

AN UNDERGRADUATE THESIS
AN ANALYSIS OF THE STUDENTS' VOCABULARY
MASTERY POSSESED IN READING SKILL OF
THE SEVENTH GRADE OF SMP N 2 PUBIAN

By:
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TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2024 M

AN UNDERGRADUATE THESIS
AN ANALYSIS OF THE STUDENTS' VOCABULARY
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THE SEVENTH GRADE OF SMP N 2 PUBIAN

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

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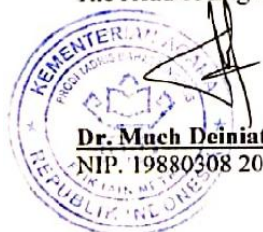
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher
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APPROVAL PAGE

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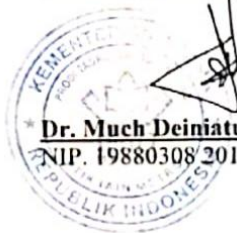
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Telah kami setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris



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RATIFICATION PAGE

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An undergraduate thesis entitled: AN ANALYSIS OF THE STUDENTS VOCABULARY MASTERY POSSESSED IN READING SKILL OF THE SEVENTH GRADE OF SMP N 2 PUBIAN, Written by Novita Nengtias, student number 1701070034, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, December 29th, 2023 at 10.00 - 12.00 a.m.

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AN ANALYSIS OF THE STUDENTS' VOCABULARY MASTERY POSSESED IN READING SKILL OF THE SEVENTH GRADE OF SMP N 2 PUBIAN

ABSTRACT

By:
NOVITA NENGTIAS

Vocabulary is an essential element to master English Language Skill, namely speaking, listening, writing and reading. However to vocabulary mastery is challenging for students. A large number of the students have lack of vocabulary mastery. The students have some problem to improve their vocabulary. Based on the phenomenon this research aims to find out the level of vocabulary mastery and what the problem that face by students to improve their vocabulary mastery.

The research worked an analysis research approach through a reading skill in research design. This study involved students in the seventh graders of SMP N 2 Pubian. The students were are asked to answer interview and test reading skill. After completing the test, the students can know the result of the test. The questions used for the test come from the Oxford standart online test which can be accesed in this link <http://www.oxfordonlineenglish.com/english-level-test/vocabulary>. Then, some of representative students were invited to be interviewed in order to investigate their problems in learning vocabulary mastery toward reading skill.

The finding of this research showed that the students vocabulary mastery still need to be improved. Based on the result of the test, their are eight student got A1 (beginner) level. Then in the A (pre-intermediate) level are eight students. While in the group B1 (Intermediate) level are seven students and the B2 (Upper Intermediate) level only two students. At C1 (Advanced) and C2 (Proficient) levels, no students could achieve the levels. Furthermore, the interview result levels that the students experienced some problems to new words, difficult to master proper understand in English, have low the motivation to improve their vocabulary mastery possessed in reading skill.

Keywords: *Vocabulary Mastery, Reading Skill*

AN ANALYSIS OF THE STUDENTS' VOCABULARY MASTERY POSSESED IN READING SKILL OF THE SEVENTH GRADE OF SMP N 2 PUBIAN

ABSTRAK
OLEH:
NOVITA NENGTIAS

Kosakata merupakan elemen penting untuk menguasai Keterampilan Bahasa Inggris, yaitu berbicara, mendengarkan, menulis dan membaca. Namun menguasai kosa kata merupakan tantangan bagi siswa. Banyak siswa yang kurang menguasai kosa kata. Para siswa mempunyai beberapa masalah untuk meningkatkan kosa kata mereka. Berdasarkan fenomena tersebut penelitian ini bertujuan untuk mengetahui tingkat penguasaan kosakata dan permasalahan apa yang dihadapi siswa untuk meningkatkan penguasaan kosakatanya.

Penelitian ini menggunakan pendekatan penelitian analisis melalui keterampilan membaca dalam desain penelitian. Penelitian ini melibatkan siswa kelas tujuh SMP N 2 Pubian. Para siswa diminta untuk menjawab wawancara dan tes keterampilan membaca. Setelah menyelesaikan tes, siswa dapat mengetahui hasil tesnya. Soal yang digunakan untuk tes ini berasal dari online standar Oxford yang dapat diakses di tautan ini <http://www.oxfordonlineenglish.com/english-level-test/vocabulary>. Kemudian, beberapa perwakilan siswa fiundang untuk diwawancarai guna menyelidiki masalah mereka dalam mempelajari penguasaan kosakata terhadap keterampilan membaca.

Temuan ini menunjukkan bahwa penguasaan kosakata siswa masih perlu ditingkatkan. Berdasarkan hasil tes, terdapat delapan siswa yang memperoleh tingkat A1 (pemula). Kemudian pada tingkat A (pra-menengah) ada delapan siswa. Sedangkan pada kelompok tingkat B1 (Menengah) berjumlah tujuh siswa dan tingkat B2 (Menengah Atas) hanya dua siswa. Pada level C1 (Lanjutan) dan C2 (Mahir), tidak ada siswa yang dapat mencapai level tersebut. Selain itu, hasil wawancara menunjukkan bahwa siswa mengalami beberapa masalah pada kata-kata baru, kesulitan menguasai pengucapan yang benar dalam bahasa Inggris, tidak adanya motivasi untuk meningkatkan penguasaan kosakata yang dimiliki dalam keterampilan membaca.

Keywords: *Penguasaan Kosa-kata, Kemampuan Membaca*

STATEMENT OF RESEARCH ORIGINALITY

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Metro, 19 December 2023



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

Metro, 25 Desember 2023



NOVITA NENGTIAS
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MOTTO

وَأَطِيعُوا اللَّهَ وَرَسُولَهُ وَلَا تَنَازَعُوا فَتَفْشَلُوا وَتَذْهَبَ رِيحُكُمْ وَأَصْبِرُوا إِنَّ
اللَّهَ مَعَ الصَّابِرِينَ ﴿٤٦﴾

(wa athi‘ullaha wa rasulahu wa la tanaza‘u fa tafsyalu wa tadz-haba
rihukum washbiru, innallaha ma‘ash-shabiruin)

“Obey Allah and His Messenger, do not argue which causes you to become afraid and lose your strength, and be patient. Indeed, Allah is with those who are patient.”

“Taatilah Allah dan Rasul-nya, janganlah kamu berbantah-bantahan yang menyebabkan kamu menjadi gentar dan kekuatanmu hilang, dan bersabarlah. Sesungguhnya Allah beserta orang – orang yang sabar.”

(QS Al-Anfaal: 46)

DEDICATION PAGE

Praise be to Allah who has given me endless blessings, even though I often make mistakes, may Allah forgive me, aamiin.

To my two extraordinary parents, Mr Suwarno and Mrs Sri Wasitoh who they usually call me "big brother". Thank you for giving birth to me, guiding me and encouraging me, Allah knows that I love you very much.

To my sponsor, Mr. Prof. Dr. Dedi Irwansyah, M.Hum, I would like to thank you for all the knowledge, patience and time you have given to guide me.

To my sister, Nova Juniar Stevano, may Allah always give blessings to your life. I love you even though sometimes I often scold you.

And to my best and best friends forever, Dista Amelia, Nurani, and Ayu Sila Hasroni, may Allah always protect you.

My alma mater is IAIN METRO, I have gained many valuable experiences while studying here.

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All praise is due to Allah, The Lord of the worlds, the One Who sustains the heavens and earths. Director of all that is created, Who sent the Messengers to rational beings, to guide them and explain the religious laws with clear proofs and undeniable arguments. We bear witness that our leader, Muhammad (pbuh) is His servant and messenger, the best of all creation. May the peace and blessings of Allah be upon him, his families, his friends and the rest of righteous.

First of all, the researcher thank to Allah which because of His blessings, the researcher can complete this undergraduate thesis entitled “An Analysis of The Students’ Vocabulary Mastery Possessed in Reading Skill of The Seventh Grade of SMP N 2 Pubian”.

Secondly, the researcher would like to express her sincere gratitude to those who has invloved in the process of composing this undergraduate thesis. The biggest thank goes to her parents who keep supporting her in such intangible ways. The best thank is also given to both supervisors: Prof. Dr. Dedy Irwansyah, M.Hum. All of them have a significant role in giving aid and guidance in the process of compiling this undergraduate thesis.

The last, may this undergraduate thesis be some benefits for all the readers in general and for all the knowledge seekers in particular.

Metro, December 2023
The Researcher



NOVITA NENGTIAS
NPM. 1701070034

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CHAPTER I

INTRODUCTION

A. Background of the Study

English language has a great role in human communication activities. The students must be able to master English in order to face the development of science and technology. That is why government of Indonesia decided English is the first foreign language that must be taught in elementary school, junior high school, senior high school, and university. It is hoped that the graduate of each be able to master English well. One of the reasons why English is taught in Elementary School is to make the students interested in learning it and to have basic skills for the next level of education. Basic local curriculum year of 2013 for Junior High School stated that the function of English in Junior High School is to make the students interested in English which support the success of learning English in higher level, SLTP/SMP.

Douglas states that objectives of teaching English in junior high School curriculum are to raise the students interest and to make them communicate in simple situation begun from their environment. Brown states that the objective is very important to state explicitly you want students to gain form the lesson.¹

According to Laurie learning English in junior high school are focus on simple vocabulary. Vocabulary is needed in learning language, because through vocabulary, people can exchange their through and ideas. The writer

¹Brown Douglas, *Principle of Language Learning and Teaching*,(San Francisco: State University, 2001), p. 115

can assume that vocabulary is a very important element of a language, because it plays an important role in language.² So, it is logical that the importance of teaching and increasing students vocabulary must be considered. It is the English teachers responsibility to create and determine technique that can be used to teach and to increase the students vocabulary.

Michael said that vocabulary is important and one of aspects be mastered by the students in learning English. Vocabulary mastery can help the students have good listening, speaking, reading, and writing skills. The real, students can not mastery in learning English.³ Because they have problems in teaching learning English.

Therefore, the students do not have been of vocabulary will be understand the meaning of words. They think that the learning English is difficult, because the meaning, spelling, and writing are not same. The students also have less motivation in learning English and low to memorization new vocabulary. Besides, the teachers do not create in teaching vocabulary. Teacher must select relevant material, prepare his/her lesson and explain the lesson clearly.

The reading includes technique, strategy, and method. But, the researcher limits the analysis to vocabulary possessed. The learning skill as the implementation of a competency-based curriculum where skill of teaching and assessment focus on students.

²Laurie Richlin, *Blueprint For Learning*, (Sterling, Virginia, 2006)

³ Michael F.Graves, *The Vocabulary Learning And Instruction*, (New York: Columbia University, 2006)

In motivating students to read, teacher should find out some skill that can attract the students' motivation and interest. The students need skill that can be motivate and increase their ability, especially in reading skill. If the students interested in what they do, they enjoy their teaching learning process and more understand about material given.

The problem in this research are the students have low mastery in vocabulary. The students low interest in learning process, the technique which was used by teachers less interest, because the students feel afraid a new language. So, the teacher must use interesting skill.

This researcher conducted a pre-survey on March , 2021 in class VII SMP Negeri 2 Pubian. There are still many students who are lack of vocabulary. This is indicated by the low results they get based on the Minimum Completeness Criteria (MCC) of 70.

