

**THE IMPLEMENTATION OF LEARNING READING COMPREHENSION
THROUGH VOCABULARY SELF-COLLECTION STRATEGY
AT THE SEVENTH GRADE OF SMP AL - MA'ARIF JOMBANG**

THESIS

Submitted to State Islamic University KH Achmad Siddiq Jember in partial
fulfillment of the requirements for Bachelor Degree (S.Pd)
Education and Teacher Training Faculty Language Education Major
English Education Departement



**UNIVERSITAS ISLAM NEGERI
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EDUCATION AND TEACHER TRAINING FACULTY
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JANUARY 2022**

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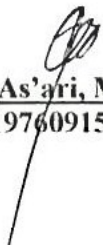
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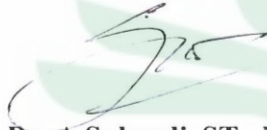
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Education and Teacher Training Faculty Language Education Major
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MOTTO

وَلَا تَهِنُوا وَلَا تَحْزِنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ ﴿١٣٩﴾

Meaning: “And be not infirm, and be not grieving, and you shall have the upper hand if you are believers.” [QS. Aali Imraan {3}:139]¹



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¹ Muhammad Habib Shakir, *The Noble Qur'an*, ([Ahlul Bayt Digital Islamic Library Project](https://quran.al-islam.org/): 2010), <https://quran.al-islam.org/>

DEDICATION

This thesis is especially dedicated to:

My beloved parents Mr. Muhammad Choiri Susanto and Mrs. Isma Cholifah for their never-ending love, pray and support.

My one and only brother Ahmad Salman Faris Syahbani for his patience in having such a fierce and fussy elder sister.

My best support system Ahmad Zamroni for his amazing patience in accompanying me living every phases of life.



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most gracious and the most merciful, all praises and thanks to Allah SWT, who has given His blessing and help so that the writer can finish this thesis.

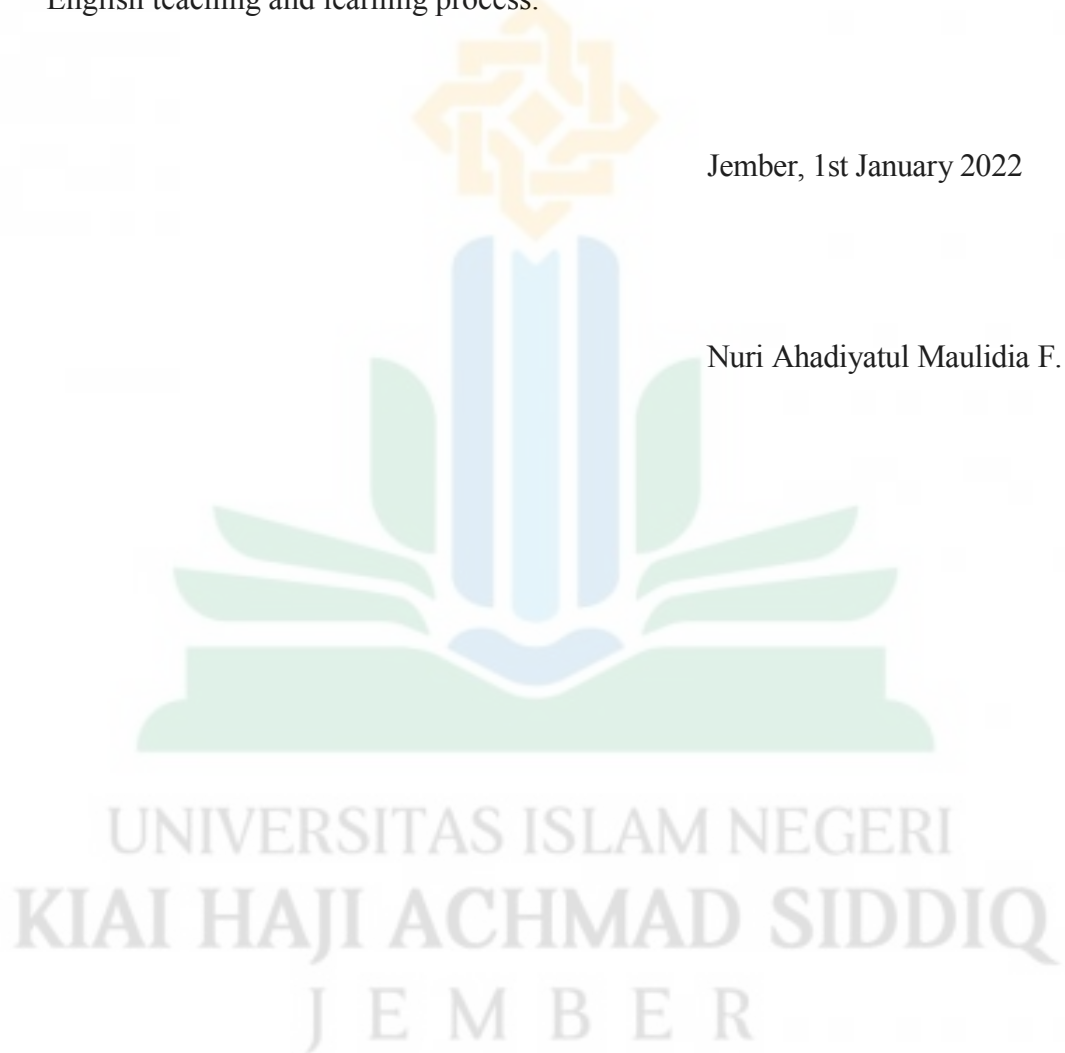
The writer would like to express her gratitude and appreciation to the honourable people who give their help, encouragement, and countless contribution to the writer in the process of the study:

1. Prof. Dr. H. Babun Suharto SE. MM, as the Rector of UIN KHAS Jember.
2. Prof. Dr. Hj. Mukni'ah, M.Pd.I., as the Dean of Faculty of Tarbiyah and Teacher Training of UIN KHAS Jember who had given permission to do this research.
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4. All of the Lecturers of English Education Department, thank you so much for everything you have given to the writer.
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6. People who get involved in writer's life, her beloved parents and families, her gorgeous friends for uncountable love, support, help, prayer, understanding and everything that they give to the writer. May Allah bless them.

The writer realises that this thesis is still far from being perfect. Hence, she accepts every suggestion, criticism, and comment from the readers. She hopes that this thesis gives contribution and can be useful for the improvement of the English teaching and learning process.

Jember, 1st January 2022

Nuri Ahadiyah Maulidia F.



ABSTRACT

Nuri Ahadiyatul Maulidia Fajrin, 2022: “The Implementation of Learning Reading Comprehension through Vocabulary Self-collection Strategy at the Seventh Grade of SMP Al-Ma’arif Jombang”.

Keywords: Learning Reading Comprehension, Vocabulary Self-collection Strategy

Reading is a complex process which involves instruction among the readers, language and ideas of the text. Learning reading comprehension is the process of helping, facilitating, guiding students to comprehend the text. The lack of the student’s reading comprehension can be caused by the learning strategy applied by the teacher in the classroom. While, Vocabulary Self-collection Strategy is one of strategies that emphasizes on student’s-centered activity in learning, by mastering sufficient vocabulary students will be easier to learn the target language further. So it can help students more active and interesting in learning process of reading comprehension.

The research focus are: 1) How is the purpose of learning reading comprehension through Vocabulary Self-collection Strategy at the seventh grade of SMP Al-Ma’arif Jombang? 2) How is the material of learning reading comprehension through Vocabulary Self-collection Strategy at the seventh grade of SMP Al-Ma’arif Jombang? 3) How is the steps of learning reading comprehension through Vocabulary Self-collection Strategy at the seventh grade of SMP Al-Ma’arif Jombang? 4) How is the evaluation of learning reading comprehension through Vocabulary Self-collection Strategy at the seventh grade of SMP Al-Ma’arif Jombang?

To gain the data, the researcher conducted field research at SMP Al-Ma’arif Jombang, by applying qualitative research in the type of descriptive. In data collection techniques the researcher used interview, observation and documentation. The data analysis used in this research was interactive analysis according to Miles and Huberman. While, for the validity of data, the researcher used source triangulation and technical triangulation.

The research results are: 1) The purposes of learning reading comprehension using Vocabulary Self-collection Strategy are: Students are being able to have enthusiasm and seriousness in English learning, identify the communicative purpose, identify the structure and language features, identify the meaning of unfamiliar words, define the unfamiliar words into Indonesian expressions by using VSS, answer the questions related to the text. 2) The material of learning reading comprehension using Vocabulary Self-collection Strategy was about describing and identifying people, include the language features and the text structure. 3) The steps of learning reading comprehension using Vocabulary Self-collection Strategy are: The teacher divided the students into some groups, gives a text about describing family, each group list some unfamiliar words, give some reasons and define the meaning of the words, identifying the function and kind of words defined, giving feedback to the class, students answer some, the leader of each group present it on the board, the teacher and the students discusses and concludes about the materials at the end of the lesson. 4) The evaluation of learning reading comprehension using Vocabulary Self-collection Strategy was in the form of answering 7 questions and 7 true or false related to the text, collecting unfamiliar words, and observe student’s attitude.

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CHAPTER I

INTRODUCTION

A. Research Background

One way to increase human resources is through education. In education, a teacher is extremely significant since they must not only have theoretical knowledge but also be able to think practically. Teachers, students, and learning activities all have an impact on how well student learn. These three elements play a significant influence. If the activities of teachers and students are integrated in a harmonious and complementary manner, learning will be dynamic. Chapter 1 article 1 paragraph 1 of RI law number 20 of 2003 regulating the national education system.¹ It states that education is a deliberate and planned effort to create a learning environment and learning process in which students actively develop their potential for religious spiritual strength, self-control, personality, intelligence, noble character, and the skills required by himself, society, nation, and state.

Language is very important in human life, because it is used in all aspects. As human being people use language to communicate with one and another. People use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our

¹ Sekretariat Negara RI. *UU. No 20 Th 2003 Tentang Sisdiknas & Peraturan-Peraturan RI Tahun 2015 Tentang Standar Nasional Pendidikan Serta Wajib Belajar*, (Bandung: CITRA UMBARA, 2017)2-3.

culture.² People need language to communicate, to interact and to get information from other people. English is one of the languages in the world which is used by many people in a lot of countries. This is the main factor why English has become one of the languages that must be learned in schools or in institutions. It also makes English qualified as a primary requirement to communicate in the global communication. Mastery of English is necessary, considering this language is an international language that is used by many people in the world. In this globalization era, Indonesian students have to master English well because it can give a chance to them in order to get a better opportunity in global competition.

In Indonesia, English considered as the first foreign language that must be learnt by students beginning from elementary school up to university level. It can be seen from the 2013 curriculum for junior high school that the objectives of teaching English are to develop the communication competency, both oral and written form to reach the level of functional literacy.³ Therefore, the students need to develop their English language skills consisting of: speaking, writing, reading, and listening. Besides, the students also need to master the English language components covering: grammar, pronunciation, and vocabulary.

In this research, the researcher focus on reading skill. By reading, people can get the meaning or the purpose of the writer. Reading is useful skill for students, for example students can get many important information and

² Jeremy Harmer. *The Practice of English Language Teaching*. (Cambridge: Longman, 2007). 295

³ Kemendikbud. *Kulrikulum 2013 Mata Pelajaran Bahasa Inggris untuk SMP/MTS*. (Jakarta: Kemendikbud)

knowledge from what the students read. Reading is very important for our language capability. According to Harmer, reading is useful for language acquisition. Provided that students more or less understand what they read, more they read, the better they get at it.⁴ So when people read, they must understand what they read. When they read and do not get something their activity is useless.

The ability to read comprehensively is considered as the source of knowledge to master the other skills such as listening, speaking and writing. Reading comprehension is a medium to build knowledge especially in the academic world. People will have a good understanding of a certain phenomenon if they have a good ability in reading comprehension. In the academic world, reading comprehension is required especially in doing some tests, like TOEFL, TOEIC and IELTS. It is required in one of the sections of each test. Reading comprehension is related to the literacy skill in which reading will be done effectively by a reader with that great ability.

The lack of the student's reading comprehension can be caused by some factors, such as the teaching and learning strategy applied by the teacher in the classroom or the lack of media to support the teaching and learning process. Lack of vocabulary also became a problem on student reading comprehension.

