THE IMPLEMENTATION OF VOCABULARY SELF-COLLECTION STRATEGY (VSS) IN TEACHING READING COMPREHENSION AT THE EIGHTH-GRADE STUDENTS OF SMP PLUS ABDUL AZIZ JEMBER

THESIS

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By:

Siti Nikmatul Kamilah
NIM T20196129

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STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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Siti Nikmatul Kamilah
NIM T20196129

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Had been Approved by the Advisor

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AS'ARI, M.Pd. I
NIP. 197609152005011O

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Day : Thursday

Date : 25th June 2026

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MOTTO

اِنَّ اللّٰهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتّٰى يُغَيِّرُوْا مَا بِاَنْفُسِهِمْۗ

Meaning: "Allāh will not change the condition of a people until they change what is in themselves." (QS. Ar-Ra'd [13]: 11).*

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* Departemen Agama Republik Indonesia, *Al-Qur'an dan Terjemahannya* (Bandung: Diponegoro, 2019).

DEDICATION

I dedicated this thesis to:

1. Allah SWT, the Most Gracious and the Most Merciful, the Lord of the universe, who has given me endless blessings, mercy, guidance, and strength so that I am able to complete this thesis successfully.
2. My deepest gratitude and endless love are dedicated to my beloved mother, Ulfiah, who has always prayed for me, supported me, and loved me sincerely in every situation. Thank you for your patience, sacrifices, affection, and endless encouragement throughout my life.
3. My beloved father, Abdul Rozak, thank you for all your hard work, sacrifices, advice, and support for my education. Your struggle and dedication always inspire me to become a better person and never give up in achieving my dreams.
4. Special thanks to my beloved younger sister, Fia Rahmawati, who has always given me support, happiness, and encouragement during the process of completing this thesis.
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6. My sincere gratitude goes to all my lecturers and teachers who have shared their knowledge, guidance, advice, and valuable experiences during my study.
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8. Last but not least, to the writer herself, Siti Nikmatul Kamilah, for the quiet strength, patience, and perseverance that carried her through this long journey. There were moments of doubt, exhaustion, and uncertainty, yet she chose to keep going, even when it was not easy.

This thesis is proudly dedicated as my deepest appreciation and gratitude for all the love, prayers, sacrifices, support, and togetherness that have been given to me throughout my life journey.

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Therefore, the author would like to express his deepest gratitude and appreciation to those who have helped, contributed, and provided support during this research.

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2. Dr. H. Abdul Mu'is, S.Ag., M.Si., as the Dean of the Faculty of Tarbiyah and Teaching Sciences of Kiai Haji Achmad Siddiq Jember State Islamic University who has given me permission to conduct research
3. Dr. Nuruddin, M.Pd.I, as the Head of Islamic Education Department who has helped fulfill the administrative requirements for the implementation of the thesis trial.
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8. Siti Mukarromah, S.Pd, as my advisor in SMP Plus Abdul Aziz and the person who played a major role in the continuity of my thesis.
9. All staff of UIN KHAS Main Library thanks for helping the writer to find many references.

There is nothing I can say other than a big thank you to all parties for their support, motivation, and direction. May all the good deeds that you have given me be rewarded by Allah SWT. The writer realises that this thesis is still far from being perfect. Hence, she accepts every suggestion, criticism, and comment from the readers. She hopes that this thesis gives contribution and can be useful for the improvement of the English teaching and learning process.

Jember, 25th June 2026

Author

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ABSTRACT

Siti Nikmatul Kamilah, 2026: "*The Implementation of Vocabulary Self-Collection Strategy In Teaching Reading Comprehension at Eighth Grade Students of SMP Plus Abdul Aziz*".

Keywords: Reading Comprehension,Vocabulary Self-collection Startegy.

Students' reading comprehension in English language learning is an important concern for eighth grade students at SMP Plus Abdul Aziz Jember. Major obstacles include limited vocabulary mastery, difficulty identifying main ideas and details, and low motivation during reading activities. Students often encounter unfamiliar words and are unable to determine the meaning of the text accurately, making them less active in reading lessons. This issue is important in the context of teaching and learning. In order to overcome these challenges, teachers need to apply appropriate teaching strategies that can improve students' vocabulary mastery and reading comprehension. Therefore, the English teacher of SMP Plus Abdul Aziz Jember utilized the Vocabulary Self-Collection Strategy (VSS) at the eighth grade to solve the students' problem and to help students' reading comprehension.

The research focus forms as follows: 1) What is the purpose of applying the Vocabulary Self-Collection Strategy for teaching reading comprehension to eighth grade students at SMP Plus Abdul Aziz Jember? 2) How is the Vocabulary Self-Collection Strategy implemented to teach reading comprehension to eighth grade students at SMP Plus Abdul Aziz Jember? 3) What is the evaluation of applying the Vocabulary Self-Collection Strategy for teaching reading comprehension to eighth grade students at SMP Plus Abdul Aziz Jember?

This research utilized a qualitative approach and used descriptive design as the research design. Conducted at SMP Plus Abdul Aziz Jember, this study used purposive sampling to select the research subjects, who were the English teacher and students of eighth grade. Data were collected through observation, interview, and document review, and were analyzed using the Miles and Huberman approach, which includes data reduction, data display, and conclusion drawing and verification. Data validity was strengthened through source and technique triangulation.

The findings of the research were 1) The Purpose of Teaching Reading Comprehension Through VSS are as follows: a) Transitioning Students into Active Participants, b) Expanding Students' Lexical Repertoire, c) Boosting Engagement with Authentic Texts, d) Nurturing Intrinsic Motivation Toward Self-Directed Learning. 2) The implementation covered narrative, descriptive, and recount texts, with the steps as follows: a) The teacher introduces the topic and background knowledge. b) Students read the text and identify unfamiliar words. c) Students deduce the meanings using contextual clues before consulting a dictionary. d) The selected words are discussed and refined in class. e) The final vocabulary list is recorded in the students' vocabulary notebooks for review. 3) Evaluation uses formative and summative assessment, including tests and non-tests. The test uses reading comprehension questions in multiple-choice and short answer forms, while the non-test uses observation of participation and review of vocabulary notebooks.

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CHAPTER I

INTRODUCTION

In this chapter, an introduction to the research is presented, including the research background, focus, objective, significance, definition of key terms, and asystematic discussion of these components.

A. Research Background

Language is an essential tool for communication. It is not only used to express thoughts and ideas, but also to build social relationships and exchange information. According to Wardaugh, language is a system of arbitrary vocal symbols used in human communication.[1] Through language, people can communicate effectively and interact with others in their daily lives. Therefore, language plays an important role in human life.

English is one of the international languages used by people around the world. It has an important role in the development of science, technology, education, and global communication. Realizing the importance of English, the Indonesian government has included English as one of the compulsory subjects taught in schools.[2] In learning English, students are expected to master four language skills, namely listening, speaking, reading, and writing. Therefore, English learning is very important because it helps students communicate and compete in the global era.

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[1] Ronald Wardhaugh, *An Introduction to Sociolinguistics*, 6th ed. (Oxford: Wiley-Blackwell, 2010).

[2] Badan Standar Nasional Pendidikan (BSNP), *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah* (Jakarta: BSNP, 2006).

Among the four language skills, reading is one of the most important skills because it enables students to obtain information, knowledge, and experiene from written texts. Reading is not only the process of recognizing written words but also understanding the meaning conveyed by the writer. According to Harmer, reading is beneficial for language acquisition because it provides students with opportunities to learn vocabulary, grammar, and language structures through written texts.[4] Therefore, students need good reading skills to understand various texts effectively.

In Islam, reading is highly encouraged because it is one of the ways to gain knowledge and understanding. Allah SWT says in Surah Az-Zumar verse (9):

قُلْ هَلْ يَسْتَوِى الَّذِيْنَ يَعْلَمُوْنَ وَالَّذِيْنَ لَا يَعْلَمُوْنَ

"Say, Are those who know equal to those who do not know?"[5]

This verse emphasizes the importance of knowledge in human life. One of the ways to gain knowledge is through reading. By reading, people can broaden their knowledge, develop critical thinking, and gain valuable insights for their lives.

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Reading comprehension is one of the fundamental aspects of learning English. It refers to the ability to understand, interpret, and construct meaning from written texts.[6] Reading comprehension involves several factors, such as background knowledge, reading strategies, vocabulary mastery, and interest in

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[4]Jeremy Harmer, *How to Teach English* (Harlow: Pearson Education Limited, 2007).

[5] Departemen Agama Republik Indonesia, *Al-Qur'an dan Terjemahannya* (Bandung: Diponegoro, 2019).

[6] David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003).

reading. Therefore, students need to develop good reading comprehension skills in order to understand the content and message of a text successfully.

One of the factors that significantly influence reading comprehension is vocabulary mastery. Vocabulary is an essential component in language learning because it helps students understand and express meaning.[7] Thornbury states that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed.[8] This statement indicates that vocabulary plays a crucial role in helping students understand reading materials. Students who have limited vocabulary often face difficulties in identifying the main idea, understanding details, and interpreting information contained in a text.

Based on the researcher's observation at Junior High School Plus Abdul Aziz, many eighth-grade students still experienced difficulties in reading comprehension. Most students had limited vocabulary mastery, making it difficult for them to understand English texts. They often encountered unfamiliar words while reading and were unable to determine the meaning of the text accurately. As a result, students became less active and less motivated during reading activities. Some students also found it difficult to identify the main ideas and important information from reading passages.

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To overcome these problems, teachers need to apply appropriate teaching strategies that can improve students 'vocabulary mastery and reading comprehension. One of the strategies that can be used is Vocabulary Self-

[7] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, 2nd ed. (London: Pearson Education, 2011).

[8] Scott Thornbury, *How to Teach Vocabulary* (Harlow: Pearson Education Limited, 2002).

Collection Strategy (VSS). Vocabulary Self-Collection Strategy (VSS) was introduced by Martha Rapp Haggard as a student-centered strategy that encourages learners to identify and select unfamiliar or important words from reading texts. Through this strategy, students actively discuss the meanings of selected words, explain why the words are important, and share their understanding with their classmates. Thus, students become more involved in the learning process and develop greater responsibility for their own learning.

Based on the preliminary observation conducted by the researcher, the English teacher at Junior High School Plus Abdul Aziz has implemented Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension. Through this strategy, students are encouraged to identify new vocabulary from the reading text and discuss the meanings collaboratively. The implementation of Vocabulary Self-Collection Strategy (VSS) creates a more active and interactive learning atmosphere because students participate directly in vocabulary learning activities. Furthermore, the strategy helps students understand reading texts more effectively by increasing their vocabulary knowledge.

Considering the importance of Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension and the implementation of the strategy by the English teacher at Junior High School Plus Abdul Aziz, the researcher is interested in investigating how the strategy is implemented in the classroom. Therefore, the researcher tried to conduct research with the title**: "*The Implementation of Vocabulary Self-Collection Strategy (VSS) in Teaching***

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***Reading Comprehension at Eighth Grade Students of Junior High School Plus Abdul Aziz.*"**

B. Research Focus

The researcher outlines several research focuses based on the background mentioned above as follows:

1. What is the purpose of implementing Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension at the eighth-grade students of SMP Plus Abdul Aziz Jember?
2. How are the steps of implementing Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension at the eighth-grade students of SMP Plus Abdul Aziz Jember?
3. What is the evaluation of implementing Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension at the eighth-grade students of SMP Plus Abdul Aziz Jember?

C. Research Objective

Based on the above research focus, the objectives of the above research are as follows:

1. To describe the purpose of implementing Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension at the eighth-grade students of SMP Plus Abdul Aziz Jember.
2. To describe the steps of implementing Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension at the eighth-grade students of SMP Plus Abdul Aziz Jember.

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3. To describe the evaluation of implementing Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension at the eighth-grade students of SMP Plus Abdul Aziz Jember.

D. Research Significance

The result of this research is expected to provide theoretical and practical benefits for several parties as follows:

1. Theoretical Benefit

   Theoretically, the findings of this research are expected to enrich the theories related to the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension. Furthermore, this research can provide information and references for future researchers who are interested in conducting studies related to reading comprehension and Vocabulary Self-Collection Strategy (VSS).

2. Practical Benefit

   a. For English Teachers

      The result of this research is expected to provide information about the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension. It can be used as an alternative strategy to create a more active and meaningful learning process in the classroom.

   b. For Students

      Through the implementation of Vocabulary Self-Collection Strategy (VSS), students are expected to become more active in learning

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activities, improve their vocabulary knowledge, and participate more actively in reading comprehension lessons.

c. For the Researcher

This research is expected to enrich the researcher's knowledge and experience in conducting educational research, particularly related to the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension.

d. For Future Researchers

The findings of this research are expected to serve as a reference and source of information for future researchers who wish to conduct further studies on Vocabulary Self-Collection Strategy (VSS) or reading comprehension.

E. Definition of Key Terms

The following definitions are provided to avoid misunderstanding and to ensure that the readers have the same perception of the terms used in this research.

1. Reading Comprehension

Reading comprehension is the ability to understand, interpret, and construct meaning from a written text. It involves the process of identifying the main ideas, supporting details, and information contained in the text. In this research, reading comprehension refers to the students' ability to understand English reading texts taught through Vocabulary Self-Collection Strategy (VSS) at the eighth grade students of SMP Plus Abdul Aziz Jember.

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2. Vocabulary Self-Collection Strategy (VSS)

Vocabulary Self-Collection Strategy (VSS) is a student-centered instructional strategy introduced by Martha Rapp Haggard that encourages students to identify, select, discuss, and learn important or unfamiliar words from reading texts. Through this strategy, students actively participate in vocabulary learning activities and share their understanding with their classmates. In this research, Vocabulary Self-Collection Strategy (VSS) refers to the strategy implemented by the English teacher in teaching reading comprehension at the eighth grade students of SMP Plus Abdul Aziz ember.

F. Systematic Discussion

Systematic discussion contains a description of the flow of the thesis discussion from the introductory chapter to the concluding chapter. The format of the systematic discussion is presented in a descriptive narrative form rather than a table of contents. The systematic discussion of this research is as follows:

Chapter I presents the introduction of the study, which consists of the background of the study, research focus, objectives of the research, significance of the research, definition of key terms, and systematic discussion.

Chapter II presents the review of related literature, which includes previous studies and the theoretical framework related to Vocabulary Self-Collection Strategy (VSS) and reading comprehension.

Chapter III describes the research methodology, including the research approach and design, research setting, research subjects, data sources, data

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collection techniques, data analysis techniques, data validity, and research procedures.

