AN UNDERGRADUATE THESIS

IMPROVING STUDENTS' READING COMPREHENSION USING VOCABULARY SELF-COLLECTION STRATEGY AT SEVENTH GRADERS OF MTS DARUL A'MAL METRO

By:

WULANSARI
Student Number: 1701070151

ENGLISH EDUCATION DEPARTMEN
TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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IMPROVING STUDENTS' READING COMPREHENSION USING VOCABULARY SELF-COLLECTION STRATEGY AT SEVENTH GRADERS OF MTS DARUL A'MAL METRO IN ACADEMY YEAR 2021/2022

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department

By:

WULANSARI
Student Number 1701070151

Sponsor : Dr. Aria Septi Anggraira, M.Pd

ENGLISH EDUCATION DEPARTMEN
TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2021 M

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Assalaamu'alaikum Wr.Wb

Judul Skripsi	:	IMPROVING STUDENTS' READING COMPREHENSION USING VOCABULARY SELF COLLECTION STRATEGY AT 7th GRADERS OF MTS DARUL AMAL METRO

Name	:	WULANSARI
Students Number	:	1701070151
Department	:	English Education
Faculty	:	Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

Wassalaamu'alaikum Wr.Wb

Metro, 29 November2021
Sponsor

Dr. Aria Septi Anggaira, M.Pd
NIP. 197909292005022006

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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the Munaqosyah**
              Of Wulansari

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : WULANSARI
Students Number : 1701070151
Judul Skripsi   : IMPROVING STUDENTS' READING COMPREHENSION USING VOCABULARY SELF COLLECTION STRATEGY AT 7th GRADERS OF MTS DARUL AMAL METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

Metro, 29 November 2021

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP. 197909292005022006

NOTA DINAS

Nomor   :
Lampiran   :
Perihal   : **Mohon dimunaqosyahkan Skripsi**
                    Wulansari

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name   : Wulansari
Students Number : 1701070151
Judul Skripsi   : IMPROVING STUDENTS' READING COMPREHENSION USING VOCABULARY SELF COLLECTION STRATEGY AT 7th GRADERS OF MTS DARUL AMAL METRO

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Metro, 29 November 2021

Ketua Jurusan Tadris Bahasa Inggris

Andianto, M.Pd
NIP. 19871102201503 1 004

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP. 197909292005022006

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BOARD OF EXAMINERS

Chairperson : Dr. Aria Septi Anggaira, M.Pd ....)

Examiner I : Drs. Kuryani, M.Pd ....)

Examiner II : Andianto, M.Pd ....)

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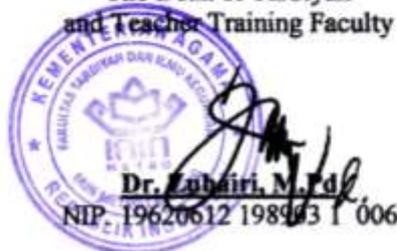
Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006

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IMPROVING STUDENTS' READING COMPREHENSION USING VOCABULARY SELF-COLLECTION STRATEGY AT SEVENTH GRADERS OF MTS DARUL A'MAL METRO IN ACADEMY YEAR 2021/2022

ABSTRACT

By :
WULANSARI

The purposes of this research is to improve students' reading comprehension and students' learning activities at the 7th graders of MTS Darul A'mal Metro in the academic year 2021/2022 through vocabulary self-colection strategy. The method of this research is Classroom Action Research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing, and reflecting. The object of this research is the students' reading comprehension. In collecting the data, the writer used tests, observation, fieldnote, and documentation. This research was conducted with an English teacher of MTS Darul Amal Metro was Mrs. Maryani S.Pd as a collabolator. Finally, the data confirmed that pre-test just 33% of students that can fulfill Minimum Mastery Criteria (MMC), and the average score of the pre-test was 48. it can be said that the result of the pre-test was unsatisfactory. The result in the post-test was 83% of students that can fulfill MMC with an average score was 75. It means that the use of vocabulary self-collection strategy in reading can improve the student's reading comprehension at the seventh graders of MTS Darul Amal Metro in the academic year 2021/2022.

Keywords: Reading Comprehension, Vocabulary Self-Collection Strategy.

MENINGKATKAN PEMAHAMAN MEMBACA SISWA MENGGUNAKAN VOCABULARY SELF-COLLECTION STRATEGY PADA SISWA KELAS 7 MTS DARUL A'MAL METRO TAHUN AJARAN 2021/2022

ABSTRAK

Oleh :
WULANSARI

Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman membaca siswa dan aktivitas belajar siswa dikelas 7 MTS Darul Amal metro tahun ajaran 2021/2022 melalui penggunaan strategi pengumpulan kosa kata. Jenis metode penelitian ini adalah penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Objek penelitian ini adalah pemahaman bacaan siswa. Dalam pengumpulan datanya penulis menggunakan tes, observasi, catatan lapangan, dan dokumentasi. Penelitian ini dilakukan dimana seorang guru bahasa Inggris MTS Darul Amal Metro adalah Ibu Maryani S.Pd sebagai kolabolator. Terakhir, data mengkonfirmasi bahwa pre-test hanya 33% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (MMC), dan nilai rata-rata pre-test adalah 48. dapat dikatakan bahwa hasil pre-test tidak memuaskan. Hasil post-test adalah 83% siswa yang dapat memenuhi MMC dengan nilai rata-rata 75. Artinya penggunaan strategi vocabulary self-collection dalam membaca dapat meningkatkan pemahaman membaca siswa di kelas tujuh MTS Darul Amal Metro tahun ajaran 2021/2022.

Kata Kunci: Pemahaman Membaca, Vocabulary Self-Collection Strategy.

STATEMENT OF RESEARCH ORIGINALY

The Undersigned :

Name   : Wulansari

Student Id   : 1701070151

Departmen   : English Education (TBI)

Faculty   : Tarbiyah and Teacher Training

States that undergraduated thesis is originally the result of the reasearcher's research

in exception of certain parts which are excepted from bibliography mentioned.

METRO, 06 Desember 2021

Wulansari
NPM 1701070151

ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini:

Nama   : Wulansari

NPM   : 1701070151

Jurusan   : Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian bagian tertentu yang dirujuk dari sumbernya yang disebutkan dalam daftar pustaka.

METRO, 06 Desember 2021

Wulansari
NPM 1701070151

MOTTO

كل نفس ذائقة الموت

"Tiap-tiap yang berjiwa akan merasakan mati"
(QS. Ali Imran: 185)

DEDICATION PAGE

All praise be to Allah SWT, this undergraduate thesis is dedicated to:

My Beloved Parents

(Mr. Tugiyat, and Mrs. Alm Siti Aminah)

My Beloved Sponsor

(Dr. Aria Septi Anggraira, M.Pd)

My Beloved Friends

(Mudliah, Rima, Yulek, Laili, Alfi, Luki, Adi, Arif, Trio)

My Beloved Support

(All of the officers and lecturers of IAIN Metro and all of my family)

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In the name of Allah, the Most Gracious, the Most Merciful. Praise to be Allah, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. The writer is very grateful for the chances. Sholawat and Salam to our Prophet Muhammad SAW, the man of true goodness of everything, the brave hero of heroes from the world to the hereafter. This thesis is presented as a Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education Study Program, entitled:

"IMPROVING STUDENTS' READING COMPREHENSION USING VOCABULARY SELF-COLLECTION STRATEGY AT SEVENTH GRADERS OF MTS DARUL A'MAL METRO "

The writer would like to express gratitude to the sponsor Dr. Aria Septi Anggraira, M.Pd who has constantly given her endorsement, time, and guidance so that the writer could finish the thesis. There is nothing she could do to return their deeds. The writer also does not forget to appreciate all the help and supports from the chief of Islamic Boarding School for Girls of MTS Darul A'mal Metro, all friends from the English department, and all of the students in the Islamic Boarding School of MTS Darul A'mal Metro. Finally, the writer realizes that the thesis is far from perfect. Last, hopes that the result of the research will give a significant contribution to English teaching-learning in MTS Darul A'mal Metro.

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Metro, 06 Desember 2021

Wulansari
NPM. 1701070151

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BIOGRAPHY

CHAPTER I

INTRODUCTION

A. Background of the Study

T eaching language is a " Transmission" of knowledge about English as a "Language" that is their chief foreign language in schools from teacher to student or is it about creating conditions in which, somehow, students learn for themselves, that remained as mechanical and routine ridden[1].

Language is a system for expression of the meaning. The main function of language is interaction and communication. Language is an expression of humans to express their feelings, thoughts, ideas, and desires because through language the goal of communication can be directly achieved. In learning English there is four basic language skill, that is writing, listening, speaking, and reading. Reading is considered as one of the important skills, which has to learn because it can influent the other language skill.

Reading is one of the important skills in English and gives many benefits for us. By reading, people can get new knowledge or information from magazines, books, newspapers, and others. We can know everything is by reading. If we are lazy to read, we'll be left with a lot of information, because reading is an important part of language learning at every level.

Reading comprehension is to looking for meaning by applying the readers' experience and knowledge of the text for understanding new information in the text. Good comprehension in reading helps to gain

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[1] Ayu Agustina Dewi,Umi Yawisah dan Syahreni Siregar*," Teaching English to Children With Hearing Impairment: A Case Study In Special School,"* Instute Gama Islam Negeri (IAIN) Metro , Pedadogy Journal of English Language Teaching, Volume 7, Number 1, hal 11, june 2019.

knowledge easily. Reading and comprehension are united in one element and they cannot be divided. Reading comprehension resource when the readers read a text, then they comprehend the meaning of the text. Therefore, they can find new information from the text.

To get the data to be researched, the writer conducted a pre-survey at the school to be studied. The pre-survey was done on February 28th, at the seven grade of MTS Darul A'mal Metro in class seven C which is consists of one class for about 30 students. In the pre-survey, I met two English teachers who have been teaching English for a long time at MTS Darul Amal Metro, her name is miss Eka and miss Maryani. Many things that the writer asking about the condition of students in learning English. One of them is " what are the obstacles for students in learning English?", and the answer is still a lack of vocabulary. After asking a few questions, the writer headed for Class 7c which numbered 30 students, and after doing a pre-survey the researcher got the results as follow :

Table 1
Student's Reading Score Frequency

No	Score	Frequencies	Percentages	Categories
1	60-100	0	0%	Complete
2	0-60	24	100%	Incomplete
	Total	24	100%	

Source : pre survey at the class 7o of MTS Darul A'mal Metro

The indicator of the success of reading comprehension is 60. It means that the students who got a score under 60 do not pass the examination, and

students who got a score of 60 or more than 60, mean that the student has complete the examination.

Based on the pre-survey, the students have a problem with learning reading. The students do not have the motivation to read. The students do not pay attention to their English Lessons. Instead, they are playing and talking with the others, they do not comprehend the text due to a lack of vocabulary. Ideally, if the students can understand the mean ing of reading through the strategy that has been applied, even though it's not perfect, but if the students continue to be trained, hopefully, they will be able to achieve the desired target.

Many strategies can be used in learning reading comprehension. Here, the writer mentioned several types of existing strategies, including : 1)PQRST is a strategy that teaches students to read more comprehensively and provide better understanding. When using this strategy, students are required to think about what they are reading and write questions related to the topic and read more carefully to find answers.; 2) PORPE is a strategy of studying textbook materials in which students can create and answer composition questions. This may be a time-consuming process, but it is an excellent way to prepare for the composition exam; 3) 3-2-1 strategy is a Students participate in summarizing the concepts in the book as part of a reading technique that encourages them to think independently and asks them to participate in the text.; 4) Question Answer Relationship (QAR) Students categorize comprehension questions according to how they receive information as a reading technique, and they

must answer each question. Assign pupils the task of determining the information they will use to respond to the question. Textual questions are questions regarding the text's explicit or implicit information..; 5). Visualization is an activity completed when a person transforms a concept into a real image. Since the active sensory organs are involved in the visualization process, not only can a series of works be turned into real pictures, but the readers can also make the images come alive and the last is 6.) Vocabulary Self-Collection Strategy The use of vocabulary self-collection strategies in reading instruction is critical for pupils. To respond to queries asked by individual students' readings, the vocabulary self-collection technique is utilized. They have complete control over their reading. Students can use the vocabulary self-collection technique to aid them with reading comprehension issues.

From the strategies that the writer has mentioned and explained above, the writer takes one strategy for classroom action research in MTS DARUL A'MAL METRO, that is Vocabulary Self-Collection Strategy. This strategy makes it easier for students to understand the meaning of the reading. Without sufficient vocabulary, students will not know the meaning of the reading. Vocabulary self-collection strategy is the collection of vocabulary which is to help students understand the contents of a reading text because, without vocabulary, students will find it difficult to know the meaning of each reading. At least in a week, the students can understand one meaning of the reading text that has been chosen by the teacher

Related to the information above, the writer will conduct the research entitled; "Improvingg Students Reading Comprehension Using Vocabulary Self-Collection Strategy at 7th Graders of MTS Darul A'mal Metro". The writer hopes to be able to make studejnts able to learn English, able to increase vocabulary every day, and most importantly be able to know the meaning of the reading.

B. Problem Identification

Based on the background study above, the writer would like to identify the problem that has been obtained from the interview with 2 teachers as follows:

1. The students have low reading because lack of vocabulary
2. The strategy which is used in the learning process is boring
3. Most of the students at 7th Graders of MTS Darul A'mal Metro are still incomplete in reading comprehension.

C. Poblem limitation

Based on the problem identification above, the writer focuses on the problem "Improving Students Reading Comprehension Using Vocabulary Self-Collection Strategy at 7th Graders of MTS Darul A'mal Metro".

D. Problem Formulation

Based on the background of study and problem identification above, the problem formulation in this research is the use of vocabulary self-collection strategy improve students' Reading Comprehension and learning activity at 7o graders of MTS Darul A'mal Metro.

E. Objective and Benefit of the Study

1. The Objective of the study

   Based on the research question above, the objective of the study is to improve students' vocabulary self-collection strategy by using Vocabulary Self-Collection Strategy to increase students' reading comprehension and their learning activity.

2. Benefits of the study

   a. For the students

      This research becomes a helpful strategy to improve their reading comprehension and their learning activity.

   b. For the teacher

      The result of this research can be a recommendation for the teacher to teach reading at MTS Darul A'mal Metro.

   c. For Other Writers

      The result of this research will be references that applying vocabulary self-collection strategy has improved reading comprehension.

F. Prior Research

   The first prior research was conducted by Muhammad Fauzi Rahman, Rendi Reinaldi and Imam santoso with the title The Use of the Vocabulary Self-Collection Strategy in journal PROJECT (Profesional Journal of English Education). The objective of this research is to identify the problem of the students in learning English, the difficulty and learning vocabulary. This

research is relevant in its utilization and has been carried out by several schools, especially junior high schools in Junior High School Plus YPP Darussurus Cimahi[2]. This study includes the latest research used by several researchers. The research design of the research was Classroom Action Research (CAR). The semilarity of the researches is, this is the Classroom Action Research, The Use of the Vocabulary Self-Collection Strategy and the researched are junior high school students. The difference of these research is if in the journal, only vocabulary will be improved, not reading or writing.

The second prior research was conducted by Emeliya Sukma Dara Damanik, Sholihatul Hamidah Daulay,Rora Rizky Wandini with the title The Use of Vocabulary Self-Collection (VSS) Strategy in Increasing Student Reading Comprehension from journal GEEJ. The objective of this research is to identify the effect of vocabulary self-collection in teaching language learning. This research took 36 students in Mas Al Ulum Medan. To implement this strategy, The research design of the research was Classroom Action Research (CAR). The similarity of these researchers is, this is the Classroom Action Research, then the strategy is used to improve student's ability in English skills, especially reading comprehension and students' interest in learning English. The difference of these researches is the steps to use the strategy in learning reading comprehension.[3]

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[2] Muhammad Fauzi Rahman, Rendi Reinaldi and Imam santoso," *The Use of the Vocabulary Self-Collection Strategy", journal* PROJECT (Profesional Journal of English Education). Volume 2, No. 2, March 2019

[3] Emeliya Sukma Dara Damanik, Sholihatul Hamidah Daulay,Rora Rizky Wandini, *"The Use of Vocabulary Self-Collection (VSS) Strategy in Increasing Student Reading Comprehension". Getsempena English Education Journal (GEEJ) Vol.8 No.1 May 2021*

The third prior research was conducted by Zulfirman Zani, Jonri Kasdi, with the title The Effect of Using Vocabulary Self-Collection Strategy on Students' Reading Comprehension and Their Motivation, from journal Indonesian of Journal Intergrated English Language Teaching (JIELT). The objective of this research is to find out the effect of using vocabulary self-collection strategy on students' reading comprehension and their motivation at Language Development Center of UIN SuskaRiau. The sample of this research was students of the Language Development Center who took English course at Level 2. The similarity of these researchers is the using Vocabulary Self-Collection Strategy on Students' Reading Comprehension. The difference between these researches is the method.[4] Which was then the author was interested in researching another school, namely MTS Darul A'mal Metro. In this case, the writer wants to improve the skills, enthusiasm, and motivation of reading for students, especially at MTS Darul A'mal Metro

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[4] Zulfirman Zani, Jonri Kasdi, *"The Effect of Using Vocabulary Self-Collection Strategy on Students' Reading Comprehension and Their Motivation"*. Journal Intergrated English Language Teaching (JIELT). June 2016

CHAPTER II

THEORITICAL REVIEW

A. Concept of Reading Comprehension

1. Definition of Reading

Reading is a language skill, which is very important for cultivating students' learning knowledge. Reading is a learning tool. Students cannot understand all the materials without reading. Students need to diversify their learning ability, especially reading ability, in order to understand textbooks, magazines, newspapers, etc. There are many definitions of reading. Some of them define reading as the process of acquiring, understanding, and acquiring the content of the reading text. If you do not read, the learner will know nothing, such as life, school materials, and so on.

