

**USING VOCABULARY SELF-COLLECTION STRATEGY (VSS) TO  
IMPROVE READING COMPREHENSION OF THE SEVENTH GRADE  
STUDENTS OF SMPN 4 KALASAN  
IN THE ACADEMIC YEAR OF 2014/2015**

**A Thesis**

**Presented as a Partial Fulfillment of the Requirements for the Attainment of  
the *Sarjana Pendidikan* Degree in English Language Education**



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**2015**

**APPROVAL SHEET**

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**Approved by the supervisor on 6<sup>th</sup> July 2015**

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## RATIFICATION

### USING VOCABULARY SELF-COLLECTION STRATEGY (VSS) TO IMPROVE READING COMPREHENSION OF THE SEVENTH GRADE STUDENTS OF SMPN 4 KALASAN IN THE ACADEMIC YEAR OF 2014/2015





#### A THESIS

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Accepted by the board of examiners of Faculty of Languages and Arts  
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## SURAT PERNYATAAN

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menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 6 Juli 2015

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## MOTTOS

The only source of knowledge is experience.

**(Albert Einstein)**

The journey of a thousand miles begins with one  
step.

**(Lao Tzu)**

What keeps me going is goals.

**(Muhammad Ali)**

## **DEDICATIONS**

I lovingly dedicate this thesis to my beloved family. An extraordinary feeling of gratitude I express to my fond parents and sisters who always give me words of encouragement for tenacity. They are the reason why I could be motivated to swiftly finish this thesis. I also dedicate this thesis to my friends who have supported me throughout the process. I will always appreciate all they have done.

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Finally, I expect that this thesis will be useful. Any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated realizing that this thesis is far from being perfect.

Yogyakarta, 6<sup>th</sup> July 2015



The Writer

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**ABSTRACT**

The aim of this action research was to improve the reading comprehension of seventh grade students of SMPN 4 Kalasan through the implementation of Vocabulary Self-Collection Strategy (VSS) in reading class.

This research was conducted in two cycles. The steps of the research were conducting reconnaissance, planning, implementing and observing the actions, and reflecting the actions. The actions included the vocabulary self-collection strategy which consisted of four main steps, namely building students' interest and attention, collecting and exploring the key vocabularies found in the text, building connection between the key vocabularies and content of text, and comprehending the whole text. The participants of the research were the researcher, the English teacher and researcher's colleague as the collaborators, and the seventh grade students of SMPN 4 Kalasan. The data of the research were in the form of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process, interviewing the English teacher and the students, holding discussions with the collaborators, and taking pictures. Meanwhile, the quantitative data were obtained by administering a pre-test and a post-test to see the improvement of the students' reading comprehension. The instruments of the research included interview guidelines, observation checklist, reading comprehension test sheets, a camera, and an audio recorder. The validity of the research was attained by applying democratic validity, process validity, outcome validity, catalytic validity, and dialogic validity. In addition, to make the data trustworthy or reliable, two kinds of triangulation (time triangulation and investigator triangulation) were used in this research.

The research findings showed that reading comprehension of most students improved after the vocabulary self-collection strategy was used in the teaching and learning process. It was indicated by the increase of the mean of students' reading comprehension scores in the pre-test and post-test (58.9 to 78.0). The implementation also resulted in several other improvements. First of all, the strategy is believed to improve the students' interest in reading English texts. Furthermore, the strategy is believed to facilitate the students in defining the unfamiliar words based on the context of the text. Finally, the group discussion improved interaction among the students and between the students and the teacher during the class.

***Key words:*** *action research, reading, vocabulary self-collection strategy*

## **CHAPTER 1 INTRODUCTION**

### **A. Background of the Problem**

The ability to read comprehensively is considered as the source of knowledge to master the other skills such as listening, speaking and writing. Reading comprehension is a medium to build knowledge especially in the academic world. People will have a good understanding of a certain phenomenon if they have a good ability in reading comprehension. It also influences the other three skills, for instance reading comprehension is needed when writers want to write a great writing because they have to read many sources first before writing. Moreover, the experiences got from reading comprehension will help people to speak fluently since they have many ideas to deliver. In addition, the ability of listening will also be influenced by the ability of reading comprehension. Listeners can build up their background knowledge to determine the things suitable with the context they heard.

In the academic world, reading comprehension is required especially in doing some tests, like TOEFL, TOEIC and IELTS. It is required in one of the sections of each test. Reading comprehension is related to the literacy skill in which reading will be done effectively by a reader with that great ability. While doing the test, for instance, a student will use the time effectively since he or she can read a certain text in a short time and can fully understand the context so that the questions will be answered easily.

Unfortunately, the students' reading comprehension is still relatively low especially in Junior High School. Based on PISA (Program for International Student Assessment), the average scores of 15- year-old students of reading literacy in 2012 is in the range of 60 to 62 and the data were taken from 65 countries overall higher than Argentina, Albania, Kazakhstan, Qatar and Peru (PISA, 2012). The result shows that the students' achievements on reading in Indonesia are still unsatisfied. The fact shows that the students' capability to compete in the international world is still far to reach considering the result of the statistical data on PISA.

The lack of the students' reading comprehension can be caused by some factors, such as the teaching and learning methods applied by the teacher in the classroom or the lack of media to support the teaching and learning process. It is stated in *Permendikbud No. 68 Tahun 2013 tentang Kurikulum SMP-MTS* that the lack of the Indonesian's students achievements issued for several times by TIMSS and PISA are caused by many of the test materials which are not included in the curriculum. Therefore, Curriculum 2013 is developed to guide the students to have a better future with emphasizing on three competences; those are attitude, knowledge and skill.

The students' lack in reading comprehension also occurs at the seventh grade of SMPN 4 Kalasan. The students find difficulties in reading texts and one of the reasons is the students' lack of vocabularies. There are so many unfamiliar words found in the text. As a result, their motivation to read decreases since they find it difficult to translate the words into bahasa Indonesia. Many students prefer to skip the unfamiliar words when reading so



that those words are not explored more. In fact, the key vocabularies might be found from the unfamiliar words that they skipped. The situation certainly causes a problem that the students cannot comprehend the whole text well. In this case, the teacher's guidance and the implementation of a suitable strategy are required to solve these problems.

According to Curriculum 2013, there are six steps in the teaching and learning process, called the Scientific Approach. This approach helps the students to think scientifically in studying the materials given. For instance, in the step of observing the students will be given an opportunity to observe the text so that they can find many things that will support them to learn the further materials. The way of observing the text is quite similar to the Vocabulary Self-Collection Strategy (VSS) by which in the first step the students are asked to identify the word or term based on the context.

The Vocabulary Self-Collection Strategy (VSS) as a strategy to teach reading comprehension can enhance the students to read in the content area in which the students can interpret the text based on the context. It can be implemented as the pre-reading or post-reading activity in which the students can choose the word based on their interest or those which are important to know and then define the words based on the context of the text (Ruddell, 2005:166). The students are supposed to understand the meaning of the words based on the context. They will work in groups so that they can share their idea related to the meaning of the certain words with their friends. The teacher also takes a role in the process of implementing the strategy in which he or she can give examples of how to do the task.

Considering the problems above and the advantages of using VSS in improving the students' reading comprehension, it is necessary to conduct research on improving the students' reading comprehension at the seventh grade of SMPN 4 Kalasan through VSS.

## **B. Identification of the Problem**

There are some factors influencing the students' reading comprehension in SMPN 4 Kalasan, those are: the teacher, the students, and the teaching and learning process. Firstly, the teacher has lack of instructional media to teach reading in which he just uses the texts available in the course book. Sometimes the students feel bored with the learning activity since the topic does not stimulate them to learn. Thus, the appropriate teaching strategy must be really thought by the teacher to solve this problem.

Moreover, most of the students cannot be motivated to read a text because they find many unfamiliar words within the text. The students thought that they would never understand the meaning of the text while they do not know the meaning of the words. It was quite hard for them even though they tried to find the meaning by using the dictionary; they found the different meaning from what they expect to be. The other thing was the students are still confused when they were asked to answer some questions related to the text since their ability in reading comprehension is still relatively low.

Meanwhile, during the teaching and learning process the teacher rarely engages the students to see the context of the text. The words were

translated one by one. The opportunity for the students to participate actively in the class was still minimum and the class was very noisy. In this case, the students should be given more opportunities to express their ideas by answering and explaining the answer based on their knowledge or experiences so that they will get experiences to solve the problems.

### **C. Limitation of the Problem**

In reference to the background of the study and identification of the problem, the focus of the study is on the use of a teaching strategy, particularly known as Vocabulary Self-Collection Strategy (VSS). The reason for the limitation is that students' low reading comprehension can be improved by using Vocabulary Self-Collection Strategy (VSS). It can overcome the problems of reading (comprehension, word recognition, fluency) as well as problems related to teacher (method and media), student (motivation, confidence, interest), and process (classroom activities, interaction, language practices). In light of this view, the research study would be conducted by focusing on improving the reading comprehension of the seventh grade students in SMPN 4 Kalasan by using Vocabulary Self-Collection Strategy (VSS).

#### **D. Formulation of the Problem**

From the identification and limitation of the problem above, the problem was formulated as follows: How to improve the reading comprehension of the seventh grade students of SMPN 4 Kalasan by the implementation of VSS?

#### **E. Objective of the Study**

The objective of the study is to improve the reading comprehension of the seventh grade students of SMPN 4 Kalasan by the implementation of VSS.

#### **F. Significance of the Study**

This research study is expected to give theoretical as well as practical significances for relevant parties.

##### **1. Theoretical Significance**

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



## **2. Practical Significance**

- a. For the teachers, the result of the research could be useful to solve the teacher's problem in teaching reading comprehension.
- b. For the seventh grade students as the subjects of the research, the research can motivate them in improving their reading comprehension and help them to overcome their difficulties in reading comprehension.

## **CHAPTER II LITERATURE REVIEW**

This chapter provides discussions on three aspects. Those are review of related theories, review of related studies, and conceptual framework.

### **A. Review of Related Theories**

As mentioned in the previous chapter, the objective of the study is to improve the reading comprehension of the seventh grade students of junior high school. Hence, the theoretical descriptions related to the study are described in this chapter.

#### **1. Nature of Reading**

##### **a. The Definition of Reading**

Reading can be defined in a very broad definition. Reading can also be divided into some kinds of division based on the purposes of reading itself. In daily life, reading for pleasure can be involved as one kind of the reading activity that has purpose to get enjoyment from reading. The activity can be in the form of reading novel, comic, story book, and so on. Besides, Cambridge Advance Learner's Dictionary defines reading as the skill or activity of getting information from books.

Spratt, Purverness, & William (2005: 21) define reading as one of the language skills categorized as the receptive skill by which the activity is to respond rather than to produce the text. Reading does not just

involve the ability to define the word, but also it lets the readers to make a sense of the text. The knowledge of the world is needed to connect the idea of the text with our background knowledge so that we can understand the writer's purpose of writing the text. We, as a reader, are supposed to understand the language used begun from the words, phrases, sentences, to the whole text.

Moreover, Healy (2002:3) states that "Reading is a purposeful and active process." In this context, reading is defined as the activity which is done to obtain some particular purposes such as reading for understanding, reading for getting information, reading for enjoyment, and reading for learning. The purpose of reading itself can be achieved if the readers can comprehend the materials they read. Thus, the ability to read comprehensively is the crucial one to achieve the reader's purpose in reading something. Therefore, Healy (2002:3) also states that "Reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of the meanings of the text."

In line with Spratt and Healy, Mikulecky & Jeffries (2007: 74) assert that reading comprehension involves three things: the ability to make sense of the text, connect the idea with the knowledge, and remember the text. It lets the reader to think while reading so that the comprehension more than just recognizing and understanding the words. In addition, Vacca & Vacca (1989:20) state that reading comprehension

is significantly related to the comprehension of the text by making inference of the words meaning based on the context.

Therefore, reading in this research means that the activity to comprehend the printed-texts by comprehending the words meaning based on the context. The information found in the text can be connected with the students' prior knowledge to make an inference of the text they read.

#### **b. Types of Classroom Reading Performance**

The classroom reading performance can be categorized based on the text that will be read. Brown (2001: 312) states that there are two types of classroom reading performance, those are oral and silent reading. The oral reading can be called as reading aloud which can be implemented for beginning and intermediate levels. In the practice, the oral reading has purposes to check the students' pronunciation and to check on bottom-up processing skills, such as the emphasizing of the important words or phrases in the passage that they read. Unfortunately, this performance shows the disadvantages in some cases since it does not include as the authentic language activity and the student's concentration will decrease while others are reading loudly.

Secondly, the silent reading can be subcategorized into intensive and extensive reading. The intensive reading tends to emphasize to the students' activity in the classroom or classroom-oriented activity. The students read the text in order to do the tasks given by the teacher.

Meanwhile, the extensive reading requires the students to choose the text by their own based on their interest. It is usually done outside of the class time in which they can read the longer text like books and essays which they can understand. Thus, the extensive reading has purposes to prompt the students to read for pleasure or even to read for understanding.

### c. **Micro- and Macro-skills of Reading**

In reading comprehension, there are some micro- and macro-skills that should be mastered by the students. Brown (2004: 187-188) lists out the micro- and macro-skills of reading comprehension, as follows:

#### **Micro skills**

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.
- 2) Retain chunks of language of different lengths in short-terms memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

#### **Macro skills**

- 8) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 9) Recognize the communicative functions of written texts, according to form and purpose.
- 10) Infer context that is not explicit by using background knowledge.
- 11) Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main

idea, supporting idea, new information, given information, generalization, and exemplification.

- 12) Distinguish between literal and implied meanings.
- 13) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 14) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

#### **d. Strategies for Reading Comprehension**

Before teaching reading comprehension, the teacher should consider some strategies that are appropriate to be applied in the classroom. Brown (2007: 132-136) proposes two types of strategy: learning strategies and communication strategies. He considers reading as the receptive skill that is involved to the learning strategy. Some strategies such as bottom-up and top-down processing, predicting, guessing from context, brainstorming, and summarizing have been conducted by the prior research and have been succeed to be taught as the reading strategies.

Furthermore, Brown (2001:306-310) proposes ten strategies which can be applied in teaching reading comprehension.

- 1) Identify the purpose in reading.
- 2) Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners).
- 3) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).
- 4) Skim the text for main ideas.
- 5) Scan the text for specific information.
- 6) Use semantic mapping or clustering.
- 7) Guess when you aren't certain.
- 8) Analyze vocabulary.
- 9) Distinguish between literal and implied meanings.
- 10) Capitalize on discourse markers to process relationships.

Hence, the first thing that the teacher should consider in teaching reading is the purpose of the students in reading. It means that they should firstly know the reason of reading the text whether it is reading for getting information or just reading for enjoyment. The second is that the teacher may separate the strategies to teach the beginning, intermediate, and advanced learners since they have different ability in understanding the materials. The use of graphemic rules and patterns like providing the hints to a certain word (i.e. the difference between short and long vowel sounds) are required to teach the beginners. However, the use of silent reading techniques is required to teach the intermediate and advanced learners since their purpose of reading is to comprehend the text without pronouncing the words one by one as what is done in oral reading performance.

Furthermore, the two most valuable reading strategies are skimming and scanning. Skimming lets the students to read the whole text quickly in order to get the main idea of the text. Meanwhile, scanning has purposes to search the specific information in a text without reading through the whole text. Both of the strategies can be used depending on the purpose of reading itself whether it is reading for finding the main ideas or reading for getting the specific information.

**e. The Problems of Vocabulary in Reading**

Comprehension is an essential need for reading. The success of reading can be examined by the comprehending of the reading material. As an example, the students who lack in reading usually have a low-level of comprehension. They cannot read in a certain time with the understanding of a low-frequency of words. This may be caused by their lack of word recognition in which they cannot understand almost all of the words in the text that they read. The words are unfamiliar for them and they do not have background knowledge related to the words or even they cannot connect the unfamiliar words with the context of the text. Thus, there are many factors influencing the students' difficulties in reading comprehension.

Sometimes, the texts are too complicated to read so that the students find it difficult to comprehend the text. The use of semantic mapping or clustering can be a strategy to teach reading comprehension in which they can map the content of the passage in the form of semantic mapping. The strategy can be applied to the students individually or in a group.

Moreover, the problem commonly faced by the students in reading a text is they do not understand about the meaning of the words. They find so many unfamiliar words in the text so that they cannot grasp the meaning of the text. One way to cover this problem is by guessing the unknown words from the context. Mikulecky & Jeffries (1996:49) state that guessing the unknown words from context is the effective and the



efficient ways to read comprehensively since we can understand the words by using the text surrounding the words. Guessing words can save more time because the readers do not need to interrupt their reading by searching the words in the dictionary or asking to the other readers.

Another way to guess the meaning of the words is by analyzing the word itself. The words can be analyzed by seeing the morphological structure of the words. For instance, looking for the derivational affixes such as prefixes (de-, dis-, re-, etc) and suffixes (-able, -ity, -ous, etc) may give clues to determine the part of speech of the words. Analyzing the words can also be done through looking for the root of the certain word, determining from the grammatical context, and looking at the semantic context or topic of the text

According to Nation (2011: 249), there are fourteen difficulties commonly faced by children in reading, two of them are decoding or recognizing the printed words and linguistic comprehension. Both factors have big influences to the success of reading comprehension. It will be unsuccessful if the students cannot be familiar with the words and cannot understand the words that they have decoded. Hence, the reading comprehension cannot be seen from one perspective. Students who have ability in word recognition do not necessarily succeed in reading comprehension if their knowledge and understanding of the words are still poor.

Moreover, Leach in Woolley (2011: 25) asserts that the unfamiliar words found in the text become the major problem for the primary

schools students in reading comprehension. The level of words included in the text significantly influences to the readability level of the text. In addition, the difficulties of reading comprehension are not just influenced by word recognition and decoding, but many other factors are involved such as fluency, short-term memory, lack of strategies, and so on.

In addition, Harmer (2001:203-205) presents that a number of problems arise in teaching reading, two of them are language and topic or genre. Firstly, the students will find it difficult to read the longer words or sentences rather than the shorter one. They cannot comprehend the text if there are so many difficult words found in a half of the text. Secondly, the students' motivation in reading will decrease if the topic is unfamiliar or uninteresting.

Based on the opinions explained above, we can emphasize that the difficulties of the students' reading comprehension are categorized into two points: the students' lack of vocabulary and the teacher's lack in implementing the appropriate strategy to teach reading comprehension. Therefore, the Vocabulary Self-Collection Strategy (VSS) is considered as the appropriate strategy to teach reading comprehension since it can help the students to understand the vocabulary found in the text by defining it based on the context of the text.

## **2. Teaching Reading**

### **a. Theory of Teaching Reading**

Reading, as one of the receptive skills in language learning, puts an important role in influencing the success of the productive skill like speaking and writing. The way of teaching gives the crucial effect to the success of reading. It is easier for the students to read if the teacher can teach in the appropriate way.

As described in the point of the difficulties in reading comprehension, Harmer presents the language and genre or topic as the major problems of reading comprehension. To cover these problems he also suggests the solutions that can be done by the teacher in teaching reading. Based on Harmer (2001:203-206), there are three alternatives that can be done to cover the language problems: pre-teaching vocabulary, extensive reading, and authentic language. In pre-teaching vocabulary, teachers can lead the students to predict the unfamiliar words that may be found in the text. They ask the students to make a prediction related to the words including the meaning of those words.

Moreover, related to the genre or topic, Harmer proposes some solutions, such as choosing the right topics, creating interest, activating schemata, and varying topics and genres. In this context, trying to choose the text that is close with the students' life can help them to understand the text easily since the topic is familiar for them. Second, the creative teaching is needed when we want to activate the students' interest in learning. There are many ways to create an interesting learning such as

by asking the students to try to guess what topic that will be going to learn just by talking the important words that may give a big influence to comprehend the text, by showing a picture which can tell the sequence events of the story so that the students can guess how the story will be going on. This activity can also activate the students' schemata since it can build the background knowledge before doing the main task. Lastly, giving the students with the different genre of the text will help them to get familiar with a certain genre or topic.

In addition, Brown (2001, 298:299) states that in teaching reading there are three ways that can be highlighted; those are bottom-up, top-down and interactive reading. Bottom-up processing emphasizes the recognition of linguistic signals, such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse makers, before understanding the whole text. Meanwhile, top-down processing starts reading from the whole text. It supposes the students to activate their background knowledge to guess the unfamiliar words connected with the context. Moreover, the interactive reading which is the combination of bottom-up and top-down processing places the two processes as the important things to be implemented in teaching reading. The two processes cannot be separated each other and should be implemented continuously.

**b. Teaching Materials of Reading**

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

According to Tomlinson (2012: 143), the materials for language learning can be chosen based on the students' needs in order to facilitate them with the appropriate materials to learn since they have different ways of learning the language. In this context, the consideration of choosing the suitable materials is based on the students' level of learning the language whether they are beginning, intermediate, or advanced learners. For instance, the English Young Learners involve the children who are in the age range of elementary or primary schools. They have different needs of learning than do they the adult learners. They also should be given a gracious material to cover their primary need. The high-quality materials (there are the instruction how to deal with the tasks) can be considered as the best materials for the students since they still need the clues in doing all of the tasks.

Furthermore, Brinton in Nunan (2004:133) proposes that the texts and tasks to teach should be authentic. On the other hand, Harmer (2001:205) asserts that the authentic materials are too difficult to read by

the young learners since there are many things that they cannot understand. The students' motivation to read will extremely decrease. For that reason, the teacher is supposed to give the materials that are understandable for them.

In addition, Harmer (2001:207-208) states that the primary point that will lead to the success of teaching reading as the receptive skill is the choice of comprehension task. One thing that must be considered by the teacher in teaching reading is the purpose of teaching reading itself whether it is teaching for testing or the real teachings that will make the students perform more. In improving the students' receptive skill like reading, it will be better if the tasks given are to engage the students to learn rather than to test them by looking at their final scores. In the practice, the process of teaching will lead the students to understand the tasks like how to deal with such kinds of questions. The discussion between the students and the teacher or among the students will help them to comprehend the text. The second component that must be considered as the reading materials is the appropriate level of the texts and tasks. The portion must be balanced between the task and the text. It does not matter if the text is difficult, but there must be a solution by making an easier task so that the students can do it appropriately.

### **c. Theory of Classroom Activities**

The other thing that must be considered in teaching is classroom activities. The activities should be chosen based on the criteria that the students have, such as the age, the students' characteristics, the classroom size, and the materials that will be going to teach. As stated by Lindstromberg (2004:1), the criteria of choosing the classroom activities for teenagers should cover the three purposes: giving positive value, motivating the students to learn and usable in medium to larger class.

Teaching the junior high school students means that we teach the teenagers in which their age are in between childhood and adulthood. There must be some characteristics of the students that the teacher must know to make the classroom activities more acceptable. According to Brown (2001:92), teens enter the period of ultrasensitive so that their emotional will be easily to change up and down especially related to their physical appearance. Thus, the teacher's role here is to improve their self-esteem by avoiding the students' embarrassment in all aspects, praising the students' aptitudes and strengths, enabling the students in making mistakes and errors, and creating small-group work to ease the students in doing the tasks.

Apart from that, the teacher must consider in designing classroom activities is the students' motivation. In this case, the activities should be able to engage the students' motivation to learn. The students' motivation in learning should be known in order to do the further activity that will fulfill their needs. If the students do not know themselves related to the

motivation they bring in joining class, then it will be a teacher's task to create the real motivation. Brown (2007:169) states three different perspectives of the motivation: anticipation of reward, personal's choices, and social context.

The theories explained above lead to the conclusion that in determining the appropriate classroom activities for teaching, there must be some things that must be considered especially related to the students' characteristics and motivation. Knowing the students' characteristics can involve the personality type, the age, and the way of study. Furthermore, the students' motivation can be created through the use of interesting classroom activities.

#### **d. Teaching Reading in the Content Area**

As described in the theories of teaching reading above, teaching reading is not as simple as what is expected. The teacher cannot expect just by seeing the students' success in answering the questions related to their readings, but it does more than that since they are supposed to thoroughly comprehend the text. The teachers who teach reading in the content area must struggle in finding the appropriate strategy so that they can lead the students to be a successful reader. Since most of the final goal of reading is comprehension, there are some experts who propose the relationship between content area reading and comprehension as described as follow.



According to Ruddell (2005:90), in the process of comprehension, the readers will use their prior knowledge and experience to connect with the new information found in the text that will lead to the success of comprehending the text. In line with this, Antonacci and O'Callaghan (2011:3) mention three major factors affecting the comprehension of the text: reader, text, and context. Reader as the first factor brings the prior knowledge, previous experience, cognitive and meta-cognitive strategies, and personal motivation, that can affect to the way of comprehending the text since each reader has different style of learning.

The second factor is text. It influences to the process of comprehension with its various characteristics such as the writer's style, the difficulty level of vocabulary, content knowledge, and the layout. The text commonly tells the reader what becomes the purpose of the writer in writing the text. Moreover, there are texts with different level of difficulty and flat layout. Those all of the characteristics will bring the readers to the assumption as the result of their comprehension.

The last factor is context. It tells the purpose of the reading, the sequence events such as the time and place of the story. It also involves the socio-situational context in which the reader can connect the story they read with their real life. For example, they may ever experience the events just what is being there in the story in their reading so that they can construct the meaning based on their logical feeling.

In addition, Echevarria, Vogt, & J. Short (2000:25) assert the concepts of content that must be considered in choosing the reading

materials. Those are the students' first language, their reading ability, and the difficulty level of the material to be read. The topic chosen must be related to the students' background knowledge. In this case, the teacher should thoroughly analyze the students' needs in order to understand what is being taught.

**e. The Relationship between Vocabulary and Reading Comprehension**

Many research have been conducted to show the relationship between vocabulary knowledge and reading comprehension. Most of the results show that there is a strong relationship between vocabulary and reading comprehension. Tannenbaum & Torgesen (2006:394) assert that the breadth of word knowledge influence to the performance on reading comprehension in which the reading comprehension will increase if the breadth is increased as well. This study was conducted to find the relationships between word knowledge and reading comprehension using two aspects of an individual's word knowledge: breadth and depth. The result shows that the breadth gives a stronger relationship to the reading comprehension than does depth.

Research has also been conducted to find the correlation between vocabulary knowledge depth and reading comprehension using three instruments, those are depth of vocabulary knowledge measure, reading comprehension test and questionnaire. In their study, Ho & Lien (2001:91) concluded that the correlation between participants with depth vocabulary knowledge and their reading comprehension was significant.

It indicates that by improving participants' vocabulary knowledge (in particular vocabulary depth), reading comprehension would also be improved." This research uses the different aspect from what is used in the above research, but both of the study give evidences that vocabulary knowledge and reading comprehension are significantly related.

Furthermore, Hirsch (2003:16) states that reading comprehension can be achieved by a person with at least knowing 90 to 95 percent of the words in a text. It is quite clear that vocabulary influences the success of reading comprehension with the significance of relationship is almost perfect.

In line with Hirsch, Antonacci and O'Callaghan (2011:10) say that vocabulary and reading comprehension have a strong relationship that can be proven by the teachers' experiences during teaching them in which the good result of vocabulary test will influence to the good result of reading comprehension test as well. In this case, the students' word knowledge is the key to comprehend the text.