⁴ Jeremy Harmer, *How to Teach English*, (Cambridge: Longman Pearson, 2007), 99

Vocabulary is one of the language components that play an important role in the process of learning English. Igbaria claims that “vocabulary is needed by the students to express the meaning both in receptive productive skills”.⁵ It means that by having sufficient vocabulary, the students are able to listen, to speak, to read, and to write thoroughly. Thornbury says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.⁶ Knight says that for foreign language learners, vocabulary or word knowledge is considered as the number one priority in order to master the target language.⁷ From those statements, we can conclude that vocabulary becomes one of the most important language components. Therefore, by mastering sufficient vocabulary students will be easier to learn the target language further.

English begins to be taught in elementary school, then, continued in junior high school and senior high school and so on. Many students of junior high school still have low vocabulary in reading comprehension. That is why English teacher in junior high school should have good strategy teaching reading. There are some strategies that can be used in teaching and learning reading. One of those strategies is Vocabulary Self-collection Strategy. By applying this strategy in teaching the students of junior high school, the teacher can make students interesting in learning process.

⁵ Igbaria, A.K., *Teaching English Vocabulary* (Jami'a Alqasemi Academy: Academic collage of Education, 2003), 1.

⁶ Thornbury, S., *How to Teach Vocabulary* (United Kingdom: Bluestone Press, 2007), 13.

⁷ Knight, S., *Dictionary While reading: The Effect on Comprehension and Vocabulary Acquisition for Students of Different Verbal Abilities* (The Modern Language Journal, 1994), 1.

This strategy was introduced by Martha Rapp Haggard. Vocabulary Self-Collection Strategy is defined as a strategy that encourages independent learning by allowing students to self-selecting word to be studied. The following steps of this strategy are nominating the words, explaining the words, deciding list of word, expanding knowledge of words. Additionally, this strategy emphasizes on student's-centered activity in learning English.

Before conducting the research, a preliminary study was done by observing the students of SMP Al – Ma'arif Jombang. The researcher found that the student's reading comprehension was still low, so that, the teacher applied a strategy that called Vocabulary Self-collection Strategy (VSS) in the learning reading comprehension.

Many researchers have been done some research. One of them is Jones who argues that a teacher has an important role in student's vocabulary learning.⁸ He said that it is a challenge for teachers to provide enjoyable activities in the classroom. A research also conducted by Windy Eka Putri that aimed to improve student's reading achievement by using Vocabulary Self-collection Strategy. She found that this strategy is effective in improving student's reading achievement by looking at the t-test value (2,94) which is greater than t-table value (2,01).⁹ So that, the teacher should apply Vocabulary Self-collection Strategy in teaching vocabulary to make the students more active and interesting in learning process of reading comprehension.

⁸ Tamara Jones. *50 Ways to Teach Vocabulary*, (United States Wayzgoose Press, 2013), 2.

⁹ Windy Eka Putri. *Journal "The Effect of Using Vocabulary Self-collection Strategy (VSS) to Reading Achievement of Elementary School Students"*. 2013

Therefore, according to the descriptions of the background above, the title of the research is “THE IMPLEMENTATION OF LEARNING READING COMPREHENSION THROUGH VOCABULARY SELF-COLLECTION STRATEGY AT THE SEVENTH GRADE OF SMP AL-MA’ARIF JOMBANG”

B. Research Focus

Based on the background presented, the following focus of research:

1. How is the purpose of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma’arif Jombang?
2. How is the material of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma’arif Jombang?
3. How is the steps of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma’arif Jombang?
4. How is the evaluation of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma’arif Jombang?

C. Research Objective

Objective of research is an overview of what will be addressed in conducting the research.¹⁰ The objectives of this research are:

¹⁰ Tim penyusun, *Pedoman Penulisan Karya Ilmiah*, (Jember: IAIN Jember Press, 2020), 45.

1. To describe the purpose of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma'arif Jombang
2. To describe the material of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma'arif Jombang
3. To describe the the steps of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma'arif Jombang
4. To describe the evaluation of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma'arif Jombang

D. Research Significance

The result of this research is fully expected to to give some theoretical and practical knowledge for the following parties:

1. Theoretical Benefit

Theoretically, the research findings could contribute to enrich the teaching theories of reading comprehension. The theories give the general knowledge of how to deal with the teaching and learning process especially in teaching reading comprehension by using VSS. It could also give insights on how the strategy can improve the students reading comprehension significantly.

2. Practical Benefit

Practically, the result of this research could be useful for the English teacher as the alternative strategy in teaching and learning reading comprehension. Through Vocabulary Self-ollection Strategy, it is expected that the students become more active and interesting in the learning process.

For the researcher, it can develop her experience related to her knowledge in research on education and English teaching, especially in implementing reading comprehension through Vocabulary Self-collection Strategy.

E. Definition of Key Terms

The following definitions are given to make readers have the same understanding or perception in interpreting some terms that will be used in this research. They are also intended to avoid any ambiguity or misinterpretation.

The terms are as follows:

1. Reading Comprehension

Reading comprehension is the process of making meaning from text. Reading comprehension is define as the activity to understand the text. Readers read texts to get opinions or ideas. They try to understand what the text tells about. An individual's ability to comprehend text is influenced by their skills and their ability to process information especially in comprehending words and sentences. Reading comprehension is a crucial need that should be mastered by the students in

learning English. The reasons are quite obvious in which reading comprehension is needed in all aspects of life especially in the academic world.

2. Vocabulary Self-collection Strategy

Vocabulary Self-Collection Strategy (VSS) is an interactive-learning instructional strategy that promote word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class. This strategy also can be said as a cooperative vocabulary learning strategy because the activity designed to work in a group. All students will be demanded to be engaged in the process of nominating word.

F. Sistmatic Discussion

Systematic discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. The format of systematic writing is a descriptive narrative, not a table of contents. Systematic discussion in this research as follows:

Chapter I contains the introduction of the thesis, such as background of research, focus of the research, objective of the research, significance of research, and definition of key terms.

Chapter II contains review of related literature, such as previous research and theory of research related with the research conducted by the researcher.

Chapter III contains a research method that uses in this research, such as research approach and type of research, object of the research, source of data, technique of data collection, technique of data analysis, and validity of data.

Chapter IV contains a findings and discussion which consists of description of research object, research findings and data analysis, discussion on the result of data analysis.

Chapter V contains a conclusion which consists of conclusion and recommendation.

Furthermore, this thesis ends with a bibliography, attachments containing research matrices, research journals, documentation, authenticity statements, research permits, certificates of completion of research and curriculum vitae of the researcher.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Previous researches are an attempt by researcher to look for comparisons and find new inspiration for future research. In this section the researcher lists the various results of previous research related to the research to be carried out, then summarizes, both published or unpublished research (mini thesis, thesis, dissertation, etc.). By doing this step, it will be possible to see the extent to which originality and research will be carried out.¹

There are several studies that have been carried out and related to this research are as follows:

1. Zulfirman Zani and Jordi Kasdi (2016) conducted a Quasi Experimental research entitled “The Effect of Using Vocabulary Self-Collection Strategy on Student’s Reading Comprehension and Their Motivation at Language Development Center of UIN Suska Riau”.² Result of this research, teaching using vocabulary self-collection strategy gave significant effect. This strategy also makes students motivate in reading comprehension and they do not get bored in the learning process.
2. The second research relevant with this topic was conducted by Windy Eka Putri’s (2013) research under the title “The Effect of Using

¹ Tim penyusun, *Pedoman Penulisan Karya Ilmiah*, (Jember: IAIN Jember Press, 2020), 46.

² Zulfirman Zani, Jordi K. *Journal “The Effect of Using Vocabulary Self-Collection Strategy on Student’s Reading Comprehension and Their Motivation at Language Development Center of UIN Suska Riau”*. 2016

Vocabulary Self-collection Strategy (VSS) to Reading Achievement of Elementary School Students”.³ Her research aim to improve student’s reading achievement by using Vocabulary Self-collection Strategy. She used the experiment method which has experimental and control group. The researcher determine the research subject by student’s reading score. Then, she found 44 students that will be divided into two experimental and control group. The researcher found that this strategy, Vocabulary Self-collection Strategy is effective in improving student’s reading achievement by looking at the t-test value (2,94) which is greater than t-table value (2,01).

3. Another research was also conducted by Safitri Noor Fatonah (2015) entitled “Using Vocabulary Self-collection Strategy (VSS) to Improve Reading Comprehension of The Seventh Grade Students of SMPN 4 Kalasan in The Academic Year 2014/2015”.⁴ The aim of this action research was to improve the reading comprehension through the implementation of Vocabulary Self-Collection Strategy (VSS) in reading class. The research findings showed that reading comprehension of most students improved after the vocabulary self-collection strategy was used in the teaching and learning process. It was indicated by the increase of the mean of students’ reading comprehension scores in the pre-test and post-test (58.9 to 78.0).

³ Windy Eka Putri. *Journal “The Effect of Using Vocabulary Self-collection Strategy (VSS) to Reading Achievement of Elementary School Students”*. 2013

⁴ Safitri Noor Fatonah. *An Undergraduate Thesis “Using Vocabulary Self-collection Strategy (VSS) to Improve Reading Comprehension of The Seventh Grade Students of SMPN 4 Kalasan in The Academic Year 2014/2015”*. 2015

Furthermore, the strategy is believed to facilitate the students in defining the unfamiliar words based on the context of the text.

Table 2.1
Similarities and Differences of Previous Research

No.	Name / Title of research	Similarities	Differences
1	Zulfirman Zani and Jordi Kasdi, entitled “The Effect of Using Vocabulary Self-Collection Strategy on Student’s Reading Comprehension and Their Motivation at Language Development Center of UIN Suska Riau”	<ul style="list-style-type: none"> - Both researchers research about students’ reading comprehension - Both researchers use Vocabulary Self-collection Strategy 	<ul style="list-style-type: none"> - The design of research used Quantitative Experimental research while the researcher’s used Descriptive Qualitative - Conducted in Language Development Center of UIN Suska Riau - Additional discussion about students motivation
2	Windy Eka Putri, entitled “The Effect of Using Vocabulary Self-collection Strategy (VSS) to Reading Achievement of Elementary School Students”	<ul style="list-style-type: none"> - Both researchers research about students’ reading comprehension - Both researchers use Vocabulary Self-collection Strategy 	<ul style="list-style-type: none"> - The design of research used Quantitative Experimental research while the researcher’s used Descriptive Qualitative - Conducted in Elementary School
3	Safitri Noor Fatonah, entitled “Using Vocabulary Self-collection Strategy (VSS) to Improve Reading Comprehension of The Seventh Grade Students of SMPN 4 Kalasan in The Academic Year 2014/2015”.	<ul style="list-style-type: none"> - Both researchers research about students’ reading comprehension - Both researchers use Vocabulary Self-collection Strategy - Both researchers conduct in seventh grade of junior high school 	<ul style="list-style-type: none"> - The design of research used Action Research while the researcher’s used Descriptive Qualitative - Conducted in SMPN 4 Kalasan

Based on the previous research above, showed that the similarities with this research are focus on student's reading comprehension and the use of Vocabulary Self-collection Strategy (VSS). While the differences are focus on using a quantitative approach and the educational level. Therefore, the researcher considers it necessary to examine the implementation of Vocabulary Self-collection Strategy in learning reading comprehension.

B. Theoretical Description

1. Definition of Education

Education is an important factor in society, the advancement of society's or the nation's quality is highly dependent on the level of education held by its citizens. The world of education will never be separated from any developed country. The greater the educational quality of a country, the higher the quality of human resources that can promote the country and make it proud. Experts present their definitions of education in a variety of ways, depending on their distinct points of view. When viewed through the perspective of the KBBI's formulation language, education is defined as the act of modifying a person's or group's attitudes and behavior in order to mature individuals through learning and teaching efforts.⁵

National education in Indonesia is defined as the process of developing capacities and shaping the character and culture of a dignified nation in order to educate the nation's life. This is mentioned explicitly in

⁵ Damsar, *Pengantar Sosiologi Pendidikan*, (Jakarta: Kencana, 2011), 7

Law No. 20 of 2003, which governs the National Education System. Education is a demand in the life of a child's growth, according to Ki Hajar Dewantara, the father of Indonesian National Education, and the objective of education is to guide all of the natures that exist in these children so that they might reach safety and prosperity.⁶

2. Definition of Language

Language is very important in human life, because it is used in all aspects. Language is media that is used by people to communicate each other. Language can't be separated from daily activity, and by using language we can express the ideas, feelings, intentions and desires. In using language, it is not enough to know every word that is uttered, it is not enough to know the meaning of sentences, we also focus to the context of situation (formal or informal), who is the audience, what is the topic and what is the purpose. Hammarstrom says language is a system of communication such that the expression side is either spoken sounds or written symbols⁷.

