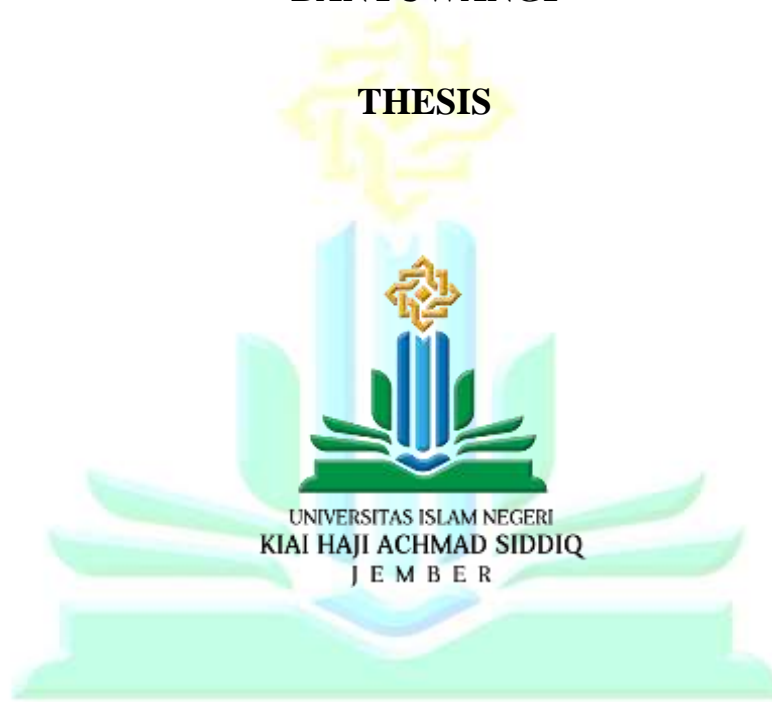


**THE EFFECT OF USING VOCABULARY SELF-
COLLECTION STRATEGY ON THE TEACHING READING
COMPREHENSION IN RECOUNT TEXT
AT THE 8th GRADE STUDENTS OF MTs DARUR RIDWAN
BANYUWANGI**

THESIS



by:

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
Sida Indana Iffa Nahdika
202101060020
J E M B E R

**ENGLISH EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE OF ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ JEMBER
MAY 2024**

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Submitted to State Islamic University of Kyai Haji Achmad Siddiq Jember
to fulfill one of requirements for Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Departement



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

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Approved by supervisor



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THE EFFECT OF USING VOCABULARY SELF-COLLECTION STRATEGY ON THE TEACHING READING COMPREHENSION IN RECOUNT TEXT AT THE 8th GRADE STUDENTS OF MTs DARUR RIDWAN BANYUWANGI

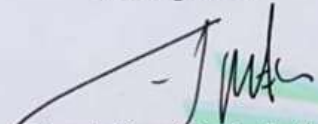
THESIS

It has been examined and approved by the board examiners in fulfillment of the requirement for the bachelor degree of education (S.Pd) faculty of Tarbiyah and Teacher Training English Education Department

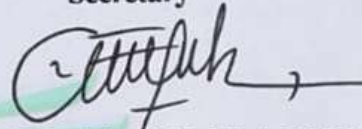
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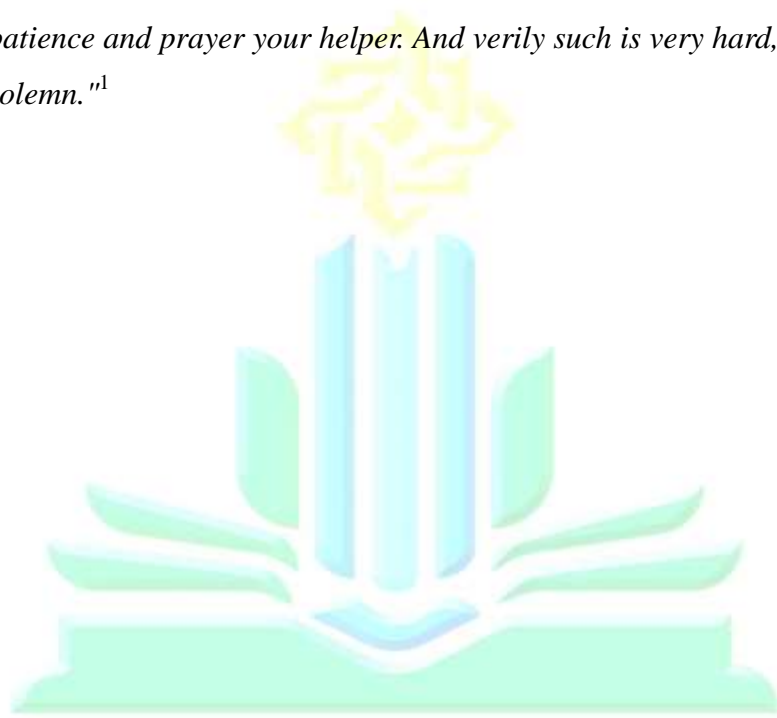



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MOTTO

وَأَسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ وَإِنَّهَا لَكَبِيرَةٌ إِلَّا عَلَى الْخَاشِعِينَ ٤٥

"Make patience and prayer your helper. And verily such is very hard, save it be for the solemn."¹



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¹ Kementerian Agama, Al-Qur'an (Semarang, PT. Karya Toha, 2016) 1:2:45

DEDICATION

This Thesis was dedicated to:

1. My beloved father Imam Nahdi Aslam and my mother Ika Hermawati who have loved me until now and forever. Thank you for wanting me to study as high as possible and thank you for trying everything best for your daughter.
2. My beloved siblings, Laila Fairus Nahdika, Syakira Yasmin Nahdika, and Muhammad Abrar Alkhalifi Dhaifullah who always there in every needed, always hug me when I feel tire in making my paper. Thank you for always cheering me up.
3. Syaiful Arif who always supports me, cheering me up, so that I am passionate in hastening the completion of my thesis. Thank you for accompanying and motivating me in the process of making this thesis starting from submitting the title until my thesis is completed.
4. The last dedication for myself, Sida Indana Iffa Nahdika for my hard work to always be enthusiastic in working on this thesis. Thank you to myself for reaching this life patiently and sincerely. I am proud! In the future for my body and soul, let us work together to become a better person and benefit for surroundings.

ACKNOWLEDGEMENT

All praises to Allah, the Lord of the world, and the creator of everything in this universe, who has given me his gracious mercy and great blessing. So that, I can finish my thesis entitled “The Effect of Using Vocabulary Self-Collection Strategy On The Teaching Reading Comprehension In Recount Text At The 8th Grade Students of MTs Darur Ridwan Banyuwangi”. Peace and salutation to our Prophet Muhammad (Peace be upon him), to this family and his companions, who has taken the humankind out of darkness and leded us to the right path of Islam.

The writer realizes this thesis only finished with some help and support from others during the process. Therefore, the writer would like to be thankful for the following:

1. Prof. Dr. Hepni, S.Ag., M.M., CPEM. as The Rector of State Islamic University KH Achmad Siddiq Jember.
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7. Titin Maslihah, S.Pd as The Headmaster of MTs Darur Ridwan who given me permission to conduct my research in her school.
8. Imam Nahdi Aslam as the caretaker of the foundation Darur Ridwan who given me permission to conduct my reserach in his foundation.
9. All people who have been petrified participated in the creation of this thesis. From the beginning of the title submission until this thesis has been finished.

Jember, 20 January 2024

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ABSTRACT

Sida Indana Iffa Nahdika, 2024: *The Effectiveness Of Using Vocsbulary Self-Collection Strategy On Teaching Reading Comprehension In Recount Text At Students' 8th Grade MTs Darur Ridwan.*

Keyword: *Reading comprehension, vocabulary self-collection strategy, recount text, vocabulary*

Reading is something people often do every day after speaking. Therefore, it is no wonder that reading is important for people to explore EFL on reading skills. Reading comprehension is process to take the sense or meaning of a text. In learning English, the researcher found some problems that (1) students still low in reading skill, especially reading comprehension and (2) English teacher still not use learning strategy in the learning activities, so that students feel less interest in the classroom activity and difficult to understand the text well. The use of learning strategy is highly recommended in the world of education to get the goal. Therefore, students need something new in the learning activities to make students interest and comprehend the text successfully by using vocabulary self-collection Strategy.

Based on the problem above, the formulation of research questions were (1) how can Vocabulary Self-Collection Strategy help Junior High School Students on reading comprehension in recount text? (2) is there any effect of Vocabulary Self-Collection Strategy in reading comprehension recount text for students Junior High School? which is to be the focus in this research.

The research aims is (1) to describe the Vocabulary Self-Collection Strategy that can help junior high school students in reading comprehension the recount text. (2) to know whether there is or not the effect of using the Vocabulary Self-Collection Strategy in reading comprehension the recount text.

To identify the problem, this study use quantitative with pre-experimental design. Pre-experimental design is the design that not use group controls. The experimental class was taught the treatment by using Vocabulary Self-Collection Strategy. The participants is the 8th grade of MTs Darur Ridwan, which is took the sample in VIII B with 31 students by purposive sampling technique. The data collection techniques are pre-test, post-test, observation, and questionnaire.

The treatment process was devide students into small groups and get recount text paragraph to find interesting words and the meaning. Analyze the recount text paragraph to find main idea, detail information, and inference. After that, each group present their finding and the teacher offers comments.

The result of this research found that there was a significant enhancement between the average pre-test and post-test scores. The average pre-test score was 50.81 and the post-test after taught by Vocabulary Self-Collection Strategy, there was an increase in the average score of 70.16. Based on the data analysis, it can be concluded that the Vocabulary Self-Collection Strategy is an effective learning strategy applied to reading comprehension in recount text at students 8th grade MTs Darur Ridwan. It also can be proven by the results of paired sample t-test analysis with the calculation results of Sig. (2-tailed) $0.000 < 0.05$, it can be stated

that Null hypothesis or H_0 is rejected and the alternative hypothesis or H_a is accepted.



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CHAPTER I

INTRODUCTION

A. Background of Study

English as a global language that important for people in the world to learn English which is universally most commonly used in the world. Not many parents taught English since childhood, because in Indonesia English is not as native language rather it is a Foreign Language. Through EFL teacher and being a students, people could introduce what is English or develop their EFL. At junior high school, students learned English language according to the appropriate material. In other words, students were expected to know and understand that English as a Foreign Language has four skills namely reading, writing, speaking, and listening. Reading skill could helped students to developed three skills others which is cannot to be separated.

Teacher as the role model is important in English teaching. The teacher should be a professional teacher. There are five kinds of teacher roles in the classroom, the teacher can be as controller, promter, participant, resource, and tutor.² In the teaching reading the teacher can be the tutor and participant role, where the teacher can walked around, checking, offering some guidance as teacher described, and followed in the discussion so that students felt closer to the teacher.

² Jeremi Harmer, How To Teach English (Edinburgh: Pearson Education, 2010), 20

Reading is something people often do every day after speaking. Therefore, it is important to explore EFL on reading skills. Islam also recommended that human always read so that life is more directed and does not deviated from things that are prohibited. As Allah called upon the Prophet Muhammad to read, it is said by Al-Alaq verse 1.

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Meaning: *Read! In the name of your Lord Who created.*³

Prophet Muhammad (peace be upon him) was told to recite the opening verse of Surat Al Alaq, "*Iqra' bismi rabbika alladzi khalaq*". This mandate is given to all mankind, not only to the Prophet Muhammad (PBUH). This commandment showed how important reading is to gain knowledge for mankind. Science could improve human understanding of the world.

Reading is process to take the sense or meaning of a text. There are two main types of reading category: intensive reading and extensive reading.⁴ Reading is a process of both cognitive and emotional journey for the readers.⁵ In line with above idea, students can easy to get all information such as science, education, communication, technology, etc by reading a text. Students who have difficulty got information from sound and especially who do not practice EFL every day. Reading skill was

³ Kementrian Agama, Al-Qur'an (Semarang, PT. Karya Toha, 2016) 30:96:1

⁴ R. C. Anderson, Language Skill in Elementary School (New York: Macmillan Publishing, 1972)

⁵ Mary Shea & Nancy Jill Roberts, The Five Strategy for Reading Comprehension (Learning Sciences International, 2016)

essential for student because student learned EFL more dept and construct students' critical thinking skills. In reading, students were asked to share the message of the writer, develop the meaning, identify the main ideas, and analysis the vocabularies on the text to find out contextual meaning.⁶ It could be concluded that reading is important journey for students to get information from variety types of text and variety purpose of the text by comprehending it.

The low ability to read English text in Indonesian children is caused by several factors. According to the Executive Director of EF Education First Indonesia, Heni Prihatini, the low ability to read English in Indonesian children is caused by several factors. These factors include; Less exposure to English from an early age, less effective English learning, low motivation and interest in reading.⁷

The people who have no reading ability, they cannot understand the text successfully to achieve comprehension.⁸ Reading comprehension is the student's ability to understanding a text. Reading comprehension is an active activity which is the reader read and do metacognitive to get the information of the text. Aspects of reading comprehension are get the main idea, detail information, vocabulary, and inference. A comprehension

⁶ Ridho Rojabi, "Exploiting SQ4R Cooperative Learning Method to Enhance EFL Students' Reading Comprehension," *Edulingual: Jurnal Linguistiks Terapan dan pendidikan Bahasa Inggris*. 7. No. 1 (June, 2020) : p.1

⁷ Rismaulyani. (July 20, 2023). Indonesian children's English reading skills are still low. Kompas.com. Retrieved December 6, 2023 from <https://edukasi.kompas.com/read/2019/09/19/19582241/indonesia-peringkat-51-kecakapan-bahasa-inggris-teknologi-dapat-jadi-solusi>

⁸ Ebru Kaya, The Role of Reading Skills on Reading Comprehension Ability of Turkish EFL Students, (Turkey: ÜNİVERSİTEPARK, Bülten, 2015), 4 (1-2) 37-51.

strategy is a purposeful approach that people adopt to accomplish tasks and produce reading materials. Readers employed strategies to comprehend, evaluated, and transformed their newly acquired knowledge into knowledge skills. The degree to reach readers comprehend what they read is known as reading comprehension. Thus, to extract information from a text through reading comprehension students could applied these abilities. To emphasize students learning and engagement, it is imperative for teacher to use strategy.

Students Junior High School in English reading skills are still low. The percentage that should be achieved by junior high school students is at 100%, but the statement from the English teacher of MTs Darur Ridwan that the reading ability of 8th grade students in is still at 60%. Therefore, this figure is still far from the target that should be achieved by students.

To improved the reading ability of these students is not an easy thing.

There were several factors that influenced low students in reading ability.

These factors include; lazy to read, less interested in learning English, and monotonous class conditions because the English teacher not applied learning strategy in learning activity yet.

There were many strategy that EFL teacher could applied in the classroom to hone students' reading comprehension. An example is in the classroom, the English taecher gives one of text type in the form of narrative text, descriptive text, or recount text. For reading material, the students are asked by the Most of EFL teachers to read aloud and ask

students to understand the text without using appropriate learning methods or strategies that the students need. In the end, students are less interested and lazy to learn EFL on reading for monotonous reasons. Based on these problems, the researcher thought that the one of appropriate strategy in students' reading comprehension was using Vocabulary Self-Collection Strategy in recount text.

In this research, Vocabulary Self-Collection Strategy also can be called as VSS. Vocabulary Self-Collection Strategy is an interactive learning that applied world knowledge and students' interest to increase vocabulary growth. Vocabulary Self-Collection Strategy is a strategy that given students the opportunity to chosen new interesting words and put them in a list based on their words' background knowledge.⁹ Vocabulary Self-Collection Strategy could enriches students' vocabulary knowledge and made the learning of vocabulary more interesting.¹⁰ Vocabulary Self-Collection Strategy is recommended for English teacher to enhance reading comprehension abilities.¹¹ This strategy can helped students to reach reading comprehension enhance their vocabulary in new vocabularies that they come accross in a text. The stages that made students active in the classroom is the first students are asked to make

⁹ Marta Rapp Haggard, The Vocabulary Self-Collection Strategy: Using Student interest and world knowledge to Enhance vocabulary Growth. (Journal of Reading, 1982), Vol 29, no. 7, p.635

¹⁰ Syayyidina Ali, "The Students' Interest on the Use of Vocabulary Self-Collection Strategy in Learning English Vocabulary" Journal of Language Teaching and Literature, Vol 4, No 2, (August 2017), 165-174, <http://journal.uncp.ac.id/index.php/ethicallingua/article/view/630>

¹¹ Emilia Sukma Dara Damanik et al, "The Use Of Vocabulary Self-Collection (Vss) Strategy In Increasing Student Reading Comprehension," *Journal GEEJ* 8, no. 1(2021), <https://doi.org/10.46244/geej.v8i1.1228>

groups that every groups consist of 7-8 students. Then, students are asked to read the text and get a new words which they put in the VSS chart. Continue found the main idea, detail information, and inference. The teacher asked each groups present the result of group discussion and the teacher give a feedback.

The advantages of using Vocabulary Self-Collection Strategy are students easily understood words or a text even though students are self-studying, students find a new way of learning to identify a word by looking it up in a dictionary, increasing students' vocabulary.¹² The goals of vocabulary self-collection strategy is to promoted to students to be more motivated and interested in developing the vocabulary and EFL on reading comprehension. Furthermore, it can be said that the Vocabulary self-collection strategy is a useful tool for raising students' comprehension levels in reading.

Government law Number 13 of 2015 regarding National Education Standards. This law regulates the content standards and standards of the educational process. In the content standard, it is emphasized that the competencies that have to be achieved by students basaically in English subjects include the ability to understand and use vocabulary. VSS learning strategi can helped students achieved core competencies because they can helped them learn vocabulary contextually and practically also

¹² Martin, Essential Strategies for Teaching Vocabulary: A Brief Overview of Vocabulary Development, (2002)

helped students achieved these basic competencies because it can helped them learn vocabulary and understand a reading independently.

Other research has been done, the success criteria for the research have been satisfied. The Vocabulary Self-Collection Strategy encouraged students to be enthusiastic about learning English and facilittated their understanding of word meaning and comprehending the text through various context. In other words, the Vocabulary Self-Collection Strategy was seen as an interest learning strategy.¹³

Based on the problem of this research, the researcher applied the Vocabulary Self-Collection Strategy to be used for EFL learning with the hope students can developed their reading skills, especially in reading comprehension. This study aimed to know VSS strategy given effect for junior high school to be better in reading skills by applied this strategy in reading learning at MTs Darur Ridwan. This study took the problem entitled The Effect of Using Vocabulary Self-Collection Strategy On The Teaching Reading Comprehension in Recount Text At The 8th Grade Students' of MTs Darur Ridwan.

