategy consists of four actions; such as developing students' interest to be more active in learning English and attract students' attention to English lessons, collect and explore the synonyms of words was

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<sup>46</sup> Marsela et al, The Influence Of Vocabulary Self-Collection Strategy (VSS) Towards Students' Reading Comprehension At The Tent Grade Of Sma Negeri 1 Menggala, (*journal of english education students*, 2021/2022), vol: 8

found in the text, developing relationship between synonym of words and the content of the text, and understand the intent or content of the entire text.

Some of actions have to do in teaching learning process in Cycle I and remedial. Meanwhile, step of learning in class have used a scientific approach since then written in the 2013 Curriculum. The steps are observing, formulating question, collecting data, associating, and communicating.

Many efforts how to raise the students' are interest and attention in reading English text. The topics contain things around of students'. Example such like things, animals, and peoples who nearby.

Dividing paper test for each students can providing above facilities and attention for students when working on assignments because the students' already have an object in front of students'.

In Cycle I, a few of students had interested in reading English texts, but others still not interested because the students' have opinion english lesson is bored. The researcher have to do something till the students' don't feel bored in class by giving small games and giving mini gift as appreciation for which students who can answer questions from researcher that related from the material are studied.

The results of this research related to previous research by Damanik et al. Vocabulary Self-collection Strategy can makes students understand texts and learn new vocabulary.<sup>47</sup> The application of this strategy is mostly applied in groups, but it does not rule out that this strategy can also be applied to

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<sup>47</sup> Damanik Emelia Sukma, et al. The Use Of Vocabulary Self-Collection (VSS) Strategy In Increasing Student Reading Comprehension. (Journal GEEJ, 2021), 8(1), 54–64.

students individually or individually, because students can learn to try to find their own in order to get the right answer.

The use of independent collection vocabulary aims to generate motivation and interest in students in finding new words, especially synonyms of the text through a dictionary to find out similarities of word of the text. This strategy carrying the students to understand the text more easily to find new words.

Interpretation of the results data of the test in cycle 1 and the cycle 2 as follows; the students' average score in the reading comprehension test after using VSS was 60. While the percentage of classes that meet the KKM in the pre-activity is 60%. This means that only 9 students passed KKM 76 and there were 17 students who did not meet the target.

Furthermore, most students can decrease students' understand in reading compared from the previous test (preliminary study score). This means the students' still need improvement because it has not been able to achieve the target of success in Classroom Action Research, therefore the researcher continues the next activity, called a remedial test. Furthermore, the average score on cycle 2 test was 80. This showed an increase in students from the previous test, which mean only 60.

Meanwhile, the percentage of class which pass from the minimum improve criterion was 60%. This means therewere class of VIII A who get scored above KKM 76, amount 23 students and therewere 3 students who get score under the KKM target

1. This result of this research were similar with the previous research by Basuki (2020) entitled *The Effectiveness Of Using Vocabulary Self-Collection Strategy (Vss) In Teaching Reading Comprehension Of Narrative Text At The Eighth Grade Students Of Smp 25 Purworejo*. From the computation, the result showed that the mean score of pre-test is 62.93 and the mean of post-test is 77.07. It can be concluded that vocabulary self-collection strategy (vss)is effective to teaching reading Narrative text at the eighth grade students of SMP 25 Purworejo.<sup>48</sup>
2. This result of the research also similar with the previous research by Bahriannor (2022) entitled *Vocabulary Self-Collection Strategy To Student's Reading Comprehension*. This research is aimed to investigate the effect of implementation of Vocabulary Self-Collection Strategy to students' reading comprehension and responses of the students and teacher about implementation of Vocabulary Self-Collection Strategy.  

The VSS activity is quite liked by students and is also quite attractive to students compared to the lecture method that is often used by teachers in class. Because they not only listen but the students also give their opinion to their other friends. This makes students feel participating in the learning process.<sup>49</sup>
3. This research was success and have similarity with the previous research conducted by Layo, Rusuh Yesiyantri, et al. This study aims to find out

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<sup>48</sup> Basuki. *The Effectiveness Of Using Vocabulary Self-Collection Strategy (Vss) In Teaching Reading Comprehension Of Narrative Text At The Eighth Grade Students Of Smp 25 Purworejo*, (jurnal pendidikan, bahasa, sastra, dan budaya, 2020), 7(1) 819-829

<sup>49</sup> Bahriannor. *Vocabulary Self-Collection Strategy To Student's Reading Comprehension*, (uin antasari, 2022), 41

the implementation of vocabulary self-collection strategy to reading comprehension and the students and teacher respons.

The researcher used descriptive qualitative research. Based on the results, this strategy makes it easier for students to understand the text, it can be concluded that the implementation of Vocabulary Self-Collection Strategy (VSS) can help teacher train students' comprehension. The teacher and most of the students gave positive feedback about the implementation of Vocabulary Self-Collection Strategy (VSS).<sup>50</sup>

From the explanation, the use of Vocabulary Self-Collection Strategy to improve students' reading comprehension especially synonym of words in descriptive text is was successful in one cycle and remedial. In this research is "synonym".

The observation results also showed positive responses and interest from students. In conclusion, students' reading comprehension was improved through the implementation of learning strategy "vocabulary self-collection strategy".

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<sup>50</sup> Rusuh, Yesiyantri Layo. Vocabulary Self-Collection Strategy (Vss) To Students' Reading Comprehension (Diploma thesis, IKIP PGRI PONTIANAK, 2023), 28

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains two points such as conclusion and suggestion. The conclusion based on result from research findings that are presented in previous chapter. Then, suggestions are relate from the further application of using the Vocabulary Self-Collection Strategy to the next research.

#### A. Conclusion

Based on the data analysis, the researcher conclude the application of Vocabulary Self-Collection Strategy can improve or improve students' reading comprehension especially synonym of wordsin descriptive texts. There was improvement from cycle 1 and cycle 2.

Based on the test given by the researcher. Students who get score above or equal the minimum score is 80%. It means this research has met the criteria of success. moreover, the Vocabulary Self-Collection Strategy make the students was interested in learning English and make it easier for the students to understand the meaning of a word in different way. In other words, the Vocabulary Self-Collection Strategy was considered an interest learning strategy.

#### B. Suggestion

After conducting the research, the researcher proposed several recommendations for the English teacher and the future researcher as presented as follows:



### 1. For the English Teacher

The teacher could use the Vocabulary Self-Collection Strategy in learning descriptive text, especially synonym of words to improve students' reading comprehension in class, because this method can improve students' understanding through several things which make the students' more interest to learning English.

This method could students' being active in teaching and learning process. It related with the interviews that have been conducted by the researcher to students by asking several questions about students' difficulties in learning English.

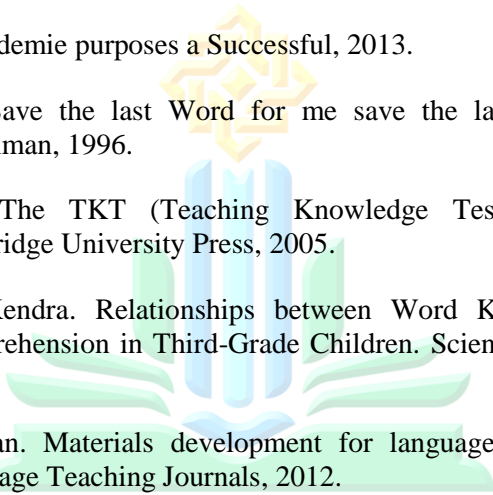
### 2. For the Future Researcher

The researcher hopefully that this research could be used as reference for the future researcher could imprement and have do more better method for teaching and learning english use the Vocabulary self-collection strategy in other skills beside reading, such as listening writing, and speaking

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J E M B E R

**STATEMENT OF RESEARCH ORIGINALITY**

The undersigned:

Name : Riska Khoirun Nisa

NIM : T20196076

Departement : English Education

Faculty : Tarbiyah and Teaching Training

States that this thesis is originally the result of the writer's research, except some certain parts which are accepted from the reference mentioned.



## Appendix 1

## Matrix of Research

| Title  | Variable                                   | Indicator   | Source  | Research Method  | Formulation of Problem   |
|--|--|---|---|--|--|
| Promoting VSS (vocabulary self-collection strategy) to improve students reading comprehension for eight grade junior high school | -VSS (vocabulary self-collection strategy) | 1. VSS (vocabulary self-collection strategy) synonym of words | Primary data<br>students reading descriptive text.<br>- Secondary data<br>Documentation<br>Interview data (students and the teacher)<br>observation | research design<br>classroom action and research<br>data collection<br>reading test<br>interview<br>document review<br>data analysis technique<br>the mean of students score<br>$M_x = \frac{\sum x}{N}$   | How could VSS (vocabulary self-collection strategy) to improve students reading comprehension for eight grade junior high school |
|  | Reading comprehension                      | 1. Word comprehension<br>2. Sentence comprehension            |   | The result of students reading<br>$\frac{n}{M}$<br>$E = x \cdot 100\%$<br>E : the presentage of students who achieve the minimum standard score<br>n : the number of students who achieved the minimum score<br>M : the total number of students |  |

## Appendix 2

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Argopuro 2 Suci Jember

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII / Genap

Tema : Short Story (Synonym of Words)

Materi Pokok : Descriptive Text

Alokasi Waktu : 1 x 40 menit

**Kompetensi Dasar :** 6. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk deskriptif text untuk berinteraksi dengan lingkungan sekitar.