According to Sumaryani, Reading is a very important requirement for students, so it is necessary to work hard to attract students to develop the habit and pleasure of reading. Especially in English courses, reading is very necessary, because today's English teaching is very different from the previous teaching. One of the English skills taught in school is reading. Being able to read and understand English materials well is the main goal of learning English.[5]

The process of understanding the meaning of a series of written symbols is known as reading. When we read, we use our eyes to look at

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[5] Lilik Sri Wahyuni,*" Meningkatkan Kemampuan Reading Comprehension Siswa SMA Negeri 1 Kebomas Melalui Extensive Reading,"* jurnal penelitian dan pengembangan pendidikan . 2021, Vol.8 No1. 112

written symbols (letters, punctuation, and spaces) and then use our brains to translate them into words, phrases, and paragraphs to convey information. Reading may be peaceful (in our thoughts) or noisy (in the real world) (so that others can hear it). Reading is a receptive skill that allows us to get information. However, the difficult reading procedure necessitates vocal talents to read the words aloud. Reading is a productive skill in this sense. We get information and communicate as a result of this (even if only for ourselves)

According to Tahir and Hanapi, Reading refers to the language acquisition used to communicate and share information or ideas. Therefore, in the classroom, in the reading activities of the students, the writer can ensure that he has many purposes, one of which is to graduate from school and provide himself with knowledge, no matter what they plan to do, they can continue to learn. To achieve this goal, reading ability is required.[6]

Based on the explanations above, it can be concluded the reading is the activity to get information and the meaning from the book, etc.

2. **The Definition of Reading Comprehension**

Reading comprehension is the process of producing meaning from reading a book, megazies, etc. Reading comprehension is extremely beneficial in obtaining information from text and books. This is can assess students' vocabulary and then they also try to explain its meaning.

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[6] S Sudiati, H Hanapi, R Bugis, "*The Effectiveness of Think Aloud Strategy in Students' Reading Achievement*", Jurnal Retemena. 2018

Therefore, reading comprehension is defined in this study as the process of deriving meaning from text, which is a type of reading that is used to read specific information. This is an active activity that attempts to identify textual thoughts, specific information about details expressed or implied by details, and text references.

Reading comprehension, according to Sumadoyo, is a complex intellectual process involving two main abilities: mastery of word meaning and the ability to think about language concepts. In this case, this view holds that reading comprehension occurs simultaneously in the two-way concentration of readers. In reading activities, readers actively respond by revealing the voice of writing and the language used by the writer.[7]

The most effective learning method, according to Rahim, may be done through reading activities. Readers usually use background information, vocabulary, grammar, text experience, and other methods to increase their understanding of written content.[8]

Because the message must be understood without direct contact with the writer, comprehension is contingent on the reader's ability to learn from the text based on prior knowledge and experience. Finally, the reader must keep a continual eye on the meaning of the text in order to spot any difficulties with comprehension and correct them as needed.

The typical comprehension teaching is not very attractive or unlikely to improve reading comprehension. The reading comprehension

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[7] Olifia Rombot, Endry Boeriswati, M. Atwi Suparman*,'' Improving Reading Comprehension Skill''*. Jurnal Pendidikan Guru MI. 2020. Vol 7.No 1. 59
[8] Ibid

guidance according to the three-step producer. Mention, practice and assessment. First, teachers would mention the skills they want students to use. Second, they would give them the opportunity to practice the skill through exercise books or skill charts. Finally, assess whether they have successfully used the skill.

Reading comprehension is critical not only for comprehension of texts, but also for success in other areas of learning, education, and career. Emails, messages, and social networking sites have made it even more crucial for our social lives. Reading comprehension is a difficult undertaking that necessitates the coordination of a variety of cognitive abilities and skills.[9]

Based on the theories above, reading comprehension is a basic skill. Especially, the process of producing meaning. Then, reading comprehension is needed overt and highly structured to improve start reading. Therefore, in reading comprehension subsequent a three-step mentioning, practicing, and assessing.

B. The Purpose and Types of Reading Comprehension

1. Purpose of Reading Comprehension

Everyone who reads a text has his own purpose when he read, he has a purpose in his mind, it can be a pleasure, for getting information or only to answer the question to pass the reading exam. According to Yakici,the purpose of reading depends on the individual's self. Some

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[9] Jane Oakil, Kate cain and Carsten Elbro, *Understanding and Teaching Reading Comprehension* (London: Routledge, 2015),01

people read because they are knowledgeable and experienced. Some people read to make a living, some read to overcome their own problems, and some read to have fun. Therefore, it can be said that individuals choose and read books according to their own ideas and purposes . In order to make reading permanent, it is necessary to form a habit. Forming this habit during school age can foster positive reading attitudes and behaviors in the next few years[10]. And for the purpose of Reading Comprehension is :

a. Urge information on some features or thank you for interesting content on certain topics

b. Obtain guidance on methods of performing work or lifestyle tasks

c. Keep in touch with friends through communication and understand the business correspondence

d. Know when and where something happened or what is available

e. Know what is happening or has happened (as reported in newspapers, magazines, reports)

f. For enjoyment or excitement.

Therefore, Reading Comprehension activities have many purposes for our lives. For example, reading comprehension can help everyone get their information to understand what happened in the past or the future.

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[10] Vafa Savaşkan, "*Investigating the Effect of Reading Types Used in Turkish Lessons upon 5thGrade Students' Reading Comprehension*". Journal of Education and Training Studies.2017. vol5 No 8. 78

2. **Types of Reading**

People read for any purpose, they may have many different purposes when they read something. Because reading purposes are different, there must be some types of reading.

a. Intensive Reading

Intensive reading, according to Harmer, is an activity that academics may use to encourage students to choose what they read and, as a result, to read for enjoyment and language growth. As a result, intensive reading is defined as the action of reading a large number of texts for enjoyment, information, and language progress.[11]

There are some characteristic of Intensive Reading,

1) Reading as accurately as possible

2) Reading by translating and Reading word by word

3) Reading material is often difficult to understand and reading text is determined by the teacher or lecturer

4) Not much

b. Extensive reading

Richard et al Also, make an effort to summarize a variety of readings. Reading extensively entails reading a large number of books to have a broad grasp of the material. To compensate for a lack of vocabulary and structural understanding, it is suggested that reading habits be improved. There is some characteristic:

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[11] M Zaini Miftah, *Impelementation Of Intensive –Extensive Reading Strategy To Improve Reading Comprehension* (STAIN palangkaraya; 2013) Volume 3, No 1.

1) Reading as smoothly as possible

2) Reading to obtain information and enjoyable reading

3) Reading with meaning in general

4) Reading material is easy to understand and a lot.[12]

To understand the meaning of a passage and have sufficient vocabulary, students must be diligent in reading, such as reading textbooks, storybooks, song lyrics, etc.

C. The Reading Comprehension Process

Reading comprehension is what we have a tend to mean by reading., the communication between a reader and therefore the text Throughout the skill most presumably, several things area unit happening. the reader staring at print, puzzle out in some intelligence the marks on the page, deciding what they mean and the way they connected

The readers can process much faster, and so there would be a higher limit on the speed with which we read. Easy reading is frequently done at speed up to three times as fast as many people speak in everyday conversation.

D. Assesment and Measurement of Reading Comprehension

1. Assesment

Assessment is considered a method of testing and defining students' knowledge, comprehension, talents, and skills. This is a

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[12] Naely Muchtar, *Intensive and Extensive Reading in Improving teaching Reading Comprehension (* POLITEKNIK NEGERI UJUNG PANDANG:naely muchtar,2019) vol.1, no 2. 08

classroom activity intended to encourage learning by collecting data and delivering constructive criticism.[13]

In other words, assessment is a plan to understand how students progress in learning to make correct decisions, the process of classroom teaching.

2. **The Measurement**

Fredrick b Davis (Fredrick b Davis) understands the basic factors of reading, organizes ,and marks 9 sets of skills. In this study, they are regarded as the nine basic skills of reading comprehension. These include many specific skills deemed important by the advisory authorities. The nine basic skills are as follows:

a. The ability to determine the writer's purpose, intentions, and opinions

b. Word knowledge

c. The ability to identify the literary means used in a paragraph and determine its tone and mood

d. The ability to choose the appropriate meaning for a word or phrase based on a specific context setting

e. The ability to infer content from a paragraph

f. Ability to follow the organization of paragraphs and identify antecedents and citations

g. The ability to answer the questions answered in the paragraph, but the words that cannot answer the question asked

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[13] Habib, M. (2016). *Assessment of Reading Comprehension. Revista Romaneasca pentru Educatie Multidimensionala*, 8(1), 125-147

h. The ability to choose the main idea of a paragraph

i. Ability to answer questions specifically answered in the paragraph.[14]

Therefore, an important measurement in reading comprehension is when the reader understands the meaning of words. In this research, the writer uses the strategy to choose the appropriate meaning for a word or phrase based on a specific context setting.

E. Strategies for Reading Comprehension

Reading comprehension is primarily a question of developing appropriate and effective comprehension strategies for most second language learners who have already used a previous language to learn. Here are ten such strategies that you can use in the classroom.

1. Identify the purpose of reading

Whenever we are teaching reading skills, we as teachers should be understood to ensure that students know their purpose in reading something

2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for begining levels learners)

At the beginning of learning English, one of the difficulties students encounter when learning to read is the correspondence between oral and written English. In any case, learners are already familiar with spoken English and it is difficult to learn English spelling conversations.

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[14] Fredick B Davis et al., "*Cooperative Reading Comprehension Test. Lower and Higher levels*". nonprofit agency of the American Council on Education..236

Especially in terms of vocabulary, it is difficult for students to understand English.

3. Use an efficient silent reading technique for relatively rapid comprehension

For this strategy, it is very supportive for the beginner level. Students will focus more on reading and understanding the meaning of the reading when the room i is quiet because students are reading their respective reading books.

4. Skim the text for main ideas

Skimming has the advantage of allowing you to predict the method's aim, the primary topic or message, and maybe some emerging or supporting concepts

5. Scan the text for specific information

The purpose of scanning is to extract specific information without reading the full text. For academic English, scanning is very important.

6. Use semantic mapping or clustering

Semantic mapping or the strategy of dividing ideas into meaningful clusters. Help the reader to interrupt.

7. Guess when you aren't certain

This is a huge subcategory. Learners can use guessing to figure out what words mean, what grammatical relationships mean, what conversation relationships imply, what implicit meaning means, what cultural stances mean, and what hypothetical content information means

8. Analyze vocabulary

One way for learners to make guesses when they don't immediately know a word is to analyze it based on their knowledge of the word

9. Distinguish between literal and implied meanings

Not all languages can correctly interpret this fact by observing the syntactic surface structure of the fact, which places special demands on readers. Implied meaning must usually be derived from the processing of practical information.

10. Capitalize on discourse markers to process relationships.

The link between thoughts conveyed via phrases, clauses, and sentences is indicated by a number of discourse markers in English. Learners' m efficiency can be considerably improved if they have a good grasp of such markings.

Strategy is important in reading comprehension. It can help teachers convey materials in the classroom. Each method can be applied to the learning process. Therefore, a suitable subject can be developed. Make it easier for children to understand what is being said by the teacher. Therefore, in this study, the researcher will use the Vocabulary Self-Collection Strategy to Improve Reading Comprehension.

F. The Concept of Vocabulary Self Collection

Allowing students to pick the words they wish to learn, discuss the rationale for their choices, and agree on the words gathered in class are all examples of Vocabulary Self Collection Strategy (VSCS). Selecting terms,

defining words, determining the word list, and extending word knowledge by classifying diverse parts of speech are all phases in Residence and Baldwin's vocabulary definition. This method is effective in assisting children in learning new words, using them in speech, reading, and writing, and forming personal connections with words while reading. Students are also encouraged to use these phrases in their daily writing to complete real-world tasks.

The vocabulary self-collection strategy is designed to assist students in creating word lists for exploration and learning, as well as enhancing their vocabulary by using existing knowledge and interests. This strategy can be used to encourage the acquisition of new words. Internal motives are used since the list is self-generated. This strategy can help students to get fascinated with language, which will increase their interest in it. The steps in the vocabulary self-collection strategy can help you learn a lot of vocabulary in a short amount of time. Students can not only acquire vocabulary in context but also how to apply reading strategies to help them better understand the current text and other content in the future because they will develop vocabulary and meaning from the text currently in use.[15]

Vocabulary self-collection is included in the interactive strategy because the students became active in investigating the new vocabulary in their class. The vocabulary self-collection skill is an interactive-learning instructional strategy that demonstrates word consciousness by having students actively involved in identifying key terms from their reading to share

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[15] Sukisman. *Increasing Students' Reading Comprehension Through Vocabulary Self-Collection Strategy At The Eight Grade Of SMP NEGERI 3 GADINGREJO(* Lampung, *2013)*

with their classmates (Maghfuri, 2017)[16]. In this case, the writer instructs the students to read a book, after which they propose one word or phrase that they would want to learn more about and that they believe should be included in the class vocabulary list.[17]

This strategy can be used to increase students' vocabulary knowledge and foster students' internal motivation in learning English. Students are given the confidence in this technique to be able to determine the meaning of difficult words that they deem essential and fascinating to know based on the topic that the instructor presented at the end of the previous class.[18] Researchers are interested in using this strategy because the vocabulary self-collection strategy can encourage learners to become independent word learners. Learners have the opportunity to choose relevant words in the text that they feel are important to add to the students' vocabulary list.[19]

"Vocabulary Self-Collection Strategy (VSS) is an interactive-learning instructional strategy that develops word consciousness, as students will actively engage in recognizing keywords from their reading to share with others of the class," Antonacci and Callaghan write in their book. As a result, via the context that will be utilized or discussed, this method might encourage students to actively participate in acquiring vocabulary. The major goals of

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[16] Maghfuri, M. A. L. (2017). *Improving Vocabulary Mastery Using Vocabulary Self-Collection Strategy (VSS) A t Eight Grade Students* of MTs Hudatul Muna Ponogoro

[17] Emeliya Sukma Dara Damanik, Sholihatul Hamidah Daulay,Rora Rizky Wandini, and Isnaini Siagian. (2021*). The Use oF* Using Vocabulary Self-Collection Strategy (VSS) *In Increasing student reading Comprehension.* Journal GEEJ. Volume 8, Number 1,Hal 57

[18] Indrian Juwita, Drs.Sunaryo. *Using Vocabulary Self-Collection Strategy (VSS) to Increase Mastery The Junior High School Srudents' Vocabulary.* Journal Of English Teaching. 2013. Hal 113

[19] Nurlaila Amalia. *Meningkatkan Penguasaan Vocabulary Siswa Menggunakan Vocabulary Self-Collection Strategy.* Journal of Action Research. 2018. Hal 174

applying this technique are to help students comprehend new terms, increase their interest in learning new words, and give a method for learning new words.[20]

Teaching vocabulary becomes challenging for some teachers. As teachers, they have to offer effective strategies to support students' motivation in learning vocabulary. Further, to help teachers involving students with vocabulary learning, teachers can apply vocabulary self-collection strategy as one of the alternative ways in teaching vocabulary to the students. Vocabulary Self-Collection Strategy involves defining the word's meaning in a specific context. To develop a successful strategy, the stages of the activity must be well-organized. In its implementation, a teacher will associate the activity with a reading activity.[21]

The objective of the Vocabulary Self Collection Strategy, based on the preceding description, is to educate students on how to make judgments about the necessity of using context to identify word meaning. This vocabulary game is meant to assist students to figure out terms they don't understand from the text and can't figure out what they imply from context. Working in groups, students will be able to identify the meaning of numerous words based on the context provided by the teacher, but they will also be able to select which terms are more essential to learn than others.[22]

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[20] Patricia A Antonacci and Catherine M. O, Callaghan, Promoting Literacy Development 50 Research-based Strategies for K-8 Learner, (United States: Sage Publication, 2012). Hal 88

[21] Chusnul Waro. *The Effectiveness of Vocabulary Self-Collection Strategy on Students Vocabulary Mastery.* UIN Syarief Hidayatullah. 2019. Hal 14

[22] Selfa Idriani. *The Effectiveness of Self Collection Strategy and Motivation on Students' English Vocabulary Mastery. Bung Hatta University.* Hal 15

G. Advantages and Disadvantages of Vocabulary Self-Collection Strategy

1. Advantages of vocabulary self-collection strategies

In the classroom, using a vocabulary self-collection strategy offers numerous advantages. Students can benefit from this technique by being more aware of the value of words in the learning topic area. Students begin to utilize self-collection techniques as they gain this awareness. Students can assist in pointing out key terminology in the text by using vocabulary self-collection techniques. As a result, pupils are better prepared to handle future learning situations.[23]

2. Disadvantages of Vocabulary Self-Collection Strategy

The vocabulary self-collection strategy has some disadvantages. First of all, the procedure takes time. Therefore, the researchers gave students limited time for this activity Because students will be exposed to some material and determine the meaning of terms through contextual cues, the vocabulary self-collection approach can only be utilized to educate English intermediate or advanced learners. The vocabulary self-collection technique may thus only be utilized as a precondition for understanding the text content before students attempt further activities in the book. In the text, look for both expressed and unstated meanings. Students were given a time constraint to complete tasks in order to get around the time limit in class.[24]

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[23] Sukisman. *Increasing Students' Reading Comprehension Through Vocabulary Self-Collection Strategy* At The Eight Grade Of SMP NEGERI 3 GADINGREJO(Lampung, 2013). Hal 27

[24] Ibid

H. Procedures of Teaching Reading Comprehension Using Vocabulary Self-Collection Strategy

The teacher must constantly be innovative in creating and executing learning activities in the teaching and learning process, not relying just on the activities in the students' textbooks. In this case, not only games, but learning can also be modified with the aim that students don't get bored easily, teachers could modify their teaching especially in teaching reading, and not always use the reading texts from the students' textbook. Teachers can use the strategy to make students easier to comprehend the text. To provide the solution to this problem, a suitable learning strategy is proposed to improve students' Reading Comprehension called Vocabulary Self-Collection Strategy (VSS).[25]

The steps for teaching Reading Comprehension utilizing the Vocabulary Self-Collection Strategy that were used in this study are listed below

1. The teacher asks students the issues related to the topic going to be read in the text,e.g : Descriptive text about Pet

2. The teacher divides the class into four to five groups and assigns each group to work on a specific material. A group of students decides the words to emphasize in the text selection by working togethe.