The table below is the result of a pre-survey of the English vocabulary of seventh grade students of SMP Negeri 2 Pubian.

Table 1
The Pre-Survey Result of Students' Vocabulary Test at the Seventh Grade

No	Grade	Explanation	Frequencies
1.	>70	Passed	10
2.	<70	Failed	20
			30

Source: English vocabulary mastery test/examination at the seventh grades of SMP Negeri 2 Pubian (pre survey on August 19 , 2021)

Based on the table above, the number of students who are included in the incomplete category is higher than the completed category. From the pre-

survey that has been done, only 10 students who have fulfilled the Minimum completeness criteria (MCC) and the 20 students who have not fulfilled the Minimum completeness criteria (MCC). The researcher conducted research to the 30 students and the Minimum completeness criteria (MCC), which was 70. Based on this data, the researcher conducted a study entitled An Analysis of the Students Vocabulary Mastery Possesed in Reading Skill of the SeventhGrade of SMP N 2 Pubian Lampung. In this study, the researcher chose the title and grade VII of SMP Negeri 2 Pubian, because the researcher intended to know how far the word development of the seventh grade students of SMP Negeri 2 Pubian Lampung.

The writer chooses increasing vocabulary mastery through students strategy because teaching in the junior high school different from teaching English in senior high school or higher education, the writer must grow their vocabulary mastery through students strategy to help the students understand vocabulary. With this reading skill, students are supposed to be able to know the meaning of some vocabularies. By using this skill and giving drills to the new vocabularies to help the students in remembering them, the writer assumes that the teaching learning process in the classroom can be interesting and enjoyable.

In teaching English, the writer also has to improve his teaching ability by implementing suitable students skill. It is be done because the teacher creative in teaching vocabulary. Besides, the condition of teaching learning process in there still done traditionally. The teacher only given the students explanation

and given the test. So the students felt bored, it is caused the students have not creativity and low motivation. By improving teacher's teaching skill, it is expected that the students' vocabulary mastery increase.

B. Research Questions

The research questions of this research are formulated as follows:

1. What is the level of vocabulary among the seventh grade students at SMP N 2 Pubian Lampung?
2. How are the strategies used by students who are good in vocabulary mastery at SMP N 2 Pubian Lampung?

C. Objectives and Benefits of The Study

1. The Objectives of the study

Based on the research problem, the study is intended to:

- a. To investigate the levels of vocabulary among the seventh grade students at SMP N 2 Pubian Lampung.
- b. To describe the strategy used by the students who are good in vocabulary.

2. The Benefits of the Study

- a. To give knowledge about vocabulary abilities possessed in learning English.
- b. As a contribution for student in solving the problem of English learning process, especially to read a sentence.

- c. The result of the research can be used by students to improve their knowledge about English subject especially in writing.
- d. To give input to the teacher in order to teach English better.

D. Prior Research

There are two prior researches that the researcher took related to this study. The first is Lubis, the research aimed to find out improving students' vocabulary mastery by using fly swatter game. This research was conducted by using Classroom Action Research (CAR). Based on the research result, it can be concluded that research using vocabulary mastery based on multiple intelligences in terms of student's achievement. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students' vocabulary score of pre-test, post-test, and questionnaire. The study made 49 student as a research sample. It can be shown from the improvement of the student's achievement mean score 83.5. There were 4 students (8.16%) who passed Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM)* in the pre-test. Meanwhile, in the cycle 1, there were 27 students (55.1%) who passed Minimum Mastery Criterion (KKM), and it gained which was in the post-test cycle 2 there were 42 students (85.7%) who passed Minimum Mastery Criterion (KKM), so the criteria of success was achieved. The choosing easiest topic of vocabulary can cause positive response and help all of the student's especially the student's achievement. Furthermore,

the results of observation and interview showed that the students were motivated in teaching-learning process during the implementation of fly swatter game.⁴

The second is Ridho Angga Mulya with the title “The Effect of Vocabulary Mastery toward Student’s Speaking Ability at The First Grade of SMAN 1 Enam Lingsung”. Based on the result of this action research, the researcher could conclude that using vocabulary mastery in speaking ability was successful in some ways, those are: (1) vocabulary mastery could improve the student’s speaking ability. As for the research methods conducted is quantitative. They understood the generic structure of the text. They can convey information and ideas, and maintain social relationship by communicating with others. The improvement of the student’s speaking ability could be seen from the improvement of the score achieved by them. It was known that all two indicators of the score achieved. From both pre-test and post-test. It was known that the average scores of the indicators was 73.08 in class experimental, while in average score of the class control was 72.79. the teaching-learning process activities using problem based learning strategy was effective.⁵

Based on both of the study above, the researcher focus to improve the students’ strategy in learning vocabulary. It is related to the problem that teacher and students faced in teaching-learning vocabulary by applying

⁴Ika Rahmadani Lubis, *Improving Students’ Vocabulary Mastery By Using Fly Swatter Game in the First Grade of MTS Persatuan Amal Bakti (PAB) 1 Helvitia*, (Yogyakarta : UNY, 2018), p.5

⁵Ridho Angga Mulya, *The Effect of Vocabulary Mastery toward Student’s Speaking Ability at The First Grade of SMAN 1 Enam Lingsung*, (FBS State University of Padang: 2013), p. 317

students strategy the researcher hope that it is as an effective strategy to teach the students achievement in learning vocabulary and make the classroom's atmosphere alive.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Concepts of Reading Skill

a. Definition of Reading Skill

Reyko defined reading as an important skill for English language learners in today's world, it supports the development of overall proficiency and provides access to crucial information at work and in school.⁶ It means that, reading has an important thing in education world, through reading people can understand what the meaning of the text and also can help the people to get some information that the people need, not only in education world but also in world job through reading.

Karen Tankersley propose reading is a complex process made up of several interlocking skills and processes.⁷ It can be said that reading is one of basic skills that have a positive effect, because in reading the students not only get the information of the text but also increasing their vocabulary knowledge on their spelling and on their writing through reading.

Moreover, Praveen and Patel highlight that reading is most useful and important skill for people. This skill is more important than speaking

⁶ Reyko Kamiyama, "CAR a Means for Motivating Students to Read" (United States: English Teaching Forum, 2009, Number 3, p. 32

⁷ Karen Tankersley, *Treads of Reading*, (United State of America: Association for Supervision and Curriculum Development , 2003), p. 2

and writing.⁸ It means that, reading is a process of sequence between something that is written with the knowledge about speaking and writing.

Based on the quotation above, it can be inferred that reading is a complex activity process which is very important involving the language and though in order to get meaningful message, science of information that to sent by writer through such as graphic symbol, written verbal symbol.

Sharon and Sylvia maintain, skill is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.⁹ In these senses, comprehension is the understanding of the text which involves reader's interaction and prior knowledge to get information in the text.

Linda and Carla states, skill is a complex process regulated by cognitive, emotional, perceptual, and social experiences.¹⁰ In other word, knowledge of the word gave a role play to expression and understanding the reading text.

Meanwhile, McNamara states "...skill is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of skill are seriously

⁸ M.F. Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publishers and Distributors, 2008), p. 113

⁹ Sharon Vaughn and Sylvia Linan – Thompson, *Research-Based Methods of Reading Instruction*, (Virginia USA: ASCD, 2004), 3th Edition, p. 98

¹⁰ Linda J. Dorn and Carla Soffos, *Teaching For Deep Comprehension*, (Australia : Stenhouse Publishers, 2005), p. 14

compromised”.¹¹ In this sense skill is not the ability how fast the reader can find the information in the text but how effective their skill to skill the text. Thus, skill needs deeper thinking to understand the text that the readers read.

Based on the quotation above, it can be concluded that skill is to understand that encompasses ability to construct meaning and knowledge related of the activities that include the purpose associated with reading.

Then, Snow states reading skill is a process of simultaneously extracting and constructing the meaning through interaction with the text.¹² It means that, in skill the text that involves the interaction both reader and text which is interrelated each other across pre-reading, reading and post-reading.

Wainwright states that reading skill is a complex process which comprises the successful or unsuccessful use of many abilities.¹³ The complex process of this defines is the students must be able to select the important point or the main idea of the text, and find the differences of fact or opinion, and they must able to conclude an overall text that they have read before.

Moreover, Moreillon defines reading skill is strategies tools that proficient readers use to solve the skill problems they encounter in

¹¹Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies*, (New Jersey: Erlbaum Associates, inc., Publishers, 2007), p. 4

¹²Catherine Snow, *Reading for Understanding*, (Pittsburgh: RAND Education, 2002), p.11

¹³Gordon Wainwright, *How to Read Faster and Recall More*, (United Kingdom: How To Content, a Division of How To Books Ltd, 2007) p. 35

texts.¹⁴ It means that, reading skill is the skill to find and understand new thing the readers read by using their knowledge actively.

Based on the quotations above, it can be inferred that reading skill is the looking for meaning that involves much more than reader's responses to the text to understand each new thing we read.

b. The Models of Reading

There are some models of reading :

1) The Top-down Model

In top-down is processing the readers or listeners get a general view of the reading or listening passage by, in some way, absorbing the overall picture.

2) The Bottom-up Model

In Bottom-up is processing, on the other hand, the readers or listeners focus on individual words and phrases, and achieve understanding by stringing these detailed elements together to build up a whole.¹⁵ In other words, Bottom-up is processing of the readers understand the linguistic signals.

c. The Importance of Learning Reading Skills

Reading skills increase the pleasure and effectiveness of reading. Strong reading skills help in all the other subjects and in the personal and professional lives. The high stake test that control advancement through

¹⁴ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (American Library Association: Chicago, 2007) p. 10

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching*, Longman : Longman, p.201

elementary, middle, and high school and which determine entrance to college are in large parts, a measure of reading skills. In short, building reading skills require a long term strategy in which all the reading skills areas fluency, and vocabulary will contribute to success. Reading skills is important for the students in the class, because by understanding of reading much tvhe information that has been taken from the text.

d. Indicators of Reading skill

There are a lot of indicators to measure the reading skill. In this research, the resercher focus on the literally skill. Such as kind of the criteria of reading skill are:

- 1) The purpose of the testing (screening, progress monitoring, assessing level of reading, research, or assessing students' competence in comparison to peers).
- 2) The specific information needed about the student's reading skill (types of questions missed, level).
- 3) The number of students being tested (i.e., an individual, a small group, or a whole class).
- 4) The length of the test (e.g., shorter tests can be easier to give and less stressful for the student, but may not have enough questions or types of tasks to provide sufficient information about a student's performance).
- 5) Whether the test is an individually or group-administered test.

- 6) The number of forms available with the test, particularly if multiple administrations are needed (e.g., many norm-referenced tests come with two forms, making them useful for assessing progress over time—students are given one version of the test as a pretest and another as a posttest).
- 7) For norm-referenced tests, the extent to which the norming sample is similar to the students to whom the test will be administered.
- 8) The examiner's qualifications (e.g., whether the tester has the skills to give highly specific tests).
- 9) The amount of training needed to administer a test, score it, and interpret results (e.g., norm-referenced tests typically require some training).¹⁶

e. Measurement of Reading skill

To know how far the students' reading skill should be measured use the assessment of reading skill There are many kind of questions of reading skill they are:

1) Pronominal Question, Imperatives

The questions require learners to make a written answer which can range in length from a single word to several paragraphs. Usually for skill, short answers are required and these forms of questions are called short answer question.