### **3. Vocabulary Self-Collection Strategy (VSS)**

#### **a. The Nature of VSS**

The Vocabulary Self-Collection Strategy (VSS) was developed by Ruddell in 2005. It was implemented in the classroom consisting students from the seventh grade, high school and graduate school students. Ruddell (2005:166) promotes that VSS is a strategy for teaching that can be implemented as the pre-reading or post-reading activity in which the

students can choose the words based on their interest and then they can define the words based on the context of the text. The activity lets the students to nominate the word that they want to learn more and it is important to learn. In the practice, the students can be divided into some groups consist of two to five and the teacher can gives three to five minutes to the students to find and define the words based on their rationale before presenting them to the class. The focus of the activity is to define the words in the specific context based on the content of the text.

Antonacci & O'Callaghan (2011:26) state that VSS has the purposes to promote the students' word awareness and to motivate them to learn new words so that it will support their academic success. They also say that the main purposes of implementing this strategy is to make the students understand with the new words, promote their interest to the new words and provide a strategy to learn the new words. In line with Ruddell, Antonacci & O Callaghan agree that the VSS is better implemented in the small groups so that the students can work together.

In line with Antonacci & O'Callaghan, Martin (2002:88) says that:

“The Vocabulary Self-Collection Strategy (VSS) is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class.”

From the literature explained above, we can conclude that Vocabulary Self-Collection Strategy is an effective strategy to teach

reading comprehension since it promotes the students with the word awareness that can be stored in long-term memory so that they can understand the text easily. Furthermore, the students can be motivated to read since the activity offers them to work in groups. It will give the advantages especially for the students who are worrying much in performing themselves, so it will help them to decrease their feeling of fear.

**b. The Purposes of VSS**

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

According to Ruddell in Antonacci & O'Callaghan (2011:26), it was proposed that:

“The purpose of the vocabulary self-collection strategy (VSS) is to motivate students to learn new words by promoting a long-term acquisition and development of the vocabulary of academic disciplines with the goal of integrating new content words into students working vocabularies.”

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

**c. The Benefits of Using VSS**

The Vocabulary Self-Collection Strategy (VSS) gives benefits to the success of teaching and learning process especially in reading comprehension, such as improving long-term acquisition and development, making the class more fun, and making the students know their learning objective. The primary benefits of using VSS are that the students can keep their own way of study, find the best way to identify the words from their readings, improve their vocabularies and be a word conscious (Martin, 2002:88).

Moreover, Haggard in Putri (2012:2) states that there are three benefits of using VSS, those are making connection between the new words and the meaning, encouraging the students' interest related to the new words, and improving the students' enthusiasm to learn and find the new words. It seems that VSS makes the learning process to be more fun and enjoyable. The students will not feel bored during the activity since they will be asked not just to answer the questions related to the text without any instructions, but firstly they will observe the text to find the unfamiliar and important words. In addition, the role of the teacher in guiding the students to do the tasks gives the essential effect to the success of learning.

**d. The Steps of Using VSS**

Ruddell on her book (2005:167) states that the most effective way to implement the strategy is to make the students work in pairs or in

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

The details of the steps in applying the VSS based on Ruddell (2005:180) are:

After reading (or other learning event), ask the student groups to find a word or term that they would like to study or learn more about. Students are to be prepared to:

1. Identify the word/term in context.
2. Tell where they found it in the text.
3. Tell what they think the word/term means.
4. Tell what they think the word/term is important to the topic and should be on the class vocabulary list.

Moreover, Antonacci & O'Callaghan (2011:27-29) models the steps of using the VSS that are divided into three parts, those are before reading, during reading and after reading as follows.

### **1) Before reading**

- a) Selecting the appropriate topic to that would be developed in teaching and learning reading.
- b) Choosing the key vocabularies that are important to comprehend the text.
- c) Reading aloud the first paragraph of the text.

- d) Modeling how to choose the important words for understanding the text.
- e) Distributing a graphic organizer including a box for the word, the reason for selecting the word, and the definition of the word.

Figure 1. Vocabulary Self-Collection Strategy Chart

Name: _____		
Topic: _____		
WORD	REASON FOR SELECTION	DEFINITION

## 2) During reading

- a) Asking the students to read the selected passage.
- b) Asking the students to revisit the text and select at least five words that they think those are important, interesting, or challenging to comprehend the text.
- c) Asking the students to complete the VSS chart.

## 3) After reading

- a) Dividing the students into some groups.
- b) Guiding the students to choose a leader for each group to control the discussion.
- c) Asking each student to mention the words that he or she has selected.
- d) Asking the student write the meaning of the selected words.



- e) Bringing up small-group discussion to guide the students in comprehending the text.

Based on the explanation above, it can be concluded that the activity promotes the students to think critically. The activity does not just ask the students to define the meaning of the word, but also they have to think of the reason for selecting the word. Therefore, this activity could help the students to develop their high-order thinking skill since they would be able to solve the problem (in this context, the students are trained to define the words after observing the text and they need to tell the reason of selecting the words). The teacher's role here is to give an example how to deal with the activity and then let the students to participate actively in doing all of the tasks. For instance, the teacher gives an example of how to choose an important word which has a big influence to comprehend the whole text. This modeling will help the students to do the further activity that will be done in the small groups. The group work will encourage the students' motivation to learn since they can communicate to share ideas with the teacher and their friends in the same or different group.

#### 4. Teaching Reading Comprehension in Junior High School in Indonesia

##### a. Curriculum 2013

The learning process based on the curriculum 2013 emphasizes on the students' competence with the authentic assessment to attain the attitude, knowledge and skill competencies. The scientific approach is used as an approach to teach the students. The purpose of this approach is to encourage the students to be able to observe, question, collect the data, associate, communicate, and create. The scientific approach emphasizes on the process of the study, it does not merely emphasize on the final result of the study. The improvement of the students in the process of learning will be assessed to be calculated as the final score.

The characteristics of learning at any educational institution are closely related to "*Standar Kompetensi Lulusan dan Standar Isi.*" In the description of "*Pasal 35 Undang-Undang Nomor 20 Tahun 2003,*" it is mentioned that the standard of the graduate's competence is the qualification of the graduate's ability involving the attitude, knowledge and skill of the students that must be attained at the elementary or secondary level.

The learning activities do not just emphasize on one language skill, but the skills are integratedly taught. Thus, the receptive skills (listening and reading) may be taught at the same time with the productive skills (speaking and writing). Zhang in Al-Sohbani (2014: 75) asserts that teaching integrated reading gives many advantages for the students since it can motivate them to learn by involving various kinds of tasks and

activities, and it can create interactive atmosphere by focusing on both receptive and productive skills.

**b. Core Competencies and Basic Competencies for VII Grade Students of Junior High Schools**

Based on the description of the Curriculum 2013 above, the students must attain the core competencies and the basic competencies to be successful in their study. Both of the competencies require the students to learn the four skills (listening, reading, speaking, and writing) in integrated way since each skill cannot be taught separately. The core competencies and the basic competencies for the seventh grade students of Junior High School in the second semester are shown in the following table.

Table 1. The Core Competencies and the Basic Competencies

<i>Kompetensi Inti</i>	<i>Kompetensi Dasar</i>
<i>1. Menghargai dan menghayati ajaran agama yang dianutnya.</i>	<i>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</i>
<i>2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.</i>	<p><i>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</i></p> <p><i>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</i></p> <p><i>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta</i></p>

	<i>damai, dalam melaksanakan komunikasi fungsional.</i>
<i>3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</i>	<p><i>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.</i></p> <p><i>3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.</i></p>
<i>4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.</i>	<p><i>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</i></p> <p><i>4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.</i></p>

From the basic competencies in Table 1, it can be seen that the reading performance is required in the teaching and learning process. For instance, “*Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.*” The basic competence in point 3.7 requires the competence of reading comprehension in which the

students can be taught integratedly with writing. It is related to the point 4.8, that is “*Menyusun teks lisan dan tulis untuk menyatakan dan menayakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.*”

In the practice, reading comprehension may be taught as the knowledge competence in purpose to get the information related to the text before the students create their own text. The students can get the information related to the text through the steps of teaching and learning process, those are observing, questioning, collecting the data, associating and communicating. After doing all of those steps, the students are supposed to be able to create their own text to fulfill the final step of teaching and learning process that is creating.

### **c. The Roles of Teachers in Teaching Reading in the Classroom**

The teacher holds an important role in the teaching and learning process in the classroom. The success of the students in achieving the goal of the study cannot be separated from the teacher’s role. The ability of the teacher in managing the class influences to the students’ attitude during studying in the classroom. Therefore, the teacher has a certain role that will guide the students to learn better.

Based on “*Permendikbud No. 68 Tahun 2013 tentang Kurikulum SMP-MTS*”, it mentions that the teaching and learning process is the student-centred, not teacher-centred in which the students can learn by

using their own ways to attain the competencies. Moreover, an interactive learning is used in the class rather than just one-way learning (interaction between teacher and students). The interactive learning is expected can encourage the students to use their knowledge not only in the classroom, but also in the society and natural environment. The important thing is that the students are supposed to be more active and critical in delivering and asserting their idea. The group work activity is more considered as one strategy to encourage them to be more active.

In teaching reading, the teacher can be as a tutor and facilitator who can guide the students to discover something, not just telling something (discovery learning). In the practice, the teacher can provide the students with a text to observe that further they will collect the information from the text, such as the text structure, language features, and so on until they can communicate it. That is the teacher's role as a facilitator.

#### **d. Assessing Reading**

Assessing reading cannot be done directly just by seeing the reading product since it is difficult to observe the certain product of reading. The product of reading is actually what is stored in the brain and we or even the technology cannot make the assumption of what is already there in the brain. Whether someone's reading ability is good or not cannot be assessed easily. Another reason is that the reading assessment cannot be done in the form of product, but it is naturally in

the process, or like what is Brown (2004:402) stated as a formative assessment.

Grabe (2009:358-359) asserts that the types of tasks become the essential component of the reading assessment since the major goal of the assessment tasks is to give information related to the students' progress in the process of reading which finally will be considered as the reference in determining the students' reading abilities. The some kinds of tasks which is standardized as the reading assessment task formats are: cloze, gap-filling, text gap, multiple choice, matching, editing, shot answer, summary, skimming, scanning, and so forth.

According to Brown (2004:188), assessing reading can imply to the one of the macro-skills of reading in the point of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts. The important thing here is that the genre of a text has a significant effect in establishing the content validity of an assessment procedure. Each genre has its own role to help the students in constructing appropriate meaning.

In addition, Brown (2004:189) proposes four types of reading performance which will involve the varying assessment tasks and help the process of assessing reading, as follows:

- 1) **Perceptive**: perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.
- 2) **Selective**: certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include

sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

- 3) **Interactive**: included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text. Top-down processing is typical of such tasks.
- 4) **Extensive**: extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

Based on the kinds of the assessment tasks mentioned above, there will be the description of some of those tasks that may be appropriate to implement in this research. The first kind of task is multiple-choice. The multiple-choice can be used to test the knowledge of vocabulary or grammar. For the beginners, the activities can be in the form of choosing the best answer of the four of five possible answers, circling the answer, determining the true or false, choosing the letter, and matching. The advantages of the multiple-choice are that it is easy to administer and can be scored quickly even though sometimes the tasks are less in context.

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



choice, but the disadvantage comes out when the students become more struggling to do the task since it offers the more difficult activity.

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

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

The last is ordering tasks. It provides the students with the wrong order sentences then they are asked to order the sentences into the right one. The activity requires the students to be aware with the sequence of events and cohesive devices involving in the story so that they can

understand the logical order of the story. Therefore, those kinds of awareness will ease them to re-order the sentences.

## **B. Review of Related Studies**

In the previous research, Ruddell & Shearer (2002) emphasized that the students in the middle school becomes energetic and enjoy learning the vocabulary by using Vocabulary Self-Collection Strategy (VSS). They feel curious to study the words chosen from the text since they can explore the ideas to find the meaning of the words.

Another research was also conducted by Juwita & Sunaryo (2013). They have concluded that the Vocabulary Self-Collection Strategy (VSS) is the interesting strategy to teach vocabulary in Junior High School. The students can be more active to collect and find the meaning of key vocabularies found in the text. Therefore, it can be concluded that the strategy can be implemented in teaching reading comprehension since it is related to vocabulary learning in which the students can comprehend the text if they understand the meaning of the words based on the context.

In addition, Putri (2012) has conducted an experimental research at the sixth grade of elementary school students in order to find the effect of using Vocabulary Self-Collection Strategy (VSS) to reading achievement. The result of this research shows that there is significant correlation between the use of VSS and students' reading achievement. The mean score of the experimental class using VSS is higher than the control class (i.e 81,89 > 72,96). It means that VSS had given the positive value to the student's reading achievement.

The three research that had been conducted above showed that the Vocabulary Self-Collection Strategy (VSS) was successfully implemented to improve the students' vocabulary learning and reading achievement. Based on the theories described above, reading comprehension is closely related to the vocabulary learning. The students would be able to comprehend the text if they know the meaning of the words found in the text. Hence, this particular research focused on improving the students' reading comprehension through VSS in which group discussion activities were emphasized in each action of the research. Considering the actions conducted in the previous studies and implementing the new actions, it was expected that VSS could be better to be implemented in teaching reading comprehension.

### **C. Conceptual Framework**

Reading comprehension is a crucial need that should be mastered by the students in learning English. The reasons are quite obvious in which reading comprehension is needed in all aspects of life especially in the academic world. The students have to have a good ability in reading comprehension in order to be successful in their study since almost of the learning materials provide the written-form to read. In addition, as stated in background of the study, most of the academic tests (i.e. TOEFL, TOEIC, IELTS) require the mastery of reading comprehension. For the Junior High School students, the various types of the texts are generally taught. To understand a text, of course, the students are supposed to read it comprehensively so that they can grasp its content.

However, teaching reading comprehension is not as easy as what can be imagined. Some problems found are caused by many kinds of factors. One of the problems is the strategy used in the teaching and learning process. Sometimes, it is confusing for the teacher to choose the appropriate strategy which can cover the students' need. Allowing the students to read a text and answer some questions related to the text without any guiding activity is a common situation in the reading class. However, it is not enough to teach reading comprehension. In this situation, the students will be bored to do the activity and become passive. There is no strategy that can improve the students' reading comprehension so that they cannot fully understand the text. The mostly factor influencing the students' lack of reading comprehension is the vocabulary. They find the difficulty in defining the unfamiliar words found in the text.

Based on the problems, the VSS need to be applied as the strategy to improve the students' reading comprehension. The VSS is the strategy that can facilitate the students to collect the key vocabularies and understand the unfamiliar words by defining them based on the context of the text. It will expand their mind that one word may has a different meaning based on the context they read. A word may have function as a noun in one sentence, but it can be a verb in the other one. Moreover, as stated in the literature review, the VSS could promote the students with the long-term acquisition in which collecting the unfamiliar words and defining them based on the context will help the students to remember the same words in the future.

The use of the strategy is based on some reasons, such as reading comprehension has a significant relationship with vocabulary, guessing meaning from context could expand the students' prior knowledge to be connected with the new information, collecting the unfamiliar words and giving the reason for choosing could improve the students' high-order thinking skill, providing the VSS chart could help the students to comprehend the text, and it can create a more active classroom situation since they can work in groups. In addition, the students will be aware of some words that have an important influence to determine the key idea of the whole text.

By using the VSS, the students could comprehend the text efficiently and become more active in exploring their idea related to text discussed. They will not be bored anymore since there will be various kinds of activities involved in the teaching and learning process. Therefore, after implementing the strategy, it is expected that it will give some positive values both to the teacher and students so that the improvement in the teaching and learning process will come up over time.

The figure of conceptual framework is drawn as follow.

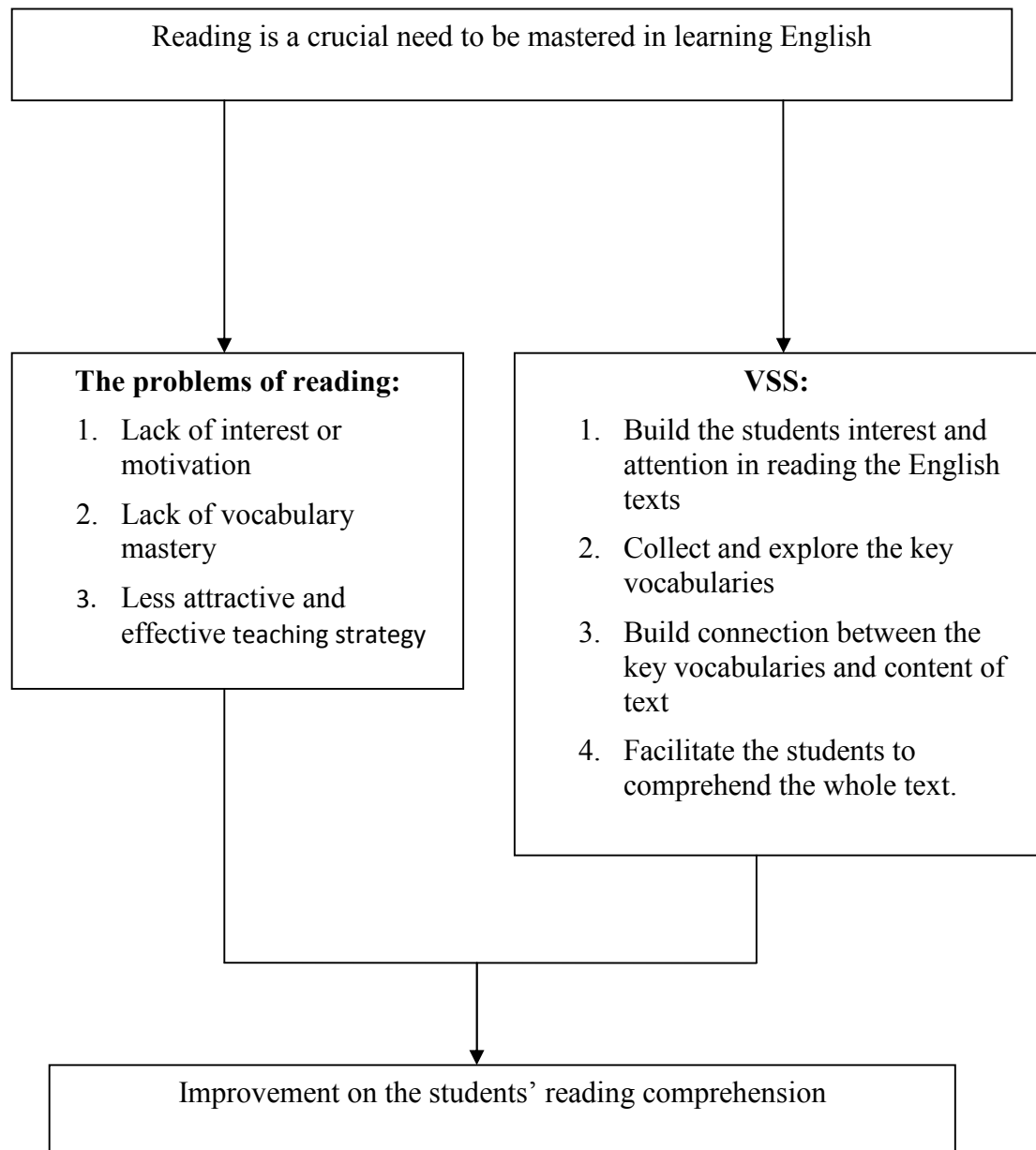


Figure 2. Conceptual Framework

## **CHAPTER III RESEARCH METHODS**

This chapter focused on the methods used in the research. Those could be categorized as research design, research setting, research subjects, research instruments, data collection techniques, techniques of analysis data, validity and reliability of the data, and procedure of the research.

### **A. Research Design**

The research aimed at improving the seventh grade students' reading comprehension by using Vocabulary Self-Collection Strategy (VSS). Thus, the type of the research was action research. Action research has a purpose to see the improvement after implementing a certain method in the teaching and learning process. McKay (2008:30) states that action research involves three features, namely, action, research, and collaborative. The action is conducted to give an improvement to the educational process. Meanwhile, the research means that it needs the analysis of the data. Moreover, a researcher needs to work collaboratively in order to examine the teaching and learning process conducted. Therefore, this particular research was conducted by implementing the VSS in the teaching and learning process in order to get the improvement to the students' reading comprehension.

The model of action research used was the one proposed by Kemmis and McTaggart as cited in Burns (2010:7-9). There were four phases in each

Cycle Involved in the research. Those were planning, action, observation, and reflection. The processes of the phases could be drawn as follows.

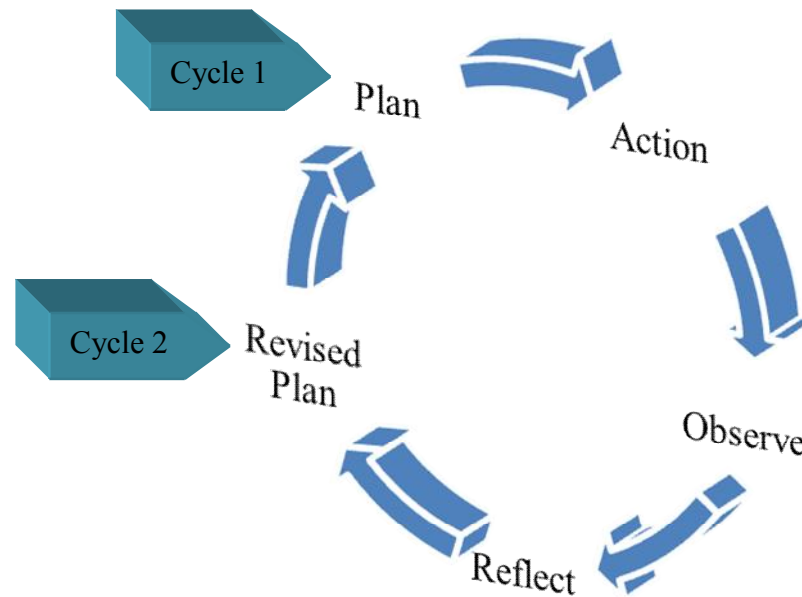


Figure 3. Scheme of Action Research adapted from Kemmis and McTaggart in Burns (2010:9)

## B. Research Setting

The research was conducted in SMPN 4 Kalasan. It is located in Jongkangan, Tamanmartani, Sleman, Yogyakarta. The school has 12 classrooms. It consists of 4 classes for grade VII, 4 classes for grade VII, and 4 classes for grade IX. Each of the class has the facilities to support the teaching and learning process. There are also two laboratories, i.e. the science and computer laboratories. Moreover, the variety of extracurricular are conducted both academic and non-academic, such as English, mathematics, art, computer, dance, drum band, volley ball, and so on.



In addition, the research was conducted in two cycles in which each cycle consisted of two meetings. The first cycle was conducted on Monday, February 9<sup>th</sup> 2015 and Tuesday, February 10<sup>th</sup> 2015. Meanwhile, the second cycle was conducted on Saturday, February 14<sup>th</sup> 2015 and Tuesday, February 17<sup>th</sup> 2015.

### **C. Subject of the Research**

The subjects of the research were 32 students at the seventh grade of SMPN 4 Kalasan. They were chosen in purpose to gain the data since they still have problems in reading comprehension. It was decided after conducting an observation, interviews with the students and the English teacher to find the problems in the students' reading comprehension. Based on the problems, the VSS was viewed as an appropriate strategy to be implemented in the class. The decision was taken based on the agreement between the researcher and the English teacher.

### **D. Data Collection Technique**

The data collected were both in the form of qualitative and quantitative data. The qualitative data were collected based on the situation of teaching and learning process. Meanwhile, the quantitative data were collected based on the students' score after giving pre-test and post-test. Hence, in gaining the data, the data collection techniques were used, such as by conducting interviews, observation, and test.

## **1. Interview**

To gain the richer information, it was needed to do interviews with the students and the teacher. Burns (2010: 75) states that the interview leads the researcher to have a topic to be interviewed and it can be developed based on the responses so that the richer information will be gained. The point is that the interview is flexible depending on the interviewee responds. The interview are required the interviewer to go in depth in gaining the information.

In the practice, the researcher did the interviews to the English teacher and the students to find out the problems related to the reading class. The interviews were also done at the end of every meeting with the English teacher, the students, and the collaborator to know about the teaching and learning process that had been conducted. Their opinions could be a reflection for the researcher to conduct the better actions in the next meetings.

## **2. Observation**

The observation led the researcher to find the problems directly by involving herself to the class. As mentioned by Denscombe (2007:206), two kinds of observation research are the systematic observation and participant observation. The systematic observation is commonly used for the classrooms and related to the production of quantitative data and the use of statistical analysis. Meanwhile, the participant observation is used to investigate the situations and the process of what is being investigated and related to the production of qualitative data. Therefore, the participant observation was used in this research to collect the qualitative data.

In the practice, the observation was done before implementing the actions and while conducting the teaching and learning process. Before implementing the actions, the observation was conducted at the VII C class to find out the problems in particular related to the students' reading comprehension. In addition, the researcher and the collaborator observed the teaching and learning process by making notes and filling the observation checklist. The results of observation helped the researcher in knowing the students' improvement. It also helped her to decide the suitable actions to be implemented in the next meetings.

### **3. Test**

According to Brown (2001:384), the purpose of the test is to measure a person's knowledge in a certain field. The background knowledge of the person will influence the result of the test. Therefore, the pre-test and post-test were conducted to compare the students' achievement in reading comprehension. The comparison was taken before and after the implementation of the actions to find out the effects of using the strategy to the students' reading comprehension. In this case, the students' improvement after implementing the action indicated that the strategy had given a good impact to the reading comprehension.

In the practice, the prototype tests were done before conducting pre-test and post-test. Those were done in VII D class in which the students had to answer 50 questions of multiple choice in 60 minutes. The results of the tests were analyzed before conducting pre-test and post-test. The tests were done

by VII C class as the subject of the research in which they had to answer 40 questions of multiple choice.

#### **E. Instruments of the Research**

Some instruments were used to gain the data of the research. The instruments were interview guide, observation checklist, and reading comprehension test sheets. The interview guide was used before and after the action. Before implementing the action, it was used to ask the students and the English teacher's opinion related to the problems commonly happen in reading comprehension. The result of interviews could determine the appropriate activities to teach in the class. Furthermore, at the end of every meeting, the students, English teacher, and the collaborator were interviewed in order to get their opinions and feelings after implementing the action.

Moreover, the observation checklist was used by the collaborator to check the teaching and learning process. It was used by giving a tick to the statements describing the researcher's performance, the students' participation, and the situation of the classroom during the implementation of the strategy. The result of the observation checklist was in the form of field note in which the collaborator and the researcher wrote any kinds of situations during the implementation of the action.

In addition, the tests were conducted two times. Those are before the action (pre-test) and after implementing the strategy (post-test). The prototype test also was conducted before pre-test and post-test. It was done to check the validity of the test. In the pre-test, the test involved 32 students at the seventh

grade. The purpose of the test was to see the students' ability in reading comprehension. The result of the test became the consideration to arrange the appropriate activities to be used during the action in order to improve the students' reading comprehension. Furthermore, the post-test was done to check the students' improvement after implementing the strategy.