B. Research Question

Based on the problem that has been described above, the research questions could be formulated as:

¹³ Riska Khoirun Nisa, "Promoting VSS (Vocabulary Self-Collection Strategy) To Improve Students Reading Comprehension at SM Argopuro 2 Suci Jember" (Thesis, UIN Khas Jember, 2022)

1. How can Vocabulary Self-Collection Strategies help Junior High School Students on reading comprehension in recount text?
2. Is there any effect of using Vocabulary Self-Collection Strategy in learning activity of reading comprehension for students Junior High School?

C. Research Objective

Based on the research questions above, the objectives of this research are:

1. To describe the Vocabulary Self-Collection Strategy that can help junior high school students in reading comprehension the recount text.
2. To know whether there is or not the effect of using the Vocabulary Self-Collection Strategy in learning activity of reading comprehension.

D. Research Significance

The result of the study, the researcher expected to delivered information and benefits concerning teaching and learning by using Vocabulary Self-Collection Strategy in theoretically and practically.

1. Theoretically

The result of the research is expected to developed the theories related to strategy in the teaching reading comprehension.

2. Practically

The result of the research is hoped to could delivered the beneficial contribution for some people:

a. For English Teacher

This research assisted English teacher to selecting the learning strategies to improve students' motivation especially for students' reading comprehension through Vocabulary Self-Collection Strategy

b. For student

This research assisted students to expanded their own understanding word by word in a text through Vocabulary Self-Collection Strategy especially for students' reading comprehension.

c. Other Researcher

Hopefully, the result of the study can be useful as a reference for those who want to investigate farther Vocabulary Self-Collection Strategy or looking for other ways to improve the English language teaching for students' reading comprehension.

E. Research Scope

The scope of the study described the extent to which the research determined the limits discussed. It explained the topic and focus of the study. This research on reading comprehension which included found the main idea, vocabulary, detail information, and inference in recount text. Therefore, the researcher formulated the following variables indicate boundaries:

1. Variable of research

a. Independent variable

Independent variable is a variable that presented changes in dependent variables. Independent variables can also be said to be caused that affect the emergence of dependent variables. In this study, the variable used as an independent variable is the *Vocabulary Self-Collection Strategy* which is symbolized by X.

b. Dependent variable

Dependent variable is a variable that is influenced or due to the action of the independent variable. In this study, the variable used as a dependent variable is *Reading comprehension recount text at 8th grade students of MTs Darur-Ridwan* which is symbolized by Y.

2. Variable indicators

This research formulates variable indicators of Vocabulary Self Collection Strategy for reading comprehension bellow:

- a. Students find new vocabulary in a group
- b. Students find and discuss the meaning of vocabulary that suitable with simple past sentence with their group
- c. Students find the main idea, detail information, and the inference.
- d. After reading, Each group present the result of discussion in the classroom

F. Definition of Key Term

1. Reading Comprehension

Reading comprehension is one of crucial thing to master the learning English EFL. Reading comprehension is a interaction bridge between how the reader receive and understanding the text. In the process of reading, the reader is hoped can understand the main idea, vocabulary, detail information, and inference of the text and the reader tries to comprehend a particular text by their own background language.

2. Recount Text

Recount text is a text that convey experiences or memorable moments happened in the past. This text was written for in order to recreate the moments or experiences with it is aim to informing or amusing or even both of them to the readers. The students are expected to hone reading comprehension ability by analysing simple past tense.

3. Vocabulary Self-Collection Strategy

Vocabulary self-collection strategy is an active learning activity that make students encourage to learn new vocabulary by picking and explaining the vocabulary list. In this strategy, students select the new interesting words and needing to know from a particular text in the word list. The vocabulary self-collection strategy is teaching strategy is also called by cooperative learning strategy. In the group, students present the meaning of words in the vocabulary list. Thus, by applying

vocabulary self-collection strategy in the teaching and learning English more interesting and students can analysis vocabulary dept in simple past tense, main idea, detail information, and inference of recount text.

In addition, students comprehend the recount text easier.

G. Research assumption

Reading comprehension has goals which must be passed in several ways that a reader must do. One of them and the first thing is by enhancing vocabulary. Learning new words by trying to describing a picture, reading the stories, daily conversation, or a text that related to English learning material. In fact, reading comprehension is not easy to learn. Thus, to make classroom more active in the teaching learning, the teacher should use the interest strategy in the learning reading comprehension.

There are many strategies that English teacher can apply in the classroom. This research will use the interest and appropriate strategy in the learning activity, namely Vocabulary Self-Collection Strategy that where the students find the new needed word to comprehending the text. The researcher hopes there is an effect of teaching reading comprehension in recount text through Vocabulary Self-Collection Strategy for Junior High School.

H. Hypothesis

The researcher formulates the Null Hypothesis (H₀) and Alternative Hypothesis (H_a) as follows:

Ha : Hypothesis test value is Sig. (2-tailed) < 0.05 means that there is significant effect of vocabulary self-collection strategy on students' reading comprehension in recount texts.

H0 : Hypothesis test value is Sig. (2-tailed) > 0.05 means that there is no significant effect of the vocabulary self-collection strategy on students' reading comprehension in the recount text.

I. Systematic of The Research

The systematic of this research contains a description of the flow of discussion starting from the introductory chapter to the concluding chapter. The systematics of the research there are:

Chapter I is the introduction of the research that consists of the research background, research problem, research objective, research significance, research scope that contain with research variable and indicator variable, the definition of key term, research assumption, research hypothesis, and systematic of the research.

Chapter II is a literature review which consists of the related previews research with this research and theoritical framework which will used by the researcher as guideline to conducting this research.

Chapter III is research methods which consists of research design, research sample and population, instrument of the research, technique of collecting data, and technique of data analysis of the research.

Chapter IV is research findings and discussion which contain of description of data, hypothesis testing, analysis of data, and discussion.

Chapter V is the closing which consists of the conclusion of the findings and the suggestion for English teacher and the future researcher.



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CHAPTER II

LITERATURE REVIEW

A. Previous Research

The first previous research was written by Putri Anita Simbolan, Feber Angelina Br Bangun, Sumianti Magdalena Pardede, Jelinta Br Taringan, and Sri Ninta Br Taringan (2020).¹⁴ This research purposed to know that VSS strategy can enhance students' vocabulary mastery and to find out the VSS strategy can be useful for students' junior high school in vocabulary mastery. Classroom Action Research design by distributing 2 cycles is used in this research. This study take population at SMP Sinar Husni Medan and choose second grade as the sample. The result showed that according to progress of mean score students from cycle 1 to cycle 2 showed that VSS strategy was successful for students' vocabulary mastery. The percentage mean score from cycle 1 is showed 71.20% and from cycle 2 is showed 78.80%. Furthermore, besides enhancing students' vocabulary score, the implementation of VSS strategy is also enhance students' motivation and students' behavior feeling happy, interested, and active in the EFL learning.

The second previous writer was conduct by Emilia Sukma Dara Damanik, Sholihatul Hamidah Daulay, Roorra Eizky Wandini, and Isnaini

¹⁴ Putri Anita Simbolan, et al, "Using Vocabulary Self-Collection Strategy (VSS) To Improve Mastery Student's Vocabulary," *LEEA Journal (Linguistics, English Education and Art)* 3, no. 2 (June 2020), <https://doi.org/10.31539/leea.v3i2.1010>

Siagin (2021).¹⁵ The purpose of the writer in this research is to find whether there is or not the effect of VSS strategy on students' reading comprehension ability. Classroom Action Research was used in this study as a research method. This research take population at Mas Al Ulum Medan, especially, 36 students as a sample. These sample took by the special criteria, the writers choose the students who still low in English especially in reading comprehension. There are two cycles, the first cycle had mean score of students was 65,7. Furthermore, the writers concluded that it was categorized success in reading comprehension. While there is significant in the cycle 2, which is the students get mean score 86. Thus, the writers claim that VSS strategy is recommended for English teacher to enhance reading comprehension abilities.

The third previous research was written by Intan Chrysti Olivia, Sri Yuliani, and Dita Adawiyah (2022).¹⁶ The study purposed to find out is there any significant on the vocabulary mastery by using VSS strategy. Quantitative pre-experimental approach was used for research method. There are 105 students SMP YKPP Pendopo as a population in this research and take sample 31 students. From data analysis by using t-test, it shows that there is significant score $t_{obtained}$ was 0.0083 < 1697 at the significant level < 0.05 for two tailed and degree of freedom was 30, t-table

¹⁵ Emilia Sukma Dara Damanik et al, "The Use Of Vocabulary Self-Collection (Vss) Strategy In Increasing Student Reading Comprehension," *Journal GEEJ* 8, no. 1(2021), <https://doi.org/10.46244/geej.v8i1.1228>

¹⁶ Intan Chrysti Olivia, et al, "The Influence of Vocabulary Self-Collection Strategy on the Vocabulary Mastery," *Journal of English Language and Education* 7, no. 2 (December 2022), <https://doi.org/10.31004/jele.v7i2.320>

was 1.697. Therefore, can conclude that there is influence for students on vocabulary mastery by using VSS.

The next writer was Tahira Sameen and Amina Ayaz (2022).¹⁷ The writer purpose in this study were to improve the usage of English learners especially in vocabulary mastery by using VSS strategy. Qualitative and quantitative approach was used for research method which pre test and post test gathered by quantitative approach and gave observation to analyze the score attained by qualitative approach. Participants of this study is Diploma classes at NUML, especially the researchers and intermediate level. Based on finding and observation of this study, it show that by using VSS strategy can improve vocabulary mastery by defining the words properly with the appropriate text.

The last previous writer was conduct by (2023).¹⁸ The writers' purposes of this research is to enhance VSS strategy in students' ability on vocabulary Mastery. Classroom Action Research was used in this study as a research method. This research take participant from Students' Indonesian Language and Literature education. 20 students as a sample, these sample took by the special critheria. There was significant mean score from cycle 1 to cycle 2 increase 27,3. Where the first cycle students' mean score is 67, while at the second cycle reach 94,3. Thus, the writers

¹⁷ Tahira Sameen and Amina Ayaz, "electing, Speaking and Saving: Applying Vocabulary Self-Collection Strategy in ESL Classroom at Intermediate Level at NUML," *UMT Education Review (UER)* 5, Issue 1 (Spring 2022), <https://doi.org/10.32350/uer.51.04>

¹⁸ Ria Kamilah Asgutina and Maskhurin Fajarina, "Vocabulary Self Collection Strategy to Increase Vocabulary Mastery," *Jurnal pendidikan dan Konseling* 5, no. 2 (2023), <https://doi.org/10.31004/jpdk.v5i2>

claim that VSS strategy is recommended for English teacher to enhance students' vocabulary mastery.

Table 2.1
The similarity and Difference of
Previous Research and this research

No.	Title	Similarity	Difference
1.	"Using Vocabulary Self-Collection (VSS) To Improve Mastery Student's Vocabulary"	<ul style="list-style-type: none"> • Both of this study applying VSS strategy. 	<ul style="list-style-type: none"> • This previous research use Classroom Action Research for research method and the current study use Quantitative approach. • The prior study took the focus on students' vocabulary mastery and this study focus on reading comprehension
2.	"The Use of Vocabulary Self-Collection Strategy In Increasing Student Reading Comprehension"	<ul style="list-style-type: none"> • Both of this research applying VSS strategy. • Focused on students' ability on reading comprehension. 	<ul style="list-style-type: none"> • This previous research use Classroom Action Research for research method and the current study use Quantitative approach.
3.	"The Influence of VSS Strategy On The Vocabulary Mastery"	<ul style="list-style-type: none"> • Both of this study applying VSS strategy • Both of researchers use Quantitative approach. 	<ul style="list-style-type: none"> • The prior study took the focus on students' vocabulary mastery and this study focus on reading comprehension
4.	"Selecting, Seaking, and Saving: Applying Vocabulary SelfCollection"	<ul style="list-style-type: none"> • Both of this study applying VSS strategy 	<ul style="list-style-type: none"> • This previous study use Qualitative and Quantitative approach for

No.	Title	Similarity	Difference
	Strategy in ESL Classroom at Intermediate Level at NUML”		research method and the current study use Quantitative approach. • The prior study took the focus on students’ vocabulary mastery and this study focus on reading comprehension
5.	“Vocabulary Self-Collection Strategy to Increase Vocabulary Mastery”	• Both of this study applying VSS stratgy	• This previous research use Classroom Action Research for research method and the current study use Quantitative approach. • The prior study took the focus on students’ vocabulary mastery and this study focus on reading comprehension

Above have presented some similarity and difference of previous research and this research. To fill the research gap, 4 previous research focus on the students’ vocabulary mastery by using VSS. Thus, the researcher tries to explore students understanding of reading a text. Three previous studies used CAR (Classroom Action Research), but this study uses a Quantitative approach.

B. Theoretical Framework

This research used relevant theories to supported idea or concept that used in this research in according to the formulation of problem of the research and the objective of research.

1. Reading Text Type

Text types is categories of structures or styles of the text. Every text have defferent purpose, specific structure, and style. The use of text types is according to purpose that students need or appropriate text to the material genre. This section presents a variety of texts that learned by students' junior high school.

a. Narrative Text

Narrative text is tell a story with the aim of entertaining.

Narrative means an imaginative story that is described in sequence

from the beginning, middle, to the end of the story. Simple past tense or past continuous tense were used in this text. The structure is orientation, complication, and resolution. There are familiar types of narrative text; tales, foklore, and fictional stories.

b. Descriptive Text

Descriptive text is text that told an object using words.

These objects are people, objects, animals, flowers, etc.¹⁹ The aim of this reading text is for the reader to feel and understand an

¹⁹ Ahmad Rofi'udin and Darmiati Zuchdi, Bahasa dan Sastra Indonesia di Kelas Tinggi (Jakarta: Depdikbud,1999), 167

object described by the author.²⁰ The author tells details an object and the reader can imagine the object. Simple present tense is used in this text type and the generic structures are identification and description.

c. Procedure Text

Procedure text is describes how to complete or produce something through the stage of the stage that it should be done.²¹ Procedure text has the purpose of directing to do something in accordance with the right steps. Generic structure of this text is the purpose in doing something, the material or tool needed, the step or process of an activity.²² Simple present tense is used in this text.

d. Recount Text

A recount is a prose that retelling previous event, generally in the order that they occurred personally.²³ The aim of recount text is text that describes person or an event that happened in the past with specific detailed information from the event. Simple past tense is used in this text. The structure of this text type is orientation, event, and reorientation.

²⁰ Tarigan and Henry Guntur, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2008), 52

²¹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1995), 206

²² Mark Anderson and Kathy Anderson, *Text Type in English* (South Melbourn: Macmillan, 1997), 52-55

²³ Magdalena Br Marpuang, *Textual Reading* (Yogyakarta: Depublish, 2021), 67

e. Report Text

Report text is written after observing or analyzing an object. This text contains detailed information about a topic based on a study. The form of report text is a scientific article. The purpose of this text type is to tell and inform the reader towards an object in detail in English. The generic structure used is general classification and description. Simple present tense is also used in this text.

2. Recount Text

In this research, the researcher chosen recount text as a material that applied in the classroom.

a. Definition of Recount Text

A recount is a prose which retelling previous event, generally in the order that occurred by someone.²⁴ Recount text is tells about specific people, experiences, or moments. Text recounts arranged with a series of times that tell an event related to the event or person who is used as the focus of the text. The text can tell about the type of genre that suits the material taught in junior high school such as holidays, birthdays, someone you like, exciting experiences, etc. The purpose of recount text is text that describes person or an event that has happened in the past with specific detailed information from the event.

²⁴ Magdalena Br Marpuang, *Textual Reading* (Yogyakarta: Depublish, 2021), 67

b. Social Function of Recount Text

The social function of recount text is to retell event to provide information, motivation, and entertain others. Recount text uses simple past tense.²⁵

c. Generic Structure of Recount Text

The reading of the recount text is inseparable from the arrangement of paragraphs. Each paragraph has its own section.

- a) Orientation: Shows introduction about participant, place, and time happened.
- b) Event: Tell about the particular moment or experience that happened in the past time sequentially.
- c) Reorientation: The closing paragraph. This paragraph contain of impression message from the story, feeling, and conclusion.²⁶

d. Language Features of Recount Text

- a) Recount text is telling about experience in the past time. Therefore, recount text use simple past tense. The formula is:
Subject + Verb 2
- b) Using adverb. Two types of adverb that can use in the recount text namely: adverb of time (always, now, quickly, etc.) and adverb of sequence (first, next, then, etc.)

²⁵ Wignell and Gerot, *Making Sense of Functional Grammar* (Australia: Gred Stabler AEE: 1998), 194

²⁶ “Penegertian Recount Text, Struktur, Jenis, Kebahasaan, & Contoh,” Ruang Guru, accessed December 12, 2023, [Pengertian Recount Text, Struktur, Jenis, Kebahasaan & Contoh | Bahasa Inggris Kelas 8 \(ruangguru.com\)](https://www.ruangguru.com).

- c) Using conjunction to connect one sentence to other sentences.

Example: or, and, while, but, although.

e. The Types of Recount Text

- a) Personal Recount text

In this type it is usually writing that tells about personal experiences; birthdays, having a fun trip, or events that the author wants to capture. This type of recount text is the type that readers often found.

- b) Factual Recount Text

This type of recount text presents the occurrence of factual events but not those experienced by a writer, but rather the experience of facts known by the author.

- c) Imaginative Recount Text

This type presents text recounts of events from the author but not from real events. This text is sourced from imagination, imagination, or dreams.

3. Vocabulary Self-Collection Strategy

a. Definition of Vocabulary Self-Collection Strategy

Vocabulary Self-Collection Strategy could enriched students' vocabulary knowledge and made the learning of vocabulary more interesting.²⁷ It concluded that Vocabulary Self-

²⁷ Syayyidina Ali, "The Students' Interest on the Use of Vocabulary Self-Collection Strategy in Learning English Vocabulary" *Journal of Language Teaching and Literature*, Vol 4, No 2, (August 2017), 165-174, <http://journal.uncp.ac.id/index.php/ethicallingua/article/view/630>

Collection Strategy was a strategy that could help students to understand the meaning of new words from context and integrate them with other sources that enable them to learn.