3. Then The teacher introduces the activity by modeling step 2 using a word from the text selection, e.g.: Pet

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[25] ZulfirmanJani , Jonry Kasdi," *The Effect of Using Vocabulary Self-Collection Strategy on Students' Reading Comprehension and Their Motivatio*n". Indonesian Journal of integrated english language teaching. No 2(2016). Hal 223

4. After that, the teacher instructs each team to deliver the term they chose to the entire class. Each team's spokesman recognizes the selected term and reacts to it.

5. During the team presentations, the teacher facilitates the discussion, writes the nominated words on the board with their meanings

6. The teacher asks the students to write all the nominated words and definitions down in their notebooks.

7. By discussing the substance of the book with a focus on the vocabulary they have studied together, the teacher assists students in expanding their word knowledge..

8. The teacher performs reading comprehension reviews and exams, and students continue to work in the same group and answer the questions that the teacher has supplied

9. for every meeting, the teacher will always question the vocabulary that has been learned the previous day, so that they always remember the vocabulary they learn.

I. Action Hypothesis

The action hypothesis of this research is the use of vocabulary self collection strategy can improve students reading comprehension and their learning activity at 7th graders of MTS Darul A'mal Metro

CHAPTER III

RESEARCH METHOD

A. Research Location

This research is Classroom Action Research (CAR). The writer conducted this research at the seven o graders of MTS Darul A'mal Metro. The writer focused on the seven c grade. the writer chooses this class because most of the students were low skills and score in reading comprehension.

B. Subject and Object of the Study

The subject of this research is students' reading comprehension. In this study, the writer collaborates with an English teacher, who is Mrs. Eka and Mrs. Maryani.The writer chose the grade 7O because most students do not get the minimum score requirements of English, mainly in reading comprehension. The class contains 24 students, explained as follows:

Table 2
The Total of Students in MTS Darul A'mal Metro

No	Class	Sex		Total
		Male	Female	
1.	VII	-	24	24
2.	VIII	-	24	24
3.	XI	-	24	24

Source data of MTS Darul A'mal Metro

C. Action Plan

In conducting the research, the writer would used classroom action research procedures. Class Action Research (CAR) focuses on action. Actions must be planning, acting, observing and reflecting to understand how their results solve problems.CAR is to solve practical problems in the

classroom with the support of scientific solutions. As an individual who is closed to the students, the teacher would recognize the problems related to the learning process and products in the classroom. Therefore, the teacher would seek to solve the problem through CAR.[26]

From the explanation above, it can be inferred that Classroom Action Research (CAR) is research in classroom teaching research to solve problems or fix certain problems.

Figure 1
The Action Research

CYCLE 1   **REVISED**   CYCLE 2

(Activities in CAR ilustrate by Kemmis & Mc Taggart and modified from the writer)

According to the above design, this is an explanation of the writer procedure in the classroom action research.

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[26] Purnama Syae Purrohman, *classroom action reasearch alternative research activity for teacher* (universitas muhammadiyah june 2016) hal 4.

1. **Cycle 1**

   a. Planning

   The importance of planning cannot be over-emphasized. This is to make your goals clear. A plan is an activity related to achieving a goal. Planning is the first step of every activity. If there is no planned activity, the writer will not concentrate. Everything must have a purpose that has been planned so that every step is easy. This is the step prepared by the writer in the plan :

   1) The writer prepared a lesson plan.

   2) The writer prepared a material plan

   3) The writer prepared a observation sheet

   Students are required to complete the teaching process of reading tasks, including taking an exam, attending a meeting, analyzing and discussing the process of observation results, and a three-day test in each cycle.

   b. Acting

   After planning, the second step is acting. For the first, the writer predicted to understand the students' reading comprehension scores. Secondly, the writer teaches reading to students through vocabulary self-collection strategies. In the learning process, the writer observed this while learning activities. At the end of this step, the writer performed a test to understand the results of the treatment.

c. Observing

The writer observed during the teaching process in the class. After the activity, the writer evaluated all the activities to find that the writer has improved the students' reading comprehension through the vocabulary self-collection strategy.

d. Reflecting

Based on data observation, the writer reflects the activities of the first cycle. The result is used as an evaluation for the next treatment. The purpose is for the writer to determine what to do in the next cycle and to determine whether the results of the cycle are satisfactory.

2. **Cycle 2**

a. Planning

Planning is a step of all activities, without planning the writer will be overwhelmed in doing something. here are some of the steps that the writer has prepared in planning:

1) The writer prepared a lesson plan.

2) The writer prepared a material plan

3) The writer prepared a material sheet

b. Acting

After planning, the second step is acting. Which is the implementation of the planning. in this step, the writer was acted as follow :

1) Pre-teaching activity one

    a) The writer choose the material

2) While the teaching process

    a) The writer used the lesson plan to teach

    b) The writer explained to students how to use vocabulary self-collection strategies to connect thoughts and express thoughts about materials

    c) The writer taught by using Vocabulary self-collection strategy

    d) The writer asked the student to answer of question on text using vocabulary self-collection strategy

    e) The last writer give the evaluation from the material

3) Post teaching activity

    a) The writer asks students to answer some questions related to the topic.

    b) The writer greeted the student at the end of the class

c. Observing

In this step, the writer observes the process of teaching activities using an observation table. The writer observed such as answering the teacher's questions, asking the teacher's questions, answering the teacher's questions, answering other questions, and making explanations about the material.

d. Reflection

Through reflection, the writer corrected and analyzed the result of the action. Therefore, the writer discovered the advantages and disadvantages of this action. In this step, the writer constructs the pre-test and post-test score distributions. The writer reviews the student's method and reflects on whether the method significantly improves the student's reading comprehension skill in the second cycle or whether it needs further Improve circulation.

D. Data Collection Technique

In collecting the data, the writer used this method :

1. Observation

The writer used observation to get the data at grade seven O of MTS Darul A'mal Metro.This observation using an observation sheet for the students. The writer uses this technique to know and to get the data about student's activities such as students Reading Comprehension and students participants in the learning process. An observation sheet is used to get the data for the students in the learning process. Like to know answering or asking the teacher question and active or not in the class.

2. Test

In this section, the writer gives the student two tests that are pre-test and post-test :

a. Pre-test : The writer gives a test about reading comprehension text, with form multiple choice.

b. Post-test : After processing, the writer conducts the test on the same theme /topic and in the form of multiple choices. Based on this result, the writer decided on the next cycle.

3. Fieldnotes

Field notes allow researchers to access the subject in an undisturbed manner and record what they observe. Field notes were compiled after observations and interviews with research subjects. This is an interview on a research topic. This is to facilitate the preparation of reports, as it is easy for researchers to mind the data obtained.

4. Documentation

In this section, the writer uses documentation methods to obtain detailed information about reading comprehension.

a. For the first, the writer took the picture of the learning process in the class for documentation

b. The writer took answer sheet student one by one

E. Data Collection Instrument

To understand the students' reading comprehension skill, the writer uses a test :

1. Observation Sheet

Observations carried out using an observation sheet guided. The observation sheet is used to observe all of the aspects that can improve and support the student's reading comprehension in the process of learning.

The observation sheet is also used to observe the conditions and activity that occurred during the teaching-learning process.

2. Reading Test

To measure students reading comprehension at 7o graders of MTS Darul Amal Metro, the researcher give the multiple-choice test that consists of Pre-Test and Post-test. The test is some reading sources in the form of Descriptive text. The scoring standard is approximately 0-100. Therefore, assuming that students can answer the question all correctly, their score will be 100. If not all correctly, the score is depending on the number of correct answers

3. Field Notes

Field note is also applied during treatment in the cycle. Field note means transcribing notes or the written description that has been gain from data gathered during observation. In this case, field notes help the researcher to gain more information that could not be recorded by video or voice notes. This instrument is used for supporting the data gained from the observation sheet of feedback implementation. Describing all aspects of classroom learning, such as classroom atmosphere, classroom processing, teacher-student interaction, student-other student interaction, and partner comments during observations.

4. Documentation

The documentation refers to the archive data that helps the researcher to collect the needed data. The researcher utilizes the document related to the object research as students' name list and teacher names.

F. Data Analysis Technique

Data analysis is performed by obtaining the average scores pre-test and post-test. In addition, to understand the benefits, the writer compared the content pre-test and post-test. If some students did not succeed in the first cycle, then proceed to the second cycle. The minimum period of CAR (Classroom Action Research) is two periods. If students succeed in the second cycles, they can stop the period until the second cycle.

Data analysis techniques in classroom action research can be accomplished through qualitative and quantitative research. The analysis of learning results comes from the first and second cycle of pre-test and post-test percentage scores.

1. Qualitative

According to Miles and Huberman, there are consist three data that are Data Reduction, Data Display, and Data conclusion drawing/ verification.

a. Data reduction

Data reduction refers to the process of selecting, concentrating, simplifying, abstracting, and converting data that appears in written records or transcriptions. As data collection progresses, further data

reduction events will occur (write summaries, code, organize topics, create clusters, create partitions, write memos). After the field survey, the data reduction/conversion process will continue until the final report is completed.

There is no difference between data reduction and analysis. This is part of the analysis. The researcher's decision-which choices are the data blocks to be encoded, which are the data to be extracted, which model best summarizes the many blocks, and which stories are constantly evolving, are all analytical choices. Data reduction is a form of analysis that can sharpen, sort, focus, discard, and organize data in a way that can draw and verify "final" conclusions.

b. Data display

The second major flow of research activity is knowledge show. Generically, a show is an associate degree organized, compressed assembly of knowledge that allows conclusion drawing and action. In way of life, displays vary from newspapers to pc screens to correlational analysis printouts. Staring at displays helps us to grasp what's happening and to try to do something-either analyze any or take action to support that understanding. The foremost frequent sort of show for qualitative knowledge within the past has been extended text from the past until now or vice versa.

c. Conclusion Drawing and Verification

The third stream of research activity is conclusion drawing and verification. From the beginning of information assortment, the qualitative analyst is setting out to decide what things mean-is noting regularities, patterns, explanations, doable configurations, causative flows, and propositions. The competent scientist holds these conclusions gently, maintaining openness and skepticism, however, the conclusions are still there, incipient and obscure initially, then more and more express and ground." Final" conclusions might not seem till knowledge assortment is over, reckoning on the scale of the corpus of field notes; the cryptography, storage, and retrieval ways used; the sophistication of the researcher; and therefore the demands of the funding agency, however, they usually are prefigured from the start, even once a scientist claims to possess been continuing "inductively." Conclusion drawing, in our read, is just 1/2 a Gem- in configuration. Because of the analyst yield, conclusions are confirmed. Verification can be as simple as a fugitive reversal crossing the analyst's mind during the writing process, followed by a quick trip back to the sector notes, or it can be as involved as long debate and review among colleagues to develop "intersubjective accord," or as involved as intensive efforts to replicate a finding in another knowledge set. The interpretations derived from the data have to be evaluated for their credibility, strength, and "confirmability" that is, their validity.

Otherwise, we're left with sensationalized accounts of what happened, with unclear veracity and value Because of the analyst yield, conclusions are confirmed. Verification can be as simple as a fugitive reversal crossing the analyst's mind during the writing process, followed by a quick trip back to the sector notes, or it can be as involved as long debate and review among colleagues to develop "intersubjective accord," or as involved as intensive efforts to replicate a finding in another knowledge set. The interpretations derived from the data have to be evaluated for their credibility, strength, and "confirmability" that is, their validity. Otherwise, we're left with sensationalized accounts of what happened, with unclear veracity and value.

2. **Quantitative**

Quantitative analysis is outlined as a scientific investigation of the phenomena by gathering quantitative knowledge and playing applied math, mathematical, or procedure techniques. Quantitative analysis collects info from existing and potential customers exploitation sampling ways, and causation out online surveys, online polls, questionnaires, etc., the results of which may be delineated within the sort of numerical. Once a careful understanding of those numbers predicts the long run of a product or service and creates changes consequently.

Quantitative analysis is that the opposite of qualitative analysis, which involves aggregation and analyzing non-numerical information (e.g.

text, video, or audio).In this time, to get the score writer using the

percentage score and the formula from the percentages score is :

$$P = \frac{\sum X}{N} \chi\ 100$$

Notes :

P	=	Percentages
$\sum X$	=	The total number of students' score
N	=	Number of cases

To obtain the total score and improve the progress of the students

from the treatments implemented, the researchers compared the percentage

pre-test and post-test.

G. Indicators of Success

The indicators of success are divided into four areas, they are :

1. Students reading scores have improved significantly

2. 70% of students pass the KKM in English (ie 60 points)

3. Students can use vocabulary self-collection strategies to understand the

   text well

4. Students become happy learning English.

CHAPTER VI

RESEARCH RESULT AND DISCUSSION

A. Research Result

In this chapter, the researcher would like to present the research. It involved the research result and discussion which had been carried out by the researcher at MTS Darul A'mal Metro in the academic year of 2021/2022. The result of the result, as follows :

1. Description of Research Location

a. The History of MTS Darul A'mal Metro

Madrasah Tsanawiyah Darul A'mal is located in Mulyojati Village, Metro Barat District, Metro City, established in 1987, founded by Mr. KH. Khusnan Musthofa Ghufron and received support from the surrounding community.

Madrasah Tsanawiyah Darul A'mal Mulyojati which is now included in the Mulyojati Village, West Metro District, Metro City was originally included in the Mulyojati village area, Bantul district, Central Lampung regency.

With the development of the times and the expansion of the region at that time Central Lampung was expanded into three districts/cities namely East Lampung, Metro Administrative City, and Central Lampung itself this happened in 1999, then in 2000 the Metro Administration District/City was defined became a Metro City and

from that moment on the location of MTs. Darul A'mal is set at Jalan Pesantren Mulyojati 16 B, West Metro District, Metro City.

At the beginning of the establishment of Madrasah Tsanawiyah Darul A'mal headed by Mr. Ngadiman Adi, BA, with a total of 28 students, and in 1993 the Head of Madrasah was replaced by Mr. Drs. Nahrowi Sofyan, until 1996, then in September 1996 the Head of Madrasah Tsanawiyah Darul A'mal was replaced by Mrs. Dra.Siti Romlah arrived at the end of June 1997 and started at the beginning of the 1997/1998 Academic Year, the Head of Madrasah Tsanawiyah Darul A'mal was headed by Drs. 2010-2015 Marhaban SHI 2016 Until Now.

In 2001 Madrasah Tsanawiyah Darul A'mal was trusted by Madrasas in Metro City to become the Main Madrasah Working Group (KKM) for MTs in Metro City as a vehicle and liaison for information from/to the Office of the Ministry of Religion of the City and Province of Lampung. Tsanawiyah Darul A'mal is ACCREDITED with a Decree (SK) from the Ministry of Religion of Lampung Province, with Number: D/KW/MTs/MT/235/2006, with a rating of "B" with Madrasah Statistics Number: 212 180 271 198.

b. Vission and Mission of MTS Darul A'mal Metro

 1) Vission

    Knowledgeable, Creative, and Morally.