Finally, a camera and an audio recorder were used to record the teaching and learning process. The photographs and audio recording helped the researcher to make the report. Those also can be as evidences of the teaching and learning process that had been conducted. In the practice, the collaborator helped to take the photographs.

#### **F. Technique of Data Analysis**

Two techniques of data analysis were used in the research. Those were qualitative and quantitative. According to Denscombe (2007:289), the qualitative data can be analyzed from the various kinds of data formats, such as interview transcript, texts, field notes, and photographs. Therefore, those kinds of data were analyzed in the findings as the qualitative data. In this particular research, the processes of analyzing the qualitative data involved the steps as suggested by Burns (1999:157-160). Those are assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes.

In the process of assembling the data, the data collected from the actions, such as the field notes, interview transcripts, documents, and photographs, were assembled. The data were scanned and analyzed so that they could be fit

together. Meanwhile, in coding the data, the data were managed so that there were no data which were unclear. The large amounts of the data were reduced to make the data manageable. Moreover, in comparing the data, the data were compared with different kinds of sources. The data were described from different data gathering techniques. For instance, the data gained from the interview were compared with the result of the observation checklist. The similarities and differences of the data could be described in the findings. Furthermore, after assembling, coding, and comparing the data, the data were interpreted in order to make sense of the meaning of the data.

The final step of analyzing the data is reporting the outcomes. In this stage, the findings found during the teaching and learning process were reported in detail. Providing examples were required to support the report of the research. The examples could be taken from the field notes arranged during the implementation of the action.

Moreover, as stated by Burns (2010:118), the quantitative data analysis can be defined as the way of presenting the data in numerical form. Thus, the data were analyzed using the statistical analysis. Therefore, the research used the descriptive statistics in analyzing the data. The data gained from the pre-test and post-test could be analyzed as the quantitative data. Those data were analyzed by using SPSS version 16.0 and compared through paired-sample t-test. The mean score of each two tests were measured to determine the central tendency. It was considered as a way to check the student's improvement in reading comprehension. In addition, the results of prototype test conducted before pre-test and post-test were analyzed by using ITEMAN version 3.0.

The analysis result was considered to decide whether the questions should be revised or not. In this case, the validity of the test depended on the form of the questions in particular related to the reading comprehension questions. Briefly, the reading comprehension questions arranged involving the following indicators:

- 1) Identifying the specifically stated detail or information.
- 2) Deducing the meaning of unfamiliar lexical items in context.
- 3) Making inferences.
- 4) Finding the main idea and the topic of the paragraph.
- 5) Understanding references.
- 6) Distinguish between relevant and irrelevant statement from the text.
- 7) Applying the correct word to complete a certain passage.

#### **G. Validity and Reliability of the Data**

The data collected from the research must be valid and reliable. Therefore, according to Anderson in Burns (1999:161-162), there are five criteria of validity that should be fulfilled to get the validity in the action research. Those of five criteria are described as follows.

##### **1) Democratic Validity**

The democratic validity was related to the scope in which the research was conducted collaboratively and included multiple voices. The validity was obtained by interviewing some students at the seventh grade and discussing with the English teacher to find out the problems in the reading class. It was

done before implementing the actions. The problems were limited on the implementation of VSS. It was implemented to overcome the selected problems. The appropriate actions of the strategy were implemented in the teaching and learning process.

## **2) Outcome Validity**

The outcome validity was related to the concept of action that will lead to the successful results in the research context. The validity was obtained by both giving a solution to the problems and formulating the indicators that showed the improvement of the students' reading comprehension.

## **3) Process Validity**

The process validity was closely related to the dependability and competency of the research itself. The principle of the validity is to make the action research believable. To gain the validity, the researcher and the collaborator used the observation checklist to observe the teaching and learning process, interviewed the students, and also discussed the implementation of the strategy with the English teacher and the collaborator at the end of every meeting.

## **4) Catalytic Validity**

The catalytic validity was related to the scope in which the students were allowed to expand their understanding with the social realities in order to change it. The validity was obtained by asking the students, the English



teacher, and the collaborator's responses after the implementation of the actions. They were interviewed related to the teaching and learning process conducted. The results of interviewing were considered as a reflection to implement the better actions in the next meetings.

## **5) Dialogic Validity**

The dialogic validity was obtained by conducting the discussion with the English teacher and the collaborator at the end of every meeting. The discussion was related to the teaching and learning process observed so that the researcher got the comments of the implementation of the strategy. Thus, the strengths and the weaknesses were known which further those had been made as the reflection to conduct a better action in the next meetings.

Furthermore, to gain the trustworthiness of the data and reduce the subjectivity in analyzing the data, the triangulation was used in the research. There are four forms of triangulation as suggested by Burns (1999:164), but just two forms of triangulation were used in this research. Both are explained as the following.

### **1. Time Triangulation**

Time triangulation means that the data were collected over a period of time in order to identify the factors involved in the teaching and learning process. In this particular research, the researcher conducted the actions in two cycles in which each Cycle Involving two meetings. The reflection was

conducted after implementing the actions in Cycle I that further the results of reflection were considered to make the better activities in the next cycle.

## **2. Investigator Triangulation**

Investigator triangulation means that there is more than one observer involved in the same research setting. To achieve the investigator triangulation, the English teacher and one more collaborator were invited to the class to observe so that the biased or subjective interpretations could be avoided.

In addition, to gain the reliability of the data and to make sure that the data were analyzed objectively, the field notes, observation sheet, photographs and the students' score of the test were used to get the same result.

## **H. Procedure of the Research**

The procedures of the research were described based on Kemmis and McTaggart in Burns (2010:8). Those are reconnaissance, planning, action, observation, and reflection.

### **1. Determining the Thematic Concern – Reconnaissance**

Before implementing the actions, some efforts were done in purpose to collect the problems commonly faced in teaching and learning reading. The efforts were interviewing the English teacher, observing the teaching and learning process, and interviewing some students of VII C class. Next, the

problems were identified and selected particularly those related to reading comprehension. As a result, the VSS was considered as an appropriate strategy to be implemented in solving the feasible problems in student's reading comprehension.

## **2. Planning**

After identifying the feasible problems in the phase above, some actions were planned to be implemented in teaching and learning process. Those actions were related to the VSS steps. The planning was begun with designing the lesson plans based on the syllabus of Curriculum 2013. Moreover, the supporting media were prepared, such as the students' worksheet and power point.

The research would be done for two cycles. Then, the actions would be divided into two meetings for each cycle with some improvements in Cycle II. Furthermore, the actions would be adapted from Antonacci & O'Callaghan (2011:27-29) who formulated the actions into the following steps:

- 1) Building students' interest and attention
- 2) Collecting and exploring the key vocabularies found in the text
- 3) Building connection between the key vocabularies and content of text
- 4) Comprehending the whole text

## **3. Implementing and Observing the Action**

In this phase, the planning was taken into action in which the VSS was implemented to teach reading comprehension in the classroom. In the

practice, the researcher taught collaboratively with the English teacher and collaborator. The action was conducted until the improvement has been achieved.

The observation was done during the implementation of the strategy in the class. The teaching and learning process was observed by the researcher and the collaborator in purpose to find the impact of the implementation of the VSS to the students' reading comprehension. During the observation, the collaborator used the observation checklist to check the teaching and learning process. The researcher also wrote the class situation in every meeting in the form of field note. At the end of the class, the discussion was conducted between the researcher and the English teacher to discuss the action that had been implemented. Moreover, some students were interviewed to get their opinions after the action.

The phases of VSS could be seen in the following figure.

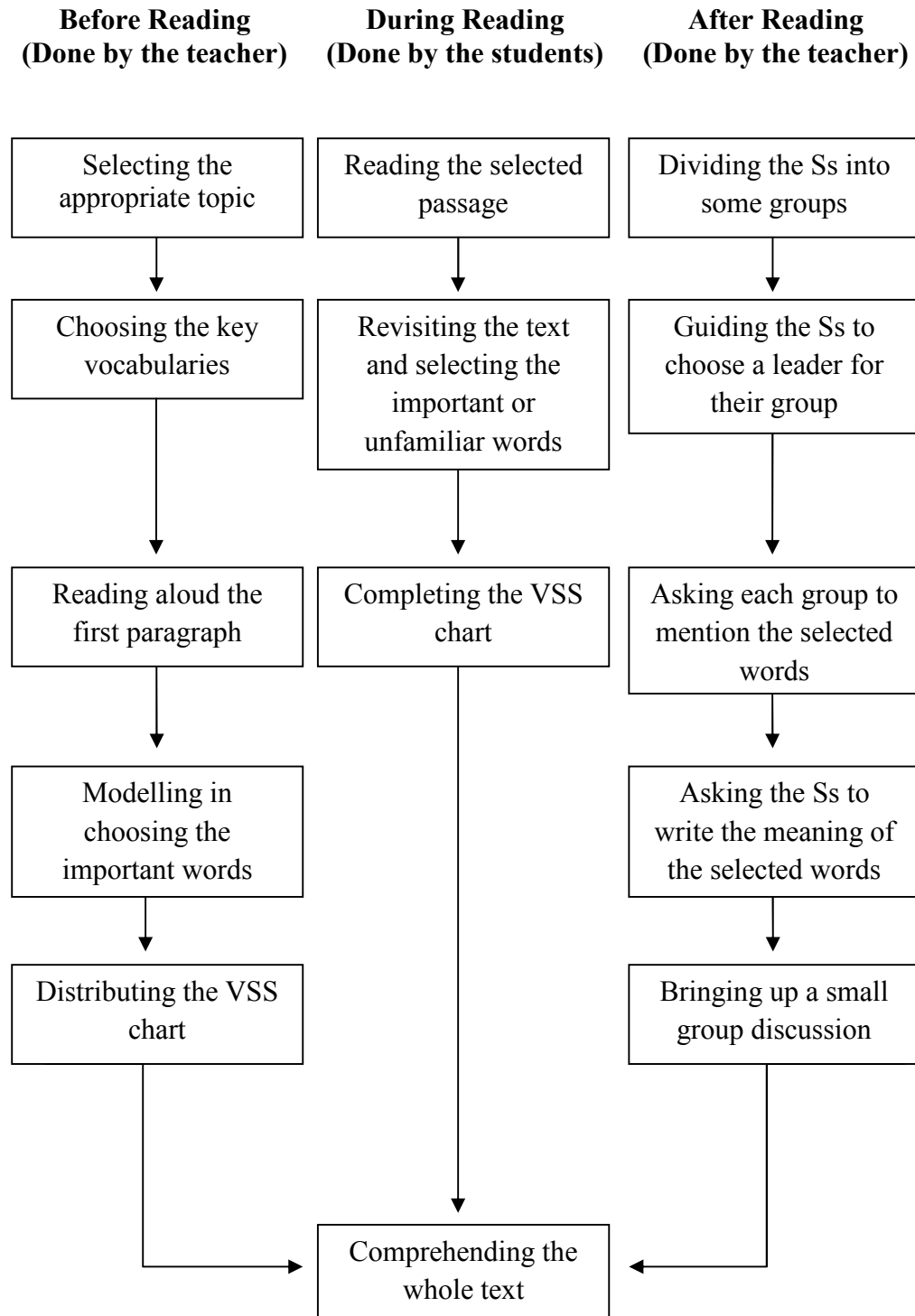


Figure 4. The Phase of Vocabulary Self-Collection Strategy (VSS), adapted from Antonacci & O'Callaghan (2011:27-29).

According to the Figure 4, the appropriate topic was chosen before reading. In this case, the topic of the text closely related to the students' daily life was more considered. The key vocabularies were chosen to be emphasized when reading the text and then the teacher read the first paragraph of the text. The way of choosing the important words was modeled as well. The VSS chart was spread out to the students as a media to collect the words.

The next step was asking the students to read a selected passage and collect the important or unfamiliar words found in the text. The selected words must be listed to the chart involving the reason of choosing the words, and their contextual meaning if they already knew. Moreover, dividing the students could be done after reading of even at the beginning of the lesson. Each group must have a leader who would control the discussion. The leader or representative of each group presented the selected words to the class. It would be better if the words were written on the board so that those could be discussed more.

The unfamiliar words that had no meaning yet should be discussed by asking the students to guess the meaning from the context of the text. Defining the selected words connected with content area of reading would be the focus of the discussion. All of the activities above were the early step to comprehend the text. The students would be able to answer the questions given if they thoroughly comprehend the content of the text.

#### **4. Reflecting the Action**

After conducting an observation, the researcher and the collaborator evaluated the implementation of the strategy. It was done at the end of every meeting in which the discussion was conducted to evaluate some problems found in the teaching and learning process. Furthermore, the solutions were determined to overcome the problems. Then, the solutions were used to get the better action in the next cycle.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the findings and discussions which refer to the attempts to improve the students' reading comprehension ability through vocabulary self-collection strategy. This chapter is presented in parts: reconnaissance, the implementation of the actions and discussions, and the result of the pre-test and post-test of students' reading comprehension.

#### **A. Reconnaissance**

The research began with finding problems in the field. Firstly, interviewing the English Teacher was conducted to gain information about the students' reading comprehension ability. Secondly, the class observation was conducted as well to observe the situations of the teaching and learning process. The observation was held on January 20<sup>th</sup>, 2015 at VII C class of SMPN 4 Kalasan. After conducting the observation, some students and the English teacher were interviewed to gain information about the problems in teaching and learning reading. The description of the English teaching and learning process situation could be seen in the vignette below.



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**Class Observation****Time : 09.55-11-15****Class : VII C****R : Researcher****ET : English Teacher****Ss : Students**

When R and ET entered the classroom, the students seemed ready to study. ET greeted the students by saying “*Assalamu’alaikum, wr.wb.*” and “*Good Morning.*” Then, he asked the students’ condition by saying “*How’s your life*” and asked their attendance “*Who’s absent?*” Most of the students answered enthusiastically.

The ET began the teaching and learning process by asking the students’ homework and asked them to open their course book. He said that the materials were “labeling” entitled “*Things in the Bathroom.*” He asked whether they had finished their homework or not. Most of the students answered that they had not done the homework yet because they did not know the meaning of the words. Next, the ET asked the students to have a look at some pictures and asked them about the name of those pictures in English. Some students answered “*mirror, shower, scoop, bucket, and so on.*” Some of them made mistakes in naming the things in the picture.

In the next activity, the ET showed a text entitled “*Things in My Bathroom*” on the slide and he asked the students to read the text. While reading the text, most of the students were very noisy chatting with their peers; just some of them opened their dictionary to find the meaning of unfamiliar words. After that, he asked them to match the words found in the text with the right pictures. Some of them were right in matching those words, but some were still getting wrong. Then, he gave the correct answers if there were no students who could match correctly. He asked the name of the things in the picture by saying “*What is it?*” and asked them to pronounce each word by saying “*How do you pronounce it?*” Sometimes, he used bahasa Indonesia if the students seemed confused in understanding the instruction, for instance, when he asked “*What is bathtub?*”, no one answered, then he gave a statement “*itu tempat untuk berendam itu ya...*”

The topic about “*Things in the bathroom*” had finished to discuss. The ET asked whether there were any questions related to the topic or not. Most of the students said “*No*”. Then, he continued the material about “*Things in the garage.*” He asked the students to do Activity 12 in their course book. They were asked to label each picture in the garage by giving the right name for each of it. They said “*cabinet, bicycle, kaset, rolling door, and so on?*” The ET asked when a student said “*kaset*” by saying “*What is “kaset” in English?*” Some of them answered “*Welcoming, Sir.*” Then, he explained that “*kaset*” was “*doormat*” in English.

The bell was ringing so that the ET closed the class by telling that he would continue the material in the next meeting. He closed the class by saying “*See you on Saturday*” and “*Wassalamu’alaikum, wr.wb.*”

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## 1. Identification of Fields Problems

Based on the results of interviews, class observation, and pre-test score, the problems faced by the students in comprehending English text were listed. The list of field problems could be seen in the following table.

**Table 2. Field Problems in the English Teaching and Learning Process of the VII C Students of SMPN 4 Kalasan.**

No.	Field Problems	Code
1.	The students found difficulties in comprehending the English texts.	Ss
2.	The students' vocabulary mastery was still low.	Ss
3.	The students made a lot of noises while reading the English texts.	Ss
4.	Most of the students did not bring their dictionary to the class.	Ss
5.	The unfamiliar words were not thoroughly explored by the teacher.	T
6.	The teacher seldom asked the students to guess the meaning of unfamiliar words based on the context of the texts.	T
7.	The students still work individually in doing the given tasks.	T
8.	The communication among peers and the students with the teacher was still rare.	T/Ss
9.	The teacher did not give enough time to the students to comprehend the text.	T
10.	The teacher just showed the text on the slide.	T

**T : Teacher**

**Ss : Students**

## 2. Determining the Research Problems

After finding the field problems, dialogic validity was fulfilled by having a discussion with the English teacher to select the problems based

on the feasibility to be solved collaboratively. Based on the discussion, the problems were formulated in the following table.

**Table 3. The Feasible Problems to be Solved in Reading Teaching and Learning Process of the VII C Students of SMPN 4 Kalasan.**

No.	Field Problems	Code
1.	The students found difficulties in comprehending the English texts.	Ss
2.	The students' vocabulary mastery was still low.	Ss
3.	The unfamiliar words were not thoroughly explored by the teacher.	T
4.	The teacher seldom asked the students to guess the meaning of unfamiliar words based on the context of the texts.	T
5.	The students still work individually in doing the given tasks.	T

**T : Teacher**

**Ss : Students**

The problems mentioned above were related to each other. When the unfamiliar words found in the text were not explored thoroughly, the students would find difficulties in comprehending the text. The teacher might ignore the pre-reading phase in which he could introduce the important words to be understood so that the students could understand the text easily. In this case, most of the unfamiliar words were translated word by word without connecting them with the context of the text. Those words were translated by the teacher directly when he found that there was no one could translate the meaning of English words into Indonesian expressions. In addition, the students did the tasks individually so that there was no space for them to communicate actively with peers in the

class. As a result, they had no confidence to show up their answers when they were asked by the teacher.

### **3. Determining the Actions to Solve the Field Problems**

After identifying the relationship among those problems above, a discussion was conducted to formulate the actions to overcome the problems. As a result, the Vocabulary Self-collection Strategy (VSS) would be implemented since it was required in improving reading comprehension. According to Antonacci & O'Callaghan (2011:27-29), the VSS has several steps. However, those steps could be formulated as follows:

- 1) Building students' interest and attention
- 2) Collecting and exploring the key vocabularies found in the text
- 3) Building connection between the key vocabularies and content of text
- 4) Comprehending the whole text

## **B. The Implementation of the Actions**

### **1. The Implementation of Cycle I**

#### **a. Planning of Cycle I**

The Vocabulary Self-Collection Strategy (VSS) was decided to be implemented in Cycle 1 with the researcher as a teacher, the English teacher and her college's friend as the collaborators. The teaching and learning process would be based on the steps in VSS and Curriculum

2013. The steps in VSS would be adapted from Antonacci & O'Callaghan (2011:27-29) who divides the steps into three parts as follows.

### **1) Before reading**

In this phase, the teacher would do the following steps:

- f) Selecting the appropriate topic to that would be developed in teaching and learning reading.
- g) Choosing the key vocabularies that are important to comprehend the text.
- h) Reading aloud the first paragraph of the text.
- i) Modeling how to choose the important words for understanding the text.
- j) Distributing a graphic organizer including a box for the word, the reason for selecting the word, and the definition of the word.

### **2) During reading**

In this phase, the teacher would do the following steps:

- d) Asking the students to read the selected passage.
- e) Asking the students to revisit the text and select at least five words that they think those are important, interesting, or challenging to comprehend the text.
- f) Asking the students to complete the VSS chart.

### **3) After reading**

In this phase, the teacher would do the following steps:

- f) Dividing the students into some groups.
- g) Guiding the students to choose a leader for each group to control the discussion.
- h) Asking each student to mention the words that he or she has selected.
- i) Asking the student write the meaning of the selected words.
- j) Bringing up small-group discussion to guide the students in comprehending the text.

In the practice, the activities above were formulated into four steps; those are building students' interest and attention, collecting and exploring key vocabularies found in the text, building connection between the key vocabularies and content of text; and comprehending the whole text.

The description of each step could be seen as follows:

#### **1) Building students' interest and attention**

Building students' interest and attention could be done in various ways. In this research, the pre-reading activities were conducted to build the students' interest and attention before discussing the main material. Firstly, the students were showed some pictures of animals on the slide which were related to their daily life. Those animals were categorized as animals in the zoo, animals in the sea, and pets.

Secondly, the students were divided into eight groups in which each group consisted of four students and then they were given a worksheet consisting of the materials to be learnt at that day. The worksheets were colorful printed and involved some pictures. Since they had a worksheet on their hand, they could do every activity effectively. Furthermore, they would be engaged to read because there were a lot of colorful pictures on the worksheet.

## **2) Collecting and exploring the key vocabularies found in the text**

In this step, the students were asked to collect the key vocabularies that they thought those were important, interesting, or challenging to learn. They also could select the words that they did not know the meaning yet. All of those words would be written on the VSS chart which was given before.

In this activity, a model about how to collect the key vocabularies which were important for comprehending the text would be given. Each student was supposed to have the key vocabulary to be shared with the other students. In addition, each leader of the group or even his or her members had to write their words on the board.

## **3) Building connection between the key vocabularies and content of text**

After collecting and exploring the key vocabularies, the students would be guided to build up their mind in defining the selected words based on the content of text. It meant that they had to see the context of the

text to find the appropriate definition of the words. Understanding the words by seeing the context of the text would improve their long-term acquisition.

Moreover, the students would be given clues from the surrounding words or sentences in defining the unfamiliar words. They also would be supposed to improve their higher-order thinking skill in which they could understand the words by recalling their prior knowledge and connected them with the new words they had found.

#### **4) Comprehending the whole text**

Understanding the key vocabularies found in the text is the key to comprehend the whole text. In this step, the students had learnt the selected words so that it would be easier for them to comprehend the text. The comprehension questions were provided to test the students' comprehension after reading the text. The questions would be in the form of short-answer questions or even true or false statements.

#### **b. Actions and Observations in Cycle I**

The actions in Cycle I were done in two meetings; those are on Monday, February 9<sup>th</sup> 2015 and Tuesday, February 10<sup>th</sup> 2015. The topic was chosen based on the discussion with the English teacher and syllabus of Curriculum 2013, it was describing animals. The steps in teaching and



learning process used scientific approach and the implementation of VSS was involved in the certain steps of the approach.

### **1) Meeting I**

In this meeting, the action focused on the building students' interest and attention. The steps of teaching and learning activities were from observing until collecting the data. The students were divided into eight groups consisting four students for each group. The further description of each step could be described below.

#### **a) Observing**

In this step, firstly each group was given a name based on the name of animals. Then, the students were showed with three pictures of animals on the slide; those were a bird, dolphin, and giraffe. Those animals were closely related to their daily life in which they could find the bird as a pet, dolphin in the sea or Water Park, and giraffe in the zoo. Secondly, the students were asked to observe each of the pictures and asked the name of each animal on the slide. Next, they were asked to mention and write the things they had found in the picture on the board. The board was divided into three parts in which each space was given a name with bird, dolphin, and giraffe.

Moreover, each representative of the group had to go to the front to write their answers. Some of the students were right in writing the things related to the pictures, but some were still wrong especially when writing a

sentence, for instance, “*small foot, it is live in the sea.*” Then, the students’ writings were discussed.

#### **b) Formulating Questions**

While discussing the students’ writings, the students were asked about how to describe the animal based on the picture especially the expressions that commonly used in describing something. In this activity, the students’ works were corrected, for example, the phrase “small foot” could be replaced by “*it has small feet.*” Furthermore, the students were engaged to ask some questions related to the way of asking and stating for describing animals.

#### **c) Collecting the Data**

In this step, the students were supposed to get richer information about the parts of animals’ body so that they would be easier to do the further activities. Each group had a copy of worksheet involving some activities to do. First, they should find the meaning of some words related to the animal’s body part they had seen in the previous activity (the bird, dolphin, and giraffe). In this activity, they could use their background knowledge to define those words. Then, they matched each word with the suitable picture provided. In this case, the pictures could help them in understanding the words.

Second, the students were asked to complete the gap sentences by matching each sentence with the right word provided. The words were completed with pictures so that they could easily understand in filling each

of them. The last activity was guessing the names of animal based on the description provided. This activity had a purpose in knowing the students' understanding about the materials learnt.

Those activities above required the students in building interest and attention before learning the complex materials. They were guided to learn the vocabularies about the part of animals' body that they might find in the next activities. The colorful pictures were provided so that they were interested in doing the activities. Moreover, the first activity in which the students were showed some pictures of animals that were closely related to their daily life would engage their interest and attention in learning since they actually had background knowledge about it. In addition, the distribution of worksheet for each group facilitated them to do the activities in depth.

## **2) Meeting II**

In this meeting, the action focused on collecting and exploring the key vocabularies found in the text, building connection between the key vocabularies and content of text, and comprehending the whole text. The steps of teaching and learning activities were from collecting the data until communicating. The students were divided into eight groups consisting four students for each group. The further description of each step could be described below.

**a) Collecting the Data**

In this step, each group was given a text titled “*Broni*”. It was a text about a dog. Firstly, the students in groups were asked to read the text carefully. They were given five minutes to read the text. After that, the researcher asked whether they already understood with the text or not, but most of the students said that they did not understand the text yet. They found many unfamiliar words in the text. At that time, each group was given a copy of VSS chart and they were asked to fill each column with the selected words, the reason for selecting the words, and the Indonesian expressions of those words.

... Most of them said that there were many unfamiliar words which were not known the meaning yet. To solve the problem, she spread out a VSS chart to each group and explained how to use the chart. In that occasion, they had to collect the key vocabularies that they thought that the words were important and the unfamiliar words. They also had to write the reason for selecting the words and the meaning if they already knew. During the activity, she walked around to control each group and answered some questions they asked.

*Vignatte 3. Tuesday, February 10<sup>th</sup> 2015*

The students seemed confused how to deal with the chart. However, the researcher explained that they could look at the example given in the first column in which there were the words “*cute*”, “*it describes Broni’s characteristics*”, and “*manis.*” They were explained that they could collect the words that they thought those words were important in comprehending

the whole text, they did not know the meaning yet, or those words were interesting. In this activity, the key vocabularies were collected and they were engaged to collect the words as many as possible.

After they finished in filling the chart, they were asked to write their selected words and their reason in selecting those words on the board. Everybody had a chance to go to the front, but at least the representative of each group had to write their collection. Fortunately, the students were enthusiastic with the activity. There was only one student who wrote “*It describes Broni’s dog species*” as the reason for the word “*Pomeranian*.” However, the other students wrote “*I don’t know the meaning*” as the reason for each word they selected.

... Most of the groups wrote that they did not know the meaning yet for the selected words. However, there was one group writing “*The word describes Broni’s dog species*” and “*The word describes Broni’s body part*” for the selected words “*Pomeranian and spread*.”...