¹⁶ Janette K. Klinger, Sharon vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, New York : London, 2007, p. 17

2) True/False, Yes/No, Alternatives Question, Multiple-choice.

In these questions the answer is contained within the questions or intructions. Multople-choice question focus on detail and more general aspect on the text. The correct answer is not always shorter or longer than the distractor.

3) Transfer Information

Incomplete information can be used to measure skill of the text.

The learners read the text and fill in the diagram with short notes.¹⁷

f. The Scoring of Reading Skill

To know the achievement of reading skill should be measured by using the assessment of reading. There are the measurements of reading skill related to Grenall and Swan, as follows:

Table 2
The Measurement of Reading skill

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	Total	100

¹⁷ I.S.P. Nation, *TeachingESL/EFL Reading and Writing*, New York : Routledge, 2009, p.77-79

2. Concept of Vocabulary

a. Definition of Vocabulary

According to Visnja, vocabulary is not necessarily a consequence of having inference skills. All in all, implicit incidental learning seems to be a slow and inefficient process which does not necessarily imply long-term retention.¹⁸ It means that, vocabulary is unintentional learning a slow of understand about vocabulary and not always complicated learning process.

Gertrude states , vocabulary is a series of vocabulary exercises for students with special needs.¹⁹ So the vocabulary is a series of words for students needs of specially understood learning processes students to do material of vocabulary.

Therefore, vocabulary is learned both indirectly and directly, and that dependence on only one instructional method does not result in optimal vocabulary growth.²⁰ In other word vocabulary is indirectly or directly studies and than, if it only depends on one learning method, the vocabulary will not produce optimal growth.

¹⁸ VinsjaPavicicTakac, *Vocabulary learning strategies and foreign language acquisition*, (Multilingual Matters LTD 2008), p.18

¹⁹ Gertrude Welder, *Survival vocabulary*, (J. Westo Walch 1996), p. 5

²⁰ Timothy Rasinski., Nancy Padak, Rick M. Newton, and Evangeline Newton, *Building vocabulary from word roots*, (rachelle cracchiolo, M. S. Ed 2010), p. 14

Therefore, vocabulary is at the core of our ability to communicate or to absorb new knowledge.²¹ It means that vocabulary is the essence of the ability to communicate or get new knowledge in communicating.

Graves, Marchel F states, vocabulary is daily demonstrated in schools and out.²² So than vocabulary is a word that is found anywhere or in a broad sense.

Based on the quote above, it can be concluded that vocabulary is a word of learning process that does not only use one method, but vocabulary is learning a word to communicate widely both at school and outside of school.

b. Strategy in Teaching Vocabulary

The term 'strategy' here refers to a process or a sequence in which stages or activities in the designed teaching and learning process are planned or executed. A design principle also contains underlying arguments (theory for learning and teaching mechanisms and evidence-based and practical experiences) that relate to the chosen strategy and to the intended pedagogical effects. In language teaching, the strategy is one of the ways that teacher use in teaching the material. Commonly, the teacher uses a strategy to help the student understand the material. Issac states that teaching strategy is a generalized plan for a lesson that includes structure, instructional objectives, and an outline of planned

²¹ Amy Benjamin, John T. Crow , *Vocabulary at the core: teaching the common core standards*,(New York, USA 2013), p.3

²² Graves, Marchel F, *The vocabulary book learning and intruction*, (Columbia University:New York 2006), p.1

tactics, necessary to implement the strategies²³. Furthermore, he explains that teaching tactics are the behavior of the teacher which manifested in the class i.e., the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learned responses, increasing the responses by extra activities, and so on. Hamruni also adds that strategy is a plan, method, or series of activities design to achieve a particular educational goal.²⁴ Moreover, Oxford defines the strategy for teaching vocabulary as specific actions take by the teacher to make student learning easier, faster, more enjoyable, more selfdirect, and more transferable to the new situation²⁵. So based on the explanation above, the researcher concludes that teaching strategies are plan prepare by the teacher to achieve a certain educational goal.

c. Types of Vocabulary

There are four types of vocabulary they are:

1) Reading vocabulary

Reading vocabulary is needed by us. So you have to know two thigs, namely the words you can recognize when reading and argest type of vocabulary.

²³Issac, J. C. (2010). *Methods and strategies of teaching: An overview*. Pondicherry, India: University Press

²⁴ Hamruni. (2009). *Strategi dan model-model pembelajaran aktif menyenangkan*. Yogyakarta, Indonesia: UIN Sunan Kalijaga Yogyakarta.

²⁵ Oxford, R. (1990). *Language learning strategies: What every teacher should know*. NY: Newbury House.

2) Listening vocabulary

Listening vocabulary is also important in English. So you will get the words you can recognize when listening.

3) Speaking vocabulary

Speaking vocabulary is very important for us. In speaking vocabulary, you will get the words you use while talking.

4) Writing vocabulary

Writing vocabulary is also very important to know the words you use when writing and use of synonyms is advised.²⁶

Based on the type above, it can be concluded that you can identify the largest type of vocabulary when reading, and listening, as well as the words to use when speaking and writing and using of synonym.

d. Procedure of Vocabulary

There are six procedure of vocabulary:

- 1) Show students the pictures that you have gathered that show various methods of transportation throughout history.
- 2) Use the have you ever? Strategy to introduce the focus vocabulary word and to connect students' knowledge of the concepts to their own personal experiences.
- 3) Distribute copies of transportation timeline activity sheet to students.

²⁶ *Ibid.*, p. 155

- 4) Remind student of the vocabulary they have been studying. Use the word hunt strategy to give students a chance to locate parts of words they are studying in various places around them.
- 5) Distribute copies of word hunt activity sheet to students.
- 6) Distribute copies of getting around word translations assessment page to students.²⁷

In other word, show a collection of pictures to students about anything to increase vocabulary, connect to students knowledge about vocabulary. So that students between of focus and remind the vocabulary that has been learn by students.

e. Advantages and Disadvantage of vocabulary

1) Advantages of vocabulary

There are five advantage of vocabulary:

- a) Flash cards are easy to use.
- b) Flash cards can be used in games for learning vocabularies.
- c) New words can be practiced easily.
- d) Learning can separate words into different categories.
- e) Flash cards can be fun.²⁸

In other word, flash cards are easy to use of material reading skill to learn vocabulary and New words are practice to easily separate words into different categories.

²⁷ Christine Dugan, *Academic vocabulary: 25 content area lessons level 1*, (shell education 2008), p.153 - 54

²⁸ Behrooz Azabdaftari, Mohammad Amin Mozaheb, *Comparing vocabulary learning of EFL learning by using two different strategies: mobile learning vs. Flashcards*, The EUROCALL Review, Vol. 20, No.2, September 2012, p. 53

2) Disadvantages of Vocabulary

There are five disadvantage of vocabulary:

- a) Difficult and abstract words are are not easy to be learning by flash cards.
- b) The use of L1 may cause some problems for the students while remembering synonyms of the words.
- c) They have no access to any listening part.
- d) They cannot listen to the pronunciation.
- e) Having no review plan for flash cards may cause lots of problems in vocabulary learning. ²⁹

In other word, words that are difficult to understand and abstract are not easy to learn using of flash cards and in the use of L1. Cause' problems students can remember that the synonyms of the words and also they do not have access to listening to anything in the absence of a flash card review plan for learning vocabulary.

²⁹ Ibid, p.53

CHAPTER III

RESEARCH METHOD

A. Type and Characteristic of Research

This research implements a qualitative research. Qualitative used by researcher aimed to analyze a phenomenon deeply. In condition, the research discusses about an analysis of vocabulary in students' reading, the level of vocabulary use in students' reading skill, and the dominant type of analysis vocabulary appear in students' reading. Geoffrey stated that qualitative research is often used a source of hypothesis for later testing on quantitative research.³⁰ Moreover, qualitative research is paid attention much more on the process than the result of the research.

On the other hand, qualitative research has various characteristics which differ with other research. Qualitative research takes place in the natural setting. The qualitative research often goes to site (home, office) of the participant to conduct the research. This enables the researcher to develop a level of detail about the individual or place and to be highly involved in actual experience of the participant.³¹ It means that qualitative research needs to pay more attention in detail data and actual data.

The type of this research is a case study. Creswell stated that a case study is in which the researcher discovers in depth a program, event, activity, a

³⁰Geoffrey Marczyk, *Essential of Research Design and Methodology*, (USA: John and Willey and Sons Inc,2005),p.17

³¹John W, *Research Design Qualitative, Quantitative and Mixed Methods Approaches*, (USA: Oxford University Press,1987),p.233

process or one or more individuals.³² The case (s) is limited by time and activity, and researcher collect detailed information using a variety of data collection procedures over a continuous period of time. It means that the researcher collect information constructed on data collection techniques from one or more individuals.

Nunan stated that a case study is an empirical that investigates a present phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.³³ It means that the researcher investigated the problem in which the source was used as evidence.

Based on the best knowledge of the main explanation of students' reading skill as the instrument of the research, the researcher focused analyze of vocabulary that appear in students' reading. This research was directed to analyze of vocabulary that commonly found in the students' reading skill at SMP N 2 Pubian.

B. Data Resource

There are basically two kinds of sources. Firstly, there are the primary sources that are firsthand information. Then, secondly there are secondary sources, which provide secondhand information.³⁴ In this research, the primary sources are students' reading and the interview result. The students reading

³²John W Creswell , *Research Design*, (USA: Sage Publication, Inc,2003),The Second Edition ,p.17

³³David Nunan, *Research Method in Language Learning*, (New York:Cambridge University Press, 1992),p.76

³⁴Susanto Leo et.el, *English for Academic Purfose: Essay Writing*,(Jakarta: Andi,2007),p.7

result take from some students. While the interview, the researcher will conduct to 10 students. It will to find out the students problem in reading. Then, the secondary sources are from books, articles, English dictionary, encyclopedia and documentation that was related to the research was gained.

C. Data Collection Technique

There are several techniques in collecting the data including interview, observation, and documentation. In this research, the researcher conduct observation, interview and documentation.

1. Observation

Observation can be defined as experience and recording systematically toward the appearing indication in the research object. In this research, the researcher will use participant observation. By the reason, the researcher hopes to build a good rapport to the participants in order to get supporting data. Then, the researcher observe the participants to collect the primary data directly. In this case, the researcher joins in participants reading class to observe their activities in composing vocabulary. Then, it will recorder that the participants do their reading seriously. Then using of their valuable time to read as well as possible. However, they waste in different time to finish it. Because of the different amount of text they have made.

2. Interview

The researcher use semi-structured interview. The interview is conduct face to face with the participants of the students. There were 10

students which become the participants. It is in-depth interview with open ended questions. The questions type of the interview related to the students opinion. Then, the questions are relate to analyze vocabulary within their reading. Finally, the interview result collect to support the data primary research data.

3. Documentation

Documentation is a technique of data collection, which involved a record of events in the past in forms of handwriting, pictures or even literature works is used. In this research, the researcher use documentation to collect information from written sources. The students' reading help the researcher to know the types' analyze vocabulary used on the students' reading. Additionally, document archives about the research location also supported to fix this research.