Yule says language has two majors function, such as interactional function and transactional function.⁸ Interactional function is how humans use language to interact each other socially or emotionally. Transactional function is whereby humans use their linguistics abilities to communicate knowledge, skill, and information.

⁶ Haryanto, *an Article "pengertian pendidikan menurut para ahli"*, <http://belajarpsikologi.com/pengertianpendidikan-menurut-ahli/>, 2012, accessed on 11th January 2022

⁷ Goran Hammarstrom, *Linguistic Units and Items*, (New York: Springer-Verlag, 1976), 1

⁸ George Yule, *The Study Of Language 3rd ed.*, (New York: Cambridge University Press 2006) 5

People need language to communicate, to interact and to get information from other people. English is one of the languages in the world which is used by many people in a lot of countries. This is the main factor why English has become one of the languages that must be learned in schools or in institutions.

3. Learning Reading Comprehension

a. The Definition of Learning

Learning is a two-way communication process, teaching is carried out by the teacher as an educator, while learning is carried out by students.⁹ Meanwhile, according to Benny quoted by Achsanuddin that learning is "a series of activities that are deliberately created with the intention of facilitating the learning process".¹⁰

Learning is a process of change from not knowing to knowing. Particularly, this research discusses the learning process of reading comprehension in English through Vocabulary Self-collection Strategy (VSS). According to Kimble in Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and a result of reinforced practice.¹¹ In addition, learning involves activeness, conscious focus on and acting upon events outside or inside the organism, and also some forms of practices, perhaps

⁹Syaiful Sagala, *Konsep dan Makna Pembelajaran* (Bandung: ALFABETA, 2012), 61.

¹⁰Achsanuddin, *Program Pengalaman Lapangan; Wahana Pembentukan Profesionalitas Guru*(Mataram:LEPPIM IAIN MATARAM, 2013), 145.

¹¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Longman, 2000), 7

reinforced practices. It means that learning is an activity for getting knowledge, skill, and experience about subject learning which need practice to improve the understanding of its. It can be seen that learning can be defined as change in behavior. This change occurs as a consequence of experience in some specify situation. The change brought about by developing a new skill and changing attitude.

Based on statement above, it can be concluded that learning is the process of getting knowledge and understand the lesson or the subject.

b. Components of Learning Reading Comprehension

The components of learning reading comprehension are as follows:

1) Learning Purposes

Learning purposes are very important component in the learning system, because all the activities of teacher and students are directed to achieve these learning purposes.

Learning purposes are educational goals to be achieved at the teaching level. The results of this achievement are in the form of students who gradually formed their character thinking abilities, and technological skills. Basically, these purposes are expectations of what students can do at the end of the lesson. In a competency-oriented curriculum, learning purposes are also commonly referred

to the learning outcome indicators. Those are closely related to the learning outcomes to be achieved by students.¹²

From the statement above, it can be concluded that the learning objectives are the main components that must be formulated by the teacher in learning, because they are the targets of the learning process. Where do students want to be taken, what students must have, it all depends on the goals to be achieved.

While the purpose of reading is to connect the ideas on the page to what already know. The reader's purpose plays an important part in determining the kind of reading they do. Different persons may read the same book in different ways, because their purposes vary. The readers establish their purposes by thinking and by asking question about what they plan to read. Comprehension and speed vary according to the reader's purpose.

It is important to read with purpose. It helps to understand more what is read by people. As we know that the purpose of reading is to get the meaning from the written symbol. One of the most important tasks on the reader is to find out what the writer said. There are two basic purpose of reading ability, those are:

- a) Reading for information. It is reading to study for goal such as to obtain factual information and solve problem.

¹²Ahmad Susanto, *Teori Belajar Dan Pembelajaran Di Sekolah Dasar* (Jakarta: Kencana, 2016), 40.

b) Reading for pleasure. It is reading for enjoyment which may vary in to follow our favorite sport, comics, article, fairy tale and movie program.

2) The Materials of Learning Reading Comprehension

The materials used in teaching reading intensely influence to the success of the student's reading. The readability level of the reading material will influence the student's reading comprehension. For instance, the reading material which involves the high-frequency words in almost all of the text causes the difficulties of reading comprehension. Therefore, the suitable reading materials are required to use in teaching reading so that they will cover the students' needs.

According to Tomlinson, the materials for language learning can be chosen based on the students' needs in order to facilitate them with the appropriate materials to learn since they have different ways of learning the language.¹³ In this context, the consideration of choosing the suitable materials is based on the students' level of learning the language whether they are beginning, intermediate, or advanced learners. For instance, the English Young Learners involve the children who are in the age range of elementary or primary schools. They have different needs of learning than do they the adult learners. They also should be

¹³Tomlinson B., *Materials development for language learning and teaching*. (London: Continuum, 2012), 143

given a gracious material to cover their primary need. The high-quality materials (there are the instruction how to deal with the tasks) can be considered as the best materials for the students since they still need the clues in doing all of the tasks.

Furthermore, Brinton in Nunan proposes that the texts and tasks to teach should be authentic.¹⁴ On the other hand, Harmer asserts that the authentic materials are too difficult to read by the young learners since there are many things that they cannot understand.¹⁵ The students' motivation to read will extremely decrease. For that reason, the teacher is supposed to give the materials that are understandable for them.

In addition, Harmer states that the primary point that will lead to the success of teaching reading as the receptive skill is the choice of comprehension task.¹⁶ One thing that must be considered by the teacher in teaching reading is the purpose of teaching reading itself whether it is teaching for testing or the real teachings that will make the students perform more. In improving the students' receptive skill like reading, it will be better if the tasks given are to engage the students to learn rather than to test them by looking at their final scores. In the practice, the process of teaching will lead the students to understand the tasks like how to deal with such kinds of questions. The discussion between the students and

¹⁴ Nunan, D., *Task-based language teaching*, (Cambridge: Cambridge University Press, 2004), 133

¹⁵ Harmer, *The Practice of English Language Teaching*, 205

¹⁶ *Ibid.*, 207-208

the teacher or among the students will help them to comprehend the text. The second component that must be considered as the reading materials is the appropriate level of the texts and tasks. The portion must be balanced between the task and the text. It does not matter if the text is difficult, but there must be a solution by making an easier task so that the students can do it appropriately.

3) The Evaluation of Learning Reading Comprehension

Evaluation is a process which carried out by someone to see how far the success of a program. The success of the program can be seen from the impact or results achieved by the program. One of the evaluation instruments is a test. there are many meaning of the test. “test is a trial which is held to know some result from a certain subject which is taken from a student or a group of students”¹⁷ by testing teacher can know the ability of learning that students have.

It can be said that test is a short examination of knowledge or ability, consisting of questions that must be answered or activities that must be carried out. In this case, the test it used education area or school.

According to Gronlund, divided achievement test into four types of test based on each purpose:¹⁸

¹⁷ Arikunto, Suharsimi, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bina Aksara, 1987), 199

¹⁸ Norman E. Gronlund, *Measurement and Evaluation in Teaching*, (New York: Macmillan Publishing Co., Inc., 1981), 126.

a) Summative Test

Summative test, which designed to determine the extent to which the instructional objectives have been achieved, and the test also can be used to assign course grade for certifying student's mastery of intended learning outcomes.

b) Formative Test

Formative test is a kind of test which is administered by teacher to know how successful the learning and teaching process in the classroom in periodical meeting. Similar with this statement, Gronlund states that a formative test is given to monitoring learning progress during instruction.

c) Diagnostic Test

Diagnostic test is used for analyze the difficulties of the students or the strength of the students in some aspect of language at the starting or during the implementation of instruction.

d) Placement Test

Placement test is the test that is arranged for measuring students' ability in language and give students major in an appropriate grade of educational organization. Moreover, Gronlund defines placement tests are pre-tests designed to measure (1) whether pupils possess the requisite skills need to

succeed in a unit or course or (2) to what extent pupils have already achieved the objectives of the planned instruction.

While reading is probably the most common of the four skills to be tested, and it may seem to be the easiest of the skills to test. Reading skill is a receptive skill. The task of language tester is, then, to set reading tasks which will result in behavior that will demonstrate their successful completion. The reading macro-skill are scanning text to locate specific information, skimming text to obtain general idea, identifying stages of argument, and identifying examples presented in support of an argument. The micro-skill underlying reading skills are identifying referents of pronouns, using context to guess meaning of unfamiliar words, and understanding relations in the part of text.

Grabe asserts that the types of tasks become the essential component of the reading assessment since the major goal of the assessment tasks is to give information related to the students' progress in the process of reading which finally will be considered as the reference in determining the students' reading abilities.¹⁹ The some kinds of tasks which is standardized as the reading assessment task formats are: cloze, gap-filling, text gap, multiple

¹⁹ Grabe W., *Reading in a Second Language: Moving from Theory to Practice*, (Cambridge: Cambridge University Press, 2009), 358-359

choice, matching, editing, short answer, summary, skimming, scanning, and so forth.

Based on the kinds of the assessment tasks mentioned above, there will be the description of some of those tasks that may be appropriate to implement in this research as follows:

1) The first kind of task is multiple-choice. The multiple-choice can be used to test the knowledge of vocabulary or grammar. For the beginners, the activities can be in the form of choosing the best answer of the four or five possible answers, circling the answer, determining the true or false, choosing the letter, and matching. The advantages of the multiple-choice are that it is easy to administer and can be scored quickly even though sometimes the tasks are less in context.

2) The second is matching tasks. As one example task of the selective reading, matching the words is considered as the most frequently task used in the reading activity. The activity can be in the form of matching some words that have similar definition so that each word can be matched with one other word. The activity can also be done by putting the suitable word into the blank sentence so this activity will suppose the students to firstly understand the sentence. The advantage of the matching tasks is that sometimes it is easier to construct than multiple choice, but the disadvantage comes out when the

students become more struggling to do the task since it offers the more difficult activity.

3) The next is the comprehension questions. This task provides the students with the text and some questions with four possible answers in the form of A, B, C, or D, in which the students are asked to choose the best answer. It aims to check the students reading comprehension. Generally, the questions cover some comprehension features, such as main idea, expressions or idioms, inference, grammatical features, stated and unstated detail, supporting idea, and vocabulary in context. The effective reading strategies can be used to answer this kind of questions, such as skimming for main idea, scanning for details, guessing word meanings from context, making inferences, using discourse makers, etc.

4) To check reading comprehension, the short-answer tasks alternatively can be used as one of open-ended reading comprehension questions. The activity can be given by presenting a reading passage which is followed by some questions that must be answered in a sentence or two. In assessing this task, the teacher must decide the criteria for the acceptable answers and spend more time to evaluate the students' answers.

5) The last is ordering tasks. It provides the students with the wrong order sentences then they are asked to order the sentences into the right one. The activity requires the students to be aware with the sequence of events and cohesive devices involving in the story so that they can understand the logical order of the story. Therefore, those kinds of awareness will ease them to re-order the sentences.

c. Definition of Reading Comprehension

There are many definition of reading comprehension. A prevalent and current view is that comprehension is a special kind of readers comprehends by actively constructing meaning internally from interacting with the material that is read.²⁰

Reading comprehension is define as the activity to understand the text. Readers read texts to get opinions or ideas. They try to understand what the text tells about. According to Wooley reading comprehension is the process of making meaning from text.²¹ The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. In

²⁰ Alexander J. Estil, *Improving Reading Speed*, (New York: Scottforesman, 1999), 168

²¹ Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (Springer Netherlands: 2011), 15

addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes.²²

According to Smith and Johnson states that reading comprehension means the understanding, evaluating utilizing of information and gained through the interaction between reader and author. Reading comprehension means understanding what has or have been read. Reading is a complex process in which the reader uses mental content to contain the meaning from written materials it means that the reader is supposed to recognize the meaning of printed words.²³ It can be said that reading comprehension is the capability to understand or grasp it ideas of one passage. Reading comprehension refers to reading with comprehension. Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards. Meanwhile, according to Jannette Klingner “Reading comparison is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. The RRSg define reading comprehension as the process of simultaneously extracting and

²² Khoiriyah, *Reading 1*, (Kediri: English Department Nusantara PGRI Kediri University Press, 2010), 1

²³ Richard J. Smith and Johnson Dale D., *Teaching Children to Read (Second Edition)*, (USA: Addison-Wesley Publishing, 1980), 28

constructing meaning through interaction and involvement with written language.²⁴

There are three elements of reading comprehension, as follows:

1) The reader who is doing the comprehending

To comprehend, the reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

2) The text that is to be comprehended

The features of the text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading the reader constructs different representation of the text that are important for comprehension.