Chapter IV presents the research findings and discussion. This chapter consists of the description of the research setting, the presentation of research findings related to the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension, data analysis, and discussion of the findings based on relevant theories.

Chapter V presents the conclusions and suggestions. The conclusions are drawn from the research findings, while the suggestions are addressed to English teachers, students, and future researchers.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Previous researchs are an attempt by researcher to look for comparisons and find new inspiration for future research. In this section the researcher lists the various results of previous research related to the research to be carried out, then summarizes, both published or unpublished research (mini thesis, thesis, dissertation, etc.). By doing this step, it will be possible to see the extent to which originality and research will be carried out.[9]

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

1. The first relevant study is that conducted by Putri and Wulandari (2022), entitled "The Effect of Vocabulary Self-Collection Strategy (VSS) on Students' Reading Comprehension Achievement at Senior High School".[10] This study employed a quasi-experimental design with a pre-test/post-test control group structure involving sixty-four eleventh-grade students at a senior high school in West Sumatra, Indonesia. The experimental group received VSS-based vocabulary instruction integrated with reading comprehension activities over six instructional sessions, while the control group continued with conventional

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[9] Tim penyusun, *Pedoman Penulisan Karya Ilmiah*, (Jember: IAIN Jember Press, 2020).

[10] Putri and Wulandari, "The Effect of Vocabulary Self-Collection Strategy on Students' Reading Comprehension Achievement at Senior High School," *Journal of English Language Teaching and Applied Linguistics* 4, no. 2 (2022).

vocabulary instruction methods. The findings revealed statistically significant differences in post-test reading comprehension scores between the experimental and control groups ($p < 0.05$), with the experimental group demonstrating substantially greater improvement in both vocabulary knowledge and reading comprehension. The researchers attributed these improvements to the motivational and metacognitive benefits of student-directed word selection and the contextual embedding of vocabulary learning. This study shares with the present research its Indonesian EFL context and its focus on Vocabulary Self-Collection Strategy (VSS) as a vocabulary and reading comprehension intervention. However, it differs significantly in its methodological approach, using a quantitative quasi-experimental design, and in its educational level, focusing on senior high school students rather than junior secondary students.

2. The second study reviewed is that by Nurfadilah and Hidayat (2023), entitled "Implementing Vocabulary Self-Collection Strategy to Improve Students' Vocabulary Mastery and Reading Interest".[11] This classroom action research study was conducted at a junior secondary school in Bandung, West Java, involving thirty-two seventh-grade students and their English teacher. The study implemented VSS across three cyclical iterations following the Kemmis and McTaggart action research model,

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[11] Nurfadilah and Hidayat, "Implementing Vocabulary Self-Collection Strategy to Improve Students' Vocabulary Mastery and Reading Interest," *ELT Worldwide: Journal of English Language Teaching* 10, no. 1 (2023).

collecting data through classroom observation, student vocabulary tests, reading interest questionnaires, and reflective teacher journals. The results demonstrated progressive improvement in students' vocabulary mastery scores across the three cycles, from a baseline mean score of 52.4 to a final mean of 76.8, as well as a significant increase in students' self-reported interest in reading English texts. The researchers concluded that Vocabulary Self-Collection Strategy (VSS) was particularly effective in increasing students' awareness of and curiosity about English vocabulary. This study shares with the present research its focus on the junior secondary school level. Its primary point of difference lies in the use of action research methodology and its focus on seventh-grade rather than eighth-grade students.

3. The third relevant study is that of Rahmawati (2021), entitled 'A Descriptive Study of Vocabulary Self-Collection Strategy (VSS) Implementation in Teaching Reading at MTs.[12] This study employed a qualitative descriptive methodology closely aligned with the design of the present research, focusing on the perspective and practices of an English teacher implementing Vocabulary Self-Collection Strategy (VSS) in a junior secondary Islamic school context in East Java. Data were collected through in-depth interviews with the teacher, non-participant classroom observation across five sessions, and document

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[12]Rahmawati, "A Descriptive Study of VSS Implementation in Teaching Reading at MTs: The Teacher's Perspective," *Indonesian EFL Journal* 7, no. 2 (2021).

analysis of lesson plans and student Vocabulary Self-Collection Strategy (VSS) charts. The findings revealed that the teacher purposefully implemented Vocabulary Self-Collection Strategy (VSS) to address students' limited vocabulary range and to develop their independent word-learning strategies. The material selection was closely guided by the curriculum's text genre requirements, and the teacher adapted the original Vocabulary Self-Collection Strategy (VSS) procedure by incorporating a bilingual discussion component. This study represents the closest methodological parallel to the present research, sharing its qualitative descriptive design, junior secondary school level, East Java context, and focus on teacher implementation of Vocabulary Self-Collection Strategy (VSS). The primary distinction is that Rahmawati's study was conducted in a Madrasah Tsanawiyah (MTs) context rather than a general SMP Plus Abdul Aziz Jember.

4. The fourth study is that by Anggraeni and Suhartono (2024), entitled "The Role of VSS in Enhancing Vocabulary Depth and Reading Comprehension of EFL Junior Secondary Learners".[13] This mixed-method study combined quantitative measurement of vocabulary depth and reading comprehension with qualitative analysis of classroom interaction data. Participants were sixty-eight eighth-grade students at a state junior secondary school in Central Java. The quantitative findings

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[13] Anggraeni and Suhartono, "The Role of VSS in Enhancing Vocabulary Depth and Reading Comprehension of EFL Junior Secondary Learners," *Journal of Language and Linguistic Studies* 20, no. 1 (2024)

confirmed a significant improvement in both vocabulary depth scores and reading comprehension scores following a twelve-week Vocabulary Self-Collection Strategy (VSS) intervention. The qualitative analysis of classroom interaction data revealed that students' word-sharing discussions were characterized by increasingly sophisticated semantic reasoning over the course of the study. This study is directly relevant to the present research in its focus on eighth-grade students and its attention to both vocabulary depth and reading comprehension as outcome dimensions of Vocabulary Self-Collection Strategy (VSS) implementation. Its methodological distinction lies in its mixed-method, quasi-experimental design, oriented toward measuring Vocabulary Self-Collection Strategy (VSS) effects rather than describing implementation processes.

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Table 2.1
Similarities and Differences

No.	Name / Tittle of Research	Similarities	Differences
1.	Putri & Wulandari (2022) entitled "The Effect of VSS on Students' Reading Comprehension Achievement at Senior High School"	Indonesian EFL; VSS as intervention; reading comprehension focus	Quantitative design; Senior High School (Grade XI); effect measurement, not implementation description
2.	Nurfadilah & Hidayat (2023) entitled "Implementing VSS to	Junior secondary (SMP); qualitative-inclusive;	Action research (interventionist, cyclical); Grade VII

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No.	Name / Tittle of Research	Similarities	Differences
	Improve Vocabulary Mastery and Reading Interest"	Indonesian EFL context	not VIII; improvement-focused
3.	Rahmawati (2021) entitled "A Descriptive Study of VSS Implementation in Teaching Reading at MTs: The Teacher's Perspective"	Qualitative descriptive; junior secondary; East Java; teacher perspective; VSS implementation	MTs (Islamic school), not SMP Plus; no systematic student data; single teacher focus only
4.	Anggraeni & Suhartono (2024) entitled "The Role of VSS in Enhancing Vocabulary Depth and Reading Comprehension of EFL Junior Secondary Learners"	Grade VIII; junior secondary; vocab depth & reading comprehension focus	Mixed-method/quasi-experimental; Central Java; effect measurement rather than naturalistic implementation

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Based on the review of previous studies, several relevant investigations have been conducted regarding the implementation of Vocabulary Self-Collection Strategy (VSS) in English language teaching. Putri and Wulandari (2022) examined VSS through a quasi-experimental design at the senior high school level, while Nurfadilah and Hidayat (2023) explored VSS using classroom action research involving seventh-grade junior secondary students. Rahmawati (2021) conducted a qualitative descriptive study on VSS implementation in a Madrasah Tsanawiyah (MTs) context in East Java, and Anggraeni and Suhartono (2024) investigated VSS through a mixed-method

approach focusing on eighth-grade students in Central Java. Although these studies have contributed valuable insights into the effectiveness and implementation of Vocabulary Self-Collection Strategy (VSS), none of them specifically examined the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension for eighth-grade students at a general SMP Plus school in Jember, East Java, using a qualitative descriptive approach. Therefore, the present study aims to fill this gap by providing a more contextually specific and descriptive account of how Vocabulary Self-Collection Strategy (VSS) is implemented in that particular setting.

B. Theoretical Framework

1. Concept of Reading Comprehension

a. Definition of Reading

Reading is one of the most fundamental and complex cognitive activities in human life. It plays an essential role in education, professional development, and social interaction, making it an important area of study in disciplines such as psychology, linguistics, education, and cognitive science. A comprehensive understanding of reading requires acknowledging its multidimensional nature because reading involves perceptual, linguistic, cognitive, and socio-cultural processes simultaneously. At its most basic level, reading involves recognizing written symbols and assigning meaning to those symbols. However, reading is not merely a process of decoding words and sentences.

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Rather, it is an active process in which readers construct meaning by integrating textual information with their prior knowledge, experiences, and cognitive abilities.[14]

Goodman explains that reading is a "psycholinguistic guessing game" in which readers actively predict the meaning of a text by using their linguistic knowledge and previous experiences. According to this view, readers do not process every word separately; instead, they make predictions about the content of the text and continuously confirm or revise those predictions while reading.[15] This perspective emphasizes that reading is an active and interactive process rather than a passive reception of information.

Similarly, Grabe and Stoller define reading as a process of extracting and constructing meaning through interaction and involvement with written language.[16] This definition highlights that reading involves two important dimensions. The first dimension is obtaining information that is explicitly presented in the text, while the second dimension is constructing meaning through inference, interpretation, and the integration of prior knowledge. Therefore, reading requires readers to engage actively with the text in order to achieve understanding.

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[14] David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003).
[15] Kenneth S. Goodman, "Reading: A Psycholinguistic Guessing Game," *Journal of the Reading Specialist* 6, no. 4 (1967)
[16] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, 2nd ed. (New York: Routledge, 2011).

Snow also defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction with written language.[17] She further explains that reading is influenced by three important elements, namely the reader, the text, and the activity or purpose of reading. These three elements interact with one another and determine the extent to which comprehension can be achieved.

Moreover, Anderson argues that reading comprehension is a transactional process between the reader and the text. According to this perspective, meaning does not solely reside in the text nor entirely in the reader's mind; instead, comprehension emerges from the interaction between the reader's background knowledge, experiences, and the information presented in the text.[18] This view is particularly relevant in the context of English as a Foreign Language (EFL) because students' cultural knowledge and prior experiences significantly influence their understanding of English texts.

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Furthermore, Nunan defines reading as a fluent process of combining information from a text with the reader's own background knowledge to build meaning.[19] Likewise, Harmer states

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[17] Catherine E. Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension* (Santa Monica, CA: RAND, 2002).

[18] Neil J. Anderson, *Exploring Second Language Reading: Issues and Strategies* (Boston: Heinle & Heinle, 1999).

[19] David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003).

that reading is an activity dominated by the eyes and the brain. The eyes receive messages from written texts, and the brain processes those messages to construct meaning and understanding.

In the context of English as a Foreign Language, reading plays an important role because it provides learners with opportunities to acquire vocabulary, grammar, and language input that may not be available through daily communication. Through reading activities, students can develop not only their language competence but also their critical thinking and analytical skills.

Based on the definitions above, it can be concluded that reading is an active and interactive process of constructing meaning from written texts through the integration of linguistic knowledge, prior experiences, and cognitive strategies. Reading does not merely involve recognizing words and sentences, but also requires readers to interpret, evaluate, and connect information in order to achieve meaningful comprehension.

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b. Purposes of Reading

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Reading serves various purposes in human life, and an understanding of these purposes is pedagogically important because it influences the selection of texts and the design of reading instruction. Harmer classifies the purposes of reading into two major categories, namely reading for pleasure and reading for

information.[20] Reading for pleasure refers to reading activities that are carried out for enjoyment, entertainment, and personal satisfaction. This type of reading includes literary works such as novels, short stories, poetry, and personal narratives. In contrast, reading for information is undertaken to obtain knowledge, complete a task, or solve a problem. Examples of this type of reading include textbooks, newspapers, instructional manuals, and academic articles.

Similarly, Nuttall proposes several specific purposes of reading. According to her, people read to search for particular information, obtain a general understanding of a text, gain detailed comprehension, integrate information from different sources, evaluate the writer's ideas, and acquire new knowledge for future use.[21] Each of these purposes requires different reading strategies and different levels of comprehension. Therefore, reading instruction in secondary schools should provide students with opportunities to practice various reading purposes and apply appropriate strategies in different reading situations.

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Furthermore, Urquhart and Weir distinguish reading purposes into two broad categories, namely careful reading and

[20] Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed. (Harlow: Pearson Longman, 2007).

[21] Christine Nuttall, *Teaching Reading Skills in a Foreign Language*, 2nd ed. (Oxford: Heinemann, 1996).

expeditious reading.[22] Careful reading occurs when readers pay close attention to most or all of the information presented in a text in order to achieve thorough understanding. On the other hand, expeditious reading refers to reading selectively in order to locate information that is relevant to a specific purpose. They also explain that reading can occur at both local and global levels. Local reading focuses on understanding individual sentences or short sections of a text, whereas global reading involves integrating information from the entire text to obtain a comprehensive understanding. This framework is particularly useful in designing reading comprehension activities and assessments because it addresses different levels of cognitive processing and comprehension skills.

In the context of English as a Foreign Language, understanding the purposes of reading is important because it helps teachers select appropriate instructional strategies and enables students to develop effective reading habits. By engaging in various reading activities, students can improve not only their comprehension skills but also their vocabulary knowledge, critical thinking abilities, and overall language proficiency.

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Based on the explanations above, it can be concluded that reading is performed for a variety of purposes, including obtaining

[22] Sandy Urquhart and Cyril Weir, *Reading in a Second Language: Process, Product and Practice* (London: Longman, 1998).

information, gaining knowledge, enjoying literary works, and evaluating ideas. Different reading purposes require different strategies and levels of comprehension. Therefore, teachers should provide students with various reading experiences that encourage them to become effective and purposeful readers.

c. Levels of Reading Comprehension

Reading comprehension is not a single and uniform ability. Instead, it develops through different levels of understanding that vary in depth and complexity. Educational researchers have proposed several classifications to explain how readers comprehend texts. One of the most widely accepted frameworks categorizes reading comprehension into three levels, namely literal comprehension, inferential comprehension, and critical or evaluative comprehension.[23]

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Literal comprehension is often described as reading on the lines because it involves understanding information that is directly stated in the text.[24] Readers at this level can identify facts, names, dates, sequences of events, and cause-and-effect relationships that are explicitly presented by the author. Although literal comprehension represents the most basic level of understanding, it remains an important achievement, particularly for English

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[23] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, 2nd ed. (New York: Routledge, 2011).