6.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

**Indikator :**

- Melengkapi teks esai dan pilihan ganda dalam bentuk descriptive text
- Menulis sebuah persamaan kata dalam teks deskriptif melalui kamus

#### A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 1) Mengamati setiap kosa kata yang sebelumnya telah di huruf tebakkan lalu mengidentifikasi kata yang serupa maknanya melalui buku kamus
- 2) Mencari dan menemukan persamaan kosa kata lain yang sesuai dengan kosa kata sebelumnya.
- 3) Mengidentifikasi setiap hal seperti prang, binatang, dan benda lainnya melalui deskriptif teks.
- 4) Memberikan sedikit penjelasan persamaan dari kosa kata sesuai dengan kemampuan murid
- 5) Menjawab soal pilihan ganda yang terdapat di bawah bacaan cerita pendek deskriptif.

- 6) Mengumpulkan lembar tugas setelah semua soal dikerjakan ke depan kelas. Lalu guru akan menunjuk satu per satu murid untuk meminta sedikit penjelasan mengenai pemahaman mereka dalam setiap kosa kata

## B. Materi Pembelajaran

### ➤ Materi Pembelajaran Reguler

- **Definisi descriptive text**

Descriptive text adalah suatu teks yang menjelaskan atau mendeskripsikan orang, hewan atau benda. Penjelasan atau deskripsi ini meliputi bentuk, sifat, jumlah, dan lain-lain.

#### 1. Struktur deskriptif teks

- Identification (identifikasi): gambaran umum tentang suatu topik.
- Description (deskripsi): penjelasan berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

#### 2. Unsur kebahasaan

Unsur Kebahasaan dari deskriptif teks yaitu:

- Specific participant: memiliki objek tertentu, tidak bersifat umum dan unik (hanya ada satu). Misalnya: Uncle Jack, Borobudur Temple.
- Penggunaan adjective (kata sifat) untuk memperjelas noun (kata benda). Misalnya: a handsome man, a beautiful woman.
- Penggunaan simple present tense: Pola kalimat yang digunakan adalah simple present karena menceritakan fakta dari objek yang dideskripsikan.
- Action verbs: terdapat kata kerja yang menunjukkan sebuah kegiatan (aktivitasnya dapat dilihat). Misalnya: run, walk, cut, etc.

### ➤ Materi Pembelajaran Pengayaan

Materi pengayaan terkait fungsi sosial, unsur kebahasaan dan struktur teks dalam cerita pendek deskriptif yang lebih kompleks.

### ➤ Materi Pembelajaran Siklus 1

Materi remedial terkait fungsi sosial, unsur kebahasaan, dan struktur teks dalam cerita pendek deskriptif yang pendek sederhana.



### C. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Model Pembelajaran : Problem Based Learning
3. Metode : Diskusi, tanya jawab, tes soal

### D. Media Pembelajaran

➤ **Media:**

1. Lembar Kerja Siswa
2. buku
3. laptop

➤ **Alat/Bahan:**

1. Whiteboard
2. Spidol
3. Bolpoin

### E. Sumber Belajar

1. Kamus Bahasa Inggris
2. Buku Lembar Kerja Siswa Bahasa Inggris Kelas VIII – 1/PN
3. Youtube

### F. Langkah – Langkah Pembelajaran

#### Kegiatan Pendahuluan (10')

- 1) Guru memberi salam (greeting)
- 2) Guru mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama
- 3) Guru memeriksa kehadiran peserta didik

#### Kegiatan Inti (40')

- Guru menjelaskan kepada siswa tentang pengertian descriptive text serta memberi contoh cerita pendek tentang binatang.
- Peserta didik mengamati video descriptive yang telah ditampilkan
- Peserta didik mulai mengerjakan soal yang telah dibagikan yang sebelumnya telah diberikan cara menjawab oleh guru
- Peserta didik mengamati serta menjawab pertanyaan mengenai deskriptif teks.
- Peserta didik mencari persamaan kata di dalam kamus lalu menuliskannya di lembar essai

- Peserta didik yang telah menjawab semua soal akan menyerahkan soalnya ke guru.
- Berdasarkan hasil dari siswa, guru akan mengecek satu per satu dari jawaban soal tersebut dan menyimpulkan apakah siswa sejauh ini telah memahami persamaan kata atau tidak

### Kegiatan Penutup (5')

- Peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang telah dilakukan
- Guru mengajak peserta didik berdoa dan mengucapkan salam

## G. Penilaian Hasil Pembelajaran Pengayaan dan Remedial

### ➤ Teknik Penilaian

#### ❖ Sikap spiritual

Penilaian sikap pada pembelajaran KD ini meliputi:

| No | Teknik    | Bentuk Instrumen | Butir Instrumen | Waktu Pelaksanaan             | Ket.                                    |
|----|-----------|------------------|-----------------|-------------------------------|---|
| 1. | Observasi | Jurnal           |                 | Saat pembelajaran berlangsung | Penilaian untuk pencapaian pembelajaran |

#### ❖ Pengetahuan

Penilaian pengetahuan dalam pembelajaran KD ini meliputi:

| No | Teknik    | Bentuk Instrumen | Butir Instrumen                                     | Waktu Pelaksanaan             | Ket.   |
|----|-----------|------------------|---|-------------------------------|--|
| 1. | Penugasan | Pilihan ganda    | Find 10 synonyms of the words and write down below: | Saat pembelajaran berlangsung | Penilaian untuk pembelajaran ( <i>assessment for learning</i> ) dan sebagai pembelajaran ( <i>assessment for leaning</i> ) |

#### ❖ Rubrik Penilaian Sikap

| Nilai | Deskripsi  |
|-------|--|
| SB    | Sangat Baik dalam mengerjakan tugas individu, disiplin |

|   |   |
|---|---|
|   | dan percaya diri membaca/mencari informasi dari sumber lain.  |
| B | <b>Baik</b> dalam mengerjakan tugas individu, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.   |
| C | <b>Cukup</b> dalam mengerjakan tugas individu, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.  |
| K | <b>Kurang</b> dalam mengerjakan tugas individu, disiplin dan percaya diri membaca/mencari informasi dari sumber lain. |

❖ **Rubrik Penilaian Pengetahuan**

| No. | Aspek yang dinilai   | Skor |
|-----|--|------|
| 1   | Isi sesuai, struktur teks benar dan tepat, unsur kebahasaan                  | 3    |
| 2   | Isi sesuai, struktur teks benar tapi kurang tepat, unsur kebahasaan tepat    | 2    |
| 3   | Isi kurang sesuai, struktur teks kurang tepat, unsur kebahasaan kurang tepat | 1    |

❖ **Rubrik Penilaian Writing Skill**

| No | Aspek yang dinilai | Kriteria                                  | Skor |
|----|--------------------|---|------|
| 1  | Keaslian penulisan | Sangat Original                           | 5    |
|    |                    | Original                                  | 4    |
|    |                    | Cukup Original                            | 3    |
|    |                    | Kurang Original                           | 2    |
|    |                    | Tidak Original                            | 1    |
| 2  | Keruntutan teks    | Keruntutan teks sangat tepat              | 5    |
|    |                    | Keruntutan teks tepat                     | 4    |
|    |                    | Keruntutan tes cukup tepat                | 3    |
|    |                    | Keruntutan teks kurang tepat              | 2    |
|    |                    | Keruntutan teks tidak tepat               | 1    |
| 3  | Kerapian tulisan   | Tulisan rapi dan mudah dibaca             | 4    |
|    |                    | Tulisan tidak rapi tetapi mudah dibaca    | 3    |
|    |                    | Tulisan tidak rapi dan tidak mudah dibaca | 2    |
|    |                    | Tulisan tidak rapi dan tidak terbaca      | 1    |

❖ **Pembelajaran Remedial**

Bagi peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM) setelah melakukan penugasan, maka akan diberikan pembelajaran tambahan (Remedial Teaching) terhadap IPK yang belum tuntas kemudian diberikan penugasan lagi dengan ketentuan:

1. Soal yang diberikan berbeda dengan soal sebelumnya namun setara
2. Nilai akhir yang akan diambil adalah nilai hasil tes terakhir.
3. Siswa lain yang sudah tuntas (KKM) dipersilahkan untuk ikut bagi yang berminat untuk memberi keadilan.

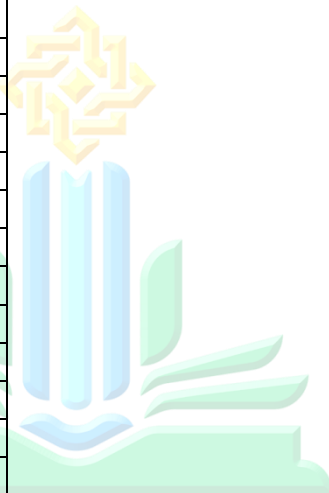
❖ **Pembelajaran Pengayaan**

Guru memberikan nasihat agar tetap rendah hati, karena telah mencapai KKM (Kriteria Ketuntasan Maksimal). Guru memberikan materi pengayaan berupa penugasan untuk meningkatkan keterampilan membaca dan/atau menyusun teks deskriptif yang baik dan benar.