3) The activity in which comprehension is a part

A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of

²⁴ Catherine E. Snow, *Reading for Understanding Toward an R&D Program in Reading Comprehension*, (USA: RAND, 2002), 1

performing the activity, all which occur within some specific context. The initial purpose for the activity can change as the reader reads. Processing the text involves decoding the text, higher-level linguistic and semantic processing, and self-monitoring for comprehension.

These three dimension (reader, text, activity) define a phenomenon that occurs within a larger sociocultural context that shapes and is shaped by the reader and that interacts with each of the three elements.²⁵

4. Vocabulary Self-collection Strategy (VSS)

a. Definition of Vocabulary Self-collection Strategy (VSS)

Vocabulary Self-Collection Strategy (VSS) is an interactive-learning instructional strategy that promote word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class. The strategy was first introduced by Haggard, and since then has been adapted for various grade levels and instructional context.²⁶

A review of the research on vocabulary instruction conducted by Harmon and Hedrick led them to claim that struggling readers learn vocabulary when teachers “encourage independent learning by

²⁵ *Ibid.*, 11

²⁶ Haggard, M. R. (1982). The Vocabulary Self-Collection strategy: An active approach to word learning. *Journal of Reading*, 27(3), 88.

allowing students to self-select terms to be studied”.²⁷ They pointed to Vocabulary Self-collection Strategy as an approach to encourage students to select and study words that they feel are important to learn.

Vocabulary Self-Collection Strategy (VSS) is an instructional strategy intended to foster long-term acquisition and development of the vocabulary of academic disciplines.

Vocabulary Self-Collection Strategy (VSS) lets the students choose new words that they want to learn. This strategy helps the students to understand the meaning of new words from the context and to integrate them with other sources that make them enable to learn. Vocabulary Self-collection Strategy also helps the students to make connection of the meaning of new word with other skills. The students can integrate the meaning of new words in their reading. They will get many new words by sharing their words each other to the whole groups in the class. So, it will highly motivate the students to learn vocabulary because they can interact with their classmate to learn more about the unfamiliar words.

b. The Purpose of of Vocabulary Self-collection Strategy

The Vocabulary Self-Collection Strategy (VSS) has purpose to give an opportunity to the students to understand the concept of a text and to determine the meaning of the words based on the context.

²⁷ Harmon, J. M., W.B. Hedrick, and K.D. Wood, (2005), “Research on Vocabulary Instruction in the Content Areas: Implications for Struggling Readers.” *Reading & Writing Quarterly* 21(3), 25.

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 with the goal of integrating new content words into students working vocabularies".²⁸

It is quite clear that the purpose of VSS is to promote the long-term acquisition in the context of reading comprehension. The students are supposed to understand the concept of the text that will ease them to comprehend the text they read.

c. The Benefits of Vocabulary Self-collection Strategy

- 1) Vocabulary Self-collection Strategy (VSS) helps students develop important connection between new words and their meaning so that it more completely understood and remembered.
- 2) Vocabulary Self-collection Strategy (VSS) stimulates students interest related to the new term, which is a motivating factor for learning new vocabulary.
- 3) Vocabulary Self-collection Strategy (VSS) increases students' enthusiasm for learning and collecting words.
- 4) Vocabulary Self-Collection Strategy (VSS) can help the students to work together to determine the words they do not know from the text.

²⁸ Antonacci & O'Callaghan, *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms*, 26

- 5) Vocabulary Self-Collection Strategy (VSS) can make the students be able to determine the meaning of many words by context and to decide what words are more important than others. So, it will increase the students' understanding about the words and the text they have read.
- 6) Vocabulary Self-Collection Strategy (VSS) helps the students' to understand the meaning of words more than what they have known before. So, they can use the words in other situation that is appropriate to the meaning of those word.

d. The Steps of Using Vocabulary Self-collection Strategy

Ruddell on her book states that the most effective way to implement the strategy is to make the students work in pairs or in groups consisting of two to five students with three to five minutes to do the activity. Each group appoints the spokesperson who will present the result of their discussion and then it will be responded by the member of the other groups. In this part of the activity, the teacher should guide each student to explore their idea in defining the words by which they can interpret the meaning from the context of the text or based on their prior knowledge and experience.²⁹

The steps in applying the VSS based on Ruddell are:³⁰

- 1) Identify the word/term in context.
- 2) Tell where they found it in the text.

²⁹ Ruddell, M.R., *Teaching Content Reading and Writing (4th ed.)*, (United State: John Wiley, 2005), 167

³⁰ *Ibid.*, 180

- 3) Tell what they think the word/term means.
- 4) Tell what they think the word/term is important to the topic and should be on the class vocabulary list.

Moreover, Antonacci & O'Callaghan models the steps of using the VSS that are divided into three parts, those are before reading, during reading and after reading as follows.³¹

- 1) Before reading
 - a) Selecting the appropriate topic to 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) Modeling 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.
- 2) During reading
 - a) Asking the students to read the selected passage.
 - b) Asking the students to revisit the text and select at least five words that they think those are important, interesting, or challenging to comprehend the text.

³¹ Antonacci & O'Callaghan, *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms*, 27-29

- c) Asking the students to complete the VSS chart
- 3) After reading
 - a) Dividing the students into some groups.
 - b) Guiding the students to choose a leader for each group to control the discussion.
 - c) Asking each student to mention the words that he or she has selected.
 - d) Asking the student write the meaning of the selected words.
 - e) Bringing up small-group discussion to guide the students in comprehending the text.

Based on the explanation above, it can be concluded that the activity promotes the students to think critically. The activity does not just ask the students to define the meaning of the word, but also they have to think of the reason for selecting the word. Therefore,

this activity could help the students to develop their high-order thinking skill since they would be able to solve the problem (in this context, the students are trained to define the words after observing the text and they need to tell the reason of selecting the words).

The teacher's role here is to give an example how to deal with the activity and then let the students to participate actively in doing all of the tasks. For instance, the teacher gives an example of how to choose an important word which has a big influence to comprehend the whole text. This modeling will help the students to

do the further activity that will be done in the small groups. The group work will encourage the students' motivation to learn since they can communicate to share ideas with the teacher and their friends in the same or different group.



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J E M B E R

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Type of Research

The research approach is basically a scientific way to get data, goals, and certain uses. Based on scientific way, scientific data, purpose, and use.¹

The approach that has been used in this research is a qualitative research approach. Qualitative research is research that intends to understand phenomena about what is experienced by research subject such as behavior, perception, motivation, action, etc. holistically, and by means of descriptions in the form of words and language, in a particular natural context and by utilizing various natural method.²

While the type of research that has been used is descriptive research. Descriptive research is research directed to provide symptoms, facts, or events systematically and accurately, regarding the characteristics of a particular population or area.³

Descriptive qualitative research method attempted to describe the implementation of reading comprehension through Vocabulary Self-Collection Strategy (VSS) in grade seventh of SMP Al – Ma'arif Jombang.

B. Research Location

This research conducted in SMP Al – Ma'arif Jombang Jl. KH. Dewantara No. 11 Krajan I, Jombang, Kec. Jombang, Kabupaten Jember,

¹ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2016), 2.

² Lexy J. Moleong, *Metode Penelitian Kualitatif Edisi Revisi*, (Bandung: PT. Roesdakarya Offset, 2014), 6.

³ Riyanto Yatim, *Metodologi Penelitian Pendidikan*, (Surabaya: SIC, 2010), 23.

Jawa Timur. The choice of place was due to one of the schools that implementing reading comprehension through Vocabulary Self-collection Strategy (VSS).

C. Research Subject

Research subjects are informants which have been used as data sources to report data sources that are related to the research focus. The description includes what data you want to obtain, who wants to be an informant or research subject, how the data will be sought and captured so that its validity can be guaranteed.

There are two sources that have been used in this research, those are:

1. Primary data

Primary data is the data obtained directly from first sources of interviews between researcher and informant.

- a. English teacher of SMP Al – Ma'arif Jombang
- b. Seventh grade students of SMP Al – Ma'arif Jombang

2. Secondary data

Secondary data are supporting and complement of primary data obtained in the form of observations and documentations.

D. Data Collection Technique

Data collection technique is a method used by researcher to collect research data from sources. Data collection techniques are mandatory, because

it has been used as a basis for compiling research instruments.⁴ Data collection methods used by researcher are as follows:

1. Observation

Observation is basically an activity to get information through the sense of sight, which is preceded by observation and then systematic, logical, objective, and rational recording of various phenomena in actual situations or artificial situations.

In this study, participation and role of the researcher is as moderate participation, where the researcher observes the person/ object being studied while the researcher is involved in an activity being observed.⁵ The data that researcher obtained with this method are:

- a. The purpose of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma'arif Jombang.
- b. The material of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma'arif Jombang.
- c. The steps of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma'arif Jombang.

⁴ Risky Kawasati, *Teknik Pengumpulan Data Metode Kualitatif*, (Sekolah Tinggi Agama Islam Negeri Sorong), 1.

⁵ M. Djamal, *Paradigma Penelitian Kualitatif*, (Yogyakarta: Pustaka Pelajar, 2015), 66.

- d. The evaluation of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma'arif Jombang.

2. Interview

Interview is one of the techniques to conclude research data. Interview is a process of interaction between the researcher and the source of information directly through conversation or question and answer.

The interview technique can be conducted systematically or unsystematically. Systematically means that interviews are conducted first by compiling an interview instrument. Meanwhile, unsystematic interviews are conducted without preparing the interview instrument.

Data that the researcher obtained by using interviews are:

- a. The purpose of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma'arif Jombang.
- b. The material of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma'arif Jombang.
- c. The steps of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma'arif Jombang.

- d. The evaluation of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma'arif Jombang.

3. Documentation

Documentation technique is a way of collecting data through documents or archives. Data documents in the form of notes, books, texts, journals, papers, memos, letters, and so on related to research problems.

The data that researcher obtained from this research are:

- a. Profile and history of SMP Al – Ma'arif Jombang
- b. Vision and mission of SMP Al – Ma'arif Jombang
- c. The organizational structure of SMP Al – Ma'arif Jombang
- d. The Lesson Plan (RPP) of seventh grade SMP Al – Ma'arif Jombang
- e. Documentation that related to the research

E. Data Analysis

Analysis of data from the results of data collection is an important stage in a scientific activity. The data analysis used was interactive analysis. According to Milles and Huberman qualitative data analysis uses three steps, those are:⁶

1. Data Reduction

When researchers conduct research, they get a lot of data and are relatively diverse and vary complicated, that's why data analysis is done through data reduction. The data obtained was written in the form of a

⁶ Matthew, B. Milles & A. Michael Huberman, *Qualitative Data Analysis*. (Thousand Oaks: Sage Publications, 1994), 16.

report or detailed data. Reports that are compiled based on the data obtained are reduced, summarized, selected the main things, focused on important things. The results data summarizes and sorts based on the unit conceptual themes, and certain categories will provide a sharper picture of the observations as well as making it easier for researchers to find data back in addition to previous data obtained if needed.

2. Data Presentation

Presentation of data is done in various forms such as charts, tables, graphs, etc. More than that, the presentation of data can be done in the form of brief descriptions, relationships between categories, and the like. According to Milles and Huberman, the most often used to present data in qualitative research is narrative text or in the form of sentences composed a paragraph.

3. Withdrawal of conclusions / verification

Conclusions are drawn from the data that has been presented. With this, researcher looks for the meaning from the data that has been reduced by comparing, looking for patterns, themes, similarities, grouping and examining the result obtained in the study.

The steps that have been taken by the researcher are as follows:

- a. Collected the necessary data from the field
- b. Selected important data and discarding unnecessary data
- c. Organized data according to its type
- d. Summarized the data that has been organized

- e. Presented data with brief descriptions and in the form of narrative text
- f. Summarized the data that has been concluded and verifying during the research

F. Validity of Data

Triangulation can be done in checking the validity of data. Data triangulation is checking data by means of re-examination. In this study, the validity of the data used are as follows:

1. Source Triangulation

Triangulation with sources that is testing the credibility of the data is done by checking the data that has been obtained through several sources.

2. Technical Triangulation

Technical triangulation is the use of various data disclosure techniques that are carried out to the data source. Test the credibility of the data by triangulation of techniques, that is, checking the data to the same source with different techniques.