[24] David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003).

language learners who may still experience difficulties in understanding the surface meaning of a text.

Inferential comprehension is commonly referred to as reading between the lines because readers are required to derive meanings that are implied rather than directly stated in the text.[25] At this level, readers make conclusions, predict outcomes, identify implied relationships, interpret figurative language, and determine the author's purpose and attitude. Inferential comprehension requires readers to combine textual information with their background knowledge and personal experiences. Consequently, this level of comprehension is more demanding than literal comprehension and becomes an important focus of reading instruction at the secondary school level.

Critical or evaluative comprehension is often described as reading beyond the lines because it requires readers to make judgments and evaluations regarding the text.[26] At this stage, readers assess the credibility of information, compare ideas with information from other sources, identify the author's assumptions or biases, and formulate their own opinions about the content of the text. Critical comprehension reflects a higher level of thinking and

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[25] Catherine E. Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension* (Santa Monica, CA: RAND, 2002).

[26] Neil J. Anderson, *Exploring Second Language Reading: Issues and Strategies* (Boston: Heinle & Heinle, 1999).

is considered one of the primary goals of reading instruction in secondary and higher education.

In addition to these three levels, Barrett proposes a more comprehensive taxonomy of reading comprehension that consists of five hierarchical categories. These categories include literal recognition or recall, reorganization, inferential comprehension, evaluation, and appreciation.[27] Reorganization requires readers to synthesize and reorganize information from the text, whereas appreciation refers to readers' emotional and aesthetic responses to what they have read. Barrett's taxonomy has been widely used as a framework for developing reading comprehension questions and assessment instruments in various educational settings.

Considering the explanations above, it can be concluded that reading comprehension develops from understanding explicitly stated information to making inferences and critically evaluating textual content. Therefore, reading instruction should provide opportunities for students to develop comprehension skills at different levels in order to become effective and critical readers.

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d. Teaching Reading Comprehension

The teaching of reading comprehension has experienced significant theoretical and methodological developments over the

[27] Thomas C. Barrett, "Taxonomy of Reading Comprehension," in Roger Clymer, ed., *What Reading Is* (Chicago: Scott, Foresman and Company, 1968).

past several decades. Reading instruction has gradually shifted from a product-oriented approach that emphasizes decoding and answering comprehension questions to a process-oriented approach that highlights the active role of readers in constructing meaning from texts.[28] Contemporary theories of reading suggest that successful readers employ various cognitive and metacognitive strategies during reading. These strategies include predicting, questioning, clarifying, summarizing, visualizing, and making connections between new information and prior knowledge. Consequently, these strategies should be explicitly taught and systematically practiced in reading instruction.

Duke and Pearson propose a comprehensive model of effective reading comprehension instruction that consists of six essential components.[29] The first component is providing a clear explanation of the reading strategy, including its purpose and procedures. The second component involves teacher modeling through think-aloud activities that demonstrate how the strategy is applied. The third component requires collaborative practice between teachers and students. The fourth component is guided practice in which students gradually receive less assistance from the

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[28] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, 2nd ed. (New York: Routledge, 2011).

[29] Nell K. Duke and P. David Pearson, "Effective Practices for Developing Reading Comprehension," in Alan E. Farstrup and S. Jay Samuels, eds., *What Research Has to Say About Reading Instruction*, 3rd ed. (Newark, DE: International Reading Association, 2002).

teacher. The fifth component is independent practice that allows students to apply the strategy on their own. The final component is the application of the strategy in various texts and learning contexts. This model emphasizes that students become strategic readers through explicit instruction and continuous practice supported by the teacher.

In the context of English as a Foreign Language (EFL), teaching reading comprehension presents additional challenges that are not commonly encountered in first-language reading instruction.[30] Students are required to process linguistic information while simultaneously constructing meaning from the text. They often encounter difficulties in recognizing unfamiliar vocabulary, understanding complex grammatical structures, and interpreting ambiguous meanings. These challenges make reading comprehension a demanding task for many EFL learners.

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Vocabulary knowledge plays a particularly important role in reading comprehension. Students who encounter a large number of unfamiliar words often experience difficulty in understanding the overall meaning of a text.[31] When considerable cognitive effort is devoted to identifying the meanings of individual words, fewer cognitive resources remain available for higher-level

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[30] Neil J. Anderson, *Exploring Second Language Reading: Issues and Strategies* (Boston: Heinle & Heinle, 1999).

[31] Catherine E. Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension* (Santa Monica, CA: RAND, 2002).

comprehension processes such as making inferences, identifying main ideas, and evaluating information. As a result, students may develop only partial or superficial understanding of the text.

Therefore, effective teaching of reading comprehension should not focus solely on answering comprehension questions after reading. Instead, it should provide students with opportunities to develop strategic reading behaviors, expand vocabulary knowledge, and engage actively with texts. Through appropriate instruction and sufficient practice, students can gradually become independent and effective readers.

2. Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary refers to the collection of words that an individual knows and uses in a language. It is one of the most widely discussed concepts in applied linguistics and language education because vocabulary plays a central role in all language skills, including listening, speaking, reading, and writing. Through vocabulary, people are able to express ideas, understand messages, and communicate effectively. Although vocabulary may appear to be a simple concept, researchers have argued that vocabulary

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knowledge is complex and involves various dimensions of language competence.[32]

Nation explains that vocabulary knowledge consists of several interconnected aspects.[33] These aspects include knowledge of the spoken and written forms of words, knowledge of word parts such as affixes and derivations, knowledge of word meanings and conceptual associations, and knowledge of how words are used appropriately in different contexts. According to this view, knowing a word does not simply mean recognizing its definition. Instead, vocabulary knowledge develops gradually from basic recognition to a deeper understanding of the semantic, grammatical, and pragmatic characteristics of a word.

Similarly, Richards proposes that vocabulary knowledge involves several components, including knowledge of a word's frequency, register, grammatical behavior, word formation, semantic associations, and meaning.[34] This perspective suggests that vocabulary learning extends beyond memorizing definitions because learners also need to understand how words function in authentic language use. Consequently, vocabulary assessment should measure not only whether students know the meaning of a

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[32] Jack C. Richards and Willy A. Renandya, eds., *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002).

[33] I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001).

[34] Jack C. Richards, "The Role of Vocabulary Teaching," *TESOL Quarterly* 10, no. 1 (1976).

word but also whether they can use and understand the word appropriately in different contexts.

For the purposes of this study, vocabulary is understood as students' knowledge of word meanings and their ability to interpret words in context, particularly within reading activities. In other words, vocabulary knowledge in this study refers to students' ability to understand the meanings of words as they appear in reading texts and to use contextual Information to support comprehension.

Based on the explanations above, it can be concluded that vocabulary is not merely a collection of isolated words but a complex body of knowledge that includes word forms, meanings, relationships, and contextual usage. Therefore, adequate vocabulary knowledge is essential for successful communication and plays a significant role in developing students' reading comprehension.

b. The Importance of Vocabulary in Reading

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The relationship between vocabulary knowledge and reading comprehension has been widely recognized in educational psychology and applied linguistics. Numerous studies have demonstrated that vocabulary knowledge is one of the strongest predictors of reading comprehension achievement. Students who possess sufficient vocabulary knowledge are generally able to

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understand texts more effectively than those with limited vocabulary knowledge.[35]

Beck, McKeown, and Kucan explain that students who lack adequate vocabulary knowledge often experience difficulties in understanding grade-level texts, regardless of the reading strategies they have learned.[36] This view indicates that vocabulary knowledge serves as a foundation for successful reading comprehension because readers cannot fully understand a text when they do not know the meanings of important words.

Similarly, Anderson and Freebody propose three hypotheses to explain the relationship between vocabulary knowledge and reading comprehension. These hypotheses are the instrumentalist hypothesis, the knowledge hypothesis, and the aptitude hypothesis.[37] Among these perspectives, the instrumentalist hypothesis has received the strongest empirical support. According to this hypothesis, vocabulary knowledge contributes directly to reading comprehension because understanding the meanings of words enables readers to understand the information conveyed in a text.

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[35] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, 2nd ed. (New York: Routledge, 2011).

[36] Isabel L. Beck, Margaret G. McKeown, and Linda Kucan, *Bringing Words to Life: Robust Vocabulary Instruction*, 2nd ed. (New York: Guilford Press, 2013).

[37] Richard C. Anderson and Peter Freebody, "Vocabulary Knowledge," in John T. Guthrie, ed., *Comprehension and Teaching: Research Reviews* (Newark, DE: International Reading Association, 1981).

Conversely, limited vocabulary knowledge can hinder or even prevent comprehension.

Nation also explains that readers need to understand a high percentage of the words in a text in order to achieve adequate comprehension.[38] He suggests that readers should know approximately ninety-eight percent of the words in a text to understand it independently without additional assistance. This finding has important implications for English as a Foreign Language learners because students with limited vocabulary knowledge may encounter considerable difficulties when reading texts that contain many unfamiliar words.

In the Indonesian context, many eighth-grade students possess only a limited English vocabulary. Consequently, they often struggle to comprehend English reading texts that contain a wider range of vocabulary items. Therefore, appropriate instructional support is necessary to help students develop vocabulary knowledge and improve reading comprehension.

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Furthermore, Graves argues that an effective vocabulary program should consist of several important components, including rich language experiences, explicit instruction of individual words, teaching word-learning strategies, and developing word

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[38] I. S. P. Nation, "How Large a Vocabulary Is Needed for Reading and Listening?" *Canadian Modern Language Review* 63, no. 1 (2006).

consciousness.[39] This framework highlights the importance of helping students learn strategies that enable them to determine the meanings of unfamiliar words independently. One of these strategies is Vocabulary Self-Collection Strategy, which encourages students to use contextual clues and collaborative discussion to understand and remember new vocabulary encountered in reading texts.

Based on the explanations above, it can be concluded that vocabulary knowledge and reading comprehension are closely related and mutually supportive. Adequate vocabulary knowledge enables students to comprehend texts more effectively, whereas limited vocabulary knowledge may become a significant obstacle to comprehension. Therefore, vocabulary development should be considered an essential component of reading instruction, particularly in English as a Foreign Language contexts.

This view is further supported by As'ari, who found that the systematic implementation of a structured language learning program, such as a morning conversation program, contributed positively to students' language skill development.[40] The finding reinforces the broader principle that well-structured and purposefully implemented language learning strategies can effectively enhance students' language competence. This principle is

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[39] Michael F. Graves, *The Vocabulary Book: Learning and Instruction*, 2nd ed. (New York: Teachers College Press, 2016).

[40] As'ari, "The Implementation of Morning Conversation Program on Students' Speaking Skill of English Student Community," *Auladuna* 5, no. 1 (2024).

equally applicable to the implementation of Vocabulary Self-Collection Strategy (VSS) in developing students' vocabulary knowledge and reading comprehension in the EFL classroom.

c. Types of Vocabulary

Vocabulary can be classified according to several principles, and each classification has different implications for language instruction. One of the most fundamental classifications distinguishes between receptive vocabulary and productive vocabulary.[41]

Receptive vocabulary refers to the words that learners can recognize and understand when they encounter them in listening or reading activities. However, learners may not be able to use these words accurately in speaking or writing. In contrast, productive vocabulary refers to the words that learners can actively use in oral and written communication.[42] In language development, receptive vocabulary is generally larger than productive vocabulary because learners usually understand words before they are able to use them independently.

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Another important classification distinguishes between general academic vocabulary and domain-specific vocabulary. Beck, McKeown, and Kucan propose a three-tier model that

[41] I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001).

[42] Scott Thornbury, *How to Teach Vocabulary* (Harlow: Pearson Education, 2002).

categorizes vocabulary according to its frequency and usefulness in language use.[43] The first category consists of high-frequency words that are commonly acquired through everyday communication. The second category includes high-utility academic words that frequently occur in various disciplines and are essential for understanding texts. The third category consists of technical words that are specific to particular subjects or fields of study.

For reading instruction at the junior secondary level, the second category is particularly important because academic vocabulary plays a significant role in helping students understand a wide variety of texts. Therefore, teachers should provide explicit instruction that helps students develop knowledge of these high-utility words.

Another classification that is especially relevant to Vocabulary Self-Collection Strategy distinguishes between intentionally taught vocabulary and incidentally acquired vocabulary.[44] Research has shown that a considerable amount of vocabulary can be acquired incidentally through extensive reading activities. However, explicit instruction of important vocabulary items can accelerate vocabulary development, particularly for

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[43] Isabel L. Beck, Margaret G. McKeown, and Linda Kucan, *Bringing Words to Life: Robust Vocabulary Instruction*, 2nd ed. (New York: Guilford Press, 2013).

[44] Michael F. Graves, *The Vocabulary Book: Learning and Instruction*, 2nd ed. (New York: Teachers College Press, 2016).

English as a Foreign Language learners who have limited opportunities to use English outside the classroom.

Vocabulary Self-Collection Strategy combines the advantages of incidental vocabulary learning and explicit vocabulary instruction. Through this strategy, students learn new words from authentic reading texts and discuss their meanings collaboratively. At the same time, teachers provide guidance and support that help students understand and remember unfamiliar vocabulary more effectively. Therefore, Vocabulary Self-Collection Strategy (VSS) can be considered an appropriate strategy for achieving the instructional goals of vocabulary development and reading comprehension in secondary school contexts.

According to the discussion above, it can be concluded that vocabulary can be classified into several categories according to its use and function in language learning. Understanding these classifications helps teachers select appropriate vocabulary for instruction and design effective learning activities that support students' language development.

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3. Vocabulary Self-Collection Strategy (VSS)

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

The Vocabulary Self-Collection Strategy (VSS) is a structured and student-centered approach to vocabulary instruction that was

first introduced by Martha Rapp Haggard in the early 1980s.[45] Haggard developed this strategy in response to two major problems in traditional vocabulary instruction. The first problem was that vocabulary teaching often relied on isolated word lists that students memorized only for short-term purposes and rarely used in authentic contexts. TVhe second problem was that vocabulary selection was usually controlled entirely by teachers, leaving students with little opportunity to choose words that were meaningful or relevant to their learning needs.

To address these issues, Haggard designed Vocabulary Self-Collection Strategy (VSS) as a strategy that integrates vocabulary learning with authentic reading experiences and allows students to participate actively in selecting vocabulary items for study. Through this approach, students become directly involved in identifying unfamiliar or important words from reading texts and discussing their meanings collaboratively.