Vocabulary Self-Collection Strategy is a helpful strategy for students to understand words in a text.²⁸ VSS strategy can improve vocabulary mastery by defining the words properly with the appropriate text.²⁹ VSS strategy is an interactive learning strategy that the students became active in investigating of new vocabulary. VSS also one of teaching learning strategy that can be used as before reading or pre-reading, while reading, after reading or post-reading.³⁰

b. The Purpose of VSS

The aims of this strategy is to promote student awareness in vocabulary and motivate students to enjoy in the learning activity. In addition students can enhance their vocabulary to increase their reading comprehension. The Vocabulary Self-Collection approach (VSS) is an interactive-learning instructional approach that fosters word consciousness by having students

²⁸ Indrian Juwita and Sunaryo, "Using Vocabulary Self-Collection Strategy (VSS) to Increase Mastery the Junior High School Students' Vocabulary," *Journal of English Language Teaching* 2, no. 1 (September 2013) <http://repository.unp.ac.id/id/eprint/4132>

²⁹ Tahira Sameen and Amina Ayaz, "electing, Speaking and Saving: Applying Vocabulary Self-Collection Strategy in ESL Classroom at Intermediate Level at NUML," *UMT Education Review (UER)* 5, Issue 1 (Spring 2022), <https://doi.org/10.32350/uer.51.04>

³⁰ Rudell Martha Rapp, "Teaching Content Reading and Writing" John Wiley, 2005.

actively engaged in recognizing noteworthy terms from their reading to share with their classmates.

The goals of vocabulary self-collection strategy is to promoted to students to be more motivated and interested in developing the vocabulary and EFL on reading comprehension. Furthermore, it can be said that the Vocabulary self-collection strategy is a useful tool for raising students' comprehension levels in reading.

c. Advantages of VSS

There are several benefits of Vocabulary Self-Collection Strategy:³¹

- a) Increase students' motivation and achievement in learning new vocabulary.
- b) Students' reason for selecting particular words add to the students understanding of the process for learning words
- c) Students can develop their vocabulary knowledge through active learning in 'word discussion' and related activities to vocabulary learning
- d) By understanding every word, students understand a text easily

³¹ Indrian Juwita and Sunaryo, "Using Vocabulary Self-Collection Strategy (VSS) to Increase Mastery the Junior High School Students' Vocabulary," *Journal of English Language Teaching* 2, no. 1 (September 2013) <http://repository.unp.ac.id/id/eprint/4132>

d. Procedure of VSS

VSS are designed to help students participate in detecting new and unfamiliar terms based on the context.³² The best way to put the strategy into practice is to assign students to work in groups of two to five people or in pairs for three to five minutes each.³³

- a) Determine the keyword or words in context.
- b) Indicate where in the text they located it.
- c) Describe their understanding of the word or concept.
- d) Explain why they believe the term/word is pertinent to the subject.³⁴

In addition, there are specific steps for VSS that are divided into three stages, these are before reading, during reading, and after reading.³⁵

Before Reading

- a) Explained about recount text.
- b) Formed students into small groups.
- c) Divided the paragraph to every group to read.

³² Indrian Juwita and Sunaryo, "Using Vocabulary Self-Collection Strategy (VSS) to Increase Mastery the Junior High School Students' Vocabulary," *Journal of English Language Teaching* 2, no. 1 (September 2013) <http://repository.unp.ac.id/id/eprint/4132>

³³ Ruddell Martha Rapp, *Teaching Content Reading and Writing*, (United State: John Wiley, 2005) 167

³⁴ Ruddell Martha Rapp, *Teaching Content Reading and Writing*, (United State: John Wiley. 2005), 180

³⁵ Antonacci & O'Callaghan, *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms*, (United States: SAGE Publication. 2002), 27-28

- d) Selected the essential vocabulary needed to understand in the paragraph.
- e) Provided an example of how to choose the key terms needed to comprehend the text.
- f) Gave out a VSS chart for each group.

During Reading

- a) Instructed students to read the recount paragraph text in a group.
- b) Requested students to fill the VSS chart with vocabularies.

After Reading

- a) Gave students time to read instruction; find new word, the meaning of words that they find, where they find the words, paragraph idea, detail information, and the type of paragraph.
- b) Asked students discussed about the instructions in group.
- c) Each group presented the result of discussion in the classroom.
- d) After every group presented the results of the discussion, The teacher gave feedback and shared the information the text.

4. Reading Comprehension

a. Definition of Reading

Reading is process to take the sense or meaning of a text.

There are two main types of reading: intensive reading and

extensive reading.³⁶ Reading is a process of both cognitive and emotional journey for the readers.³⁷ In line with above idea, students can easy to get all information such as science, education, communication, technology, etc by reading a text.

b. Types of Reading

Types of reading that English teacher uses in the teaching reading there are 4 types; intensive reading, extensive reading, silent reading and reading aloud.³⁸ Silent reading is the process of get the text and paying attention in reader mind. While, if reading aloud is reading that involves what reader say and share with other reader.³⁹

a) Intensive reading

In intensive reading activities, students read a text or some part of it to gain knowledge or analysis. The purpose of this reading activity is to obtain information. Basically, students read to acquire knowledge.

To perform in-depth reading, text skimming techniques can be used to search for specific information; this technique can be applied to such types of exercises as "True or false" and

³⁶ R. C. Anderson, *Language Skill in Elementary Education* (New York: Macmillan Publishing, 1972)

³⁷ Mary Shea & Nancy Jill Roberts, *The Five Strategy for Reading Comprehension* (Learning Sciences International, 2016)

³⁸ R. C. Anderson, *Language Skill in Elementary Education* (New York: Macmillan Publishing, 1972)

³⁹ University of the State of New York, *Annual Report of the Refents* (New York: Penayang: 2008) 23-24

"Filling gaps in conclusions". In addition, skimming techniques can also be used to arrange random paragraphs into sequences. Intensive reading activities help students develop writing and speaking skills.

b) Extensive reading

This extensive reader material can choose at the lowest level of difficulty from intensive readers. The purpose of this extensive readership is to teach students to read freely and fluently on a language of their own choosing, without the help of a teacher.

Long texts are often overlooked, especially in classroom activities. Teachers often assume reading is an ineffective use of time in class or will lead to boredom. To encourage students to read thoroughly, they can create a classroom library, have students write reviews, and read different types of books that interest them. They can also set a special time to read the books.

c) Reading aloud

Reading aloud is reading the is involved what reader say and share with other reader. This activity must be given to students in taking the first step because this activity can find out the pronunciation of students.

When students make connections between what they hear and what they know, they have the ability to learn. Asking students to read and think hard about what they read from appropriate material is a great way to apply reading aloud.

d) Silent reading

Silent reading is the process of get the text and paying attention in reader mind. Silent reading skills are very important in teaching English. This reading activity is highly recommended to improve students' reading skills. Silent reading is done to obtain a lot of information. English teacher instruct students to read the text silently because students need to focus and without hindrance in reading.

c. Definition of Reading Comprehension

Reading comprehension is the student's ability to understanding a text successfully.⁴⁰ Reading comprehension is an active activity which is the reader read and do the process knowing something to get the meaning of the text. The people who have no reading ability, they cannot understand the text successfully to achieve comprehension.⁴¹

A comprehension strategy is a purposeful approach that people adopt to accomplish tasks and produce reading materials.

Readers employ strategies to comprehend, evaluated, and

⁴⁰ J.R Birsch, *Multisensory Teaching of Basic Language Skills*, Third Edituon (Baltimore: 2011)

⁴¹ Ebru Kaya, *The Role of Reading Skills on Reading Comprehension Ability of Turkish EFL Students*, (Turkey: ÜNİVERSİTEPARK, Bülten, 2015), 4 (1-2) 37-51.

transform their newly acquired knowledge into knowledge skills. The degree to which readers comprehend what they read is known as reading comprehension. Thus, to extract information from a text through reading comprehension students could apply these abilities.

d. Aspects of Reading Comprehension

There are four aspects of reading that students have to reach as a form of understanding in a text.⁴² There are main idea, vocabulary, detail information, and inference.

a) Main idea

Main idea can be said to be topics or ideas from authors. The main idea is a component of the reading or message. The thoughts expressed are also part of the main idea. The first part of reading is called the main idea or the first part. The focus of the paragraph can be found at the beginning or in the middle of the paragraph. Simple language is the characteristics of the main idea, which includes the content of the problem that people read, the main idea is clear and not complicated. The example is the text is tell about someone participated in the English Olympiad and someone got first winner. He felt very happy because he got a lot of rewards. So the main idea of the

⁴² Mikulecky & Jeffries, Reading Power (New York: Addison-Wesley Longman, 2004), 199.

story can be taken is someone who won the English Olympic competition.

b) Detail Information

People read the text for different purpose, get the detail information is one of it. The purpose of get detail information is for guide the readers. Therefore, get detail information achievements is important to comprehend the text.⁴³ Detail is contain of general information and specific information. To know that students already get all of it, EFL teacher make some question such as test or exam, usually the question is about what and why. The questions such as who is the character in the story, what is the Olympics that the character participates in, or why the character can get the champion in the Olympics he participated in.

c) Vocabulary

Vocabulary is a set of words that we can get anywhere and come from everyday life, such as reading, speaking, or listening. Comprehension, synthesis, analysis of ideas, words, and sentences are all part of comprehending the text. Students need a lot of vocabulary because with that students will be able to improve EFL skills and make it easier for students to follow EFL learning in the classroom. In the test of vocabulary

⁴³ Elizabeth & Rao, *The Applications of Some Techniques In Writing*, (England: Macmillan Publisher, 2005), 551-558

students are asked to deliver the meaning, synonym, or antonym.

d) Inference

Inference has a simple meaning equation, namely conclusion. This section presents the implied meaning of the reading text given by the author. The reading text should present a direct or indirect implied message.⁴⁴ In the test, usually the question to ask about implied message is like the example above about someone winning the English Olympiad, can be taken message to motivate others that get the champion with effort that is diligent study.



⁴⁴ Adrian Doff, *Teach English a Training for Teacher*. (London: Cambridge University Press, 1998), 144

CHAPTER III

RESESARCH METHOD

A. Research Design

The researcher employed a quantitative methodology in this study. A method for testing an objective theory by looking at the connection between variables is called quantitative research.⁴⁵ This research used a quantitative approach with pre-experimental to relayed the results of measuring the effect of the strategy on students' reading comprehension through vocabulary self-collection strategies.

Pre-experimental design is Research Design that not used control group.⁴⁶ While the research design is pre-expeimental to found out the result of students' reading comprehension learning using Vocabulary Self-Collection Strategy by looked the significant score of one group pre-test and post-test design namely experiment group. Then, interpreted the comperative values before treatment and after treatment using pre-test and post-test format. This comparison carried out by means of trials in the experiment class to got maximum results and succed.

⁴⁵ John W Creshwell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Third Edition. Singapore: SAGE publication, Inc. 2009. p.32

⁴⁶ Sugiyono, *Metode penelitian Kuantitatif, Kualitatif, dan R&D*. Nineteen Edition. Bandung: ALFABETA, CV. 2013, p.74.

Table 3.1
Design of Research

O ₁	X	O ₂
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O₁ : Pre-Test

X : Treatment

O₂ : Post-Test

Table 3.2
The Blow of The Research

Pre-Test	Treatment	Post-Test	Questionnaire
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B. Population and Sample

1. Population

Population is something common consisting of the following objects or subject with certain qualities and characteristic that are noted by researchers for analysis and subsequent decisions.⁴⁷ In the entire 8th grade population at MTs Darur Ridwan, Banyuwangi, East Java. There are 4 classes. 8A with 30 students, 8B with 31 students, 8C with 32 students, and 8D 29 students, with the total students of 8th grade is 122 students. This population was selected by recommendation from the teacher. This research noted that the students 8th grade have moderate achievement in English. In the other mean, the

⁴⁷Sugiyono, Metode penelitian Kuantitatif, Kualitatif, dan R&D. Nineteen Edition. Bandung: ALFABETA, CV. 2013, p.80.

students 8th grade is not too high and too low in English, especially in reading comprehension.

2. Sample

The sample represented the population number and characteristics.⁴⁸ There are less than 100 participants in the whole population, thus the researcher should used all of them. Nevertheless, if there are more than 100 participants in the population overall, the researcher can took the sample between 10% to 15%, 20% to 25%, or more than it.⁴⁹ The sampling technique that be used in this research is Non_ probability sampling and the type of it is purposive sampling. Purposive sampling is a sampling technique for selected samples with certain consideration.

In the selected the sample, the researcher took into consideration for certain characteristics; students who received the same curriculum material, students who at the same grade level, students taught by the same teacher, and students who have the same average abilities. According to characteristics above, the researcher and the English teacher were taken the sample in the class 8B with total 31 students.

⁴⁸Sugiyono, Metode penelitian Kuantitatif, Kualitatif, dan R&D. Nineteen Edition. Bandung:ALFABETA, CV. 2013, p.81.

⁴⁹ Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktek. Jakarta:PT. Rineka Cipta. 1998

C. Instrument of The Research

Research instrument is measurement tool a social or natural phenomena that need to be observed by researchers.⁵⁰ There are several instruments needed in this study; test, observation, and questionnaire.

1. Test

English teacher can utilized a variety of assessments to measured the students' understanding of reading passages, including as; short answer questions, multiple choice questions, c-test, cloze test, cloze elide, selective deletion gap feeling, or information transfer and conclusion. This instrument is a multiple choice type test to measured students' reading comprehension proficiency using pre-test and post-test format.

The multiple choice consist of several questions related to the topic of the material that has been studied, namely recount text. Each question in multiple choice questions has several answers and can only chosen one answer that is most appropriate. The advantages of multiple choice questions are efficient, objective, and on target. Validity and reliability tests be used to test whether or not the multiple choic questions is suitable to used for pre-test and post-test.

⁵⁰Sugiyono, Quantitative, Qualitative, and R&D research methods. Nineteen Edition. Bandung: ALFABETA, CV. 2013, p.102

2. Observation

Observation is a instrument that related to work processes, natural symptoms, and human behavior.⁵¹ In order to gathered research data for this research, participant observation was employed, wherein the researcher actively participated in the every activities of those under observation using vocabulary self-collection as a learning strategy in class VIII B MTs Darur Ridwan. The researcher freely observed the events that occurred, wrote down what was interested, then analyzed and made conclusions. Observation were carried out to obtained data in the classroom conditions which included with good or bad things that happened directly.

3. Questionnaire

Questionnaire is a wide form of writing containing several questions or statements addressed to correspondents.⁵² The form of questionnaire used a open-ended questionnaire. Questionnaire used as supported data from the result of test and observation. Validity and reliability tests used to tested whether there is or not this questionnaire is suitable for use.

4. Instrument Validity Test

Validity test is a measured the istruments' degree of validity.

Validity content is used in this research. The reseracher asked to the

⁵¹ Sugiyono, Quantitative, Qualitative, and R&D research methods. Nineteen Edition. Bandung: ALFABETA, CV. 2013, p.145

⁵² Sugiyono, Quantitative, Qualitative, and R&D research methods. Nineteen Edition. Bandung: ALFABETA, CV. 2013, p.142

validators from English teacher to checked the validity test on instruments.

A test is valid if the test items reflected the entire content or material tested or that should be proportionately mastered. To found out whether the test is valid or not, it must be done through a review of the test grid to ensured that the test questions represented or reflected the overall content or material that should be mastered proportionally. Therefore, the validity of the content of a test did not have a certain amount that is calculated statistically, but it is understood that the test is valid based on a review of the test grid. This validity Is based on logical analysis, not only with statistically calculated coefficient of validity.

5. Instrument Reliability Test

When an instrument is used frequently, reliability is used to measured the instruments' stability and consistency with test results. Populations that are not used as the research sample followed to test the reliability of this study. Next, the researcher conducted trials to determined the reliability of the instrument.

The researcher used *Cronbach's Alpha* to evaluated the instruments' stability in this research. *Cronbach's Alpha* is a correlation coefficient between items used in multi-item scales to found out how consistent each item is. Therefore, the students' score results are continued using *Cronbach's Alpha* formula in SPSS type 16.

$$\text{Rumus Cronbach's Alpha yaitu : } \alpha_u = \left(\frac{k}{k-1} \right) 1 - \left(\frac{\sum S_{12}}{S_{12}^2} \right)$$

Keterangan :

K = Jumlah butir kuisisioner

α_u = Koefisien keterandalan butir kuisisioner

$\sum S_{12}$ = Jumlah variansi skor butir yang valid

S_{12}^2 = Variansi total skor butir

If the score of reliability less than 0.60 means the score is considered poor, if the score is 0.70 means considered fair, and for score more than 0.80 means that the score is excellent. The criteria index reliability as follow:

Table 3.3
Index of Reliability

Cronbach's Alpha	Criteria
0,00 – 0,20	Less Reliable
0,21 – 0,40	Rather Reliable
0,41 – 0,60	Quite Reliable
0,61 – 0,80	Reliable
0,81 – 1,00	Very Reliable

D. The Technique of Collecting Data

Technique of collecting data described a process of collecting data from the instrument used by researcher in carried out research in a structured manner needed to answered research questions.

1. Test

The purpose of this test is to assess the students' proficiency in reading comprehension. Every participant in this research got the pre-test and post-test which the pre-test did before the treatment and post-test did after the treatment.

a. Pre-Tes

Pre-test is used to know how students understood the reading text or recount text materials. 20 questions on a pre-test sheet were provided by the researcher. The type of question presented is multiple choice questions and students could choose one of the right answer.

b. Treatment

Treatment was carried out after the pre-test did. Treatment in this study is the way the researcher delivered the teaching and learning material and strategy which has been chosen by the researcher. The researcher gave the treatment in one group namely experimental group.

The researcher used topic material about recount text and reading comprehension through strategy that has been chosen by the researcher namely vocabulary self-collection strategy that be applied in experimental class. There are several steps in this treatment:

- a) The first step is explained the definition, language features, and the purpose of recount text.
- b) After the explanation of recount text has been taught, the researcher given explanation of vocabulary self-collection strategy and how to work it.
- c) Then, divided students into groups of 6 to 7 students.
- d) After that, the teacher given the recount text. And divided the one paragraph for one group.
- e) The teacher asked students to read and observed the text
- f) Students found unfamiliar or interest words in the paragraph of recount text that has been shared and wrote into VSS Chart.
- g) Then, every group discussed what is the meaning of words that they found, main idea, detail information, and inference.
- h) After the discussion, each group presented the result in front of the class.
- i) The teacher given feedback in every group.

c. Post-Test

Post-test is given after treatment was carried out by the researcher. The post-tests' goal is to determined how well students comprehended the recount text by utilizing the VSS. It can be seen from the score of each student and the average between pre-test and post-test scores. The researcher provide 20 questions of multiple choices.