2) Mission

    a) Knowledgeable, Creative, and MorallyImproving the quality of professionalism through training and upgrading.

    b) Making morals and ethics the basis for acting, developing knowledge of how to think and act based on imtaq.

    c) Develop skill creation and mastery of science and technology/IT.

    d) Optimizing intra and extracurricular activities

c. The Teacher of MTS Darul A'mal Metro

    The teacher of MTS Darul A'mal Metro that can be identified, as follows:

Table 3
List of the Teacher of MTS Darul A'mal Metro

No	Name	Position
1	Marhaban Ilyas, S.H.I	Head of MTS
2	Tanyizul Maksum, S. Pd. I.	Vice of Curriculum
3	Mutohar, S.Pd.I.	Viceof Students
4	Syaikhoni, S.Pd.	Vice of Infrastructure
5	Ahmad Rodul Ahyar, S.Pd.I	Vice of Public Relation
6	Alwi Rosyid, S.Pd.I	Treasurer
7	Masruhan, Amd	Head of Administration
8	Fajar Sidiq	Operator
9	Mulan Erniati, S.Pd	Administration
10	Lilinur Indah Sari, S.Pd	Administration
11	Mey Triyana Sari, S.Pd	Administration
12	Novi Herawati,S.Pd.I	Head Library
13	Dewi Mar'atus Sholehah, S.E	Vice of Library
14	Ardiyana, S.Pd	Teacher Conceling
15	Andika Saputra. M.Pd	Teacher Conceling
16	Nur Hlimatus Sa'diyah, S.Pd	Teacher Conceling
17	Misbahul Munir, S.H	Teacher Conceling
18	A Nur Cahyo	Teacher Conceling
19	Rima Iklima	Teacher Conceling
20	Rahmat Hidayat	Teacher Conceling

d. The Quantity Students of MTS Darul A'mal Metro

The quantity students of MTS Darul A'mal Metro that can be identified, as follows:

Figure 2
The Students Quantity of MTS Darul A'mal Metro
In the Academic year 2021/2022
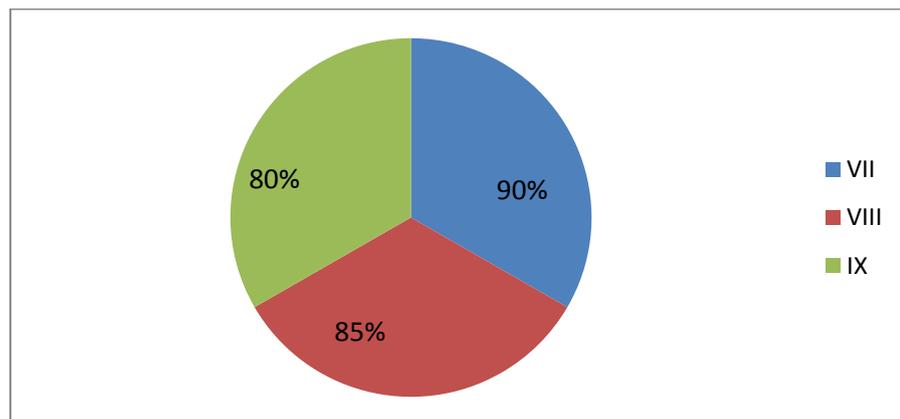
2. Description of Research Data

This research used classroom action research. It was conducted in two cycles: cycle 1 and cycle 2. Each cycle consists of two meetings that take 1X90 minutes. Each cycle includes planning, action, observation, and reflection. In this research have 24 in VII O class, the researcher is an English teacher and Mrs. Mey Triana Sari, S.Pd as the collaborator.

a. Pre test activity

The researcher conducted the pre-test on September, 04th 2021 from 07.15 until 09.10 am. All the students have already prepared when the teaching time came. the teacher greeted the students. The researcher told the students that the researcher would research their class to know their reading comprehension before doing the action of

the classroom action research. The pretest was administrated to the students to be finished individually. After doing the pre-test, the students get the material. The kind of test was a multiple-choice test. Then the pre-test result is illustrated below:

Figure 3
The Result of Students Pre-Test
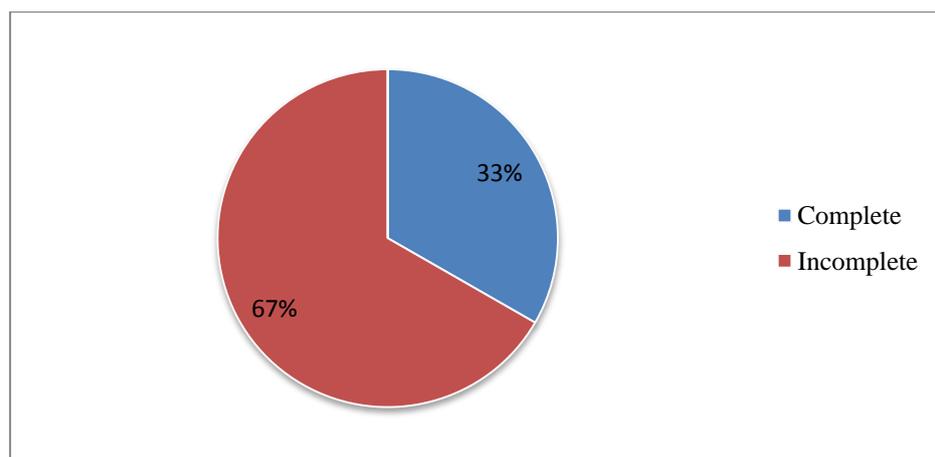
Based on the diagram above, it can be seen that there are 33% students who are included in to complete category and 67% Students who are included in the incomplete category. The standard minimum for Reading in MTS Darul Amal Metro is at least 60. So, the researcher chooses a Vocabulary Self Collection Strategy to improve Reading Comprehension in MTS Darul Amal Metro.

b. Cycle I

Based on the result and score of the Reading Comprehension Pre-test in MTS Darul Amal Metro, the researcher concluded that the problem is many students are incomplete to Reading Comprehension and few students are complete to Reading Comprehension. Based on

the cases above, the researcher used a Vocabulary Self Collection Strategy as the solution.

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as the post-test in cycle I, prepared the material, made the observation sheet of the students' activity, fieldnotes, identified the problems and found the causes of the problem at the beginning and the end of learning activities. The researcher also planned to give an evaluation to measure the student's mastery of the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on September, 05th 2021 from 08.40 until 10.25 am and followed by 24 students. The meeting was started by praying, greeting, and checking the attendance list, and asking the condition of the students. Afterward, the researcher gave the material of the descriptive text.

At the beginning of the teaching-learning process, the researcher asking the students about the descriptive text. Some of the students forgot and just a few of them have known the

definition of descriptive text. Secondly, the researcher explained the definition, generic structure, and social function of descriptive text. After that, the researcher gave the example of descriptive text.

After that, the researcher explained Vocabulary Self Collection Strategy. The researcher gives the text with the title "Peter" to students. After that students read the text. The researcher asked students to look for words they don't understand or that they find difficult. Then, the teacher divides the class into four to five groups and assigns each group to work on specific material. A group of students decides the words to emphasize in the text selection by working together. Then The teacher introduces the activity by modeling step 2 using a word from the text selection. After that, the teacher instructs each team to deliver the term they chose to the entire class. Each team's spokesman recognizes the selected term and reacts to it. During the team presentations, the teacher facilitates the discussion, writes the nominated words on the board with their meanings. The teacher asked the students to wrote all the nominated words and definitions down in their notebooks. By discussing the substance of the book with a focus on the vocabulary they has studied together, the teacher assists students in expanding their word knowledge. The teacher performs reading comprehension

reviews and exams, and students continue to work in the same group and answer the questions that the teacher has supplied for every meeting, the teacher will always question the vocabulary that has been learned the previous day so that they always remember the vocabulary they learn.

At the end of the meeting, the researcher provided feedback to the student on the learning process. The researcher motivates and informs students about the activities in the next meeting. Before praying, the researcher gave an Ice Breaking to make the students didn't bored. After finish, the researcher closed the material by praying together.

b) The second meeting

The second meeting was conducted on September, 11th 2021 from 08.40 until 10.25 am and followed by 24 students. Same as the first metting, the second meeting was started by praying, greeting, and checking the attendance list, and asking the condition of the students. Afterward, the researcher gave the material of the descriptive text again.

Continuing the material at the first meeting, the researcher asking again the students about the descriptive text. Some of the students forgot and some of the students have known the definition of descriptive text. Secondly, the researcher explained the definition, generic structure, and social function of

descriptive text. After that, the researcher gave the example of descriptive text.

After that, the researcher explained Vocabulary Self Collection Strategy. The researcher gives the text with the title "My Pet" to students. After that students read the text. The researcher asks students to look for words they don't understand or that they find difficult. Then, the teacher divides the class into four to five groups and assigns each group to work on specific material. A group of students decides the words to emphasize in the text selection by working together. Then The teacher introduces the activity by modeling step 2 using a word from the text selection. After that, the teacher instructs each team to deliver the term they chose to the entire class. Each team's spokesman recognizes the selected term and reacts to it. During the team presentations, the teacher facilitates the discussion, wrote the nominated words on the board with their meanings. The teacher asks the students to write all the nominated words and definitions down in their notebooks. By discussing the substance of the book with a focus on the vocabulary they have studied together, the teacher assists students in expanding their word knowledge. The teacher performs reading comprehension reviews and exams, and students continue to work in the same group and answer the questions that the teacher has supplied for

every meeting, the teacher will always question the vocabulary that has been learned the previous day so that they always remember the vocabulary they learn.

At the end of the meeting, the researcher provides feedback to the student on the learning process. The researcher motivates and informs students about the activities in the next meeting. Before praying, the researcher gave an Ice Breaking to make the students didn't bored. After finish, the researcher closed the material by praying together.

c) The third meeting

The third meeting was conducted on September, 12th 2021 from 08.40 until 10.25 am and followed by 24 students. After students took action, the researcher starts the lesson by praying, greeting, and checking the attendance list, and asking about the condition of the students. The activities continued by giving some further explanation about Descriptive Text on how to apply the Vocabulary Self-Collection Strategy to understand. The researcher gave a text "PET" to students. Students read the text.

The researcher asked students to look for words they don't understand or that they find difficult. Then, the teacher divided the class into four to five groups and assigns each group to work on specific material. A group of students decides the words to emphasize in the text selection by working together. Then The

teacher introduces the activity by modeling step 2 using a word from the text selection. After that, the teacher instructs each team to deliver the term they chose to the entire class. Each team's spokesman recognizes the selected term and reacts to it. During the team presentations, the teacher facilitates the discussion, writes the nominated words on the board with their meanings. The teacher asked the students to wrote all the nominated words and definitions down in their notebooks. By discussing the substance of the book with a focus on the vocabulary they have studied together, the teacher assists students in expanding their word knowledge. The teacher performs reading comprehension reviews and exams, and students continue to work in the same group and answer the questions that the teacher has supplied for every meeting, the teacher will always question the vocabulary that has been learned the previous day so that they always remember the vocabulary they learn.

Then, at the end of this meeting, the researcher gave evaluation 1 conducted in cycle 1, with the same result in the previous pre-test. Evaluation were conducted to find out how students reading comprehension after paying attention. This type of test is a multiple-choice test. The researcher gave ten multiple choices. Student test results in evaluation are better than the test in the previous pre-test.

Figure 4
The Result of Students in Evaluation 1
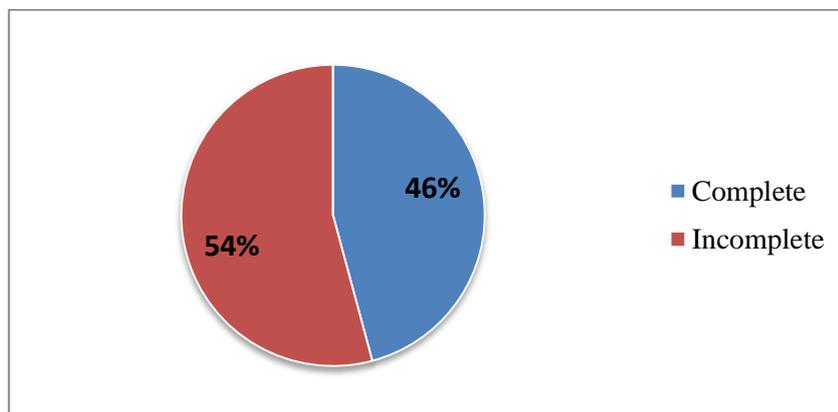
Based on the result above, it could be seen that (46%) students got score up to the standard and (54%) students got scores less than the standard. It was higher than the result of the pre-test. The criterion of the students who were successful in mastering the material should get minimum mastery criteria, at least 60. The learning process was said successful when 70% of students got a score >60. The fact showed that the result was unsatisfactory.

d) Observing

In observation of researcher action, The collaborator observed the student's activities. The researcher as a teacher gave descriptive text by using Vocabulary Self Collection Strategy. While the treatment was being executed, the student's activities during the learning process were also being observed by the observer. The students who were paying attention to the teacher's

explanation, active asking/answering the teacher's question, active in the discussion either independently or in groups, would get the point by ticking it on the diagram and observation sheet. The result of the students learning activities could be seen as follow :

Figure 5
The Result of Students Learning Activities in Cycle 1
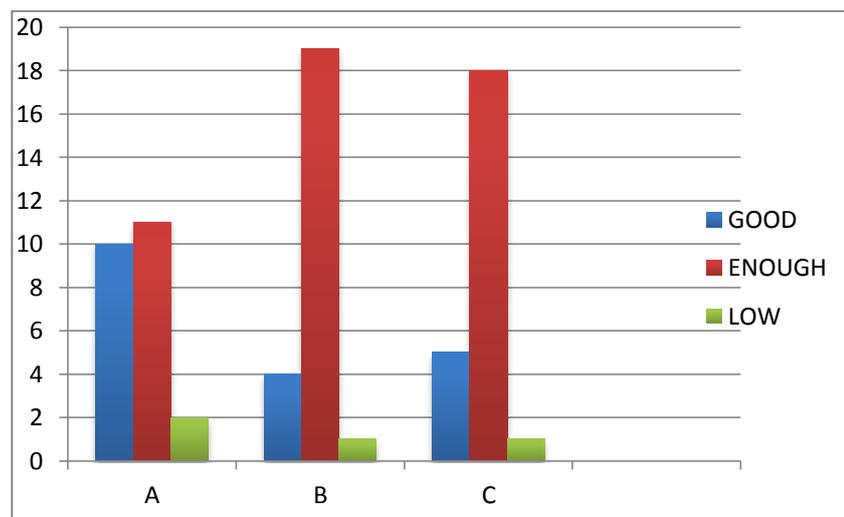
From the diagram in cycle one above, it is known that the amount of students who pay attention to the teacher is more enough than good, and low. Then the amount of students who ask and answer the teacher's questions is more enough than good and low. The last one is being active in the group discussions, which tend to be enough category, the second is good, while for the low category it is empty.

e) Reflecting

From the result of observation in the learning process in cycle 1, it could be concluded that the learning process has not achieved the Minimum Mastery Criteria (MMC) of the research yet. Based on the table above, in the pre-test, it could be inferred that 16 students were not successful and 8 others students were successful. The successful students were those who got the Minimum Mastery Criteria (MMC) at MTSDarul Amal Metro at least 60. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got an average of 47, so the result was unsatisfactory. Meanwhile, based on the data of evaluation 1, it could be seen that 11 students got score up to the standard and 13 students got a score less than the standard. From the evaluation 1 result, the researcher got an average of 58. It was higher than the result of the pre-test. The criterion of students who were successful in mastering the material should get MinimumMastery Criteria (MMC), at least 60. The learning process was said successful when 70% of students got a grade of 60. The fact showed that the result was unsatisfactory.

f) Cycle II

The action in cycle 1 was not successful enough, the cycle must be continued the cycle 2. Cycle 2 was used to repair the weakness in cycle I. The step of cycle II is as follows :

1) Planning

Based on the activities in cycle 1, the process at cycle 2 was focused on the problem that appeared in cycle 1. Then, the researcher and collaborator planned to gave the material for the students in reading comprehension by Vocabulary Self Collection Strategy.

The researcher and collaborator prepared the lesson plan, material, observation sheet, and field note of student activities. The researcher also planned to give an evaluation to measure the student's mastery of the gave materials.

2) Acting

a) The first meeting

The description of the teaching and learning process of cycle 2 is was not different from the previous cycle. In each treatment, the researcher tried to made the students more active. The first meeting was conducted on September 18th 2021at 07.30-08.40 am followed by 24 students. The researcher began the lesson greeting, praying, checking attendance list and askeding the

students condition. The researcher continued the material in the last meeting.

At the beginning of the teaching-learning process, the researcher asking the students about the descriptive text. Some of the students forgot and just a few of them have known the definition of descriptive text. Secondly, the researcher explained the definition, generic structure, and social function of descriptive text. After that, the researcher gave the example of descriptive text.

After that, the researcher explained Vocabulary Self Collection Strategy. The researcher gave the text with the title "Octopus" to students. After that students read the text. The researcher asked students to look for words they don't understand or that they find difficult. Then, the teacher divides the class into four to five groups and assigns each group to work on specific material. A group of students decided the words to emphasize in the text selection by working together. Then The teacher introduces the activity by modeling step 2 using a word from the text selection. After that, the teacher instructs each team to deliver the term they chose to the entire class. Each team's spokesman recognizes the selected term and reacts to it. During the team

presentations, the teacher facilitates the discussion, writes the nominated words on the board with their meanings. The teacher asked the students to write all the nominated words and definitions down in their notebooks. By discussing the substance of the book with a focus on the vocabulary they has studied together, the teacher assists students in expanding their word knowledge. The teacher performs reading comprehension reviews and exams, and students continue to work in the same group and answer the questions that the teacher has supplied for every meeting, the teacher will always question the vocabulary that has been learned the previous day so that they always remember the vocabulary they learn.