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| No. | Students' Code | Correct Answer | Score |
|-----|----------------|----------------|-------|
| 1   | S-1            | 8              | 80    |
| 2   | S-2            | 6              | 60    |
| 3   | S-3            | 7              | 70    |
| 4   | S-4            | 7              | 70    |
| 5   | S-5            | 8              | 80    |
| 6   | S-6            | 6              | 60    |
| 7   | S-7            | 6              | 60    |
| 8   | S-8            | 6              | 60    |
| 9   | S-9            | 8              | 80    |
| 10  | S-10           | 5              | 50    |
| 11  | S-11           | 8              | 80    |
| 12  | S-12           | 6              | 60    |
| 13  | S-13           | 3              | 30    |
| 14  | S-14           | 0              | 20    |
| 15  | S-15           | 6              | 60    |
| 16  | S-16           | 7              | 70    |
| 17  | S-17           | 6              | 60    |
| 18  | S-18           | 4              | 40    |
| 19  | S-19           | 5              | 50    |
| 20  | S-20           | 6              | 60    |
| 21  | S-21           | 8              | 80    |
| 22  | S-22           | 6              | 60    |
| 23  | S-23           | 6              | 60    |
| 24  | S-24           | 6              | 60    |
| 25  | S-25           | 8              | 80    |
| 26  | S-26           | 6              | 60    |



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JEMBER

Mengetahui,

Guru

**Ely Suryani, S.Pd**

Mahasiswa

**Riska Khoirun Nisa**

## LEMBAR KERJA PESERTA DIDIK

### (LKPD)

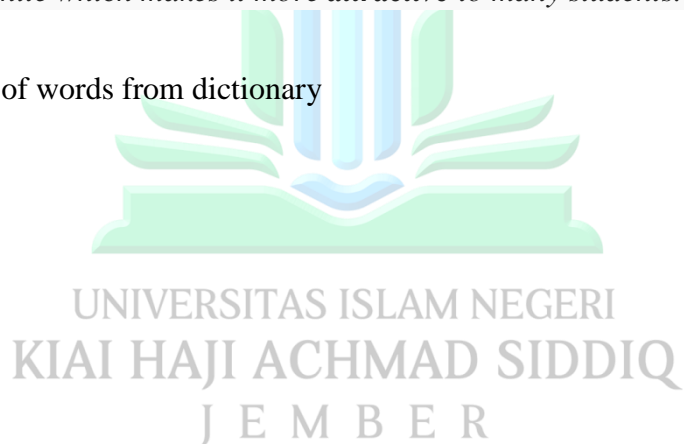
#### Cycle 1 Questions

#### Teacher

*I have a teacher at my school who I **respect**. She is Mrs. Susi, an English teacher. Mrs. Susi is still **young** so she is **popular** among students, she is still 30 years old. Although still young, Mrs. Susi is a disciplined teacher. Although **firm**, Mrs. Susi is actually **very kind** to each of her students. Mrs. Susi has **short** hair and always looks neat at school. He wears glasses because he has an eye problem. Many **male** students really like her. According to many male students, Mrs. Susi is an authoritative and cool **woman** with a sharp nose. Mrs. Susi's skin is also white which makes it more **attractive** to many students.*

Find 10 similarities of words from dictionary

1. ....=.....
2. ....=.....
3. ....=.....
4. ....=.....
5. ....=.....
6. ....=.....
7. ....=.....
8. ....=.....
9. ....=.....
10. ....=.....



#### Jawaban

1. Respect : tribute
2. Young : junior
3. Popular favorite
4. Emphatic
5. Very : really
6. Kind : good/ nica
7. Short : low
8. Male : boy
9. Woman : girl
10. Attarctive : fun

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Sekolah : SMP Argopuro 2 Suci Jember

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII / Genap

Tema : Lyric of Song (Synonym of Words)

Materi Pokok : Descriptive Text

Alokasi Waktu : 1 x 40 menit

**Kompetensi Dasar :** 6. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk deskriptif text untuk berinteraksi dengan lingkungan sekitar.

6.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

**Indikator :**

- Melengkapi teks esai dan pilihan ganda dalam bentuk descriptive text
- Menulis sebuah persamaan kata dalam teks deskriptif melalui kamus

### A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 7) Mengamati setiap kosa kata yang sebelumnya telah di huruf tebakkan lalu mengidentifikasi kata yang serupa maknanya melalui buku kamus
- 8) Mencari dan menemukan persamaan kosa kata lain yang sesuai dengan kosa kata sebelumnya.
- 9) Mengidentifikasi setiap hal seperti prang, binatang, dan benda lainnya melalui deskriptif teks.
- 10) Memberikan sedikit penjelasan persamaan dari kosa kata sesuai dengan kemampuan murid
- 11) Menjawab soal pilihan ganda yang terdapat di bawah bacaan cerita pendek deskriptif.

- 12) Mengumpulkan lembar tugas setelah semua soal dikerjakan ke depan kelas. Lalu guru akan menunjuk satu per satu murid untuk meminta sedikit penjelasan mengenai pemahaman mereka dalam setiap kosa kata dalam sebuah text deskriptif

## B. Materi Pembelajaran

### ➤ Materi Pembelajaran Reguler

- **Definisi descriptive text**

Descriptive text adalah suatu teks yang menjelaskan atau mendeskripsikan orang, hewan atau benda. Penjelasan atau deskripsi ini meliputi bentuk, sifat, jumlah, dan lain-lain.

### 3. Struktur deskriptif teks

- Identification (identifikasi): gambaran umum tentang suatu topik.
- Description (deskripsi): penjelasan berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

### 4. Unsur kebahasaan

Unsur Kebahasaan dari deskriptif teks yaitu:

- Specific participant: memiliki objek tertentu, tidak bersifat umum dan unik (hanya ada satu). Misalnya: Uncle Jack, Borobudur Temple.
- Penggunaan adjective (kata sifat) untuk memperjelas noun (kata benda). Misalnya: a handsome man, a beautiful woman.
- Penggunaan simple present tense: Pola kalimat yang digunakan adalah simple present karena menceritakan fakta dari objek yang dideskripsikan.
- Action verbs: terdapat kata kerja yang menunjukkan sebuah kegiatan (aktivitasnya dapat dilihat). Misalnya: run, walk, cut, etc.

### Pengertian Lagu

Lagu atau song dalam bahasa Inggris, adalah gubahan seni nada atau suara dalam suatu urutan, kombinasi, dan hubungan temporal (biasanya diiringi dengan alat musik) untuk



menghasilkan gubahan musik yang mengandung kesatuan dan kesinambungan Lagu merupakan salah satu cara untuk mengekspresikan emosi dan perasaan dengan cara yang menyenangkan.

Generic structure of song (struktur lagu) Beberapa struktur dari sebuah lagu dalam bahasa Inggris pada umumnya sebagai berikut: Intro, bagian awal lagu yang belum terdengar suara penyanyinya hanya instrumen saja. Verse atau bait, bagian pengantar ke chorus Bridge, digunakan untuk menjembatani anantara bagian-bagian lagu. Seperti anantara chorus dengan verse atau chorus dengan chorus yang modulasi. Nada yang dimainkan pada bridge umumnya sangat berbeda dengan verse dan chorus. Chorus, inti pesan atau cerita pada lagu. Menggunakan pola nada yang berbeda dan lebih enak dibandingkan verse. Refrein atau reff hampir sama dengan chorus. Reff biasanya lebih sederhana dibanding Chorus. Reff bermakna pengulangan. Coda merupakan bagian akhir lagu dengan nada dan syair menutup lagu. Berbeda dengan brigde, coda mengambil beberapa lirik dan nada yang sudah ada sebelumnya.

#### ➤ **Materi Pembelajaran Pengayaan**

Materi pengayaan terkait fungsi sosial, unsur kebahasaan dan struktur teks dalam cerita pendek deksriptif yang lebih kompleks.

#### ➤ **Materi Pembelajaran Siklus 2**

Materi remedial terkait fungsi sosial, unsur kebahasaan, dan struktur teks dalam cerita pendek deskriptif yang pendek sederhana melalui lirik lagu.