Table 3.4
Indicator of Test

Indicator	Number of Item	Total
Main idea	1, 6, 17	3 items
Vocabulary	4, 5, 9, 13, 16	5 items
Detail information	2, 3, 7, 8, 12, 18, 19, 20	8 items
Inference	10, 11, 14, 15	4 items

d. Scoring the Test

To scoring the test, the researcher used formulation that the ideal score is 100 points.⁵³ Pre-test and post-test are calculated by using formula:

$$S = R \times 5$$

Notes :

S : Ideal Score of the Test

R : Total of right answer

2. Observation

The observations in this study were used to observe student habits when in the classroom in teaching and learning activities. Small things can help the researcher to compile the results of the study. In this study, the behavior of the students during the learning process was observed by the researcher by observation. There are two types of observational research: participant observation and non-participant

⁵³Suharmi Arikunto, *Procedure Penelitian Pendekatan*, 54

observation.⁵⁴ In this study, participant observation is used and this type is related to the use of quantitative data. In addition, the researcher observed the teaching and learning process by made a notes. In addition, the researcher observed the students who took part in the study collaborated with the teacher. Observation results helped researcher in knowing students' abilities to repair.

3. Questionnaire

To got information from every student, a questionnaire was employed. The goal of the questionnaire was to assessed the reading comprehension of students opinion by using VSS after treatment. To collect the data, the researcher used questionnaire can be called as questionnaire open-ended, where asked the respondents to answered several questions from the questionnaire by made statements or paragraph. Students be guided in answering the questionnaire in the class. Therefore, respondents can answered freely and detail.

E. The Technique of Data Analysis

Statistics is a data analisis method used in quantitative research. Data analysis was carried out after primer data have been collected. To answered problem formulations and test hypotheses is the purpose of data analysis. A variety of data analisis approaches were used in this study.

⁵⁴ Sugiyono, Quantitative, Qualitative, and R&D research methods. Nineteen Edition. Bandung: ALFABETA, CV. 2013, p.146

1. Descriptive Statistic

Research data, which includes the number of data points, minimum and maximum scores, average, and standard deviation, was presented using descriptive statistics. After testing, descriptive statistics were used to analyze the questionnaire open-ended and observation data. The data was calculated by the researcher using SPSS version 16.

2. Normality Test

A statistical test that can establish the collected data is normal is called a normality test. The purpose of the normality test is to demonstrate whether or not the experimental group's data from the pre-test and post-test is normally distributed. In determining the use of the normality test, the sample that are less than 50 can use the Shapiro Wilk formula. Meanwhile, if the sample is more than 50, can use Kolmogorov Smirnov.

This study used the Shapiro Wilk formula because the sample used is less than 50. The researcher used Shapiro Wilk SPSS version 16 with a significance level (p) of more than 0.05 ($\alpha = 0.05$). A level of significance greater than 0.05 ($p > 0.05$) means that the data can be distributed normally. On the other hand, if the level of significance is lower than 0.05 ($p < 0.05$) it can be interpreted that the data is not distributed normally.

3. Homogeneity Test

A statistical technique called the homogeneity test was used to assess the similarity the data are between variable X and Y. Homogeneity was used as a prerequisite before performing a paired sample t-test. The data to be used in this test is the post-test value. This study used the Levene SPSS version 16 test to tested the homogeneity of the data. The significance value (p) is higher than 0.05 ($p > 0.05$) hence the value is considered homogeneous. And if the signification value (p) is lower than 0.05 ($p < 0.05$) then it can be interpreted that the value is not homogeneous.

4. Paired Sample T-test

Paired sample t-test is a SPSS test that is suitable for testing the effectiveness of a theory and comparing the average results from before and after treatment.⁵⁵ To know there is or not enhancement in scores between pre-test and post-test data obtained in the experimental group, this research used paired sample t-test. Decision-making technique from paired sample t-test as follows:

- a. If the value of Sig. (2-tailed) < 0.05 , means that there is a significant difference between learning outcomes in pre-test and post-test data.

⁵⁵ Agus Widiyanto, *Applied Statistics: Concepts and Applications in Research in Education, Psychology and Other Social Sciences* (Jakarta: PT Alex Media Komputido, 2013)

- b. If the value of Sig. (2-tailed) > 0.05 , means that there is no significant difference between learning outcomes in pre-test and post-test data.



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J E M B E R

CHAPTER IV

FINDING AND DISCUSSION

A. Description of Research Object

1. Profile of school

MTs Darur Ridwan located in Jl. HOS Cokroaminoto No. 32 Parangharjo Village, Songgon Subdistrict, and Banyuwangi Regency. MTs Darur Ridwan was established in 2014 specifically for female students at the Islamic Modern Boarding School of Darur Ridwan which was established in 1989 by alm. KH. Aslam Suryono Hadi and has excellent programs in the fields of Arabic and English are referred to as “*language is a crown of pesantren*”.

Students of Darur Ridwan come from various sub-districts in Banyuwangi and also from outside the city, where all students are required to dormitory and follow all pesantren programs outside the active hours of the madrasah.

2. Identity of School

- a. School : MTs Darur Ridwan
- b. NSM : 121235100080
- c. NIPSN : 69895141
- d. Address : Jl. HOS Cokrowaminoto No. 32
- e. Village : Parangharjo
- f. Subdistrict : Songgon
- g. Regency : Banyuwangi

h. Accreditation : B

i. Website : darurridwan.daftarsantri.com

B. Description of Data

This section, the researcher discussed and presented the students achievement of reading comprehension using Vocabulary Self-Collection Strategy at students 8th grade of MTs Darur Ridwan Banyuwangi. The research was conducted in from the 6th of January 2024 until the 14th of January 2024. The data collection on students achievement on reading comprehension, the researcher applied test which conducted before and after the treatment. Moreover, to support the data collection of test, the researcher used observation participants and questionnaire open-ended. The data were collected from class VIII B.

Data pre-test or test before treatment was conducted on 6th of January 2024. The pretest of multiple choice that containing of 20 questions. In working on pre-test, students need 45 minutes to completed the test. After performed the pre-test, the treatment were taught by using Vocabulary Self-Collection Strategy in learning activity. The treatment was took on 7th of January 2024. The students are devided into small groups. The researcher explained how the way of Vocabulary Self-Collection Strategy. Then, every group got a paragraph of recount text. In the small group, students found new interesting words and wrote in the VSS chart to discussed the meaning. In addition, students looked for the main ide, detail

information, and inference. Eventually, each group presented the result of grup discussion in the classroom and the teacher given feedback.

After taught the treatment by using VSS, the reseracher conducted the post-test of multiple choice consist of 20 questions on 13th of January 2024. In the last meeting, on 14th of January 2024, the researcher gave the guided questionnaire open-ended to support the data collection. During the research process carried out starting from pre-test, the next was treatment, post-test, and the last was questionnaire, the researcher did the observation participant by wrote a notes looked at things that happened during class. The data above was presented as below:

1. Students' Pre-test Score

This section, presented the pre-test data before do the treatment by assessing 20 questions about recount text. There are 31 students in this

class was chosen. Below, can be seen the score of the pretest:

Table 4.1
Pre-test Score of Experimental Class

No.	Name	Aspects of Reading Comprehension				Total Score
		MI	Vo	DI	Inf	
1	AFA	15	5	30	15	65
2	AH	15	15	25	0	55
3	APR	5	15	25	15	60
4	AZK	15	15	5	5	40
5	ASH	10	10	20	15	55
6	AFS	10	15	20	5	50
7	DAP	15	15	20	10	60
8	DAP	15	5	30	15	65
9	ESJ	15	15	35	5	70
10	ETY	5	15	15	0	35
11	FAR	10	5	25	5	45

12	FKF	10	10	10	5	35
13	FAS	15	10	30	5	60
14	GR	10	0	25	10	45
15	HAZ	10	15	20	5	50
16	HFK	10	5	25	5	45
17	IMA	5	15	25	10	55
18	IDMJ	5	5	25	10	45
19	JWM	10	15	25	5	55
20	JPA	15	10	20	10	55
21	KFM	15	0	20	10	45
22	MSP	15	15	35	5	70
23	NDN	10	5	30	0	45
24	NHA	15	15	25	0	55
25	NWK	5	15	25	15	60
26	NIP	15	15	15	5	50
27	RHS	5	10	20	5	40
28	RZL	5	5	20	5	35
29	SNR	5	15	25	5	50
30	SDB	10	10	20	15	55
31	SK	5	5	10	5	25
Total						1575
Mean						50,81

Notes:

MI : Main idea

Vo : Vocabulary

DI : Detail information

Inf : Inference

According to the table 4.1 that the average score of students experimental class is 50,81 with the higher score or maximum score is 65 and the lower score or minimum score is 25.

2. Students' Post-test Score

In this section, showed the students' post-test result. Scores below are the result after the treatment taught by using Vocabulary Self-Collection Strategy. The test is containing with 20 questions multiple choice about recount text. The scores could be showed as below:

Table 4.2
Post-test Score of Experimental Class

No.	Name	Aspects of Reading Comprehension				Total Score
		MI	Vo	DI	Inf	
1	AFA	10	25	35	20	90
2	AH	10	15	20	5	50
3	APR	10	15	35	20	80
4	AZK	15	5	20	10	50
5	ASH	10	10	30	5	55
6	AFS	10	25	25	15	75
7	DAP	15	20	30	5	70
8	DAP	5	15	35	15	70
9	ESJ	15	25	40	20	100
10	ETY	15	20	15	5	55
11	FAR	5	15	35	15	70
12	FKF	15	10	25	5	55
13	FAS	15	20	35	20	90
14	GR	10	5	30	5	50
15	HAZ	15	20	25	10	70
16	HFK	10	15	35	15	75
17	IMA	5	15	40	15	75
18	IDMJ	5	15	35	15	70
19	JWM	15	15	35	20	85
20	JPA	15	15	40	15	85
21	KFM	10	15	35	20	80
22	MSP	15	25	40	20	100
23	NDN	10	10	30	10	60
24	NHA	5	20	35	5	65
25	NWK	15	25	30	10	80
26	NIP	10	25	25	15	75

27	RHS	10	10	20	10	50
28	RZL	10	10	25	5	50
29	SNR	10	15	35	20	80
30	SDB	15	20	30	10	75
31	SK	0	10	30	0	40
Total						2175
Mean						70,16

Notes:

MI : Main idea

Vo : Vocabulary

DI : Detail information

Inf : Inference

In the table 4.2 showed that the average score of students experiment class is 70,16. Student maximum score is 100 and student minimum score is 40. Therefore, can be said that Vocabulary Self-Collection Strategy there was an effect and enhancement in student scores.

3. Description of Observation

This study used participant observation to know student habits when teaching and learning activities in the classroom. This study, used an observation to look for students' behavior during the learning process. Additionally, the researcher took notes while observed the process of teaching and learning.

The experimental class learning process before taught by Vocabulary Self-Collectin Strategy was confused. When the pre-test, students were confused to do the pre-test and students guessed the

correct answer. Students confused by new vocabulary that they forgot or even never known the vocabulary in the reading question.

The researcher provided learning strategy in the experimental class by using Vocabulary Self-Collection Strategies and found that students were very interested when the researcher conveyed about these learning strategy and divided them into groups. To form a group did not need to took a long time because students felt interested. In the group, the discussion was very great and went well for 20 minutes.

After the discussion, students presented the results of the discussion in the classroom. For the first group looked embarrassed and did not read the text fluently, besides that students explained the text they have discussed to the other group correctly and precisely. The next group, looked more confident and be able to explained to the other group correctly and precisely.

Thus, it can be said that Vocabulary Self-Collection strategy in the teaching and learning activities can helped and effective for students in reading comprehension ability became better. It proved by the presentation of the results group discussions that each group explained the texts correctly and precisely. It means that Vocabulary Self-collection Strategy gave a good effect for students in reading comprehension abilities.

4. Description of Questionnaire

This section presented the questionnaire result performed on 14th January 2024 in the VIII B. Questionnaire is a wide form of writing containing several questions or statements addressed to correspondents.⁵⁶ The form of questionnaire used is a open-ended questionnaire with 14 questions. The respondents were asked to answered several questions from the questionnaire by made statements or paragraphs regarding to student perspective about Vocabulary Self-Collection Strategy. The students were guided in answering the questions in the class.

Table 4.3
Description of Questionnaire Code

Students' code	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	3	1	2	2	1	1	1	1	1	1	1	1	1	1
2	2	1	1	1	1	1	1	1	1	1	1	2	2	1
3	2	1	3	1	3	3	1	1	1	2	1	3	1	1
4	3	1	1	2	1	3	1	1	1	1	1	1	2	2
5	3	1	1	2	3	1	1	1	1	1	1	2	2	2
6	3	1	1	1	1	3	1	1	2	2	2	2	1	1
7	3	1	3	1	2	2	1	1	2	2	1	2	1	1
8	1	1	3	1	3	3	1	1	1	1	1	1	2	2
9	1	3	3	1	2	2	1	1	2	1	1	1	1	1
10	2	3	3	1	2	2	1	1	1	1	1	2	1	2
11	2	1	1	1	2	2	1	1	1	1	1	3	1	1
12	2	2	3	2	3	2	1	1	2	1	1	1	1	1
13	1	1	3	1	1	3	1	1	2	1	1	3	1	1
14	1	1	2	1	1	3	1	1	1	1	1	1	1	1
15	2	3	3	2	2	2	1	1	2	1	1	1	1	2
16	2	1	3	2	1	3	2	1	2	1	1	3	2	2
17	1	3	1	1	3	2	1	1	1	1	2	3	1	1

⁵⁶ Sugiyono, Quantitative, Qualitative, and R&D research methods. Nineteen Edition. Bandung: ALFABETA, CV. 2013, p.142

18	2	2	1	1	3	2	1	1	1	1	1	2	1	1
19	2	1	1	1	3	2	1	1	1	2	2	3	1	1
20	3	2	1	1	3	3	1	1	2	2	2	2	1	1
21	2	1	3	1	3	2	2	1	1	1	2	2	1	1
22	3	3	3	1	2	2	1	1	1	1	1	1	1	2
23	3	1	3	1	1	3	2	1	1	3	1	2	1	1
24	2	1	1	1	3	2	2	2	1	1	2	2	2	2
25	2	3	3	1	1	3	2	2	1	1	2	2	1	2
26	3	1	1	1	1	3	1	1	1	1	2	2	2	2
27	3	1	1	1	1	3	1	1	1	1	1	2	1	1
28	3	2	3	1	3	2	1	1	2	1	1	1	2	2
29	2	2	2	1	1	3	2	1	3	2	1	1	1	1
30	2	1	3	1	1	3	1	1	1	1	2	2	1	1
31	2	1	3	1	3	2	1	1	2	1	2	2	1	1

It can be seen in table 4.3 that there are 31 respondents who have answered the open-ended questionnaire. The answers have been grouped into several codes according to the answers obtained from respondents. The data will then be analyzed using SPSS version 16.0.

C. Data Analysis

In this section, presented analytical data using descriptive and inferential statistics. The data sourced from test and questionnaire data to determined the average score, standard deviation, and percentage. SPSS version 16.0 is used to presented the data process. The detail result of students' experimental class was presented and described as below:

1. Test Analysis

a. Descriptive Statistic

The first data analysis used statistic to showed the minimum or lower score, maximum or higher score, mean score

distribution, and standart deviation from pre-test and post-test result.

Table 4.4
Descriptive Statistics Output

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	31	25	70	50.81	10.731
posttest	31	40	100	70.16	15.572
Valid N (listwise)	31				

According to the table 4.4 above, it showed the pre-test and post-test scores differed significantly in terms of amount of points. Calculation of statistics above presented the mean or average results of the test score before treatment is 50.81 and after treatment is 70.16. There is an enhancement average of 19.35. It showed that demonstrated the substantial effect of the Vocabulary Self-Collection Strategy in reading comprehension recount text among students' 8th grade of MTs Darur Ridwan.

b. Normality Test

The second section, in order to found the data were normal or not, the researcher presented the normality data. Normality test used Shapiro Wilk SPSS version 16 with a signification level (p) of more than 0.05 ($\alpha = 0.05$). Shapiro-Wilk is valid and effective normality test for small group.⁵⁷ This study used the Shapiro Wilk

⁵⁷ Jonathan Sarwono, *Buku Pintar IBM SPSS Statistics* (Jakarta: PT Elex Media Komputindo, 2011) 239,

formula because the sample in this study used is less than 50. The data used in the normality test are pretest and posttest scores.

Table 4.5
Normality Data Output

Test	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Hasil PreTest	.136	31	.152	.970	31	.519
PostTest	.141	31	.119	.958	31	.253

a. Lilliefors Significance Correction

A level of significance more than 0.05 ($p > 0.05$) it means that the data can be distributed normally. Besides that, if the level of significance is lower than 0.05 ($p < 0.05$) it can be interpreted that the data is not distributed normally. In the table 4.5, the normality test showed that the significant value of pretest is 0.519 and 0.253 for the posttest. It can be concluded that significant values is more than 0.05 which means that the data is normally distributed.

c. Homogeneity Test

To determine the data that has been used is homogenous or not, a homogeneity test is employed. Homogeneity test is used as prerequisite test before carried out the paired sample t-test by using Levene formula.

Table 4.6
The Homogeneity of Data Output
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
3.762	1	60	.057

The significance value (p) is higher than 0.05 ($p > 0.05$) means that the value is considered homogeneous. While if the significance value (p) is lower than 0.05 ($p < 0.05$) then it can be interpreted that the value is not homogeneous. Based on the table 4.6 can be seen that significance value of the data is sig. 0.57 > 0.05. It can be concluded that the data is homogenous.

d. Paired Sample T-test

There are part of parametric statistics and one of them used in this research is paired sample t-test, therefore the data used must be normally distributed. After the data is declared normally distributed, it can be continued to the paired sample t-test statistical test. The use of paired sample t-test because the data used is 2 data included pre-test and post-test scores from 1 sample. The aim of this statistical test used the paired sample t-test to determine whether there is a significant difference between the average of the two data sets.

Table 4.7
Paired Sample T-test Output

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-1.935E1	9.978	1.792	-2.301E1	-15.695	-1.080E1	30	.000

The decision-making of the paired sample t-test is there was a significant difference between learning outcomes in pre-test and post-test data if the value of Sig. (2-tailed) < 0.05 . If the value of Sig. (2-tailed) > 0.05 , it indicated that there is no significant difference between learning outcomes in pre-test and post-test data.

Based on the table 4.7 it is known that the value of Sig. (2-tailed) is $0.000 < 0.05$. Therefore, it can be concluded that there was a real difference between learning outcomes in pre-test and post-test scores.

e. Hypotheses Testing

1) If hypotheses test value is Sig. (2-tailed) < 0.05 imply that H_a is accepted and H_0 is rejected. Therefore, it can be said that the used of Vocabulary Self-Collection Strategy provided a significant effect on the teaching Reading Comprehension in Recount Text among students' 8th grade MTs Darur Ridwan.