At the end of the meeting, the researcher provided feedback to the student on the learning process. The researcher motivates and informs students about the activities in the next meeting. Before praying, the researcher gave an Ice Breaking to made the students didn't bored. After finish, the researcher closed the material by praying together.

b) The second meeting

The second meeting was conducted on September, 19th 2021 from 08.40 until 10.25 am and

followed by 24 students. Same as the first metting, the second meeting was started by praying, greeting, and checking the attendance list, and asking the condition of the students. Afterward, the researcher gave the material of the descriptive text again.

Continuing the material at the first meeting, the researcher asking again the students about the descriptive text. Some of the students forgot and some of the students has known the definition of descriptive text. Secondly, the researcher explained the definition, generic structure, and social function of descriptive text. After that, the researcher gave the example of descriptive text.

After that, the researcher explained Vocabulary Self Collection Strategy. The researcher gave the text with the title "Monkey" to students. After that students read the text. The researcher asked students to look for words they don't understand or that they find difficult. Then, the teacher divides the class into four to five groups and assigns each group to work on specific material. A group of students decides the words to emphasize in the text selection by working together. Then The teacher introduces the activity by modeling step 2 using a word from the text selection. After that, the

teacher instructs each team to deliver the term they chose to the entire class. Each team's spokesman recognizes the selected term and reacts to it. During the team presentations, the teacher facilitates the discussion, writes the nominated words on the board with their meanings. The teacher asks the students to write all the nominated words and definitions down in their notebooks. By discussing the substance of the book with a focus on the vocabulary they has studied together, the teacher assists students in expanding their word knowledge. The teacher performs reading comprehension reviews and exams, and students continue to work in the same group and answer the questions that the teacher has supplied for every meeting, the teacher will always question the vocabulary that has been learned the previous day so that they always remember the vocabulary they learn.

At the end of the meeting, the researcher provided feedback to the student on the learning process. The researcher motivates and informs students about the activities in the next meeting. Before praying, the researcher gave an Ice Breaking to made the students didn't bored. After finish, the researcher closed the material by praying together.

c) The third meeting

The second meeting was conducted on September 25th, 2021 at 08.15- 10.20 am. This meeting used post-test 2 at the end of cycle 2 after the students given the action. The researcher explained again about Vocabulary Self Collection Strategy.

The activities continued by giving some further explanation about Descriptive Text on how to apply the Vocabulary Self-Collection Strategy to understand. The researcher gives a text "Pink Brach" to students. Students read the text.

The researcher asked students to look for words they don't understand or that they find difficult. Then, the teacher divided the class into four to five groups and assigns each group to work on specific material. A group of students decided the words to emphasize in the text selection by working together. Then the teacher introduces the activity by modeling step 2 using a word from the text selection. After that, the teacher instructs each team to deliver the term they chose to the entire class. Each team's spokesman recognizes the selected term and reacts to it. During the team presentations, the teacher facilitates the discussion, writes the nominated

words on the board with their meanings. The teacher asks the students to write all the nominated words and definitions down in their notebooks. By discussing the substance of the book with a focus on the vocabulary they has studied together, the teacher assists students in expanding their word knowledge. The teacher performs reading comprehension reviews and exams, and students continue to work in the same group and answer the questions that the teacher has supplied for every meeting, the teacher will always question the vocabulary that has been learned the previous day so that they always remember the vocabulary they learn.

After giving the treatment twice in cycle 2, the researcher gave an evaluation 2 and after all the process studying was done, the teacher gave post-test to the students. The test was multiple choices. There were ten questions. It was the same type with cycle 1 But differents questions. In this meeting, almost all of the students could answer well. The result of evaluation II and post test II could be seen on the diagram below :

Figure 6
The Result of Students in Evaluation 2
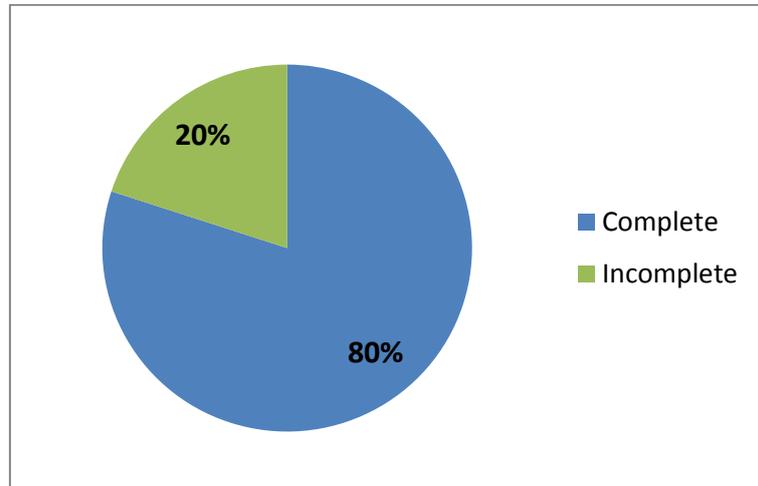
Based on the result of students score in evaluation 2 above, it could be inferred that 80% students were successful and 20% other students were not successful.

Figure 7
The Result of Students in Post-Test
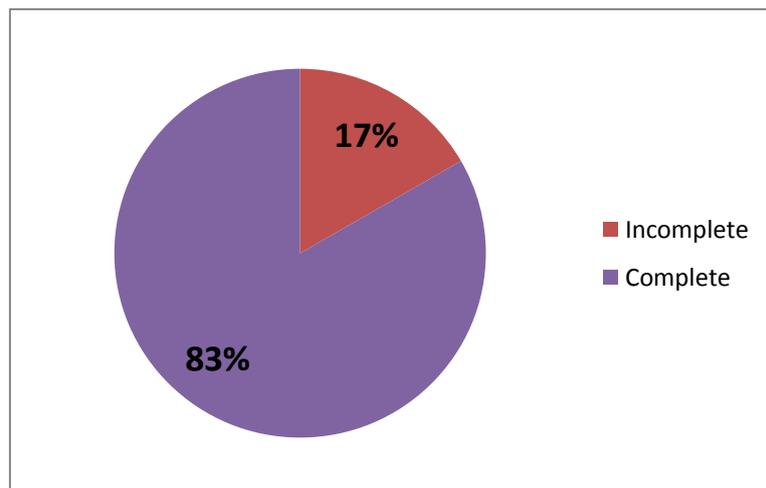
From the result of post-test, it could be inffered that 83% students were successful and 17% other students were not successful. At the end the researcher got the

conclusion, the result of percentages was higher than the cycle 1.

3) Observing

In this step, the researcher presented the material by Vocabulary Self-Collection Strategy. In the learning process, there were also three indicators used to know the students' activities like in the learning process previously. Based on the result of the observation sheet in cycle 2, the researcher indicated that the learning process in cycle 2 was successful. The result of score students learning activities observation, as follow:

Figure 8
The Result of Students Score Learning Activites in Cycle II
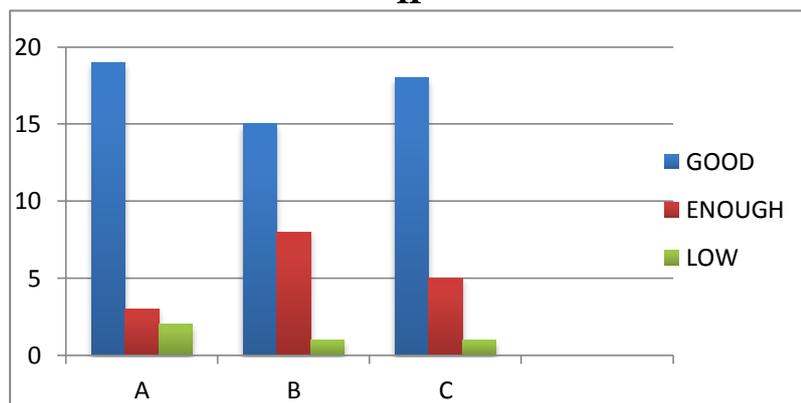
The diagram above showed that the student's activity in cycle 2 was improved. The student's activity that had a high total was the students to able the comprehension to reading text ,then the students paying attention to teacher explanation , asking/ answering the teacher questions, and being active in

the group. Based on the result above, the researcher indicated that the learning process in cycle 2 was successful than the previous cycle.

4) Reflecting

From the result of the learning process in cycle II the researcher analyzed that generally by Vocabulary Self-Collection Strategy, the students reading comprehension would improve. At the end of this cycle, the researcher and collaborator analyzed and calculated all the processes like student's evaluation II scores, post-test, and observation of students learning activities.

From the table above, it could be seen that grade of the students in post-test is very various. It could be inferred that 20 students were successful and 4 other students is not successful. From the post-test results, the researcher got the average of 75. It was higher than pre-test in cycle 1. It means that the indicator of success of this research had been achieved that was 20 students got score ≥60. It indicated that the students reading comprehension was improved

B. Interpretation

Figure 9
The result of Pre-test, Evaluation 1, Evaluation 2, and Post-test
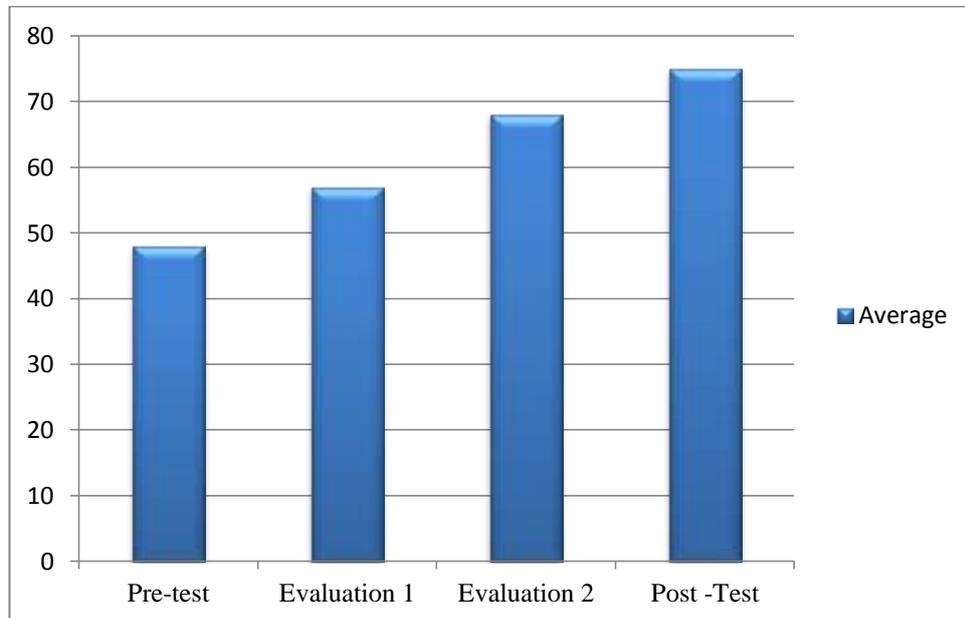
Reading would be easier to understanding when it is supported by the appropriate teaching strategy because the lesson took more concrete for students and the students has to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in the learning process.

The researcher assumes that teaching reading comprehension by using Vocabulary Self-collection Strategy can Improve Reading Comprehension. Vocabulary Self-Collection Strategy is a strategy for measuring students reading comprehension by using text. Therefore, it has proved that strategy could be an interesting strategy to teaching reading comprehension.

1. **The results of students learning**

   a. Result of student score in Pre-Test

      In this phase, the researcher presented the pre-test to measure the student's ability before implementing the treatment. The researcher obtained the data through the test from multiple choice which was complimented for 90 minutes. It was done on September 25th, 2021. The result of the pre-test showed that most of the students got difficulty doing the test. Based on the pre-test result it could be inferred that 16 students were not successful and eight other students were successful. The successful students were those who got the minimum Mastery Criteria a tMTS Darul Amal at least 60.

   b. Result of student score in evaluation1

      In this research, to know the student's reading comprehension after implementing the treatment the researcher conducted the evaluation 1. it was done on September 12, 2021. Based on the result of evaluation 1, it could be seen that 13 students got scores up to the standard, and 11 students got scores less than the standard. It was higher than the result of the pre-test. The criterion of the students who were successful in mastering the material should get minimum mastery criteria, at least 60. The learning process was said successful when 70% of students got grades>60. The fact showed that the result was unsatisfactory.

c. Result of student score in evaluation II

In this phase, the researcher continued to cycle 2because the score of evaluation 1 in cycle I did not fulfill the Minimum Mastery Criteria yet, which was only 54% passed the Minimum Mastery Criteria. The researcher presented the evaluation 2 to measure the student's ability after implementing the treatment. The researcher obtained the data through a test in the form of a multiple-choice test which was complimented for 45 minutes. It could be seen that the grade of the students in evaluation 2 is various. It could be inferred that 20 students were successful and 04 other students were not successful. From the evaluation II results, the researcher got an average score is 68. It was higher than the evaluation 1 in cycle 1. It means that the indicator of the success of this research had been achieved that was >70% students got to grade 60. It indicated that the student's reading comprehension were improved.

d. Result of post-test

In this phase, the researcher presented the post-test to measure the student's ability after implementing the treatment. The researcher obtained the data through the test from multiple choice which complimented for 90 minutes. It was done on September 25th, 2021. The result of the post-test showed that most of the students got big scores than pre-test. Based on the post-test result it could be inferred that 02 students were not successful and 22 other students were

successful. The successful students were those who got the minimum Mastery Criteria atMTS Darul Amal at least 60.

e. Comparison of grade in Pre-test and Post test

English learning process was successful in cycle II. While the score of the students in post-test was higher than pre-test. Moreover, in cycle II the student's average score was higher than in cycle I. The following was the diagram of illustration scores in cycle I and cycle II.

Figure 10
The Comparison of Pre-test and Post-Test
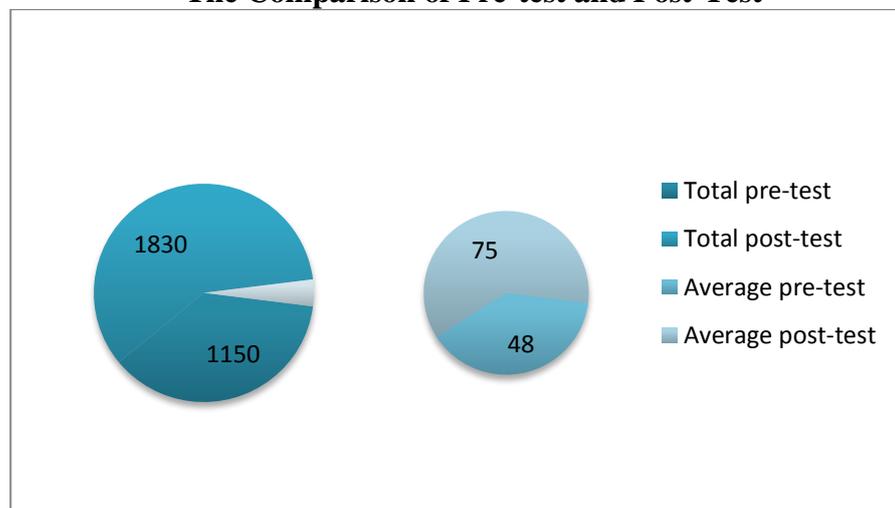
Based on the result of the diagram of pre-test, post-test, it was known that there was a positive significant improvement in the student's scores. It could be seen from the students' score total Pre-test and Post-test. The average score is from 48 to 75. Therefore the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

C. **Discussion**

In the teaching reading comprehension to the students' of MTS Darul A'mal Metro especially in students of VII O class, based on the pre-survey there are some problems like some students have unsatisfied reading comprehension and was difficult in determining the main ideas. The researcher chose Vocabulary Self-Collection Strategy to improve the students' reading comprehension.

The researcher used this strategy to identify the students' knowledge and understanding of the reading process. Therefore, it is proved that the implementation of the Vocabulary Self-Collection Strategy Improve students' learning activities. Therefore, Vocabulary Self-Collection Strategy hopefully is useful in the learning activities.

Based on the explanation of cycle 1 and cycle 2, it can be shown that the used of vocabulary Self-Collection Strategy could improve the students ' reading comprehension. There is progress from the students get scores ≥ 60 from the pre-test, evaluation 1, evaluation 2, and post-test. It is inferred that there is an improvement in the students' complete score and the total score of the students who passed the least from pre-test, evaluation I, evaluation 2 and post-test. From the explanation, the researcher concludes that the research is successful, and it can be stopped in cycle II because the indicator of success 70% of students got score ≥ 60 are reached.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two-cycle, the researcher would like to describe the conclusion that the reading comprehension could be improved through the Vocabulary Self-Collection strategy at MTS Darul A'mal Metro, as follows :

1. Vocabulary Self-Collection Strategy can improve reading comprehension at 7th graders of MTS Darul Amal Metro. It can be seen in the progress from pre-test to cycle I and cycle II. The average score from pre-test 48 to evaluation 1 in cycle is 57, in evaluation II cycle II is 68 and became 75 in post test. In cycle I, 11 students passed the test. Moreover, in cycle II 20 students got a score >60. It means that the result of cycle II had already achieved the indicator of success that was 70% of the students achieve the Minimum Mastery Criteria (MMC) .

2. Vocabulary Self-Collection Strategy can improve reading comprehension at 7th graders of MTS Darul Amal Metro. The student's activity in the implementation of the cycle I and cycle II is very active and satisfied in reading comprehension. It means that Vocabulary Self-Collection Strategy can improve the students reading comprehension. The student's activity in cycle I and cycle II improve significantly.