*Vignatte 3. Tuesday, February 10<sup>th</sup> 2015*

In the next activity, the students were asked to define each selected word into the Indonesian meaning. They were supposed to define the words based on the context of the text. The researcher explained that the text described “Broni” as a pet dog so that they might find many words which their functions were to describe Broni’s characteristics. For instance, when they selected the word “*bark*” because they did not know the meaning, they were explained that they could look at the word after; it

was “*loudly*” in the sentence “*It always barks loudly to the strangers.*” A student said “*dengan keras.*” From that word, most of the students realized that the Indonesian meaning for the word “*bark*” was “*menggonggong.*”

... The discussion was continued by giving the clues for defining the unfamiliar words they selected into bahasa Indonesia. They were asked to guess the meaning of the words from the context of the text. For instance, they were asked to see the word “*loudly*” in which the Indonesian meaning was “*dengan keras*” for the unfamiliar word “*bark.*” It was related to the sound as well so that they could define it easier. The Indonesian meaning was “*menggonggong*” for the word “*bark*” in the sentence “*It always barks loudly to the strangers.*” The students were asked to read the sentences or paragraph more and more if they did not know the meaning yet.

*Vignatte 3. Tuesday, February 10<sup>th</sup> 2015*

The activity was continued in discussing the meaning of the selected words connected with the content area of reading or the context of the text itself.

**b) Associating**

After defining each selected word, briefly the class discussed the part of speech of those words whether they were categorized as noun, verb, adjective, or adverb. The students were explained that they could categorize each word by looking at the sentence and the meaning that they had discussed.

**c) Communicating**

This step focused on comprehending the whole text in which the students were asked to choose between true or false statements based on the text. The statements were made both explicitly and implicitly where they could find the message easily in the text and they had to think more to determine if the statement was true or not.

Furthermore, each group was asked randomly to present their answers and their reasons of choosing true or false statement. If they thought the statement was true, they had to show the evidence from the text. However, if the statement was false, they had to justify it into the correct one by showing the evidence from the text as well.

**c. Reflection of Cycle I**

Based on the teaching and learning activities that had been conducted in Cycle I, there were several reflections. The reflections were based on the observation and interview with the English teacher, collaborator, and the students after conducting the actions in each meeting. As a result, there were actions which were successful and unsuccessful or still needed an improvement. From these reflections, the actions could be improved to get the better improvement in the next cycle. The following were the results of evaluation in reflecting the implementation that had been conducted in Cycle I.

### **1) Building students' interest and attention**

Choosing the topic that was closely related to the students' daily life could engage their interest in learning new material especially reading. The topic was about describing animals that they had already known in their daily life so that they had background knowledge to learn the materials. Moreover, in every activity, they were given a worksheet including some colorful pictures on it. The colorful-worksheet could engage the students' attention in doing the activities since they had the materials in hands. The most influential strategy in this action was that they could do the activities in groups. Most of the students had no confidence when they had to work individually, but they participated actively in group discussion in which they could share their ideas with the members of the group.

The action was quite successful, but there were still some students chatting with their friends during the teaching and learning process. In meeting II of the cycle, the students seemed a little bored when they directly had to read a text without any interesting input in the beginning. This situation would be considered to give a better activity in the next cycle.



- R : What is your opinion about teaching and learning process today, *Wur?*
- C : The students were still active especially when they were asked to write down their answers on the whiteboard.
- R : What else?
- C : Some of the students made some noises during the activity and they were more active to ask to the teacher than discuss the activity with their group members.

*IT. 9. Tuesday, February 10<sup>th</sup> 2015*

## **2) Collecting and exploring the key vocabularies found in the text**

Selecting the key vocabularies in reading a text was the first step in comprehending the whole text. The VSS was implemented in this action in which the students were given a VSS chart to be completed. Most of the students wrote that they did not know the meaning of the words as the reason of choosing those words. It was quite obvious that they might do not easily to comprehend the text because of their vocabulary mastery was still low.

The VSS was quite successful to help the students in collecting the key vocabularies found in the text. However, they seemed still confused in choosing the words that were really important to comprehend the whole text since it was firstly implemented in the second meeting. Their understanding of the strategy would be improved in the next cycle.

### 3) Building connection between the key vocabularies and content of text

The unfamiliar words that the students had been chosen were defined based on the context of the text. The students were supposed to see the surrounding words or sentences before defining them. They could not just define the word by looking at the dictionary since a word could have different meaning depending on the topic of text. The action was quite successful in encouraging the students to define the selected words. However, there were still some students who could not define the words even though they were given some clues, while the others still acted passively during the discussion.

- |    |   |   |
|----|---|---|
| R  | : | Hey, Dea. Give me some times to ask you some questions. Is it okay?   |
| S1 | : | Yes.  |
| R  | : | How was the teaching and learning process today?  |
| S1 | : | It's fun. I have learnt more about the things that I do not know before.  |
| R  | : | And how about the strategy? When I gave you a chart to fill, did it help you to define the unfamiliar words?                      |
| S1 | : | Of course.  |
| R  | : | Why? Can you explain it more?   |
| S1 | : | I didn't know about the definition of the unfamiliar words before, but after Miss Fitri explained to us I became more understand. |
| R  | : | So, after defining the words, was it easier for you to understand the text?   |
| S1 | : | Yes.  |
| R  | : | Ok, thank you.  |

*IT. 9. Tuesday, February 10<sup>th</sup> 2015*

#### 4) Comprehending the whole text

The last purpose of implementing the VSS in reading was that the students could comprehend the text effectively. After collecting and defining the unfamiliar or important words, the students were supposed to be able to answer some comprehending questions related to the text. As a result, most of the students could answer correctly when they were asked to choose between true or false statements based on the text that they had read. It could be concluded that the action was quite successful in this cycle. Yet, there were still some students who could not choose correctly since the message was stated implicitly.

#### d. Summary of Reflection of the Action

Based on the reflection that had been described above, the actions used in Cycle I could be summarized into the following table.

**Table 4. Result of the Reflection of Cycle I**

<b>Components</b>	<b>Result in the Reflection</b>	<b>Conclusion of the Action</b>	<b>Recommendation for Cycle II</b>
Building students' interest and attention	Most of the students were more interested in reading the English texts since it was related to their daily life. They also gave more attention during reading because each group had a	The activities in building students' interest and attention by giving a text related to the students' daily life and a colorful-worksheet would be	It would be better if there was an interesting input or apperception before reading a text in order to engage the students' interest and attention.

	colorful-worksheet to do all of the activities.	continued in Cycle II with improvement.	
Collecting and exploring the key vocabularies found in the text	The implementation of VSS facilitated the students in collecting and exploring the key vocabularies found in the text. By using a VSS chart, the students were easier to list the selected words.	The activities in collecting and exploring the key vocabularies found in the text would be continued in Cycle II with improvement.	Controlling and monitoring the students during the discussion should be improved so that each group could collect the words and more understood how to use the chart.
Building connection between the key vocabularies and content of text	The implementation of VSS facilitated the students in building connection between the key vocabularies and content of text in which they could define the unfamiliar words by looking at the context of the text.	The activities in building connection between the key vocabularies and content of text would be continued in Cycle II with improvement.	The text should be more explored especially in discussing the unfamiliar words so that the students could thoroughly understand with the content of the text.
Comprehending the whole text	The activities in collecting the key vocabularies and connecting them with the content area of reading could help the students in comprehending the whole text since they already understood with the unfamiliar	The activities in comprehending the whole text would be continued in Cycle II with improvement.	The allotted time should be clearly given to the students in doing the comprehending questions so that they could finish their work on time.

	words found in the text.		
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## **2. The Implementation of Cycle II**

### **a. Planning of Cycle II**

Considering the reflections of the actions implemented in Cycle I, there should be conducted more meetings to get the better improvement on the students' reading comprehension. The actions were still the same with the first cycle, but there were some improvements based on the reflections above. The further descriptions of each action were described below.

#### **1) Building students' interest and attention**

Based on the observation during the class and discussion with the collaborator after conducting the teaching and learning process, it could be concluded that there should be more activities to engage the students' interest and attention in reading. During the implementation of actions in the two meetings, the way of delivering the materials was quite serious. Furthermore, in meeting II of Cycle I, the students seemed a little bored since they were asked to read the text directly without any interesting inputs. They also still made a lot of noises during doing the activities.

- R : What do you think of the teaching and learning process today, *Wur*?
- C : So far so good. My suggestion is that it is better if there is an intermezzo before entering the main activity so that the situation isn't too serious. That can be involved as apperception or you can give a quiz.  
 .....

*IT.6. Monday, February 9<sup>th</sup> 2015*

Those observation and discussion's results showed that the activities should be improved so that the students would give their interest and attention more in reading. Hence, the video related to the topic of "*describing people*" would be used as an input before studying the text. By watching the video, the students were expected to have a more enjoyable activity since they could sing together just like what was on the video. In addition, each group would still get a colorful-worksheet to do all the activities.

## **2) Collecting and exploring the key vocabularies found in the text**

The VSS chart still would be spread out to each group so that they could collect the key vocabularies found in the text. However, there would be more controlling and monitoring during doing the activities in order that each group could collect the important or unfamiliar words. They also would be explained more about how to fill the VSS chart. Moreover, the representative of each group should write the selected words on the

whiteboard including the reason for selecting the words and the Indonesian expression of each word.

### **3) Building connection between the key vocabularies and content of text**

The key vocabularies that had been selected would be more explored in which the students could read the text for many times if they could not understand the words yet. They would be given more clues from the surrounding words or sentences to help them in finding the meaning of unfamiliar words. Moreover, each group will be asked about the definition of certain words they selected based on the context of the text.

### **4) Comprehending the whole text**

The time management would be thoroughly considered so that the students could finish answering the comprehension questions in allotted time given. The students' answers also would be discussed thoroughly by confirming their answers with the text. Just what was did in Cycle I, the students had to give the evidence for each answer by reading it aloud from the text.

#### **b. Actions and Observations in Cycle II**

The actions in Cycle II were done in two meetings as well; those are on Saturday, February 14<sup>th</sup> 2015 and Tuesday, February 17<sup>th</sup> 2015. The topic was chosen based on the discussion with the English teacher and

syllabus of Curriculum 2013, it was about describing people. The actions implemented were still the same with those in Cycle I, but there were some improvements related to the actions which did not show a satisfied result yet. The steps in teaching and learning process used scientific approach and the implementation of VSS was involved in the certain steps of the approach.

### **1) Meeting I**

In this meeting, the action focused on the building students' interest and attention. As an interesting input, the students were asked to watch a video about "*Let's Sing*." The steps of teaching and learning activities were from observing until collecting the data. The students were divided into eight groups consisting four students for each group. The further description of each step could be described below.

#### **a) Observing**

In this step, firstly the students were asked to watch a video titled "*Let's Sing*" in which there were cartoons singing about "*What people look like*." The lyrics were related to the topic of describing people, for instance, "*My name's Jan, I'm medium height. I've got long, purple hair; a color that I like. My eyes are green, my skirt is blue, I'm wearing funky clothes. I look really trendy from my head down to my toes.....*" Before watching the video, the students were asked to read some expressions and their responses that must be found their answers in the video so that during



watching they wrote some notes related to the questions. The video were played for three times and they were free to follow the lyrics and sang together.

Next, each group was asked to write anything they remembered from the video on the board and asked to the other groups if they remembered the lyrics involving those words. Furthermore, the questions given before watching the video were discussed by asking each group to read their answers and write them down on the board.

#### **b) Formulating Questions**

While discussing the students' answers, the students were asked about how to describe people based on the video especially the expressions that commonly used in describing something. In this activity, the student observed the expressions of describing people and their responds in the worksheet. For instance, *"How tall is Jane?; What color is Jan's hair?; what color are Mish's eyes?"* as the expressions of describing people, and *"She is medium height; Her hair is purple; his eyes are brown"* as the responds or answers of those expressions. Furthermore, the students were engaged to ask the other expressions related to the way of asking and stating for describing people.

#### **c) Collecting the Data**

In this step, the students were asked to match each description (texts) provided in the worksheet with the suitable picture on its right side. Firstly, the students were given five minutes to read the text with their groups.

Then, they were asked if they already understood with the texts or not and could match them correctly. However, some of the students still did not know the meaning of some words found in the text so that they were given the VSS chart to collect those unfamiliar words.

The researcher read the first text loudly and asked the students whether they found the key or unfamiliar vocabularies from the text. One of the students said "*blond*" and then he was asked to write the word on the chart. They were given a clue from the first text that was the phrase "*a yellow shirt.*" It would be easier for them to match if they knew the meaning of "*yellow*" and "*shirt*" since the pictures were colorful.

After completing the chart, the students were asked to write the selected words, the reason for selecting those words, and the Indonesian expression for each word if they already knew about it. All of the students wrote "*I don't know the meaning*" as the reason for the words they selected. Some words were written with their meaning, but the others were not. Then, the class discussed the selected words written on the board. Each student was given an opportunity to guess the meaning of the words by giving some clues from the text. The following was an example when the students tried to guess the meaning of the word.

- R : In which text you found the word “*trainers*”?
- S : Text 3, Miss.
- R : In which part? *Di bagian yang mana?*  
Tri, can you read it for me? Read the sentence, please?
- S : “He is wearing blue shorts, a green t-shirt and white trainers.”
- R : Okay. Good. Can you guess its meaning?
- S : *Celana trening*, Miss.
- R : Are you sure? Read the text again, please. He is already wearing blue shorts, right? (*the researcher read the text loudly*)  
Now, can you guess it?
- S : *Sepatu*, Miss.
- R : Great. You’re right. *Sepatu jenis apa?*
- S : *Sepatu olahraga*
- R : Yes. That’s right.

*Vignatte 4. Saturday, February 14<sup>th</sup> 2015*

Furthermore, in the next activity the students were asked to read the different text and answered the multiple choice questions related to the text. These questions supposed the students to understand the grammar commonly used in describing people, such as the use of pronoun, auxiliary, contraction, and subject-verb agreement. For instance, “*He’s tall and athletic; He has a dark complexion.*” The students were appointed randomly to mention their answers to the class.

## 2) Meeting II

In this meeting, the action focused on collecting and exploring the key vocabularies found in the text, building connection between the key vocabularies and content of text, and comprehending the whole text. The steps of teaching and learning activities were from collecting the data until

communicating. The students were divided into eight groups consisting four students for each group. The further description of each step could be described below.

**a) Collecting the Data**

Each group received a sheet of colorful worksheet involving a text about “*What’s My Family Like,*” true or false statements, and short answer questions. First, they were asked to read the text in three minutes. They also got a VSS chart to write the key vocabularies found in the text. Now, they already knew how to use the chart. Next, the researcher asked whether they already understood the text or not. Most of the students said yes, but some were not.

As usual, they were asked to write the selected words on the board including the reason for selecting the words, and their Indonesian meaning if they knew. There were just some words that they did not the meaning. Some students said if they want to write the meaning of a certain word that their friend had written on the board.

... Some of the students did not know the Indonesian meaning of the word “*freckles*” yet. However, their friends told that the meaning was “*bintik-bintik.*” Group discussion helped them in doing the activities in particular they could share their opinions with their friends. They also were more active and confident in the class.

*Vignatte 5. Tuesday, February 17<sup>th</sup> 2015*

They were extremely enthusiastic to go forward to the front especially when they were asked to write the meaning of the selected words. The students were asked to read the sentences in the text if they found difficulties in defining the unfamiliar words. The activity was supposed could help them in finding some clues from the words or sentences surrounding the word.

**b) Associating**

After defining each selected word, briefly the class discussed the part of speech of those words whether they were categorized as noun, verb, adjective, or adverb. The students were explained that they could categorize each word by looking at the sentence and the meaning that they had discussed. The students got feedback of their work.

**c) Communicating**

The students chose the true or false statements and answered the short answer questions. These questions were the comprehensive questions related to the text they had learnt. The students would find it easier to do the task if they really understood with the text. As a result, most of the students were right in answering the questions.

In this activity, the representative of each group should present their answer to the class orally. They had to show the evidence from the text by reading it if the statement was true or false. They also had to answer the short answer questions in a complete sentence. The answers were not

stopped in one group, but the others should present their answers if they had different opinion.

**c. Reflection of Cycle II**

Based on the teaching and learning activities that had been conducted in Cycle II, there were several reflections that could be arranged. The reflections were based on the observation and interview with the English teacher, collaborator, and the students after conducting the actions in each meeting. Overall, the actions were successfully implemented in which there were more improvement during teaching and learning process. The following were the results of evaluation in reflecting the implementation that had been conducted in Cycle II.

**1) Building students' interest and attention**

According to the reflection in Cycle I, the students needed fun activities in the beginning of the class. The activity was expected could engage their interest and attention to learn the further materials. As a result, a video was used as an input in meeting I. The video was about cartoons singing a song titled "*What people look like?*" The lyrics were suitable with the topic that would be discussed at that meeting which was about describing people. The students enjoyed the activity in particular when singing the song. They also had more enthusiasm in doing the next activities.

In addition, the students still worked in groups and each group had a worksheet to do the task provided. They were more confident and serious in doing the activities. In conclusion, all of the strategies helped them in reading the text so that the action was successful in Cycle II.

**2) Collecting and exploring the key vocabularies found in the text**

The students were more critical in collecting the key vocabularies found in the text. They were more active as well to present the selected words to the class. The VSS chart was thoroughly used and they found it easier to use the chart. Moreover, the students understood the importance of finding the key vocabularies to comprehend the whole text so that there were no unfamiliar words skipped during reading. The strategy was successfully implemented as well in Cycle II.

**3) Building connection between the key vocabularies and content of text**

The selected words were more explored in particular to find the meaning of each word. The students were engaged to be more active in guessing the meaning of the words by looking at the context of the text. They read the sentence involving the word and tried to guess its meaning. The clues were given from the surrounding words or sentences so that they could define each word contextually. In addition, the text was discussed more until the students thoroughly understood with the content of the text. Hence, the action was successfully implemented as well in Cycle II.

#### 4) Comprehending the whole text

Most of the students could answer the comprehension questions correctly. It meant that their reading comprehension skill was improved. They could finish answering all of the questions in allotted time given as well. Moreover, the students were more critical in interpreting an implicit message found in the text. The reason for answering the questions was presented clearly by showing the evidence from the text. In conclusion, the action was successful as well in Cycle II.

... They also could show the evidence from the text if the statements true or false. For example, they could give a reason why the statement “*Joe’s mother is short*” was false. Their reason was because the text stated that “*She is tall and thin.*”...

*Vignatte 5. Tuesday, February 17<sup>th</sup> 2015*

#### d. Summary of Cycle II

The actions used in Cycle II were still the same with those in Cycle I. However, there were some improvements as what had been described above. Hence, the students’ improvements in reading comprehension before conducting the actions, after conducting Cycle I and Cycle II were described in the following table.



**Table 5. The Differences of Students' Reading Comprehension in Teaching and Learning Process between Cycle I and Cycle II**

<b>Before the Actions</b>	<b>After Cycle I</b>	<b>After Cycle II</b>
The students' vocabulary mastery was low	The students' vocabulary mastery improved better	The students' vocabulary mastery thoroughly improved
The students had no interest and attention in reading an English text	Some of the students were interested and gave their attention in reading an English text	Most of the students were interested and gave their attention in reading an English text
The students skipped the unfamiliar words found in the text	Some of the students collected and learnt the key and unfamiliar words found in the text	Most of the students collected and learnt the key and unfamiliar words found in the text
The students used their dictionary to define the meaning of unfamiliar words	Some of the students could define the unfamiliar words based on the context of the text	Most of the students could define the unfamiliar words based on the context of the text
The students did not write the unfamiliar words on their notebook	Some of the students wrote the unfamiliar words on the VSS chart	Most of the students wrote the unfamiliar words on the VSS chart
The students found difficulties in comprehending an English text	Some of the students found it easier to comprehend an English text	Most of the students found it easier to comprehend an English text

### C. Students' Score

According to Burns (2010), the t-test is needed in action research in purpose to make the data valid and reliable. Hence, the pre-test and post-test were conducted to see the improvement of students' reading comprehension. The data were involved as the qualitative data. The pre-test was conducted before conducting the actions on Monday, February 2<sup>nd</sup> 2015. Meanwhile, the

post-test was conducted after conducting the actions on Saturday, February 21<sup>st</sup> 2015. The result of the tests could be seen in the two tables below.

**Table 6. Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair1	Pre_Test	58.9375	32	11.29641	1.99694
	Post_Test	78.0938	32	9.84840	1.74097

**Table 7. Paired Samples Test**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre_Test - Post_Test	-1.91562E1	8.62894	1.52540	-22.26732	-16.04518	-12.558	31	.000

Table 5 showed the mean value of each test. It increased around 30% from pre-test (58) to post-test (78). The standard deviation in post-test was lower than that in pre-test. It meant that the students' reading score was homogenous in which there were more students getting the high scores. Thus, the description in Table 6 showed that there was an improvement of students' reading comprehension after giving the actions.

Moreover, Table 6 showed the *p-value* of the tests was 0,00 (<0,005). It meant that the students' reading score improved significantly after

implementing the actions. Thus, there was a significant difference between the scores of pre-test and those of post-test.

#### **D. Discussion**

The research has a purpose in improving the students' reading comprehension using Vocabulary Self-Collection Strategy (VSS). Briefly, the strategy was divided into four actions; those are building students' interest and attention, collecting and exploring the key vocabularies found in the text, building a connection between key vocabularies and content area of reading, and comprehending the whole text. These actions were implemented in the teaching and learning process both in Cycle I and Cycle II. Meanwhile, the steps of teaching and learning in the class used the scientific approach since it was required in Curriculum 2013. The steps were observing, formulating questions, collecting the data, associating, and communicating.

Some efforts were done to build the students' interest and attention in reading the English texts. The appropriate topic related to the students' daily life was given so that they could be easier in comprehending the texts. The distribution of worksheet for each group facilitated them to give their attention during doing the task since they had the materials in hands. Moreover, the students did most of the activities in groups so that they were more confident in doing the tasks. In Cycle I, some of the students were interested in reading an English text, but the others were not. They seemed bored during the activity. Hence, the solution was given in Cycle II in which

they were showed a video at the beginning of the activity. They enjoyed the activity especially when singing a song together following the lyrics showed in the video. As a result, the activity engaged the students' interest and attention to do the further activities.

Furthermore, the VSS chart was given to each group during reading the text. The chart facilitated the students in collecting the key vocabularies found in the text. They had to collect the important or unfamiliar words and list them to the chart including the reason for selecting the words and the meaning of those words. The meaning of the selected words could be discussed together if they did not know it yet. The action prevented the students in skipping the unfamiliar words during reading a text. In Cycle I, there were some students being enthusiastic in collecting the words, but the others were still not. However, they showed their improvement in Cycle II in which most of them really enthusiastic in joining the activity in particular when they were asked to go forward to write the selected words on the board.

Defining the unfamiliar words based on the context of the text became the strategy in helping the students when they found so many difficult words in the text. The action encouraged the students to look at the clues surrounded the words. The clues could be in the form of words or sentences. The students were asked about the Indonesian meaning related to the words they had selected. In this activity, they read the sentence including the selected word and tried to guess the meaning. In Cycle I, there were some students who could relate the words with the context, but the others were still not.

However, in Cycle II, the text was explored more and more so that the students were easier in defining the unfamiliar words.

Besides, after reading the text thoroughly, the students were asked to answer some comprehension questions related to the text they read. The questions were in the form of true or false statements and short answer questions. In this activity, the students who really comprehended the text answered the questions correctly, but the questions were confusing for them who could not comprehend the text yet. The students' reading comprehension improved in particular after Cycle II.

In addition, the improvement of students' reading comprehension could be seen from the result of t-test conducting before and after the actions. The result showed that there was a significant improvement of the students' reading comprehension after implementing the strategy. The standard deviation also showed that there were more students who could answer the questions in post-test rather than in pre-test. In conclusion, the implementation of Vocabulary Self-Collection Strategy (VSS) could improve the students' reading comprehension.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

The research was an action research that aimed to improve the seventh grade students of SMPN 4 Kalasan by using Vocabulary Self-Collection Strategy (VSS). It was conducted in two cycles involving two meetings for each cycle. The first cycle was conducted on Monday, February 9<sup>th</sup> 2015 and Tuesday, February 10<sup>th</sup> 2015. Meanwhile, the second cycle was on Saturday, February 14<sup>th</sup> 2015 and Tuesday, February 17<sup>th</sup> 2015. The actions were implemented in particular at VII C class considered as the class which was still low in English. The subjects of the research were 32 students of VII C class.

The steps of teaching and learning process used the scientific approach since it was required in Curriculum 2013. Those were observing, formulating questions, collecting the data, associating, and communicating. The Vocabulary Self-Collection Strategy (VSS) was implemented as a strategy to improve the students' reading comprehension. The strategy involved some actions, namely building the students' interest and attention, collecting and exploring the key vocabularies found in the text, building a connection between a key vocabularies and content of text, and comprehending the whole text. Those actions were implemented both in Cycle I and II with some improvements for Cycle II. In the practice, observing and formulating

questions involved the actions of building the students' interest and attention. Collecting the data and associating involved the action of collecting and exploring the key vocabularies found in the text; building a connection between the key vocabularies and content of text. Meanwhile, comprehending the whole text was involved in the step of communicating.

The students' improvement on reading comprehension could be seen based on their participation in the teaching and learning process and the result of pre-test and post-test. The students participated actively in the class and showed their interest and attention in reading the English texts. They had fun when they were asked to go forward to write their selected words on the board. The strategy also supposed them to work in groups so that they could share the ideas with their friends. They could guess the meaning of unfamiliar words based on the context of the text as well. They realized that they did not have to skip the unfamiliar words while reading the English texts. They tried to connect those words with the surrounding words to determine the right meaning. Moreover, the students' score in post-test were higher than that in pre-test. The mean scores of the two tests also improved significantly. Hence, it could be concluded that the implementation of Vocabulary Self-Collection Strategy (VSS) was successful in particular to improve the students' reading comprehension.

## **B. Implications**

The implementation of Vocabulary Self-Collection Strategy (VSS) had given good impacts to the students. It influenced the students in two ways: their interest and attention in joining the class and their ability in reading comprehension. The first one was that the students' interest and attention improved especially when they were reading the English texts. They felt bored when reading in nature, but the implementation of actions changed their perspective in reading to be better. For instance, grouping activity was successful to make the students more active and confident in the class since they could discuss the problems with their friends. The use of video given in Cycle II also gave a good impact to the students in which they had fun in doing the activity. They were more enthusiastic in joining the further activity as well. In addition, the distribution of worksheet to each group made the students focus and gave their fully attention in doing the task in particular when reading a text since they had the materials in hand.

Secondly, the students were easier to comprehend the text. The use of VSS chart as a media to collect and define the key vocabularies helped them in comprehending the whole text effectively. In the practice, they could define the unfamiliar words found in the text according to the context of the text. Their high-order thinking skills also improved since they accustomed to use their background knowledge to be connected with the new materials. Moreover, the students already understood the importance of words as the key to comprehend the whole text. They could not skip the unfamiliar words



when reading. In addition, the students could answer the questions related to the text easier since they had thoroughly comprehended the text.