- 2) If hypotheses test value is Sig. (2-tailed) > 0.05 imply H_a is rejected and H_0 is accepted. Therefore, it can be said that the used of Vocabulary Self-Collection Strategy did not provided a significant effect on the teaching Reading Comprehension in Recount Text among students' 8th grade MTs Darur Ridwan.
- 3) According to the calculation distribution of Paired Sample Ttest, in such calculations yields the significance of Sig. (2-tailed) is $0.000 < 0.005$ which implied that H_a was accepted and H_0 was rejected. In short, the average score on the pre-test and post-test significantly improved. Therefore, it can be concluded that the used of Vocabulary Self-Collection Strategy provided a significant effect on the teaching Reading Comprehension in Recount Text among students' 8th grade MTs Darur Ridwan..

2. Questionnaire Analysis

In this study, questionnaire were used to determined students' perception about English language learning and after learning using Vocabulary Self-Collection Strategi. The questionnaire open-ended consists of 14 questions gave to students' grade VIII B after did the treatment. The data is calculated used SPSS version 16.0 to answered each indicator.

The calculation result showed as below:

Table 4.8
Students' impression of English and facing difficulties

Question	Answer	Frequency	Percent
<i>Bagaimana anda mengenal bahasa Inggris pertama kali?</i>	<i>Video game/animasi/lagu</i>	5	16,1
	<i>Sekolah</i>	15	48,4
	<i>Orang tua</i>	11	35,5
	<i>Total</i>	31	100
<i>Apakah anda merasa senang belajar bahasa Inggris disekolah?</i>	<i>Iya</i>	21	67,7
	<i>Biasa</i>	4	12,9
	<i>Senang sekali</i>	6	19,4
	<i>Total</i>	31	100
<i>Apakah anda merasa kesulitan belajar bahasa Inggris?</i>	<i>Iya</i>	12	38,7
	<i>Tidak</i>	3	9,7
	<i>Sedikit</i>	16	51,6
	<i>Total</i>	31	100
<i>Bagaimana jika anda merasa kesulitan dalam memahami materi bahasa Inggris di dalam kelas?</i>	<i>Bertanya</i>	25	80,6
	<i>Mencari sendiri</i>	6	19,4
	<i>Total</i>	31	100

In the table above there are 4 questions grouped into 1 group about students impression in English and facing difficulties. 51,6% of the respondents wrote that students knew English from childhood through video games or animation, songs, or from their parents. While the half knew English when they were in the school. The most of respondent said that they loved to studied english because it was fun and interesting.

Even so, every learning processed did not always went well, it must found difficulties. Such as one respondent said "Yes, because the writing and pronunciation were different" (students' code 20). 80,6%

of respondents asked a friend or teacher when there are difficulties, and the rest chosen to understand for themselves. As respondent "I will ask my teacher or friend" (students' code 26).

Table 4.9
English teachers

Question	Answer	Frequency	Percent
<i>Apakah guru bahasa inggris anda menggunakan strategy pembelajaran dalam menjelaskan materi di kelas?</i>	<i>Pernah</i>	13	41,9
	<i>Tidak</i>	6	19,4
	<i>Jarang sekali</i>	12	38,7
	<i>Total</i>	31	100
<i>Apakah anda puas dengan materi bahasa inggris yang diberikan guru disekolah?</i>	<i>Puas</i>	3	9,7
	<i>Tidak puas</i>	14	45,2
	<i>Sedikit</i>	14	45,2
	<i>Total</i>	31	100

This second indicator discussed the performed of English teachers.

In accordance with respondent's answers, the English teacher has used learning strategy, but almost all students were less satisfied with the

learning provided by their English teacher. As one respondent said, "sometimes satisfied and sometimes dissatisfied" (students' code 10).

Table 4.10
The role of VSS in learning

Question	Answer	Frequency	Percent
<i>Apakah strategi vocabulary self-collection dapat membantu anda memahami kalimat bahasa Inggris?</i>	<i>Iya</i>	25	80,6
	<i>Sangat membantu</i>	6	19,4
	<i>Total</i>	31	100
<i>Apakah strategi vocabulary self-collection dapat membantu anda memahami sebuah bacaan bahasa Inggris?</i>	<i>Iya</i>	29	93,5
	<i>Sangat membantu</i>	2	6,5
	<i>Total</i>	31	100

In the third indicator, there are two questions of the role of Vocabulary Self-Collection Strategy in learning English language, especially in reading comprehension. All respondents answered that Vocabulary Self-Collection Strategy helped students to comprehend the reading text. Therefore, it can be said that Vocabulary Self-Collection Strategy helpful for students improved the reading comprehension ability. As one student said "Yes, will understand and understand better" (students' code 26).

Table 4.11
Students' interest

Question	Answer	Frequency	Percent
<i>Apa yang anda rasakan ketika guru membagi siswa menjadi beberapa kelompok?</i>	<i>Senang/seru</i>	20	64,5
	<i>Biasa saja</i>	10	32,3
	<i>Menarik</i>	1	3,2
	<i>Total</i>	31	100
<i>Apa yang anda rasakan ketika strategi vocabulary Self-collection diaplikasikan dikelas anda?</i>	<i>Senang/seru</i>	24	77,4
	<i>Biasa saja</i>	6	19,4
	<i>Takut</i>	1	3,2
	<i>Total</i>	31	100

The fourth indicator discussed students' interest in the learning process. 67.7% of respondents answered that learning divided into groups is interesting and exciting so that learning can be fun. But the rest answered casually for fear of making friends who were not suitable. As the respondent said "I am happy to be working with my friend" (students' code 27).

77.4% of respondents answered that this Vocabulary Self-Collection is a fun strategy for learning activities. The rest answered casually and

felt scared. As the student who has code 23 said, "Surprised, happy because I didn't do it myself, panicked because I was afraid that I couldn't".

Table 4.12
Students' perceptions of VSS

Question	Answer	Frequency	Percent
<i>Bagaimana pendapat anda tentang penggunaan strategi pembelajaran baru disetiap materi?</i>	<i>Senang/seru</i>	20	64,5
	<i>Membantu</i>	10	32,3
	<i>Menarik</i>	1	3,2
	<i>Total</i>	31	100
<i>Bagaimana pendapat anda tentang penggunaan strategi pembelajaran vocabulary self-collection dalam penguasaan membaca teks recount?</i>	<i>Senang/seru</i>	10	32,3
	<i>Membantu</i>	15	48,4
	<i>Setuju</i>	6	19,4
	<i>Total</i>	31	100
<i>Apakah menurut anda strategi vocabulary self-collection efektif untuk penguasaan membaca recount text?</i>	<i>Iya</i>	23	74,2
	<i>Sangat efektif</i>	8	25,8
	<i>Total</i>	31	100
<i>Apakah anda puas dengan strategi vocabulary self-collection untuk penguasaan membaca recount text?</i>	<i>Iya</i>	20	64,5
	<i>Sangat puas</i>	11	35,5
	<i>Total</i>	31	100

The last indicator is about students' perception about Vocabulary Self-Collection Strategy. Respondents argued that the use of learning strategies is fun and did not made boring. Respondents expressed positive opinions on the used of VSS in the learning activity. Students agreed that VSS can helped students and be effective for students mastered in comprehending a text recount. All respondents were satisfied with applying Vocabulary Self-Collection Strategy in learning reading comprehension recount text. Thus, It could be said that

Vocabulary Self-Collection Strategy is effectively used in learning reading comprehension in recount text.

D. Discussion

The purpose of this research was to determine the Vocabulary Self-Collection Strategy at Islamic Junior High School Darur Ridwan can improve students' reading comprehension skills and whether it may aid students in understanding a recount text. The data collection used reading comprehension skill test, observation participant, and questionnaire open-ended in the experimental class. The instruments were given in the students second grade. The findings is explained as follow:

1. Vocabulary Self-Collection Strategy helped students in enhancing reading comprehension in recount text

The teacher gave the test about reading comprehension skill in the experimental class at students VIII B in the form of pre-test and post-test. The test aims is to compare the students achievement score before treatment and after treatment by applied Vocabulary Self-Collection Strategy. The test was given, both post-test and pre-test, contain of 20 questions multiple choice about recount text. recount text is a text to retelling previous event in personally.⁵⁸

There are 2 factors that affect student learning; internal factor and external factor. Internal factor is a factor that exist in individuals, such as physical, spiritual, and psychological. While the external factor is a

⁵⁸ Magdalena Br Marpuang, Textual Reading (Yogyakarta: Depublish, 2021), 67

factor that did not exist in individuals, such as family, society, and school.⁵⁹ In this study, the researcher used external learning factor from schools, namely in the form of efforts to improved the learning process of students by applying the Vocabulary Self-Collection Strategy with the aim of improved reading skills, especially in the realm of reading comprehension. The strategy that have been carried out, students can got new way as a fresh opportunity to learned by not only sat, listened to the teacher explanations, took notes on material, and did questions. VSS learning is done by learning in groups, discussed, argued and expressed their opinions. In the used of Vocabulary Self-Collection Strategy, students are also educated to communicated well, grasped the informations quickly, and cooperated well, for example in solved a problem that has been given by the educator. Students center learning approach (SCL) in which students participated to found, choosen, and gathered the vocabularies with appropriate text in support of VSS as an independent learning type.⁶⁰

The experimental class learning with VSS processed with three stages there were before reading, during reading, after reading.⁶¹ Before using VSS was confused. When the pre-test, students were confused to do the pre-test and students guessed the correct answer.

⁵⁹ Slameto, *"Learning and Influencing Factors"* (Jakarta: Rineka, 2016)

⁶⁰ Indrian Juwita and Sunaryo, "Using Vocabulary Self-Collection Strategy (VSS) to Increase Mastery the Junior High School Students' Vocabulary," *Journal of English Language Teaching* 2, no. 1 (September 2013) <http://repository.unp.ac.id/id/eprint/4132>

⁶¹ Antonacci & O'Callaghan, *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms*, (United States: SAGE Publication. 2002), 27-28

Students confused by new vocabulary that they forgot or even never known the vocabulary in the reading question. However, after the researcher applied the Vocabulary Self-Collection Strategy in the learning activity, students easily looked up the defined of vocabulary and more easily understood the question and answered well.⁶² Therefore, students got significantly improved scores on the post-test compared to pre-test result.

Treatment has been applied (1) by divided students into small groups and every group consist of 5 until 6 person. The researcher explained how the way of Vocabulary Self-Collection Strategy. (2) Then, every group got a paragraph of recount text. In the small group, (3) students observed the recount text paragraph and (4) found new interesting words and wrote in the VSS chart. Students found simple past tense words.⁶³ (5) In a group, students looked for the meaning of interest words in the VSS chart. (6) In addition, students looked back the reading paragraph to found main ide, detail information, and inference.⁶⁴ (7) Eventually, each group presented the result of group discussion in the classroom. (8) Then, the teacher gave feedback to every group.

⁶² Tahira Sameen and Amina Ayaz, "electing, Speaking and Saving: Applying Vocabulary Self-Collection Strategy in ESL Classroom at Intermediate Level at NUML," *UMT Education Review (UER)* 5, Issue 1 (Spring 2022), <https://doi.org/10.32350/uer.51.04>

⁶² Rudell Martha Rapp, "Teaching Content Reading and Writing" John Wiley, 2005.

⁶³ Wignell and Gerot, *Making Sense of Functional Grammar* (Australia: Gred Stabler AEE: 1998), 194

⁶⁴ Mikulecky & Jeffries, *Reading Power* (New York: Addison-Wesley Longman, 2004), 199.

Based on the analysis data presented in table 4.4, after obtained the scores from the pre-test and post-test it can be found that the average of the pretest scores is 50.81 with the highest score is 70 and the lowest score is 25. This score was still low. Students were given a treatment and then the post-test that showed the average score of students was 70.16 with the highest score was 100 and the lowest score was 40.

After the data pre-test and post-test were collected, the next step is a prerequisite test consisting of normality test and homogeneity test. The researcher used normality test with Shapiro Wilk with SPSS 16.0 version. According to the table 4.5 showed that the significant value is 0.519 for the pre-test and 0.253 for the pos-ttest. It can be concluded that the significant values were higher than 0.05 or sig. $0.519 > 0.05$, this indicated a normal distribution of the data.

The next prerequisite test is homogeneity test which used the Levene formula with SPSS 16.0 version. Based on the table 4.6 can be seen that data significance value is sig. $0.57 > 0.05$. it can be said that the data is homogenous.

Based on the data analisis pre-test and post-test above, and also questionnaire on the table 4.10, it can be concluded Vocabulary Self-Collection Strategy has an impact and helped students in reading comprehension ability in recount text. The pre-test and post-test results differed significantly form one another, which increased the average

score by 19.35 from 50.81 to 70.16. This finding is supported with other researchers, showed that Vocabulary Self-Collection Strategy was successfully helped students in enhancing the reading comprehension ability because VSS allowed students to found new vocabulary or difficult words and defined them.⁶⁵ Students' interest in learning activities was increased by a high average when students used the Vocabulary Self-Collection Strategy. It could enrich students' proficiency in English and increases the interest of the teaching and learning process.⁶⁶

2. The effects of using Vocabulary Self-Collection Strategy towards students' reading comprehension ability in recount text

The used of Vocabulary Self-Collection Strategy, the teacher provided opportunity for students to communicated in groups and the teacher as a facilitator. Students were given the opportunity to freely communicate new vocabularies that students used to understood a reading text. This role can be referred to as a student center. The teacher merely directed, while the students actively work in groups or pairs.

To found out the effect learning strategy, a hypothesis test was conducted using a paired sample t-test with the SPSS 16.0 application.

⁶⁵ Emilia Sukma Dara Damanik et al, "The Use Of Vocabulary Self-Collection (Vss) Strategy In Increasing Student Reading Comprehension," *Journal GEEJ* 8, no. 1(2021), <https://doi.org/10.46244/geej.v8i1.1228>

⁶⁶ Syayyidina Ali, "The Students' Interest on the Use of Vocabulary Self-Collection Strategy in Learning English Vocabulary" *Journal of Language Teaching and Literature*, Vol 4, No 2,(August 2017), 165-174, <http://journal.uncp.ac.id/index.php/ethicallingua/article/view/630>

Based on the paired sample t-test outcome, it showed in table 4.7 that the signification value (2-tailed) is 0.000. This showed that the significance level of 0.05 is greater than the value of Sig. (2-tailed) $0.000 < 0.05$ then it can be said that the alternative hypothesis or H_a is accepted while the null hypothesis or H_0 is rejected. Therefore, it can be concluded that there was the effect of using Vocabulary Self-Collection Strategy on the teaching reading comprehension in recount text at students 8th grade MTs Darur Ridwan.

Participant observation has been carried out by researchers by observed student behavior in the classroom during the study, there are several findings that can strengthen that VSS was given effects in learning strategy. The first is that students were very interested when the researcher conveyed about VSS and divided them into groups. This is supported by the data analysis outcomes in table 4.11. The second is that students worked well together so as to establish communicative discussions. Third, students felt free to choose the vocabulary they want to find the meaning without coercion. Furthermore, students was dared to asked questions when facing difficulties and dared to argued when gave the opportunity to presented the results of group discussions. Finally, when the researcher invited students to made conclusions, students actively followed the flow of the recount text that has been presented by one group and other groups which means students understood the content of the recount text. The students

already got the reading comprehension by using VSS which is the reading comprehension ability is the way understood the text successfully.⁶⁷

According to the observational analysis above, it can strengthen that VSS gave the good effects in learning strategy. Other researcher supported this finding, the used of Vocabulary Self-Collection Strategy as a learning strategy can increased students' learning motivation with fun habits.⁶⁸

An open-ended questionnaire has also been given to participants, namely class VIII B with the aim of knowing students' opinions about VSS. The questionnaire that has been given, received a good response by students as respondents. It is evident from table 4.12 that students felt happy when VSS is applied in learning. Students also argued that VSS gave effects on reading comprehension recount text in learning activity and they satisfied with what they got from using VSS. It can be said that the Vocabulary Self-Collection Strategy successfully helped students and gave students good effects for learning reading comprehension of recount text. This finding is consistent with other findings, the Vocabulary Self-Collection Strategy provided significant effect for students' reading comprehension ability.⁶⁹ VSS strategy is

⁶⁷ J.R Birsch, *Multisensory Teaching of Basic Language Skills*, Third Edition (Baltimore: 2011)

⁶⁸ Putri Anita Simbolon et al., "Using Vocabulary Self-Collection Strategy (VSS) to Improve Mastery Student's Vocabulary," *LEEA Journal (Linguistic, English Education and Art)*, no. 2 (June 2020): 2597-3819, <https://doi.org/10.31539/leea.v3i2.1010>

⁶⁹ Febrisera and Sugirin, "The Effectiveness of Vocabulary Self-Collection Strategy On Students' Reading And Vocabulary Achievement: A Quasi-Experimental Research," *JEELS (Journal of*

recommended for English teacher for enhance reading comprehension.⁷⁰



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English and Linguistics Studies 8, no. 2 (November 2021) : 291-321,
<https://doi.org/10.30762/jeels.v8i2.2949>

⁷⁰ Emilia Sukma Dara Damanik et al, "The Use Of Vocabulary Self-Collection (Vss) Strategy In Increasing Student Reading Comprehension," *Journal GEEJ* 8, no. 1(2021),
<https://doi.org/10.46244/geej.v8i1.1228>

CHAPTER V

CONCLUSIONS AND RECOMMENDATION

A. Conclusions

1. Referred to the first question, it could be concluded that the Vocabulary Self-Collection Strategy (VSS) helped students to developed reading comprehension ability in recount text. This research involved divided students into small groups using vocabulary Self-Collection Strategy. The students analyzed recount text paragraph, found interesting words, and the meaning in the VSS chart. Every group discussed about the main idea, detail information and inference of the paragraph. The last, each group presented the result of group discussion and the teacher gave the feedback. With the application of VSS, students were helped in understanding texts in a new way.

2. Based on the second research question, it could be concluded that there was a significant effect of using Vocabulary Self-Collection Strategy on students' reading skill especially reading comprehension in recount text. It was proved by the results of the paired sample t-test analysis with the results of Sig. (2-tailed) $0.000 < 0.05$. It can be claimed that Null hypothesis or H_0 is rejected and the alternative hypothesis or H_a was accepted. It could be said that there was significant effect in learning activity of students' reading comprehension by using Vocabulary Self-Collection Strategy in recount text. Besides that, the result of questionnaire used as supporting data that VSS gave effects learning strategy. All respondents answered that VSS was effective on

mastering reading comprehension in recount text and students were satisfied with the use of VSS in learning activities.