D. Data Analysis Technique

Discussion of the plan for analyzing the data might have several components. As Creswelll stated the process of data analysis involves preparing the data for analysis, reading through all the data, applying the coding process, description, representation and interpretation.³⁵ Because of that, the researcher applied the six steps to analyze the gained data. The steps could be explained as follows:

1. Firstly, the researcher prepares the data for analysis. For this step, the researcher conduct to the students of SMP N 2 Pubian as a subject. Then,

³⁵John W Creswell , *Research Design*, p.191

the researcher determines some students to make narrative text. Finally, the researcher will take and collect them as a main research document.

2. The second step, reading all the data. The researcher reads all collected data. The researcher tries to understand the information conveyed. Also, the researcher looks for some analysis of each student's reading. So the researcher can know the types of analysis vocabulary used to be written as finding result.
3. The third step is coding process. After reading all data, the researcher can make some categories of the finding result. The categories involve inappropriate use of vocabulary. They were coded on the field note in each data. They are coded into symbols, numbers and word forms.
4. The next step is describing the data. This description is the result of the coding process. Then, the made of the reading result on the students reading will be served on the table.
5. The fifth step, the researcher conveys and generates the descriptive information of finding other analysis about the reading result. The researcher will analyze the students reading and calculate the proportions (frequency and percentage) some analysis in reading made by the students.

The formula below is used:³⁶

$$P = \frac{f}{n} \times 100\%$$

Note:

P= Percentage

³⁶Allan G Bluman, *Elementary Statistics: A Step by Step Approach*, (New York: McGraw Hill, 2004), p.74

f= Frequency of a type

n= Number of total

6. The last step is the interpretation the data. After repressing the descriptive information, the researcher can take some lessons interpreting it. From the analysis, it can be obtain or conclude the measurement of the vocabulary on the students' reading.

E. Research Approach

Research approach is the problem solving technique of the research which conducted to organize the fact field and précis field for understanding, explaining, predicting, and managing the condition of the analysis. In this research, the researcher applies case study as the method of qualitative research. A case study is a holistic method that uses multiple sources of evidence to analyze or evaluate a specific phenomenon or instance.³⁷ It means that case study is research method that describes a phenomenon deeply and clearly. Therefore, the researcher chooses this method because the researcher wanted to know the phenomenon of analysis vocabulary made by students in reading text and explore deeper problems faced in students reading. This research conduct on the tenth grade students of SMP N 2 Pubian. Futhermore, vocabulary as the data, because the students' at tenth grades arestill studying about vocabulary at second semester.

³⁷Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research*, (USA: Falmer Press, 2005), p.161

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Research Setting

This study took place at one of the SMP Negeri 02 Pubian. The researcher chose the Teacher Training Faculty, specifically the English Education Department to collect the appropriate data to fulfill the research question. The study started in November 2023 until it finishes. The participants of this study is students seventh grade at SMP Negeri 2 Pubian Lampung. The research employed quota sampling to choose the participants for the interview section. Under quota sampling, the researcher quotas to be filled with some restrictions.

1. Location of SMP Negeri 2 Pubian

The SMP Negeri 2 Pubian is one of the units of education with the junior high school in Sangun Ratu, Kec. Pubian, Kab. Central Lampung, Lampung. In carrying out its activities, SMP Negeri 2 Pubian is under the shade of the Ministry of Education and Culture.

SMP Negeri 2 Pubian was established based on the decision of The Ministry of Educational and Cultural Affairs of Republic of Indonesia by number 0363/2007 on 20th June 2007. SMP Negeri 22 Pubian located at Sangunratu Street in Pubian, Lampung.

2. Vision and Mission of SMP Negeri 2 Pubian

a. Vision

The vision of the school is being an independent and prestigious school based on educational manner and knowledgeable about technology advance.

b. Mission

The missions of the school include: a) Creating the developing of curriculum, b) Increasing the effectivity of learning process, c) Creating accomplishment with the standard minimum $\geq 6,5$ for each lesson, d) Creating human resources of good teacher, d) Completing the infrastructures

Moreover, The orientation of SMP Negeri 02 Pubian is the official management. The school consists of fourteen classes, teacher room, official employee room, library, computer laboratory, biological laboratory, mosque, canteen, toilet, and parking area.

Also, the principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of SMP Negeri 22 Pubian is helped by school committee, official employee, the head vice of student, the head vice of general, and the head vice of curriculum.

3. Infrastructure of SMP Negeri 2 Pubian

SMP Negeri 2 Pubian provides electricity to help teaching and learning activities. The electricity sources used by SMP Negeri 2 Pubian

came from PLN. SMP Negeri 2 Pubian provides internet access that can be used to support teaching and learning activities become easier. The providers used by SMP Negeri 2 Pubian for the internet connection were Telkomsel Flash.

The condition of the facilities in SMP Negeri 02 Pubian is that class VII has 4 classrooms, class VIII has 5 classrooms, class IX has 5 classrooms, has a headmaster room, teacher room, TU room, counseling room, library, osis room, mosque, warehouse, parking area, teacher toilet, has a 2 student toilets, has a 5 canteens, the locker room, sciences laboratory, and than have economic enterprise

4. Human Resources of SMP Negeri 2 Pubian

Human Resource is the division of a business that is charged with finding, screening, recruiting, training job, applications, and administering employee-benefit programs.

a. Condition of The Teachers and Employers

The condition of the teachers and employers in SMP Negeri 02 Pubian is stated below: teacher are the critical factors for success in teaching and learning interactions in school. Number of teacher still teach at SMP N 2 Pubian is as many as 30 people. The number of male teachers teaching is 15 and there are 15 female teachers with 22 undergraduates and 1 master.

b. Condition of Students

The condition of students in SMP Negeri 02 Pubian is stated as follows:

Table 3
Recapitulation of Students at SMP Negeri 2 Pubian

NO	Classes	Sex		Total
		Male	Female	
1.	Class VII	51	100	151
2.	Class VIII	52	92	144
3.	Class IX	53	74	127
Total		156	266	422

Source: Documentation of SMP Negeri 02 Pubian gathered on 25th, Nov 2023

B. The Level of Vocabulary Among the Seventh Grade Students

Reading is one of the part of English skills. The students always feel difficult in this subject. It's because in reading needed full concentration especially when they listen the native speaker on the recorder. In this part, the writer describes the problem of the student. The data that used as primary source they are interview data, and observation data. The writer found one types of vocabulary in the audio; they were situational vocabulary:

1. The Level of Students Vocabulary

There are 6 levels of English proficiency based on test result. The first batch is A1 or called Beginner. At this level the students still have limited vocabulary and are still learning and collecting vocabulary to complement sentences. Understanding and use of English is only about common vocabulary and simple sentences. Unfortunately, in this study, there are a few students who are in the A1 category. It means that the

students need to improve their vocabulary because it will affect their English mastery. Since the students have been at the fifth semester, extra effort to improve their vocabulary mastery needs to be done.

Furthermore, the A2 level is also known as Pre-Intermediate. This level can be said to be still learning the basics in English. Ability at level A2 is reflected in the interaction in English which is still limited. So, people with level A2 can communicate in English, but the discussion only covers certain things that have been mastered. For example, someone who can understand short stories heard from someone who can tell about his favorite food. For this category, some students in this study are categorized at A2 level. This fact shows that students still need to improve their vocabulary mastery to improve their English language proficiency.

Then the B1 level is called Intermediate. Someone at this level can speak English actively and passively with topics that are more varied than the previous level, both in formal and informal situations. For example, someone can talk about ideals and lifestyles, to take part in job interview in English. Several students in this study have succeeded reaching this category. Hence, the students still need to develop their vocabulary mastery to get better level, it is upper intermediate.

While level B2 or Upper Intermediate can be intended for someone who has mastery of English in various opportunities without obstacles. People who have English proficiency at this level are able to understand and practice relatively complex English. One example is being able to make

texts about social topics with detailed explanations. There were only two participants in this study reaching the B2 level. It shows that the students need to be taught and encouraged to improve their vocabulary mastery. It is surprisingly to find the result because the fifth semester suppose to be intermediate or upper intermediate level because they have been learning English for several years.

Next, at the C1 or Advanced level, someone at this level can use English for academic and professional purposes. No more difficulty understanding or applying English on almost any occasion. They can express their ideas in spoken and written form on various topics spontaneously, fluently, and confidently. A student college should at least be at this level, because has already at the university level and is considered to be able to speak English well in various situations. Unfortunately, none participant in this study placed the C1 level. The finding reveals a problem that needs to be figured out by both students and teachers English in any situation and condition. This study shows that none participants at this level.

2. Situational Vocabulary

The researcher found many problem of situational vocabulary in students' reading skill. It was the highest problem types of vocabulary occurred in the reading skill. The subtypes of situational vocabulary occurred in the reading skill were personal situational vocabulary (personal word and vocabulary). The writer described the statistics of the problem on the use of situational vocabulary.

The researcher took 10 (ten) students as participants. In observation, the material was four statements and put a tick in the appropriate columns. The interview includes 4 questions related to reading problems.

The observation held on December 07th, 2023. The writer observed the students' activities in reading skill. The writer makes a table and the students put a tick in the appropriate columns. They were not focus on the question. This was one of factors that made them hard to subject well reading section.

In this process, the writer found the students' problem. They were quickly forget what is heard, do not recognize words they know, understand words but not the intended message, neglect the next part when thinking about meaning, unable to form a mental representation from code switching of words heard and the last long listening text. Those were the common error that found that day.

The interview was held on December 08th, 20223. The writer gave the participants 4 questions related to the reading. The first question was "what is the impact after you are use vocabulary in reading skill?". Teacher used vocabulary the students can nott understand what the teacher say in english. So that teacher change to the vocabulary and the impact when the teacher do vocabulary, the students can understand with the taecher say.

The second question was "why the students unable to understand of reading skill, so you use vocabulary mastery in reading skill?" basicly the teacher teaching firts the seventh graders, they have real vocabulary, when

the lecture speak in full English some of them do not understand what the teacher say. So they have short vocabulary and than they do not have learn low reading skill, so they felt confused when the teacher says full speak in English.

The third question was “why the student should know the meaning of vocabulary”. Teacher answer is good, because when the teacher say full English they do not understand what the teacher say, what should they do. Students instruction like to do something what sould they do in reading skill. When the lecture speak just in English some of them do not know what should they do after I play the audio or movie.

The last question was “what is the benefit after use vocabulary mastery?” the benefit use vocabulary mastery, the students can understand about the intruction in reading skill.

It can be concluded that the participants have the impact in reading skill. They are they could not hear well, did not understand every word, they didn't understand what the speaker said and distracted by background noise. So, the students that got bad score in reading having bored to listen well, because it is not their language so they can not understand the meaning. Here the specific of the students' problem:

Table 4
The Specific of the Students' Problem for Interview Data

No	Students' Problem	Frequency	Percentage
1.	Trying to understand every word	5	16.13%
2	Do not know the important word	10	32.26%
3	Can not hear the word clearly	2	6.45%
4	Distracted by background noise	6	19.35%
5	Do not know what the speaker said	8	25.9%
			100%

The table above about the problem difficulties of the 10 students in reading. It was computed by the total of one aspect divided by the total of all aspect, then time 100%. For example, to calculate the percentage of the problem can not hear the word clearly obstacle frequency that the faced 2 divided by 10, then times 100%. The average percentage frequency that faced by all participants was computed by total of ten participants divided by the number of the problem.