G. Research Steps

This section outlines the research implementation plan that has been carried out by the researcher, starting from preliminary research, design development, actual research, and to writing reports.⁷

The stages in the research are as follows:

⁷ Tim penyusun, *Pedoman Penulisan Karya Ilmiah*, (Jember: IAIN Jember Press, 2020), 48.

1. Pre-field stage

The pre-field stage is the stage that carried out before conducting the research. the activities in the pre-field stage are:

a. Develop research designs

In compiling this plan the researcher establishes the following: the title of the study, the reasons for the research, the focus of the study, the purpose of the study, the benefits of the study, the object of the study, and the method used.

b. Choosing research fields

Before conducting research, the researcher must choose first the research field. The chosen research field is SMP Al – Ma'arif Jombang.

c. Permit processing

Before conducting research, the researcher need permission in the form of a cover letter from the State Islamic University KH Achmad Siddiq (UIN KHAS) Jember as a research permit application that submitted to SMP Al – Ma'arif Jombang.

d. Asses the state of the field

After being given permission, the researcher began to explore and asses the field to better know the background of the research object and all the circumstances to be studied, with the aim of making it easier for researcher to dig up data.

e. Prepare research equipments

After all is done, the researcher prepare the equipments needed in the study before plunging into the field, include preparing the list of questions for interviews, making observation sheets, notebooks, papers, and so on.

2. Stage of field work

After all preparations are considered mature, the next step is to carry out research. Activities that have been carried out in this stage include:

a. Data collection

The researcher collects the data with a predetermined schedule using observation, interview, and documentation techniques.

b. Data processing

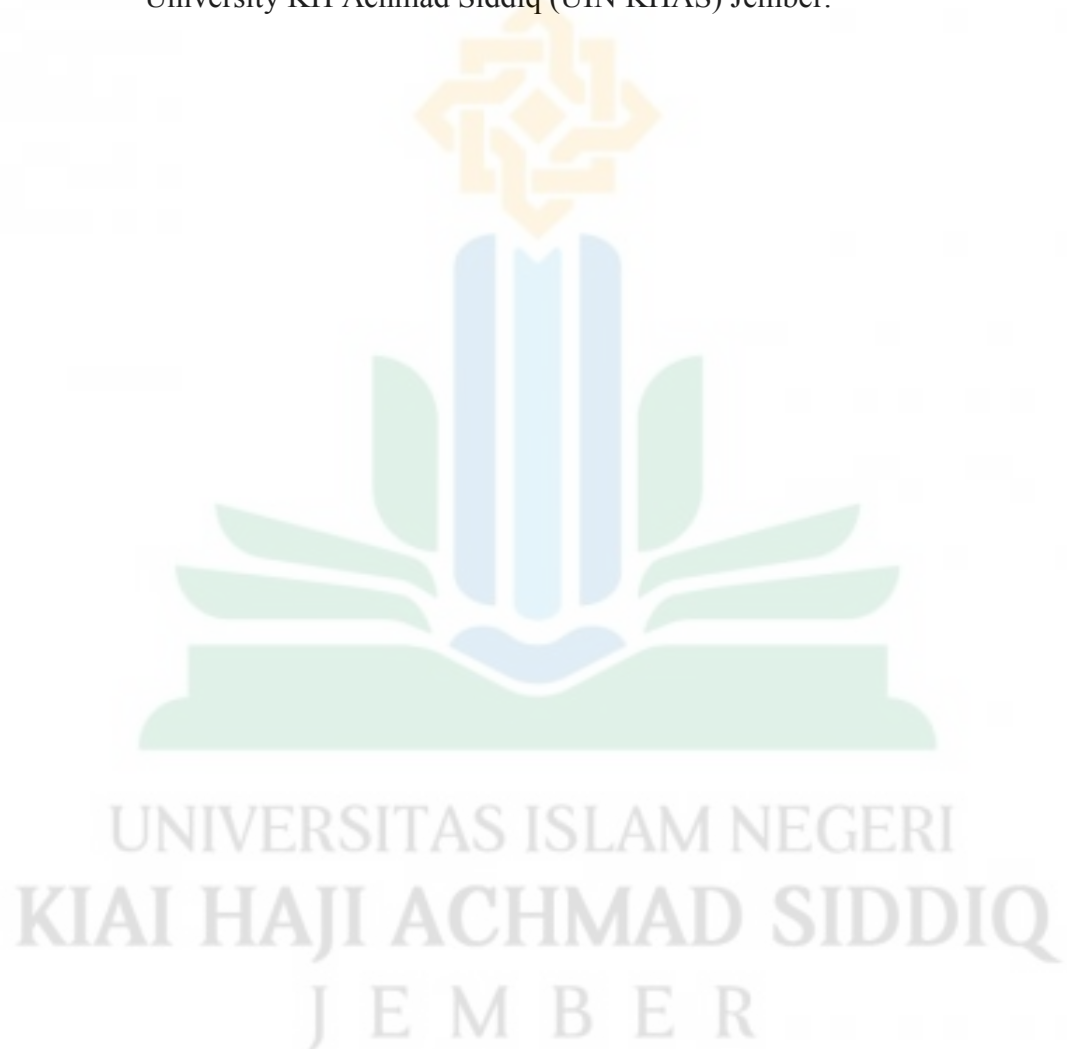
Processing data from the result of data collection intended to facilitate data analysis.

c. Data analysis

After all the data were collected, analyze the whole data with qualitative analysis techniques by presenting an overview of what has been obtained during data collection. The result of the analysis described in the data exposure and research findings.

3. Reporting stage

The reporting stage is preparation of research results in the form of a thesis in accordance with the guidelines applicable to State Islamic University KH Achmad Siddiq (UIN KHAS) Jember.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Profile of SMP Al-Ma'arif Jombang

a. School Identity

- 1) Name : SMP AL-MA'ARIF JOMBANG
- 2) Statistic Number : 204052423074
- 3) NPSN : 20523472
- 4) Complete Address : Jl. Ki Hajar Dewantara 11 Jombang
Jombang – Jember – East Java 68168
- 5) School Status : Swasta
- 6) Since : 1965

b. Organization Structure

- 1) Principal : Drs. HM. Muhibbin Alwi
- 2) Assistant Principal : Ivan Nuryanto, S.Pd.
- 3) Head of Administration : Saiful Munir, S. Pd.I.
- 4) Treasure : Reni Aprilia, S.Pd.
- 5) AP of Academic Affairs : Siti Maskanah, S.Ag.
- 6) AP of Students Affairs : Andika Kresna F., S. Pd.
- 7) AP of Public Relations : M. Sadam Husen
- 8) AP of Facilities and Infrastructure : Hariyani, S.Pd.

c. Vision and Mission of SMP Al-Ma'arif Jombang

1) Vision : Educated, skilled and achieved based on IMTAQ

2) Mision :

a) Implementing Islamic education as an integral part of the entire educational process by integrating aspects of teaching, experience and practice.

b) Organizing quality education in achieving academic/non-academic achievements.

c) Applying noble moral values and norms in all learning activities with uswatun hasanah and akhlaqul karimah approaches.

d) The realization of students who are able to memorize juz 'amma and understand amtsilati.

e) Improving the quality of education services to the community.

f) Organizing effective, efficient, transparent and accountable school governance.

2. Presentation of Data

At this stage the researcher will present some of the data that has been obtained during the research activities. The data that has been obtained are then included in this chapter in accordance with the research procedures taken by the researcher. The data will be presented in detail according to the findings from the research location, wether in the form of data from observations or data from interviews.

In this discussion, the researcher will describe the actual conditions regarding learning reading comprehension through Vocabulary Self-collection Strategy (VSS) in Grade Seventh of SMP Al-Ma'arif Jombang. The results of the data obtained by the researchers are as follows:

a. The purpose of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) in grade seventh of SMP Al-Ma'arif Jombang.

The purpose of learning reading comprehension through Vocabulary Self-collection Strategy (VSS), According to Ms. Feni as the English teacher of SMP Al-Ma'arif Jombang said that:

“Vocabulary Self-collection Strategy (VSS) needs to be applied in learning reading with the purpose of students are being able to have enthusiasm and seriousness to do every activity in English learning, students are able to identify the communicative purpose of the text, students are able to identify the structure and language features of the text, students are able to identify the meaning of unfamiliar words based on the context, students are able to define the unfamiliar words into Indonesian expressions by using VSS, students are able to answer the questions related to the text and present their answers orally.”¹

Based on the interview above, it can be seen that the purpose of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) are: Students are being able to have enthusiasm and seriousness to do every activity in English learning, students are able to identify the communicative purpose of the text, students are able to identify the structure and language features of the text, students are

¹ Ms. Feni Aprilia, Interview, 21st of October 2021

able to identify the meaning of unfamiliar words based on the context, students are able to define the unfamiliar words into Indonesian expressions by using VSS, students are able to answer the questions related to the text and present their answers orally.

The same thing was also conveyed by Dimas Prayogi, a student of grade seventh SMP Al-Ma'arif Jombang said that:

“when using Vocabulary Self-collection Strategy students become more active and enthusiastic in English learning activity and also students become easier on understanding the text by identifying the meaning of unfamiliar words based on the context”²

Based on the interview above, it can be seen that the purpose of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) are to make students become more active, enthusiastic and easier on understanding the text by identifying the meaning of unfamiliar words based on the context.

The statement above were emphasized on the Lesson Plan (RPP) point C regarding learning objectives, where it was stated that:

“First, students are being able to have enthusiasm and seriousness to do every activity in English learning, second, students are able to identify the communicative purpose of the text, third, students are able to identify the structure and language features of the text, fourth, students are able to identify the meaning of unfamiliar words based on the context, fifth, students are able to define the unfamiliar words into Indonesian expressions by using VSS, sixth, students are able to answer the questions related to the text and present their answers orally.”³

² Dimas Prayogi, Interview, 25th of October 2021

³ Documentation, English Class, 16th of October 2021

Here, the researcher present the documentation during the learning reading comprehension through Vocabulary Self-collection Strategy.



Picture 4.1
The process of learning reading comprehension through Vocabulary Self-collection Strategy

The results of the documentation above are supported by the result of observations. The result of the observations are the students divided into some groups discussion to find the meaning of unfamiliar words then the leader of each group present their answers by writing the answers on the board and discussed together orally.⁴

The reasercher concluded that the result of interviews, observations and documentations during the learning reading comprehension through Vocabulary Self-collection Strategy was: students become more active and enthusiastic during the learning because the learning activity is not boring, students become more concentrated on the subject matter because each student can express their answers in a group. Beside that, students also become easier on

⁴ Observation, English Class, 16th of October 2021

understanding the text by identifying the meaning of unfamiliar words based on the context then present it orally.

b. The material of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) in grade seventh of SMP Al-Ma'arif Jombang.

The material of learning reading comprehension through Vocabulary Self-collection Strategy (VSS), According to Ms. Feni as the English teacher of SMP Al-Ma'arif Jombang said that:

“The material that I gave to the students was describing and identifying people, include the language features and the text structure”⁵

Based on the interview above, it can be seen that the material of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) was about describing and identifying people, include the language features and the text structure.

Regarding the learning material for reading comprehension using Vocabulary Self-collection Strategy (VSS), Naysila Enggar Dwi Pertiwi as a student of grade seventh SMP Al-Ma'arif Jombang stated that:

“In the learning process, usually Ms. Feni using Vocabulary Self-collection Strategy (VSS) on the learning reading comprehension with the material about describing and identifying people. It is requires because the material needs more understanding about the text wether on the language features or the text structure”⁶

⁵ Ms. Feni Aprilia, Interview, 21st of October 2021

⁶ Naysila Enggar Dwi Pertiwi, Interview, 25th of October 2021

Based on the interview above, it can be seen that the material presented by the teacher on learning reading comprehension using Vocabulary Self-collection Strategy (VSS) was about describing and identifying people. Which is the material requires more understanding about the the text wether on the language features or the text structure.

The statement above were emphasized on the Lesson Plan (RPP) point D regarding learning material, where it was stated that:

“Describing and identifying people (language features and text structure)”⁷

Based on the results of interviews, observations and documentation, the researcher concluded that learning reading comprehension using Vocabulary Self-collection Strategy (VSS) helped students to be more understand about the text of the learning material.

c. The steps of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) in grade seventh of SMP Al-Ma'arif Jombang.