## **C. Suggestions**

### **1. To the Students**

In reading the English texts, sometimes the students felt bored since there were so many unfamiliar words that they did not know the meaning yet. Sometimes, they prefer to skip those words and did not want to explore more. Finding the meaning from the dictionary sometimes would not give satisfied result since one word could have different meaning depending on the context of the text itself. One of the solutions was trying to guess the meaning by seeing the clues around the word. The clues could be in the form of word, phrase, or sentence in the text. Reading repeatedly could be a way to comprehend texts as a whole.

### **2. To the English Teachers**

Finding an appropriate strategy was an important thing to be successful in teaching reading. Reading was considered as a boring activity by many students. One of the solutions was making interesting activities so that they could be interested in reading. The activities should be able to encourage the students to be more active in the class. Dividing the students into some groups might become the appropriate strategy in

order to make them participate actively during the class. In addition, the use of media was really important to get the students' attention.

### **3. To other Researchers**

The research conducted was still limited by time. It would be better if there was the same research conducted in longer time so that the students' improvement could be seen more. Moreover, the understanding of the actions taken was the important thing for the researcher. It was the way to be successful in research. The steps of research such as preparation, implementation, and finishing should be passed orderly so that there was no misconception happened. The best researcher would be never satisfied with his or her findings; there was always problem in a solution.

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**APPENDIX A**

**OBSERVATION SHEET AND VIGNATTES**

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**OBSERVATION CHECKLIST OF THE TEACHING AND LEARNING  
PROCESS**

**Filled by the collaborator**

No.	Observation Items	Meeting							
		1		2		3		4	
		Y	N	Y	N	Y	N	Y	N
<b>1.</b>	<b>Pre-Teaching</b>								
	a. The teacher greets the students.	√		√		√		√	
	b. The teacher responds to the students' greeting.	√		√		√		√	
	c. The teacher asks the students' condition.	√		√		√		√	
	d. The teacher checks the students' attendance.	√		√		√		√	
	e. The teacher leads a prayer.	√			√		√		√
	f. The teacher reviews the last materials.	√		√		√		√	
	g. The teacher asks whether there are any questions about the last materials.	√		√		√		√	
	h. The teacher explains the objectives of the study or the basic competence that will be achieved.		√		√	√		√	
	i. The teacher explains the range of the materials and the description of the activities based on the lesson plan.	√		√		√		√	
	j. The teacher gives apperception to the students.	√			√	√			√

2.	<b>Whilst Teaching</b>								
	a. The students are ready to learn.	√		√		√		√	
	b. The teacher divides the students into some groups before giving the materials.	√		√		√		√	
	c. The students observe the material given.	√		√		√		√	
	d. The teacher gives a chance to the students to ask questions or give opinions related to the text given.	√		√		√		√	
	e. The students ask the questions about the things that they do not know or want to know after observing the text.		√	√			√	√	
	f. The teacher responds the students' questions.		√	√			√	√	
	g. The teacher leads the students to collect the unfamiliar words found in the text, give the reason for selecting those words and define them into the Indonesian meaning.		√	√			√	√	
	h. The students collect the unfamiliar words found in the text, give the reason for selecting those words and define them into the Indonesian meaning.	√		√		√		√	
	i. The teacher helps the students to define the unfamiliar words by giving some clues based on the context of the text.	√		√		√		√	
	j. The students discuss the activities given with their friends in the group.		√	√			√	√	
	k. The students ask the things that they do not know to the teacher.		√	√			√	√	
	l. The students ask the things that they do not know to their friends.	√		√		√		√	
	m. Each leader of the group presents their work to the class.								
	n. The teacher gives feedback to the students' work.								



<b>3.</b>	<b>Post-Teaching</b> a. The teacher summarizes the materials given. b. The teacher gives reflection towards the teaching and learning process. c. The teacher gives preview of the next materials.	√		√		√		√	
<b>4.</b>	<b>Class Situation</b> a. The students' enthusiasm/motivation in the class. b. The students' involvement in the class. c. Time allocation used by the teacher. d. Media. e. The teacher's instruction. f. The students' response toward the strategy and activities used by the teacher. g. The students' understanding about the materials.	√		√	√		√	√	

*Y: Yes*

*N: No*

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<b>No.</b>	<b>: Vignatte 1 (Class Observation)</b>
<b>Date</b>	<b>: Tuesday, January 20<sup>th</sup>, 2015</b>
<b>Time</b>	<b>: 09.55-11.15</b>
<b>Class</b>	<b>: VII C</b>
<b>R</b>	<b>: Researcher</b>
<b>ET</b>	<b>: English Teacher</b>
<b>Ss</b>	<b>: Students</b>

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When R and ET entered the classroom, the students seemed ready to study. ET greeted the students by saying “*Assalamu’alaikum, wr.wb.*” and “*Good Morning.*” Then, he asked the students’ condition by saying “*How’s your life*” and asked their attendance “*Who’s absent?*” Most of the students answered enthusiastically.

The ET began the teaching and learning process by asking the students’ homework and asked them to open their course book. He said that the materials were “labeling” entitled “*Things in the Bathroom.*” He asked whether they had finished their homework or not. Most of the students answered that they had not done the homework yet because they did not know the meaning of the words. Next, the ET asked the students to have a look at some pictures and asked them about the name of those pictures in English. Some students answered “*mirror, shower, scoop, bucket, and so on.*” Some of them made mistakes in naming the things in the picture.

In the next activity, the ET showed a text entitled “*Things in My Bathroom*” on the slide and he asked the students to read the text. During reading the text, most of the students were very noisy chatting with their peers; just some of them opened their dictionary to find the meaning of unfamiliar words. After that, he asked them to match the words found in the text with the right pictures. Some of them were right in matching those words, but some were still getting wrong. Then, he gave the correct answers if there were no students who could match correctly. He asked the name of the things in the picture by saying “*What is it?*” and asked them to pronounce each word by saying “*How do you pronounce it?*” Sometimes, he used bahasa Indonesia if the students seemed confused in understanding the instruction, for instance, when he asked “*What is bathtub?*”, no one answered, then he gave a statement “*itu tempat untuk berendam itu ya...*”

The topic about “*Things in the bathroom*” had finished to discuss. The ET asked whether there were any questions related to the topic or not. Most of the students said “*No*”. Then, he continued the material about “*Things in the garage.*” He asked the students to do Activity 12 in their course book. They were asked to label each picture in the garage by giving the right name for each of it. They said “*cabinet, bicycle, kaset, rolling door, and so on?*” The ET asked when a student said “*kaset*” by saying “*What is “kaset” in English?*” Some of them answered “*Welcoming, Sir.*” Then, he explained that “*kaset*” was “*doormat*” in English. The bell was ringing so that the ET closed the class by telling that he would continue the material in the next meeting. He closed the class by saying “*See you on Saturday*” and “*Wassalamu’alaikum, wr.wb.*”

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<b>No.</b>	<b>: Vignatte. 2 (Implementation of Cycle 1, meeting 1)</b>
<b>Date</b>	<b>: Monday, February 9<sup>th</sup> 2015</b>
<b>Time</b>	<b>: 10.30-11.40</b>
<b>Class</b>	<b>: VII C</b>
<b>R</b>	<b>: Researcher</b>
<b>C</b>	<b>: Collaborator</b>
<b>ET</b>	<b>: English Teacher</b>
<b>Ss</b>	<b>: Students</b>

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R entered the class at 10.30 with ET and C while the students were busy to prepare themselves in studying the next subject. Some of them were still going to the cafeteria since they didn't take a break yet. Then, ET asked them to go the class quickly. After all students were in the classroom, he asked R to begin the class.

R greeted the students by saying "*Assalamu'alaikum, wr.wb*" and asked their condition by saying "*How are you today*". She asked if they still remembered with her name since they ever met when she was doing an observation and conducting the pre-test. Some students still remembered her, but the others were not so that she introduced herself first. Firstly, she divided the class into eight groups in which each group consisted of four students. Then, she gave a name for each group. The names were based on the name of animals.

R began the lesson by asking the students about what did they learn in the previous meeting with the ET. Some of them said that they had learnt how to describe people. Then, she asked the things that they remembered about the materials and then one of the students said "*tall, short, Miss*" and the others said "*beautiful, handsome.*" She showed three pictures of animal on the slide and asked them to observe the pictures first and then asked them to mention the name of each animal on the slide. They mentioned correctly by saying "*bird, dolphin, and giraffe.*" After that, they were asked to write anything they found from the picture on the board. she wrote the name of each animal in the different space so that they could be easier to write their opinions. Then, their writings were discussed and she revised the wrong words, phrases, and sentences, such as "*small foot, it is live in sea*" to the correct one.

Next, R spread out the worksheet to each group and asked the students to do the first activity. In this activity, they had to find the meaning of some words provided and match each word with the suitable picture. The words were about the parts of animals' body, such as spots, wings, tail, beak, fins, feathers, and so on. Their background knowledge related to those words would help them to do the task. The next activity was completing the gap sentences by using the words provided. For instance, "*An elephant has ..., a dog has ..., and a tiger has ....*" The words were completed with the illustrations so that the students could be easier to complete each sentence. Most of them did the task correctly and had fun during the activity. The activity encouraged them to enrich their vocabulary mastery that would be useful in doing the further activities.

The last activity was guessing the name of animal based on the description provided. The description likes "*It has fur. It has whisker and paws. It usually*

*eats fish,*” could be guessed by various names of animal as long as they were suitable with the description. Some students guessed correctly by answering “*cat*”, but some of them answered “*polar bear.*” The task was discussed until they really understood. R explained that they could relate the descriptions with the animals they usually found in their daily life. They also were encouraged to guess the unfamiliar words found in each description.

The bell hadn’t gone yet so that the students were told that they would learn a text in the next meeting. The topic would be still about describing animals. Before closing the class, R reviewed the materials that had been learnt in that meeting and asked them if there were questions or not. The students had no questions at that time so that she closed the class by saying “*See you on Saturday and Wassalamu’alaikum, wr.wb.*”

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<b>No.</b>	<b>: Vignatte. 3 (Implementation of Cycle 1, meeting II)</b>
<b>Date</b>	<b>: Tuesday, February 10<sup>th</sup> 2015</b>
<b>Time</b>	<b>: 09.55-11.15</b>
<b>Class</b>	<b>: VII C</b>
<b>R</b>	<b>: Researcher</b>
<b>C</b>	<b>: Collaborator</b>
<b>Ss</b>	<b>: Students</b>

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R entered the class at 09.55 with ET and C. The students quickly entered the classroom. They had to move from one class to the others according to the subject that would be learnt since the school had implemented the moving class system for the seventh grade. The ET asked for permission since he could not observe the class at that time. R greeted the students by saying “*Assalamu’alaikum, wr.wb*” and asked their condition by saying “*How are you today.*” Then, she asked the student’s attendance by saying “*Who’s absent today.*” Unfortunately, there was one student who did not come to the class because he was sick.

R began the lesson by asking the materials that they learnt in the last meeting. Some students said “*describing animals*” and the others said “*bagian-bagian tubuh binatang, Miss.*” Then, she asked them to mention some parts of animals’ body that they still remembered. Most of the students could mention them both in English and bahasa Indonesia. After that, she said that at that day, they would learn a text about an animal. The students still worked in groups and she spread out the worksheet for each group. They were asked to look at activity 5. It was a text about “*Broni*”, a pomeranian dog and then they were given five minutes to read the text. After five minutes, she asked them if they already understood with the text. Some of them said “*sedikit mengerti, Miss*” but, the others said “*not yet.*” Most of them said that there were many unfamiliar words which were not known the meaning yet. To solve the problem, she spread out a

VSS chart to each group and explained how to use the chart. In that occasion, they had to collect the key vocabularies that they thought that the words were important and the unfamiliar words. They also had to write the reason for selecting the words and the meaning if they already knew. During the activity, she walked around to control each group and answered some questions they asked.

After filling the chart, the representative of each group was asked to write the selected words on the board involving their reason and meaning. Most of the groups wrote that they did not know the meaning yet for the selected words. However, there was one group writing “*The word describes Broni’s dog species*” and “*The word describes Broni’s body part*” for the selected words “*Pomeranian and spread.*” The discussion was continued by giving the clues for defining the unfamiliar words they selected into bahasa Indonesia. They were asked to guess the meaning of the words from the context of the text. For instance, they were asked to see the word “*loudly*” in which the Indonesian meaning was “*dengan keras*” for the unfamiliar word “*bark.*” It was related to the sound as well so that they could define it easier. The Indonesian meaning was “*menggonggong*” for the word “*bark*” in the sentence “*It always barks loudly to the strangers.*” The students were asked to read the sentences or paragraph more and more if they did not know the meaning yet.

The next activity was answering some questions related to the text. Firstly, it was about choosing between true or false statements. In this activity, the students had to give the evidence of their answer by showing it from the text. If the statement was true, then they had to read it loudly. However, if the statement was false, they had to mention the correct one to the class. Secondly, the questions were about short answer questions in which the answer could be explicitly or implicitly stated in the text. The activity tested their reading comprehension after using the strategy. Most of groups answered correctly. Yet, they made a lot of noises during doing the activity and some of them were chatting with their friends.

The time was almost up. The R reviewed the materials and asked the students if there were any questions. Then, she told that they would learn the new materials in the next meeting. The class was closed by saying “*See you next week and Wassalamu’alaikum, wr.wb.*”

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<b>No.</b>	<b>: Vignatte. 4 (Implementation of Cycle II, meeting I)</b>
<b>Date</b>	<b>: Saturday, February 14<sup>th</sup> 2015</b>
<b>Time</b>	<b>: 09.55-11.15</b>
<b>Class</b>	<b>: VII C</b>
<b>R</b>	<b>: Researcher</b>
<b>C</b>	<b>: Collaborator</b>
<b>ET</b>	<b>: English Teacher</b>
<b>Ss</b>	<b>: Students</b>

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R entered the class at 09.55 with ET and C while the students were busy to prepare themselves in studying the next subject. Then, R and C prepared everything that would be used during the class, such as laptop, LCD, and speaker. R greeted the students by saying “*Assalamu’alaikum, wr.wb*” and asked their condition by saying “*How are you today.*” Then, she asked their attendance by saying “*Who’s absent today.*” All of the students came to the class.

The class was begun by asking the students about the materials that were learnt in the previous meeting. After that, they were asked to watch a video that would be showed. It was about cartoons singing a song titled “*What people look like*”. They might sing together following the lyrics showed on the video. The video was played for three times and they enjoyed the activity. After watching the video, they were asked to match the questions with the right statements based on the video. They could match and finish the task in a short time. Most of them found it easy to do the task since they still remembered the lyrics. The activity was an interesting input so that they could give their fully attention in doing the further activities.

The next activity was about matching the descriptions of a certain person with the suitable picture. There were five descriptions in the form of paragraph that had to match with the four pictures provided as well. The students also got the VSS chart to collect the key vocabularies since some of them still did not comprehend the text well. The representative of each group wrote the selected words, their reason and meaning like what they had done in the previous meaning. They showed their improvement in which most of them could collect and define the words easily. Defining the meaning of unfamiliar words (into Indonesian meaning) based on the context of the text was more explored in this meeting. For instance, most of the students defined the word “*trainers*” as “*celana trening*” in bahasa Indonesia. Yet, they were invited to pay attention to the sentence before, it was “*He is wearing blue shorts, a green t-shirt and white trainers.*” They had to look at the word “*shorts*”, meant “*celana pendek.*” They understood that the person could not wear two kinds of “*celana*” at the same time. R also told that it had the same meaning with the word “*sneakers.*” Finally, the students defined the word “*trainers*” as “*sepatu olahraga.*” The discussion was continued by defining the selected words followed by reading each description to the class.

Furthermore, the students were asked to read some other descriptions (different texts) and answered some multiple choice questions related to the text. The activity focused on the grammar, such as the use of pronouns (he, she, they, it), subject-verb agreement, and contraction form. Most of them could answer the questions correctly. However, some of them still answered wrongly when dealing with pronoun, such as the question “*What do Steve’s friends say about him?*” Their answer was “*He says that he’s friendly and nice*” in which the answer must be “*They...*” To solve the problem, R explained the use of pronouns more and more.

The time was almost up. R reviewed the materials and asked the students if there were any questions. Then, she asked them to study the materials that had been learnt at home. They would learn a new text in the next meeting. The class was closed by saying “*See you on Tuesday and Wassalamu’alaikum, wr.wb.*”

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<b>No.</b>	<b>: Vignatte. 5 (Implementation of Cycle II, meeting II)</b>
<b>Date</b>	<b>: Tuesday, February 17<sup>th</sup> 2015</b>
<b>Time</b>	<b>: 09.55-11.15</b>
<b>Class</b>	<b>: VII C</b>
<b>R</b>	<b>: Researcher</b>
<b>ET</b>	<b>: English Teacher</b>
<b>Ss</b>	<b>: Students</b>

---

R and C entered the class at 09.55. The ET could not observe the teaching and learning process in this meeting. R greeted the students by saying “*Assalamu’alaikum, wr.wb*” and asked their condition by saying “*How are you today?*” Then, she asked the student’s attendance by saying “*Who’s absent today?*” All of the students came to the class.

The class was begun by asking the students about the materials that were learnt in the previous meeting. Then, R spread out the worksheet to each group. It was a text entitled “*What’s My Family Like?*” and they had to read the text carefully and answer the questions correctly. As usual, each group got the VSS chart to collect the key vocabularies. Most of the students understood the text and there were just a few words that they did not know the meaning yet. They wrote the selected words on the board as well and defined each word based on the context of the text. Some of the students did not know the Indonesian meaning of the word “*freckles*” yet. However, their friends told that the meaning was “*bintik-bintik*.” Group discussion helped them in doing the activities in particular they could share their opinions with their friends. They also were more active and confident in the class.

The more time was given to explore the text until all of the students thoroughly understood. After comprehending the text, they answered the true or false statements and short answer questions. They were asked randomly to present their answer to the class. As a result, most of the students could answer the questions correctly. They also could show the evidence from the text if the statements true or false. For example, they could give a reason why the statement “*Joe’s mother is short*” was false. Their reason was because the text stated that “*She is tall and thin.*” Their reading comprehension was improved more in this meeting.

There were five more minutes left. R told to the students that this was the last meeting they would meet in the teaching and learning process since they had showed their improvement on reading comprehension. Then, she reviewed all of the materials that they had learnt all this time begun from describing animals until describing people. They also were asked to tell the things they got from the teaching and learning process along this time. The bell was ringing so that she closed the class by saying “*Thank you for your participation along this time and sorry for all mistakes I had made, See you next time, Wassalamu’alaikum, wr.wb.*”

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**APPENDIX B**

**INTERVIEW GUIDELINE AND**

**TRANSCRIPTS**

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## INTERVIEW GUIDELINE

### To the English teacher

1. How does the English teaching and learning process going on at the seventh grade?
2. How does the students' ability in reading?
3. What are their difficulties in reading the English texts?
4. Have you ever implemented a strategy/technique to cover these problems?  
What is it?
5. Can the strategy/technique engage the students in reading the English texts?
6. What kinds of activities that the students like most in reading the English texts?
7. What media do you usually use in reading class?

### To the students

1. Do you like reading?
2. What are your difficulties in reading the English texts?
3. What do you usually do to improve your reading skill?
4. What activities do you like most in reading class?
5. Do you like the way your English teacher teach? Why?

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**No.** : **IT. 1 (Interview with the headmaster before conducting the research)**  
**Date** : **Tuesday, January 13<sup>th</sup> 2015**  
**Time** : **12.15-12.30**  
**Place** : **Headmaster's Office**  
**R** : **Researcher**  
**HM** : **Headmaster**

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*R entered the waiting room and asked the teacher there if she wanted to meet with the headmaster. Then, the teacher showed the headmaster's office.*

HM : What's going on, *Mbak*?

R : I'm Safitri Noor Fatonah the eighth grade student of English Education Department of UNY, Sir. I'm planning to conduct my thesis research in this school.

HM : So, you will conduct a research about English, right? What kind of research?

R : Yes, Sir. Action Research. I'll implement a strategy to improve the students' reading comprehension.

HM : So, Are you going to teach?

R : Yes, Sir?

HM : How many meetings you will teach?

R : I have planned to teach for four meetings for the actions excluding the pre-test prototype, pre-test, post-test prototype, and post-test.

HM : Alright. Actually I am always open with the students who will conduct their research here, but if you're going to teach, you have to suit the materials with the syllabus and talk it with the English teacher. We have implemented Curriculum 2013 for two semesters. Have you planned your research with Curriculum 2013?

R : Of course, Sir. I'll use scientific approach in the steps of teaching and learning process.

HM : That's good. Which grade that you are going to teach?

R : I'm going to teach the seventh grade, Sir.

HM : Okay, Just talk everything with the English teacher. I allow you to do your research in this school. Mr. Erwin is the seventh grade teacher of English. You may ask him for more information.

R : Thank you so much, Sir.

HM : No problem.

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<b>No.</b>	<b>: IT. 2 (Interview with ET after meeting the headmaster)</b>
<b>Date</b>	<b>: Tuesday, January 13<sup>th</sup> 2015</b>
<b>Time</b>	<b>: 12.30-13.00</b>
<b>Place</b>	<b>: Waiting Room</b>
<b>R</b>	<b>: Researcher</b>
<b>ET</b>	<b>: English Teacher</b>

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*The headmaster called the ET and asked the R to wait in the waiting room*

- ET : What's the matter, *Mbak*?
- R : Sir, I'm Safitri Noor from UNY, I'm going to conduct my thesis research here. Could I have your time for a moment, Sir?
- ET : Of course. What kind of research that you will conduct?
- R : Action research. How is the students' English especially at the seventh grade, Sir?
- ET : Since they are still in the seventh grade, their ability in English haven't been seemed yet. However, each class has their own characteristics.
- R : Then, how about their reading comprehension, Sir?
- ET : Our school is one of several Junior High Schools in Sleman which has implemented Curriculum 2013 so that the English skills are taught integrated. The students are guided to learn from the basic. They are supposed to think more scientifically by understanding the materials related to their daily life. Does your thesis about reading comprehension?
- R : Yes, Sir. I'm going to implement a strategy to improve the students reading comprehension. The reason is that I have read the English book for seventh grade students based on Curriculum 2013 and then I have found that the materials are simpler with many pictures on that. Hence, I think that the students will learn in bottom-up process, from the words to the complex one like sentences or even paragraph. I need a strategy that will help them to master the vocabulary especially the unfamiliar words. My reason is also based on my observation while I was conducting PPL in SMPN 4 Magelang. Most of the students found it difficult to comprehend the text since they didn't know the meaning of the words.
- ET : So, What is your strategy?
- R : Vocabulary Self-Collection Strategy. It's related to the content area of reading in which the students will be guided to find the meaning of unfamiliar words based on the context of the text. It also promotes the students with the word awareness.
- ET : It sounds good. But, in Curriculum 2013 the students are taught from the simpler text to the complex one. So, you have to suit the materials that you're going to teach with the syllabus. Have you planned an observation before taking the actions?

- R : Of course, Sir. I'll do an observation to see the teaching and learning process especially when they are reading a text.
- ET : Okay, which class will you observe?
- R : Any suggestions, Sir?
- ET : Have you planned to take the high or low class? I mean their ability in English subject.
- R : It seems that I will conduct my research in the low one.
- ET : Maybe, you can teach in VII C class. Their English is still low than the other classes. When will you do an observation?
- R : Next week. Is it okay, Sir?
- ET : Alright. I'll teach VII C class on Tuesday next week. Just see the schedule and inform me if you will do that.
- R : Okay, Sir. Thank you very much for your time.
- ET : It's okay.

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<b>No.</b>	<b>: IT. 3 (Interview with the students after conducting an observation)</b>
<b>Date</b>	<b>: Tuesday, January 20<sup>th</sup> 2015</b>
<b>Time</b>	<b>: 09.55-11.15</b>
<b>Place</b>	<b>: VII C Class</b>
<b>R</b>	<b>: Researcher</b>
<b>S1</b>	<b>: Syahidan</b>
<b>S2</b>	<b>: Lilik</b>
<b>S3</b>	<b>: Salsa</b>

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- R : Hello. What's your name?
- S1 : Syahidan..
- R : Do you like English, Syahidan?
- S1 : A little.
- R : Why? Have you found difficulties in learning English?
- S1 : Sometimes, when I'm listening.
- R : Then, when you were given a text, was it difficult for you to comprehend the text?
- S1 : Sometimes, Miss.
- R : What media/ resources do you usually used in learning English?
- S1 : The book and internet
- 

- R : Hello. What's your name?
- S2 : Lilik Kusuma
- R : Do you like English Lilik?
- S2 : Yes. Because I can talk with the foreigners.
- R : So. You like speaking, right?

S2 : Yes, even though I do not know how to speak.  
 R : It's okay. Then, when you were given a text, was it difficult for you to comprehend the text?  
 S2 : Yes. Sometimes, I don't know the meaning of the certain words.  
 R : What is your opinion about teaching and learning process with Mr. Erwin this morning? Have you understood about the materials?  
 S2 : Yes. There were many pictures on the slide.  
 R : What media/ resources do you usually used in learning English?  
 S2 : The book and internet.

---

R : Hello. What's your name?  
 S3 : Salsa  
 R : Do you like English Salsa?  
 S3 : Sometimes.  
 R : When you were given a text, was it difficult for you to comprehend the text?  
 S3 : Yes.  
 R : Why? Can you explain more?  
 S3 : I don't know the meaning of the words.  
 R : Do you like reading?  
 S3 : No, I like speaking and listening. In reading, I find many difficult words.  
 R : Did you find a strategy to know the meaning of difficult words?  
 S3 : I have to study more.

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R : Hello. What's your name?  
 S4 : Nining  
 R : Do you like English Nining?  
 S4 : Sometimes, I like speaking.  
 R : How about reading? Do you like it?  
 S4 : A little. I don't like it if I find so many unfamiliar words.  
 R : What did you usually do to know the meaning of those words?  
 S4 : I opened the dictionary and asked to my brother.  
 R : What media/ resources do you usually used in learning English?  
 S4 : I use internet, dictionary, and ask to my brother.

---

R : Hello. What's your name?  
 S5 : Kartika  
 R : Do you like English Kartika?  
 S5 : Not bad.  
 R : Do you like reading?  
 S5 : Not really.  
 R : Why?  
 S5 : Sometimes it is boring and I found many difficult words.  
 R : What did you usually do to know the meaning of those words?  
 S5 : I searched them in the internet and opened the dictionary.  
 R : What is your opinion about teaching and learning process with Mr. Erwin

- this morning? Have you understood about the materials?
- S5 : Yes. Because he used power point.
- R : So, power point helps you to understand the materials, right?
- S5 : Yes.
- 

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**No. : IT. 4 (Interview with ET after Pre-Test)**

**Date : Monday, January 2<sup>nd</sup> 2015**

**Time : 10.30-11.30**

**Place : Waiting Room**

**R : Researcher**

**ET : English Teacher**

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*R entered the waiting room.*

- ET : How was the pre-test going on?
- R : Most of the students said that the questions were too difficult for them. They found many unfamiliar words in the texts.
- ET : Let me see the questions.
- R : Of course. It was actually the same with the questions I gave in the pre-test prototype, but I did some revisions based on the result of analysis.
- ET : Oh, I see. Since you asked me to conduct the research in the low class, so VII C class is the suitable one. As you seen, they are different from VII D class.
- R : I think so, Sir. Based on my observation, VII D class was more able to do the test.
- ET : So, when will you take the actions?
- R : Could you suggest me the better one to take the actions, Sir?
- ET : It's up to you. If you are ready, it will be okay.
- R : Actually I have arranged the lesson plan and materials, but I don't consult with my advisor yet. How about next week, Sir?
- ET : I think It's good.
- R : As you told me before, the materials for next two week are describing animals and people. Thus, can I divide each material for two meeting? I mean the materials about animals for the first two meeting and about people for the last one.
- ET : It'll be good, but it depends on their improvement in comprehending the materials. You can add more meeting if it is possible because the more you teach the better they will get. So, in which meeting you will implement the strategy?
- R : I have planned that I will implement the strategy in the second meeting when they are given a text. In the first meeting, they will learn the animals' body parts with many pictures on the worksheet. Is it okay if

- ET : firstly I show the pictures of several animals on the slide, Sir?
- R : Al right, what will you do then?
- R : I'll ask the students to observe and think about everything that they catch from the pictures.
- ET : Oh, I see. Let them observe first before teaching the core materials, it will be suitable with Curriculum 2013. Thus, you will begin to teach next week, right?
- R : Yes, Sir. I'll inform you later. Thank you.
- ET : Alright.