Based on the table above, it can be conclude that the frequency of the students problem as follow:

- a. The frequency of the problem trying to understand every word was 16.13%
- b. The frequency of the problem do not know the important word was 32.26%
- c. The frequency of the problem can not hear the word clearly was 6.45%
- d. The frequency of the problem distracted bybackground noise was 20%

e. The frequency of the problem do not know what the speaker said was 10%

As general they have the problem can not hear the word clearly in reading comprehension.

Table 5
The Specific of the Students' Problem from Observation Data

No	Students' Problem	Frequency				Percentage
		N	S	O	A	
1	Quickly forget what is heard	1	2	4	0	100%
2	Do not recognize words they know	1	0	1	1	100%
3	Understand words but not the intended message	5	1	2	1	100%
4	Neglect the next part when thinking about meaning	0	3	0	1	100%
5	Unable to form a mental representation from words heard	0	0	1	1	100%
6	Long listening text	2	2	1	1	100%

Note :

N : Never
S : Sometimes
O : Often
A : Always

The writer conclude the table about six problem students in reading skill. The first, there were 9 students answered N, can be in conclude that answer N because only a few the students who controls a lot of vocabulary.

The second, there were 8 students answered S. Because the students know the familiar words and meaning, they were unable to process the message using those words.

The third, there were 9 students answered O, because of the students forget vocabulary and meaning when reading skill in the study process.

The last, there were 5 students answered A because of students have never heard that word or audio before.

The table above is about the problems of the students in reading, they are: do not trying to understand every word, do not know the important word, can not hear the word clearly, distracted by background noise and do not know what the speaker said.

C. The Strategies Used by the Students

The strategies used by students are young learners. English teachers use young learners strategies in reading skills for young learner lessons. Know the challenges faced by English teachers. Young learner strategies are used in qualitative research and data is obtained through observation, interviews and documentation.

1. Types of Reading Skill Problems Which are Situational Vocabulary

Based on the the result of the study from this research, the researcher concluded that the types of vocabulary on reading skill problem at the seventh graders of SMP N 2 Pubian as follow:

No	Students' Problem	Frequency Score				Amount
		N	S	O	A	
		1	2	3	4	
1	Quikly forget what is heard	1	2	4	0	100%
2	Do not recognize words they know	1	0	1	1	100%
3	Understand words but not the intended message	5	1	2	1	100%
4	Neglect the next part when thinking about meaning	0	3	0	1	100%
5	Unable to form a mental repretation from words heard	0	0	1	1	100%
6	Long reading text	2	2	1	1	100%

Note :

N : Never
S : Sometimes
O : Often
A : Always

For number 1, there were 6 students answered often because the students often quickly forget than remember text that given although the students could understand what was said when they heard it, they would forget it as soon as they began reading to another part the message.

For number 2, there were 24 students answered sometimes because they didn't recognize the word. The students were unable to recall their meanings immediately although the words sounded familiar, consequently, they were unable to process the message using those words.

For number 3, there were students 18 students answered sometimes. Actually, the students known the word but they didn't know the meaning because the students were unable to get the full meaning of the message even though they had understood the literal meaning of the words.

For number 4, there were 14 students answered often and 11 students answered sometimes. Most of students answered often because the students was missing the next part of a text when they stopped to think about unfamiliar words or the interpretation of a segment of text.

For number 5, there were 27 students answered sometimes and 3 students answered often. Most of students answered often because they failed to derive a reasonable mental representation of the input by connecting the words they heard.

For number 6, there were 13 students answered sometimes and 8 students answered often. The eighth students answered often because of the text and the students were not focus.

Based on explanation above the students' problem in reading skill there are some problems were the most dominant. But this factor can be overcome by some ways as the students must be carefully when they to listen to look for key word to understand the meaning what the speaker said. The students must be focus and full concentration when they listen the recorder in order that they can hear clearly. The teacher or lecturer must create the good situation in reading skill and the students do not be noise. The students must be more practice in their life to increase vocabulary in reading skill.

The major purpose of this study was to explore the effects of vocabulary on improvement of EFL learners' reading skill. The findings indicated the significance of employing this strategy in reading skill classes. Vocabulary, according to these findings, could facilitate subject of difficult structures and vocabulary.

D. Discussion

Based on the result of the data analysis, the researcher discussed the research questions in this study. To answered the research question "What are teachers' strategies to help young learners in learning vocabulary?". The researcher conducted observation in four classes and one teacher for each class. Besides, to answered the research question "What are teachers' perceptions in

applying the strategy in teaching vocabulary?”, the researcher conducted the interview with four teachers. The result of this study showed there are seven suitable and common strategies in teaching vocabulary to young learners. They are game, picture, memorization, translation, realia, action/mime/gesture, and song (the researcher listed the strategies from the common used by the teacher).

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Vocabulary mastery is one of the skill in learning reading. To understand the text easier and faster, the reader need vocabulary mastery. Based on the analysis and result of the research, the researcher can conclude that the problems of the students vocabulary mastery in reading, they are do not trying to understand every word, do not know the important word, can not hear the word clearly, distracted by background noise and do not know what the speaker said.. It can be seen from the result of critical value data analysis and interview with students. So, there is an analysis of using vocabulary mastery on the the students' reading skill at the seventh graders of SMP Negeri 2 Pubian in the Academic Year of 2023/2024.

B. Suggestions

Based on the research, the researcher will give the suggestion to the side that related as the considered as follows:

1. For the Teachers
 - a. The teacher are suggested to give the guidance to the students in reading the text.
 - b. The teacher are suggested to teach reading skill, using vocabulary mastery. So, the students can understand reading skill easier and faster

2. For the Students

- a. The students are suggested to study hard in analyzing the reading text.
- b. The students are suggested to be accustomed to read the text.
- c. The students are suggested to try to read the text using vocabulary mastery

3. For the Headmaster

- a. The headmaster is suggested to complete the facilities to support learning process.
- b. The headmaster is suggested to observe the teacher in learning process.

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Nama : Intan Salma U.

Kelas : VII 1

Observation Sheet

Petunjuk:

Perhatikan aspek-aspek berikut saat mengamati. Silanglah angka-angka yang tersedia di sebelah kanan yang sesuai dengan pengamatan yang dilakukan:

4 = Sangat bagus

3 = Bagus

2 = Cukup

1 = Tidak cukup

0 = Sangat tidak cukup

No	Aspek	Kategori				
		4	3	2	1	0
	Persiapan					
1	Guru menyiapkan rencana pembelajaran	✓				
2	Tujuan pembelajaran dinyatakan dengan jelas dalam RPP		✓			
3	Materi pembelajaran berkaitan dengan materi sebelumnya			✓		
4	Guru menyiapkan media pembelajaran				✓	
	Presentasi					
5	Guru menjelaskan tujuan yang ingin dicapai pada pertemuan tersebut Guru menjelaskan tujuan yang ingin dicapai pada pertemuan tersebut		✓			
6	Guru berusaha memotivasi/menarik minat siswa untuk mengikuti proses pembelajaran				✓	
7	Pembelajaran berjalan lancar, berurutan dan logis			✓		
8	Guru menjawab pertanyaan dengan jelas dan memuaskan			✓		
9	Guru memberikan kesempatan kepada siswa untuk mengajukan pertanyaan				✓	
	Penerapan					
10	Kegiatan sangat selama pembelajaran				✓	

Blue Print of Interview

No	Aspek	Sub-Aspek	Sumber
1	Materi kosakata yang dimiliki siswa dalam keterampilan membaca	Siswa cenderung merasa bosan ketika mengerjakan tugas kosakata karena siswa diminta mengisi bagian-bagian pernyataan yang kosong dengan memikirkan apa yang harus diisi sesuai dengan konteks kalimat yang diberikan.	
		Siswa cenderung mengalami kesulitan dalam proses mengidentifikasi makna yang terkandung dalam tugas kosakata karena mereka cenderung merasa bingung dalam menafsirkan isi pernyataan yang terdapat karena kurangnya kosakata.	
		Siswa kurang memperhatikan dengan seksama dalam proses mengerjakan tugas kosakata karena siswa sulit memahami kosakata yang ada.	

Blue Print of Documentation Sheet

No	Aspect
1	Profile of SMP Negeri 2 Metro Lampung
2	The building condition and schoolm facilities in SMP Negeri 2 Metro Lampung
3	The quantity of students SMP Negeri 2 Metro Lampung
4	Organization structure of SMP Negeri 2 Metro Lampung
5	Location sketch
6	Students' reading document

Research Instrument Observation Sheet

Petunjuk:

Perhatikan aspek-aspek berikut saat mengamati. Silanglah angka-angka yang tersedia di sebelah kanan yang sesuai dengan pengamatan yang dilakukan:

4 = Sangat bagus

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2 = Cukup

1 = Tidak cukup

0 = Sangat tidak cukup

No	Aspek	Kategori				
		4	3	2	1	0
	Kegiatan awal					
1	Menanggapi sapaan guru dengan bahasa yang sopan	✓				
2	Memusatkan perhatian ketika guru menjelaskan pelajaran kosakata yang telah dipelajari sebelumnya		✓			
3	Dengarkan arahan guru		✓			
	Kegiatan inti					
4	Fokuskan perhatian pada teks	✓				
5	Fokuskan pada kegiatan membaca	✓				
6	Komunikasi/interaksi dan kerjasama pembelajaran kosakata di kelas dengan guru		✓			
7	Dalam kosa kata terjadi proses mencari, menemukan dan mendiskusikan temuan kosa kata yang diperoleh setiap orang		✓			
	Sebutkan beberapa kosakata yang telah dipelajari sebelumnya			✓		
8	Kegiatan penutup					
9	Menyampaikan pendapat dan berani bertanya jika menemui kesulitan/hal yang kurang jelas		✓			
10	Guru mengevaluasi pekerjaan siswa dan menyimpulkan proses belajar mengajar		✓			

Research Instrument
Interview Sheet

No	Pertanyaan Wawancara
1	Kendala apa yang Anda alami dalam menyelesaikan tugas membaca, khususnya yang berkaitan dengan penguasaan kosakata?
2	Apakah Anda merasa bosan dalam melakukan penguasaan vakabulary?
3	Apakah Anda harus berpikir keras dalam proses mengerjakan tugas penguasaan kosakata untuk menemukan ide yang sebaiknya Anda isi dalam kalimat kosong?
4	Kesulitan apa yang Anda alami dalam mengidentifikasi makna yang terkandung dalam penguasaan kosakata?
5	Apakah Anda kesulitan menentukan kosakata mana yang harus diisi sesuai dengan konteks teks?
6	Apakah Anda memberikan perhatian penuh dalam proses penguasaan kosakata?