### **C. Metode Pembelajaran**

1. Pendekatan : Scientific Approach
2. Model Pembelajaran : Problem Based Learning
3. Metode : Diskusi, tanya jawab, tes soal

### **D. Media Pembelajaran**

#### ➤ **Media:**

1. Lembar Kerja Siswa
2. buku
3. laptop

#### ➤ **Alat/Bahan:**

1. Whiteboard

2. Spidol
3. Bolpoin

### **E. Sumber Belajar**

1. Kamus Bahasa Inggris
2. Buku Lembar Kerja Siswa Bahasa Inggris Kelas VIII – 1/PN
3. Youtube

### **F. Langkah – Langkah Pembelajaran**

#### **Kegiatan Pendahuluan (10')**

- 4) Guru memberi salam (greeting)
- 5) Guru mengajak peserta didik memulai kegiatan pembelajaran dengan berdoa bersama
- 6) Guru memeriksa kehadiran peserta didik

#### **Kegiatan Inti (40')**

- Guru menjelaskan kepada siswa tentang pengertian descriptive text serta memberi contoh sebuah lirik lagu kepada siswa
- Peserta didik mengamati lagu yang telah diputarkan
- Peserta didik mulai mengerjakan soal yang telah dibagikan yang sebelumnya telah diberikan cara menjawab oleh guru terlebih dahulu
- Peserta didik mengamati serta menjawab pertanyaan mengenai deskriptif teks.
- Peserta didik mencari persamaan kata di dalam kamus lalu menjawabnya di lembar pilihan ganda
- Peserta didik yang telah menjawab semua soal akan menyerahkan soalnya ke guru.
- Berdasarkan hasil dari siswa, guru akan mengecek satu per satu dari jawaban soal tersebut dan menyimpulkan apakah siswa sejauh ini siswa lebih mudah memahami persamaan kata atau tidak

#### **Kegiatan Penutup (5')**

- Peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang telah dilakukan
- Guru mengajak peserta didik berdoa dan mengucapkan salam

### **G. Penilaian Hasil Pembelajaran Pengayaan dan Remedial**

- **Teknik Penilaian**
  - ❖ **Sikap spiritual**

Penilaian sikap pada pembelajaran KD ini meliputi:

| No | Teknik    | Bentuk Instrumen | Butir Instrumen | Waktu Pelaksanaan             | Ket.                                    |
|----|-----------|------------------|-----------------|-------------------------------|---|
| 1. | Observasi | Jurnal           |                 | Saat pembelajaran berlangsung | Penilaian untuk pencapaian pembelajaran |

❖ **Pengetahuan**

Penilaian pengetahuan dalam pembelajaran KD ini meliputi:

| No | Teknik    | Bentuk Instrumen | Butir Instrumen                                     | Waktu Pelaksanaan             | Ket.   |
|----|-----------|------------------|---|-------------------------------|--|
| 1. | Penugasan | Pilihan ganda    | Find 10 synonyms of the words and write down below: | Saat pembelajaran berlangsung | Penilaian untuk pembelajaran ( <i>assessment for learning</i> ) dan sebagai pembelajaran ( <i>assessment for leaning</i> ) |

❖ **Rubrik Penilaian Sikap**

| Nilai | Deskripsi  |
|-------|--|
| SB    | <b>Sangat Baik</b> dalam mengerjakan tugas individu, disiplin dan percaya diri membaca/mencari informasi dari sumber lain. |
| B     | <b>Baik</b> dalam mengerjakan tugas individu, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.        |
| C     | <b>Cukup</b> dalam mengerjakan tugas individu, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.       |
| K     | <b>Kurang</b> dalam mengerjakan tugas individu, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.      |

❖ **Rubrik Penilaian Pengetahuan**

| No. | Aspek yang dinilai   | Skor |
|-----|--|------|
| 1   | Isi sesuai, struktur teks benar dan tepat, unsur kebahasaan                  | 3    |
| 2   | Isi sesuai, struktur teks benar tapi kurang tepat, unsur kebahasaan tepat    | 2    |
| 3   | Isi kurang sesuai, struktur teks kurang tepat, unsur kebahasaan kurang tepat | 1    |

❖ **Rubrik Penilaian Writing Skill**

| No | Aspek yang dinilai | Kriteria                                  | Skor |
|----|--------------------|---|------|
| 1  | Keaslian penulisan | Sangat Original                           | 5    |
|    |                    | Original                                  | 4    |
|    |                    | Cukup Original                            | 3    |
|    |                    | Kurang Original                           | 2    |
|    |                    | Tidak Original                            | 1    |
| 2  | Keruntutan teks    | Keruntutan teks sangat tepat              | 5    |
|    |                    | Keruntutan teks tepat                     | 4    |
|    |                    | Keruntutan tes cukup tepat                | 3    |
|    |                    | Keruntutan teks kurang tepat              | 2    |
|    |                    | Keruntutan teks tidak tepat               | 1    |
| 3  | Kerapian tulisan   | Tulisan rapi dan mudah dibaca             | 4    |
|    |                    | Tulisan tidak rapi tetapi mudah dibaca    | 3    |
|    |                    | Tulisan tidak rapi dan tidak mudah dibaca | 2    |
|    |                    | Tulisan tidak rapi dan tidak terbaca      | 1    |

❖ **Pembelajaran Remedial**

Bagi peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM) setelah melakukan penugasan, maka akan diberikan pembelajaran tambahan (Remedial Teaching) terhadap IPK yang belum tuntas kemudian diberikan penugasan lagi dengan ketentuan:

1. Soal yang diberikan berbeda dengan soal sebelumnya namun setara
2. Nilai akhir yang akan diambil adalah nilai hasil tes terakhir.
3. Siswa lain yang sudah tuntas (KKM) dipersilahkan untuk ikut bagi yang berminat untuk memberi keadilan.

❖ **Pembelajaran Pengayaan**

Guru memberikan nasihat agar tetap rendah hati, karena telah mencapai KKM (Kriteria Ketuntasan Maksimal). Guru memberikan materi pengayaan berupa penugasan untuk meningkatkan keterampilan membaca dan/atau menyusun teks deskriptif yang baik dan benar.

**LEMBAR KERJA PESERTA DIDIK  
(LKPD)**

**Cycle 2**

**Everything at Once  
“Lenka”**

As **sly** as a fox, as strong as an ox  
 As **fast** as a hare, as **brave** as a bear  
 As **free** as a bird, as neat as a word  
 As quiet as a mouse, as big as a house All  
 I wanna be All  
 I wanna be  
 Oh-oh-oh, all  
 I wanna be  
 Is everything

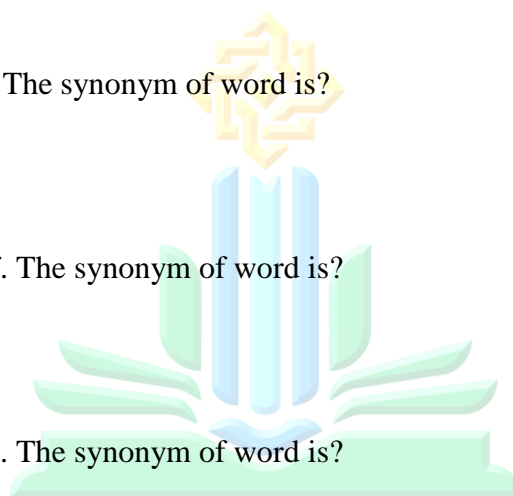
As **mean** as a wolf, as sharp as a tooth  
 As **deep** as a bite, as dark as the night  
 As sweet as a song, as right as a wrong  
 As long as a road, as **ugly** as a toad  
 As **pretty** as a picture hanging from a fixture  
 Strong like a family, **strong** as I wanna be  
**Bright** as day, as light as play  
 As **hard** as nails, as grand as a whale All  
 I wanna be  
 Oh-oh-oh, all  
 I wanna be  
 Oh-oh-oh, all  
 I wanna be  
 Is everything  
 Everything at once  
 Everything at once  
 Oh-oh-oh, everything at once

As **warm** as the sun, as **silly** as fun  
 As cool as a tree, as **scary** as the sea  
 As hot as fire, **cold** as ice  
**Sweet** as sugar and everything nice  
 As **old** as time, as straight as a line  
 As **royal** as a queen, as buzzed as a bee  
 As **stealth** as a tiger, **smooth** as a glider  
 Pure as a melody, pure as I wanna be  
 All I wanna be  
 Oh-oh-oh, all I wanna be  
 Oh-oh-oh, all I wanna be  
 Is everything  
 Everything at once

## Questions:

## A. Choose the best answer!

1. As **sly** as a fox. The synonym of word is?
  - a. Crafty
  - b. Patent
  - c. Simple
  - d. Real
2. As **free** as a bird. The synonym of word is?
  - a. Gorgeous
  - b. Dependent
  - c. Independent
  - d. Bound
3. As **deep** as a bite. The synonym of word is?
  - a. Surface
  - b. Inside
  - c. Flat
  - d. Limit
4. As **mean** as a wolf. The synonym of word is?
  - a. Matter
  - b. Lofty
  - c. Noble
  - d. Great
5. As **brave** as a bear. The synonym of word is?
  - a. Fearless
  - b. Fearful
  - c. Scare
  - d. Timid
6. As **fast** as a hare. The synonym of word is?
  - a. Tard
  - b. Stay
  - c. Slow
  - d. Speed
7. As **hard** as nails The synonym of word is?
  - a. Tough
  - b. Soft
  - c. Liquid
  - d. Steam
8. As **ugly** as a toad The synonym of word is?
  - a. Lovely
  - b. Cute
  - c. Bad
  - d. Gorgeous



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9. **Strong** as I wanna be. The synonym of word is?

- a. Intense
- b. Weak
- c. Small
- d. Delicate

10. **Bright** as day. The synonym of word is?

- a. Dark
- b. Sunny
- c. Dusk
- d. Gloomy

11. As **silly** as fun. The synonym of word is?

- a. Dumb
- b. Thoughtful
- c. Grave
- d. Sober

12. As **scary** as the sea. The synonym of word is?

- a. Comfort
- b. Calm
- c. Brave
- d. Terrible

13. **Cold** as ice. The synonym of word is?

- a. Chill
- b. Hot
- c. Boil
- d. Burn

14. **Sweet** as sugar. The synonym of word is?