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Haggard further explains that Vocabulary Self-Collection Strategy (VSS) is a strategy in which students nominate words from their reading materials and justify why those words should be studied by the class.[46] Through class discussion, students and teachers decide which words are important enough to be included in

[45] Martha Rapp Haggard, "The Vocabulary Self-Collection Strategy: An Active Approach to Word Learning," *Journal of Reading* 27, no. 3 (1983).

[46] Martha Rapp Haggard, *The Vocabulary Self-Collection Strategy* (Newark, DE: International Reading Association, 1986).

the class vocabulary list. This process encourages learners to become active participants in vocabulary learning and helps them develop greater awareness of words and their meanings.

Similarly, Ruddell and Shearer explain that Vocabulary Self-Collection Strategy (VSS) involves the use of structured vocabulary charts or vocabulary logs in which students record selected words together with their meanings, contextual examples, related words, and semantic associations.[47] These activities help students deepen their understanding of vocabulary and encourage them to connect new words with prior knowledge.

Furthermore, Tierney and Readence classify Vocabulary Self-Collection Strategy (VSS) as one of the vocabulary self-selection strategies that utilizes students' natural tendency to pay attention to words that they consider interesting, important, or challenging.[48] In the context of English as a Foreign Language learning, this characteristic has important motivational benefits. When students are given opportunities to select words that are personally meaningful, they develop a sense of ownership and responsibility toward their vocabulary learning. As a result, students often become more motivated and actively engaged in the learning process.

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[47] Martha Rapp Ruddell and Barbara A. Shearer, "Extraordinary, Tremendous, Exhilarating, Magnificent: Middle School at Risk Students Become Avid Word Learners with the Vocabulary Self-Collection Strategy (VSS)," *Journal of Adolescent and Adult Literacy* 45, no. 5 (2002).

[48] Robert J. Tierney and John E. Readence, *Reading Strategies and Practices: A Compendium*, 6th ed. (Boston: Allyn and Bacon, 2005).

As discussed above, it can be concluded that Vocabulary Self-Collection Strategy (VSS) is a student-centered vocabulary learning strategy that encourages learners to select, discuss, and learn vocabulary from authentic reading materials. By actively involving students in the vocabulary selection process, Vocabulary Self-Collection Strategy (VSS) promotes vocabulary development, increases learning motivation, and supports reading comprehension

b. The Purpose of Vocabulary Self-Collection Strategy (VSS)

The Vocabulary Self-Collection Strategy (VSS) has the purpose of giving students opportunities to understand the concepts of a text and determine the meanings of words based on their contexts. The strategy is designed not only to improve students' vocabulary mastery but also to help them become independent learners who actively participate in the learning process.

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According to Ruddell in Antonacci and O'Callaghan, "The purpose of the Vocabulary Self-Collection Strategy (VSS) is to motivate students to learn new words by promoting a long-term acquisition and development of the vocabulary of academic disciplines with the goal of integrating new content words into students' working vocabularies."[49]

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[49] Patricia A. Antonacci and Catherine M. O'Callaghan, *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms* (California: SAGE Publications, 2012).

From this explanation, it can be understood that the purpose of Vocabulary Self-Collection Strategy (VSS) is to promote long-term vocabulary acquisition in the context of reading comprehension. Through this strategy, students are expected to understand the concepts of the reading text more easily because they are actively involved in selecting and discussing important vocabulary items found in the text.

In addition, Vocabulary Self-Collection Strategy (VSS) aims to develop students' awareness of vocabulary learning and encourage them to become more responsible for their own learning. By selecting words independently and discussing them collaboratively, students can improve their vocabulary knowledge, reading comprehension, and critical thinking skills simultaneously.

c. Characteristics of Vocabulary Self-Collection Strategy (VSS)

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Vocabulary Self-Collection Strategy (VSS) possesses several characteristics that distinguish it from other vocabulary teaching strategies. These characteristics reflect the principles of learner autonomy, contextual learning, social interaction, and metacognitive awareness in the process of vocabulary acquisition.

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1) Student-Centered Learning

The first characteristic of Vocabulary Self-Collection Strategy (VSS) is that it is student-centered. In this strategy, students themselves determine which words should be studied

based on their perception of the words' importance, difficulty, or relevance to the text they are reading.[50] The selection of vocabulary items is therefore not determined solely by the teacher or the textbook. This characteristic is important because students tend to learn vocabulary more effectively when the selected words are personally meaningful and when they are actively involved in making decisions about their own learning.

2) Contextual Learning

The second characteristic of Vocabulary Self-Collection Strategy (VSS) is its contextual nature. The words selected for study are taken directly from the reading texts that students have read.[51] As a result, students encounter new vocabulary within meaningful contexts before discussing and learning the words in greater depth. Learning vocabulary in context helps students understand not only the dictionary meanings of words but also their usage and functions within a particular text. Research has shown that contextual vocabulary learning contributes positively to vocabulary retention and facilitates the application of newly learned words in reading and writing activities.

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[50] Martha Rapp Haggard, *The Vocabulary Self-Collection Strategy* (Newark, DE: International Reading Association, 1986).

[51] Martha Rapp Ruddell and Barbara A. Shearer, "Extraordinary, Tremendous, Exhilarating, Magnificent: Middle School at Risk Students Become Avid Word Learners with the Vocabulary Self-Collection Strategy (VSS)," *Journal of Adolescent and Adult Literacy* 45, no. 5 (2002).

3) Collaborative Learning

Another important characteristic of Vocabulary Self-Collection Strategy (VSS) is its collaborative nature. The processes of selecting, discussing, and evaluating vocabulary items occur through interaction among students and between students and the teacher.[52] Through these discussions, students have opportunities to share ideas, explain meanings, and justify why certain words should be learned. Such interactions encourage active participation and support deeper understanding of vocabulary. Moreover, explaining word meanings to peers helps students strengthen their memory and build meaningful associations with newly acquired vocabulary.

4) Metacognitive Orientation

The final characteristic of Vocabulary Self-Collection Strategy (VSS) is its metacognitive orientation. The strategy requires students to recognize and identify words that they do not know or do not fully understand.[53] This process develops students' awareness of their own vocabulary knowledge and helps them recognize areas that require further learning. The ability to monitor one's own understanding of vocabulary is an

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[52] Patricia A. Antonacci and Catherine M. O'Callaghan, *Promoting Literacy Development: Fifty Research-Based Strategies for K–8 Learners*, 2nd ed. (Thousand Oaks, CA: Sage Publications, 2012).

[53] Michael F. Graves, *The Vocabulary Book: Learning and Instruction*, 2nd ed. (New York: Teachers College Press, 2016).

important aspect of self-regulated learning because students who can identify their lexical difficulties are more likely to develop effective strategies for expanding their vocabulary.

Based on the explanations above, it can be concluded that Vocabulary Self-Collection Strategy (VSS) is characterized by student-centered learning, contextualized vocabulary instruction, collaborative interaction, and metacognitive awareness. These characteristics make Vocabulary Self-Collection Strategy (VSS0 an effective strategy for promoting vocabulary development and supporting students' reading comprehension.

d. Advantages and Disadvantages of Vocabulary Self-Collection Strategy (VSS)

The pedagogical literature identifies several important advantages of implementing Vocabulary Self-Collection Strategy (VSS) in reading comprehension instruction. One of the most frequently mentioned benefits is the increase in students' motivation and engagement in learning vocabulary. Because students are given opportunities to select words that they consider meaningful and relevant, they tend to feel more responsible for their own learning. This condition reduces the negative perceptions that students often have toward teacher-selected vocabulary lists, which may seem unrelated to their immediate learning needs. Ruddell and Shearer

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found that students who participated in Vocabulary Self-Collection Strategy (VSS) activities demonstrated higher levels of motivation and were more likely to continue learning vocabulary independently outside the classroom than students who received traditional vocabulary instruction.[54]

Another significant advantage of Vocabulary Self-Collection Strategy (VSS) is that it promotes a deeper understanding of vocabulary knowledge. Unlike traditional approaches that mainly require students to memorize definitions, Vocabulary Self-Collection Strategy (VSS) encourages students to discuss various aspects of word meaning and usage.[55] Through collaborative discussions, students learn about the meanings of words, their associations, and their functions in different contexts. Beck, McKeown, and Kucan refer to this type of instruction as robust vocabulary instruction and argue that it contributes to long-term vocabulary retention and better reading comprehension.[56]

Furthermore, Vocabulary Self-Collection Strategy (VSS) helps students develop transferable word-learning strategies. One of the most important strategies developed through Vocabulary Self-

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[54] Martha Rapp Ruddell and Barbara A. Shearer, "Extraordinary, Tremendous, Exhilarating, Magnificent: Middle School at Risk Students Become Avid Word Learners with the Vocabulary Self-Collection Strategy (VSS)," *Journal of Adolescent and Adult Literacy* 45, no. 5 (2002).

[55] Patricia A. Antonacci and Catherine M. O'Callaghan, *Promoting Literacy Development: Fifty Research-Based Strategies for K–8 Learners*, 2nd ed. (Thousand Oaks, CA: Sage Publications, 2012).

[56] Isabel L. Beck, Margaret G. McKeown, and Linda Kucan, *Bringing Words to Life: Robust Vocabulary Instruction*, 2nd ed. (New York: Guilford Press, 2013).

Collection Strategy (VSS) is contextual inferencing, which refers to the ability to determine the meaning of unfamiliar words by using contextual clues found in the text.[57] This skill is highly valuable because it can be applied in various reading situations and encourages students to become independent readers.

Despite its advantages, Vocabulary Self-Collection Strategy (VSS) also presents several challenges. One limitation of the strategy is that it requires a considerable amount of classroom time. The complete implementation of Vocabulary Self-Collection Strategy (VSS) includes selecting words, sharing ideas, discussing meanings, and recording vocabulary information. Consequently, teachers may find it difficult to implement all stages of the strategy within a limited instructional period.[58]

Another challenge concerns the quality of students' vocabulary selections. When students are introduced to Vocabulary Self-Collection Strategy (VSS) for the first time, they may choose words that are either too easy or not particularly important for understanding the text. Therefore, teachers need to provide guidance and support during the vocabulary selection process.

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A further challenge in the context of English as a Foreign Language is that students with limited English proficiency may

[57] Michael F. Graves, *The Vocabulary Book: Learning and Instruction*, 2nd ed. (New York: Teachers College Press, 2016).

[58] Martha Rapp Haggard, *The Vocabulary Self-Collection Strategy* (Newark, DE: International Reading Association, 1986).

experience difficulties in explaining their reasons for selecting particular words or discussing meanings in English.[59] This situation may lead to unequal participation during group discussions and may require teachers to provide additional support to less proficient learners.

In light of the preceding discussion, it can be concluded that Vocabulary Self-Collection Strategy (VSS) offers several important benefits, including increased motivation, deeper vocabulary knowledge, and the development of independent word-learning strategies. Nevertheless, the successful implementation of the strategy depends on effective classroom management and appropriate teacher guidance in addressing the challenges that may arise during the learning process.

d. The Steps of Implementing the Vocabulary Self-Collection Strategy (VSS)

In the context of English language instruction for eighth-grade students in Indonesian junior secondary schools, Vocabulary Self-Collection Strategy (VSS) can be implemented through a series of structured activities that are integrated into reading comprehension instruction. The procedures described below are adapted from the models proposed by Haggard, Ruddell and Shearer, and Tierney and

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[59] Neil J. Anderson, *Exploring Second Language Reading: Issues and Strategies* (Boston: Heinle & Heinle, 1999).

Readence, with adjustments to suit the English as a Foreign Language context.[60]

The implementation of Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension can be carried out through the following steps:

1) Forming Small Groups

At the beginning of the lesson, the teacher divides students into small heterogeneous groups of four to five members, with each group consisting of students who have different levels of English proficiency. This grouping strategy is intended to encourage collaborative learning, where students can support and learn from one another during vocabulary activities.[61] Working in groups also provides students with opportunities to exchange ideas, discuss new or unfamiliar vocabulary, and participate more actively in the learning process in a meaningful way.

2) Selecting Words

Following the grouping activity, students read the assigned text individually and silently. During the reading process, students identify unfamiliar or important words by

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[60] Robert J. Tierney and John E. Readence, *Reading Strategies and Practices: A Compendium*, 6th ed. (Boston: Allyn and Bacon, 2005).

[61] Lev S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Cambridge, MA: Harvard University Press, 1978).

underlining or circling them in the text.[62] Rather than selecting every difficult word, students are encouraged to choose vocabulary items that are considered important for understanding the text. They are also encouraged to infer the meanings of the selected words by using contextual clues before checking dictionaries or seeking clarification from the teacher.

3) Discussing the Words

Once students have selected the vocabulary items, they record the words in a Vocabulary Self-Collection Strategy (VSS) Chart prepared by the teacher. The chart generally includes the selected word, the sentence in which the word appears, the reason for choosing the word, and the student's initial prediction of its meaning.[63]

After completing the chart, students discuss the selected vocabulary within their groups. During the discussion, each student explains the chosen word and shares their understanding of its meaning. This process encourages students to think critically about vocabulary and allows them to negotiate meaning collaboratively with their peers.

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[62] Robert J. Tierney and John E. Readence, *Reading Strategies and Practices: A Compendium*, 6th ed. (Boston: Allyn and Bacon, 2005).

[63] Patricia A. Antonacci and Catherine M. O'Callaghan, *Promoting Literacy Development: Fifty Research-Based Strategies for K–8 Learners*, 2nd ed. (Thousand Oaks, CA: Sage Publications, 2012).

4) Sharing the Words

After the group discussion has been completed, students present their vocabulary findings to the whole class. A representative from each group explains the selected words, their meanings, and the reasons why the words were considered important.[64] Through this activity, students gain opportunities to learn additional vocabulary from other groups while also developing confidence in expressing their ideas during classroom discussions.

5) Validating Words

As the final stage of the activity, the teacher validates the meanings proposed by students during the discussion and presentation sessions. The teacher confirms, corrects, or clarifies students' interpretations by using contextual explanations, examples, or dictionary references.[65] This validation stage plays an important role in helping students develop accurate vocabulary understanding while maintaining a supportive and student-centered learning atmosphere.

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Based on the explanation above, it can be concluded that Vocabulary Self-Collection Strategy (VSS) involves collaborative and interactive learning activities that encourage

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[64] Robert B. Ruddell and Barbara A. Shearer, "Extraordinary, Tremendous, Exhilarating, Magnificent: Middle School At-Risk Students Become Interested in Words," *Journal of Adolescent & Adult Literacy* 45, no. 5 (2002): 352–363.