Documenttation Sheet

No	Aspect	Available	Inavailable
1	Profil SMP Negeri 2 Metro Lampung	✓	
2	Kondisi bangunan dan fasilitas sekolah di SMP Negeri 2		✓
3	Jumlah siswa SMP Negeri 2 Metro Lampung	✓	
4	Struktur organisasi SMP Negeri 2 Metro Lampung		✓
5	Sketsa lokasi		✓

Nama : Dimas Saputra

Kelas : VII 1

Observation Sheet

Petunjuk:

Perhatikan aspek-aspek berikut saat mengamati. Silanglah angka-angka yang tersedia di sebelah kanan yang sesuai dengan pengamatan yang dilakukan:

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No	Aspek	Kategori				
		4	3	2	1	0
	Persiapan					
1	Guru menyiapkan rencana pembelajaran		✓			
2	Tujuan pembelajaran dinyatakan dengan jelas dalam RPP			✓		
3	Materi pembelajaran berkaitan dengan materi sebelumnya			✓		
4	Guru menyiapkan media pembelajaran	✓				
	Presentasi					
5	Guru menjelaskan tujuan yang ingin dicapai pada pertemuan tersebut Guru menjelaskan tujuan yang ingin dicapai pada pertemuan tersebut	✓				
6	Guru berusaha memotivasi/menarik minat siswa untuk mengikuti proses pembelajaran			✓		
7	Pembelajaran berjalan lancar, berurutan dan logis				✓	
8	Guru menjawab pertanyaan dengan jelas dan memuaskan		✓			
9	Guru memberikan kesempatan kepada siswa untuk mengajukan pertanyaan	✓				
	Penerapan					
10	Kegiatan sangat selama pembelajaran		✓			

Blue Print of Interview

No	Aspek	Sub-Aspek	Sumber
1	Materi kosakata yang dimiliki siswa dalam keterampilan membaca	Siswa cenderung merasa bosan ketika mengerjakan tugas kosakata karena siswa diminta mengisi bagian-bagian pernyataan yang kosong dengan memikirkan apa yang harus diisi sesuai dengan konteks kalimat yang diberikan.	
		Siswa cenderung mengalami kesulitan dalam proses mengidentifikasi makna yang terkandung dalam tugas kosakata karena mereka cenderung merasa bingung dalam menafsirkan isi pernyataan yang terdapat karena kurangnya kosakata.	
		Siswa kurang memperhatikan dengan seksama dalam proses mengerjakan tugas kosakata karena siswa sulit memahami kosakata yang ada.	

Blue Print of Documentation Sheet

No	Aspect
1	Profile of SMP Negeri 2 Metro Lampung
2	The building condition and schoolm facilities in SMP Negeri 2 Metro Lampung
3	The quantity of students SMP Negeri 2 Metro Lampung
4	Organization structure of SMP Negeri 2 Metro Lampung
5	Location sketch
6	Students' reading document

Research Instrument Observation Sheet

Petunjuk:

Perhatikan aspek-aspek berikut saat mengamati. Silanglah angka-angka yang tersedia di sebelah kanan yang sesuai dengan pengamatan yang dilakukan:

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1 = Tidak cukup

0 = Sangat tidak cukup

No	Aspek	Kategori				
		4	3	2	1	0
	Kegiatan awal					
1	Menanggapi sapaan guru dengan bahasa yang sopan			✓		
2	Memusatkan perhatian ketika guru menjelaskan pelajaran kosakata yang telah dipelajari sebelumnya		✓			
3	Dengarkan arahan guru	✓				
	Kegiatan inti					
4	Fokuskan perhatian pada teks	✓				
5	Fokuskan pada kegiatan membaca		✓			
6	Komunikasi/interaksi dan kerjasama pembelajaran kosakata di kelas dengan guru			✓		
7	Dalam kosa kata terjadi proses mencari, menemukan dan mendiskusikan temuan kosa kata yang diperoleh setiap orang		✓			
	Sebutkan beberapa kosakata yang telah dipelajari sebelumnya			✓		
8	Kegiatan penutup					
9	Menyampaikan pendapat dan berani bertanya jika menemui kesulitan/hal yang kurang jelas	✓				
10	Guru mengevaluasi pekerjaan siswa dan menyimpulkan proses belajar mengajar		✓			

Research Instrument
Interview Sheet

No	Pertanyaan Wawancara
1	Kendala apa yang Anda alami dalam menyelesaikan tugas membaca, khususnya yang berkaitan dengan penguasaan kosakata?
2	Apakah Anda merasa bosan dalam melakukan penguasaan vakabulary?
3	Apakah Anda harus berpikir keras dalam proses mengerjakan tugas penguasaan kosakata untuk menemukan ide yang sebaiknya Anda isi dalam kalimat kosong?
4	Kesulitan apa yang Anda alami dalam mengidentifikasi makna yang terkandung dalam penguasaan kosakata?
5	Apakah Anda kesulitan menentukan kosakata mana yang harus diisi sesuai dengan konteks teks?
6	Apakah Anda memberikan perhatian penuh dalam proses penguasaan kosakata?

Documenttation Sheet

No	Aspect	Available	Inavailable
1	Profil SMP Negeri 2 Metro Lampung	✓	
2	Kondisi bangunan dan fasilitas sekolah di SMP Negeri 2		✓
3	Jumlah siswa SMP Negeri 2 Metro Lampung	✓	
4	Struktur organisasi SMP Negeri 2 Metro Lampung		✓
5	Sketsa lokasi		✓

Nama : Desti Winarti

Kelas : VII 1

Observation Sheet

Petunjuk:

Perhatikan aspek-aspek berikut saat mengamati. Silanglah angka-angka yang tersedia di sebelah kanan yang sesuai dengan pengamatan yang dilakukan:

4 = Sangat bagus

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0 = Sangat tidak cukup

No	Aspek	Kategori				
		4	3	2	1	0
	Persiapan					
1	Guru menyiapkan rencana pembelajaran	✓				
2	Tujuan pembelajaran dinyatakan dengan jelas dalam RPP		✓			
3	Materi pembelajaran berkaitan dengan materi sebelumnya			✓		
4	Guru menyiapkan media pembelajaran				✓	
	Presentasi					
5	Guru menjelaskan tujuan yang ingin dicapai pada pertemuan tersebut Guru menjelaskan tujuan yang ingin dicapai pada pertemuan tersebut	✓				
6	Guru berusaha memotivasi/menarik minat siswa untuk mengikuti proses pembelajaran			✓		
7	Pembelajaran berjalan lancar, berurutan dan logis			✓		
8	Guru menjawab pertanyaan dengan jelas dan memuaskan		✓			
9	Guru memberikan kesempatan kepada siswa untuk mengajukan pertanyaan		✓			
	Penerapan					
10	Kegiatan sangat selama pembelajaran				✓	

Blue Print of Interview

No	Aspek	Sub-Aspek	Sumber
1	Materi kosakata yang dimiliki siswa dalam keterampilan membaca	Siswa cenderung merasa bosan ketika mengerjakan tugas kosakata karena siswa diminta mengisi bagian-bagian pernyataan yang kosong dengan memikirkan apa yang harus diisi sesuai dengan konteks kalimat yang diberikan.	
		Siswa cenderung mengalami kesulitan dalam proses mengidentifikasi makna yang terkandung dalam tugas kosakata karena mereka cenderung merasa bingung dalam menafsirkan isi pernyataan yang terdapat karena kurangnya kosakata.	
		Siswa kurang memperhatikan dengan seksama dalam proses mengerjakan tugas kosakata karena siswa sulit memahami kosakata yang ada.	

Blue Print of Documentation Sheet

No	Aspect
1	Profile of SMP Negeri 2 Metro Lampung
2	The building condition and schoolm facilities in SMP Negeri 2 Metro Lampung
3	The quantity of students SMP Negeri 2 Metro Lampung
4	Organization structure of SMP Negeri 2 Metro Lampung
5	Location sketch
6	Students' reading document

Research Instrument Observation Sheet

Petunjuk:

Perhatikan aspek-aspek berikut saat mengamati. Silanglah angka-angka yang tersedia di sebelah kanan yang sesuai dengan pengamatan yang dilakukan:

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2 = Cukup

1 = Tidak cukup

0 = Sangat tidak cukup

No	Aspek	Kategori				
		4	3	2	1	0
	Kegiatan awal					
1	Menanggapi sapaan guru dengan bahasa yang sopan		✓			
2	Memusatkan perhatian ketika guru menjelaskan pelajaran kosakata yang telah dipelajari sebelumnya			✓		
3	Dengarkan arahan guru				✓	
	Kegiatan inti					
4	Fokuskan perhatian pada teks		✓			
5	Fokuskan pada kegiatan membaca			✓		
6	Komunikasi/interaksi dan kerjasama pembelajaran kosakata di kelas dengan guru				✓	
7	Dalam kosa kata terjadi proses mencari, menemukan dan mendiskusikan temuan kosa kata yang diperoleh setiap orang			✓		
	Sebutkan beberapa kosakata yang telah dipelajari sebelumnya			✓		
8	Kegiatan penutup					
9	Menyampaikan pendapat dan berani bertanya jika menemui kesulitan/hal yang kurang jelas			✓		
10	Guru mengevaluasi pekerjaan siswa dan menyimpulkan proses belajar mengajar		✓			

Research Instrument
Interview Sheet

No	Pertanyaan Wawancara
1	Kendala apa yang Anda alami dalam menyelesaikan tugas membaca, khususnya yang berkaitan dengan penguasaan kosakata?
2	Apakah Anda merasa bosan dalam melakukan penguasaan vakabulary?
3	Apakah Anda harus berpikir keras dalam proses mengerjakan tugas penguasaan kosakata untuk menemukan ide yang sebaiknya Anda isi dalam kalimat kosong?
4	Kesulitan apa yang Anda alami dalam mengidentifikasi makna yang terkandung dalam penguasaan kosakata?
5	Apakah Anda kesulitan menentukan kosakata mana yang harus diisi sesuai dengan konteks teks?
6	Apakah Anda memberikan perhatian penuh dalam proses penguasaan kosakata?

Documenttation Sheet

No	Aspect	Available	Inavailable
1	Profil SMP Negeri 2 Metro Lampung	✓	
2	Kondisi bangunan dan fasilitas sekolah di SMP Negeri 2		✓
3	Jumlah siswa SMP Negeri 2 Metro Lampung	✓	
4	Struktur organisasi SMP Negeri 2 Metro Lampung		✓
5	Sketsa lokasi		✓

Nama : Nanda Eleano

Kelas : VII 1

Observation Sheet

Petunjuk:

Perhatikan aspek-aspek berikut saat mengamati. Silanglah angka-angka yang tersedia di sebelah kanan yang sesuai dengan pengamatan yang dilakukan:

4 = Sangat bagus

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1 = Tidak cukup

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No	Aspek	Kategori				
		4	3	2	1	0
	Persiapan					
1	Guru menyiapkan rencana pembelajaran			✓		
2	Tujuan pembelajaran dinyatakan dengan jelas dalam RPP			✓		
3	Materi pembelajaran berkaitan dengan materi sebelumnya			✓		
4	Guru menyiapkan media pembelajaran		✓			
	Presentasi					
5	Guru menjelaskan tujuan yang ingin dicapai pada pertemuan tersebut Guru menjelaskan tujuan yang ingin dicapai pada pertemuan tersebut			✓		
6	Guru berusaha memotivasi/menarik minat siswa untuk mengikuti proses pembelajaran			✓		
7	Pembelajaran berjalan lancar, berurutan dan logis			✓		
8	Guru menjawab pertanyaan dengan jelas dan memuaskan			✓		
9	Guru memberikan kesempatan kepada siswa untuk mengajukan pertanyaan			✓		
	Penerapan					
10	Kegiatan sangat selama pembelajaran		✓			