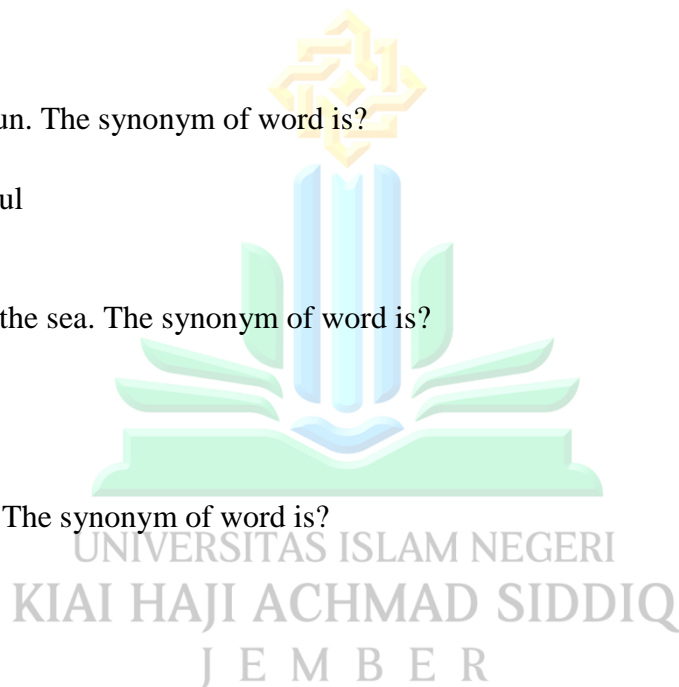
- a. Sugary
- b. Sour
- c. Dull
- d. Bitter

15. And everything **nice**. The synonym of word is?

- a. Poor
- b. Unkind
- c. Good
- d. Surly

16. As **warm** as the sun. The synonym of word is?

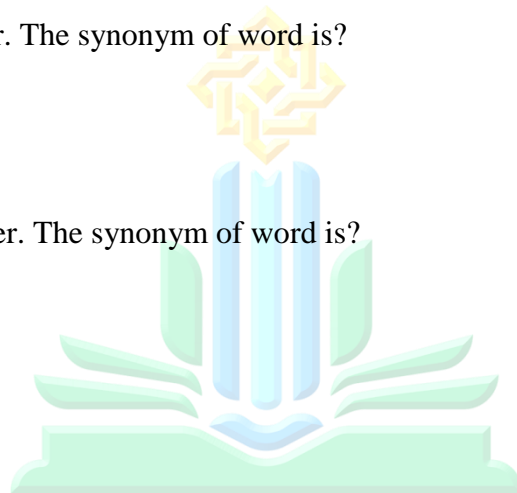
- a. Cool
- b. Ice
- c. Hot
- d. Frost



17. As **old** as time. The synonym of word is?
  - a. Young
  - b. Ageless
  - c. Raw
  - d. Child
18. As **royal** as a queen. The synonym of word is?
  - a. Kingly
  - b. People
  - c. Poor
  - d. Petty
19. **Smooth** as a glider. The synonym of word is?
  - a. Soft
  - b. Tough
  - c. Stiff
  - d. Rough
20. As **stealth** as a tiger. The synonym of word is?
  - a. Secret
  - b. Public
  - c. Open
  - d. Patent

**Jawaban :**

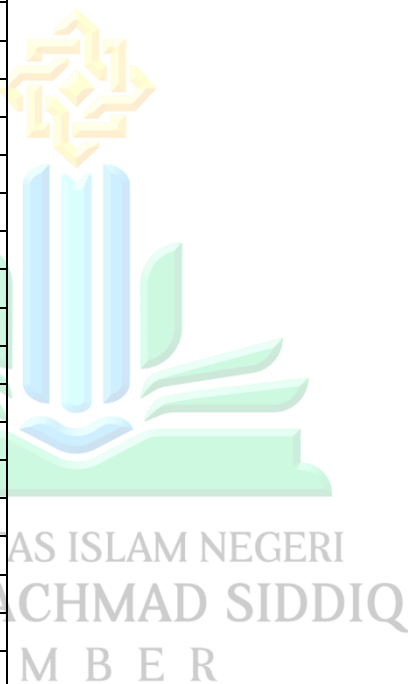
1. Sly = Crafty
2. Free = Independent
3. Deep=Inside
4. Mean=Matter
5. Brave=Fearless
6. Fast=Speed
7. Hard= Tough
8. Ugly = Bad
9. Strong= Intense
10. Bright = Sunny
11. Silly= Dumb
12. Scary= Terrible
13. Cold = Chill
14. Sweet = Sugary
15. Nice = Good
16. Warm = Hot
17. Old =Ageless
18. Royal = Kingly
19. Smooth=Soft
20. Stealth = Secret



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| No. | Students' Code | Correct Answer | Score |
|-----|----------------|----------------|-------|
| 1   | S-1            | 16             | 80    |
| 2   | S-2            | 17             | 85    |
| 3   | S-3            | 16             | 80    |
| 4   | S-4            | 16             | 80    |
| 5   | S-5            | 16             | 80    |
| 6   | S-6            | 17             | 85    |
| 7   | S-7            | 18             | 90    |
| 8   | S-8            | 17             | 85    |
| 9   | S-9            | 15             | 75    |
| 10  | S-10           | 16             | 80    |
| 11  | S-11           | 17             | 85    |
| 12  | S-12           | 16             | 80    |
| 13  | S-13           | 17             | 85    |
| 14  | S-14           | 15             | 75    |
| 15  | S-15           | 18             | 90    |
| 16  | S-16           | 15             | 75    |
| 17  | S-17           | 16             | 80    |
| 18  | S-18           | 16             | 80    |
| 19  | S-19           | 17             | 85    |
| 20  | S-20           | 16             | 80    |
| 21  | S-21           | 19             | 95    |
| 22  | S-22           | 17             | 85    |
| 23  | S-23           | 16             | 80    |
| 24  | S-24           | 16             | 80    |
| 25  | S-25           | 17             | 85    |
| 26  | S-26           | 16             | 80    |



Mengetahui,

Guru

Mahasiswa

**Ely Suryani, S.Pd**

**Riska Khoirun Nisa**

## Appendix 3

### Result of Interview

#### Time and Place:

1. Day/date : Tuesday, 21 February 2023
2. Place : Office SMP Argopuro 2 Suci
3. Time : 08.30 – selesai

#### Responden

##### 1. Informan 1

Nama : Ely Suryani, S. Pd  
 Status : Guru Bahasa Inggris SMP Argopuro 2 Suci

##### 2. Informan 2

Nama : Rifaldi dan Sofia  
 Status : Siswa kelas 8 SMP Argopuro 2 Suci

#### The Interview Script with English Teacher

**Researcher** : what ir the most difficulities of students' in learning English miss?

**Teacher** : kalau ditanya soal kesulitan siswa selama saya mengajar dikelas 8 A ini sejak dari awal kelas 7 mereka mendapatkan banyak kesulitan bahkan semua skill meliputi speaking, listening, writing terutama dalam membaca dan arti dari sebuah kata atau kalimat. Tidak hanya itu beberapa siswa masih menganggap pelajaran bahasa inggris adalah pelajaran yang sulit dan membosankan. Ditambah banyak dari siswa masih malas untuk membawa kamus ke sekolah. Banyak alasan yang dilontarkan siswa salah satunya yaitu harga kamus mahal.

**Researcher** : previously, as the teacher in this class did apply som learning method?

**Teacher** : saya belum pernah menerapkan metode pembelajaran terbaru, saya hanya mengandalkan lks dan materi yang ada di buku paket sebagai pelengkap dari materi yang aya jelaskan ke siswa.

**Researcher** : have you ever using some strategy for learning english?

**Teacher** : nope, untuk strategi saya belum terapkan dek

**Researcher** : dalam pelajaran bahasa inggris disini KKM nya berapa miss?

**Teacher** : KKM nya 60 dek

**Researcher** : apakah di kelas 8 A ini para siswa telah memenuhi KKM miss?

**Teacher** : hampir semuanya belum dek. Sampai sekarang saya belu menemukan cara agar mereka bisa paham dan tertarik dengan pelajaran bahasa inggris bahkan dari pelajaran dasarnya.

### **The Interview Script with the Students'**

Researcher : menurut kalian ppelajaran bahasa inggris itu sulit apa engga?

Student 1 : sulit banget buk. Lagian belajar bahasa inggris buat apa, toh kita hidup di negara Indonesia.

Researcher : kalo boleh ibuk nanya bagian mana yang kalian bilang sulit?

Student 2 : semuanya bu. Bahasanya asing buat saya

Student 1: saya juga gak paham bu sama artinya semua

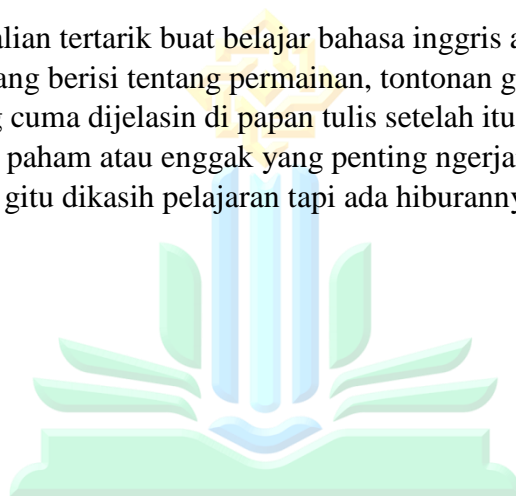
Researcher : bawa kamus ga kalo pas pelajaran bahasa inggris?