[65] Scott Thornbury, *How to Teach Vocabulary* (Harlow: Pearson Education, 2002).

students to actively identify, discuss, and understand vocabulary found in reading texts. Through these systematic steps, students are expected to improve both vocabulary mastery and reading comprehension skills.

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CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Design of Research

The research approach is basically a scientific way to obtain data with certain purposes and uses.[66] This study employed a qualitative research approach because it aimed to describe and interpret the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension at the eighth grade students of SMP Plus Abdul Aziz Jember.

According to Moleong, qualitative research is intended to understand phenomena experienced by research participants, such as behavior, perceptions, motivations, and actions, holistically and through descriptions in the form of words and language in a particular natural context by utilizing various natural methods.[67] Similarly, Creswell and Poth define qualitative research as an approach for exploring and understanding the meanings that individuals or groups ascribe to social or human problems.[68] Therefore, a qualitative approach is considered appropriate because this study seeks to obtain an in-depth understanding of the implementation of Vocabulary Self-Collection Strategy (VSS) in its natural classroom setting.

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[66] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019).

[67] Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, rev. ed. (Bandung: PT Remaja Rosdakarya, 2018).

[68] John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2018).

The type of research used in this study was descriptive research. Arikunto states that descriptive research aims to describe systematically and accurately the facts and characteristics of a particular population or area.[69] Likewise, Fraenkel, Wallen, and Hyun explain that descriptive research is intended to describe existing phenomena as they naturally occur without manipulating variables or establishing cause-and-effect relationships.[70]

This study employed a descriptive qualitative design because the research questions focus on describing the implementation of Vocabulary Self-Collection Strategy (VSS), including its purposes, procedures, and evaluation in teaching reading comprehension. Through this approach, the researcher can obtain rich and detailed information regarding classroom activities and interactions during the implementation of the strategy.

Furthermore, the researcher acted solely as an observer and did not participate in planning or implementing classroom instruction. The researcher attempted to understand the phenomenon as it naturally occurred and to provide a comprehensive description based on the data obtained from the participants and the research setting.

Based on the considerations discussed above, it can be concluded that a descriptive qualitative approach is the most appropriate design for this study because it facilitates an in-depth and contextual understanding of the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching

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[69] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, rev. ed. (Jakarta: Rineka Cipta, 2013)

[70] Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education*, 8th ed. (New York: McGraw-Hill, 2012)

reading comprehension at the eighth grade students of SMP Plus Abdul Aziz Jember.

B. Research Setting

This research was conducted at SMP Plus Abdul Aziz Jember, an Islamic-based junior secondary school located in Jl. Cendrawasih No.23 Curahlele, Balung, Jember. The school was selected because the English teacher had implemented Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension, which was relevant to the focus of this study.

SMP Plus Abdul Aziz Jember consists of three grade levels, namely Grade VII, Grade VIII, and Grade IX. This study focused on the eighth-grade students because they had experienced the implementation of Vocabulary Self-Collection Strategy (VSS) in their English classes. The school's learning environment and educational facilities supported the researcher in obtaining the data needed for this study.

C. Research Subject

Research subjects are individuals who serve as the primary sources of data in a study and are selected based on the objectives of the research. In qualitative research, participants are commonly selected purposively because they are considered capable of providing rich and relevant information regarding the phenomenon under investigation.[71]

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[71] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson Education, 2012)

The subjects of this study were the English teacher and the eighth-grade students of SMP Plus Abdul Aziz Jember. The eighth grade consisted of 32 students who participated in the classroom observations during the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension.

In addition, four female students and one English teacher were selected to participate in the interviews. The four students were selected purposively for several reasons. First, they were recommended by the English teacher because they were considered capable of providing relevant information related to the implementation of Vocabulary Self-Collection Strategy (VSS). Second, the selected students represented different levels of English proficiency and classroom participation. Some of the students demonstrated good English ability and actively participated in classroom activities, while others had limited English proficiency but showed high motivation and active involvement during the learning process. Therefore, these participants were expected to provide diverse perspectives regarding the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension.

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The English teacher of the eighth grade was also selected as a participant because he/she directly implemented Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension and possessed comprehensive information regarding the objectives, procedures, and evaluation of the strategy.

The secondary data sources of this study consisted of teaching documents related to the implementation of Vocabulary Self-Collection Strategy (VSS), such as lesson plans or teaching modules, teaching materials, students' assignments, and other relevant documents that supported the findings of the study.

D. Data Collection Technique

Data collection techniques are methods used by the researcher to obtain data from research participants and other relevant sources. In qualitative research, data collection techniques play an important role because they enable the researcher to obtain rich and detailed information regarding the phenomenon under investigation.[72] The data collection techniques used in this study were observation, interview, and documentation.

1. Observation

Observation is a technique of collecting data through direct observation of activities, behaviors, and situations that occur naturally in the research setting.[73]Through this technique, the researcher can closely examine the phenomenon being studied and gather meaningful evidence that supports the research objectives. In the present study, the researcher conducted classroom observations to investigate how the Vocabulary Self-Collection Strategy (VSS) was implemented in

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[72] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019).

[73] John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2018)

teaching reading comprehension at the eighth grade of SMP Plus Abdul Aziz Jember and to identify how the teacher and students carried out each stage of the strategy during the learning process. To collect the observation data, the researcher used an observation checklist. The observation checklist was designed based on the procedures of Vocabulary Self-Collection Strategy (VSS). Through this checklist, the researcher observed how the teacher implemented Vocabulary Self-Collection Strategy (VSS) and how the students participated during the learning process.

The observation also enabled the researcher to document students' participation, classroom interactions, and the teacher's instructional practices during the implementation of Vocabulary Self-Collection Strategy (VSS). In this study, the researcher employed moderate participation observation, in which the researcher observed the teaching and learning process while being present in the classroom without actively participating in the instructional activities.[74] As Creswell and Poth note, observation enables researchers to record information as it occurs in a natural setting and gain first-hand experience of the phenomenon under study.[75] The observation data were collected using an observation checklist based on the stages of Vocabulary Self-Collection Strategy (VSS).

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[74] John W. Creswell and Cheryl N. Poth, 167.
[75] John W. Creswell and Cheryl N. Poth, 166.

2. Interview

According to Kvale and Brinkmann, an interview is a purposeful conversation aimed at obtaining detailed insights into a participant's experiences, interpretations, and perceptions regarding a specific phenomenon.[76] Interviews are often used when researchers need in-depth data that cannot be captured through observation alone. In this study, semi-structured interviews were employed because they allowed the researcher to prepare guiding questions while also providing opportunities to explore participants' responses in greater depth.

Through this approach, the researcher gathered information regarding the implementation of Vocabulary Self-Collection Strategy (VSS), students' learning experiences, and the teacher's perceptions of using Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension. The interviews were conducted with the English teacher and four selected eighth-grade students of SMP Plus Abdul Aziz Jember.

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3. Documentation

Documentation is a data collection technique that involves collecting written documents, records, and other materials related to the research problem.[77] Bowen states that documents, whether written, visual, or digital, serve as valuable sources for understanding context,

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[76] Steinar Kvale and Svend Brinkmann, InterViews: Learning the Craft of Qualitative Research Interviewing, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2015).

[77] John W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th ed. (Boston: Pearson Education, 2012).

processes, and experiences connected to the phenomenon under investigation.[78]

In this study, documentation was used to complement observation and interviews. The documents collected included the school profile, vision and mission, organizational structure, lesson plans, teaching modules, photographs, field notes, and other documents related to the implementation of Vocabulary Self-Collection Strategy (VSS). These documents helped the researcher gain a more comprehensive understanding of the research context and supported data triangulation.

E. Data Analysis

Data analysis is an important stage in qualitative research because it enables the researcher to interpret and understand the meaning of the collected data. This study employed an interactive model of data analysis proposed by Miles and Huberman. According to Miles and Huberman, qualitative data analysis consists of three concurrent activities, namely data reduction, data display, and conclusion drawing and verification.[79]

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1. Data Reduction

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Data reduction is the process of selecting, focusing, simplifying, and transforming the data obtained from the field.[80] In this stage, the researcher selected and focused only on the data related to the implementation of Vocabulary Self-Collection Strategy (VSS) in

[78] John W. Creswell and Cheryl N. Poth, 223.
[79] Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*, 2nd ed. (Thousand Oaks, CA: Sage Publications, 1994).
[80] Matthew B. Miles and A. Michael Huberman, 12.

teaching reading comprehension. The data obtained from interviews, observations, and documentation were organized and classified based on the research focus, namely the purposes, procedures, and evaluation of the implementation of Vocabulary Self-Collection Strategy (VSS).

The researcher also reduced unnecessary information that was not related to the research topic. Important statements and information were categorized into several themes to make the data easier to understand and interpret. By reducing the data, the researcher could obtain clearer and more focused findings regarding the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension.

2. Data Display

Data display is the process of presenting the reduced data in an organized and systematic form to facilitate understanding and interpretation.[81] According to Miles and Huberman, the most common form of data display in qualitative research is narrative text. In this study, the data were presented in the form of descriptive explanations, tables, and narrative texts.

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The researcher displayed the data based on the categories and themes that had been identified during the data reduction process. The data presentation helped the researcher understand the relationships among the findings and identify patterns related to the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching reading

[81] Matthew B. Miles and A. Michael Huberman, 108.

comprehension. Through organized data displays, the findings could be communicated more clearly and effectively.

3. Conclusion Drawing and Verification

Conclusion drawing and verification is the final stage of qualitative data analysis. In this stage, the researcher interpreted the meaning of the data by identifying patterns, themes, and relationships among the findings related to the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension.

The conclusions were continuously verified throughout the research process by rechecking the interview transcripts, observation notes, and documentation data to ensure the consistency and credibility of the findings. Through this process, the researcher was able to draw valid conclusions regarding the purposes, procedures, and evaluation of the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension.

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F. Trustworthiness of Data

To ensure the trustworthiness of the data, the researcher applied triangulation techniques. Triangulation is a strategy used to verify the accuracy of data by comparing information obtained through different techniques and sources. In this study, the researcher used triangulation of techniques and triangulation of sources.

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1. Source Triangulation

Triangulation of techniques is used to test the credibility of data by

applying different data collection techniques to the same source.[82] In this study, the researcher used observation, interviews, and documentation to collect the data related to the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension.

2. Technical Triangulation

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

G. Research Steps

This section describes the stages of the research conducted by the researcher, beginning from the preliminary activities to the completion of the research report.[83] The stages of this research are as follows:

1. Pre-Field Stage

The pre-field stage was carried out before conducting the research. The activities at this stage included

a. Arranging the research design based on the research focus.
b. Selecting SMP Plus Abdul Aziz Jember as the research location.
c. Managing research permission and formal agreement with the school.
d. Preparing the research instruments, such as interview guidelines,

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[82] Sugiyono, *Metode Penelitian Kualitatif* (Bandung: Alfabeta, 2017).
[83] Lexy J. Moleong, 127.

observation sheets, and documentation checklists.

e. Determining the research participants.

2. Field Work Stage

After all preparations had been completed, the researcher conducted the fieldwork. The activities at this stage included:

a. Understanding the school background and classroom conditions.

b. Conducting observations related to the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension.

c. Conducting interviews with the English teacher and students.

d. Collecting documentation related to the research.

e. Organizing and classifying all collected data.

3. Post-Field Stage

The post-field stage was conducted after all data had been collected. The activities in this stage included:

a. Analyzing the data using the interactive model proposed by Miles and Huberman.

b. Verifying and interpreting the research findings.

c. Revising and completing the research report based on the research findings.

d. Preparing the final research report in accordance with the academic writing guidelines.

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This study was conducted at SMP Plus Abdul Aziz Jember, a private junior high school situated at Jl. Cenderawasih No. 23, Curahlele, Balung, Jember, East Java. Established in 2005, the school has been equipped with various facilities that support the learning process, including classrooms, a library, a mosque, and several other supporting facilities. The selection of this school as the research site was based on the fact that SMP Plus Abdul Aziz Jember had implemented Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension, particularly for eighth grade students. The implementation of this strategy was considered relevant to the research focus being investigated in this study.

The data in this study were gathered from two primary sources, namely an English teacher and eighth grade students. The English teacher served as the key informant who provided detailed information regarding the objectives, procedures, and evaluation of the Vocabulary Self-Collection Strategy applied in teaching reading comprehension. Meanwhile, the students were directly involved in classroom observation activities and interviews conducted by the researcher.

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Data collection was carried out through three techniques, namely classroom observation, interviews, and documentation, all of which took place during the teaching and learning process. These three techniques

yielded comprehensive information concerning the implementation of Vocabulary Self-Collection Strategy (VSS) in enhancing students' reading comprehension ability.

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

1. The Purpose of Implementing Vocabulary Self-Collection Strategy (VSS) in Teaching Reading Comprehension.

   The first research focus examines why the English teacher at SMP Plus Abdul Aziz Jember chose to integrate Vocabulary Self-Collection Strategy (VSS) into her reading comprehension instruction for eighth-grade students. Based on the interview with the teacher and corroborating classroom observations, three overarching purposes were identified: fostering word consciousness (autonomous vocabulary discovery), enhancing students' comprehension of descriptive texts, and encouraging active discussion and collaborative learning.

   a. Fostering Word Consciousness and Autonomous Vocabulary Learning

      A central motivation behind the teacher’s adoption of Vocabulary Self-Collection Strategy (VSS) was to cultivate word

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consciousness which refers to students' ability to notice appreciate and independently seek the meanings of unfamiliar words they encounter in texts. The teacher emphasized that traditional vocabulary instruction, which relies on teacher-provided word lists, had proven insufficient in helping students retain vocabulary meaningfully. When asked about her rationale for using Vocabulary Self-Collection Strategy (VSS), Siti Mukarromah articulated:

> "I wanted my students to be responsible for their own vocabulary learning. With Vocabulary Self-Collection Strategy (VSS0, they are the ones who decide which words they do not understand. This way, the words feel more personal and relevant to them, and they are more likely to remember them."[84]

This statement reflects the teacher's pedagogical belief that learner agency is fundamental to long-term vocabulary retention. Rather than passively receiving vocabulary, students are positioned as active agents who self-select words based on genuine comprehension gaps. During classroom observation, this autonomy was evident as students scanned the descriptive text individually and underlined words they personally found challenging, before any class-wide discussion commenced.