Blue Print of Interview

No	Aspek	Sub-Aspek	Sumber
1	Materi kosakata yang dimiliki siswa dalam keterampilan membaca	<p>Siswa cenderung merasa bosan ketika mengerjakan tugas kosakata karena siswa diminta mengisi bagian-bagian pernyataan yang kosong dengan memikirkan apa yang harus diisi sesuai dengan konteks kalimat yang diberikan.</p> <p>Siswa cenderung mengalami kesulitan dalam proses mengidentifikasi makna yang terkandung dalam tugas kosakata karena mereka cenderung merasa bingung dalam menafsirkan isi pernyataan yang terdapat karena kurangnya kosakata.</p> <p>Siswa kurang memperhatikan dengan seksama dalam proses mengerjakan tugas kosakata karena siswa sulit memahami kosakata yang ada.</p>	

Blue Print of Documentation Sheet

No	Aspect
1	Profile of SMP Negeri 2 Metro Lampung
2	The building condition and school facilities in SMP Negeri 2 Metro Lampung
3	The quantity of students SMP Negeri 2 Metro Lampung
4	Organization structure of SMP Negeri 2 Metro Lampung
5	Location sketch
6	Students' reading document

Research Instrument Observation Sheet

Petunjuk:

Perhatikan aspek-aspek berikut saat mengamati. Silanglah angka-angka yang tersedia di sebelah kanan yang sesuai dengan pengamatan yang dilakukan:

4 = Sangat bagus

3 = Bagus

2 = Cukup

1 = Tidak cukup

0 = Sangat tidak cukup

No	Aspek	Kategori				
		4	3	2	1	0
	Kegiatan awal					
1	Menanggapi sapaan guru dengan bahasa yang sopan			✓		
2	Memusatkan perhatian ketika guru menjelaskan pelajaran kosakata yang telah dipelajari sebelumnya		✓			
3	Dengarkan arahan guru			✓		
	Kegiatan inti					
4	Fokuskan perhatian pada teks		✓			
5	Fokuskan pada kegiatan membaca		✓			
6	Komunikasi/interaksi dan kerjasama pembelajaran kosakata di kelas dengan guru	✓				
7	Dalam kosa kata terjadi proses mencari, menemukan dan mendiskusikan temuan kosa kata yang diperoleh setiap orang			✓		
	Sebutkan beberapa kosakata yang telah dipelajari sebelumnya			✓		
8	Kegiatan penutup					
9	Menyampaikan pendapat dan berani bertanya jika menemui kesulitan/hal yang kurang jelas			✓		
10	Guru mengevaluasi pekerjaan siswa dan menyimpulkan proses belajar mengajar			✓		

Research Instrument
Interview Sheet

No	Pertanyaan Wawancara
1	Kendala apa yang Anda alami dalam menyelesaikan tugas membaca, khususnya yang berkaitan dengan penguasaan kosakata?
2	Apakah Anda merasa bosan dalam melakukan penguasaan vakabulary?
3	Apakah Anda harus berpikir keras dalam proses mengerjakan tugas penguasaan kosakata untuk menemukan ide yang sebaiknya Anda isi dalam kalimat kosong?
4	Kesulitan apa yang Anda alami dalam mengidentifikasi makna yang terkandung dalam penguasaan kosakata?
5	Apakah Anda kesulitan menentukan kosakata mana yang harus diisi sesuai dengan konteks teks?
6	Apakah Anda memberikan perhatian penuh dalam proses penguasaan kosakata?

Documenttation Sheet

No	Aspect	Available	Inavailable
1	Profil SMP Negeri 2 Metro Lampung	✓	
2	Kondisi bangunan dan fasilitas sekolah di SMP Negeri 2		✓
3	Jumlah siswa SMP Negeri 2 Metro Lampung	✓	
4	Struktur organisasi SMP Negeri 2 Metro Lampung		✓
5	Sketsa lokasi		✓

Nama : Muhammad Al Akbar

Kelas : VII 1

Observation Sheet

Petunjuk:

Perhatikan aspek-aspek berikut saat mengamati. Silanglah angka-angka yang tersedia di sebelah kanan yang sesuai dengan pengamatan yang dilakukan:

4 = Sangat bagus

3 = Bagus

2 = Cukup

1 = Tidak cukup

0 = Sangat tidak cukup

No	Aspek	Kategori				
		4	3	2	1	0
	Persiapan					
1	Guru menyiapkan rencana pembelajaran		✓			
2	Tujuan pembelajaran dinyatakan dengan jelas dalam RPP			✓		
3	Materi pembelajaran berkaitan dengan materi sebelumnya			✓		
4	Guru menyiapkan media pembelajaran			✓		
	Presentasi					
5	Guru menjelaskan tujuan yang ingin dicapai pada pertemuan tersebut Guru menjelaskan tujuan yang ingin dicapai pada pertemuan tersebut		✓			
6	Guru berusaha memotivasi/menarik minat siswa untuk mengikuti proses pembelajaran			✓		
7	Pembelajaran berjalan lancar, berurutan dan logis				✓	
8	Guru menjawab pertanyaan dengan jelas dan memuaskan			✓		
9	Guru memberikan kesempatan kepada siswa untuk mengajukan pertanyaan				✓	
	Penerapan					
10	Kegiatan sangat selama pembelajaran		✓			

Blue Print of Interview

No	Aspek	Sub-Aspek	Sumber
1	Materi kosakata yang dimiliki siswa dalam keterampilan membaca	Siswa cenderung merasa bosan ketika mengerjakan tugas kosakata karena siswa diminta mengisi bagian-bagian pernyataan yang kosong dengan memikirkan apa yang harus diisi sesuai dengan konteks kalimat yang diberikan.	
		Siswa cenderung mengalami kesulitan dalam proses mengidentifikasi makna yang terkandung dalam tugas kosakata karena mereka cenderung merasa bingung dalam menafsirkan isi pernyataan yang terdapat karena kurangnya kosakata.	
		Siswa kurang memperhatikan dengan seksama dalam proses mengerjakan tugas kosakata karena siswa sulit memahami kosakata yang ada.	

Blue Print of Documentation Sheet

No	Aspect
1	Profile of SMP Negeri 2 Metro Lampung
2	The building condition and schoolm facilities in SMP Negeri 2 Metro Lampung
3	The quantity of students SMP Negeri 2 Metro Lampung
4	Organization structure of SMP Negeri 2 Metro Lampung
5	Location sketch
6	Students' reading document

Research Instrument Observation Sheet

Petunjuk:

Perhatikan aspek-aspek berikut saat mengamati. Silanglah angka-angka yang tersedia di sebelah kanan yang sesuai dengan pengamatan yang dilakukan:

4 = Sangat bagus

3 = Bagus

2 = Cukup

1 = Tidak cukup

0 = Sangat tidak cukup

No	Aspek	Kategori				
		4	3	2	1	0
	Kegiatan awal					
1	Menanggapi sapaan guru dengan bahasa yang sopan		✓			
2	Memusatkan perhatian ketika guru menjelaskan pelajaran kosakata yang telah dipelajari sebelumnya			✓		
3	Dengarkan arahan guru				✓	
	Kegiatan inti					
4	Fokuskan perhatian pada teks			✓		
5	Fokuskan pada kegiatan membaca		✓			
6	Komunikasi/interaksi dan kerjasama pembelajaran kosakata di kelas dengan guru			✓		
7	Dalam kosa kata terjadi proses mencari, menemukan dan mendiskusikan temuan kosa kata yang diperoleh setiap orang			✓		
	Sebutkan beberapa kosakata yang telah dipelajari sebelumnya			✓		
8	Kegiatan penutup					
9	Menyampaikan pendapat dan berani bertanya jika menemui kesulitan/hal yang kurang jelas				✓	
10	Guru mengevaluasi pekerjaan siswa dan menyimpulkan proses belajar mengajar			✓		

Research Instrument
Interview Sheet

No	Pertanyaan Wawancara
1	Kendala apa yang Anda alami dalam menyelesaikan tugas membaca, khususnya yang berkaitan dengan penguasaan kosakata?
2	Apakah Anda merasa bosan dalam melakukan penguasaan vakabulary?
3	Apakah Anda harus berpikir keras dalam proses mengerjakan tugas penguasaan kosakata untuk menemukan ide yang sebaiknya Anda isi dalam kalimat kosong?
4	Kesulitan apa yang Anda alami dalam mengidentifikasi makna yang terkandung dalam penguasaan kosakata?
5	Apakah Anda kesulitan menentukan kosakata mana yang harus diisi sesuai dengan konteks teks?
6	Apakah Anda memberikan perhatian penuh dalam proses penguasaan kosakata?

Documenttation Sheet

No	Aspect	Available	Inavailable
1	Profil SMP Negeri 2 Metro Lampung	✓	
2	Kondisi bangunan dan fasilitas sekolah di SMP Negeri 2		✓
3	Jumlah siswa SMP Negeri 2 Metro Lampung	✓	
4	Struktur organisasi SMP Negeri 2 Metro Lampung		✓
5	Sketsa lokasi		✓

DOCUMENTATION OF ENGLISH LEARNING

The teacher gave test of reading skill for the students



The teacher gave the treatment for students



The teacher gave the result of reading skill on vocabulary mastery





**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-1332/In 28.1/J/TL.00/06/2020
 Lampiran : -
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
 KEPALA SMP N 2 METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

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

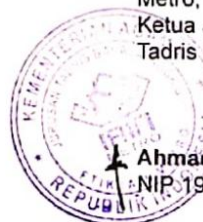
Nama : **NOVITA NENGTIAS**
 NPM : 1701070034
 Semester : 6 (Enam)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : AN ANALYSIS OF STUDENT'S VOCABULARY ABILITIES
 POSSESSED IN READING SKILL AT THE SEVENTH GRADE SMP
 N 2 METRO LAMPUNG

untuk melakukan *pra-survey* di SMP N 2 METRO.

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, 17 Juni 2020
 Ketua Jurusan
 Tadris Bahasa Inggris


Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014



PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 2 METRO

Jl. Ki Hajar Dewantara 91/15A Telp. 0725-41016 Kotak Pos 138 Kota Metro 34112
NIS/NSS/NPSN : 200020/201120904002/10807602
E-Mail : smpnegeri2_metro@yahoo.co.id



Nomor : 423.4 /114 / UPTD.SMP.02 / VIII/ 2021
 Lamp. : -
 Hal : **Izin Pra Survey**

Kepada Yth.

Ketua Jurusan Tadris Bahasa Inggris

Di

Metro

Dengan Hormat,

Menindaklanjuti surat saudara, Nomor : B-1332/In.28.1/J/TL.00/06/2020, tanggal 17 Juni 2020,

Hal : Ijin Pra Survey, pada dasarnya kami tidak keberatan/mengizinkan mahasiswa Saudara yaitu :

No.	Nama	NPM	Prodi
1.	Novita Nengtias	17071070034	Pendidikan Bahasa Inggris

untuk melaksanakan Penelitian di sekolah kami.