The steps of learning reading comprehension based on the results of observations, the Vocabulary Self-collection Strategy (VSS) were applied in grade seventh of SMP Al-Ma'arif Jombang. Regarding the process of the learning reading comprehension through Vocabulary Self-collection Strategy (VSS), Ms. Feni said that:

⁷ Documentation, English Class, 16th of October 2021

“The process of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) applied according to the lesson plan (RPP) that I have compiled. *First*, I divided the students into several groups. *Second*, give a text describing a family. *Third*, each group lists some unfamiliar words in the table provided and I write those words in the whiteboard. *Fourth*, the students give their reason of choosing the words and define the meaning of the words by guessing them from the context of the text. *Fifth*, The students identify the function and kind of words defined in the simple way. *Sixth*, The students receive a feedback from me and the other students about the social function and language features used. *Seventh*, The students answer some questions related to the text and each leader of the group presents their answers by writing the answers on the board. *Then*, the students and I make a summary of the materials that have been learnt.”⁸

Based on the interview above, it can be seen that the steps of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) was: The teacher divided the students into several groups. The teacher gives a text describing a family. Each group lists some unfamiliar words in the table provided and the teacher write those words in the whiteboard. The students give their reason of choosing the words and define the meaning of the words by guessing them from the context of the text. The students identify the function and kind of words defined in the simple way. The students receive a feedback from teacher and the other students about the social function and language features used. The students answer some questions related to the text and each leader of the group presents their answers by writing the answers on the board. The teacher and the students make a summary of the materials that have been learnt.

⁸ Ms. Feni Aprilia, Interview, 21st of October 2021

The statement related to the steps of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) strengthened by Naysila Enggar Dwi Pertiwi, a student of grade seventh who stated that:

“First, Ms. Feni divided the students into some groups consisting 4-5 students in each group. Then Ms. Feni gave a text about describing family. Next, each group list some unfamiliar words, give some reasons and define the meaning of the words based on the context while identifying the function and kind of words defined. After Ms. Feni giving feedback to the class then we answer some questions related to the text and the leader of each group present it on the board. Last, Ms. Feni discusses and concludes the materials that have been learnt.”⁹

Based on the interview above, it can be seen that the steps of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) was: Ms. Feni divided the students into some groups consisting 4-5 students in each group, then gives a text about describing family. Next, each group list some unfamiliar words, give some reasons and define the meaning of the words based on the context while identifying the function and kind of words defined. After Ms. Feni giving feedback to the class then the students answer some questions related to the text and the leader of each group present it on the board. Last, Ms. Feni discusses and concludes the materials that have been learnt.

The statement above were emphasized on the Lesson Plan (RPP) point G regarding learning activities, where it was stated that:

⁹ Naysila Enggar Dwi Pertiwi, Interview, 25th of October 2021

“(1) The teacher divided the students into several groups. (2) The teacher gives a text describing a family (Title: What’s My Family Like?). (3) Each group lists some unfamiliar words in the table provided and the teacher write those words in the whiteboard. (4) The students give their reason of choosing the words and define the meaning of the words by guessing them from the context of the text(the implementation of VSS). (5) The students identify the function and kind of words defined in the simple way. (6) The students receive a feedback from teacher and the other students about the social function and language features used. (7) The students answer some questions related to the text. (8) Each leader of the group presents their answers by writing the answers on the board. (9) The teacher and the students make a summary of the materials that have been learnt”¹⁰

The results of the documentation above are supported by the result of observations. The result of the observations are the students divided into some groups discussion to list and find the meaning of unfamiliar words after being given a text by the teacher. Then the students identifying the function and kind of words. The teacher give feedback about the social function and language features. After that, students answer some questions and the leader of each group present their answers by writing the answers on the board. last, discuss and conclude the materials by teacher and the students.¹¹

Based on the results of interviews, observations and documentation, the researcher concluded that the steps of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) was: The teacher divided the students into some groups consisting 4-5 students in each group, then gives a text about

¹⁰ Documentation, English Class, 16th of October 2021

¹¹ Observation, English Class, 16th of October 2021

describing family. Next, each group list some unfamiliar words, give some reasons and define the meaning of the words based on the context. The students identifying the function and kind of words defined. After the teacher giving feedback to the class then the students answer some questions related to the text and the leader of each group present it on the board. furthermore, the teacher and the students discusses and concludes about the materials at the end of the lesson.

d. The evaluation of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) in grade seventh of SMP Al-Ma'arif Jombang.

The evaluation of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) in grade seventh of SMP Al-Ma'arif Jombang, according to Ms. Feni as the English teacher explained that:

“The evaluation in learning reading comprehension using Vocabulary Self-collection Strategy (VSS), I applied formative assessment which is from the knowledge competence I presented a text describing people in the family then the students can answer the questions and true or false related to the text, and from the skill competence the students collect the unfamiliar words and define them based on the contex. I also do another assessment such as attitude assessment.”¹²

Based on the interview above, it can be seen that the evaluation of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) was answering the questions and true or false related

¹² Ms. Feni Aprilia, Interview, 21st of October 2021

to the text for the knowledge competence, collecting unfamiliar words while define them based on the context for the skill competence and also attitude assessment.

The statement above was added by an interview with a student named Dimas Prayogi, he said that:

“After discussing the text provided, Ms. Feni usually gives questions related to the text”¹³

Based on the interview above, it can be seen that the evaluation of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) was students answering some questions related to the text provided. During the learning process, the evaluation used by Ms. Feni is formative evaluation, where the students work on test and non-test assignment.

The statement above were emphasized on the Lesson Plan (RPP) point H regarding assessment, where it was stated that: Test (Knowledge Competence and Skill Competence) and Non-test (attitude assessment).¹⁴

The results of the documentation above are supported by the result of observations that the teacher gives a test to the students in the form of answering 7 true or false questions and 7 questions related to the text, usually provided in student’s worksheet. Beside that the

¹³ Dimas Prayogi, Interview, 25th of October 2021

¹⁴ Documentation, English Class, 16th of October 2021

teacher also evaluating the students skill and attitude during the learning process.¹⁵

Based on the results of interviews, observations and documentation, the researcher concludes that the evaluation of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) used was formative evaluation, by answering some questions related to the text and making an attitude assessment.

Table 4.1
Matrix of Research Findings

No	Research Focus	Research Findings
1	2	3
1.	How is the purpose of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) in grade Seventh of SMP Al-Ma'arif Jombang?	The purpose of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) in grade Seventh of SMP Al-Ma'arif Jombang was: a. Students are being able to have enthusiasm and seriousness to do every activity in English learning b. Students are able to identify the communicative purpose of the text c. Students are able to identify the structure and language features of the text d. Students are able to identify the meaning of unfamiliar words based on the context e. Students are able to define the unfamiliar words into Indonesian expressions by using VSS f. Students are able to answer the questions related to the text and present their answers orally
2.	How is the material of learning reading	The material of learning reading comprehension through Vocabulary Self-

¹⁵ Observation, English Class, 16th of October 2021

1	2	3
	comprehension through Vocabulary Self-collection Strategy (VSS) in grade Seventh of SMP Al-Ma'arif Jombang?	collection Strategy (VSS) in grade Seventh of SMP Al-Ma'arif Jombang was: a. Describing and identifying people b. Text structure c. Language features
3.	How are the steps of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) in grade Seventh of SMP Al-Ma'arif Jombang?	The steps of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) in grade Seventh of SMP Al-Ma'arif Jombang was: a. Teacher divided the students into several groups b. Teacher gives a text describing a family c. Each group lists some unfamiliar words in the table provided and the teacher write those words in the whiteboard d. Students give their reason of choosing the words and define the meaning of the words by guessing them from the context of the text e. Students identify the function and kind of words defined in the simple way f. Students receive a feedback from teacher and the other students about the social function and language features used g. Students answer some questions related to the text h. Each leader of the group presents their answers by writing the answers on the board i. Teacher and the students make a summary of the materials that have been learnt
4.	How is the evaluation of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) in grade Seventh of SMP Al-Ma'arif Jombang?	The evaluation of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) in grade Seventh of SMP Al-Ma'arif Jombang was: a. Test (knowledge competence and skill competence) b. Non-test (attitude assessment)

B. Discussion

In this section, the researcher describes and discusses the relationship between the data that has obtained in the field and the theory that has been described. The data that has been obtained in the field analyzed in the previous sub-chapter. The discussion is described in accordance with the research focus that has been determined previously, so that can be able to answer the problems that exist in the field. The discussion of the findings is as follows:

1. The purpose of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) in grade seventh of SMP Al-Ma'arif Jombang.

Purpose is very important component in the learning system, because the teacher and the student's activities are directed to achieve the learning purpose.

Learning purposes are educational goals to be achieved at the teaching level. The results of this achievement are in the form of students who gradually formed their character thinking abilities, and technological skills. Basically, these purposes are expectations of what students can do at the end of the lesson. In a competency-oriented curriculum, learning purposes are also commonly referred to the learning outcome indicators. Those are closely related to the learning outcomes to be achieved by students.¹⁶

¹⁶ Ahmad Susanto, *Teori Belajar Dan Pembelajaran Di Sekolah Dasar* (Jakarta: Kencana, 2016), 40.

While the purpose of reading is to connect the ideas on the page to what already know. It is important to read with purpose. It helps to understand more what is read by people. As we know that the purpose of reading is to get the meaning from the written symbol. One of the most important tasks on the reader is to find out what the writer said.

The purpose of learning reading comprehension using Vocabulary Self-collection Strategy (VSS), the teacher carries out the desired goals, those are: the students are being able to have enthusiasm and seriousness to do every activity in English learning, students are able to identify the communicative purpose of the text, students are able to identify the structure and language features of the text, students are able to identify the meaning of unfamiliar words based on the context, students are able to define the unfamiliar words into Indonesian expressions by using VSS, students are able to answer the questions related to the text and present their answers.

Based on the findings, the purpose of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) is to make students become more active and enthusiastic during the learning because the learning activity is not boring and also can make them feeling like competing with another groups, so, the learning activities running well. Students become more concentrated on the subject matter because each student can discuss and express their answers in a group, where usually reading was kind of activity that students feel trouble indeed.

Beside that, students also become easier on understanding the text by identifying the meaning of unfamiliar words based on the context. Applying Vocabulary Self-collection Strategy helps students to comprehend the text in the form of solving the lack of vocabulary faced by students in reading, so, they can answer the questions based on the text provided by the teacher.

2. The material of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) in grade seventh of SMP Al-Ma'arif Jombang.

Learning material is the substance that will be delivered in the learning process. Without learning materials, the teaching and learning process will not run smoothly. Therefore, the teacher who will teach must have and master the learning material that will be delivered to students. Learning materials are a source of learning for students. The material referred to a learning resource that carries a message for learning purposes.

The materials used in teaching reading intensely influence to the success of the student's reading. The readability level of the reading material will influence the student's reading comprehension. According to Tomlinson, the materials for language learning can be chosen based on the students' needs in order to facilitate them with the appropriate materials to learn since they have different ways of learning the

language.¹⁷ In this context, the consideration of choosing the suitable materials is based on the students' level of learning the language whether they are beginning, intermediate, or advanced learners.

In addition, Harmer states that the primary point that will lead to the success of teaching reading as the receptive skill is the choice of comprehension task.¹⁸ One thing that must be considered by the teacher in teaching reading is the purpose of teaching reading itself whether it is teaching for testing or the real teachings that will make the students perform more. The discussion between the students and the teacher or among the students will help them to comprehend the text. The second component that must be considered as the reading materials is the appropriate level of the texts and tasks.

The material of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) is about describing and identifying people, include the language features and the text structure.

Based on the findings, the material of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) is about describing and identifying people. Which is the material requires more understanding about the text whether on the language features or the text structure. The teacher used a text provided in student's worksheet on the title "What's my family like?". For the language features it consist of adjectives, adverbs, pronouns, question words, expressions, etc. for the

¹⁷ Tomlinson B., *Materials development for language learning and teaching*. (London: Continuum, 2012), 143

¹⁸ *Ibid.*, 207-208

text structure was about introduce the description of the subject and the characteristic of the subject such as physical appearance, qualities, habitual behavior, etc.

By using Vocabulary Self-collection Strategy (VSS) helped students to be more understand about the text of the learning material. Because it solved the lack of vocabulary faced by students on their learning reading process.

3. The steps of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) in grade seventh of SMP Al-Ma'arif Jombang.

Vocabulary Self-Collection Strategy (VSS) is an interactive-learning instructional strategy that promote word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class. Vocabulary Self-Collection Strategy (VSS) lets the students choose new words that they want to learn. This strategy helps the students to understand the meaning of new words from the context. They will get many new words by sharing their words each other to the whole groups in the class. So, it will highly motivate the students to learn vocabulary because they can interact with their classmate to learn more about the unfamiliar words.