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[84] Siti Mukarromah, interview, 26th of October 2026

2. The Steps of Implementing Vocabulary Self-Collection Strategy (VSS) in the Classroom

The second research focus documents the procedural steps through which Vocabulary Self-Collection Strategy (VSS) was implemented in the eighth-grade English classroom at SMP Plus Abdul Aziz Jember. Based on both classroom observations and teacher interviews, the implementation followed five sequential and interrelated stages, each contributing to a coherent vocabulary learning sequence within the reading lesson.

a. Forming Small Groups

At the outset of each VSS-integrated reading lesson, the teacher divided the class into small heterogeneous groups of two to five students. The teacher deliberately mixed students of varying English proficiency levels to facilitate peer scaffolding within the group. She explained her rationale for this grouping strategy:

> "I group students with different abilities together so that the stronger ones can help the weaker ones understand the words. But I make sure everyone participates not just the smart students doing all the work."[85]

Observation confirmed that the teacher assigned groups in advance, with seat arrangements prepared before the lesson began. There were six groups in total, each occupying a designated cluster

[85] Siti Mukarromah, interview, 26th of October 2026

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of desks. This structural preparation minimized transition time and kept learners focused on the task from the beginning of the lesson.

b. Reading and Selecting Words

Following group formation, each student was given a copy of a descriptive reading text which on different occasions included descriptions of Indonesian cultural landmarks natural attractions and local heritage sites in line with the eighth grade syllabus Students were asked to read the text individually and silently while underlining any words or phrases they did not understand or considered important The teacher allocated approximately ten minutes for this individual reading phase.

> "I tell my students: 'Find words that you think are important or that you do not understand. Circle at least two or three words. These will be your contribution to the group.' I want them to feel responsible for finding those words."[86]

Students were encouraged to use context clues within the text to form initial hypotheses about the meaning of their selected words before consulting dictionaries. One student described this process:

> "When I found a word I did not know, like 'magnificent,' I tried to guess first from the sentence. The sentence said the temple was magnificent and beautiful. So I guessed it means something very beautiful. Then I wrote it down."[87]

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[86] Siti Mukarromah, interview, 26th of October 2026
[87] Nadia Sintia, interview, 19th of January 2026

c. Discussing the Words

After completing the individual reading phase, students transferred their selected words onto a structured Vocabulary Self-Collection Strategy (VSS) Chart worksheet prepared by the teacher. The chart included columns for: (1) the selected word or phrase, (2) the sentence or paragraph from which it was taken, (3) the student's reason for choosing the word, and (4) the student's initial guess about its meaning. This written reflection was an important metacognitive component of the Vocabulary Self-Collection Strategy (VSS) process, requiring students to articulate why a particular word warranted attention.

The Vocabulary Self-Collection Strategy (VSS) Chart functioned both as a learning scaffold and as a formative assessment artifact. Students' written reasons for word selection provided insights into their metacognitive awareness. The teacher noted that requiring written justifications elevated the quality of group discussions:

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> "When students have to write why they chose a word, they think more carefully. They can't just say 'I don't know', they have to explain their thinking. This makes the discussion much richer when we share in the group."[88]

[88] Siti Mukarromah, interview, 26th of October 2026

d. Sharing the Words

Once all students had completed their individual Vocabulary Self-Collection Strategy (VSS) Charts, the small group discussion phase began. Students took turns presenting their selected words to the rest of the group, explaining their choice, providing the contextual sentence, and sharing their initial meaning hypothesis. The group then collectively deliberated to determine the most important or most challenging words from among all members' nominations. A class representative from each group subsequently presented their group's finalized word list to the whole class.



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Gambar 4.1
Group Presentation of Vocabulary Self-Collection Strategy (VSS) Chart

This presentation phase transformed vocabulary learning from an individual cognitive task into a socially negotiated activity. Students were observed actively listening, questioning, and building

on each other's interpretations, creating what the teacher described as 'a mini vocabulary debate.

> "I love this part of the lesson most. Students become the teachers for each other. They argue about meanings, use the text to prove their point, it becomes very alive. My job is just to guide, not to give all the answers."[89]

e. Validating Words

The final step of the Vocabulary Self-Collection Strategy (VSS) implementation cycle involved the teacher's validation of the words and meanings discussed. After each group had presented their selected vocabulary, the teacher facilitated a whole-class wrap-up in which she confirmed, corrected, or elaborated on the meanings proposed by students. Dictionaries and contextual analysis were used as reference tools during this stage. The teacher was careful to avoid simply correcting students in a dismissive manner; instead, she acknowledged their hypotheses and guided them toward accurate meanings through Socratic questioning.

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> "I always appreciate their guesses first. If a student says 'magnificent' means 'very big,' I say, 'Interesting idea! What made you think so?' Then I guide them to see that it actually means very beautiful or impressive, and I use another example sentence to help them understand better."[90]

This validation stage served as a crucial accuracy-check mechanism, ensuring that students left the lesson with correctly internalized definitions rather than fossilized misconceptions. The teacher's role during this phase shifted from facilitator to expert

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[89] Siti Mukarromah, interview, 26th of October 2026
[90] Siti Mukarromah, interview, 26th of October 2026

informant, providing authoritative confirmation of meaning while preserving the student-centered orientation established throughout the earlier stages.

3. The Evaluation of Vocabulary Self-Collection Strategy (VSS) Implementation in Teaching Reading Comprehension

The third research focus investigates how the English teacher evaluated students' learning outcomes resulting from Vocabulary Self-Collection Strategy (VSS) implementation. The evaluation was multi-modal, encompassing both process-based and product-based assessment approaches, and targeted two interrelated competencies: vocabulary acquisition and reading comprehension.

1) Performance Assessment through Vocabulary Self-Collection Strategy (VSS) Chart Evaluation

The primary evaluation instrument used during and immediately after the Vocabulary Self-Collection Strategy (VSS) process was the VSS Chart itself, assessed both at the individual and group levels. The teacher developed a rubric for evaluating the completed charts, which assessed four dimensions: (1) the appropriateness of word selection, (2) the clarity and accuracy of the rationale provided for selection, (3) the correctness of the student's initial meaning hypothesis, and (4) the quality of the definition ultimately recorded after group discussion and teacher validation.

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> "I collect the VSS Charts after each session and review the students' word selections to see how carefully they choose them, whether they identify truly challenging vocabulary or simply select easier words with minimal effort. I also examine their written explanations to determine whether they reflect genuine engagement with the text. This provides insight into the depth of their reading comprehension."[91]

Group presentations were also subject to informal oral assessment. The teacher observed each group's discussion dynamics, noted which students actively contributed, and provided feedback on the quality of explanations offered. A student described how the chart evaluation influenced her approach to reading:

> "Knowing that the teacher will check our chart makes me more careful when reading. I make sure I really understand why I chose each word and that I explain it clearly. It is not just about copying the word,I have to show I understand."[92]

2) Reading Comprehension Test

In addition to process-based assessment through the VSS Chart, the teacher administered formal reading comprehension tests at the conclusion of each thematic unit. These tests consisted of multiple-choice and short-answer questions targeting literal comprehension, inferential understanding, and vocabulary in context which the three competency levels aligned with the eighth-grade curriculum competency standards. The results of the reading tests were used to gauge

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[91] Siti Mukarromah, interview, 26th of October 2026
[92] Siti Mukarromah, interview, 26th of October 2026

the cumulative impact of Vocabulary Self-Collection Strategy (VSS) on students' ability to understand descriptive texts.

> " The reading test at the end of the unit helps me see whether Vocabulary Self-Collection Strategy (VSS) really helps students understand the texts we have learned I compare their test results with the vocabulary they collected during the Vocabulary Self-Collection Strategy (VSS) activities Usually students who take part more actively in Vocabulary Self-Collection Strategy (VSS) by choosing important words and giving better reasons also get better scores in the reading test."[93]

The teacher noted a positive trend in test performance over the three observed sessions. Students who had previously struggled with vocabulary-heavy descriptive texts demonstrated improved comprehension scores after sustained engagement with the Vocabulary Self-Collection Strategy (VSS) process. One student reflected on this improvement:

> "After we learned with Vocabulary Self-Collection Strategy (VSS) for a few weeks, the reading test felt easier. I knew more words, and when I did not know one, I was not scared anymore. I tried to guess from the context, like we practiced."[94]

Taken together the dual evaluation framework formative through VSS Chart assessment and summative through reading comprehension testing provided the teacher with a holistic picture of students vocabulary development and reading growth enabling timely instructional adjustments throughout the unit.

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[93] Meli Mauliyanti, interview, 19th of January 2026
[94] Meli Mauliyanti, interview, 19th of January 2026

Table 4.1

Findings Discussion

No	Researcher Subject	Findings
1	The purpose of implementing Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension	a) Fostering word consciousness and autonomous vocabulary learning: The teacher adopted Vocabulary Self-Collection Strategy (VSS) to cultivate students' ability to notice, appreciate, and independently seek the meaning of unfamiliar words. This was driven by the belief that teacher-provided word lists were insufficient for meaningful retention. By allowing students to self-select words based on their own comprehension gaps, the words became more personal and memorable, positioning students as active agents rather than passive recipients of vocabulary instruction. b) Enhancing comprehension of descriptive texts: Vocabulary Self-Collection Strategy (VSS) was integrated specifically within descriptive text lessons to help students engage more deeply with content about Indonesian cultural landmarks, natural attractions, and heritage sites, strengthening their ability to extract meaning from context-rich material. c) Encouraging active discussion and collaborative learning: The strategy was designed to transform vocabulary learning from an individual task into a socially negotiated activity, where students discuss, question, and build on each other's word interpretations in groups.
2	The steps of implementing Vocabulary Self-Collection Strategy (VSS) in the classroom	a) Forming small groups: The teacher divided the class into six heterogeneous groups of four to five students, deliberately mixing proficiency levels to enable peer scaffolding while ensuring balanced participation from all members.

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No	Researcher Subject	Findings
		b) Individual reading and word selection: Students read descriptive texts silently for about ten minutes, underlining two to three words they found difficult or important, and were encouraged to guess meanings from context clues before consulting dictionaries. c) Recording words and reasons on the VSS Chart Students completed a structured chart that included the selected word the sentence where it appeared their reason for choosing it and their initial guess of its meaning serving both as a learning scaffold and a metacognitive activity that enhanced the quality of subsequent discussions. d) Group presentation of the VSS Chart: Students took turns presenting and justifying their word choices within groups, collectively narrowing down the most important words, before a representative shared the group's finalized list with the whole class, fostering lively peer debate. e) Teacher validation of word meanings: The teacher closed each session by confirming, correcting, or elaborating on proposed meanings using Socratic questioning and dictionary reference, appreciating students' guesses first before guiding them toward accurate definitions.
3	The evaluation of Vocabulary Self-Collection Strategy (VSS) implementation in teaching reading comprehension	a) Performance assessment through VSS Chart evaluation: The teacher assessed completed charts using a rubric covering word selection appropriateness, clarity of rationale, accuracy of initial hypotheses, and quality of the final recorded definition, alongside informal oral assessment of group discussion dynamics.

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No	Researcher Subject	Findings
		b) Reading comprehension test: Formal tests combining multiple-choice and short-answer items measured literal comprehension, inferential understanding, and contextual vocabulary use at the end of each thematic unit. Results showed a positive trend, with students who engaged more deeply in the Vocabulary Self-Collection Strategy (VSS) process—selecting meaningful words and writing thoughtful rationales—tending to achieve better comprehension scores, alongside reported gains in students' confidence and ability to infer word meaning from context.

B. Discussion

The findings of this study show that the implementation of the Vocabulary Self-Collection Strategy (VSS) at SMP Plus Abdul Aziz Jember aligns with the theoretical framework proposed by Haggard and is also supported by Vygotsky's theory of social interaction.

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First, the use of Vocabulary Self-Collection Strategy (VSS) in reading comprehension lessons helps develop students' word consciousness and supports their independence in learning vocabulary. This is in line with

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Thornbury's view that vocabulary is learned more effectively when learners are actively involved in the process of discovering and working with words, rather than simply memorizing lists.[95]

[95] Scott Thornbury, *How to Teach Vocabulary* (Harlow: Pearson Education, 2002).

Second, the sequence of Vocabulary Self-Collection Strategy (VSS) implementation, beginning from grouping students, individual reading, selecting words, recording them in VSS charts, discussing in groups, and ending with teacher clarification, reflects a student-centered learning process. This supports Vygotsky's idea of social constructivism, where learning develops through interaction and collaboration with others.[96]

In addition, group discussions, where students share and negotiate the meaning of words, play an important role in building collaborative learning skills. This supports the view that learning becomes more meaningful when students are given opportunities to interact, exchange ideas, and construct understanding together.[97]

Furthermore, the evaluation through VSS charts and reading comprehension tests indicates that students who are more actively involved in the Vocabulary Self-Collection Strategy (VSS) process tend to show better performance in understanding reading texts. This suggests that vocabulary development is closely connected to reading comprehension, and that meaningful engagement with words can positively influence students' overall reading ability.

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[96] Lev S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Cambridge, MA: Harvard University Press, 1978).

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study investigated the implementation of the Vocabulary Self-Collection Strategy (VSS) in cultivating reading comprehension among eighth-grade students at SMP Plus Abdul Aziz Jember. Based on the data gathered through classroom observations, semi-structured interviews, and documentation, the core empirical findings can be summarized as follows to address the four fundamental research questions established:

1. The Purpose of Vocabulary Self-Collection Strategy (VSS) Implementation

Regarding the first research objective, the findings indicated that the English teacher, utilized Vocabulary Self-Collection Strategy (VSS) primarily to transition students into active participants who take responsibility for their own lexical development. Instead of traditional methods where students passively receive teacher-generated word lists or dictionary definitions, learners were guided to autonomously detect unfamiliar vocabulary from reading texts that carried personal meaning and situational relevance. Through this learner-centered paradigm, the instructor aimed to enhance reading comprehension by expanding the students' lexical repertoire, boosting direct engagement with authentic texts, and nurturing intrinsic motivation toward self-directed language acquisition. Consequently, Vocabulary Self-Collection Strategy (VSS)

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was operationalized not merely as an isolated vocabulary drill, but as an integrative instructional strategy designed to simultaneously build lexical depth and reading mastery.

2. The Steps of Vocabulary Self-Collection Strategy (VSS) Implementation

Concerning the procedural execution within the classroom setting, the study revealed that the teacher consistently adopted the core operational stages of Vocabulary Self-Collection Strategy (VSS) as originally conceptualized by Haggard (1986) and refined by contemporary educators. The implementation systematically proceeded through five definitive steps:

a. Reading the Text: Students were allotted sufficient time to carefully read and process the assigned passage, either individually or in pairs.

b. Word Nomination: Students scanned the text to identify and isolate unfamiliar or intriguing terms that they deemed critical for reconstructing the meaning of the passage.

c. Contextual Definition: Students attempted to deduce the meanings of their nominated terms by utilizing surrounding contextual clues within the sentences before consulting external dictionaries.

d. Class Discussion: The selected vocabulary items from all students were shared openly, debated, and collectively refined to ensure conceptual accuracy.