B. Suggestion

Based on the conclusion above, there is some suggestion indeed for the improvement of teaching and learning process, as follows :

1. **For english teacher**

   a. This strategy is good in English learning especially in reading because it can improve students reading comprehension.

   b. The teacher should gave motivation to the students to be active in the learning process.

2. **For the students**

   It is suggested to the students to be more active in the learning process in the class and improve their ability in reading comprehension so they can be successful in English learning.

3. **For other writers**

   This strategy will be reference to improve reading comprehension

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : MTS Darul A'mal Metro

Mata Pelajaran   : Reading Comprehension

Kelas/Semester   : VII/Ganjil

Materi   : Descriptive Text

Aspek/Skill   : Membaca

Alokasi Waktu   : 1 x 90 menit

A. Kompotensi Inti

KI.1   Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2   Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI.3   Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4   Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapain Kompetensi

1.   Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

2.   Menunjukkan perilaku santun dan peduli dalam melaksanakan

komunikasi interpersonal dengan guru dan teman

3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social *Descriptive text* , sesuai dengan konteks penggunaannya

4. Menyusun teks lisan dan tulis untuk *Descriptive Text*, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial Descriptive text, sesuai dengan konteks penggunaannya

2. Menyusun teks tulis untuk *descriptive text* dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

3. Mampu menerapkan sistem komunikatif intepersonal dengan guru dan teman

4. Menerapkan sistem semangat belajar untuk dapat menguasai bahasa internasional

D. Materi Pembelajaran

Teks lisan dan tulis yang menyatakan dan menanyakan tentang *Descriptive Text*

Fungsi sosial

Mampu mendeskripsikan benda, tumbuha, hewan, orang, tempat, dll secara mandiri/ berkelompok disekitar guna mendekatkan hubungan interpersonal dengan guru dan teman

Struktur teks

a. Identification;

Membahasa tentang Topik apa yang akan dibahas, contoh *My Favorite Food*

b. Description

Berisi tentang gambaran suatu objek mengenai detail objek tersebut seperti keadaan fisik objek asal usul hingga fakta fakta lainnya,

- It is ice
- It has sweet taste

  Etc…

(1) Descriptive text adalah bentuk teks yang berisi gambaran tentang suatu objek, tujuan nya yaitu untuk mendeskripsikan atau menggambarkan suatu objek khusus.

(2) Descriptive text menggunakan simple present tense. Tenses ini digunakan karena dalam descriptive teks guru/ siswa akan menjelaskan suatu fakta atau kebenaran yang terdapat dalam suatu hal atau orang

(3) Menggunakan banyak kata sifat (adjective), karena dalam descriptive text guru/siswa akan menjelaskan sifat sifat dari suatu benda, manusia atau binatang

(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

(6) Akan sering menjumpai banyak kata "is" atau relating verb (kata kerja penghubung) dalam descriptive text. Karena "is" ituberarti "adalah" yang mengarahkan pada penjelasan benda, orang atau binatang yang sedang dijelaskan.

(7) Descriptive text hanya focus pada satu objek

Topik

Berbagai hal terkait dengan tindakan/ kejadian yang sedang dilakukan/ berlangsung selama proses pembelajaran, di dalam dan di luar kelas, maupun di lingkungan sekitar.

E. Metode Pembelajaran

1. Pendekatan   : Scientific
2. Model   : *Discovery Learning*
3. Metode   : Diskusi mandiri/kelompok

F. Media, alat dan sumber pembelajaran

1. Media   : Kertas bacaan
2. Alat/Bahan   : Buku, pulpen
3. Sumber Belajar   :

- Lembar Teks wajib
- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
- Contoh peragaan dalam bentuk bacaan yang dibawa dari guru
- Contoh interaksi tertulis
- Contoh teks tertulis
- Sumber dari internet:
  - www.dailyenglish.com
  - http://americanenglish.state.gov/files/ae/resource_files
  - http://learnenglish.britishcouncil.org/en/

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Persiapan psikis dan fisik membuka pelajaran dengan mengucapkan salam dan berdoa bersama 2. Menginformasikan tujuan yang akan dicapai selama pembelajaran 3. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran 4. Memberi motivasi siswa untuk aktif dalam proses pembelajaran dengan menyanyikan lagu	10
Inti	**Mengamati** • Siswa mendengarkan beberapa contoh kalimat/ungkapan Descriptive text yang	40

| | dapat meningkatkan kosa kata bahasa inggris. Seperti mendeskripsikan suatu benda, orang atau tumbuhan disekitar. Contoh PET, Guru akan mendeskripsikan hewan tersebut menggunakan bahasa inggris, kemudian siswa akan mendengarkan dan menangkap kosa kata baru yang diucapkan dari guru tersebut, kemudian siswa mencatat kata kata yang tidak dipahami untuk kemudian ditanyakan.
• Siswa mengikuti kalimat/ungkapan menyatakan dan menanyakan benda/ hewan/orang/tumbuhan, dll disekitar .
Menanya
• Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar descriptive text dengan text lainnya dalam berbagai konteks
Mengeksplorasi
• Siswa membaca contoh-contoh kalimat Descriptive text dari sumber lain.
• Siswa melengkapi dan membuat kalimat dengan kata yang tepat.
• Siswa menyatakan dan menanyakan materi yang sedang dilakukan/berlangsung saat ini menggunakan Bahasa Inggris dalam konteks simulasi, tanya jawab dan kegiatan lain yang terstruktur
Mengasosiasi
• Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi Descriptive text , struktur teks, dan unsur kebahasaan, serta format penulisannya.
• Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.
• Siswa menyimpulkan hasil analisisnya terkait Fungsi social, struktur teks dan unsur kebahasaan dari kalimat/ungkapan Descriptive text
Mengomunikasikan
• Siswa menyatakan dan menanyakan Descriptive text dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya .
• Siswa menulis catatan kecil untuk mengungkapkan pengalaman yang mereka | |

	peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya	
Penutupan	1. Bersama-sama dengan peserta didik membuat rangkuman/kesimpulan 2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan 3. Memberikan umpan balik terhadap proses dan hasil pembelajaran. 4. Diadakan Tes Tulis terhadap siswa 5. Ice breaking continued the word 6. Doa Tutup.	40

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : MTS Darul A'mal Metro

Mata Pelajaran   : Reading Comprehension

Kelas/Semester   : VII/Ganjil

Materi   : Descriptive Text

Aspek/Skill   : Membaca

Alokasi Waktu   : 1 x 90 menit

A. Kompotensi Inti

KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapain Kompetensi

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

2. Menunjukkan perilaku santun dan peduli dalam melaksanakan

komunikasi interpersonal dengan guru dan teman

3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social *Descriptive text* , sesuai dengan konteks penggunaannya

4. Menyusun teks lisan dan tulis untuk *Descriptive Text*, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial Descriptive text, sesuai dengan konteks penggunaannya

2. Menyusun teks tulis untuk *descriptive text* dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

3. Mampu menerapkan sistem komunikatif intepersonal dengan guru dan teman

4. Menerapkan sistem semangat belajar untuk dapat menguasai bahasa internasional

D. Materi Pembelajaran

Teks lisan dan tulis yang menyatakan dan menanyakan tentang *Descriptive Text*

Pink Beach

Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell. At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

Fungsi sosial

Mampu mendeskripsikan benda, tumbuha, hewan, orang, tempat, dll secara mandiri/ berkelompok disekitar guna mendekatkan hubungan interpersonal dengan guru dan teman

Struktur teks

c. Identification;

   Membahasa tentang Topik apa yang akan dibahas, contoh *PINK BEACH*

d. Description

   Berisi tentang gambaran suatu objek mengenai detail objek tersebut seperti keadaan fisik objek asal usul hingga fakta fakta lainnya,

   - His colour is...

     Etc…

   (1) Descriptive text adalah bentuk teks yang berisi gambaran tentang suatu objek, tujuan nya yaitu untuk mendeskripsikan atau menggambarkan suatu objek khusus.

   (2) Descriptive text menggunakan simple present tense. Tenses ini digunakan karena dalam descriptive teks guru/ siswa akan menjelaskan suatu fakta atau kebenaran yang terdapat dalam suatu hal atau orang

   (3) Menggunakan banyak kata sifat (adjective), karena dalam descriptive text guru/siswa akan menjelaskan sifat sifat dari suatu benda, manusia atau binatang

   (4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

   (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

   (6) Akan sering menjumpai banyak kata "is" atau relating verb (kata kerja penghubung) dalam descriptive text. Karena "is" ituberarti "adalah" yang mengarahkan pada penjelasan benda, orang atau binatang yang sedang dijelaskan.

(7) Descriptive text hanya focus pada satu objek

Topik

Berbagai hal terkait dengan tindakan/ kejadian yang sedang dilakukan/ berlangsung selama proses pembelajaran, di dalam dan di luar kelas, maupun di lingkungan sekitar

E. Metode Pembelajaran

   1. Pendekatan   : Scientific

   2. Model   : *Discovery Learning*

   3. Metode   : Diskusi mandiri/kelompok

F. Media, alat dan sumber pembelajaran

   4. Media   : Kertas bacaan

   5. Alat/Bahan   : Buku, pulpen

   6. Sumber Belajar   :

- Lembar Teks wajib
- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
- Contoh peragaan dalam bentuk bacaan yang dibawa dari guru
- Contoh interaksi tertulis
- Contoh teks tertulis
- Sumber dari internet:
  - www.dailyenglish.com
  - http://americanenglish.state.gov/files/ae/resource_files
  - http://learnenglish.britishcouncil.org/en/

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Persiapan psikis dan fisik membuka pelajaran dengan mengucapkan salam dan berdoa bersama 2. Menginformasikan tujuan yang akan dicapai selama pembelajaran	5

	3. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran 4. Memberi motivasi siswa untuk aktif dalam proses pembelajaran dengan menyanyikan lagu	
Inti	**Mengamati** • Siswa mendengarkan beberapa contoh kalimat/ungkapan Descriptive text yang dapat meningkatkan kosa kata bahasa inggris. Seperti mendeskripsikan suatu benda, orang atau tumbuhan disekitar. Contoh PET, Guru akan mendeskripsikan hewan tersebut menggunakan bahasa inggris, kemudian siswa akan mendengarkan dan menangkap kosa kata baru yang diucapkan dari guru tersebut, kemudian siswa mencatat kata kata yang tidak dipahami untuk kemudian ditanyakan. • Siswa mengikuti kalimat/ungkapan menyatakan dan menanyakan benda/ hewan/orang/tumbuhan, dll disekitar . **Menanya** • Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar descriptive text dengan text lainnya dalam berbagai konteks **Mengeksplorasi** • Siswa membaca contoh-contoh kalimat Descriptive text dari sumber lain. • Siswa melengkapi dan membuat kalimat dengan kata yang tepat. • Siswa menyatakan dan menanyakan materi yang sedang dilakukan/berlangsung saat ini menggunakan Bahasa Inggris dalam konteks simulasi, tanya jawab dan kegiatan lain yang terstruktur **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi Descriptive text , struktur teks, dan unsur kebahasaan, serta format penulisannya. • Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa menyimpulkan hasil analisisnya terkait Fungsi social, struktur teks dan unsur	45

	kebahasaan dari kalimat/ungkapan Descriptive text **Mengomunikasikan** • Siswa menyatakan dan menanyakan Descriptive text dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya . • Siswa menulis catatan kecil untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya	
Penutupan	1. Bersama-sama dengan peserta didik membuat rangkuman/kesimpulan 2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan 3. Memberikan umpan balik terhadap proses dan hasil pembelajaran. 4. Diadakan Tes Tulis terhadap siswa 5. Memberikan tugas individu sebagai pekerjaan rumah. 6. Ice breaking continued the word 7. Doa Tutup.	10

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah   : MTS Darul A'mal Metro

Mata Pelajaran   : Reading Comprehension

Kelas/Semester   : VII/Ganjil

Materi   : Descriptive Text

Aspek/Skill   : Membaca

Alokasi Waktu   : 1 x 90 menit

A. Kompotensi Inti

KI.1   Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2   Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI.3   Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4   Mengolah,   menyaji,   dan   menalar   dalam   ranah   konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapain Kompetensi

1.   Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

2.   Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

3.   Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan

fungsi social *Descriptive text* , sesuai dengan konteks penggunaannya

4.   Menyusun teks lisan dan tulis untuk *Descriptive Text*, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial Descriptive text, sesuai dengan konteks penggunaannya

2. Menyusun teks tulis untuk *descriptive text* dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

3. Mampu menerapkan sistem komunikatif intepersonal dengan guru dan teman

4. Menerapkan sistem semangat belajar untuk dapat menguasai bahasa internasional

D. Materi Pembelajaran

Teks lisan dan tulis yang menyatakan dan menanyakan tentang *Descriptive Text*

Fungsi sosial

Mampu mendeskripsikan benda, tumbuha, hewan, orang, tempat, dll secara mandiri/ berkelompok disekitar guna mendekatkan hubungan interpersonal dengan guru dan teman

Struktur teks

a. Identification;

Membahasa tentang Topik apa yang akan dibahas, contoh *Gift From My Father*

b. Description

Berisi tentang gambaran suatu objek mengenai detail objek tersebut seperti keadaan fisik objek asal usul hingga fakta fakta lainnya,

- His size is as big as the palm of my hand

- His name is ross

  Etc…

1) Descriptive text adalah bentuk teks yang berisi gambaran tentang suatu objek, tujuan nya yaitu untuk mendeskripsikan atau menggambarkan suatu objek   khusus.

2) Descriptive text menggunakan simple present tense. Tenses ini digunakan karena dalam descriptive teks guru/ siswa akan menjelaskan suatu fakta atau kebenaran yang terdapat dalam suatu hal atau orang

3) Menggunakan banyak   kata sifat (adjective), karena dalam descriptive text guru/siswa akan menjelaskan sifat sifat dari suatu benda, manusia atau binatang

4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

6) Akan sering menjumpai banyak kata "is" atau relating verb (kata kerja penghubung) dalam descriptive text. Karena "is" ituberarti "adalah" yang mengarahkan pada penjelasan benda, orang atau binatang yang sedang dijelaskan.

7) Descriptive text hanya focus pada satu objek

Topik

Berbagai hal terkait dengan tindakan/ kejadian yang sedang dilakukan/ berlangsung selama proses pembelajaran, di dalam dan di luar kelas, maupun di lingkungan sekitar.

E. Metode Pembelajaran

1. Pendekatan   : Scientific
2. Model   : *Discovery Learning*
3. Metode   : Diskusi mandiri/kelompok

F. Media, alat dan sumber pembelajaran

1. Media   : Kertas bacaan

2. Alat/Bahan   : Buku, pulpen

3. Sumber Belajar   :

- Lembar Teks wajib

- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat

- Contoh peragaan dalam bentuk bacaan yang dibawa dari guru

- Contoh interaksi tertulis

- Contoh teks tertulis

- Sumber dari internet:

  ➢ www.dailyenglish.com

  ➢ http://americanenglish.state.gov/files/ae/resource_files

  ➢ http://learnenglish.britishcouncil.org/en/

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Persiapan psikis dan fisik membuka pelajaran dengan mengucapkan salam dan berdoa bersama 2. Menginformasikan tujuan yang akan dicapai selama pembelajaran 3. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran 4. Memberi motivasi siswa untuk aktif dalam proses pembelajaran dengan menyanyikan lagu	10
Inti	**Mengamati** • Siswa mendengarkan beberapa contoh kalimat/ungkapan Descriptive text yang dapat meningkatkan kosa kata bahasa inggris. Seperti mendeskripsikan suatu benda, orang atau tumbuhan disekitar. Contoh PET, Guru	40

	akan mendeskripsikan hewan tersebut menggunakan bahasa inggris, kemudian siswa akan mendengarkan dan menangkap kosa kata baru yang diucapkan dari guru tersebut, kemudian siswa mencatat kata kata yang tidak dipahami untuk kemudian ditanyakan. • Siswa mengikuti kalimat/ungkapan menyatakan dan menanyakan benda/ hewan/orang/tumbuhan, dll disekitar . **Menanya** • Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar descriptive text dengan text lainnya dalam berbagai konteks **Mengeksplorasi** • Siswa membaca contoh-contoh kalimat Descriptive text dari sumber lain. • Siswa melengkapi dan membuat kalimat dengan kata yang tepat. • Siswa menyatakan dan menanyakan materi yang sedang dilakukan/berlangsung saat ini menggunakan Bahasa Inggris dalam konteks simulasi, tanya jawab dan kegiatan lain yang terstruktur **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi Descriptive text , struktur teks, dan unsur kebahasaan, serta format penulisannya. • Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa menyimpulkan hasil analisisnya terkait Fungsi social, struktur teks dan unsur kebahasaan dari kalimat/ungkapan Descriptive text **Mengomunikasikan** • Siswa menyatakan dan menanyakan Descriptive text dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan	

	sekitar sesuai dengan konteksnya . • Siswa menulis catatan kecil untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya	
Penutupan	1. Bersama-sama dengan peserta didik membuat rangkuman/kesimpulan 2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan 3. Memberikan umpan balik terhadap proses dan hasil pembelajaran. 4. Diadakan Tes Tulis terhadap siswa 5. Ice breaking continued the word 6. Doa Tutup.	40

SUBJECT   : ENGLISH (READING COMPREHENSION)

CLASS   : VII O

TIME ALLOCATION   : 45 MINUTES

Direction :

- **Please write your name and class on the answer sheet!**
- **Please be honest !**

Instruction :

- **Please read the descriptive text in the sheet !**
- **Choose the correct answer !**

My Pet

Most people in the world have a pet. I also have it. My pet is a dog, named Dimo. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

1. Dimo's eyes are ….
   A. Black
   B. White
   C. Brown
   D. Dark brown

2. The writer got the pet from ….
   A. His neighbor
   B. A pet shop
   C. His friend
   D. His mother

3. What is the text about.....

    A. My lovely dog

    B. My best friend

    C. My pet shop

    D. My friends

4. Dimo is...

    A. Dog

    B. Cat

    C. Rabbit

    D. Crocodile

5. Dog is...

    A. Pet

    B. People

    C. Flower

    D. Tree

Read the following text and answer question 6-10.