Sudent 2 : engga bu, lupa sama males aja bawa bawa kamus. Lagian harganya mahal saya gapunya uang

Researcher : yang bikin kalian tertarik buat belajar bahasa inggris apa?

Student 1 : mungkin hal yang berisi tentang permainan, tontonan gitu bu soalnya dikelas suka bosan kadang cuma dijelasin di papan tulis setelah itu yaudah disuruh ngerjain tugas di lks entah paham atau enggak yang penting ngerjain.

Student 2: iya buk pengen gitu dikasih pelajaran tapi ada hiburannya sedikit.



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## Appendix 4

### 4.1 Table of students' preliminary score

| No | Students' Code | Score |
|----|----------------|-------|
| 1  | S-1            | 60    |
| 2  | S-2            | 60    |
| 3  | S-3            | 60    |
| 4  | S-4            | 80    |
| 5  | S-4            | 70    |
| 6  | S-5            | 70    |
| 7  | S-6            | 60    |
| 8  | S-7            | 70    |
| 9  | S-8            | 60    |
| 10 | S-9            | 60    |
| 11 | S-11           | 70    |
| 12 | S-12           | 60    |
| 13 | S-13           | 60    |
| 14 | S-14           | 80    |
| 15 | S-15           | 60    |
| 16 | S-16           | 60    |
| 17 | S-17           | 70    |
| 18 | S-18           | 60    |
| 19 | S-19           | 60    |
| 20 | S-20           | 70    |
| 21 | S-21           | 70    |
| 22 | S-22           | 80    |
| 23 | S-23           | 70    |
| 24 | S-24           | 80    |
| 25 | S-25           | 60    |
| 26 | S-26           | 70    |
|    | Total          | 1820  |
|    | Mean           | 66,5  |

## 4.2 Table test achievement students' of VIII A

| No.   | Students' Code | Similarities of words Test |         |       | Score |
|---|----------------|----------------------------|---------|-------|-------|
|   |                | Items                      | Correct | Wrong |       |
| 1   | S-1            | 10                         | 8       | 2     | 80    |
| 2   | S-2            | 10                         | 6       | 4     | 60    |
| 3   | S-3            | 10                         | 7       | 3     | 70    |
| 4   | S-4            | 10                         | 7       | 3     | 70    |
| 5   | S-5            | 10                         | 8       | 2     | 80    |
| 6   | S-6            | 10                         | 6       | 4     | 60    |
| 7   | S-7            | 10                         | 6       | 4     | 60    |
| 8   | S-8            | 10                         | 6       | 4     | 60    |
| 9   | S-9            | 10                         | 8       | 2     | 80    |
| 10  | S-10           | 10                         | 5       | 5     | 50    |
| 11  | S-11           | 10                         | 8       | 2     | 80    |
| 12  | S-12           | 10                         | 6       | 4     | 60    |
| 13  | S-13           | 10                         | 3       | 7     | 30    |
| 14  | S-14           | 10                         | 0       | 10    | 0     |
| 15  | S-15           | 10                         | 6       | 4     | 60    |
| 16  | S-16           | 10                         | 7       | 3     | 70    |
| 17  | S-17           | 10                         | 6       | 4     | 60    |
| 18  | S-18           | 10                         | 4       | 6     | 40    |
| 19  | S-19           | 10                         | 5       | 5     | 50    |
| 20  | S-20           | 10                         | 6       | 4     | 60    |
| 21  | S-21           | 10                         | 8       | 2     | 80    |
| 22  | S-22           | 10                         | 6       | 4     | 60    |
| 23  | S-23           | 10                         | 6       | 4     | 60    |
| 24  | S-24           | 10                         | 6       | 4     | 60    |
| 25  | S-25           | 10                         | 8       | 2     | 80    |
| 26  | S-26           | 10                         | 6       | 4     | 60    |
| <b>Total</b>  |                |                            |         |       | 1580  |
| <b>Mean Score</b>   |                |                            |         |       | 60,7  |
| <b>Students' test score percentage that is equal or above KKM</b> |                |                            |         |       | 68%   |

### 4.3 Table of Students' test achievement

| No.   | Students' Code | Vocabulary Test |         |       | Score |
|---|----------------|-----------------|---------|-------|-------|
|   |                | Items           | Correct | Wrong |       |
| 1   | S-1            | 20              | 16      | 4     | 80    |
| 2   | S-2            | 20              | 17      | 3     | 85    |
| 3   | S-3            | 20              | 16      | 4     | 80    |
| 4   | S-4            | 20              | 16      | 4     | 80    |
| 5   | S-5            | 20              | 16      | 4     | 80    |
| 6   | S-6            | 20              | 17      | 3     | 85    |
| 7   | S-7            | 20              | 18      | 2     | 90    |
| 8   | S-8            | 20              | 17      | 3     | 85    |
| 9   | S-9            | 20              | 15      | 5     | 75    |
| 10  | S-10           | 20              | 16      | 4     | 80    |
| 11  | S-11           | 20              | 17      | 3     | 85    |
| 12  | S-12           | 20              | 16      | 4     | 80    |
| 13  | S-13           | 20              | 17      | 3     | 85    |
| 14  | S-14           | 20              | 15      | 5     | 75    |
| 15  | S-15           | 20              | 18      | 2     | 90    |
| 16  | S-16           | 20              | 15      | 5     | 75    |
| 17  | S-17           | 20              | 16      | 4     | 80    |
| 18  | S-18           | 20              | 16      | 4     | 80    |
| 19  | S-19           | 20              | 17      | 3     | 85    |
| 20  | S-20           | 20              | 16      | 4     | 80    |
| 21  | S-21           | 20              | 19      | 1     | 95    |
| 22  | S-22           | 20              | 17      | 3     | 85    |
| 23  | S-23           | 20              | 16      | 4     | 80    |
| 24  | S-24           | 20              | 16      | 4     | 80    |
| 25  | S-25           | 20              | 17      | 3     | 85    |
| 26  | S-26           | 20              | 16      | 4     | 80    |
| <b>Total</b>  |                |                 |         |       | 2150  |
| <b>Mean Score</b>   |                |                 |         |       | 82,06 |
| <b>Students' test score percentage that is equal or above KKM</b> |                |                 |         |       | 88%   |

#### 4.4 Observation Checklist of Students' Cycle 1

| No | Activities  | 1 <sup>st</sup> Meeting |    | 2 <sup>nd</sup> Meeting |    |
|----|---|-------------------------|----|-------------------------|----|
|    |   | Yes                     | No | Yes                     | No |
| 1  | The students listen to the teacher's introduction before teaching process                 | √                       |    | √                       |    |
| 2  | The students pay attention to the teacher's explanation until finish                      |                         | √  | √                       |    |
| 3  | The students listen while the teacher tells the procedure of material                     | √                       |    | √                       |    |
| 4  | The students understand the procedure of the material told by the teacher                 |                         | √  | √                       |    |
| 5  | The students enjoy the learning process   |                         | √  | √                       |    |
| 7  | The students uses English to answer teacher's question                                    |                         | √  |                         | √  |
| 8  | The students active in asking and answering session                                       |                         | √  |                         | √  |
| 9  | The students use and give attention the media given by the teacher well                   | √                       |    | √                       |    |
| 10 | The students follow the learning process and review along with the teacher before closing |                         | √  | √                       |    |

#### 4.5 Observation Checklist cycle 2 in the First Meeting and Second Meeting

| No | Activities  | 1 <sup>st</sup> Meeting |    | 2 <sup>nd</sup> Meeting |    |
|----|---|-------------------------|----|-------------------------|----|
|    |   | Yes                     | No | Yes                     | No |
| 1  | The students listen to the teacher's introduction before teaching process                 | ✓                       |    | ✓                       |    |
| 2  | The students pay attention to the teacher's explanation until finish                      | ✓                       |    | ✓                       |    |
| 3  | The students listen while the teacher tells the procedure of material                     | ✓                       |    | ✓                       |    |
| 4  | The students understand the procedure of the material told by the teacher                 | ✓                       |    | ✓                       |    |
| 5  | The students enjoy the learning process   | ✓                       |    | ✓                       |    |
| 7  | The students uses English to answer teacher's question                                    | ✓                       |    | ✓                       |    |
| 8  | The students active in asking and answering session                                       | ✓                       |    | ✓                       |    |
| 9  | The students use and give attention the media given by the teacher well                   |                         | ✓  |                         | ✓  |
| 10 | The students follow the learning process and review along with the teacher before closing | ✓                       |    | ✓                       |    |