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e. Vocabulary Consolidation: The finalized vocabulary list was officially recorded in the students' personalized vocabulary notebooks for ongoing review and future independent study .

These pedagogical steps were carried out in a structured yet highly adaptable manner, giving the teacher the flexibility to adjust the instructional pace and depth according to the real-time comprehension needs of the classroom.

3. The Evaluation of Vocabulary Self-Collection Strategy (VSS) Implementation

With respect to assessment practices, the instructor combined formative and informal evaluation methods throughout the instructional process. Formative evaluation was conducted via direct observation of the students' active verbal participation during word nomination and small-group interactions, alongside regular reviews of their vocabulary journals, which documented their lexical progress. Furthermore, targeted reading comprehension exercises and brief written tasks were administered following Vocabulary Self-Collection Strategy (VSS) sessions to evaluate the students' capacity to apply newly acquired vocabulary to text interpretation. The findings demonstrated a noticeable growth in the students' lexical mastery and reading comprehension scores following the systematic application of Vocabulary Self-Collection Strategy (VSS), confirming that the strategy

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serves as an effective vehicle for enriching vocabulary while fully supporting holistic reading performance.

B. Suggestion

Drawing upon the insights derived from this study, the researcher advances several constructive recommendations to the relevant stakeholders as follows:

1. For the English Teacher

The English teacher is highly encouraged to sustain the regular use of Vocabulary Self-Collection Strategy (VSS) within reading comprehension classrooms, given its documented positive impact on the students' vocabulary acquisition and textual understanding. To maintain instructional efficacy, the teacher should continue to vary the selection of reading texts, ensuring that the materials remain engaging, cognitively stimulating, and suited to the students' linguistic levels. Furthermore, the teacher could incorporate digital materials or multimedia-based texts, including brief online readings and digital picture books, to increase students' motivation while expanding their exposure to authentic and contemporary language use Providing consistent, personalized feedback on students' vocabulary journals is also recommended to reinforce structural accuracy and foster a culture of independent study. Lastly, engaging in periodic reflective teaching practices, such as peer observations or collaborative lesson designs,

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can assist the teacher in mapping out potential areas of growth to further perfect this strategy .

2. For the Eighth-Grade Students

Students are advised to optimize the Vocabulary Self-Collection Strategy (VSS) framework as an empowering tool for autonomous vocabulary expansion. Outside the formal classroom environment, students should establish a structured routine of maintaining a personal vocabulary journal to document newly discovered terms, their contextual interpretations, and original sample sentences. Allocating regular time to read various English texts outside academic obligations, including short stories, comics, news articles, and online content, can significantly enhance vocabulary growth and improve overall reading comprehension abilities. Students are also reminded to systematically revisit their collected vocabulary archives to transition these words into their long-term memory, rather than relying on passive recognition. Engaging in interactive peer learning, such as self-styled vocabulary quizzes or collaborative storytelling using newly mastered expressions, can make independent learning both enjoyable and highly productive. Cultivating a proactive and self-reliant stance toward vocabulary mastery will not only elevate reading performance but also construct a robust foundation for general English proficiency. Furthermore, students are expected to maintain their collaborative mindset and supportive attitudes during classroom group works,

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ensuring that word-meaning problems are solved collectively and efficiently.

3. For Future Researchers

For subsequent researchers interested in investigating the Vocabulary Self-Collection Strategy (VSS) further, it is recommended to address several dimensions that remained beyond the immediate boundaries of this study:

a. First, it would be highly beneficial to implement experimental or quasi-experimental designs to quantitatively measure the direct impact of Vocabulary Self-Collection Strategy (VSS) on students' standardized reading scores through a rigorous pre-test and post-test system involving distinct control and experimental groups.

b. Second, future inquiries could examine the efficacy of Vocabulary Self-Collection Strategy (VSS) across alternative language dimensions, such as writing or speaking, to determine if the vocabulary gained through Vocabulary Self-Collection Strategy (VSS) successfully transfers into productive language competencies.

c. Third, subsequent studies could test the deployment of Vocabulary Self-Collection Strategy (VSS) at varying educational levels, ranging from different junior high cohorts to senior high schools and university settings, to analyze how the strategy can be

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calibrated according to different linguistic proficiencies and cognitive development.

d. Fourth, incorporating mixed-method instruments, such as widespread perception questionnaires alongside qualitative interviews, would yield a more comprehensive view of the affective dynamics of (VSS), including shifts in student motivation, self-confidence, and general attitudes toward vocabulary learning.

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Appendix 1 Research Matrix

MATRIX OF RESEARCH

TITLE	VARIABLE	INDICATOR	SOURCE OF DATA	RESEARCH METHOD	RESEARCH FOCUS
The Implementation of Vocabulary Self-Collection Strategy in Teaching Reading Comprehension at the Eighth Grade of SMP Plus Abdul Aziz Jember	1. Vocabulary Self-Collection Strategy (VSS) 2. Reading Comprehension	- Definition of Vocabulary - Definition of Vocabulary Self-Collection Strategy (VSS) - Characteristics of VSS - Components of Implementing VSS in Teaching Reading Comprehension a. Purpose of implementing VSS b. Steps of implementing VSS c. Evaluation of implementing VSS	1. Primary Data Interview informant: a. English teacher of SMP Plus Abdul Aziz Jember b. Eighth grade students of SMP Plus Abdul Aziz Jember 2. Secondary Data Observation and Documentation	1. Approach of Research: Qualitative Research 2. Type of Research: Descriptive 3. Data Collection Technique: a. Observation b. Interview c. Documentation 4. Data Analysis: a. Data Reduction b. Data Presentation	1. What is the purpose of the implementation of Vocabulary Self-collection Strategy (VSS) in teaching reading comprehension at the eighth grade of SMP Plus Abdul Aziz Jember? 2. How are the steps of the implementation of Vocabulary Self-collection Strategy

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TITLE	VARIABLE	INDICATOR	SOURCE OF DATA	RESEARCH METHOD	RESEARCH FOCUS
		- Definition of Reading Comprehension - Purposes of Reading - Levels of Reading Comprehension - Teaching Reading Comprehension		c. Conclusion 5. Validity of Data: a. Source Triangulation b. Technique Triangulation	(VSS) in teaching reading comprehension at the eighth grade of SMP Plus Abdul Aziz Jember? 3. What is the evaluation of the implementation of Vocabulary Self-collection Strategy (VSS) in teaching reading comprehension at the eighth grade of SMP Plus Abdul Aziz Jember?

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Appendix 2 Instrument Interview

RESEARCH INSTRUMENT

A. Observation Instruments

1. Geographical location of SMP Plus Abdul Aziz Jember.
2. Objective conditions of SMP Plus Abdul Aziz Jember.
3. State of facilities and infrastructure of SMP Plus Abdul Aziz Jember.
4. The teacher's activities in implementing Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension at the eighth grade of SMP Plus Abdul Aziz Jember.
5. The students' activities and participation during the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension at the eighth grade of SMP Plus Abdul Aziz Jember.

B. Interview Instruments

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1. What do you think about the purpose of the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension at the eighth grade of SMP Plus Abdul Aziz Jember?
2. What are the steps used in the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension at the eighth grade of SMP Plus Abdul Aziz Jember?
3. What was your opinion before using Vocabulary Self-Collection Strategy (VSS) for the eighth grade of SMP Plus Abdul Aziz Jember?

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4. What is your opinion after using Vocabulary Self-Collection Strategy (VSS) for the eighth grade of SMP Plus Abdul Aziz Jember?
5. What obstacles have you encountered in implementing Vocabulary Self-Collection Strategy (VSS) for the eighth grade of SMP Plus Abdul Aziz Jember?
6. How active and enthusiastic are the students in learning reading comprehension through Vocabulary Self-Collection Strategy (VSS) at the eighth grade of SMP Plus Abdul Aziz Jember?
7. How is the evaluation of the implementation of Vocabulary Self-Collection Strategy (VSS) in teaching reading comprehension at the eighth grade of SMP Plus Abdul Aziz Jember?
8. How did the students feel before and after using Vocabulary Self-Collection Strategy (VSS) in learning reading comprehension at the eighth grade of SMP Plus Abdul Aziz Jember?

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C. Documentation Instruments

1. The organizational structure of SMP Plus Abdul Aziz Jember.
2. Vision and Mission of SMP Plus Abdul Aziz Jember.

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3. Lesson plans/teaching modules related to the implementation of Vocabulary Self-Collection Strategy (VSS).
4. Students' vocabulary charts/logs and reading comprehension assignments.
5. Documents relevant to the research at SMP Plus Abdul Aziz Jember.

Appendix 3 Research Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-12508/In.20/3.a/PP.009/05/2025
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Plus Abdul Aziz
Jln. Cendrawasih no. 22

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

NIM	:	T20196129
Nama	:	SITI NIKMATUL KAMILAH
Semester	:	Semester Tiga Belas
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ***THE IMPLEMENTATION OF VOCABULARY SELF-COLLECTION STRATEGY IN TEACHING READING COMPREHENSION AT THE EIGHTH-GRADE STUDENTS OF SMP PLUS ABDUL AZIZ*** selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu SMP Plus Abdul Aziz

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 26 Desembar 2025
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

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Appendix 4 Research Journal

RESERCH JOURNAL

No.	Day/Date	Activity	Signature
1.	02 of January 2026	The researcher do the preliminary study by conducting the the observation and interview with English teacher.	
2.	09 of January 2026	The researcher confirm the research primmision.	
4.	19 of January 2026	Observe The Implementation of Vocabulary Self-Collection Strategy In Teaching Reading Comprehension at Eighth Grade Students of SMP Plus Abdul Aziz	
5.	19 of January 2026	Interview with the Eighth grade students SMP Plus Abdul Aziz	
6.	24 of January 2026	The Implementation of Vocabulary Self-Collection Strategy In Teaching Reading Comprehension at Eighth Grade Students of SMP Plus Abdul Aziz	
7.	25 of January 2026	Interview with the English teacher about The Implementation of Vocabulary Self-Collection Strategy In Teaching Reading Comprehension at Eighth Grade Students of SMP Plus Abdul Aziz	
8.	29 Of January 2026	Complete the research data and document review.	
9.	31 Of January 2026	The researcher ask a letter of research finishing.	

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Jember, 31 January 2026
Kepala Sekolah

Syamsul Hadi, S.Pd

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Appendix 5 Lesson Plan

LESSON PLAN (RENCANA PELAKSANAAN PEMBELAJARAN)

Vocabulary Self-Collection Strategy (VSS) in Teaching Reading Comprehension

School	**:**	SMP Plus Abdul Aziz
Subject	**:**	English
Class / Semester	**:**	VIII / II (Even)
Academic Year	**:**	2025/2026
Teacher	**:**	Siti Mukarromah, S.Pd
Topic	**:**	Descriptive Text — Describing People and Places
Meeting	**:**	1st Meeting (of 3)
Time Allocation	**:**	2 × 40 minutes (80 minutes)

A. Core Competencies (Kompetensi Inti)

KI-1	Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI-2	Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, dan peduli.
KI-3	Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora.
KI-4	Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri.

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B. Basic Competencies & Indicators

Basic Competencies	Learning Indicators
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif.	3.11.1 Students can identify main ideas from descriptive texts. 3.11.2 Students can determine the meaning of unfamiliar vocabulary using VSS.
4.11 Menangkap makna dalam teks deskriptif lisan dan tulis.	4.11.1 Students can answer comprehension questions based on the text. 4.11.2 Students can present selected vocabulary with meanings to the class.

C. Learning Objectives

After participating in this learning activity, students are able to:

1. Identify and collect unfamiliar vocabulary words from a descriptive text.
2. Determine the meaning of selected vocabulary through context clues and dictionary use.
3. Answer reading comprehension questions based on the text accurately.
4. Present and discuss selected vocabulary with classmates.

D. Learning Materials

Main Material:

1. Genre: Descriptive Text (Describing People/Places)
2. Text: 'The Beauty of Bromo Tengger Semeru National Park'
3. Focus: Vocabulary enrichment and reading comprehension through VSS

Supporting Material:

1. Vocabulary Self-Collection Chart (student worksheet)
2. English dictionary (printed or digital)

E. Learning Method & Strategy

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Approach	Scientific Approach (5M)
Strategy	Vocabulary Self-Collection Strategy (VSS)

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Method	Discussion, Cooperative Learning, Presentation

F. Learning Media & Resources

Media : Whiteboard, printed reading text, VSS chart worksheet

Resources : English textbook (Curriculum Merdeka Kelas VIII), student dictionary, teacher-made reading passage

G. Learning Activities

1. Opening Activities (10 minutes)

No.	Teacher & Student Activities	Time
1	Teacher greets students and checks attendance.	2 min
2	Teacher leads students in a brief prayer and reminds them of the importance of reading and seeking knowledge (linked to QS. Az-Zumar: 9).	2 min
3	Teacher asks warm-up questions: "Have you ever visited a national park? What did you see there?" to activate prior knowledge.	3 min
4	Teacher explains the learning objectives and introduces the Vocabulary Self-Collection Strategy (VSS).	3 min

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2. Main Activities (60 minutes)

No.	VSS Phase	Teacher & Student Activities	Time
1	Pre-reading	Teacher distributes the reading text. Students read it silently for the first time without dictionary assistance.	5 min
2	Word Collection	Students re-read the text and underline unfamiliar or important words. Each student selects 2–3 words to nominate for the class vocabulary list.	10 min
3	Word Sharing	Each student/group presents their nominated words to the class: (a) reads the word aloud, (b) identifies where	15 min

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		it appears in the text, (c) explains why the word is important, and (d) gives an initial guess of the meaning.	
4	Word Discussion	The class discusses all nominated words together. Teacher guides students to use context clues to determine meanings. Students verify meanings using their dictionaries.	15 min
5	Finalizing List	The class finalizes a shared vocabulary list of 8–10 words. Each student records the words in their Vocabulary Self-Collection Chart with meanings, parts of speech, and example sentences.	10 min
6	Comprehension Check	Students answer 5 reading comprehension questions based on the text individually. Teacher monitors and assists.	5 min

3. Closing Activities (10 minutes)

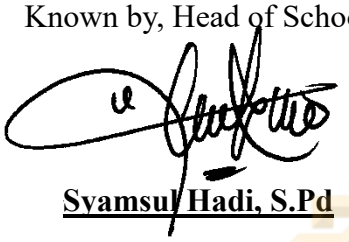
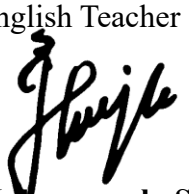
1	Teacher and students review the vocabulary list learned during the lesson.	3 min
2	Teacher asks 2–3 students to share what they found most interesting about the strategy	3 min
3	Teacher provides feedback on students' participation and explains the next meeting's activity	3 min
4	Teacher closes the class with a prayer and greeting.	2 min

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H. Assessment

Aspect	Instrument	Technique
Knowledge	Reading comprehension questions (5 items)	Written test
Participation	VSS word presentation	Observation checklist
Vocabulary	Vocabulary Self-Collection Chart	Portfolio

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Jember, _____ 2026 Known by, Head of School  **Syamsul Hadi, S.Pd** NIP. _____	English Teacher  **Siti Mukarromah, S.Pd** NIP. _____

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Appendix 6 Reading Text

READING TEXT

The Beauty of Bromo Tengger Semeru National Park

Bromo Tengger Semeru National Park is one of the most breathtaking natural destinations in Indonesia. It is located in East Java and covers an area of approximately 800 square kilometres. The park is home to several impressive volcanoes, including Mount Bromo, Mount Semeru, and Mount Batok. Mount Semeru is the highest peak in Java, standing at 3,676 metres above sea level.