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**No. : IT. 5 (Interview with ET after meeting 1 Cycle I)**  
**Date : Monday, February 9<sup>th</sup> 2015**  
**Time : 12.00-12.15**  
**Place : Waiting Room**  
**R : Researcher**  
**ET : English Teacher**

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- R : What is your opinion about the teaching and learning process that I have conducted today?
- ET : Overall, it was good. My suggestion is that when you were showing the pictures on the slide, it is better to ask the name of the animals first. You directly showed "What do you think"
- R : I think so Sir, but I am afraid that I have not enough time to cover all of the materials at that time. I'll have a better time management later. And then, what else sir?
- ET : In Activity 4, Why don't you just give the sentences without picture? I think the students already understand when they were asked to guess the name of the animals since they had learnt in the previous activity. However, it will be okay if your purpose is to make the activity more interesting by giving some pictures.
- R : Yes, Sir. I wanted to make them thoroughly understand with the materials especially about the parts of animals' body before they learn the further materials. Anything else, Sir?
- ET : Do not hesitate to ask the students to pronounce the words. They may repeat the words that you had pronounced. It's still difficult for them to difference between the written language and how to pronounce it.
- R : Okay Sir. I'll consider it for the next meeting. Any suggestions for the next meeting, Sir?
- ET : (looking at the lesson plan) For tomorrow, you may use this text only (entitled "*Broni*") because it spends two hours lesson just for discussing one text. Then, you may discuss this text (entitled "*Rabbit*") if there is more time.
- R : Thank you for your suggestions, Sir

**No. : IT. 6 (Interview with the collaborator after meeting 1 Cycle I)**  
**Date : Monday, February 9<sup>th</sup> 2015**  
**Time : 11.50-11-55**  
**Place : VII C Class**  
**R : Researcher**  
**ET : Collaborator**

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- R : What do you think of the teaching and learning process today, *Wur?*
- C : So far so good. My suggestion is that it is better if there is an intermezzo before entering the main activity so that the situation wouldn't too serious. That can be involved as apperception or you can give a quiz.
- R : Okay. What else?
- C : The students' involvement was so good. Moreover, the instruction was so clear since you used bilingual to teach. However, there were some instructions that I think it is quite difficult for them to understand, such as "you are free to open any kinds of **resources**" and "say something that **come-up** in your mind." Some of the students looked confused to respond the instructions. I think you can use the easier language so that they will understand more.
- R : Okay, thank you. I'll consider your suggestions to teach in the next meeting.

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**No. : IT. 7 (Interview with the students after meeting 1 Cycle I)**  
**Date : Monday, February 9<sup>th</sup> 2015**  
**Time : 11.45-11.50**  
**Place : VII C Class**  
**R : Researcher**  
**S1 : FIRRAR AYU H.S.**  
**S2 : ADITYA HERNAWAN**  
**S3 : ADJI PAMUNGKAS**

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- R : What do you think of the teaching and learning process today?
- S1 : It's interesting.
- R : In what activity did you find the interesting thing?
- S1 : When you were asking and inviting us to go forward and write down some words.
- R : Great. What do you think when I gave you a worksheet and showed some pictures on the slide?
- S1 : It's fun.
- R : Okay, thank you.



R : What do you think of the teaching and learning process today?  
 S2 : Emmm...  
 R : Okay, say something please! Did you find the interesting things when studying today?  
 S2 : No.  
 R : Why?  
 S2 : There was just a little explanation about the materials.  
 R : Then, what do you think when I gave you a worksheet and showed some pictures on the slide? Did you find yourself more understand about the materials?  
 S2 : Yes, I understand.  
 R : Okay, thank you.

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R : What do you think of the teaching and learning process today?  
 S3 : It's fun.  
 R : Why? In what case did you find the fun thing?  
 S3 : Because I like English.  
 R : Good. Then, what do you think when I gave you a worksheet and showed some pictures on the slide?  
 S3 : It was good.  
 R : Okay, thank you.

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**No.** : **IT. 8 (Interview with ET after meeting II Cycle I)**  
**Date** : **Tuesday, February 10<sup>th</sup> 2015**  
**Time** : **11.30-11.45**  
**Place** : **Waiting Room**  
**R** : **Researcher**  
**ET** : **English Teacher**

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*R entered the waiting room and the ET was waiting there.*

ET : How was the teaching and learning process today?  
 R : The class situation was noisier than yesterday, Sir.  
 ET : Oh, that's the VII C class. They are noisier than the other classes. Then, what kind of activities they had done today?  
 R : They were asked to read the text entitled "*Broni*", Sir. In addition, the VSS was implemented in this activity in which they are asked to fill the table in the column of unfamiliar words, reason for selecting those words and the meaning of the words. After that, they answered the questions related to the text.  
 ET : All right. Could they answer the questions?

- R : Most of them could answer the questions correctly, Sir. However, some of the students still confused about how to fill the table. So, I had to explain again and again from one group to another in order to make them really understood.
- ET : I'm so sorry that I couldn't join to the class today. Hence, in this case I think the instruction should be as clear as possible in the beginning so that the students can grasp the activity that they should be done.
- R : Yes, Sir.
- ET : Then, Did you ask the students to perform?
- R : Yes. They were asked to write their answer on the whiteboard.
- ET : Okay. So, the materials for describing animals were covered, right? Then, you will teach about describing people in the next meeting.
- R : Absolutely, Sir.

---

**No. : IT. 9 (Interview with the collaborator after meeting 1I Cycle I)**  
**Date : Tuesday, February 10<sup>th</sup> 2015**  
**Time : 11.25-11.30**  
**Place : VII C Class**  
**R : Researcher**  
**ET : Collaborator**

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- R : What is your opinion about teaching and learning process today, *Wur?*
- C : The students were still active especially when they were asked to write down their answers on the whiteboard.
- R : What else?
- C : Some of the students made some noises during the activity and they were more active to ask to the teacher than discuss the activity with their group members.
- R : I agree with you. I almost missed my voice when teaching. Any suggestions to cover these problems?
- C : I think you have to speak louder and try to walk around to control the students while doing the activity. Try to give them something like video, song, or quiz before conducting the main activity.
- R : Okay. I'll try it in the next meeting since we'll discuss the new topic. Thank you.

---

**No.** : **IT. 10 (Interview with the students after meeting II Cycle I)**  
**Date** : **Monday, February 10<sup>th</sup> 2015**  
**Time** : **11.20-11.25**  
**Place** : **VII C Class**  
**R** : **Researcher**  
**S1** : **Dea Fajar Karunita**  
**S2** : **Andri Suprihatin**  
**S3** : **Fadia Tiara O**

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R : Hey, Dea. Can you spend your time to have a little talk with me?  
S1 : Yes.  
R : How was the teaching and learning process today?  
S1 : It's fun. I have learnt more about the things that I do not know before.  
R : And how about the strategy? When I gave you a chart to fill, did it help you to define the unfamiliar words?  
S1 : Of course.  
R : Why? Can you explain it more?  
S1 : I didn't know about the definition of the unfamiliar words before, but after Miss Fitri explained it to us I became more understand.  
R : So, after defining the words, was it easier for you to understand the  
S1 : text?  
R : Yes.  
Okay, thank you.

---

R :  
S2 : Hey, Andri. How was the teaching and learning process today?  
R : Emmm...  
I gave you a text and implement a strategy to define the unfamiliar words. What do you think about it? Did you find yourself easier to  
S2 : understand the text?  
R : Yes, it's more understandable.  
S2 : What did you feel when you were asked to define the unfamiliar  
R : words?  
It's quite fun.  
R : Okay, thank you.

---

S3 :  
R : Hey, Tia. How was the teaching and learning process today?  
It's fun and exciting.  
S3 : Did you understand with the text before I asked you to collect and  
R : defining the unfamiliar words?  
No.  
S3 : However, after I gave you a chart and asked to fill the columns, was it  
R : easier for you to understand the text?  
S3 : Of course.  
R : So, what do you think about the strategy? Was it interesting or not?  
Yes, it's interesting.

Okay, thank you.

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**No. : IT. 11 (Interview with ET after meeting 1 Cycle II)**  
**Date : Saturday, February 14<sup>th</sup> 2015**  
**Time : 11.30-11.45**  
**Place : Waiting Room**  
**R : Researcher**  
**ET : English Teacher**

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- R : How was the teaching and learning process today, Sir?
- ET : I've made some notes on your lesson plan here. In Activity 1, I think it's better if the statements were omitted. The students would know the answers without watching at the video if there were the statements. In my opinion, the questions can be discussed first before showing the video so that they could take a note while watching the video to answer the questions. Putra said that the questions were too easy for him.
- R : Thank you for your comments, Sir. Firstly, I think this kind of activity will facilitate them. Actually, I asked them to take a note while they were watching the video. However, your idea is so helpful to improve my skill in designing the materials.
- ET : It's no problem. You have done a great job. Then, in Activity 2, the texts could be explored more. The texts could also be discussed one by one and asked the students to read the text. It would be better if the adjectives were discussed as well. I think that you have done all this kind of procedures, but maybe you had to explore more about the text because this was the main activity. You could spend most of the time in this activity.
- R : All right, Sir. I'll consider your comments to do better activities. Then, Could you give me suggestions about the next activity that will be used in the next meeting, Sir?
- ET : Of course. Let me see. In this activity, firstly the text can be discussed as a whole and asked the students to read the text in turns. Next, the students can collect the unfamiliar words and discuss the adjectives found in the text. Finally, they can answer the questions.
- R : Thank you so much for your suggestions, Sir. I'll implement it for the next meeting.
- ET : Okay.

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**No. : IT. 12 (Interview with the collaborator after meeting 1 Cycle II)**  
**Date : Saturday, February 14<sup>th</sup> 2015**  
**Time : 11.25-11.30**  
**Place : VII C Class**  
**R : Researcher**  
**ET : Collaborator**

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R : What do you think about the teaching and learning process today?  
C : After seeing the observation sheet that *Wury* has filled in the previous meeting and based on my observation, today's learning has improved. The way you teach also was good. Was it your purpose to make the last activity became the homework?  
R : Yes, that's my planning if there is no time left, I would give the homework from the last activity.  
C : Okay. I think your performance was great.  
R : Okay. Thank you.

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**No. : IT. 13 (Interview with the students after meeting 1 Cycle II)**  
**Date : Saturday, February 14<sup>th</sup> 2015**  
**Time : 11.20-11.25**  
**Place : VII C Class**  
**R : Researcher**  
**S1 : Sekar Arifia P**  
**S2 : Yulia Puspita Sari**  
**S3 : Dyan Ilmi Udyana**

---

R : Hey, Sekar. What is your opinion about teaching and learning process today?  
S1 : It's fun.  
R : Which activities that have made you fun?  
S1 : When I went forward and defined the words.  
R : Did you understand the text after defining the unfamiliar words?  
S1 : Yes, I understand.  
R : Before defining the words, did you understand the text?  
S1 : Quite understand.  
R : Okay. Thank you.

---

R : Hey, Yulia. What is your opinion about teaching and learning process today?  
S2 : It's exciting.  
R : Can you say the reason?

- S2 : Because I can.... can...  
 R : Can what?  
 S2 : It's difficult to explain.  
 R : What do you think when I gave you a text and asked to define the unfamiliar words before answering the questions?  
 S2 : It facilitated me to understand the text.  
 R : Great. Do you think that the activities were so fun?  
 S2 : Yes.  
 R : Okay. Thank you.
- 
- R : Hey, Dyan. What is your opinion about teaching and learning process today?  
 S3 : Hehehe..  
 R : Come on. Say something!  
 Was it fun? Or what?  
 S3 : Yes, it's fun.  
 R : In what activity?  
 S3 : When we were sing a song.  
 R : Yeah.. anything else?  
 S3 : No.  
 R : Okay. Thank you.
- 

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**No. : IT. 14 (Interview with ET after meeting II Cycle II)**  
**Date : Tuesday, February 17<sup>th</sup> 2015**  
**Time : 11.30-11.45**  
**Place : Waiting Room**  
**R : Researcher**  
**ET : English Teacher**

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- ET : How was the teaching and learning process today? I'm so sorry I couldn't observe the class today.  
 R : It's okay, Sir. We discussed the homework at the beginning of the lesson. Next, the students were given a worksheet consisting a text entitled "*What's My Family Like?*" and they were asked to answer true or false and reading comprehension questions related to the text like what were already there on the lesson plan.  
 ET : Oh, I see. Did you still use the strategy in today's meeting?  
 R : Yes. As the days before, I asked the students to fill the columns in a chart as a way to make them more understand about the text.  
 ET : All right. Were they able to answer the questions?  
 R : Most of the students comprehended the text so that they can answer the questions more easily. They also seemed very enthusiastic to write

- the unfamiliar words and their answer on the whiteboard. The point is that they could discuss the activity with the member of their group.
- ET : Great. I think they improved significantly.
- R : Since the students showed their improvement on their reading comprehension, is it okay for me to end the action, Sir?
- ET : Of course. Then, when will you do the post-test?
- R : Maybe on Saturday this week. Is it okay, Sir?
- ET : Okay. You already knew their schedule, right?
- R : Yes, Sir. Thank you.

---

**No. : IT. 15 (Interview with the collaborator after meeting 1I Cycle II)**  
**Date : Tuesday, February 17<sup>th</sup> 2015**  
**Time : 11.25-11.30**  
**Place : VII C Class**  
**R : Researcher**  
**ET : Collaborator**

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- R : How was the teaching and learning process today?
- C : The students' performance has improved well. They seemed more active in the class.
- R : I think so. What do you think if this is the last meeting of the action?
- C : It could be. So, what will you do next?
- R : I'll do a post-test this week.
- C : I see.
- R : Thank you.

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**No. : IT. 16 (Interview with the students after meeting 1I Cycle II)**  
**Date : Tuesday, February 17<sup>th</sup> 2015**  
**Time : 11.20-11.25**  
**Place : VII C Class**  
**R : Researcher**  
**S1 : Ifke Kania Chika Oda**  
**S2 : Willis Reswana Pasa**  
**S3 : Randy Parada Arrazic**

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- R : How was the teaching and learning process today?
- S1 : Exciting.
- R : What do you think of the teaching and learning process all this time?

- S1 : Emmm...
- R : Have you got knowledge? Or what?
- S1 : Yes, I have got knowledge about how to describe people
- R : Oh, great. Anything else?
- S1 : No.
- 
- R : How was the teaching and learning process today?
- S2 : Fun.
- R : What do you think of the teaching and learning process all this time?
- S2 : Great.
- R : Can you give me an example in what case did you feel that the teaching and learning process was great?
- S2 : I can describe and define the words.
- R : That's so great. Anything else?
- S2 : No.
- R : Thank you
- 
- R : How was the teaching and learning process today?
- S3 : Nice.
- R : What do you think of the teaching and learning process all this time?
- S3 : Emmm...
- R : Have you got knowledge? Or what?
- S3 : Yes.
- R : Can you give me an example?
- S3 : About animals.
- R : I see.
- In your opinion, which activity that is fun for you?
- S3 : When we were asked to go forward to write on the whiteboard.
- R : All right. Anything else to say?
- S3 : That's enough.
- R : Okay. Thank you
- 

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**No.** : **IT. 17 (Interview with ET after Post-Test)**

**Date** : **Saturday, February 21<sup>st</sup> 2015**

**Time** : **10.30-11.00**

**Place** : **Waiting Room**

**R** : **Researcher**

**ET** : **English Teacher**

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*R entered the teachers' office to meet the English teacher.*



- R : Could you mind if you spend your time to talk with me, Sir?
- ET : Of course not. Let's talk in the waiting room.  
What will you ask? How was the post-test going on?
- R : Most of the students said that they found it easier to do the post-test rather than the pre-test.
- ET : *Alhamdulillah*. As I seen, the questions are suitable for them because they have learnt those kinds of topics before.
- R : I agree with you, Sir. Since I have finished giving the post-test to the students, I want to get your opinion about my performance during conducting the teaching and learning process and the student's improvement when they were taught by me. May I, Sir?
- ET : Yes, of course. Based on my observation all this time, the students were more enthusiastic in the class because they worked in groups in which the strategy is suitable with curriculum 2013. Moreover, the media used were good especially when using the video. In addition, the VSS is new since I never implement that kind of strategy before. Asking the students to write the unfamiliar words, reason, and meaning on the whiteboard have never been implemented before. I usually give them clues from the sentences to define the words and then guessing the meaning. If the students were not being able to define, then I directly defined those words. Hence, I can use the strategy to teach in the class next time.
- R : I hope that the strategy used during the actions can be useful for the students especially to improve their reading comprehension and I'm very pleased if you can use the strategy in the future.  
I really do apologize about my attitude or any things that may disturb you along this time and I'm extremely grateful to you for your helps so that I could conduct my research here perfectly.
- ET : Please don't worry about it. I also still learn here. Maybe, can I have the soft file of the questions for the test?
- R : My pleasure, Sir. This is the soft file of all the materials that I have used during the actions.
- ET : Okay. Wait a minute I'll copy it to my laptop.  
(after a minute)  
Thank you.

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**APPENDIX C**

**TESTS AND ITEMAN ANALYSIS**

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**PRETEST PROTOTYPE GUIDELINE**  
**(Table of Specification)**  
**Based on the Revision of Bloom's Taxonomy**

No	Indicators	Cognitive Skills					Total	
		Rem	Und	App	Ana	Eva		Cre
1.	Identifying the specifically stated detail or information	1, 2, 5, 13, 18, 23, 31, 32, 34, 39, 43, 44.						<b>12</b>
2.	Deducing the meaning of unfamiliar lexical items in context		3, 7, 11, 16, 26, 30, 35, 40, 47.					<b>9</b>
3.	Making inferences		4, 8, 12, 19, 20, 21, 27, 33.					<b>8</b>
4.	Finding the main idea and the topic of the paragraph		9, 17, 22, 25, 28, 29, 38, 46.					<b>8</b>
5.	Understanding references				10, 15, 24, 36, 37, 41.			<b>6</b>
6.	Distinguish between relevant and irrelevant statement from the text					6, 14, 42, 45.		<b>4</b>
7.	Applying the correct word to complete a certain passage			48, 49, 50.				<b>3</b>
	<b>Total</b>	<b>12</b>	<b>25</b>	<b>3</b>	<b>6</b>	<b>4</b>		<b>50</b>

**READING TEST PROTOTYPE (PRE-TEST)**

Read the questions carefully and choose the correct answers by crossing (X) either A, B, C, or D on the provided answer sheet.

The following text is for questions 1 to 4

**Michael Jordan**

Michael Jordan is a famous basketball player. Michael Jordan certainly looks like a star. He is tall, well-built and handsome. He is always well-dressed.

His personality is as good as his playing ability. He is confident. He is also generous. He gives a lot of money to charity.

His hobby is playing golf, baseball, and cooking. He often cooks for his family.

Adapted from: <http://englishjuniorhighschool.blogspot.com/2013/05/example-of-descriptive-text-michael.html>

1. Who is Michael Jordan?
  - A. A famous person
  - B. A basketball player
  - C. An actor
  - D. A celebrity
  
2. How does Michael Jordan look like?
  - A. He is tall, well-built, clever, and well-dressed
  - B. He is medium, well dressed, and handsome
  - C. He is handsome, tall, well-built, and well-dressed
  - D. He is tall, talkative, and well-dressed
  
3. “He is also **generous**.” (paragraph 2)  
The bold word can be replaced by...
  - A. Handsome
  - B. Brave
  - C. Kind
  - D. Strong

4. What is often done by Michael Jordan for his family?
- A. Cooking
  - B. Fishing
  - C. Helping
  - D. Playing

**Read the following text to answer questions 5 to 9**

### A Close Friend, Jacques

Jacques has been my close friend for two years. I first met him on a school exchange trip to Calais, France. I asked him the way to the library and we started talking. We have been friends ever since.

Jacques is quite good-looking. He is tall and slim, with olive skin and curly dark hair. Like many French people, he has a great sense of style, so he always looks well-dressed even in casual clothes. Jacques is very outgoing. He is always friendly and loves to have fun. He has got a fantastic sense of humour and he always makes me laugh. However, he can be a bit immature at times. For example, when he does not get what he wants, he acts childishly and stamps his feet.

Jacques is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life under sea.

All in all, I am glad to have Jacques as my friend. It is a pleasure to be with him and I really enjoy his company. I am sure we will always be close friends.

*Adapted from: <http://freeenglishcourse.info/5-contoh-descriptive-text-tentang-orang-dan-arti/>*

5. Where did the writer meet Jacques for the first time?
- A. On the library
  - B. On the way
  - C. On the company
  - D. On a school exchange
6. Which of the following statements **DO NOT** reflect Jacques' characteristic?
- A. Tall and fat
  - B. Olive skin and curly dark hair
  - C. Outgoing
  - D. Well-dressed

7. "Jack is very **outgoing**." (paragraph 2)  
The bold word has the similar meaning with...
  - A. Friendly
  - B. Rude
  - C. Smart
  - D. Strong
  
8. What will Jacques do when he does not get what he want?
  - A. Sailing
  - B. Acts childishly and stamps his feet
  - C. Scuba diving
  - D. Spending his time under sea
  
9. What is the purpose of the text?
  - A. To inform what is loved by Jacques
  - B. To tell Jacques' activities
  - C. To describe the writer's close friend, Jacques
  - D. To retell the past activities

**The text is for questions 10 to 12**

### **Joko Widodo**

His full name is Ir. H. Joko Widodo. He was born in Surakarta 21 June 1961. He has 3 children. **They** are Kaesang Pangarep, Kahiyang Ayu, and Gibran Rakabuming Raka. Jokowi is very friendly although he is the highest officer. He likes to talk to people everywhere he goes. He is really populist. After conducting a task as the governor of Jakarta, Jokowi challenges his luck to be the president of Indonesia. Lucky him. He can defeat his opponent, Prabowo Subianto. Jokowi become the president of Indonesia period 2014 - 2019.

*Adapted from:* <http://www.sekolahoke.com/2014/07/descriptive-text-presiden-indonesia-Joko-Widodo.html>

10. What does the word "they" in line 2 refer to?
  - A. Jokowi
  - B. Jokowi's children
  - C. Prabowo
  - D. Governor

11. "He is really **populist**." (line 4)  
The bold word is best replaced by...
- A. Populer
  - B. Authoritative
  - C. Individualist
  - D. Democratic
12. Who was Jokowi before becoming the president of Indonesia?
- A. The president of Indonesia
  - B. The governor of Jakarta
  - C. The governor of Surakarta
  - D. A minister

**Read the following text and answer questions 13 to 16**

### **An English Woman in Indonesia**

Twenty-six year old Jo Farrell comes from York in the north of England but now she doesn't live in England. She lives in Bali in Indonesia. Her haouse is near the beach in Sanur. Jo is a teacher and she teaches English in Denpasar.

She says she loves living in Indonesia. She goes surfing at Sanur beach every morning. She really likes Indonesian people because they are very friendly. She thinks Bali is a beautiful place; the weather is good and things are not expensive like in England. She loves eating out and there are lots of good restaurants in Bali. She is also interested in Balinese gamelan and plays with a gamelan orchestra in Kuta. She doesn't want to go back to England to live, but she sometimes goes back for a holiday to see her friends and family.

There's just one thing that she doesn't like and that is the streets which are often dirty, because people don't put their rubbish in the bin!

*Adapted from: Flying Start for Junior High School year VII Semester 2, 2006, p.10.*

13. Where does Jo live now?
- A. In England
  - B. In Bali
  - C. In Sanur Beach
  - D. In York

14. Which of the following statements is **TRUE** according to the text?
- A. Jo likes Indonesian people because they are very arrogant.
  - B. Jo is just interested in Balinese gamelan.
  - C. Jo thinks that the weather is so dirty to live.
  - D. Jo sometimes goes back to England for a holiday.
15. "She really likes Indonesian people because they are very friendly." (paragraph 2)  
The underlined word "they" refers to...
- A. Indonesian people
  - B. Jo
  - C. Balinese restaurant
  - D. Sanur Beach
16. "...because people don't put their rubbish in the bin!" (paragraph 3)  
The synonym of the underlined word "rubbish" is...
- A. Wealth
  - B. Waste
  - C. Food
  - D. Furniture

**Read the following text and answer questions 17 to 21**

My home is big. There are 3 bedrooms. My bedroom is near the living room. Next to my bedroom is my parents' bedroom. It is a big bedroom. There is a bathroom inside. The next bedroom is for guest. Sometimes my family comes to stay for a night. They take a rest in that room. The kitchen is in the back part of my house. It is not big. There are a refrigerator, gas stove, and some kitchen utensils. My kitchen is very clean. My mother always sweep the floor everyday. There is a small backyard behind my home. In the corner of the backyard, there are a bathroom and toilet. We plant some trees around the yard. My mother also plants some vegetables.

Adapted from: <http://www.sekolahoke.com/2013/02/Contoh.Teks.Descriptive.Tentang.Rumah.html>

17. What is the best title for the text?
- A. My Bedroom
  - B. My Room
  - C. My Garden
  - D. My Home



18. Where is the writer's bedroom located?
- A. In the living room
  - B. Next to the kitchen
  - C. Near the living room
  - D. Behind the backyard
19. What is the function of the guest bedroom based on the text?
- A. The room for cooking
  - B. The writer's favorite room
  - C. The room for the writer's family taking a rest
  - D. The writer's parents room
20. What are the writer's mother planted around the yard?
- A. Some flowers
  - B. Some vegetables
  - C. Some trees
  - D. Some spices
21. What can we conclude about the writer's home?
- A. A lovely home
  - B. A small home
  - C. A bad home
  - D. A frightened home

**The following text is for questions 22 to 24**

### **My Doll**

My favorite toy is a doll. I named my doll Becky. I got it in my 12<sup>th</sup> birthday. My dad bought it for me when he was in England. Becky is 16 cm tall doll with plastic head, arms, and legs and a white cloth stuffed body. Her body is covered with yellow, orange, and green flower bud prints. She has a long auburn-red brush-able hair, green eyes. There are freckles on her cheek. There are also two dimples near her mouth on the left and on the right. They make her more beautiful. I put her at my side when I sleep at night. I like my doll very much. I sometimes ask my friends to come to my house and play with Becky. They like Becky too.