B. Recommendation

Based on research experience, the researcher can provided the following suggestions:

1. For school

It is expected to provide encouragement to educators to develop learning methods so that learning in the classroom is more active, creative, effective, and fun which can support students to increase interest in learning and solve problem of low student learning outcomes. In addition, the school should provide full support by continuing to improve the facilities and infrastructure related to the media needed by teachers for smooth learning processes as a reference to improve the quality of a better school.

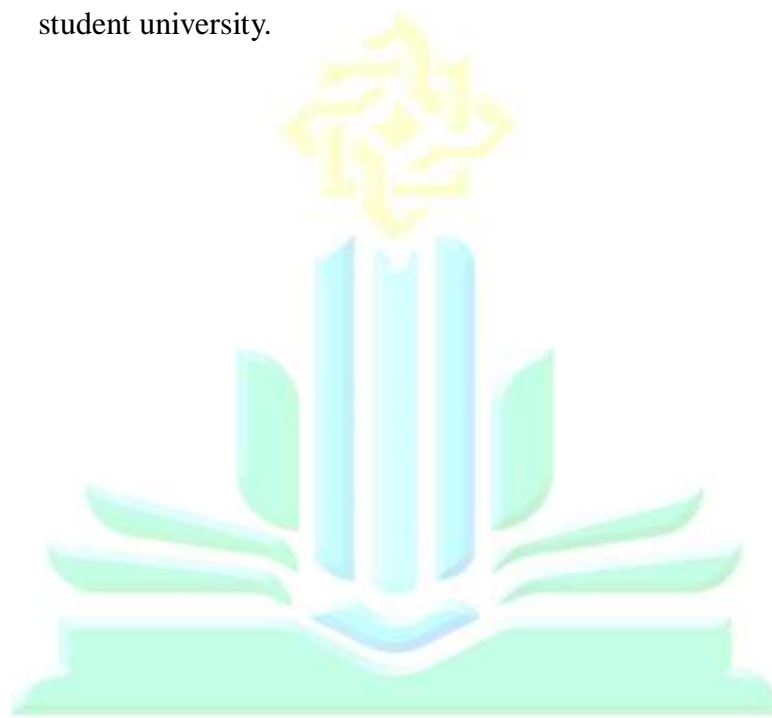
2. For the teachers

In the learning process, English teachers should try to use different learning strategies or methods are varied and adapted to the every material, such as vocabulary self-collection learning strategies so that learning in the classroom becomes more active and fun so that it can improve student learning outcomes.

3. For the next researcher

Further researchers are expected to develop learning strategies from Vocabulary Self-Collection according to the circumstances of the

research object. Researchers can then use this strategy that focuses on other skills such as writing skills, speaking skills, or listening skills and use this strategy at the senior high school level or even to the student university.



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APPENDIX

Appendix 1

RESEARCH MATRIX

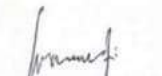
TITTE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	PROBLEM
<p>The Effectiveness of Using Vocabulary Self-Collection Strategy On The Taching Reading Comprehension In Recount Text At Students' 8th Grade MTs Darur-Ridwa</p>	<p>1. Vocabulary Self-Collection Strategy</p> <p>2. Reading Comprehension In Recount Text</p>	<ul style="list-style-type: none"> • Vocabulary • Main idea • Vocabulary • Detail information • Inference 	<p>1. Subject : The 8th Grade Students' MTs Darur-Ridwan</p> <p>2. The English Teacher</p>	<p>1. Quantitative Approach</p> <p>2. Data Instrument:</p> <ul style="list-style-type: none"> a. Reading Test b. Observation c. Questionnaire <p>3. Data Analysis:</p> <ul style="list-style-type: none"> a. Descriptive Statistic b. Normality Test c. Homogeneity Test d. Paired Sample T-test <p>4. Research Procedure:</p> <ul style="list-style-type: none"> • Pre-test • Treatment • Post-test • Questionnaire 	<p>1. How can Vocabulary Self-Collection Strategies help Junior High School Students on reading comprehension in recount text?</p> <p>2. Is there any effect of using Vocabulary Self-Collection Strategy in learning activity of reading comprehension recount text for students Junior High School?</p>

Appendix 2

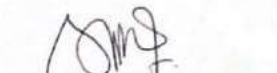
**JURNAL MENGAJAR
BAHASA INGGRIS
MTs DARUR RIDWAN
Tahun Pelajaran 2023-2024**

No	Hari/Tanggal	Jam ke-	Kelas	Mata Pelajaran	Materi Yang Disampaikan	Pert. Ke-	Langkah-Langkah	Situasi Kelas	Catatan Khusus
1	Sabtu, 6 Januari 2024	2-3	VIII	Bahasa Inggris	Pre-Test, Simple Past Tense	1	Salam, absen, pemberian pre-test, materi, penutup	Tertib	
2	Minggu, 7 Januari 2024	4-5	VIII	Bahasa Inggris	Recount Text	2	Salam, absen, materi menggunakan VSS, penugasan, penutup.	Tertib	
3	Sabtu, 13 Januari 2024	2-3	VIII	Bahasa Inggris	Post-Test	3	Salam, absen, penugasan berupa post-test, penutup.	Tertib	
4	Minggu, 14 Januari 2024	4-5	VIII	Bahasa Inggris	Questionnaire	4	Salam, absen, pemberian questionnaire, penutup.	Tertib	

Guru Pamong


Irmawati, S.Pd

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JEMBER

Banyuwangi, 14 Januari 2024
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Kepala Sekolah



Appendix 3

DECLARATION OF AUTHORSHIP

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Program : Tadris Bahasa Inggris
Faculty : Tarbiyah and Teaching Training
Institution : State Islamic University of Kyai Haji Achmad Siddiq Jember

I hereby sincerely declare that the thesis entitled “The Effectiveness of Using Vocabulary Self-Collection Strategy On The Teaching Reading Comprehension In Recount Text At Students’ 8th Grade MTs Darur-Ridwan” is my real masterpiece things from my thesis are cited and referred based on the bibliography. Nevertheless, if anyone complains or claims about this undergraduate thesis, I am the only person who is responsible for this thesis.

UNIVERSITAS ISLAMIAH
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JEMBER

Jember, 1 April 2024
The Writer


Sida Indana Iffa Nahdika
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E-mail : darur.ridwan@yoshoo.co.id Yayasan Akte Notaris: YUDHA ARYA BIMA, SH,M.Kn. NO: 03 Tanggal 3 Oktober 2015

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : MTs.601/YPPM-DR/203/VII/2024

Yang bertanda tangan di bawah ini :

Nama : Titin Masliha, S.Pd
Jabatan : Kepala Madrasah Tsanawiyah Darur Ridwan
Alamat : JL. HOS Cokroaminoto No.32 Parangharjo Songgon Banyuwangi

Menerangkan bahwa :

Nama : Sida Indana Iffa Nahdika
Tempat, tanggal lahir : Banyuwangi, 23 April 2001
NIM : 202101060020
Program Studi : Tadris Bahasa Inggris
Asal Perguruan Tinggi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Telah selesai melaksanakan penelitian pada madrasah kami sebagai syarat menyelesaikan program S1 Pendidikan Agama Islam dengan judul **"THE EFFECTIVENESS OF USING VOCABULARY SELF-COLLECTION STRATEGY ON READING COMPREHENSION IN RECOUNT TEXT AT STUDENTS' 8th GRADE MTs DARUR RIDWAN"**.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Banyuwangi, 15 Januari 2024

Hormat Kami,

Kepala MTs Darur Ridwan,



TITIN MASLIHAH, S.Pd

Appendix 5

SPSS Output

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	31	25	70	50.81	10.731
posttest	31	40	100	70.16	15.572
Valid N (listwise)	31				

Normality Test

Case Processing Summary

Test		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Hasil	PreTest	31	100.0%	0	.0%	31	100.0%
	PostTest	31	100.0%	0	.0%	31	100.0%

Descriptives

Test			Statistic	Std. Error
Hasil	PreTest	Mean	50.81	1.927
		95% Confidence Interval for Mean	Lower Bound Upper Bound	46.87 54.74
		5% Trimmed Mean	50.98	
		Median	50.00	
		Variance	115.161	
		Std. Deviation	10.731	
		Minimum	25	
		Maximum	70	
		Range	45	
		Interquartile Range	15	
		Skewness	-.267	.421
		Kurtosis	-.106	.821

PostTest	Mean		70.16	2.797
	95% Confidence Interval for Mean	Lower Bound	64.45	
		Upper Bound	75.87	
	5% Trimmed Mean		69.98	
	Median		70.00	
	Variance		242.473	
	Std. Deviation		15.572	
	Minimum		40	
	Maximum		100	
	Range		60	
	Interquartile Range		25	
	Skewness		-.004	.421
	Kurtosis		-.654	.821

Tests of Normality

Test	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Hasil PreTest	.136	31	.152	.970	31	.519
PostTest	.141	31	.119	.958	31	.253

a. Lilliefors Significance Correction

Homogeneity Test

Test of Homogeneity of Variances

Hasil

Levene Statistic	df1	df2	Sig.
3.762	1	60	.057

Stem-and-Leaf Plots

Hasil Stem-and-Leaf Plot for
Test= PreTest

```

Frequency   Stem & Leaf
1,00  Extremes   (= <25)
,00      3 .
3,00      3 . 555
2,00      4 . 00
6,00      4 . 555555
4,00      5 . 0000
7,00      5 . 5555555

```

```

4,00      6 . 0000
2,00      6 . 55
2,00      7 . 00
    
```

```

Stem width:      10
Each leaf:       1 case(s)
    
```

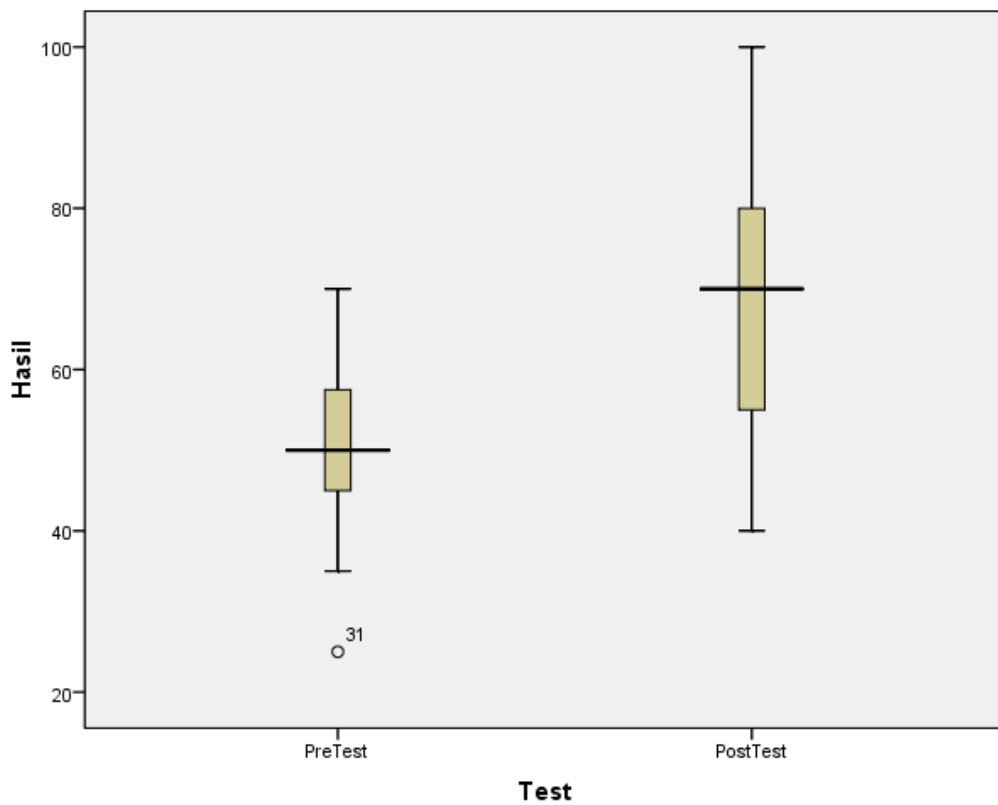
Hasil Stem-and-Leaf Plot for
Test= PostTest

```

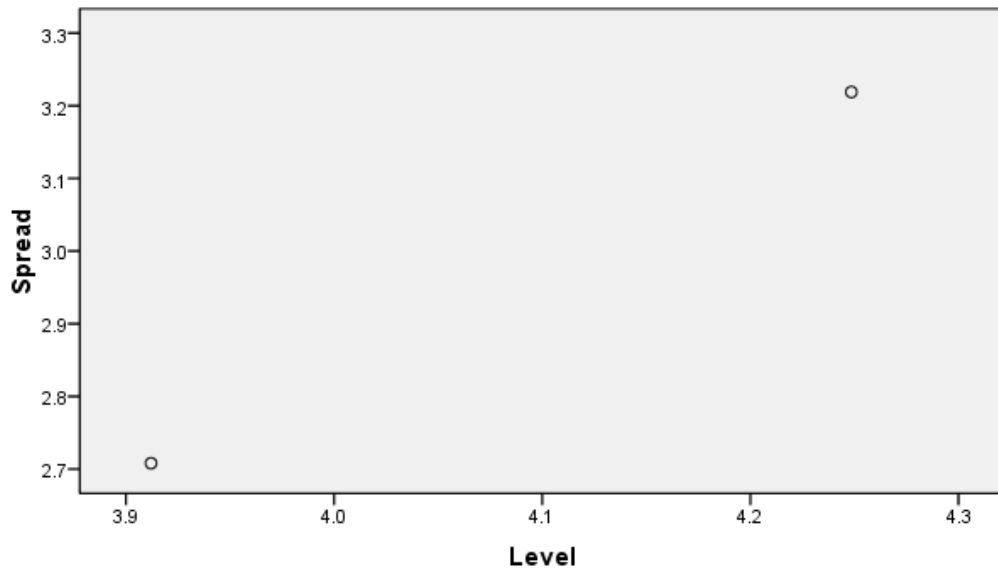
Frequency      Stem & Leaf
1,00           4 . 0
8,00           5 . 0000555
2,00           6 . 05
10,00          7 . 000055555
6,00           8 . 000055
2,00           9 . 00
2,00          10 . 00
    
```

```

Stem width:      10
Each leaf:       1 case(s)
    
```



Spread vs. Level Plot of Hasil by Test



* Plot of LN of Spread vs LN of Level

Slope = 1,518 Power for transformation = -.518

T-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	50.81	31	10.731	1.927
	posttest	70.16	31	15.572	2.797

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest - posttest	-1.935E1	9.978	1.792	-23.015	-15.695	-10.800	30	.000

Appendix 6

LESSON PLAN**RANCANGAN PELAKSANAAN PEMBELAJARAN
(RPP)****Satuan Pendidikan : MTs Darur-Ridwan****Mata Pelajaran : Bahasa Inggris****Kelas/Semester : VIII (Delapan) / 2****Topik : Recount Text****Alokasi Waktu : 2 x 45 menit****A. Kompetensi Inti**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, 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. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
4.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks recount dengan menyatakan dan menanyakan tentang kejadian dan	4.3. Siswa mampu mengidentifikasi fungsi dan struktur teks dalam teks recount dengan pendek dan sederhana 4.4. Siswa mampu membaca dan mengidentifikasi makna teks

<p>peristiwa, pendek dan sederhana, sesuai dengan konteks.</p> <p>4.4 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kejadian dan peristiwa.</p>	<p>teks recount yang meliputi ide pokok, informasi rinci, kosakata, dan kesimpulan/pesan tersirat dengan sangat pendek dan sederhana.</p>
---	---

C. Tujuan Pembelajaran

1. Setelah mengikuti serangkaian pembelajaran (condition), peserta didik (audience) dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan recount teks (behavior) secara benar dan sesuai konteks (degree)
2. Setelah mengikuti serangkaian kegiatan pembelajaran dengan diskusi dan tanya jawab (condition), peserta didik (audience) dapat membaca dan mengidentifikasi ide pokok, informasi rinci, kosakata, dan kesimpulan/pesan tersirat (behavior) secara benar dan sesuai konteks (degree)
3. Siswa dapat menunjukkan kemampuan berliterasi, berfikir kritis, dan berkomunikasi dengan berdiskusi secara kelompok.
4. Melalui serangkaian kegiatan yang dilakukan selama pembelajaran dengan model kooperatif learning, siswa dapat menunjukkan rasa bertanggung jawab, disiplin, dan percaya diri.

D. Materi Pembelajaran

- **Fungsi Sosial**

Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.

- **Struktur Teks**

Gagasan utama dan informasi rinci

- Pendahuluan (Orientation) dengan menyebutkan orang yang terlibat, tempat, waktu, dsb dari peristiwa atau pengalaman yang disampaikan
- Menguraikan urutan kejadian secara kronologis secara runtut. (Event)
- Penutup dengan menyampaikan kesimpulan atau pesan tersirat dari kejadian atau pengalaman yang telah disampaikan. (Re-orientation)

- **Unsur kebahasaan**

- Teks recount menceritakan tentang pengalaman di masa lalu. Oleh karena itu, recount text menggunakan simple past tense. Rumusnya adalah:

Subject + Verb 2

- Menggunakan adverb. Dua jenis adverb yang dapat digunakan dalam teks recount yaitu: kata keterangan waktu (selalu, sekarang, cepat, dll.) dan kata keterangan urutan (pertama, berikutnya, kemudian, dll.)

- Menggunakan conjunction untuk menghubungkan satu kalimat ke kalimat lainnya. Contoh: atau, dan, sementara, tetapi, meskipun.

- **Topik**

Berbagai pengalaman, peristiwa, kejadian yang terjadi di rumah, sekolah, dan sekitarnya yang relevan dengan kehidupan siswa sebagai pelajar, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerja sama, dan bertanggung jawab.

- Definition

Recount text is a text that retell about past event, usually in a chronological order.