The landscape of the park is truly magnificent. Visitors are greeted by vast volcanic plains, often called the 'Sea of Sand' (Lautan Pasir), which stretch around the base of Mount Bromo. The terrain is barren and otherworldly, yet it possesses a unique, haunting beauty that attracts thousands of tourists each year.

One of the most spectacular experiences at Bromo is watching the sunrise from the viewpoint at Mount Penanjakan. As dawn breaks, the sky transforms into a breathtaking canvas of orange, pink, and purple hues. The silhouettes of the volcanoes against the glowing sky create a mesmerising scene that leaves visitors in awe.

The park is also significant for the Tengger people, the indigenous community who have inhabited the area for centuries. Every year, they hold the sacred Kasada ceremony, during which offerings of vegetables, fruits, livestock, and other items are thrown into the active crater of Mount Bromo as a form of gratitude and prayer to their ancestors.

Bromo Tengger Semeru National Park is not only a natural wonder but also a cultural heritage site. Its dramatic scenery, active volcanoes, and rich cultural traditions make it an unforgettable destination for anyone who visits East Java.

Reading Comprehension Questions

Answer the following questions based on the text above.

1. Where is Bromo Tengger Semeru National Park located?
2. What is the 'Sea of Sand' and where is it found?
3. Why is watching the sunrise from Mount Penanjakan considered spectacular?
4. Who are the Tengger people and what is the Kasada ceremony?
5. Why is Bromo Tengger Semeru considered both a natural wonder and a cultural heritage site?

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Appendix 7 Statement Letter of Research Completion.

YAYASAN SALAFIYAH SYAFI'IYAH ASYHARIYAH
SMP PLUS ABDUL AZIZ
Akte Notaris No : 7.25 01-2002
SK Kemenkumham No : AHU-0015694.AH.01.04 Tahun 2016
NSS : 202052413216 NPSN : 20554317
Sekretariat : Jl. Cenderawasih No. 23 Curahlele Balung Jember Jatim Kode Pos 68161

SURAT KETERANGAN

014/SMP ABDAZ/20554317/V/2026

Yang bertanda Tangan dibawah ini :

Nama : **SYAMSUL HADI S.Pd**
NIP : -
Jabatan : Kepala Sekolah
Unit kerja : SMP Plus Abdul Aziz

Menerangkan sebenarnya bahwa :

Nama : **SITI NIKMATUL KAMILAH**
NIM : T20196129
Jurusan : Pendidikan dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris

Mahasiswa tersebut telah menyelesaikan penelitian dalam rangka menyusun Skripsi dengan judul "The Implementation of Vocabulary Self-Collection Strategy In Teaching Reading Comprehension at Eighth Grade Students of SMP Plus Abdul Aziz ".

Demikian Surat Keterangan ini dibuat agar di gunakan sebagai mestinya.

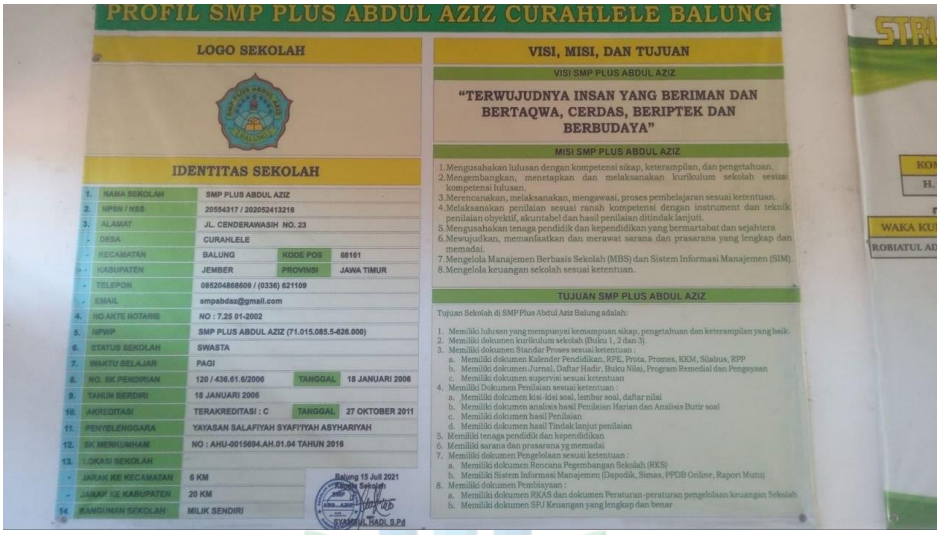
Jember, 31 January 2026
Kepala Sekolah

SYAMSUL HADI S.Pd

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Appendix 8 Documentation

DOCUMENTATION



PROFIL SMP PLUS ABDUL AZIZ CURAHLELE BALUNG

LOGO SEKOLAH

IDENTITAS SEKOLAH

1.	NAMA SEKOLAH	SMP PLUS ABDUL AZIZ		
2.	NPSN / NSS	20554317 / 202052413216		
3.	ALAMAT	JL. CENDERAWASIH NO. 23		
-	DESA	CURAHLELE		
-	KECAMATAN	BALUNG	KODE POS	68161
-	KABUPATEN	JEMBER	PROVINSI	JAWA TIMUR
-	TELEPON	085204868809 / (0336) 621109		
-	EMAIL	smpabdaz@gmail.com		
4.	NO AKTE NOTARIS	NO : 7.25 01-2002		
5.	NPWP	SMP PLUS ABDUL AZIZ (71.015.085.5-626.000)		
6.	STATUS SEKOLAH	SWASTA		
7.	WAKTU BELAJAR	PAGI		
8.	NO. SK PENDIRIAN	120 / 436.61.6/2006	TANGGAL	18 JANUARI 2006
9.	TAHUN BERDIRI	18 JANUARI 2006		
10.	AKREDITASI	TERAKREDITASI : C	TANGGAL	27 OKTOBER 2011
11.	PENYELENGGARA	YAYASAN SALAFIYAH SYAFIIYAH ASYHARIYAH		
12.	SK MENKUMHAM	NO : AHU-0015694.AH.01.04 TAHUN 2016		
13.	LOKASI SEKOLAH			
-	JARAK KE KECAMATAN	6 KM		
-	JARAK KE KABUPATEN	20 KM		
14.	BANGUNAN SEKOLAH	MILIK SENDIRI		

Balung 15 Juli 2021
Kepala Sekolah
SYAMSUL HADI, S.Pd

VISI, MISI, DAN TUJUAN

VISI SMP PLUS ABDUL AZIZ

"TERWUJUDNYA INSAN YANG BERIMAN DAN BERTAQWA, CERDAS, BERIPTEK DAN BERBUDAYA"

MISI SMP PLUS ABDUL AZIZ

1. Mengusahakan lulusan dengan kompetensi sikap, keterampilan, dan pengetahuan.
2. Mengembangkan, menetapkan dan melaksanakan kurikulum sekolah sesuai kompetensi lulusan.
3. Merencanakan, melaksanakan, mengawasi, proses pembelajaran sesuai ketentuan.
4. Melaksanakan penilaian sesuai ranah kompetensi dengan instrument dan teknik penilaian obyektif, akuntabel dan hasil penilaian ditindak lanjuti.
5. Mengusahakan tenaga pendidik dan kependidikan yang bermartabat dan sejahtera
6. Mewujudkan, memanfaatkan dan merawat sarana dan prasarana yang lengkap dan memadai.
7. Mengelola Manajemen Berbasis Sekolah (MBS) dan Sistem Informasi Manajemen (SIM)
8. Mengelola keuangan sekolah sesuai ketentuan.

TUJUAN SMP PLUS ABDUL AZIZ

Tujuan Sekolah di SMP Plus Abdul Aziz Balung adalah:

1. Memiliki lulusan yang mempunyai kemampuan sikap, pengetahuan dan keterampilan yang baik.
2. Memiliki dokumen kurikulum sekolah (Buku 1, 2 dan 3).
3. Memiliki dokumen Standar Proses sesuai ketentuan :
   a. Memiliki dokumen Kalender Pendidikan, RPE, Prota, Promes, KKM, Silabus, RPP
   b. Memiliki dokumen Jurnal, Daftar Hadir, Buku Nilai, Program Remedial dan Pengayaan
   c. Memiliki dokumen supervisi sesuai ketentuan
4. Memiliki Dokumen Penilaian sesuai ketentuan :
   a. Memiliki dokumen kisi-kisi soal, lembar soal, daftar nilai
   b. Memiliki dokumen analisis hasil Penilaian Harian dan Analisis Butir soal
   c. Memiliki dokumen hasil Penilaian
   d. Memiliki dokumen hasil Tindak lanjut penilaian
5. Memiliki tenaga pendidik dan kependidikan
6. Memiliki sarana dan prasarana yg memadai
7. Memiliki dokumen Pengelolaan sesuai ketentuan :
   a. Memiliki dokumen Rencana Pegembangan Sekolah (RKS)
   b. Memiliki Sistem Informasi Manajemen (Dapodik, Simas, PPDB Online, Raport Mutu)
8. Memiliki dokumen Pembiayaan :
   a. Memiliki dokumen RKAS dan dokumen Peraturan-peraturan pengelolaan keuangan Sekolah
   b. Memiliki dokumen SPJ Keuangan yang lengkap dan benar

Profile of SMP Plus Abdul Aziz Jember
Vision and Mission of SMP Plus Abdul Aziz Jember



Interview with the English Teacher

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Interview with a Student of 8th Grade



Interview with a Student of 8th Grade

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Lerning process







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Lerning Process





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Appendix 9 Profile of SMP Plus Abdul Aziz Jember

Profile of SMP Plus Abdul Aziz Jember

A. School Identity

Name : SMPS Plus Abdul Aziz

NPSN : 20554317

Level of Education : Junior Secondary School (SMP)

Complete Address :Jl. Cenderawasih No. 23, Curahlele Village, Balung District, Jember Regency, East Java, 68161, Indonesia.

School Status : Private School

Since : 2005

B. Organization Structure

Caregiver : KH. Muzakki Abdul Aziz

Principal : Syamsul Hadi, S.Pd.

Treasurer : Busairi, S.Pd.

Secretary : Moh. Syukron, S.Pd.

Vice Principal of Curriculum Affairs : Halimatul Syadiyah, S.Pd.

Vice Principal of Student Affairs : Fathul Ulum, S.Pd.Vice Principal of Facilities and Infrastructure Affairs : Samsul Anas, S.Pd.

Public Relations Officer : Moh. Yunus, S.Sos.

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Vision and Mission of SMP Plus Abdul Aziz Jember

A. Vision

To realize individuals who are faithful and devoted to God, intelligent, knowledgeable in science and technology, and cultured.

B. Mission

1. To produce graduates who possess competencies in attitudes, skills, and knowledge.
2. To develop, establish, and implement the school curriculum in accordance with graduate competency standards.
3. To plan, implement, and supervise the teaching and learning process in accordance with educational regulations and standards.
4. To conduct assessments based on competency domains by using objective and accountable assessment instruments and techniques and to follow up on the assessment results appropriately.
5. To improve the professionalism, dignity, and welfare of educational and administrative staff.
6. To provide, utilize, and maintain adequate educational facilities and infrastructure.
7. To implement School-Based Management and Management Information Systems effectively.
8. To manage school finances in accordance with applicable regulations and principles of accountability.

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Appendix 10 Declaration of Authorship

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama	: Siti Nikmatul Kamilah
Nim	: T20196129
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Institusi	: Universitas Islam Kiai Haji Achmad Siddiq Jember

Menyatakan dengan sebenarnya bahwa, dalam hasil penelitian ini tidak terdapat unsur-unsur penjiplakan karya penelitian atau karya ilmiah yang pernah dilakukan atau dibuat oleh orang lain, kecuali yang secara tertulis dikutip dalam naskah ini dan disebutkan dari sumber kutipan dan daftar pustaka.

Apabila dikemudian hari ternyata hasil penelitian ini terdapat unsur-unsur penjiplakan dan ada klaim dari pihak lain, maka saya bersedia untuk proses sesuai dengan peraturan perundang-undangan yang berlaku.

Demikian surat pernyataan keaslian ini saya buat dengan sebenarnya dan tanpa ada pemaksaan dari siapapun

Jember, 26 Mei 2026

Saya yang menyatakan,



Siti Nikmatul Kamilah

T20196129

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Appendix 11

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
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Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Siti Nikmatul Kamilah
NIM : T20196129
Program Studi : Tadris bahasa inggris
Judul Karya Ilmiah : The Implementation Of Vocabulary Self-Collection Strategy In Teaching Reading Comprehension At Eighth Grade Students Of SMP Plus Abdul Aziz

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Jember, 26 Mei 2026
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(Ulfa Dina Novienda, S.Sos.I,M.Pd)
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2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 12 Curriculum Vitae

CURRICULUM VITAE



Name	: Siti Nikmatul Kamilah
NIM	: T20196129
Place, date of birth	: Jember, 25th Desember 1999
Gender	: Female
Address	: Curahlele– Balung- Jember
Faculty	: Education and Teacher Training
Major	: English Education Departement
Email	: nikamtulkamilah44@gmail.com

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Educational Background

TK Darut Tauhid	(Graduated in 2004)
SDN Curahlele 03	(Graduated in 2012)
MTS Al-Amin	(Graduated in 2015)
MA Abdul Aziz	(Graduated in 2018)

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