*Adapted from: <http://www.sekolahoke.com/2012/04/soal-un-smp-descriptive-text-my-doll.html>*

22. What does the text tell us about?  
A. My favorite toy.  
B. The writer's favorite doll.  
C. A birthday party.  
D. A plastic doll.
23. What are on Becky's face?  
A. White cloth.  
B. Auburn red hair.  
C. Freckles and dimples.  
D. Flower bud prints.
24. "They make her more beautiful." (line 6).  
The underlined word "they" refers to ...  
A. Freckles.  
B. Green eyes.  
C. The left and bright cheeks.  
D. The dimples

**The text is for questions 25 to 28**

I have a close Friend. She is beautiful, attractive and trendy. She always want to be a trend-setter of the day. She always pays much attention on her appearance. Recently, she bought a new stylist foot legs from Blowfish shoes products. The shoes really matches on her.

Her new Blowfish women's shoes are wonderful. When she are walking on that shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really have a perfect appearance. She is really mad on that shoes. She said that the products covered all genders.

The Blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trader mark and become the hottest trend.

*Adapted from: <http://freeenglishcourse.info/my-friends-new-shoes/>*

25. What is the text about?  
A. The writer's shoes  
B. A wonderful friend  
C. The writer's friend new shoes  
D. A smart woman

26. "...watch and admire that she has the most suitable shoes..." (paragraph 2). The antonym of the underlined word is...
- A. Hate
  - B. Love
  - C. Respect
  - D. Like
27. What makes the writer's friend become so wonderful?
- A. Her body
  - B. Her Blowfish shoes
  - C. Her smart appearance
  - D. Her foot legs
28. What is the main idea of the second paragraph?
- A. A wonderful Blowfish women's shoes
  - B. A close friend
  - C. A wonderful Blowfish men's shoes
  - D. A wonderful woman's appearance

**Read the following text and answer questions 29 to 33**

### ***Rama Bookshop***

The *Rama* Bookshop is popular among the backpack tourists in Yogyakarta. It is located in a narrow alley in Sosrowijayan. The alley is so narrow that people can only go there by bicycle or motorcycle.

The bookshop is very simple. It is not large or luxurious but it has various collections. Most books are mostly written in English but there are some books in other languages too.

The *Rama* Bookshop is different from other bookshops. In common bookshops people can only buy books, but in *Rama* people can buy, sell, or exchange books. That's why the prices are not expensive because the books are not new.

*Adapted from: English on Sky 1 for Junior High School Students Year VII, 2006, p.146.*

29. What does the first paragraph tell us about?
- A. The tourists' bookshop
  - B. The Bookshop in Yogyakarta
  - C. The luxurious bookshop
  - D. The popular *Rama* Bookshop

30. "It is located in a narrow **alley** in Sosrowijayan." (paragraph 1)  
The bold word can be replaced by...
- A. Street
  - B. Path
  - C. Town
  - D. Place
31. What kind of books provided in *Rama* Bookshop?
- A. Various kind of books.
  - B. English books
  - C. Luxurious books
  - D. Simple books
32. What differentiates Rama Bookshop from other bookshops?
- A. People can just buy books.
  - B. People can sell their books.
  - C. People can buy, sell, or exchange books.
  - D. People can buy the expensive books.
33. From the text, we can infer that Rama Bookshop is...
- A. A popular, luxurious, and cheap bookshop.
  - B. A popular, simple, and cheap bookshop.
  - C. A popular, large, and expensive bookshop.
  - D. A popular, simple, and expensive bookshop.

**Read the following text to answer questions 34 to 38**

### Tiger

Tigers are the largest members of the feline family. They inhabit a wide area of land, stretching from Siberia to north-eastern China, India, and Indochina and make their habitat mainly in rainforests, mangroves, and boreal forests (taigas). Tigers are not fast runners. However, they are able to jump amazingly well, a skill they make use of when sneaking up and pouncing on their prey. The hair on their back is yellow with black, horizontal stripes.

Tigers found in the northern regions tend to be light yellow in color while those in the southern regions are more orangish. For food, tigers eat almost anything depending on what they can find in their place of habitat, from insects (locusts, etc.) and small animals to large ones such as deer, wild boars, and cows.

Adapted from: <http://englishjuniorhighschool.blogspot.com/2013/05/example-of-descriptive-text-tiger.html>

34. Where do the tigers mainly make their habitat?
- A. In the district and taigas
  - B. In the beach and southern regions
  - C. In the dry-land
  - D. In the rainforests, taigas and mangroves
35. “.....when sneaking up and pouncing on their prey.” (paragraph 1)  
The reference for the underlined word “pouncing” is...
- A. Swooping
  - B. Hugging
  - C. Kicking
  - D. Eating
36. Which of the following statements is **TRUE** according to the text?
- A. The tigers inhabit in limited area of land
  - B. The tigers can run amazingly well
  - C. The light yellow tigers can be found in the northern regions
  - D. The tigers can only eat any kinds of vegetables
37. “...yellow in color while those in the southern regions...” (paragraph 2).  
The underlined word “those” refers to...
- A. Regions
  - B. Tiger
  - C. Habitat
  - D. Insects
38. What is the aim of the text above?
- A. To persuade the readers to love the tigers
  - B. To describe what exactly the tigers are
  - C. To inform the readers the kinds of the tigers
  - D. To tell the story of the tigers

**Read the following text and answer questions 39 to 43**

### **Giant Panda**

Giant Pandas live in humid bamboo forests or forests with a mix of coniferous and deciduous trees, at altitudes of 1300 to 3600 meters. Both males and females live alone most of the year, and do not hibernate like bears do. Giant Pandas sleep for 10 to 16 hours per day, and spend most of their waking hours eating bamboo shoots and leaves. Occasionally a Giant Panda will eat insects or small animals.

The Giant Panda has a protrusion on its wrist, which the Giant Panda can use like a thumb. This "sixth finger" is perfect for grasping bamboo stalks. Giant Pandas are excellent tree climbers, and often climb trees to avoid enemies. However, they are not very good at climbing down from trees, and often fall in the process. Giant Pandas have black fur around their eyes and on their ears, nose, shoulders, arms, and legs. Other areas of their bodies are covered by white or cream-colored fur. Their tails are white as well.

Adapted from: <http://englishjuniorhighschool.blogspot.com/2013/05/example-of-descriptive-text-giant-panda.html>

39. What mostly Giant Pandas do to spend their waking hours?
- Eating insects or small animals
  - Climbing the bamboo tress
  - Grasping bamboo stalks
  - Eating bamboo shoots and leaves
40. “.....is perfect for grasping bamboo stalks.” (paragraph 2)  
The underlined word can be replaced by...
- Catching
  - Eating
  - Hitting
  - Jumping
41. “The Giant Panda has a protrusion on **its** wrist.” (paragraph 2)  
The bold word refers to...
- Protusion
  - Giant Panda
  - Wrist
  - Bamboo
42. The following statement is true, **EXCEPT**...
- Giant pandas do not hibernate like bears do.
  - Giant panda uses its six fingers for grasping bamboo stalks.
  - Giant panda’s tail is covered by white fur.
  - Giant pandas are very good at climbing down from trees.
43. Which part of the Giant Pandas’ body is covered by white fur?
- Legs
  - Shoulders and arms
  - Nose and ears
  - Tails

Read the following text to answer questions 44 to 47

### Jellyfish

Jellyfish are not really fish. They belong to invertebrate animals. It means that unlike fish generally or people, they have no backbones. In fact, they have no bones at all.

Jellyfish have stomachs and mouth, but no heads. They have nervous system for sensing the world around them, but they have no brains. They are made almost entirely of water, which is why you can look through them.

Some jellyfish can glow in darkness by making their own light. The light is made by a chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reasons. They may glow to scare away predators or to attract animals they want to eat, for instance.

Most jellyfish live in salt water, apart from a few types that live in fresh water. Jellyfish are found in oceans and seas all over the world. They are found in warm, tropical seas and in icy water near the North and South poles.

Adapted from: <http://www.sekolahoke.com/2013/02/report-text-about-jellyfish.html>

44. Which one creates Jellyfish's light?
- A. White blood
  - B. Nervous system
  - C. Chemical reaction
  - D. Salt water.
45. Which one is **TRUE** about the jellyfish based on the text?
- A. They belong to invertebrate animals.
  - B. They have heads like other animals.
  - C. Their brain helps them find the food.
  - D. They cannot live in freshwater.
46. What is the text about?
- A. Jellyfish.
  - B. Kinds of all fish.
  - C. All invertebrate animal.
  - D. Some kinds of sea animals

47. "Some jellyfish can glow in darkness by making their own light."  
(paragraph 3).  
The word "glow" in the sentence means...
- A. Move
  - B. Produce
  - C. Appear
  - D. Shine

**For questions 48 to 50, complete the passage with the words provided.**

My bedroom is (48) .... It's about four meters long and three meters wide. There is a bed across the door. A desk and a chair stand near the window. On the corner, stand three door wooden cupboards to (49) ... all of my stuff and my clothes. On the centre of the ceiling, a twenty-watt spiral lamp gives enough light for the entire of the room and functions as a reading lamp as well. I really thanked to my father who designed the room because I have enough space and I stay (50) ... in it.

*Adapted from: <https://yustiparaya.files.wordpress.com/2014/05/un-bahasa-inggris-smp-mts-2014-kd-yulia-kiki-nurul.pdf>*

48. A. fabulous  
B. spacious  
C. hazardous  
D. tremendous
49. A. keep  
B. reach  
C. move  
D. share
50. A. comfortably  
B. awkwardly  
C. clumsily  
D. quietly



**ANSWER KEY**

1. B	11. D	21. A	31. A	41. B
2. C	12. B	22. B	32. C	42. D
3. C	13. B	23. C	33. B	43. D
4. A	14. D	24. D	34. D	44. C
5. D	15. A	25. C	35. A	45. A
6. A	16. B	26. A	36. C	46. A
7. A	17. D	27. B	37. B	47. D
8. B	18. C	28. A	38. B	48. B
9. C	19. C	29. D	39. D	49. A
10. B	20. B	30. B	40. A	50. A

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Item analysis for data from file DATA.TXT

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics							
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key			
1	0-1	0.938	1.000	0.699	A	0.000	-9.000	-9.000				
					B	0.938	1.000	0.699	*			
					C	0.000	-9.000	-9.000				
					D	0.000	-9.000	-9.000				
					Other	0.063	-1.000	-0.699				
2	0-2	0.563	0.297	0.236	A	0.375	0.137	0.108				
					B	0.000	-9.000	-9.000				
					C	0.563	0.297	0.236	*			
					D	0.000	-9.000	-9.000				
					Other	0.063	-1.000	-0.699				
3	0-3	0.313	0.534	0.408	A	0.219	-0.001	-0.001				
					B	0.313	-0.151	-0.116				
					C	0.313	0.534	0.408	*			
					D	0.094	0.203	0.117				
					Other	0.063	-1.000	-0.699				
4	0-4	0.938	1.000	0.699	A	0.938	1.000	0.699	*			
					B	0.000	-9.000	-9.000				
					C	0.000	-9.000	-9.000				
					D	0.000	-9.000	-9.000				
					Other	0.063	-1.000	-0.699				
5	0-5	0.813	0.744	0.513	A	0.094	-0.086	-0.050				
					B	0.000	-9.000	-9.000				
					C	0.031	-0.237	-0.096				
					D	0.813	0.744	0.513	*			
					Other	0.063	-1.000	-0.699				
6	0-6	0.656	0.349	0.270	A	0.656	0.349	0.270	*			
					B	0.094	0.764	0.438	?			
					CHECK THE KEY			C	0.031	-0.145	-0.059	
					A was specified, B works better			D	0.156	-0.321	-0.212	
					Other	0.063	-1.000	-0.699				
7	0-7	0.438	0.532	0.422	A	0.438	0.532	0.422	*			
					B	0.031	-0.237	-0.096				
					C	0.406	-0.184	-0.145				
					D	0.063	0.386	0.196				
					Other	0.063	-1.000	-0.699				

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Item analysis for data from file DATA.TXT

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
8	0-8	0.500	0.506	0.404	A	0.000	-9.000	-9.000	
					B	0.500	0.506	0.404	*
					C	0.188	0.109	0.075	
					D	0.250	-0.196	-0.144	
					Other	0.063	-1.000	-0.699	
9	0-9	0.438	0.409	0.325	A	0.000	-9.000	-9.000	
					B	0.469	-0.035	-0.028	
					C	0.438	0.409	0.325	*
					D	0.031	0.314	0.127	
					Other	0.063	-1.000	-0.699	
10	0-10	0.781	0.877	0.626	A	0.156	-0.375	-0.247	
					B	0.781	0.877	0.626	*
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	0.063	-1.000	-0.699	
11	0-11	0.313	0.351	0.268	A	0.563	0.215	0.171	
					B	0.063	-0.324	-0.164	
					C	0.000	-9.000	-9.000	
					D	0.313	0.351	0.268	*
					Other	0.063	-1.000	-0.699	
12	0-12	0.625	0.775	0.607	A	0.250	-0.196	-0.144	
					B	0.625	0.775	0.607	*
					C	0.000	-9.000	-9.000	
					D	0.063	-0.508	-0.258	
					Other	0.063	-1.000	-0.699	
13	0-13	0.531	0.905	0.721	A	0.375	-0.442	-0.346	
					B	0.531	0.905	0.721	*
					C	0.000	-9.000	-9.000	
					D	0.031	-0.329	-0.133	
					Other	0.063	-1.000	-0.699	
14	0-14	0.219	0.481	0.343	A	0.313	0.086	0.066	
					B	0.313	0.059	0.045	
					C	0.094	-0.144	-0.083	
					D	0.219	0.481	0.343	*
					Other	0.063	-1.000	-0.699	

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Item analysis for data from file DATA.TXT

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics								
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key				
15	0-15	0.656	0.806	0.624	A	0.656	0.806	0.624	*				
					B	0.063	-0.271	-0.138					
					C	0.094	-0.144	-0.083					
					D	0.125	-0.340	-0.211					
					Other	0.063	-1.000	-0.699					
16	0-16	0.344	0.169	0.131	A	0.250	0.333	0.245	?				
					B	0.344	0.169	0.131	*				
					CHECK THE KEY				C	0.219	-0.001	-0.001	
					B was specified, A works better				D	0.125	0.006	0.004	
					Other	0.063	-1.000	-0.699					
17	0-17	0.625	0.928	0.727	A	0.281	-0.512	-0.384					
					B	0.031	-0.145	-0.059					
					C	0.000	-9.000	-9.000					
					D	0.625	0.928	0.727	*				
					Other	0.063	-1.000	-0.699					
18	0-18	0.719	0.876	0.657	A	0.063	-0.429	-0.218					
					B	0.094	-0.299	-0.172					
					C	0.719	0.876	0.657	*				
					D	0.063	-0.192	-0.098					
					Other	0.063	-1.000	-0.699					
19	0-19	0.594	0.775	0.612	A	0.000	-9.000	-9.000					
					B	0.219	-0.242	-0.173					
					C	0.594	0.775	0.612	*				
					D	0.125	-0.292	-0.182					
					Other	0.063	-1.000	-0.699					
20	0-20	0.750	0.827	0.607	A	0.031	-0.466	-0.189					
					B	0.750	0.827	0.607	*				
					C	0.094	-0.048	-0.027					
					D	0.063	-0.429	-0.218					
					Other	0.063	-1.000	-0.699					
21	0-21	0.813	0.588	0.405	A	0.813	0.588	0.405	*				
					B	0.031	-0.145	-0.059					
					C	0.031	0.177	0.071					
					D	0.063	0.071	0.036					
					Other	0.063	-1.000	-0.699					

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Item analysis for data from file DATA.TXT

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics								
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key				
22	0-22	0.813	0.960	0.662	A	0.094	-0.434	-0.249					
					B	0.813	0.960	0.662	*				
					C	0.031	-0.237	-0.096					
					D	0.000	-9.000	-9.000					
					Other	0.063	-1.000	-0.699					
23	0-23	0.313	0.214	0.163	A	0.031	0.314	0.127					
					B	0.313	0.643	0.491	?				
					CHECK THE KEY				C	0.313	0.214	0.163	*
					C was specified, B works better				D	0.281	-0.464	-0.348	
					Other	0.063	-1.000	-0.699					
24	0-24	0.375	0.777	0.608	A	0.094	0.126	0.072					
					B	0.250	-0.237	-0.174					
					C	0.219	-0.242	-0.173					
					D	0.375	0.777	0.608	*				
					Other	0.063	-1.000	-0.699					
25	0-25	0.375	0.845	0.662	A	0.125	-0.041	-0.026					
					B	0.313	-0.188	-0.143					
					C	0.375	0.845	0.662	*				
					D	0.125	-0.371	-0.231					
					Other	0.063	-1.000	-0.699					
26	0-26	0.281	0.561	0.421	A	0.281	0.561	0.421	*				
					B	0.344	-0.287	-0.223					
					C	0.094	0.049	0.028					
					D	0.219	0.262	0.187					
					Other	0.063	-1.000	-0.699					
27	0-27	0.625	0.502	0.393	A	0.250	-0.196	-0.144					
					B	0.625	0.502	0.393	*				
					C	0.031	0.268	0.109					
					D	0.031	0.314	0.127					
					Other	0.063	-1.000	-0.699					
28	0-28	0.813	0.552	0.380	A	0.813	0.552	0.380	*				
					B	0.094	0.068	0.039					
					C	0.000	-9.000	-9.000					
					D	0.031	0.131	0.053					
					Other	0.063	-1.000	-0.699					

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Item analysis for data from file DATA.TXT

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics								
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key				
29	0-29	0.813	0.552	0.380	A	0.000	-9.000	-9.000					
					B	0.094	-0.086	-0.050					
					C	0.031	0.498	0.201					
					D	0.813	0.552	0.380	*				
					Other	0.063	-1.000	-0.699					
30	0-30	0.031	-0.237	-0.096	A	0.500	0.142	0.113					
					B	0.031	-0.237	-0.096	*				
					CHECK THE KEY				C	0.063	0.044	0.023	
					B was specified, D works better				D	0.344	0.336	0.261	?
					Other	0.063	-1.000	-0.699					
31	0-31	0.406	0.717	0.566	A	0.406	0.717	0.566	*				
					B	0.250	-0.064	-0.047					
					C	0.063	0.281	0.143					
					D	0.219	-0.417	-0.298					
					Other	0.063	-1.000	-0.699					
32	0-32	0.875	0.952	0.593	A	0.000	-9.000	-9.000					
					B	0.031	-0.145	-0.059					
					C	0.875	0.952	0.593	*				
					D	0.031	-0.237	-0.096					
					Other	0.063	-1.000	-0.699					
33	0-33	0.313	0.570	0.435	A	0.219	0.054	0.038					
					B	0.313	0.570	0.435	*				
					C	0.063	-0.429	-0.218					
					D	0.344	0.011	0.009					
					Other	0.063	-1.000	-0.699					
34	0-34	0.719	0.751	0.564	A	0.031	-0.145	-0.059					
					B	0.125	-0.497	-0.309					
					C	0.063	0.228	0.116					
					D	0.719	0.751	0.564	*				
					Other	0.063	-1.000	-0.699					
35	0-35	0.344	-0.112	-0.087	A	0.344	-0.112	-0.087	*				
					B	0.125	0.854	0.532	?				
					CHECK THE KEY				C	0.219	0.207	0.148	
					A was specified, B works better				D	0.250	-0.084	-0.062	
					Other	0.063	-1.000	-0.699					

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Item analysis for data from file DATA.TXT

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics								
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key				
36	0-36	0.500	0.401	0.320	A	0.156	0.178	0.118					
					B	0.125	0.163	0.101					
					C	0.500	0.401	0.320	*				
					D	0.156	-0.280	-0.185					
					Other	0.063	-1.000	-0.699					
37	0-37	0.594	0.342	0.270	A	0.094	0.493	0.283	?				
					B	0.594	0.342	0.270	*				
					CHECK THE KEY				C	0.031	-0.145	-0.059	
					B was specified, A works better				D	0.219	-0.122	-0.087	
					Other	0.063	-1.000	-0.699					
38	0-38	0.344	0.310	0.240	A	0.281	-0.339	-0.255					
					B	0.344	0.310	0.240	*				
					CHECK THE KEY				C	0.219	0.328	0.234	
					B was specified, D works better				D	0.094	0.435	0.250	?
					Other	0.063	-1.000	-0.699					
39	0-39	0.594	0.625	0.494	A	0.125	-0.292	-0.182					
					B	0.031	-0.145	-0.059					
					C	0.188	-0.011	-0.008					
					D	0.594	0.625	0.494	*				
					Other	0.063	-1.000	-0.699					
40	0-40	0.156	0.799	0.527	A	0.156	0.799	0.527	*				
					B	0.406	-0.150	-0.119					
					C	0.281	0.092	0.069					
					D	0.094	0.030	0.017					
					Other	0.063	-1.000	-0.699					
41	0-41	0.281	-0.100	-0.075	A	0.125	0.289	0.180					
					B	0.281	-0.100	-0.075	*				
					CHECK THE KEY				C	0.000	-9.000	-9.000	
					B was specified, D works better				D	0.531	0.360	0.287	?
					Other	0.063	-1.000	-0.699					
42	0-42	0.219	0.174	0.124	A	0.125	0.163	0.101					
					B	0.250	-0.175	-0.129					
					CHECK THE KEY				C	0.344	0.380	0.295	?
					D was specified, C works better				D	0.219	0.174	0.124	*
					Other	0.063	-1.000	-0.699					

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics							
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key			
43	0-43	0.406	0.717	0.566	A	0.125	-0.214	-0.133				
					B	0.313	-0.224	-0.171				
					C	0.094	0.088	0.050				
					D	0.406	0.717	0.566	*			
					Other	0.063	-1.000	-0.699				
44	0-44	0.375	0.768	0.602	A	0.125	-0.167	-0.104				
					B	0.219	-0.132	-0.095				
					C	0.375	0.768	0.602	*			
					D	0.219	-0.165	-0.118				
					Other	0.063	-1.000	-0.699				
45	0-45	0.469	0.778	0.620	A	0.469	0.778	0.620	*			
					B	0.188	-0.239	-0.165				
					C	0.094	-0.202	-0.116				
					D	0.188	-0.155	-0.107				
					Other	0.063	-1.000	-0.699				
46	0-46	0.656	0.797	0.617	A	0.656	0.797	0.617	*			
					B	0.031	-0.237	-0.096				
					C	0.094	-0.183	-0.105				
					D	0.156	-0.321	-0.212				
					Other	0.063	-1.000	-0.699				
47	0-47	0.250	0.242	0.177	A	0.156	0.610	0.403	?			
					B	0.375	0.010	0.008				
					CHECK THE KEY			C	0.156	-0.240	-0.158	
					D was specified, A works better			D	0.250	0.242	0.177	*
					Other	0.063	-1.000	-0.699				
48	0-48	0.719	0.320	0.240	A	0.156	0.192	0.127				
					B	0.719	0.320	0.240	*			
					C	0.063	0.123	0.063				
					D	0.000	-9.000	-9.000				
					Other	0.063	-1.000	-0.699				
49	0-49	0.250	0.760	0.558	A	0.250	0.760	0.558	*			
					B	0.188	-0.143	-0.099				
					C	0.375	-0.127	-0.099				
					D	0.125	0.069	0.043				
					Other	0.063	-1.000	-0.699				



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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				Key
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
50	0-50	0.688	0.736	0.562	A	0.688	0.736	0.562	*
					B	0.156	-0.226	-0.149	
					C	0.031	-0.145	-0.059	
					D	0.063	-0.219	-0.111	
					Other	0.063	-1.000	-0.699	

Scale Statistics

Scale:	0
N of Items	50
N of Examinees	32
Mean	26.156
Variance	93.444
Std. Dev.	9.667
Skew	-0.876
Kurtosis	1.056
Minimum	0.000
Maximum	41.000
Median	25.000
Alpha	0.911
SEM	2.883
Mean P	0.523
Mean Item-Tot.	0.436
Mean Biserial	0.580

Items discarded : 1,4,16,23,35,38,44,45,46,47.

Items revised : 2,6,8,9,11,14,25,26,27,28,29,30,40,41,42.

**PRETEST GUIDELINE**  
**(Table of Specification)**  
**Based on the Revision of Bloom's Taxonomy**

No	Indicators	Cognitive Skills					Total	
		Rem	Und	App	Ana	Eva		Cre
1.	Identifying the specifically stated detail or information	1, 3, 11, 15, 27, 28, 30, 33, 37						9
2.	Deducing the meaning of unfamiliar lexical items in context		2, 5, 9, 22, 26, 34,					6
3.	Making inferences		6, 10, 16, 17, 18, 23, 29,					7
4.	Finding the main idea and the topic of the paragraph		7, 14, 19, 21, 24, 25,					6
5.	Understanding references				8, 13, 20, 32, 35,			5
6.	Distinguish between relevant and irrelevant statement from the text					4, 12, 31, 36,		4
7.	Applying the correct word to complete a certain passage			38, 39, 40				3
	<b>Total</b>	<b>9</b>	<b>19</b>	<b>3</b>	<b>5</b>	<b>4</b>		<b>40</b>

## PRE-TEST

Read the questions carefully and choose the correct answers by crossing (X) either A, B, C, or D on the provided answer sheet.

The following text is for questions 1 and 2

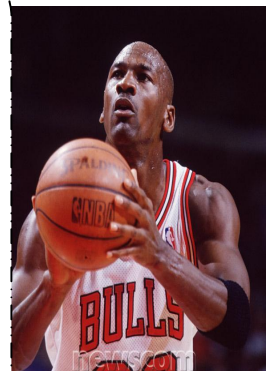
### Michael Jordan

Michael Jordan is a famous basketball player. Michael Jordan certainly looks like a star. He is tall, well-built and handsome. He is always well-dressed.

His personality is as good as his playing ability. He is confident. He is also generous. He gives a lot of money to charity.

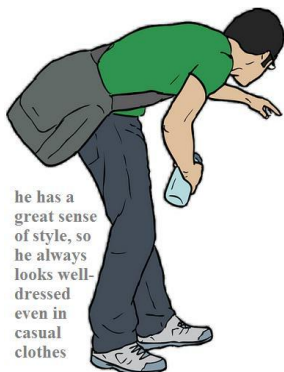
His hobby is playing golf, baseball, and cooking. He often cooks for his family.

Adapted from: <http://englishjuniorhighschool.blogspot.com/2013/05/example-of-descriptive-text-michael.html>



1. How does Michael Jordan look like?
  - A. He is tall, well-built, clever, and well-dressed
  - B. He is medium, well dressed, and handsome
  - C. He is handsome, tall, and well-built.
  - D. He is tall, talkative, and well-dressed
2. “He is also **generous**.” (paragraph 2)  
The bold word can be replaced by...
  - A. Handsome
  - B. Brave
  - C. Kind
  - D. Strong

Read the following text to answer questions 3 to 7



he has a great sense of style, so he always looks well-dressed even in casual clothes

### A Close Friend, Jacques

Jacques has been my close friend for two years. I first met him on a school exchange trip to Calais, France. I asked him the way to the library and we started talking. We have been friends ever since.