My Dogs

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

5.What kind of text is the text above?
    a.recount
    b.descriptive
    c.narrative
    d.report

6. The generic structure of the text is ….

    a. Description – identification

    b. Identification – description

    c. Orientation – events – Reorientation

    d. Reorientation – events – Orientation

7."She has <u>long</u> and thick fur". The antonym of the underlined word is…

    a.Heavy   b. Length

    c.short   d. Fragnant

8. How many dogs does the writer have?

    a.1   c. 3

    b. 2   d. 4

9.What does Casper look like?

    a.Short with long body and strong legs

    b. Brown, with long and thick fur

    c. Slim body, long legs

    d. Thin fur and dots

10.Why does the writer call the collie, Brownie? The writer calls the collie, Brownie because ….

    a.she like brownies

    b.she has brown ear

    c.she has brown fur

    d.she has black fur

SUBJECT   : ENGLISH (READING COMPREHENSION)

CLASS   :VII O

TIME ALLOCATION   : 45 MINUTES

Direction :

- **Please write your name and class on the answer sheet!**
- **Please be honest !**

Instruction :

- **Please read the descriptive text in the sheet !**
- **Choose the correct answer !**

PETER

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. "Peter is interested in sports very much, and at school he plays football and tennis."

    The underlined phrase can be replaced by ….

A. Dislike sport

B. Really likes sport

C. Hates sport very much

D. Finds sport not really entertaining

2. "He is fourteen years old . . . Than me."

The underlined word refers to ….

A. Peter

B. The writer

C. The writer's brother

D. the writer's family

3. "But he usually does what he is asked to do." The underlined phrase means

…

A. He does anything he wants.

B. He always asks.

C. He is lazy.

D. He is diligent.

4. What is the text mostly about?

A. Peter

B. Peter's hobby

C. Peter's family

D. peters' elder brother

5. From the text, we may conclude that….

A. Many people do not like Peter.

B. People is older that the writer.

C. Peter is a welcoming person.

D. Peter is not diligent at all.

6. It is implied in the passage that ….

A. Peter is naughty.

B. Peter is lazy.

C. Peter is unfriendly.

D. Peter is diligent.

7. According to the passage, we know that Peter is ….

A. The writer's youngest brother

B. The writer's elder brother

C. A naughty boy

D. A friendly boy

8. Which of the following statement is not true about Peter?

A. He has long and straight hair.

B. He has bright eyes.

C. He is interested in sports.

D. He plays football and tennis.

9. The writer is … years old.

A. Fourteen

B. Sixteen

C. Eighteen

D. Nineteen

10. How old is Peter? He is … years old.

A. Four

B. Fourteen

C. Forty

D. Ten

EVALUATION II INSTRUMENT

SUBJECT   : ENGLISH (READING COMPREHENSION)

CLASS   : VII O

TIME ALLOCATION   : 20 MINUTES

Direction :

- **Please write your name and class on the answer sheet!**
- **Please be honest !**

Instruction :

- **Please read the descriptive text in the sheet !**
- **Choose the correct answer !**

Pink Beach

Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell. At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

1. What is the color of the beach....

   c. Blue

   d. Pink

   e. Purple

   f. Black

2. Where is located of the beach....

   a. Nusa tenggara timur

   b. Nusa tenggara barat

   c. Kalimantan timur

   d. Kalimantan barat

3. The pink color of its beach is a mixture of...

   a. Pinkk sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell

   b. Black sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell

   c. Yellow sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell

   d. Purple sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell

4. This place is a proper spot for snorkeling and diving.....

   The meaning of the underline is ....

   a. Sea

   b. Village

   c. City

   d. Beach

5. The beach is called Pink Beach because ...

   a. The sand beach is blue

b. The sand beach is brown

c. The sand beach is pink

d. The sand beach is black

Read the text nfor number 6-10!

My bedroom

Let me tell you about my bedroom. There are many kinds of furniture in my bedroom. In the centre of my room, there is my bed. The bed is made of wood. There is a nice bed cover and a warm blanket for my bed. On the right side of my bed, there is a wardrobe. I put my clothes in it. On the left side of my bed, there is a bookshelf. I put my books there. There IS a table and a chair next to the shelf. I usually sit there to study. On the table, there is a desk lamp. When I study in the evening, I always turn on the lamp. There is also an alarm clock on my table. I set the alarm in the evening before I go to bed. It wakes me up in the morning. I always clean my bedroom every day. I arrange things neatly to make my bedroom comfortable to live in.

6. What is the bed like...
   a. A cozy wooden bedroom
   b. In the center of the room
   c. Nice and large
   d. Small but nice

7. Where is the location of the desk lamp..
   a. On the table
   b. Next to bed
   c. Next to table
   d. Behind on the oclock

8. What is the function of the alarm clock
   a. To playing
   b. To sleeping
   c. To wake the writer up in the morning

d. To wake the writer in the afternoon

9. On the table there is...

    a. A desk lamp

    b. A milk

    c. A cup of coffe

    d. A book

10. He set the alarm in the evening before...

    a. He go to toilet

    b. He go to bed

    c. He go to kitchen

    d. He go to supermarket

SUBJECT   **: ENGLISH (READING COMPREHENSION)**

CLASS   **: VII O**

TIME ALLOCATION   **: 30 MINUTES**

Direction :

- **Please write your name and class on the answer sheet!**
- **Please be honest !**

Instruction :

- **Please read the descriptive text in the sheet !**
- **Choose the correct answer !**

My classroom

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

1."My classroom is very <u>big</u> ". The underlined word ..

  a.Large

  b.Great

  c.Fat

  d.Clean

2.Where does the teacher sit ?

  a.In front of the classroom

  b.Behind the whiteboard.

  c.Behind the table

  d.Under the map

3.Where is the whiteboard ?

   a.behind the table

   b.Beside the teacher

   c.Behind the wall

   d.Behind the teacher

4.Does the writer like his class very much ?

   a.No, it is not

   b.yes, it is

   c.yes, I am

   d.yes, he is

Read the following text and answer question 5-11.

My dogs

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

5.What kind of text is the text above?

   a.recount

   b.descriptive

   c.narrative

   d.report

6. The generic structure of the text is ….

   a.description – identification

   b. Identification – description

   c. Orientation – events – Reorientation

   d. Reorientation – events – Orientation

7.“She has <u>long</u> and thick fur”. The antonym of the underlined word is…

    a.Heavy

    b.Length

    c.short

    d.fragnant

8. How many dogs does the writer have?

    a.1

    b.2

    c.3

    d.4

9.What does Casper look like?

    a.Short with long body and strong legs

    b. Brown, with long and thick fur

    c. Slim body, long legs

    d. Thin fur and dots

10.Why does the writer call the collie, Brownie? The writer calls the collie,

    Brownie

    because ….

    a.she like brownies

    b.she has brown ear

    c.she has brown fur

    d.she has black fur

Table 4
Students' Pre-Test Score

No	Name	Score Total	Criteria
1	AL	30	Incomplete
2	BAY	40	Incomplete
3	CAA	60	Complete
4	DEI	60	Complete
5	DLD	50	Incomplete
6	DNM	60	Complete
7	EES	50	Incomplete
8	FKM	60	Complete
9	LAN	60	Complete
10	MAS	40	Incomplete
11	NDA	30	Incomplete
12	NPD	40	Incomplete
13	NAH	30	Incomplete
14	NHB	70	Complete
15	RA	40	Incomplete
16	SA	50	Incomplete
17	SA	40	Incomplete
18	SA	50	Incomplete
19	UK	40	Incomplete
20	VM	30	Incomplete
21	WM	40	Incomplete
22	ZKW	70	Complete
23	ZSP	50	Incomplete
24	ZS	60	Complete
	Total	**1150**	
	Average	**48**	
	High Score	**70**	
	Low Score	**30**	

Table 5
Frequency of Students' Score in Pre-test

No	Score	Frequency	Percentage	Category
1	>60	8	33%	Complete
2	≤60	16	67%	Incomplete
	Total	**24**	**100%**	

Source: The result of Pre-test on september, 04th 2021

Table 6
Students' Evaluation I Score (Cycle 1)

No	Name	Score Total	Criteria
1	AL	50	Incomplete
2	BAY	50	Incomplete
3	CAA	70	Complete
4	DEI	70	Complete
5	DLD	50	Incomplete
6	DNM	70	Complete
7	EES	50	Incomplete
8	FKM	70	Complete
9	LAN	60	Complete
10	MAS	50	Incomplete
11	NDA	50	Incomplete
12	NPD	50	Incomplete
13	NAH	50	Incomplete
14	NHB	70	Complete
15	RA	50	Incomplete
16	SA	70	Complete
17	SA	50	Incomplete
18	SA	60	Complete
19	UK	50	Incomplete
20	VM	50	Incomplete
21	WM	50	Incomplete
22	ZKW	60	Complete
23	ZSP	70	Complete
24	ZS	70	Complete
	Total	**1390**	
	Average	**57**	
	High Score	**70**	
	Low Score	**40**	

Table 7
Frequency of Students' Score in Evaluation 1

No	Score	Frequency	Percentage	Category
1	>60	11	46%	Complete
2	≤60	13	54%	Incomplete
	Total	**24**	**100%**	

Source: The result score of reading in evaluation 1 on september, 12th 2021

Table 8
The Students' Score of Evaluation 2 (Cycle II)

No	Name	Score Total	Criteria
1	AL	60	Complete
2	BAY	70	Complete
3	CAA	80	Complete
4	DEI	80	Complete
5	DLD	50	Incomplete
6	DNM	70	Complete
7	EES	70	Complete
8	FKM	90	Complete
9	LAN	70	Complete
10	MAS	60	Complete
11	NDA	80	Complete
12	NPD	70	Complete
13	NAH	50	Incomplete
14	NHB	80	Complete
15	RA	50	Incomplete
16	SA	70	Complete
17	SA	80	Complete
18	SA	70	Complete
19	UK	70	Complete
20	VM	70	Complete
21	WM	50	Incomplete
22	ZKW	80	Complete
23	ZSP	80	Complete
24	ZS	90	Complete
	Total	**1630**	
	Average	**68**	
	High Score	**90**	
	Low Score	**50**	

Table 9
Frequency of Students' Score in Evaluation 2

No	Score	Frequency	Percentage	Category
1	>60	19	80%	Complete
2	≤60	5	20%	Incomplete
	Total	**24**	**100%**	

Source: The result score of reading in evaluation 2 on september, 25th 2021

Table 10
The Students' Score of Post-test

No	Name	Score Total	Criteria
1	AL	70	Complete
2	BAY	90	Complete
3	CAA	80	Complete
4	DEI	90	Complete
5	DLD	70	Incomplete
6	DNM	80	Complete
7	EES	70	Complete
8	FKM	90	Complete
9	LAN	80	Complete
10	MAS	90	Complete
11	NDA	80	Complete
12	NPD	70	Complete
13	NAH	50	Incomplete
14	NHB	80	Complete
15	RA	70	Incomplete
16	SA	70	Complete
17	SA	80	Complete
18	SA	70	Complete
19	UK	90	Complete
20	VM	80	Complete
21	WM	50	Incomplete
22	ZKW	80	Complete
23	ZSP	80	Complete
24	ZS	90	Complete
	Total	**1830**	
	Average	**75**	
	High Score	**90**	
	Low Score	**50**	

Table 11
Frequency of sudents' score in post-test

No	Score	Frequency	Percentage	Category
1	>60	20	83%	Complete
2	≤60	4	17%	Incomplete
	Total	**24**	**100%**	

Source: The result score of reading in Post-test on september, 25th 2021

Observation Sheet of Students' Activities

Class : VII O

Cycle :

NO	NAME	OBSERVATION GUIDE								
		Paying attention to the teacher explanation			Asking/Answering the teacher's question			Being active in the group discussion		
		G	E	L	G	E	L	G	E	L
1	AL		✓		✓			✓		
2	BAY		✓			✓			✓	
3	CAA	✓				✓			✓	
4	DEI	✓				✓			✓	
5	DLD		✓			✓		✓		
6	DNM	✓				✓			✓	
7	EES		✓			✓			✓	
8	FKM	✓				✓		✓		
9	LAN	✓				✓			✓	
10	MAS		✓			✓			✓	
11	NDA	✓				✓			✓	
12	NPD	✓				✓			✓	
13	NAH			✓		✓			✓	
14	NHB	✓				✓			✓	
15	RA			✓			✓		✓	
16	SA	✓				✓			✓	
17	SA	✓				✓		✓		
18	SA		✓			✓			✓	
19	UK		✓			✓			✓	
20	UM		✓			✓			✓	
21	WM		✓			✓		✓		
22	ZKW	✓			✓				✓	
23	ZSP		✓		✓				✓	
24	ZS		✓		✓				✓	
	TOTAL	11	11	2	4	19	1	5	19	0

Note : give a tick (√) for the catagories

A: Good   : The students said to be good when they calmly in paying attention

   Enough: The students said to be enoughif when they sometimes in paying

              attention

   Low   : The students said to be low when they never in paying attention

B: Good   : The students said to be good when they active asking and respond

   Enough : The students said to enough when they rarely active and respond

   Low   : The students said to be low when they never active and respond

C: Good   : The students said to be good when they actively involved in the

              group discussion

   Enough : The students said to be enough when they rarely active involved

              in the group discussion

   Low   : The student said to be low when they never active in the group

              discussion

Observation Sheet of Students' Activities

Class   : VII O

Cycle   : II

NO	NAME	OBSERVATION GUIDE								
		Paying attention to the teacher explanation			Asking/Answering the teacher's question			Being active in the group discussion		
		G	E	L	G	E	L	G	E	L
1	AL	✓			✓			✓		
2	BAY	✓			✓			✓		
3	CAA	✓				✓		✓		
4	DEI	✓				✓			✓	
5	DLD		✓			✓		✓		
6	DNM	✓				✓			✓	
7	EES	✓			✓				✓	
8	FKM	✓			✓			✓		
9	LAN	✓			✓			✓		
10	MAS		✓				✓	✓		
11	NDA	✓			✓			✓		
12	NPD	✓			✓			✓		
13	NAH	✓			✓			✓		
14	NHB		✓		✓			✓		
15	RA			✓		✓		✓		
16	SA	✓				✓			✓	
17	SA	✓				✓			✓	
18	SA	✓			✓			✓		
19	UK	✓			✓			✓		
20	UM	✓			✓			✓		
21	WM		✓			✓		✓		
22	ZKW	✓			✓			✓		
23	ZSP	✓			✓			✓		
24	ZS	✓			✓			✓		
	TOTAL	19	3	2	15	8	1	18	6	0

Note : give a tick (√) for the catagories

A: Good   : The students said to be good when they calmly in paying attention

   Enough: The students said to be enoughif when they sometimes in paying

          attention

   Low   : The students said to be low when they never in paying attention

B: Good   : The students said to be good when they active asking and respond

   Enough : The students said to enough when they rarely active and respond

   Low   : The students said to be low when they never active and respond

C: Good   : The students said to be good when they actively involved in the

        group discussion

   Enough : The students said to be enough when they rarely active involved

        in the group discussion

   Low   : The student said to be low when they never active in the group

        discussion

FIELD NOTE

Date   : 4th September

Day   : Sunday

Meeting to   : 1

Pada tanggal 4 September 2021 diadakan pre-test untuk siswa kelas VII O. Di awal pertemuan, saya sebagai peneliti yang sementara waktu menjadi guru pengganti memperkenalkan kembali nama saya dan siapa saya, walaupun sebelumnya saya pernah bertemu. Saya mengabsen siswa satu satu dan saya tanyakan asal mereka, karena basic mereka adalah santri yang pasti berbeda beda kabupaten. Kemudian setiap siswa yang ditanya mengapa nilai bahasa Inggris selalu buruk? hampir semua menjawab "kurang kosakata dan artinya". Saat pre-test diadakan, siswa mendapat nilai yang sangat tidak memuaskan.

Dengan kondisi kelas yang kurang kondusif dan kurang tenang, situasi kelas menjadi kurang nyaman. Motivasi belajar siswa kurang sinergis, sehingga hasil nilai kurang memuaskan. Kemudian selesai pre-test saya melakukan jam belajar mengajar, dikarenakan jam bahasa inggris dikelas tersebut 2 jam. Saya mulai menyampaikan materi, ada yang paham ada yang tidak, sangat bervariasi ekspresi mereka hehe. Saat saya menjelaskan ada yang memperhatikan, ada yang tidak. Sesi tanya jawab ada yang aktif ada yang tidak, dan ketika berdiskusi kelompok, ada yang sangat aktif didalam grup tersebut ada yang tidak. Tetapi saya maklumi, karena masih dalam pertemuan pertama. Walaupun begitu etika mereka sangat baik terhadap guru. Mereka hanya butuh motivasi untuk belajar setiap saat.