➤ Jenis-jenis Greeting Card

1. Personal recount text
2. Factual recount text
3. Imaginative recount text

E. Metode Pembelajaran

1. Pendekatan : Saintifik
2. Strategi Pembelajaran : Vocabulary Self-Collection Strategy (VSS)
3. Metode : Reading guide

F. Media Pembelajaran

1. Media

- ❖ LKPD
- ❖ Lembar penilaian
- ❖ Video pembelajaran

2. Alat/Bahan

- ❖ Spidol, Papan tulis
- ❖ Laptop
- ❖ Proyektor

G. Sumber Belajar

- a. Buku paket Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Bright An English, Kelas VIII, Erlangga, Revisi Tahun 2017
- b. English Lesson 2. Buku paket Islamic Teachers Training Collage (ITTC) Darussalam Gontor 2016
- c. Kamus Bahasa Inggris
- d. Internet

H. Langkah – langkah Kegiatan

No	Kegiatan	Metode	Waktu
1.	<p>Mengamati</p> <ul style="list-style-type: none"> - Pembukaan dengan salam dan doa sebagai rasa <i>Syukur</i> kepada Tuhan. (PPK-Agama) - Memeriksa presensi sebagai sikap (PPK-Disiplin) - Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan - <i>Mengingatkan</i> kembali materi prasyarat dengan memberi kuis. 	Tanya Jawab	10 menit

No	Kegiatan	Metode	Waktu
	<ul style="list-style-type: none"> - <i>Memberikan gambaran</i> tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. - Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung 		
2.	<p>Menanya</p> <ul style="list-style-type: none"> - Guru menunjukkan video pembelajaran dan peserta didik diminta untuk menyimakny. (https://youtu.be/ASP2AiAZYS0?si=pAZUpEna5Ny6Ctdj) - Peserta didik diberi kesempatan untuk <i>menanyakan</i> beberapa arti yang dirasa sulit berkaitan pada materi tersebut berdasar kehidupan sehari-hari. - Guru menjelaskan apa yang ditanyakan peserta didik. 	Tanya Jawab	20 menit
3.	<p>Mengumpulkan dan menganalisis informasi</p> <ul style="list-style-type: none"> - Guru membagi peserta didik menjadi beberapa kelompok dan memberikan satu recount text. - Setiap kelompok akan diberi 1 paragraf bacaan dari teks yang diberikan oleh guru. - Guru meminta siswa untuk membaca (C4) dan <i>mencari</i> kosakata baru dan dituliskan (C4) di Vocabulary Chart yang berisikan kosakata, alasan memilih kata, dan arti dari kata yang telah dipilih. - Setelah siswa mengumpulkan beberapa words, siswa diminta untuk <i>memahami</i> ide 	Individu	30 menit

No	Kegiatan	Metode	Waktu
	paragraf, tipe paragraf, dan <i>informasi</i> .		
4.	Mengomunikasikan - Peserta didik <i>mempresentasikan</i> hasil diskusi di depan kelas. (C5)	Perfor men	20 menit
5.	Penutup - Evaluasi dan membuat ringkasan materi bersama (C5) - Menutup pelajaran dengan berdoa dan salam	Tanya Jawab	10 menit

I. Penilaian

1. Sikap
2. Penilaian Pengetahuan
3. Penilaian Keterampilan

Banyuwangi, 08 Januari 2024

Guru Pamong

Mahasiswa

Irmawati, S.Pd

Sida Indana Iffa Nahdika
NIM 202101060020

Kepala Sekolah



Titin Maslinah, S.Pd

Lampiran

PENILAIAN

1. Sikap

Teknik	Bentuk Instrument	Butir Instrument	Waktu	Keterangan
Observasi	Catatan	Religius, tingkah laku, kerja sama, percaya diri, rasa ingin tahu, bertanggung jawab.	Pembelajaran berlangsung	Penilaian untuk pencapaian pembelajaran (<i>assessment for and of learning</i>)

2. Pengetahuan

Teknik	Bentuk Instrument	Butir Instrument	Waktu	Keterangan
Penugasan	LKPD	Menjawab sesuai dengan yang diminta pada LKPD	Pembelajaran berlangsung	Penilaian untuk pencapaian pembelajaran (<i>assessment for and of learning</i>)
Tertulis	Pilihan Ganda	Memilih jawaban yang benar	Setelah pembelajaran usai	Penilaian untuk pencapaian pembelajaran (<i>assessment of learning</i>)

Skor :

<ul style="list-style-type: none"> Jawaban benar memiliki nilai 5 Jawaban salah memiliki nilai 0 	$S = R \times 5$ Notes : S : Ideal Score of the Test R : Total of right answer
--	---

Appendix 7

INSTRUMEN VALIDITY AND RELIABILITY**Validity****INSTRUMENT VALIDASI
PRE-TEST AND POST-TEST****I. Informasi Umum**

Peneliti : Sida Indana Iffa Nahdika

Validator :

II. Petunjuk

1. Untuk memberikan penilaian terhadap format angket hasil belajar siswa, Bapak/Ibu cukup memberikan tanda checklist (√) pada kolom yang disediakan.
2. Aspek-aspek yang dinilai sebagai berikut:
 - a. Validasi isi
 - Soal sesuai dengan silabus (KD/Indikator)
 - Soal dirumuskan dengan singkat dan jelas
 - Petunjuk pengerjaan soal ditulis dengan jelas
 - b. Bahasa dan penulisan soal
 - Soal menggunakan bahasa sesuai kaidah
 - Soal menggunakan bahasa yang komunikatif, mudah dipahami, dan tidak menimbulkan penafsiran yang ganda
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
 - SDP = Sangat mudah dipahami
 - DP = Dapat dipahami
 - KDP = Kurang dapat dipahami
 - TDP = Tidak dapat dipahami

Butir Soal	Validasi Bahasa				Bahasa dan penulisan soal			
	Tidak Valid	Kurang Valid	Cukup Valid	Valid	TDP	KDP	DP	SDP
1				√				√
2				√			√	
3				√			√	
4				√			√	
5				√			√	
6				√				√
7				√			√	
8				√			√	
9				√			√	

10				√				√
11				√				√
12				√			√	
13				√			√	
14				√			√	
15				√			√	
16				√			√	
17				√				√
18				√				√
19				√				√
20				√				√

III. Komentar dan saran perbaikan

Diperbaiki sesuai saran

Banyuwangi, 04 Januari 2024

Validator,


Irmawati, S.Pd

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J E M B E R

INSTRUMENT VALIDASI
PRE-TEST AND POST-TEST

- I. Informasi Umum
Peneliti : Sida Indana Iffa Nahdika
Validator : *WAWAK*
- II. Petunjuk
1. Untuk memberikan penilaian terhadap format angket hasil belajar siswa, Bapak/Ibu cukup memberikan tanda checklist (✓) pada kolom yang disediakan.
 2. Aspek-aspek yang dinilai sebagai berikut:
 - a. Validasi isi
 - Soal sesuai dengan silabus (KD/Indikator)
 - Soal dirumuskan dengan singkat dan jelas
 - Petunjuk pengerjaan soal ditulis dengan jelas
 - b. Bahasa dan penulisan soal
 - Soal menggunakan bahasa sesuai kaidah
 - Soal menggunakan bahasa yang komunikatif, mudah dipahami, dan tidak menimbulkan penafsiran yang ganda
 3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
 - SDP = Sangat mudah dipahami
 - DP = Dapat dipahami
 - KDP = Kurang dapat dipahami
 - TDP = Tidak dapat dipahami

Butir Soal	Validasi Bahasa				Bahasa dan penulisan soal			
	Tidak Valid	Kurang Valid	Cukup Valid	Valid	TDP	KDP	DP	SDP
1				✓				✓
2				✓			✓	
3				✓			✓	
4				✓			✓	
5				✓			✓	
6				✓				✓
7				✓			✓	
8				✓			✓	
9				✓			✓	
10				✓				✓
11				✓				✓
12				✓			✓	
13				✓			✓	

14				✓			✓	
15				✓			✓	
16				✓			✓	
17				✓				✓
18				✓				✓
19				✓				✓
20				✓				✓

III. Komentor dan saran perbaikan

Diperbaiki sesuai arahan


.....


.....

.....

Banyuwangi, 09 Januari 2024

Validator,


Imamudin, S.Pd.


UNIVERSITAS ISLAM NEGERI
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J E M B E R

INSTRUMENT VALIDASI

ANGKET STRATEGI VOCABULARY SELF-COLLECTION DALAM KEMAMPUAN MEMBACA SISWA

I. Informasi Umum

Peneliti : Sida Indana Iffa Nahdika

Validator :

II. Petunjuk

- Untuk memberikan penilaian terhadap format angket belajar siswa, Bapak/Ibu cukup memberikan tanda checklist (✓) pada kolom yang disediakan.
- Aspek-aspek yang dinilai sebagai berikut:
 - Keterkaitan indikator dengan tujuan
 - Kesesuaian pernyataan/pertanyaan dengan tujuan
 - Bahasa yang digunakan baik dan benar
 - Pertanyaan mudah dipahami
- Angka-angka yang terdapat pada kolom yang dimaksud berarti:
 - = Tidak valid
 - = Kurang valid
 - = Cukup valid
 - = Valid
 - = Sangat valid

No item	Aspek yang dinilai																			
	1					2					3					4				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1				✓					✓					✓					✓	
2				✓					✓					✓					✓	
3				✓					✓					✓					✓	
4				✓					✓					✓					✓	
5				✓					✓					✓					✓	
6				✓					✓					✓					✓	
7				✓					✓					✓					✓	
8				✓					✓					✓					✓	
9				✓					✓					✓					✓	
10				✓					✓					✓					✓	
11				✓					✓					✓					✓	
12				✓					✓					✓					✓	
13				✓					✓					✓					✓	
14				✓					✓					✓					✓	
15				✓					✓					✓					✓	
16				✓					✓					✓					✓	
17				✓					✓					✓					✓	

No item	Aspek yang dinilai																			
	1					2					3					4				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
18				✓						✓					✓					✓
19				✓						✓					✓					✓
20				✓						✓					✓					✓

III. Komentor dan saran perbaikan

.....

Banyuwangi, 09 Januari 2024

Validator,

Mawati
 Mawati, S.Pd



UNIVERSITAS ISLAM NEGERI
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 J E M B E R

Reliability

Case Processing Summary

		N	%
Cases	Valid	60	100.0
	Excluded ^a	0	.0
	Total	60	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.854
		N of Items	10 ^a
	Part 2	Value	.761
		N of Items	10 ^a
Total N of Items			20
Correlation Between Forms			.918
Spearman-Brown Coefficient	Equal Length		.957
	Unequal Length		.957
Guttman Split-Half Coefficient			.944

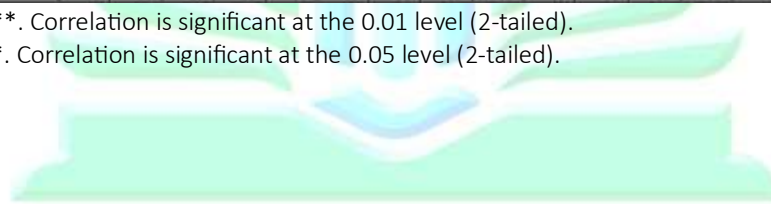
correlations

		soa11	soa12	soa13	soa14	soa15	soa16	soa17	soa18	soa19	soa10	soa11	soa12	soa13	soa14	soa15	soa16	soa17	soa18	soa19	soa20	skor21
soa11	Pearson Correlation	1	.630 ^{**}	.389 ^{**}	.342 ^{**}	.745 ^{**}	.447 ^{**}	.447 ^{**}	.342 ^{**}	.356 ^{**}	.389 ^{**}	.667 ^{**}	.447 ^{**}	-.111	.553 ^{**}	.356 ^{**}	.259 ^{**}	.447 ^{**}	.196	.356 ^{**}	.259 ^{**}	.711 ^{**}
	Sig. (2-tailed)		.000	.002	.008	.000	.000	.000	.008	.004	.002	.000	.000	.398	.000	.005	.045	.000	.133	.005	.045	.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
soa12	Pearson Correlation	.630 ^{**}	1	.557 ^{**}	.342 ^{**}	.745 ^{**}	.447 ^{**}	.447 ^{**}	.804 ^{**}	.356 ^{**}	.389 ^{**}	.587 ^{**}	.745 ^{**}	.259 ^{**}	.553 ^{**}	.356 ^{**}	.830 ^{**}	.447 ^{**}	.196	.356 ^{**}	.630 ^{**}	.889 ^{**}
	Sig. (2-tailed)	.000		.000	.008	.000	.000	.000	.000	.002	.000	.000	.000	.045	.000	.005	.000	.000	.133	.005	.000	.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
soa13	Pearson Correlation	.389 ^{**}	.557 ^{**}	1	.118	.671 ^{**}	-.224	.447 ^{**}	.512 ^{**}	.300	.167	.375 ^{**}	.894 ^{**}	-.111	.452 ^{**}	.208	.667 ^{**}	.224	.049	.200	.389 ^{**}	.672 ^{**}
	Sig. (2-tailed)	.002	.000		.388	.000	.086	.000	.000	.125	.203	.003	.000	.398	.000	.125	.000	.086	.710	.125	.002	.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
soa14	Pearson Correlation	.342 ^{**}	.342 ^{**}	.118	1	.388 ^{**}	.176	.176	.255 ^{**}	.484 ^{**}	-.079	.315 ^{**}	.176	.079	.380 ^{**}	-.147	.342 ^{**}	.176	.479 ^{**}	.189	.342 ^{**}	.467 ^{**}
	Sig. (2-tailed)	.008	.008	.388		.002	.178	.178	.050	.000	.549	.014	.178	.549	.003	.261	.008	.178	.000	.188	.008	.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
soa15	Pearson Correlation	.745 ^{**}	.745 ^{**}	.671 ^{**}	.388 ^{**}	1	.520 ^{**}	.709 ^{**}	.599 ^{**}	.598 ^{**}	.224	.671 ^{**}	.760 ^{**}	.149	.742 ^{**}	.239	.447 ^{**}	.520 ^{**}	.351 ^{**}	.239	.447 ^{**}	.912 ^{**}
	Sig. (2-tailed)	.000	.000	.000	.002		.000	.000	.000	.000	.086	.000	.000	.258	.000	.006	.000	.000	.006	.006	.000	.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
soa16	Pearson Correlation	.447 ^{**}	.447 ^{**}	.224	.176	.520 ^{**}	1	.520 ^{**}	.389 ^{**}	.598 ^{**}	.224	.447 ^{**}	.280 ^{**}	.447 ^{**}	.337 ^{**}	.239	.149	.760 ^{**}	.351 ^{**}	.239	.149	.657 ^{**}
	Sig. (2-tailed)	.000	.000	.086	.178	.000		.000	.002	.000	.086	.000	.030	.000	.008	.066	.258	.000	.006	.066	.258	.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
soa17	Pearson Correlation	.447 ^{**}	.447 ^{**}	.447 ^{**}	.176	.760 ^{**}	.520 ^{**}	1	.388 ^{**}	.598 ^{**}	.000	.671 ^{**}	.520 ^{**}	.149	.539 ^{**}	.239	.149	.520 ^{**}	.351 ^{**}	.239	.149	.700 ^{**}
	Sig. (2-tailed)	.000	.000	.000	.178	.000	.000		.002	.000	1.000	.000	.000	.258	.000	.066	.258	.000	.006	.066	.258	.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
soa18	Pearson Correlation	.342 ^{**}	.804 ^{**}	.512 ^{**}	.255 ^{**}	.599 ^{**}	.388 ^{**}	.388 ^{**}	1	.169	.315 ^{**}	.315 ^{**}	.589 ^{**}	.342 ^{**}	.556 ^{**}	.169	.342 ^{**}	.176	.015	.189	.342 ^{**}	.654 ^{**}
	Sig. (2-tailed)	.008	.000	.000	.050	.000	.002	.002		.168	.014	.014	.000	.008	.000	.198	.008	.178	.907	.188	.008	.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
soa19	Pearson Correlation	.356 ^{**}	.356 ^{**}	.200	.484 ^{**}	.598 ^{**}	.598 ^{**}	.598 ^{**}	.169	1	-.134	.539 ^{**}	.239	.356 ^{**}	.443 ^{**}	-.071	.356 ^{**}	.598 ^{**}	.681 ^{**}	-.071	.356 ^{**}	.633 ^{**}
	Sig. (2-tailed)	.005	.005	.125	.000	.000	.000	.000	.188		.309	.000	.066	.005	.000	.588	.005	.000	.000	.588	.005	.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
soa10	Pearson Correlation	.389 ^{**}	.389 ^{**}	.167	-.079	.224	.224	.000	.315 ^{**}	-.134	1	.167	.224	.389 ^{**}	.075	.535 ^{**}	-.111	.000	-.196	.200	.389 ^{**}	.356 ^{**}
	Sig. (2-tailed)	.002	.002	.303	.549	.086	.086	1.000	.014	.309		.203	.086	.002	.587	.000	.398	1.000	.133	.125	.002	.005
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60