Ruddell on her book states that the most effective way to implement the strategy is to make the students work in pairs or in groups consisting of two to five students with three to five minutes to do the

activity. Each group appoints the spokesperson who will present the result of their discussion and then it will be responded by the member of the other groups. In this part of the activity, the teacher should guide each student to explore their idea in defining the words by which they can interpret the meaning from the context of the text or based on their prior knowledge and experience.¹⁹

The application of Vocabulary Self-collection Strategy (VSS) in learning reading comprehension begins with the teacher divided the students into several groups. The teacher gives a text describing a family. Each group lists some unfamiliar words in the table provided and the teacher write those words in the whiteboard. The students give their reason of choosing the words and define the meaning of the words by guessing them from the context of the text. The students identify the function and kind of words defined in the simple way. The students receive a feedback from teacher and the other students about the social function and language features used. The students answer some questions related to the text and each leader of the group presents their answers by writing the answers on the board. The teacher and the students make a summary of the materials that have been learnt.

The teacher's role here is to give an example how to deal with the activity and then let the students to participate actively in doing all of the tasks. The group work will encourage the students' motivation to learn

¹⁹ Ruddell, M.R., *Teaching Content Reading and Writing (4th ed.)*, (United State: John Wiley, 2005), 167

since they can communicate to share ideas with the teacher and their friends in the same or different group.

Based on the explanation above, it can be concluded that the application of Vocabulary Self-collection Strategy (VSS) in learning reading comprehension is in good category because it has fulfill the standard of implementing a learning step, those are: The teacher divided the students into some groups consisting 4-5 students in each group, then gives a text about describing family. Next, each group list some unfamiliar words, give some reasons and define the meaning of the words based on the context. The students identifying the function and kind of words defined. After the teacher giving feedback to the class then the students answer some questions related to the text and the leader of each group present it on the board. furthermore, the teacher and the students discusses and concludes about the materials at the end of the lesson.

4. The evaluation of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) in grade seventh of SMP Al-Ma'arif Jombang

Evaluation is a process to provide information about the extent of a certain activity that has been achieved, how the difference achievement of a certain standard to find out whether there is a difference between them or not, and how the benefits that have been carried out are compared to the expectations to be obtained. In another sense, evaluation is a

systematic process to determine or make decisions, to what extent the program objectives have been achieved.

The evaluation of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) is using formative evaluation provided by the teacher, where the students work on test and non-test assignment.

Formative test is a kind of test which is administered by teacher to know how successful the learning and teaching process in the classroom in periodical meeting. Similar with this statement, Gronlund states that a formative test is given to monitoring learning progress during instruction.²⁰

Grabe asserts that the types of tasks become the essential component of the reading assessment since the major goal of the assessment tasks is to give information related to the students' progress in the process of reading which finally will be considered as the reference in determining the students' reading abilities.²¹ The some kinds of tasks which is standardized as the reading assessment task formats are: cloze, gap-filling, text gap, multiple choice, matching, editing, short answer, summary, skimming, scanning, and so forth.

Based on the explanation above, the evaluation of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) used

²⁰ Norman E. Gronlund, *Measurement and Evaluation in Teaching*, (New York: Macmillan Publishing Co., Inc., 1981), 126.

²¹ Grabe W., *Reading in a Second Language: Moving from Theory to Practice*, (Cambridge: Cambridge University Press, 2009), 358-359

formative evaluation. Where students evaluated at the end of the learning process. The teacher applied Test for the knowledge competence and skill competence, and Non-Test for the attitude assessment.

Based on the findings, that the teacher gives a test to the students in the form of answering 7 true or false questions and 7 questions related to the text, it was provided in student's worksheet. Beside that, the teacher also evaluate the students competence by listing the unfamiliar words in the VSS chart, and for the attitude assessment was taken during the learning process by identifying student's enthusiasm, activeness and seriousness to do every activity in learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research data analysis presented in chapter IV, these are the conclusions obtained:

1. The purposes of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) are: Students are being able to have enthusiasm and seriousness to do every activity in English learning, students are able to identify the communicative purpose of the text, students are able to identify the structure and language features of the text, students are able to identify the meaning of unfamiliar words based on the context, students are able to define the unfamiliar words into Indonesian expressions by using VSS, students are able to answer the questions related to the text and present their answers orally.
2. The material of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) was about describing and identifying people, include the language features and the text structure.
3. The steps of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) was: The teacher divided the students into some groups consisting 4-5 students in each group, then gives a text about describing family. Next, each group list some unfamiliar words, give some reasons and define the meaning of the words based on the context. The students identifying the function and kind of words defined. After the

teacher giving feedback to the class then the students answer some questions related to the text and the leader of each group present it on the board. furthermore, the teacher and the students discusses and concludes about the materials at the end of the lesson.

4. The evaluation of learning reading comprehension using Vocabulary Self-collection Strategy (VSS) was in the form of answering 7 questions and 7 true or false related to the text for the knowledge competence, collecting unfamiliar words while define them based on the context for the skill competence and also attitude assessment.

B. Suggestion

After conducting the research at SMP Al-Ma'arif Jombang, here some suggestions that could be used for subsequent research:

1. For Teacher

The teacher should adapt to the material being taught in choosing and applying the learning strategy, teacher also must consider the student's characteristics and conditions.

The teacher must be able to motivate students in developing their abilities and activeness during the learning process.

2. For the Next Researcher

For the next researcher, to conduct a more comprehensive research, of course, with a variety of more mature preparations in order to find something that has not been found in this research. This research also could be used as reference in doing related research in another object.

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Appendix 1

MATRIX OF RESEARCH

TITLE	VARIABLE	INDICATOR	SOURCE OF DATA	RESEARCH METHOD	RESEARCH FOCUS
The Implementation of Learning Reading Comprehension through Vocabulary Self-collection Strategy at the Seventh Grade of SMP Al-Ma'arif Jombang	1. Learning Reading Comprehension 2. Vocabulary	- Definition of Learning - Components of Learning Comprehension a. Learning purposes b. Materials of learning c. The steps of learning d. Evaluation of learning - Definition of Reading Comprehension - Definition of	1. Primary Data Interview informant: a. English teacher of SMP Al-Ma'arif Jombang b. Seventh grade students of SMP Al-Ma'arif Jombang 2. Secondary Data Observation and Documentation	1. Approach of Research: Qualitative Research 2. Type of Research: Descriptive 3. Data Collection Technique: a. Observation b. Interview c. Documentation 4. Data Analysis: a. Data Reduction b. Data Presentation c. Conclusion 5. Validity of Data: a. Source	1. How is the purpose of the implementation of reading comprehension through Vocabulary Self-collection Strategy (VSS) in grade seventh of SMP Al-Ma'arif Jombang? 2. How is the material of the implementation of reading comprehension through Vocabulary Self-collection Strategy (VSS) in grade seventh of SMP Al-Ma'arif Jombang? 3. How are the steps of the implementation of reading comprehension through Vocabulary Self-collection

	Self-collection Strategy (VSS)	<p>Vocabulary Self-collection Strategy (VSS)</p> <ul style="list-style-type: none"> - The purpose of Vocabulary Self-collection Strategy (VSS) - The benefit of Vocabulary Self-collection Strategy (VSS) - The steps of Vocabulary Self-collection Strategy (VSS) 		<p>Triangulation</p> <p>b. Technical Triangulation</p> <p>6. Research Steps:</p> <ul style="list-style-type: none"> a. Pre-field stage b. Stage of field work c. Reporting stage 	<p>Strategy (VSS) in grade seventh of SMP Al – Ma’arif Jombang?</p> <p>4. How is the evaluation of the implementation of reading comprehension through Vocabulary Self-collection Strategy (VSS) in grade seventh of SMP Al – Ma’arif Jombang?</p>
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Appendix 2

RESEARCH INSTRUMENT

A. Observation Instruments

1. Geographical location of SMP Al-Ma'arif Jombang.
2. Objective conditions of SMP Al-Ma'arif Jombang.
3. State of facilities and infrastructure of SMP Al-Ma'arif Jombang.

B. Interview Instruments

1. What do you think about the purpose of the implementation of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma'arif Jombang?
2. What are the steps that used in learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma'arif Jombang?
3. What is your opinion before using the Vocabulary Self-collection Strategy (VSS) for the seventh grade of SMP Al – Ma'arif Jombang?
4. What is your opinion after using the Vocabulary Self-collection Strategy (VSS) for the seventh grade of SMP Al – Ma'arif Jombang?
5. What are the obstacles in using Vocabulary Self-collection Strategy (VSS) for the seventh grade of SMP Al – Ma'arif Jombang?
6. How far the student's activeness and enthusiasm in learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma'arif Jombang?

7. How is the evaluation of the implementation of learning reading comprehension through Vocabulary Self-collection Strategy (VSS) at the seventh grade of SMP Al – Ma’arif Jombang?
8. How did the students feel before and after using Vocabulary Self-collection Strategy (VSS) in learning reading comprehension for the seventh grade of SMP Al – Ma’arif Jombang?

C. Documentation Instruments

1. The structure of SMP Al-Ma’arif Jombang.
2. Vision and Mission of SMP Al-Ma’arif Jombang..
3. Documents relevant to the research at SMP Al-Ma’arif Jombang.



Appendix 3

RESEARCH JOURNAL

No	Hari/Tanggal	Jenis Kegiatan	Tanda Tangan
1.	Thursday, 23rd of September 2020	The researcher look at the location and enviromental conditions of SMP Al-Ma'arif Jombang	
2.	Thursday, 30th of September 2020	The researcher confirm the research permission	
3.	Monday, 4th of Oktober 2020	Submit the research proposal	
4.	Saturday, 16th of October 2021	Observe the classroom activity in learning reading comprehension through Vocabulary Self-collection Strategy at seventh grade of SMP Al-Ma'arif Jombang	
5.	Thursday, 21st of October 2021	Interview with the English teacher about the strategy used in the learning process	
6.	Monday, 25th of October 2021	Interview with the seventh grade students of SMP Al-Ma'arif Jombang	
7.	Saturday, 30th of October 2021	Complete the research data and documentation	
8.	Monday, 1st of November 2021	The researcher asking for a letter of research finishing	

November 1st of November 2021
The Head Master


DR. HM. MUHIBBIN ALWI

Appendix 4

LESSON PLAN

School : SMP AL-MA'ARIF JOMBANG
Subject : English
Grade/ Semester : VII/ 1
Subject Matter : *Teks Lisan dan Tulis untuk Menyatakan dan Menanyakan Sifat **Orang**, Binatang dan Benda*

A. Core Competencies

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicators of Competence Achievement

No.	Basic Competencies (<i>Kompetensi Dasar</i>)	Indicators of Competence Achievement (<i>Indikator Pencapaian Kompetensi</i>)
1.	1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Having enthusiasm to do every activity in English learning. (<i>Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris</i>). 1.1.3 Having seriousness to do every activity in English learning. (<i>Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris</i>).
2.	3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 Determining the communicative purpose of the text. (<i>Menentukan tujuan komunikatif teks</i>). 3.7.2 Identifying structure of the text. (<i>Mengidentifikasi struktur teks</i>). 3.7.3 Identifying the language features of the text. (<i>Mengidentifikasi unsur kebahasaan dalam teks</i>).
2.	4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan	4.8.1 Asking the nature and physical characteristics of people orally, accurately, fluently, and appropriately. (<i>Menanyakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar dan</i>

	<p>benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>berterima).</p> <p>4.8.2 Stating the nature and physical characteristics of people orally, accurately, fluently, and appropriately. (Menyatakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar dan berterima).</p> <p>4.8.3 Asking the nature and physical characteristics of people in written language, accurately, coherently, and appropriately. (Menanyakan sifat dan ciri fisik orang secara tertulis dengan akurat, runtut dan berterima).</p> <p>4.8.4 Stating the nature and physical characteristics of people in written language, accurately, coherently, and appropriately. (Menyatakan sifat dan ciri fisik orang secara tertulis dengan akurat, runtut dan berterima).</p>
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C. Objectives

After carrying out a series of learning activities, the students can:

1. Have enthusiasm and seriousness to do every activity in English learning
2. Identify the communicative purpose of the text
3. Identify the structure and language features of the text
4. Identify the meaning of the unfamiliar words based on the context
5. Define the unfamiliar words into the Indonesian expressions by using Vocabulary Self-Collection Strategy (VSS)
6. Answer the questions related to the text and present their answers orally

D. Materials

Social Function: Describing and identifying people

Text Structure:

1. An introduction to the subject of the description
2. Characteristic features of the subject, e.g. physical appearance, qualities, habitual behavior, significant attributes

Language features:

1. Adjectives (*big, small, tall, short, long, beautiful, handsome* etc.)
2. Adverbs (*very, so, really, extremely*, etc.)
3. Short Form (*He's, she's, they're*, etc.)
4. Sentence/Expression (*What does he look like? What do they look like? What do you think? How nice they are! She is very beautiful*)
5. Question words (*what, which, how*)
6. Pronouns (*this, that, those, these, he, she, they*, etc.)
7. Introductory there (*there is, there are*)
8. Verbs in the form of *the simple present tense: have, has, be*, etc.
9. Expression, stress, intonation, and spelling

E. Teaching and Learning Method

Scientific Approach

F. Learning Strategy

Vocabulary Self-collection Strategy (VSS)

G. Media, Tools and Learning Resources

1. Media

Worksheet

2. Tools

Whiteboard and board marker

3. Learning Resources

Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English rings the bell*. Jakarta: Politeknik Negeri Media Kreatif.