FIELD NOTE

Cycle   : 1

Date   : 5th September

Day   :Monday

Meeting to :2

Pada pertemuan kedua, seperti pertemuan pertama saya membuka pelajaran, mengecek siswa, dan menanyai kabar di hari ini. Kemudian sebelum belajar mengajar dilaksanakan, saya mengulas kosa kata yang mereka dapat kemarin satu persatu, agar selalu diingat, mereka belajar saya juga ikut belajar, agar kosa kata ikut meningkat hehe. Memasuki jam belajar saya masih sama menyampaikan materi dan diskusi secara berkelompok. Siswa memulai pelajaran yang berbeda dari yang sebelumnya dalam belajar bahasa Inggris dengan strategy yang saya terapkan

Kondisi kelas yang tidak jauh berbeda dengan pertemuan pertama belum terkondisikan, karena mereka masih terbawa oleh kondisi sekolah dasar. Tapi saya mencoba untuk membuat keadaan kelas terkondisikan. Saat kegiatan belajar mengajar dimulai, masih ada beberapa siswa yang belum memahami apa yang saya jelaskan dan perlu kesabaran dalam menjelaskannya. Perwakilan kelompok memaparkan hasil diskusi mereka kedepan kelas, ada siswa yang sangat aktif bertanya dan melurukan, ada siswa yang sangat pasif hanya melihat dan mendengarkan. Didalam forum diskusi pun sama saja, ada yang sangat aktif dan ada yang pasif, tapi masih wajar karena mereka belum mendapatkan feel yang baik.

FIELD NOTE

Cycle   : 1

Date   : 11th September

Day   :Sunday

Meeting to   :3

Pada pertemuan ke-3, seperti pertemuan sebelumnya, pembukaan pembelajaran diawali dengan doa, pengecekan kehadiran siswa, dan menanyai kabar di hari ini seperti pertemuan sebelumnya. Kemudian sebelum belajar mengajar dilaksanakan, saya mengulas kosa kata yang mereka dapat kemarin satu persatu, agar selalu diingat kemudian dilanjutkan dengan materi sebelumnya. Kondisi kelas bisa dikatakan cukup membaik atau terkondisi dari hari sebelumnya. Saat kegiatan berlangsung, siswa mulai aktif, tidak monoton, meski tidak sepenuhnya, setidaknya ada peningkatan.

FIELD NOTE

Cycle   : 1

Date   : 12th September

Day   :Monday

Meeting to   :4

Pada pertemuan ini dilakukan evaluasi siklus I. Sebelum mengerjakan soal, saya mengecek kehadiran siswa, dan menanyai kabar di hari ini. Kemudian saya membagikan lembar soal dan jawaban kepada siswa Setiap siswa mengerjakan pertanyaan pilihan ganda dengan sepuluh pertanyaan. Ketika siswa mengerjakan pertanyaan, kelas menjadi sangat berbeda pada pertemuan pertama.menjadi sangat hening dan terfokuskan dengan soal soal yang saya berikan

Kemudian setelah yang lain selesai mengerjakan soal, dan mengumpulkan lembar jawaban, kemudian ketua kelas mengambil lagi untuk dibagikan secara acak untuk dikoreksi bersama agar tahu hasilnya. Setiap anak akan membaca soal dan yang lain akan menjawab dengan jawabnnya. Setelah mengetahui hasilnya, nilai nya lebih bagus daripada pre-test. Selesai evaluasi, saya melanjutkan pembelajaran, agar waktu tidak terbuang sia-sia, tetapi saya tidak terlalu memporsir keadaan mereka agar mereka tetap santai dalam belajar. Selesai pembelajaran saya menutup pelajaran dengan mengulas kosa kata yang mereka dapat agar tetap ingat.

FIELD NOTE

Cycle   : 2

Date   : 18th, September

Meeting to   : 1

Pada pertemuan ini, seperti biasa saya membuka pelajaran dengan salam kemudia berdoa,lalu mengecek siswa, dan menanyai kabar di hari ini. Kemudian sebelum belajar mengajar dilaksanakan, saya mengulas kosa kata yang mereka dapat kemarin satu persatu, agar selalu diingat. Pada pertemuan kelima, siswa tidak seperti pertemuan pertama. Mereka mulai bersinergi dan aktif selama proses pembelajaran. Cara memperhatikan penjelasan materi, tanya jawab sedikit membaik. Ketika tugas kelompok berlangsung, siswa sangat aktif dalam memahami tugas dan mengerjakan tugas.

Dalam memecahkan masalah, setiap siswa aktif dan ada pula yang pasif. Disini saya mencoba untuk terus membuat semua siswa lebih aktif dalam kegiatan belajar. Kondisi kelas yang mulai kondusif membuat siswa lebih tenang dalam belajar. Dari awal sampai akhir, saya memantau bagaimana siswa memperhatikan guru/teman, bertanya dan menjawab pertanyaan, serta kegiatan kelompok. Hal ini terlihat pada lembar observasi siswa yang semakin baik dari sebelumnya. Selesai pembelajaran saya mengulas satu persatu kosa kata yang mereka dapat, agar tidak lupa. Setelah itu saya menutup dengan doa.

FIELD NOTE

Cycle   : II

Date   : 19th, September

Meeting to   : 2

Pada pertemuan kedua, seperti biasa, pembukaan pembelajaran diawali dengan doa, pengecekan kehadiran siswa, dan menanyai kabar di hari ini. Kemudian sebelum belajar mengajar dilaksanakan, saya mengulas kosa kata yang mereka dapat kemarin satu persatu, agar selalu diingat. Pada pertemuan keenam, siswa tidak seperti pertemuan sebelumnya. Mereka mulai bersinergi dan aktif selama proses pembelajaran. Cara memperhatikan penjelasan materi, tanya jawab sedikit membaik. Ketika tugas kelompok berlangsung, siswa sangat aktif dalam memahami tugas dan mengerjakan tugas. Dalam memecahkan masalah, setiap siswa aktif dan ada pula yang pasif. Disini saya mencoba untuk terus membuat semua siswa lebih aktif dalam kegiatan belajar.

Kondisi kelas yang mulai kondusif membuat siswa lebih tenang dalam belajar. Dari awal sampai akhir, saya memantau bagaimana siswa memperhatikan guru/teman, bertanya dan menjawab pertanyaan, serta kegiatan kelompok. Hal ini terlihat pada lembar observasi siswa yang semakin baik dari sebelumnya. Keadaaan seperti ini membuat saya bersemangat dalam mengajar mereka. Setelha selesai pembelajaran, sebelum saya tutup, seperti pada awal pembukaan, saya mengulas kosa kata mereka satu persatu, agar tetap diingat dan tidk lupa. Setelah itu saya tutup dengan salam dan doa

FIELD NOTE

Cycle : II

Date : 25th September

Meeting to : 3

Pada pertemuan ke-3, Pada pertemuan ini dilakukan evaluasi dan post-test. Seperti biasa, pembukaan pembelajaran diawali dengan doa, pengecekan kehadiran siswa, dan menanyai kabar di hari ini. Kemudian sebelum belajar mengajar dilaksanakan, saya mengulas kosa kata yang mereka dapat kemarin satu persatu, agar selalu diingat. Kegiatan belajar mengajar siswa lebih aktif dibandingkan pertemuan-pertemuan sebelumnya. Kondisi kelas menjadi sangat kondusif, pemahaman kosakata siswa meningkat sehingga mudah dalam menjawab pertanyaan dalam evaluasi ke 2.

Kemudian setelah yang lain selesai mengerjakan soal, kumpulkan lembar jawaban, kemudian ketua kelas mengambil lagi untuk dibagikan secara acak untuk dikoreksi bersama agar tahu hasilnya. Setelah itu kelas kembali untuk mempelajari materi. Berdiskusi seperti biasanya, kemudia saya emminta setiap kelompok membuat contoh descriptive text dengan kemampuan mereka. Setelah selesai mempelajari materi dan berdiskusi, saya menyampaikan kembali akan dilakukan post test atau pengambilan nilai akhir, karena waktu yang tidak banyak diberikan oleh sekolah, maka saya merangkap evaluasi diawal pembelajaran dan melaksanakan post test diakhir pembelajaran untuk mengetahui sejauh mana pemahaman mereka selama proses pembelajaran.

Setelah diamati dan dibandingkan dengan nilai pretest, evaluasi 1 dan

evaluasi 2 saya sebagai guru pengganti atau peneliti menghentikan siklus ini, karena nilai sudah sangat meningkat dan memenuhi nilai minimal. Jika belum membaik pun mungkin saya akan emminta izin kepada sekolah untuk menambah hari, tapi ternyata pada siklus ini sudah saya hentikan karena perbedaan mereka saat belajar.

Saya berpesan kepada mereka agar selalu giat belajar, walaupun kita orang indonesia tetapi kita perlu mempelajari bahasa internasional yaitu bahasa inggris, agar mereka kelak mudah dalam mencari pekerjaan walaupun mereka tidak kuliah sekalipun. Setelah itu saya menutup pembelajaran dan memberikan mereka tebak tebakan kosa kata, dan tanpa diduga mereka tetap ingat alhamduliilah, haru haru bahagia. Sestelah itu saya berpamitan.

PRE-TEST

Name : AL

Class : VII O

1. C
2. C
3. B
4. D
5. B
6. A
7. A
8. C
9. B
10. D

30

Name : A L

Class : VII O

1. A
2. A
3. C
4. A
5. C
6. D
7. A
8. A
9. A
10. B

50/

POST-TEST

Name : AL

Class : VII O

1. A
2. C
3. D
4. A
5. B
6. B
7. C
8. A
9. A
10. B

70

EVALUATION TEST 2

Name : AL

Class : VII O

1. B
2. A
3. B
4. A
5. B
6. A
7. C
8. C
9. C
10. B

Leo

Nomor : B-0465/In.28.1/J/TL.00/02/2021
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA YAYASAN MTS DARUL AMAL
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**WULANSARI**
NPM	:	1701070151
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	IMPROVING READING COMPREHENSION SKILL USING VOCABULARY SELF COLLECTION STRATEGY AMONG SEVEN GRADE AT MTS DARUL AMAL METRO

untuk melakukan *pra-survey* di MTS DARUL AMAL.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 Februari 2021
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014
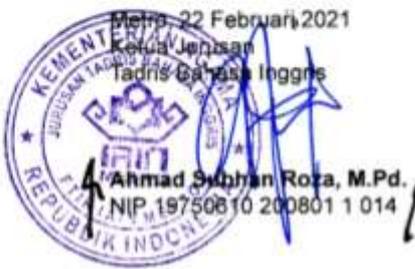
Nomor   : 172/MTs.DA/SBR/III/2021
Lampiran   :-
Perihal   : **Surat Balasan Prasurvey**

Kepada Yth.

Ketua Jurusan Tarbiyah Institut Agama Islam Negeri Metro (IAIN) Metro.

Di –
  Tempat

Assalamu'alaikum Wr.Wb

Menindak lanjuti surat dari Ketua Jurusan Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Metro, Nomor : B-0465/In.28//TL.01/02/2021, tentang Izin **Prasurvey** saudara :

Nama   : Wulandari
NPM   : 1701070151
Jurusan   : Tarbiyah
Program Study   : S1 Pendidikan Bahasa Inggris
Judul Skripsi   :"IMPROVING READING COMPREHENSION SKILL USING VOCABULARY SELF COLLECTION STRATEGY AMONG SEVEN GRADE AT MTs DARUL A'MAL METRO".

Dengan ini kami Kepala Sekolah MTs Darul A'mal Kota Metro menyatakan bahwa mahasiswi tersebut telah melakukan **Prasurvey** di sekolahan kami pada Tanggal 28 Februari 2021.

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

Wassalamu'alaikum Wr.Wb.

Metro, 28 Februari 2021
Kepala Sekolah

Marhaban Ilyas. S.H.I

Nomor   : B-3487/In.28.1/J/TL.00/09/2021
Lampiran   : -
Perihal   : **SURAT** *BIMBINGAN SKRIPSI*

Kepada Yth.,
Aria Septi Anggaira (Pembimbing 1)
Aria Septi Anggaira (Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**WULANSARI**
NPM	:	1701070151
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING THE STUDENTS READING COMPREHENSION USING VOCABULARY SELF COLLECTION STRATEGY AT 7TH GRADERS OF MTS DARUL AMAL METRO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 01 September 2021
Ketua Jurusan,

Andianto M.Pd

SURAT TUGAS

Nomor: B-3521/In.28/D.1/TL.01/09/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**WULANSARI**
NPM	:	1701070151
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS DARUL AMAL METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS READING COMPREHENSION USING VOCABULARY SELF COLLECTION STRATEGY AT 7TH GRADERS OF MTS DARUL AMAL METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 02 September 2021

Mengetahui,
Kepala Sekolah

Marhaban Ilyas M.Pd

Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-3520/In.28/D.1/TL.00/09/2021
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS DARUL AMAL
METRO
di-
       Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3521/In.28/D.1/TL.01/09/2021, tanggal 02 September 2021 atas nama saudara:

Nama	:	**WULANSARI**
NPM	:	1701070151
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS DARUL AMAL METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS READING COMPREHENSION USING VOCABULARY SELF COLLECTION STRATEGY AT 7TH GRADERS OF MTS DARUL AMAL METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 September 2021
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

Nomor	: 041/MTs.DA/SBR/IX/2021
Lampiran	:-
Perihal	: **Surat Balasan Research**

Kepada Yth.
Wakil Dekan Akademik dan Kelembagaan Institut Agama Islam Negri (IAIN)
Metro Lampung.
Di –
       Tempat

Assalamu'alaikum Wr.Wb

Menindaklanjuti surat dari Wakil Dekan Akademik dan Kelembagaan Institut Agama Islam Negri (IAIN) Metro Lampung, Nomor :B-351/In.28/D.I/TL.01/09/2021 tentang Izin Research / Penelitian saudara :

Nama	: WULANSARI
NPM	: 1701070151
Jurusan	: Tarbiyah
Program Study	: S1 Tadris Bahasa Inggris
Judul Skripsi	:**"IMPROVING THE STUDENTS READING COMPREHENSION USING VOCABULARY SELF COLLECTION STRATEGY AT 7TH GREADERS OF MTS DARUL A'MAL METRO"**

Dengan ini kami Kepala Sekolah MTs. Darul A'mal Kota, Metro menyatakan bahwa mahasiswa tersebut telah melakukan research disekolahan kami.

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

Wassalamu'alaikum Wr.Wb.

Metro, 3 September 2021
Kepala Sekolah

Marhaban Ilyas M,Pd

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057 faksmili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;E-mail:
www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSALMAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : WULANSARI   Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1701070151   Semester : VIII / 2021

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jumat, 02/07 2021		Acc For Proposal Seminar	

Mengetahui,
Ketua Jurusan TBI

ANDIANTO, M.Pd.
NIP. 198711022015031004

DosenPembimbing

Dr. ARIA SEPTI ANGGRAIRA, M.Pd
NIP. 197909292005022006

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Wulansari Jurusan : TBI
NPM : 1701070151 Semester : IX/2021

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu, 25/08 2021	✓	Acc APD.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing,

Dr. Aria Septi Anggraira, M.pd
NIP. 19790929 200502 2 006

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Wulansari   Jurusan : TBI
NPM : 1701070151   Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu 3/2021 /10		Data Hasil Penelitian. (Paparan Di Bab IV).	
2	Selasa 20/21 /10		Observation Guide. (Result).	
3	Rabu 27/21 /10		Chapter IV.	
4	Selasa 4/2021 /11		Abstract, Chapter I	
5	Jum'at 19/. 2021		Acc for Munaqosah.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Aria Septi Anggraira, M.Pd
NIP. 196112211993031001

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : WULANSARI

NPM   : 1601070151

Jurusan   : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 29 November 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1180/In.28/S/U.1/OT.01/11/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama   : WULANSARI
NPM   : 1701070151
Fakultas / Jurusan   : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070151

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 16 November 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

DOCUMENTATION

Profil of MTS Darul Amal Metro

The students of VII O

The teacher explain the material

The teacher cheking students notes

The teacher explain how to apply vocabulary self-collection starategy

The activities in the class

IMPROVING STUDENTS' READING COMPREHENSION USING VOCABULARY SELF-COLLECTION STRATEGY AT 7th GRADERS OF MTS DARUL A'MAL METRO

by Wulansari 1701070151

IMPROVING STUDENTS' READING COMPREHENSION USING VOCABULARY SELF-COLLECTION STRATEGY AT 7th GRADERS OF MTS DARUL A'MAL METRO

BIOGRAPHY

Wulansari is the name of the author of this thesis. Born on 17 October 1998 in Kotagajah, Central Lampung district. The author is the only one children, from Mr. Tugiyat and Alm Siti. Aminah. The author first entered TK Yohana Kotagajah. The author continued her ducation at SDN2 Kotagajaah. Then continued her education at SMPN2 Kotagajah. After graduating from SMPN2 Kotagaajah, the author continued his education to SMAN1 Kotagajah and graduated in 2017. And in 2017 she was registered as a student at IAIN Metro, Faculty of Tarbiyah and Teacher Training, Department of English and graduated in 2021.