## Appendix 5

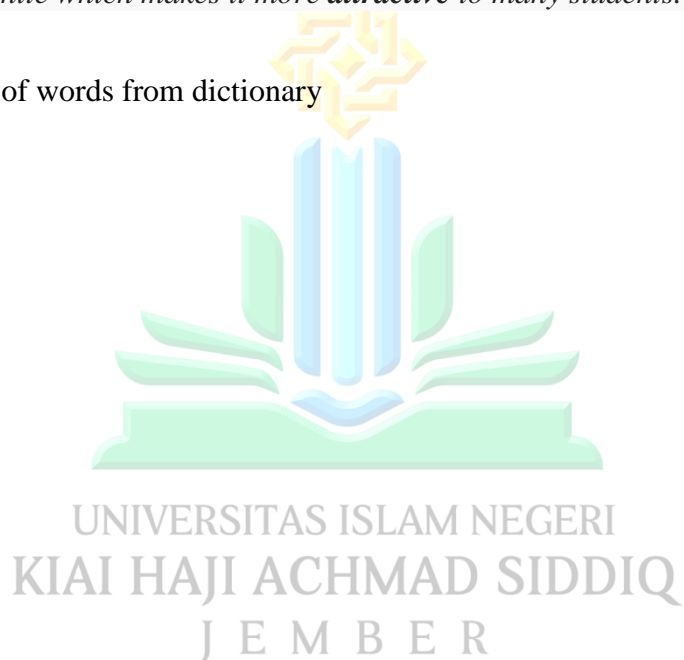
### Teacher

*I have a teacher at my school who I **respect**. She is Mrs. Susi, an English teacher. Mrs. Susi is still **young** so she is **popular** among students, she is still 30 years old. Although still young, Mrs. Susi is a disciplined teacher.*

*Although **firm**, Mrs. Susi is actually **very kind** to each of her students. Mrs. Susi has **short** hair and always looks neat at school. He wears glasses because he has an eye problem. Many **male** students really like her. According to many male students, Mrs. Susi is an authoritative and cool **woman** with a sharp nose. Mrs. Susi's skin is also white which makes it more **attractive** to many students.*

Find 10 similarities of words from dictionary

1. ....=.....
2. ....=.....
3. ....=.....
4. ....=.....
5. ....=.....
6. ....=.....
7. ....=.....
8. ....=.....
9. ....=.....
10. ....=.....



## Everything at Once

### “Lenka”

As **sly** as a fox, as strong as an ox  
 As **fast** as a hare, as **brave** as a bear  
 As **free** as a bird, as neat as a word  
 As quiet as a mouse, as big as a house All

I wanna be All

I wanna be

Oh-oh-oh, all

I wanna be

Is everything

As **mean** as a wolf, as sharp as a tooth  
 As **deep** as a bite, as dark as the night  
 As sweet as a song, as right as a wrong  
 As long as a road, as **ugly** as a toad  
 As **pretty** as a picture hanging from a fixture  
 Strong like a family, **strong** as I wanna be

**Bright** as day, as light as play

As **hard** as nails, as grand as a whale All

I wanna be

Oh-oh-oh, all

I wanna be

Oh-oh-oh, all

I wanna be

Is everything

Everything at once

Everything at once

Oh-oh-oh, everything at once

As **warm** as the sun, as **silly** as fun

As cool as a tree, as **scary** as the sea

As hot as fire, **cold** as ice

**Sweet** as sugar and everything nice

As **old** as time, as straight as a line

As **royal** as a queen, as buzzed as a bee

As **stealth** as a tiger, **smooth** as a glider

Pure as a melody, pure as I wanna be

All I wanna be

Oh-oh-oh, all I wanna be

Oh-oh-oh, all I wanna be

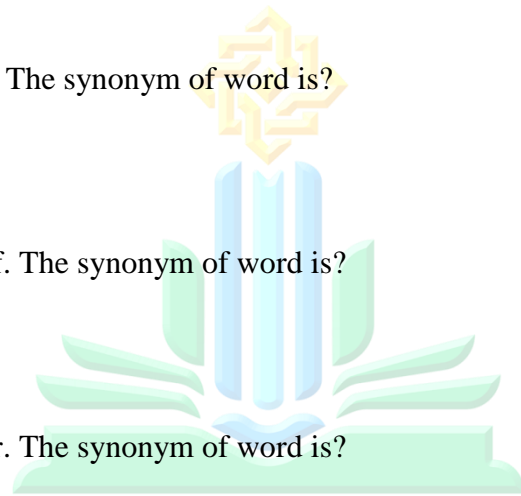
Is everything

Everything at once

## Questions:

## A. Choose the best answer!

1. As **sly** as a fox. The synonym of word is?
  - a. Crafty
  - b. Patent
  - c. Simple
  - d. Real
2. As **free** as a bird. The synonym of word is?
  - a. Gorgeous
  - b. Dependent
  - c. Independent
  - d. Bound
3. As **deep** as a bite. The synonym of word is?
  - a. Surface
  - b. Inside
  - c. Flat
  - d. Limit
4. As **mean** as a wolf. The synonym of word is?
  - a. Matter
  - b. Lofty
  - c. Noble
  - d. Great
5. As **brave** as a bear. The synonym of word is?
  - a. Fearless
  - b. Fearful
  - c. Scare
  - d. Timid
6. As **fast** as a hare. The synonym of word is?
  - a. Tard
  - b. Stay
  - c. Slow
  - d. Speed
7. As **hard** as nails The synonym of word is?
  - a. Tough
  - b. Soft
  - c. Liquid
  - d. Steam
8. As **ugly** as a toad The synonym of word is?
  - a. Lovely
  - b. Cute
  - c. Bad
  - d. Gorgeous



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KIAI HAJI ACHMAD SIDDIQ  
JEMBER

9. **Strong** as I wanna be. The synonym of word is?

- a. Intense
- b. Weak
- c. Small
- d. Delicate

10. **Bright** as day. The synonym of word is?

- a. Dark
- b. Sunny
- c. Dusk
- d. Gloomy

11. As **silly** as fun. The synonym of word is?

- a. Dumb
- b. Thoughtful
- c. Grave
- d. Sober

12. As **scary** as the sea. The synonym of word is?

- a. Comfort
- b. Calm
- c. Brave
- d. Terrible

13. **Cold** as ice. The synonym of word is?

- a. Chill
- b. Hot
- c. Boil
- d. Burn

14. **Sweet** as sugar. The synonym of word is?

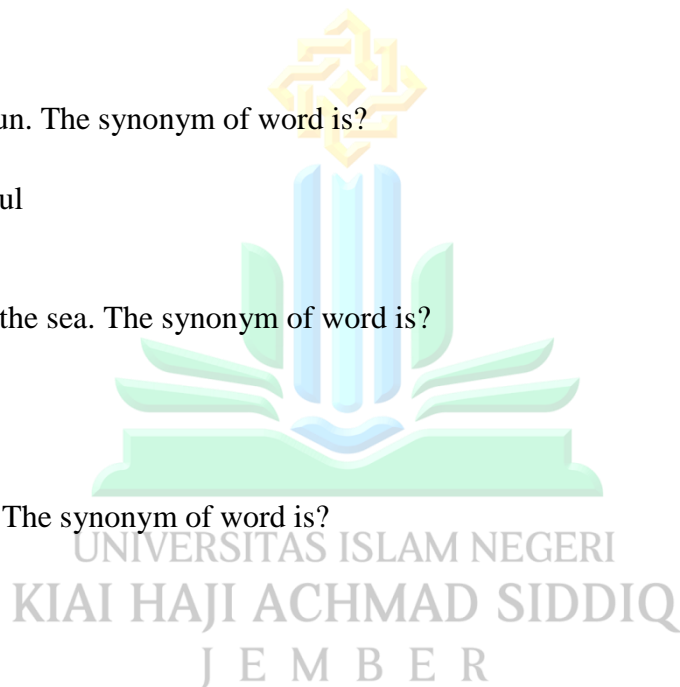
- e. Sugary
- f. Sour
- g. Dull
- h. Bitter

15. And everything **nice**. The synonym of word is?

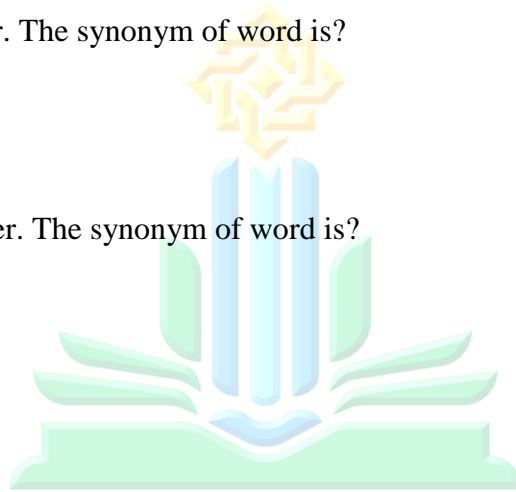
- a. Poor
- b. Unkind
- c. Good
- d. Surly

16. As **warm** as the sun. The synonym of word is?

- a. Cool
- b. Ice
- c. Hot
- d. Frost



17. As **old** as time. The synonym of word is?
- Young
  - Ageless
  - Raw
  - Child
18. As **royal** as a queen. The synonym of word is?
- Kingly
  - People
  - Poor
  - Petty
19. **Smooth** as a glider. The synonym of word is?
- Soft
  - Tough
  - Stiff
  - Rough
20. As **stealth** as a tiger. The synonym of word is?
- Secret
  - Public
  - Open
  - Patent