soal11	Pearson Correlation Sig. (2-tailed) N	.667 ^{**} .000 60	.667 ^{**} .000 60	-.375 [*] .003 60	.315 [*] .014 60	.671 ^{**} .000 60	.447 ^{**} .000 60	.671 ^{**} .000 60	.315 [*] .014 60	.535 ^{**} .000 60	-.167 .203 60	1 .000 60	.447 ^{**} .000 60	.111 .398 60	.841 ^{**} .000 60	-.200 .175 60	.398 [*] .002 60	.447 ^{**} .000 60	.294 [*] .023 60	-.200 .125 60	.388 [*] .002 60	.751 ^{**} .000 60	
soal12	Pearson Correlation Sig. (2-tailed) N	.447 ^{**} .000 60	.745 ^{**} .000 60	.884 ^{**} .000 60	.176 .178 60	.760 ^{**} .000 60	.280 .330 60	.520 ^{**} .000 60	.598 ^{**} .000 60	.238 .066 60	.224 .808 60	.447 ^{**} .000 60	1 .000 60	.148 .258 60	.538 ^{**} .000 60	.238 .088 60	.447 ^{**} .000 60	.290 .539 60	.088 .505 60	.239 .086 60	.447 ^{**} .000 60	.742 ^{**} .000 60	
soal13	Pearson Correlation Sig. (2-tailed) N	-.111 .398 60	.259 .045 60	.111 .388 60	.079 .548 60	.149 .256 60	.447 ^{**} .000 60	.149 .256 60	.342 ^{**} .000 60	.388 [*] .005 60	.389 [*] .002 60	.111 .398 60	.148 .258 60	1 .000 60	.050 .703 60	-.089 .498 60	.299 .045 60	.148 .258 60	.186 .133 60	-.089 .133 60	.259 .045 60	.342 ^{**} .007 60	
soal14	Pearson Correlation Sig. (2-tailed) N	.553 ^{**} .000 60	.553 ^{**} .000 60	.452 ^{**} .000 60	-.380 ^{**} .003 60	.742 ^{**} .000 60	.337 ^{**} .000 60	.530 ^{**} .000 60	.558 ^{**} .000 60	.443 ^{**} .000 60	.075 .567 60	.841 ^{**} .000 60	.538 ^{**} .000 60	.288 .703 60	.288 .000 60	1 .000 60	.141 .282 60	.302 ^{**} .018 60	.337 ^{**} .008 60	.207 .113 60	.141 .282 60	.302 ^{**} .018 60	.715 ^{**} .000 60
soal15	Pearson Correlation Sig. (2-tailed) N	.358 ^{**} .005 60	.398 ^{**} .005 60	.200 .125 60	-.147 .281 60	.238 .086 60	.239 .388 60	.239 .088 60	.189 .198 60	-.071 .588 60	.525 ^{**} .000 60	.200 .125 60	.239 .086 60	-.089 .498 60	.141 .282 60	1 .000 60	-.089 .498 60	.238 .388 60	-.105 .425 60	.484 ^{**} .000 60	-.089 .498 60	.317 ^{**} .014 60	
soal16	Pearson Correlation Sig. (2-tailed) N	.259 [*] .045 60	.538 ^{**} .000 60	.867 ^{**} .000 60	-.342 ^{**} .000 60	.447 ^{**} .000 60	.149 .256 60	.149 .256 60	.342 ^{**} .000 60	.388 [*] .005 60	.111 .398 60	.389 [*] .002 60	.447 ^{**} .000 60	.259 [*] .045 60	.302 ^{**} .018 60	-.089 .498 60	1 .000 60	.148 .258 60	.186 .133 60	-.089 .133 60	.259 [*] .045 60	.503 ^{**} .000 60	
soal17	Pearson Correlation Sig. (2-tailed) N	.447 ^{**} .000 60	.447 ^{**} .000 60	.224 .086 60	.176 .178 60	.520 ^{**} .000 60	.760 ^{**} .000 60	.520 ^{**} .000 60	.176 .178 60	.598 ^{**} .000 60	.300 .000 60	.447 ^{**} .000 60	.280 ^{**} .030 60	.148 .258 60	.337 ^{**} .008 60	.239 .086 60	.149 .256 60	1 .000 60	.814 ^{**} .000 60	.239 .086 60	.149 .256 60	.815 ^{**} .000 60	
soal18	Pearson Correlation Sig. (2-tailed) N	.198 .133 60	.198 .133 60	.049 .710 60	.479 ^{**} .000 60	.351 ^{**} .006 60	.351 ^{**} .006 60	.351 ^{**} .006 60	.015 .907 60	.881 ^{**} .000 60	-.198 .133 60	-.294 [*] .023 60	.088 .505 60	.198 .133 60	.207 .113 60	-.185 .425 60	.198 .133 60	.814 ^{**} .000 60	1 .000 60	-.185 .425 60	.198 .133 60	.418 ^{**} .001 60	
soal19	Pearson Correlation Sig. (2-tailed) N	.358 ^{**} .005 60	.398 ^{**} .005 60	.200 .125 60	-.189 .198 60	.238 .086 60	.239 .388 60	.239 .088 60	.189 .198 60	-.071 .588 60	.525 ^{**} .000 60	.200 .125 60	.239 .086 60	-.089 .498 60	.141 .282 60	1 .000 60	-.089 .498 60	.238 .388 60	-.105 .425 60	.484 ^{**} .000 60	-.089 .498 60	.317 ^{**} .014 60	
soal20	Pearson Correlation Sig. (2-tailed) N	.259 [*] .045 60	.538 ^{**} .000 60	.389 ^{**} .002 60	-.342 ^{**} .000 60	.447 ^{**} .000 60	.149 .256 60	.149 .256 60	.342 ^{**} .000 60	.388 [*] .005 60	.389 [*] .002 60	.447 ^{**} .000 60	.259 [*] .045 60	.302 ^{**} .018 60	-.089 .498 60	.299 .045 60	.148 .258 60	.186 .133 60	-.089 .133 60	.259 [*] .045 60	.342 ^{**} .007 60		
soaltotal	Pearson Correlation Sig. (2-tailed) N	.711 ^{**} .000 60	.888 ^{**} .000 60	.872 ^{**} .000 60	.467 ^{**} .000 60	.812 ^{**} .000 60	.867 ^{**} .000 60	.780 ^{**} .000 60	.854 ^{**} .000 60	.633 ^{**} .000 60	.358 ^{**} .005 60	.761 ^{**} .000 60	.742 ^{**} .000 60	.342 ^{**} .007 60	.718 ^{**} .000 60	.317 ^{**} .014 60	.583 ^{**} .000 60	.816 ^{**} .000 60	.418 ^{**} .001 60	.317 ^{**} .014 60	.843 ^{**} .000 60	1 .000 60	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).



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J E M B E R

Appendix 8

**RESEARCH INSTRUMENT
PRE-TEST AND POST-TEST****Students Code:**

Read the questions below carefully, then choose one of the answers correctly!

Read this text for question number 1 to 5!

On semester holiday, Kevin and his family went to Rembangan in Jember. They went from Banyuwangi early in the morning to avoid traffic jam. But unfortunately, they still got trapped in traffic jam. Then their driver decided to use alternative way. He took them to small streets, from village to village. They arrived at the destination three hours later.

When they arrived there, Kevin felt like his tired has gone. The view was amazing. There's a mount so the air was. The garden was big. They saw many plants. When they decided to went back home, they hear that Rafflesia was blooming that day. For the first time, Kevin saw that big flower in front of him. He was in awe. Although the flower smelt bad, it was beautiful. They went back home later after the sun set.

1. What is the text about?
 - a. The best time with family.
 - b. Kevin's bad experience.
 - c. Kevin's holiday experience.
 - d. Family trip.
2. How did Kevin's family arrive the destination?
 - a. By breaking through the traffic jam.
 - b. By waiting for the traffic jam.
 - c. By using alternative way to smaller streets.
 - d. By using the highway.
3. What made Kevin awe?
 - a. He felt the fresh air.
 - b. The flower smelt bad.

- c. He saw beautiful plants.
d. He saw Rafflesia bloomed.
4. "He took us to small streets..." (Par.1)
The word **He** in that sentence refers to..
a. The driver.
b. Kevin.
c. Kevin's brother.
d. Kevin's family.
5. " they hear that Rafflesia was blooming that day. " (Par. 2)
The underlined word has similar meaning with
- a. See.
b. Listen.
c. Ear.
d. Touch.

Read this text for question number 6 to 10!

On Monday morning Jungkook woke up late. His mother reminded him to breakfast, but he refused. Jungkook arrived at school only one minute before the bell rang. All students walked to the school yard to have a flag hoisting ceremony.

It was very hot day. During the ceremony, Jungkook felt dizzy and his eyes were blurred. He fainted. When he opened her eyes, he was in the medical room with his class teacher and Riski (his best friend). Riski gave him a glass of hot tea and a bread.

6. What is the main idea of that paragraph?
a. Jungkook woke up late.
b. Jungkook felt unwell.
c. Jungkook was afraid of arriving late at school.
d. Jungkook's mother reminded him to breakfast.
7. Where did Jungkook tremble and faint?
a. At home.
b. In the class.

- c. At the school yard.
 - d. In the medical room.
8. What would happen if Jungkook had breakfast?
- a. His mother would be angry with him.
 - b. He could followed the ceremony.
 - c. He would arrive at school aerly.
 - d. He missed the hoisting flag ceremony.
9. "...only one minute before the bell rang." (Line 3)
The underlined word has similar meaning with
- a. Sound.
 - b. Quiet.
 - c. Silent.
 - d. Stop.
10. From the text we know that...
- a. Nobody cared about Jungkook.
 - b. Jungkook arrived late at school.
 - c. Jungkook felt the body not good during the ceremony.
 - d. Jungkook in the medical room with Riski, his teacher.

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Read this text for question number 11 to 15!

I just returned from my weekend in my uncle's house in Malang. During the time, I visited many interesting place. The most memorable is my trip to Mount Bromo.

I went to Bromo with my uncle's family by car in the middle of night and arrived at 3.30 a.m. there already many people there. They wore thick jackets and gloves, so did we. It was so cold. We were going to freeze. Later on, we moved to Pananjakan Peak to see the sunrise. Luckily, the weather was so fine that we all could see that shinning golden ball very clearly.

Overall my last holiday is the best moment of my life. I wish I have another chance to explore Malang City.

11. From the text we know that...

- a. The writer went to Bromo with her friends.
 - b. The sky was cloudy and can't to see the sunrise.
 - c. It is bad weekend.
 - d. The writer wore a thick jacket and beanie.
12. When the writer and his uncle go to Bromo?
- a. In the morning.
 - b. In the middle of night.
 - c. In the afternoon.
 - d. At night.
13. "They wore thick jackets and gloves, so did **we**." (**Par. 2**)
What does the bold word refer to?
- a. The writer.
 - b. The visitors.
 - c. Uncle and his family.
 - d. The writer and uncle's family.

Read this text for question number 16 to 20!

My sister had graduation ceremony last week. I was sad because I could not attend the ceremony. I had to attend a sing competition in my school. Finally, I was the winner and got the gold medal.

When I arrived home, my sister and parents not arrived yet. I planned to make a gift for my sister with make tart cake because my mom still had a sponge cake. I browsed the internet how to decorate the cake. I followed the instructions, then I decorated the cake. Well, it was done.

A few minutes later, my sister and parents arrived. I took out the tart cake and said, "Congratulations!" Surprisingly, my parents also said it to me and bring a box of chocolate. They hugged me and gave the chocolate to me. They knew that I was the winner in the singing competition. Finally we ate cake and chocolate together.

14. From the text we can conclude that...
- a. The writer arrived home late.

- b. The writer mad a chocolate box.
 - c. The writer’s family care for each other.
 - d. The writer is good at decorating the cake.
15. “Finally, I was the winner and got the gold medal.” (**par.2**)
The meaning of the text above is...
- a. The first place.
 - b. The second place.
 - c. The third place.
 - d. The fourth place.
16. “.... I was the winner and got the gold medal.”
The antonym of the underline word is...
- a. Runner up.
 - b. Victory.
 - c. Win.
 - d. Lose.

Read this text for question number 21 to 25!

On Saturday, my students and I went to Yogyakarta. We stayed at Grand puri Saron Hotel which is not far from Malioboro.

On Sunday, we visited the tample in prambanan. There are three big temples, the Brahmana, Syiwa, and Wisnu temples. They are really amazing. We visitedonly Brahmana and Syiwa tamples, because Wisnu temple is being renovated. After that we moved to the Heha Sky View. We spent about 1 hour there. In the Heha Sky View we planned to see the sunset with ocean view. We enjoy the sunset by using bean bags that can see Mount Merbabu.

Day was getting dark, we went back to Jakarta by bus tour.

17. The text is discusses about...
- a. The writer’s trip to Yogyakarta.
 - b. The writer’s first trip to Heha Sky View.
 - c. The writer’s impression about the trip.
 - d. The writer’s experience at Prambanan.

18. What are the big temples in Prambanan?
- Paria, Brahmana, and temples.
 - Brahmana, Syiwa, and Wisnu.
 - Wisnu, Syiwa, and Borobudur temples.
 - Borobudur, Syiwa, and Prambanan.
19. Where did they go after Prambanan temples?
- Borobudur.
 - Malioboro.
 - Tlogo Putri Kaliurang.
 - Heha Sky View.
20. Why did they only visit Brahmana and Syiwa temples?
- Because there was no Wisnu temple.
 - Because Wisnu temple was amazing.
 - Because Wisnu temple was too small.
 - Because Wisnu temple wa being renovated.



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J E M B E R

QUESTIONNAIRE

Kuesioner Penerapan Vocabulary Self-Collection Strategy Dalam Pembelajaran Recount Text

Kode siswa:

Petunjuk Pengisian Angket:

Bacalah dengan seksama pertanyaan dibawah ini, lalu berikan jawaban pada setiap pertanyaan secara bebas dan tepat sesuai dengan kondisi anda.

No.	Pertanyaan	Jawaban
1.	Bagaimana anda mengenal bahasa Inggris pertama kali?	
2.	Apakah anda merasa senang belajar bahasa Inggris disekolah?	
3.	Apakah anda merasa kesulitan belajar bahasa Inggris?	
4.	Bagaimana jika anda merasa kesulitan dalam memahami materi bahasa Inggris di dalam kelas?	
5.	Apakah guru bahasa inggris anda pernah menggunakan strategy pembelajaran dalam menjelaskan materi di kelas?	
6.	Apakah anda puas dengan materi bahasa inggris yang diberikan guru disekolah?	
7.	Apakah strategi vocabulary self-collection dapat membantu anda memahami sebuah kalimat bahasa Inggris?	
8.	Apakah strategi vocabulary self-collection dapat membantu anda	

	memahami sebuah bacaan bahasa Inggris?	
9.	Apa yang anda rasakan ketika guru membagi siswa menjadi beberapa kelompok?	
10.	Apa yang anda rasakan ketika strategi vocabulary self-collection diaplikasikan dikelas anda?	
11.	Bagaimana pendapat anda tentang penggunaan strategi pembelajaran baru disetiap materi?	
12.	Bagaimana pendapat anda tentang penggunaan strategi pembelajaran vocabulary self-collection dalam penguasaan membaca teks recount?	
13.	Apakah menurut anda strategi vocabulary self-collection efektif untuk penguasaan membaca recount text?	
14.	Apakah anda puas dengan strategi vocabulary self-collection untuk penguasaan membaca recount text?	

Appendix 9

Member of Group:

1. Aprilia putri 3. eliza priyanti 5. adelia pranevika 7.
2. Nazwa widha 4. Filtra alisyas 6. Nur Indah 8.

VOCABULARY SELF-COLLECTION STRATEGY CHART

Word	Reason	Meaning
went	I don't know	pergi
few	I don't know	Beberapa
postcards	never learn	Kartu post
whilst - while	never learn	cementara
Bright	I don't know	cemerlang
clept - sleep	forget	Tidur
saw - see	forget	Melihat
Then	forget	Waktu itu

1. Paragraph idea : Jaki Ma semua pergi kembali ke hotel dan Mr Jones bermain Billiards.
2. Type of paragraph : Event

Member of Group:

1. Ida 3. Reva 5. Anisa 7. Fiqhi
2. Syahra 4. Diah 6. Sakinah 8.

VOCABULARY SELF-COLLECTION STRATEGY CHART

Word	Reason	Meaning
went	Don't know	pergi
seaside	Don't know	Tepi Laut
left - leave	Don't know	pergi
Early	Don't know	Tepat Waktu
Begin	Don't know	Memulai
shine	unfamiliar	Kilauan
took - take	Don't know	melepas
wore - wear	Don't know	memakai
mutton	unfamiliar	Oaging Domba

1. Paragraph idea : at summer holidays
2. Type of paragraph : Orientation

Member of Group: kelompok (5)

- | | | | |
|----------|-------------|-----------|----|
| 1. Kayla | 3. Riri | 5. Khair | 7. |
| 2. Ayu | 4. Nailinda | 6. Jannah | 8. |

VOCABULARY SELF-COLLECTION STRATEGY CHART

	Word	Reason	Meaning
1	heard (hear)	we neither listen	mendengar
2	went (go)	we forget	Pergi
3	pie	we don't know	Piemoga
4	stopped (stop)	unfamiliar	Perhentian
5	met (meet)	we neither listen	Bertemu
6	enjoyed (enjoy)	we don't know	menikmati
7	asked (ask)	we neither listen	Meminta
8	along	we forget	TERUS
9	cliff	unfamiliar	Karang

1. Paragraph idea : So, the paragraph (each in this world is in the afternoon the wind stopped and we went off the pier where we heard very good concert re-orientation.
2. Type of paragraph :

	Word	Reason	Meaning
10	Better	unfamiliar	Lebih baik
11	begin	we neither listen	Simulai
12	concert	unfamiliar	Mengadakan
13	asked (ask)	unfamiliar	Bertanya

Member of Group:

- | | | | |
|------------|----------|-----------|----|
| 1. janetra | 3. ul'ra | 5. s'rida | 7. |
| 2. ferlita | 4. tota | 6. helza | 8. |

VOCABULARY SELF-COLLECTION STRATEGY CHART

	Word	Reason	Meaning
	Lunch	unfamiliar	makan siang
	went	unfamiliar	pergi
	which	unfamiliar	yang mana
	saw, see, seen	unfamiliar	melihat
	came, come, come	unfamiliar	datang
	lay, lie, lain	unfamiliar	berbaring
	burnt, burn, burnt	unfamiliar	membakar
	sat, sit, sat	unfamiliar	duduk
	rock	unfamiliar	batu

1. Paragraph idea : Ketika kita pergi ke tepi laut, kita melihat pemandangan yang sangat indah, kita bisa menikmati air berbaring/duduk di tepi/batu-batu dan melihat matahari yang sangat indah.
2. Type of paragraph :

Member of Group:

- | | | | |
|------------|-------------|-----------|----|
| 1. Imelda. | 3. Shiroen. | 5. Husnul | 7. |
| 2. Rifah. | 4. Aupa. | 6. puput. | 8. |

VOCABULARY SELF-COLLECTION STRATEGY CHART

Word	Reason	Meaning
V ₂ Awake: Vi Wake	i don't know	Bangun.
V ₂ oot : Vi oet	forget	mendapatkan.
V ₂ stood : Vi stand	don't know	Berdiri
V ₂ gave : Vi give	forget	memberi
V ₂ brought : Vi bring	don't know	membawa
V ₂ fell : Vi fall	don't know	jatuh.
V ₂ tore : Vi torn	Unfamiliar	sobek
V ₂ cut : Vi cut	don't know	memotong
V ₂ began : Vi begin	don't know.	Mulai

1. Paragraph idea : ^{adik perempuan} ~~Adik perempuan~~ kecil saya sedang pergi ke pantai
2. Type of paragraph : ^{Event} di pagi hari dan cuacanya sangat buruk, dan dia mengalami kecelakaan

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Appendix 10

Documentation

Figure 1 Students do the Pre-test



Figure 2 The researcher explain the material



Figure 3 Students do the Post-test



Figure 4 Students divided into group and do discussion by using VSS

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Figure 5 Students present the result of group discussion



Figure 6 Students fill the questionnaire

Appendix 11

Surat Keterangan Lulus Turnitin

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER <small>Jl. Matarani No. 1 Mangli, Jember Kode Pos 68136 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id Website: www.uin-khas.ac.id</small>
SURAT KETERANGAN LULUS CEK TURNITIN	
Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh	
Nama	: Sida Indana Iffa Nahdka
NIM	: 202101060020
Program Studi	: Tadris Bahasa Inggris
Judul Karya Ilmiah	: <i>The Effect of Using Mnemonic Self Collection Strategy On The Teaching Reading Compre</i>
	ade Students of MTs Darur Ridwan
Telah lulus cek similarity di	UIN KHAS Jember dengan
skor akhir sebesar (21%)	
1. BAB I	: 27 %
2. BAB II	: 25 %
3. BAB III	: 23 %
4. BAB IV	: 20 %
5. BAB V	: 9 %
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NB: 1. Melampirkan Hasil Cek Turnitin per Bab.	
2. Skor Akhir adalah total nilai masing-masing BAB kemudian di bagi 5.	
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