Internet:

www.eslprintable.com (Text for Activity 4, titled: “What’s My Family Like?”)

H. The Steps of Learning Activities

Introduction (10 minutes)

1. The teacher greets the students.
2. The teacher invites the students to begin the activities with prayer.
3. The teacher checks the students’ attendance.
4. The teacher asks the students about the materials learned before.
5. The teacher explains the objective of the study or the basic competencethat will be achieved.
6. The teacher explains the range of the materials and the description ofthe activities based on the lesson plan.

The Core Activity (60 minutes)

Collecting the Data

7. The students are divided into eight groups consisting of four students for each group.
8. The teacher gives a text describing a family (Title: What’s My Family Like?)
9. Each group lists some unfamiliar words in the table provided and the teacher writes those words in the whiteboard.
10. The students give their reason of choosing the words and define the meaning of the words by guessing them from the context of the text (the implementation of VSS).

Associating

11. The students identify the function and kind of words defined in the simple way.

12. The students receive a feedback from the teacher and friends about the social function and language features used.

Communicating

13. The students answer the true or false questions related to the text.
14. The students answer the questions related to the text.

15. Each leader of the group presents their answers by writing the answers on the board.

Closing (10 Minutes)

16. The teacher and the students make a summary of the materials that have been learnt in this meeting.
17. The teacher asks questions to the students to help them reflect on the learning activities that they have done.
18. The teacher explains the lesson plan of the upcoming activities.

I. Assessment

1. Spiritual Competence

Indicators:

- (1) Having enthusiasm to do every activity in English learning.
- (2) Having seriousness to do every activity in English learning.

No.	Students' Name	Spiritual Indicator Score (1-4)		Total of Score Acquisition	Final Score
		Indicator 1	Indicator 2		
1.					
2.					
3.					
4.					
5.	Etc.				

Note:

- 4 = If ALWAYS do the behavior observed.
- 3 = If OFTEN do the behavior observed.
- 2 = If SOMETIMES do the behavior observed.
- 1 = If NEVER do the behavior observed.

2. Knowledge Competence

- a. Assessment Technique : Practice
- b. Instrument Form : VSS Chart
- c. Kisi-kisi :

No.	Indicators	Number of Activity
1.	Presented a text describing people in the family, the students can collect the unfamiliar words and define them based on the context (The implementation of VSS).	Activity 4

Note:

- 4 = If collect 10 or more than 10 words.
- 3 = If collect 7-9 words.
- 2 = If collect 4-6 words.
- 1 = If collect 1-3 words.

- d. Instrument : See the worksheet

3. Skill Competence

- a. Assessment Technique : Short Answer
- b. Instrument Form : Reading Comprehension Test
- c. Kisi-kisi :

No.	Indicators	Number of Activity
1.	Presented a text describing people in the family, the students can answer the questions related to the text. The questions related to the text.	Activity 4

Note:

- Score for each point = 7.15
- Maximum Score = 100

- d. Instrument : See the worksheet

The Conversion of Attitude, Knowledge, and Skill Competence:

Predicate	Competence Score		
	Skill	Knowledge	Attitude
A+	100	4	<i>SB</i>
A-	90	3.66	
B+	80	3.33	<i>B</i>
B-	70	2.66	
C+	60	2.33	<i>C</i>
C-	50	1.66	
D	40	1.33	<i>K</i>

Note:

SB: Sangat Baik

B: Baik

C: Cukup

K: Kurang



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

WORKSHEET

Read the following text. Then, write true or false and answer the questions as follow.

Activity 4

WHAT'S MY FAMILY LIKE?

Hello! My name is Joe Green and I'm eleven years old. This is a picture of my family. My mother, Emily Green, is on the right. She is thirty-five years old and she is very pretty. She is tall and thin. She has big dark eyes, straight dark hair, a small nose and a small mouth. My father, John Green, is on the left. He is forty years old.



He is tall and slim. He has short brown hair and small dark eyes. He's a big mouth and a big nose. My sister, Judith, is on the right behind me. She is thirteen years old and she's really nice. She has curly red hair, big brown eyes, a small nose and a small mouth. She's freckles. I almost forgot Twinkle, our pet dog... He's very loyal. We are a happy family.

2. Joe's mother is short.

1. His parents aren't plump.

3. His father has a small nose.

4. His hair is brown.

7. Joe's sister has freckles.

6. Joe is thirteen years old.

5. They are a happy family.

1. Does Joe's father have curly hair?

2. What is his sister like?

3. How old is she?

4. Does his mother have brown eyes?

5. Is she tall?

6. What's his father like?

7. Who is Twinkle?

Appendix 5



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : [www.http://fftik.iain-jember.ac.id](http://fftik.iain-jember.ac.id) e-mail : tarbiyah.iainjember@gmail.com

Nomor : B. 1779/In.20/3.a/PP.00.9/09/2021 21 September 2021
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP AL-MA'ARIF JOMBANG
Jl. Ki Hajar Dewantara No.11 Jombang, Kec. Jombang, Kab. Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : NURI AHADIYATUL MAULIDIA FAJRIN
NIM : T20156031
Semester : 13
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/ Riset mengenai **THE IMPLEMENTATION OF LEARNING READING COMPREHENSION THROUGH VOCABULARY SELF-COLLECTION STRATEGY AT THE SEVENTH GRADE OF SMP AL-MA'ARIF JOMANG** selama **30 (tiga puluh)** hari di lingkungan lembaga wewenang Bapak Drs. HM. Muhibbin Alwi.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. KEPALA SEKOLAH
2. GURU BAHASA INGGRIS

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 21 September 2021

an Dekan
Wakil Dekan Bidang Akademik,



Mashudi

Appendix 6



**LEMBAGA PENDIDIKAN MA'ARIF NU
SMP AL - MA'ARIF**

Jl. KJ Hajar Dewantara No 11 Telp (0336) 321593 Fax (0336) 322705 Kode Pos 68168
.NSS : 204052423074 NPSN : 20523742
e-mail : smpalmaarif5758@gmail.com

SURAT KETERANGAN
0301/104.32 /SMP-Alm /XII/ 2021

Yang bertanda Tangan dibawah ini :

Nama : **Drs. H.M. MUHIBBIN ALWI**
NIP : -
Jabatan : Kepala Sekolah
Unit Kerja : SMP Al - Ma'arif Jombang

Menerangkan dengan sebenarnya bahwa :

Nama : **NURI AHADIYATUL MAULIDIA FAJRIN**
NIM : T20156031
Jurusan : Pendidikan Bahasa
Program Studi : Pendidikan Bahasa Inggris

Mahasiswa tersebut telah menyelesaikan penelitian dalam rangka penyusunan Skripsi dengan judul " **The Implementation of Learning Reading Comprehension Through Vocabulary Self - Collection Strategy at the Seventh Grade of SMP Al - Ma'arif Jombang** " .

Demikian surat keterangan ini dibuat agar digunakan sebagaimana mestinya.

Jombang, 1 Nopember 2021

Kepala Sekolah



Drs. H.M. MUHIBBIN ALWI

DOCUMENTATION

IDENTITAS SEKOLAH	
1. NAMA SEKOLAH	SMP AL-MA'ARIF
2. NOMOR STATISIK SEKOLAH	204052183074
3. PROPINSI	JAWA TIMUR
4. OTONOMI DAERAH	TEMEN DE
5. KECAMATAN	JOMBANG
6. DESA / KELURAHAN	JOMBANG
7. JALAN DAN NOMOR	Jl. Kertanegara Dewantara NOMOR : 11
8. KODE POS	61655
9. TELEPON	KODE WILAYAH (0336) NOMOR : 321583
10. FAX/GIMILE / FAX	KODE WILAYAH : NOMOR : PERKOTAAN : PERDESAAN :
11. DAERAH	NEGERI <input type="checkbox"/> MODEL <input type="checkbox"/> PERUKA
12. STATUS SEKOLAH	<input type="checkbox"/> USAMAKAN <input type="checkbox"/> DIKUI <input type="checkbox"/> TERDAPAT <input type="checkbox"/> BELUM AKHIRAS
13. KELOMPOK SEKOLAH	INTELI <input type="checkbox"/> MODEL <input type="checkbox"/> PERUKA
14. AKREDITASI	<input type="checkbox"/> USAMAKAN <input type="checkbox"/> DIKUI <input type="checkbox"/> TERDAPAT <input type="checkbox"/> BELUM AKHIRAS
15. SURAT KEPUTUSAN / SK	NOMOR : 2844/201/N/1997 TGL : 28 JUNI 1997
16. PENERBIT SK (TANGGUNGJAWAB)	Wakil Kepala Sekolah
17. TAHUN BERDIRI	TAHUN : 1965
18. TAHUN PERUBAHAN	TAHUN : 1970
19. KEGIATAN BELAJAR MENGAJAR	<input type="checkbox"/> PAGI <input type="checkbox"/> SIANG <input type="checkbox"/> PAGI DAN SIANG
20. BANGUNAN SEKOLAH	<input type="checkbox"/> MILIK SENDIRI <input type="checkbox"/> BUKAN MILIK SENDIRI
21. LOKASI SEKOLAH	Dl. Desa : 30000000
22. JARAK KE PUSAT KECAMATAN	2,7 (dua) KM
23. JARAK KE PUSAT OTODA	25 (dua puluh lima) KM
24. TERLETAK PADA LINTASAN	<input type="checkbox"/> DESA <input type="checkbox"/> KECAMATAN <input type="checkbox"/> KABUPATEN <input type="checkbox"/> PROP.
25. PERJALANAN/PERUBAHAN SEKOLAH	1965 Terdaftar 1985 Terdaftar 1986 Disahkan
26. JUMLAH KEANGGOTAAN RAYON	SEKOLAH
27. ORGANISASI PENYELENGGARA	<input type="checkbox"/> PEMERINTAH <input type="checkbox"/> YAYASAN <input type="checkbox"/> ORGANISASI <input type="checkbox"/> MASY. KEMALIA

Profile of SMP Al-Ma'arif Jombang



Organization Structure of SMP Al-Ma'arif Jombang

SMP AL-MA'ARIF
Jombang Jbr.

Visi

TERDIDIK TERAMPIL & BERPRESTASI berdasarkan **IMTAQ**

- Melaksanakan Pendidikan Islam sebagai bagian yang integral dari keseluruhan Proses Pendidikan dengan mengintegrasikan aspek-aspek pengajaran, pengalaman dan pengamalan.
- Menyelenggarakan pendidikan yang berkualitas dalam pencapaian prestasi akademik / non akademik.
- Menerapkan nilai dan norma akhlaq mulia dalam seluruh kegiatan pembelajaran dg. pendekatan uswatun hasanah dan akhlaqul karimah.
- Terwujudnya peserta didik yang mampu menghafal Juz 'Amma dan memahami Amsilati.
- Meningkatkan kualitas layanan pendidikan kepada masyarakat.
- Menyelenggarakan tata kelola sekolah yang efektif, efisien, transparan dan akuntabilitas.

Misi

Vision and Mission of SMP Al-Ma'arif Jombang



Interview with the English Teacher



Interview with a Student of 7th Grade



Interview with a Student of 7th Grade

Learning Process



Learning Process



Appendix 8

DECLARATION OF AUTHENTICITY

The undersigned below:

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States that thesis entitled "The Implementation of Learning Reading Comprehension Through Vocabulary Self-collection Strategy at the Seventh Grade of SMP Al-Ma'arif Jombang" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 1 January 2022

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Appendix 9

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