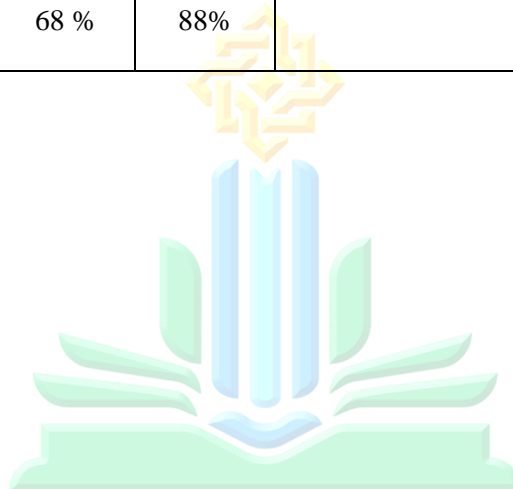
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## Appendix 6

### 4.7 Students' Reading Comprehension Score

| No | Student's Code | Students' Score |         | Improvement                          |
|----|----------------|-----------------|---------|--------------------------------------|
|    |                | Cycle 1         | Cycle 2 |                                      |
| 1  | S-1            | 80              | 80      | Meet the criteria of success         |
| 2  | S-2            | 60              | 85      | Meet the criteria of success         |
| 3  | S-3            | 70              | 80      | Meet the criteria of success         |
| 4  | S-4            | 70              | 80      | Meet the criteria of success         |
| 5  | S-5            | 80              | 85      | Meet the criteria of success         |
| 6  | S-6            | 60              | 80      | Meet the criteria of success         |
| 7  | S-7            | 60              | 85      | Meet the criteria of success         |
| 8  | S-8            | 60              | 85      | Meet the criteria of success         |
| 9  | S-9            | 80              | 85      | Meet the criteria of success         |
| 10 | S-10           | 50              | 80      | Meet the criteria of success         |
| 11 | S-11           | 80              | 90      | Meet the criteria of success         |
| 12 | S-12           | 60              | 80      | Meet the criteria of success         |
| 13 | S-13           | 30              | 75      | Did not meet the criteria of success |
| 14 | S-14           | 0               | 75      | Did not meet the criteria of success |
| 15 | S-15           | 60              | 90      | Meet the criteria of success         |
| 16 | S-16           | 70              | 80      | Meet the criteria of success         |
| 17 | S-17           | 60              | 80      | Meet the criteria of success         |
| 18 | S-18           | 40              | 75      | Did not meet the criteria of success |
| 19 | S-19           | 50              | 85      | Meet the criteria of success         |
| 20 | S-20           | 60              | 80      | Meet the criteria of success         |
| 21 | S-21           | 80              | 95      | Meet the criteria of success         |
| 22 | S-22           | 60              | 85      | Meet the criteria of success         |

|  |      |      |       |                              |
|--|------|------|-------|------------------------------|
| 23   | S-23 | 60   | 80    | Meet the criteria of success |
| 24   | S-24 | 60   | 80    | Meet the criteria of success |
| 25   | S-25 | 80   | 85    | Meet the criteria of success |
| 26   | S-26 | 60   | 80    | Meet the criteria of success |
| TOTAL  |      | 1580 | 2150  |                              |
| Mean   |      | 60,7 | 82,06 |                              |
| Students' test score percentage that is equal or above KKM |      | 68 % | 88%   |                              |



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## Appendix 8

## STUDENTS' WORKS

Alex Prosbawan  
8A

Soal Siklus 1


Teacher

I have a teacher at my school who I **respect**. She is Mrs. Susi, an English teacher. Mrs. Susi is still **young** so she is **popular** among students, she is still 30 years old. Although still young, Mrs. Susi is a disciplined teacher. Although **firm**, Mrs. Susi is actually **very kind** to each of her students. Mrs. Susi has **short** hair and always looks neat at school. He wears glasses because he has an eye problem. Many **male** students really like her. According to many male students, Mrs. Susi is an authoritative and cool **woman** with a sharp nose. Mrs. Susi's skin is also white which makes it more **attractive** to many students.

Find 10 similarities of words from dictionary

1. ~~advised~~ respect - ~~and~~ diff
2. Young - unripe
3. Popular - famous
4. Firm -
5. Very -
6. Kind -
7. Short - low
8. male - man
9. woman - girl
10. attractive - enjoy enjoy

60



ERI  
DIQ



Alex Prastiana  
 BA

Cycle 2

80

**Everything at Once**  
 "Lenka"

As **sly** as a fox, as strong as an ox  
 As **fast** as a hare, as **brave** as a bear  
 As **free** as a bird, as neat as a word  
 As quiet as a mouse, as big as a house All  
 I wanna be All  
 I wanna be  
 Oh-oh-oh, all  
 I wanna be  
 Is everything  
 As **mean** as a wolf, as sharp as a tooth  
 As **deep** as a bite, as dark as the night  
 As sweet as a song, as right as a wrong  
 As long as a road, as **ugly** as a toad  
 As **pretty** as a picture hanging from a fixture  
 Strong like a family, **strong** as I wanna be  
**Bright** as day, as light as play  
 As **hard** as nails, as grand as a whale All  
 I wanna be  
 Oh-oh-oh, all  
 I wanna be  
 Oh-oh-oh, all  
 I wanna be  
 Is everything  
 Everything at once  
 Everything at once  
 Oh-oh-oh, everything at once  
 As **warm** as the sun, as **silly** as fun  
 As cool as a tree, as **scary** as the sea  
 As hot as fire, **cold** as ice  
**Sweet** as sugar and everything nice  
 As **old** as time, as straight as a line  
 As **royal** as a queen, as buzzed as a bee  
 As **stealth** as a tiger, **smooth** as a glider  
 Pure as a melody, pure as I wanna be  
 All  
 I wanna be  
 Oh-oh-oh, all  
 I wanna be  
 Oh-oh-oh, all  
 I wanna be  
 Is everything  
 Everything at once

## Questions:

## A. Choose the best answer!

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 b. Inside  
 c. Flat  
 d. Limit
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 b. Lofty  
 c. Noble  
 d. Great
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 b. Fearful  
 c. Scare  
 d. Timid
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 b. Stay  
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- a. Poor
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 a. Secret  
b. Public  
c. Open  
d. Patent

## Appendix 9



Figure 1. The Researcher explained learning descriptive text and Vocabulary Self-Collection Strategy



Figure 2. The Students' watching Short Story from Youtube



Figure 3. The students did reading test given by the reseacher in groups



Figure 4. The students watching lyric song and singing together from Youtube



Figure 5. The students of VIII A SMP Argopuro 2 Suci Jember



## RESEARCH JOURNAL ACTIVITIES

Name : Riska Khoirun Nisa

NIM : T20196076

Title : Promoting Vocabulary Self-Collection Strategy (VSS) to Improve Students' Reading Comprehension at SMP Argopuro 2 Suci Jember

Location : SMP ARGOPURO 2 Suci Panti, Jember

| No | Day/Date                   | Activities  | Informant's Name        | Signature |
|----|----------------------------|---|-------------------------|-----------|
| 1. | Saturday, 21 February 2023 | Giving observation permission letter to conduct interview and observation the teacher and the students'. Also during pre-test for students' | 1. Nurul Hidayati, S.Pd |           |
|    |                            |   | 2. Ely Suryani, S.Pd    |           |
|    |                            |   | 3. The student          |           |
| 2. | Saturday, 21 May 2023      | Giving observation permission letter research will start on Tuesday and discussion validity instrument                                      | Ely Suryani, S.Pd       |           |
| 3. | Tuesday, 23 May 2023       | Observe the classroom during CAR cycle 1 (first meeting) activity at the eight grade A of SMP Argopuro 2 Suci                               | Ely Suryani, S.Pd       |           |
| 4. | Saturday, 27 June 2023     | Observe the classroom during CAR cycle 1 (second meeting) activity at the eight grade A of SMP Argopuro 2 Suci                              | Ely Suryani, S.Pd       |           |
| 5. | Tuesday, 13 June 2023      | Observe the classroom during CAR cycle 2 (first meeting) at the eight grade A of SMP Argopuro 2 Suci  | Ely Suryani, S.Pd       |           |



|    |                               |   |                      |  |
|----|-------------------------------|---|----------------------|--|
| 6. | Wednesday,<br>14 June<br>2023 | Observe the classroom during CAR cycle 2 (second meeting) at the eight grade A of SMP Argopuro 2 Suci | Ely Suryani,<br>S.Pd |  |
|----|-------------------------------|---|----------------------|--|

Jember, 15 June 2023  
The Head Master of School

Nurul Hidayati, S.Pd



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J E M B E R

## CURRICULUM VITAE



### A. Data Diri

Name : Riska Khoirun Nisa  
 SRN : T20196076  
 Gender : Female  
 Religion : Islam  
 Place, Date of birth : Banyuwangi, 31 Juli 2001  
 Adress : Rt.02/Rw.02 Dusun Krajan, Tamansuruh, Kec. Glagah,  
 Kab. Banyuwangi  
 Departement : English Education Departement  
 Faculty : Education and Teacher Training Faculty  
 Email : [icha31072001@gmail.com](mailto:icha31072001@gmail.com)

### B. Riwayat Pendidikan

| Jenjang | Nama Sekolah                          | Tahun     |
|---------|---------------------------------------|-----------|
| SD      | SDN 1 Tamansuruh                      | 2007-2013 |
| SMP     | MTSN 1 Banyuwangi                     | 2013-2016 |
| SMA     | MAN 1 Banyuwangi                      | 2016-2019 |
| S1      | UIN Kiai Haji Achmad Shiddiq - Jember | 2019-2023 |