Demikian surat ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Metro, 18 Agustus 2021
 Kepala UPTD SMP Negeri 2 Metro,


MARTATI, S.Pd, M.Pd
 PEMBINA TK. I
 NIP. 197003161995122002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inngmulyo 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-4859/In.28.1/J/TL.00/10/2023
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Dedi Irwansyah (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **NOVITA NENGTIAS**
NPM : 1701070034
Semester : 13 (Tiga Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF STUDENT VOCABULARY ABILITIES POSSESSED IN
READING SKILL AT THE SEVENTH GRADE SMPN 2 METRO
LAMPUNG

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, 16 Oktober 2023

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat <https://sismik.metrouniv.ac.id/v2/cek-suratbimbingan.php?npm=1701070034>.
Token = 1701070034



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inngmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-5423/In.28/D.1/TL.00/11/2023
Lampiran :-
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP NEGERI 2 PUBIAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5422/In.28/D.1/TL.01/11/2023, tanggal 23 November 2023 atas nama saudara:

Nama : **NOVITA NENGTIAS**
NPM : 1701070034
Semester : 13 (Tiga Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP NEGERI 2 PUBIAN bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 2 PUBIAN, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS VICABULARY MASTERY POSSESED IN READING SKILL OF THE SEVENTH GRADE OF SMP N 2 PUBIAN".

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

Wassalamu'alaikum Wr. Wb.

Metro, 23 November 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH 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

SURAT TUGAS

Nomor: B-5422/In.28/D.1/TL.01/11/2023

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

Nama : **NOVITA NENGTIAS**
 NPM : 1701070034
 Semester : 13 (Tiga Belas)
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 2 PUBIAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS VICABULARY MASTERY POSSESED IN READING SKILL OF THE SEVENTH GRADE OF SMP N 2 PUBIAN".
 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 : 23 November 2023

Wakil Dekan Akademik dan
 Kelembagaan,



Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003





PEMERINTAHAN KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 1 PUBIAN
 Alamat : Jl.Inpres Sangunratu Kec. Pubian Kab. Lampung Tengah 34176



SURAT BALASAN RESEARCH

Nomor : 504/058/03/C.19/D.1/2023

Menindak lanjuti surat dari Institut Agama Islam Negeri Metro (IAIN) Metro Lampung Nomor B-5423/In.28/D.1/TL.00/11/2023 tanggal 23 November 2023 perihal permohonan izin research.

Dengan ini kami selaku Kepala Sekolah SMP Negeri 02 Pubian Lampung Tengah tidak keberatan dan memberikan izin kepada:

Nama : **NOVITA NENGTIAS**
 NPM : 1701070034
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Semester : 13 (Tiga Belas)

Untuk melakukan research dalam rangka menyelesaikan tugas akhir/sekripsi, dengan judul **"AN ANALYSIS VOCABULARY MASTERY POSSESED IN READING SKILL OF THE SEVENTH GRADE OF SMP N 2 PUBIAN"**

Demikian surat izin research ini disampaikan kepada yang bersangkutan untuk dipergunakan dan dilaksanakan sebagaimana mestinya.

Sangunratu, 20 Desember 2023

Kepala Sekolah SMP Negeri 2 Pubian



Yuda Yuliantina, S.Pd

NIP.197406112007012005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1474/In.28/S/U.1/OT.01/12/2023**

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


Nama : Novita Nengtias
NPM : 1701070034
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1701070034

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, 18 Desember 2023
Kepala Perpustakaan


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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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.id E-mail: iaimetro@metrouniv.ac.id

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 : Novita Nengtias
NPM : 1701070034
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : AN ANALYSIS OF THE STUDENTS VOCABULARY MASTERY POSSESEDIN READING SKILL OF THE SEVENTH GRADE OF SMP N 2 PUBIAN

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

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 18 Desember 2023

Ketua Jurusan TBI



Dr. Much Deiniatur, M.Pd, B.I
NIP. 19880308 201503 1 006



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 faksimili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id; E-mail:
 www.tarbiyah.metrouniv.ac.id

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

Nama : Novita Nengtias

Jurusan : TBI

NPM : 1701070034

Semester : XI/2022

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I		
	10/11/2022		Chapter I Mechanical aspects Content. <u>Prior Research</u> - Do not include Research title 2. Use last name only 3. Include purpose, method, sample/ participant, and the findings of the Research ..	

Mengetahui,
 Ketua Jurusan TBI



Andianto, M.pd
 NIP. 197209232000032002

Dosen Pembimbing I,

Dr. Dedi Irwansyah, M.Hum
 NIP. 197912232006041001



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 faksimili (0725) 47296; Website: tarbiyah.iaim@metrouniv.ac.id; E-mail:
 www.tarbiyah.metrouniv.ac.id

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

Nama : Novita Nengtias
 NPM : 1701070034

Jurusan : TBI
 Semester : XI/2022

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I		
	15/11/2022		<ul style="list-style-type: none"> - Please Understand every single word - Please revise accordingly particularly problem formulation and the objective 	
	6/12/2022		<p>Please understand every single word</p>	

Mengetahui,
 Ketua Jurusan TBI

Andianto, M.pd
 NIP. 197209232000032002

Dosen Pembimbing I,

Dr. Dedi Irwansyah, M.Hum
 NIP. 197912232006041001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Novita Nengtias
NPM : 1701070034

Jurusan : TBI
Semester : XII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I		
	14 Feb 2023	✓	<p>Chapter I has been revised accordingly. stop some mechanical aspects need revision.</p> <p>- You may continue to Chapter II</p>	

Mengetahui
Ketua Jurusan TBI



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IAIN METRO**

Nama : Novita Nengtias
NPM : 1701070034

Jurusan : TBI
Semester : XII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	16/02/2023	I	<ul style="list-style-type: none"> - Chapter II - Mechanical aspects. - Quotation: Said X - states - maintains - highlights - proposes - layout → semua rata kiri - Buat review bukan bahasa <p>Content Chapter II not yet.</p>	

Mengetahui
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IAIN METRO**

Nama : Novita Nengtias
NPM : 1701070034

Jurusan : TBI
Semester : XII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I		
	24/05/2023		Chapter I please bring chapter III	
	26/05/2023		Chapter II please follow the suggestions related to the layout Chapter III OK please bring bibliography	

Mengetahui
Ketua Jurusan TBI



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Nama : Novita Nengtias
NPM : 1701070034

Jurusan : TBI
Semester : XII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I		
	07/06/2023		Chapter II and Referencis Need to be Revised Come back on Friday Morning Prepare for Proposal Seminar	

Mengetahui
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NIP. 197309232000032002

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IAIN METRO**

Nama : Novita Nengtias
NPM : 1701070034

Jurusan : TBI
Semester : XII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	09/06/2023	I	A@@ fis Proposal Seminar	

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Novita Nengtias
 NPM : 1701070034

Program Studi : TBI
 Semester : XIII

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	26/10/2023		<p>Please design</p> <ol style="list-style-type: none"> 1. Observasi sheet. 2. Interview guide - ada pertanyaan yg digunakan dengan bab II blue print 3. Face validity I love Monday. I ... Monday. = 	

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 Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.BI
 NIP. 198803082015031006

Dosen Pembimbing

Prof. Dr. Dedi Irwansyah, M.Hum
 NIP. 19791223 200604 1 001



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IAIN METRO**

Nama : Novita Nengtias
NPM : 1701070034

Program Studi : TBI
Semester : XIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	15/11 2023		Research Instrument Aee Skalaan supra agruca swat jin kiset dan Kumpulan data lapangan.	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.BI
NIP. 198803082015031006

Dosen Pembimbing

Prof. Dr. Dedi Irwansyah, M.Hum
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IAIN METRO**

Nama : Novita Nengtias
NPM : 1701070034

Program Studi : TBI
Semester : XIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	12/12 2023		Karena alasan teknis, Pembimbing menyetujui perubahan lokasi penelitian dari SMPN 2 Metro ke SMPN 2 Purbian	

Mengetahui
Ketua Program Studi TBI



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NIP. 198803082015031006

Dosen Pembimbing

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Nama : Novita Nengtias
NPM : 1701070034

Program Studi : TBI
Semester : XIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	18/12/2023		<p>Chapter IV. Tanya adalah Jawaban terhadap Pertanyaan penelitian</p> <p>A. Research setting # paragraphs. 1. Lokasi 2. visi & misi 3. Infrastructure 4. Human resources</p> <p>B. The level of Vocabulary among the seventh grade students Porta (local test)</p> <p>C. The strategies used by the students</p>	

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D. Discussion
Dosen Pembimbing

Prof. Dr. Dedi Irwansyah, M.Hum
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Nama : Novita Nengtias
 NPM : 1701070034

Program Studi : TBI
 Semester : XIII

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	19/12/2023		<p>- layout 4-4-3-3</p> <p>- mechanical aspects</p> <p>- spelling</p> <p>- style</p> <p>→ 16,13 → 16.13</p> <p>Ⓢ. didit + lag</p> <p>- RA: ^{what} How are the strategies used by students</p> <p>→ yg muncul di Bab IV adalah masalah</p>	

Mengetahui,
 Ketua Jurusan TBI



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Dosen Pembimbing,

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Nama : Novita Nengtias
 NPM : 1701070034

Program Studi : TBI
 Semester : XIII

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	20/12/2023.		<p>Please Understand every single word in the text.</p> <p>→ Bagian @ belum berubah belum meyaraf pertanyaan perbaiki</p> <p>→ Font</p> <p>-----</p> <p>Please come back tomorrow I will approve Chapter IV</p>	

Mengetahui,
 Ketua Jurusan TBI



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Nama : Novita Nengtias
 NPM : 1701070034

Program Studi : TBI
 Semester : XIII

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	22/12/2023 07-30		Chapter IV - V A@A	
	22/12/2023 14-30		Sangat baik draft berikut 1. cover 2. Abstract. 3. Kebaruan orisinalitas 4. Referensi 5. lampiran 6. CV 7. Surat/dokumen yang mendukung Mencayamah A@A for Mencayamah	

Mengetahui,
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Dosen Pembimbing,

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AN ANALYSIS THE STUDENTS' VOCABULARY MASTERY POSSESSED IN READING SKILL AT THE SEVENTH GRADE SMP N 2 PUBIAN

by IAIN METRO

Submission date: 22-Dec-2023 03:24AM (UTC-0800)

Submission ID: 2264030515

File name: NOVITA_NENGTIAS_Student_Number_1701070034_1.docx....docx (114.97K)

Word count: 8610

Character count: 48955



A THESIS

**AN ANALYSIS THE STUDENTS' VOCABULARY MASTERY
POSSESSED IN READING SKILL AT THE SEVENTH GRADE
SMP N 2 PUBIAN**

By:

NOVITA NENGTIAS
Student Number: 1701070034



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF PUBIAN
1444 H / 2023 M**

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CURRICULUM VITAE



The writer's name is Novita Nengtias. She was born in the village of Makarti Mulya OKI, Sumatra Selatan, August 18 1999. She is the first child of a happy couple, Mr Suwarno and Mrs Sri Wasitoh. She has one handsome and smart brother, Nova Juniar Stevano.

She attended SD Negeri 2 Mesuji OKI in 2005 and graduated in 2011. Then, she continued to SMP Negeri 2 Mesuji OKI in 2011 and graduated in 2014. After graduating from SMP Negeri 2 Mesuji OKI, she continued her education at SMA Negeri 2 Mesuji OKI in 2014-2017. Then, IAIN METRO Lampung became the next destination after being registered as a student majoring in English education for the 2017/2018 to 2022/2023 academic year.