Jacques is quite good-looking. He is tall and slim, with olive skin and curly dark hair. Like many French people, he has a great sense of style, so he always looks well-dressed even in casual clothes. Jacques is very outgoing. He is always friendly and loves to have fun. He has got a fantastic sense of humour and he always makes me laugh. However, he can be a bit immature at times. For example, when he does not get what he wants, he acts childishly and stamps his feet.

Jacques is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life under sea.

All in all, I am glad to have Jacques as my friend. It is a pleasure to be with him and I really enjoy his company. I am sure we will always be close friends.

Adapted from: <http://freeenglishcourse.info/5-contoh-descriptive-text-tentang-orang-dan-arti/>

3. Where did the writer meet Jacques for the first time?
  - A. On the library
  - B. On the way
  - C. On the company
  - D. On a school exchange
  
4. Which of the following statements **DO NOT** reflect Jacques' appearance?
  - A. Slim
  - B. Olive skin
  - C. Curly brown hair
  - D. Tall

5. "Jack is very **outgoing**." (paragraph 2)  
The bold word has the similar meaning with...
  - A. Friendly
  - B. Rude
  - C. Smart
  - D. Strong
  
6. What will Jacques do when he does not get what he want?
  - A. Sailing
  - B. Acting childishly and stamping his feet
  - C. Scuba diving
  - D. Spending his time under sea
  
7. The writer's purpose in writing the text is ...
  - A. To inform what is loved by Jacques
  - B. To tell Jacques' activities
  - C. To describe the writer's close friend, Jacques
  - D. To retell the past activities

**The text is for questions 8 to 10**

### Joko Widodo

His full name is Ir. H. Joko Widodo. He was born in Surakarta 21 June 1961. He has 3 children. **They** are Kaesang Pangarep, Kahiyang Ayu, and Gibran Rakabuming Raka. Jokowi is very friendly although he is the highest officer. He likes to talk to people everywhere he goes. He is really populist. After conducting a task as the governor of Jakarta, Jokowi challenges his luck to be the president of Indonesia. Lucky him. He can defeat his opponent, Prabowo Subianto. Jokowi become the president of Indonesia period 2014 - 2019.

*Adapted from:* <http://www.sekolahoke.com/2014/07/descriptive-text-presiden-indonesia-Joko-Widodo.html>



8. What does the word "they" in line 2 refer to?
  - A. Jokowi
  - B. Jokowi's children
  - C. Prabowo
  - D. Governor

9. "Jokowi is very **friendly** although he is the highest officer." (line 3)  
The bold word is best replaced by...
- Populer
  - Humorous
  - Perfect
  - Pleasant
10. Who was Jokowi before becoming the president of Indonesia?
- The president of Indonesia
  - The governor of Jakarta
  - The governor of Surakarta
  - A minister

**Read the following text and answer questions 11 to 13**



### **An English Woman in Indonesia**

Twenty-six year old Jo Farrell comes from York in the north of England but now she doesn't live in England. She lives in Bali in Indonesia. Her haouse is near the beach in Sanur. Jo is a teacher and she teaches English in Denpasar.

She says she loves living in Indonesia. She goes surfing at Sanur beach every morning. She really likes Indonesian people because they are very friendly. She thinks Bali is a beautiful place; the weather is good and things are not expensive like in England. She loves eating out and there are lots of good restaurants in Bali. She is also interested in Balinese gamelan and plays with a gamelan orchestra in Kuta. She doesn't want to go back to England to live, but she sometimes goes back for a holiday to see her friends and family.

There's just one thing that she doesn't like and that is the streets which are often dirty, because people don't put their rubbish in the bin!

*Adapted from: Flying Start for Junior High School year VII Semester 2, 2006, p.10.*

11. Where does Jo live now?
- A. In England
  - B. In Bali
  - C. In Sanur Beach
  - D. In York
12. Which of the following statements is **TRUE** according to the text?
- A. Jo does not like Indonesian people.
  - B. Jo is only interested in Balinese gamelan.
  - C. Jo thinks that the weather is so dirty to live.
  - D. Jo sometimes goes back to England for a holiday.
13. “She really likes Indonesian people because they are very friendly.”  
(paragraph 2)  
The underlined word “they” refers to...
- A. Indonesian people
  - B. Jo
  - C. Balinese restaurant
  - D. Sanur Beach

**Read the following text and answer questions 14 to 18**

My home is big. There are 3 bedrooms. My bedroom is near the living room. Next to my bedroom is my parents' bedroom. It is a big bedroom. There is a bathroom inside. The next bedroom is for guest. Sometimes my family comes to stay for a night. They take a rest in that room. The kitchen is in the back part of my house. It is not big. There are a refrigerator, gas stove, and some kitchen utensils. My kitchen is very clean. My mother always sweep the floor everyday. There is a small backyard behind my home. In the corner of the backyard, there are a bathroom and toilet. We plant some trees around the yard. My mother also plants some vegetables.

Adapted from: <http://www.sekolahoke.com/2013/02/Contoh.Teks.Descriptive.Tentang.Rumah.html>

14. What is the best title for the text?
- A. My Bedroom
  - B. My Room
  - C. My Garden
  - D. My Home

15. Where is the writer's bedroom located?
- A. In the living room
  - B. Next to the kitchen
  - C. Near the living room
  - D. Behind the backyard
16. What is the function of the guest bedroom based on the text?
- A. The room for cooking
  - B. The writer's favorite room
  - C. The room for the writer's family taking a rest
  - D. The writer's parents room
17. What are the writer's mother planted around the yard?
- A. Some flowers
  - B. Some vegetables
  - C. Some trees
  - D. Some spices
18. What can we conclude about the writer's home?
- A. A lovely home
  - B. A small home
  - C. A bad home
  - D. A frightened home

**The following text is for questions 19 and 20**

### **My Doll**

My favorite toy is a doll. I named my doll Becky. I got it in my 12<sup>th</sup> birthday. My dad bought it for me when he was in England. Becky is 16 cm tall doll with plastic head, arms, and legs and a white cloth stuffed body. Her body is covered with yellow, orange, and green flower bud prints. She has a long auburn-red brushable hair, green eyes. There are freckles on her cheek. There are also two dimples near her mouth on the left and on the right. They make her more beautiful. I put her at my side when I sleep at night. I like my doll very much. I sometimes ask my friends to come to my house and play with Becky. They like Becky too.

*Adapted from:* <http://www.sekolahoke.com/2012/04/soal-un-smp-descriptive-text-my-doll.html>



19. What does the text tell us about?  
 A. My favorite toy.  
 B. The writer's favorite doll.  
 C. A birthday party.  
 D. A plastic doll.
20. "They make her more beautiful." (line 5).  
 The underlined word "they" refers to ...  
 A. Freckles.  
 B. Green eyes.  
 C. The left and bright cheeks.  
 D. The dimples

**The text is for questions 21 to 24**

I have a close Friend. She is beautiful, attractive and trendy. She always want to be a trend-setter of the day. She always pays much attention on her appearance. Recently, she bought a new stylist foot legs from Blowfish shoes products. The shoes really matches on her.

Her new Blowfish women's shoes are wonderful. When she are walking on that shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really have a perfect appearance. She is really mad on that shoes. She said that the products covered all genders.

The Blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trader mark and become the hottest trend.

*Adapted from: <http://freeenglishcourse.info/my-friends-new-shoes/>*



21. The text tells us about ...  
 A. The writer's shoes  
 B. A wonderful friend  
 C. The writer's friend new shoes  
 D. A smart woman

22. "...watch and admire that she has the most suitable shoes..." (paragraph 2).  
The antonym of the underlined word is...
- Inappropriate
  - Available
  - Good
  - Perfect
23. The writer's friend becomes so wonderful because of ...
- Her body
  - Her Blowfish shoes
  - Her smart appearance
  - Her foot legs
24. The second paragraph tells us about ...
- A wonderful Blowfish women's shoes
  - A close friend
  - A wonderful Blowfish men's shoes
  - A wonderful woman's appearance

**Read the following text and answer questions 25 to 29**



### ***Rama Bookshop***

The *Rama* Bookshop is popular among the backpack tourists in Yogyakarta. It is located in a narrow alley in Sosrowijayan. The alley is so narrow that people can only go there by bicycle or motorcycle.

The bookshop is very simple. It is not large or luxurious but it has various collections. Most books are mostly written in English but there are some books in other languages too.

The *Rama* Bookshop is different from other bookshops. In common bookshops people can only buy books, but in Rama people can buy, sell, or exchange books. That's why the prices are not expensive because the books are not new.

*Adapted from: English on Sky 1 for Junior High School Students Year VII, 2006, p.146.*

25. What is the main idea of the first paragraph?
- A. The tourists' bookshop
  - B. The Bookshop in Yogyakarta
  - C. The luxurious bookshop
  - D. The popular *Rama* Bookshop
26. "It is located in a **narrow** alley in Sosrowijayan." (paragraph 1)  
The bold word can be replaced by...
- A. Spacious
  - B. Tight
  - C. Broad
  - D. Roomy
27. What kind of books provided in *Rama* Bookshop?
- A. Various kind of books.
  - B. English books
  - C. Luxurious books
  - D. Simple books
28. What differentiates Rama Bookshop from other bookshops?
- A. People can just buy books.
  - B. People can sell their books.
  - C. People can buy, sell, or exchange books.
  - D. People can buy the expensive books.
29. From the text, we can infer that Rama Bookshop is...
- A. A popular, luxurious, and cheap bookshop.
  - B. A popular, simple, and cheap bookshop.
  - C. A popular, large, and expensive bookshop.
  - D. A popular, simple, and expensive bookshop.

Read the following text to answer questions 30 to 32



### Tiger

Tigers are the largest members of the feline family. They inhabit a wide area of land, stretching from Siberia to north-eastern China, India, and Indochina and make their habitat mainly in rainforests, mangroves, and boreal forests (taigas). Tigers are not fast runners. However, they are able to jump amazingly well, a skill they make use of when sneaking up and pouncing on their prey. The hair on their back is yellow with black, horizontal stripes.

Tigers found in the northern regions tend to be light yellow in color while those in the southern regions are more orangish. For food, tigers eat almost anything depending on what they can find in their place of habitat, from insects (locusts, etc.) and small animals to large ones such as deer, wild boars, and cows.

*Adapted*

*from:*

<http://englishjuniorhighschool.blogspot.com/2013/05/example-of-descriptive-text-tiger.html>

30. Where do the tigers mainly make their habitat?
- In the district and taigas
  - In the beach and southern regions
  - In the dry-land
  - In the rainforests, taigas and mangroves
31. Which of the following statements is **TRUE** according to the text?
- The tigers inhabit in limited area of land
  - The tigers can run amazingly well
  - The light yellow tigers can be found in the northern regions
  - The tigers can only eat any kinds of vegetables
32. "...yellow in color while those in the southern regions..." (paragraph 2).  
The underlined word "those" refers to...
- Regions
  - Insects
  - Habitat
  - Tiger

Read the following text and answer questions 33 to 37

### Giant Panda

Giant Pandas live in humid bamboo forests or forests with a mix of coniferous and deciduous trees, at altitudes of 1300 to 3600 meters. Both males and females live alone most of the year, and do not hibernate like bears do. Giant Pandas sleep for 10 to 16 hours per day, and spend most of their waking hours eating bamboo shoots and leaves. Occasionally a Giant Panda will eat insects or small animals.

The Giant Panda has a protrusion on its wrist, which the Giant Panda can use like a thumb. This "sixth finger" is perfect for grasping bamboo stalks. Giant Pandas are excellent tree climbers, and often climb trees to avoid enemies. However, they are not very good at climbing down from trees, and often fall in the process. Giant Pandas have black fur around their eyes and on their ears, nose, shoulders, arms, and legs. Other areas of their bodies are covered by white or cream-colored fur. Their tails are white as well.



Adapted from: <http://englishjuniorhighschool.blogspot.com/2013/05/example-of-descriptive-text-giant-panda.html>

33. What mostly Giant Pandas do to spend their waking hours?
- A. Eating insects or small animals
  - B. Climbing the bamboo trees
  - C. Grasping bamboo stalks
  - D. Eating bamboo shoots and leaves
34. “.....is perfect for grasping bamboo stalks.” (paragraph 2)  
The underlined word can be replaced by...
- A. Strong
  - B. Wonderful
  - C. Weak
  - D. Bad

35. “However, **they** are not very good at climbing down the trees,...”  
(paragraph 2)  
The bold word “they” refers to...
- Protusion
  - Bamboo
  - Wrist
  - Giant Panda
36. Which of the following statements is **NOT TRUE** according to the text?
- Gaint Pandas are very good at climbing down the trees.
  - Giant Pandas use its six fingers for grasping bamboo stalks.
  - Giant Pandas’ tail is covered by white fur.
  - Giant Pandas do not hibernate like bears do.
37. Which part of the Giant Pandas’ body is covered by white fur?
- Legs
  - Shoulders and arms
  - Nose and ears
  - Tails

**For questions 38 to 40, complete the passage with the words provided.**

My bedroom is (38) .... It's about four meters long and three meters wide. There is a bed across the door. A desk and a chair stand near the window. On the comer, stand three door wooden cupboards to (39) ... all of my stuff and my clothes. On the centre of the ceiling, a twenty-watt spiral lamp gives enough light for the entire of the room and functions as a reading lamp as well. I really thanked to my father who designed the room because I have enough space and I stay (40) ... in it.

*Adapted from: <https://yustiparaya.files.wordpress.com/2014/05/un-bahasa-inggris-smp-mts-2014-kd-yulia-kiki-nurul.pdf>*

- |   |   |
|---|---|
| <p>38. A. fabulous<br/>B. spacious<br/>C. hazardous<br/>D. tremendous</p> | <p>40. A. comfortably<br/>B. awkwardly<br/>C. clumsily<br/>D. quietly</p> |
| <p>39. A. keep<br/>B. reach<br/>C. move<br/>D. share</p>                  |   |

**ANSWER KEY**

1. C	11. B	21. C	31. C
2. C	12. D	22. A	32. D
3. D	13. A	23. B	33. D
4. C	14. D	24. A	34. B
5. A	15. C	25. D	35. D
6. B	16. C	26. B	36. A
7. C	17. B	27. A	37. D
8. B	18. A	28. C	38. B
9. D	19. B	29. B	39. A
10. B	20. D	30. D	40. A

**POST-TEST (PRO) GUIDELINE**  
**(Table of Specification)**  
**Based on the Revision of Bloom's Taxonomy**

No	Indicators	Cognitive Skills					Total	
		Rem	Und	App	Ana	Eva		Cre
1.	Identifying the specifically stated detail or information	1, 4, 5, 9, 10, 14, 20, 21, 22, 23, 24, 25, 29, 33, 35, 38, 43, 45,						<b>18</b>
2.	Deducing the meaning of unfamiliar lexical items in context		3, 8, 11, 16, 26, 37, 41, 44,					<b>8</b>
3.	Making inferences		17, 19, 31, 32, 34,					<b>5</b>
4.	Finding the main idea and the topic of the paragraph		18, 27, 28, 42,					<b>4</b>
5.	Understanding references				7, 12, 30, 40, 46,			<b>5</b>
6.	Distinguish between relevant and irrelevant statement from the text					2, 6, 13, 15, 36, 39, 47		<b>7</b>
7.	Applying the correct word to complete a certain passage			48, 49,50				<b>3</b>
	<b>Total</b>	<b>18</b>	<b>17</b>	<b>3</b>	<b>5</b>	<b>7</b>		<b>50</b>



**READING TEST PROTOTYPE (POST-TEST)**

Read the questions carefully and choose the correct answers by crossing (X) either A, B, C, or D on the provided answer sheet.

The following text is for questions 1 to 4

**Lionel Messi**

Lionel Messi is a famous footballer playing for Barcelona FC in Spain. He is a very talented footballer. He can dribble well like dancing. He can also run very fast although his body is too short for a footballer. He can pass the ball well and help his team winning a game. Beside those abilities, Lionel Messi is also an excellent goal getter. He often goals in every game he plays.

Messi is well-known as a very kindhearted person. He is very polite in and outside the pitch. He founds an institution of charity to help children in health and education.

Adapted from: <http://www.sekolahoke.com/2012/11/descriptive-text-lionel-messi.html>

1. Who is Lionel Messi?
  - A. A famous footballer
  - B. A famous dancer
  - C. A talented person
  - D. A well-known person
2. The following statements are Messi's abilities in playing football, **EXCEPT**...
  - A. He is good in dribbling
  - B. He can run very fast
  - C. He is good in passing the ball
  - D. He is an excellent goalkeeper
3. "Messi is **well-known** as a very kindhearted person." (paragraph 2)  
The bold word can be replaced by...
  - A. Kindhearted
  - B. Polite
  - C. Talented
  - D. Famous

4. What was founded by Messi to help children in health and education?
  - A. A charity institution
  - B. A School
  - C. A hospital
  - D. A Stadium

**Read the following text to answer questions 5 to 9**

### An Indonesian Man in England

Tanto Wiradinata is thirty-four years old. He is a computer programmer and he lives in a small village in Oxfordshire in the south of England. He is from Klaten, a small town in Central Java.

He writes computer programmer for travel companies to help them sell tickets on-line. He goes back to Indonesia once a year, but he doesn't want to live there anymore.

He likes England; it's very different from Indonesia. He loves the way everyone says 'sorry' all the time and is very polite. He really like going for walks. He thinks it's a very beautiful place to walk around. 'In Indonesia I never walk anywhere because the streets are not nice to walk along and it's hot, but here I walk or cycle everywhere.' He also really likes the food and he often cooks for himself. He likes cooking very much and it's his hobby.

There are only two things he doesn't like; the first is the weather, it's nearly always cold and the second is that everything is very expensive, especially petrol.

*Adapted from: Flying Start for Junior High School year VII Semester 2, 2006, p.10.*

5. Where does Tanto Wiradinata come from?
  - A. Oxfordshire
  - B. Klaten
  - C. England
  - D. South of England
  
6. Which of the following statements is **TRUE** according to the text?
  - A. Tanto Wiradinata goes back to Indonesia once a year
  - B. Tanto Wiradinata doesn't like England
  - C. In Indonesia, Tanto Wiradinata can walk anywhere because the street are nice
  - D. Tanto Wiradinata doesn't like cooking

7. "He goes back to Indonesia once a year, but he doesn't want to live there anymore." (paragraph 2)  
The underlined word "there" refers to...
- A. England
  - B. Travel companies
  - C. Oxfordshire
  - D. Indonesia
8. "He loves the way everyone says 'sorry' all the time and is very polite." (paragraph 3).  
The synonym of the underlined word "polite" is...
- A. Rude
  - B. Brave
  - C. Respectful
  - D. Clever
9. What is Tanto Wiradinata's hobby?
- A. He likes traveling all around the world
  - B. He likes cooking very much
  - C. He likes fishing in the river
  - D. He likes going to the mall for shopping

**The text is for questions 10 to 13**

### **Barrack Obama**

His full name is Barack Hussein Obama. People often call him Barack Obama or Obama only. He is African-American. He was born on 4 August 1961 in Honolulu, USA. Obama is quite tall, 183 cm. He has oval face, baldheaded, and black skin. His face looks patient and strong. He always keeps smiles when he gives speech. Obama has got married to Michelle. They have 2 daughters, Malia and Natasha Obama. Obama's hobby is having sport. He likes playing golf in his spare time. Obama also loves blogging. He writes on his twitter quite often.

*Adapted from: [http://namakuaziza.blogspot.com/2012/08/contoh-descriptive-text\\_9839.html](http://namakuaziza.blogspot.com/2012/08/contoh-descriptive-text_9839.html)*

10. How tall is Obama?
- A. He's oval face
  - B. He's baldheaded
  - C. He's 183 cm
  - D. He's black skin

11. "His face looks patient and strong." (line 3)  
The underlined word "patient" has the similar meaning with...
- A. Unfriendly
  - B. Handsome
  - C. Childish
  - D. Calm
12. "They have 2 daughters, Malia and Natasha Obama." (line 4)  
The underlined word "they" refers to...
- A. Obama's daughters
  - B. Obama and his wife
  - C. Obama's son
  - D. Obama's family
13. The following are Obama's hobbies, **EXCEPT**...
- A. Having sport
  - B. Chatting
  - C. Playing golf
  - D. Blogging

**Read the following text and answer questions 14 to 18**

**My Best Friend, Ernesto**

My best friend is Ernesto and he is my classmate. We go to school together.

Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.

He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.

Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

*Adapted from:* <http://freeenglishcourse.info/5-contoh-descriptive-text-tentang-orang-dan-arti/>

14. Who is Ernesto?  
A. A school principal  
B. A teacher  
C. The writer's best friend  
D. A writer
15. Which of the following statements **DO NOT** reflect Ernesto's characteristic?  
A. Well-known  
B. Well-educated  
C. Well-dressed  
D. Well-behaved
16. "He is gentle but **fearless**." (paragraph 3)  
The bold word "fearless" has the similar meaning with...  
A. Honest  
B. Kind  
C. Brave  
D. Truthful
17. What does the writer feel to have Ernesto as his/her friend?  
A. He/she is worried  
B. He/she is happy  
C. He/she is regretful  
D. He/she is shy
18. What is the purpose of the text?  
A. To inform what is loved by Ernesto  
B. To tell Ernesto's daily activities  
C. To describe the writer's best friend, Ernesto  
D. To retell the past activities

**Read the following text and answer questions 19 to 22**

My house is on Jl. Kasuari. It is located in Jember. It is around 5 km from the center of town. It is near a big garden. My house is big. It has 10 rooms. There are 2 living rooms, 4 bedrooms, a bathroom, a garage, kitchen, and a dining room. There is a television in the living room and my bedroom. There is a refrigerator in the kitchen. There is a computer in the living room. I have some pets and plant some trees. There are 4 rabbits, some fish, 4 cats, and some chicken. The trees are in front of my house. They are orange, durian, and bamboo trees. The orange tree is on the left. The durian is near orange tree. The bamboo trees are near the pond.

*Adapted from:* <http://www.sekolahoke.com/2011/03/descriptive-text-my-house.html>

19. What kind of house is the writer's house?
- A. A beautiful house
  - B. A big house
  - C. A unique house
  - D. An elegant house
20. We can find the television in...
- A. the kitchen and dining room
  - B. the dining room and garage
  - C. the living room and writer's bedroom
  - D. the dining room and bedroom
21. Where are the trees located?
- A. In front of the house
  - B. Beside the kitchen
  - C. In the garden
  - D. In the pond
22. Where are the bamboo trees planted?
- A. Near the orange tree
  - B. At the pond
  - C. Near the pond
  - D. Near the durian tree

**The following text is for questions 23 to 26**

### **My Name is Lizzie**

Hi, my name is Lizzie and my surname is Brown. I'm ten years old and I'm American. I live in 27 Lincoln Street in New York. It is a big city in the USA. I'm tall and thin. I've got long brown hair, black eyes, a small nose and a big mouth. I'm wearing a yellow blouse, an orange skirt, pink socks and blue trainers. Today I've got two nice bunches with two yellow ribbons in my hair. I'm good-temperate, polite and happy. My favorite food is pizza and my favorite drink is coke. I like cats very much. I can play tennis, but I can't play basketball.

*Adapted from: <http://freeenglishcourse.info/5-contoh-descriptive-text-tentang-orang-dan-arti/>*

23. What is Lizzie's nationality?
- A. Indonesian
  - B. American
  - C. Japan
  - D. Korean
24. How is Lizzie's nose?
- A. It is black
  - B. It is big
  - C. It is small
  - D. It is pointed
25. What color are Lizzie's socks?
- A. Orange
  - B. Pink
  - C. Blue
  - D. Yellow
26. "I'm good-temperate, polite and happy." (line 5)  
The antonym of the underlined word "polite" is...
- A. Kind
  - B. Friendly
  - C. Impolite
  - D. Well-mannered

**The text is for questions 27 to 31**

### **The Jackson's Family**

Mr. Jackson is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is a very good teacher. His students like him.

His wife is an Indonesian. She comes from Medan. They have one son and one daughter. The children go to a primary school.

Mr. Jackson's house is made of wood. It has five rooms: a kitchen, a bathroom, a living room and two bedrooms. The Jackson has a house maid to help Mrs. Jackson to do the house work. The maid comes from Bantul.

*Adapted from: <http://englishjuniorhighschool.blogspot.com/2013/05/example-of-descriptive-text-jackson.html>*

27. What does the text mostly about?  
A. Mr. Jackson's wife  
B. The Jackson's family  
C. Mr. Jackson's work  
D. Mr. Jackson's maid
28. What is the purpose of the text?  
A. To tell how The Jackson's Family is  
B. To describe the Jackson's Family  
C. To explain about Jackson's Family  
D. To entertain the Jackson's Family
29. Where does the Jackson's Family stay?  
A. In Denpasar  
B. In Bantul  
C. In Medan  
D. In America
30. "She comes from Medan" (line 3).  
The underlined word "she" refers to Mr. Jackson's ...  
A. teacher  
B. daughter  
C. wife  
D. maid
31. Mr. Jackson' house has....  
A. a kitchen and a private room  
B. a living room and a garage room  
C. a living room and a bathroom  
D. a bedroom and a prayer room

**Read the following text and answer questions 32 to 36**

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

*Adapted from:* <http://kumpulansoalsmpn.blogspot.com/2014/03/soal-ukk-bahasa-inggris-kelas-7-smp-ta.html#header-wrapper>



32. How many dogs does the writer have?
- A. 1
  - B. 2
  - C. 3
  - D. 4
33. What does Casper look like?
- A. Short with long body and strong legs
  - B. Brown, with long and thick fur
  - C. Slim body, long legs
  - D. Thin fur and dots
34. The writer calls the collie, Brownie because...
- A. It likes brownies
  - B. It has brown fur
  - C. It has brown ear
  - D. The writer likes it
35. Which one of the writer's dog that has a large head?
- A. Dottie
  - B. Midas
  - C. Brownie
  - D. Casper
36. The following statements describe Dottie, **EXCEPT** ...
- A. It has stripes all over its body
  - B. It has thin fur
  - C. It has four long legs
  - D. It has a slim body

**Read the following text to answer questions 37 to 42**

### Elephant

Elephant is one of the biggest animals in the world. This animal is from Africa. Elephant has a big body. Its color is grey. It has four legs. Its legs are very big and strong. Elephant has two wide ears. Elephant has black and small eyes. It also has a long trunk. Elephant has two long teeth and the name is tusk. Its tusk, trunk and legs can be a weapon for elephant as the defense from the other animals. Elephant also has a short tail.

Elephant is an herbivore. It likes to eat some plants such as grass, small trees, and leaves. Elephant likes to eat so much because it is a big animal. However, Elephant is a tame animal, but it will be a dangerous animal if it is angry.

*Adapted from: <http://www.carabelajarbahasainggrisoke.com/2014/09/contoh-descriptive-text-about-animal.html>*

37. "Elephant has two **wide** ears." (paragraph 1)  
The bold word "wide" can be replaced by...
- A. Broad
  - B. Small
  - C. Tall
  - D. Long
38. The two long teeth of elephant are called as...
- A. Trunk
  - B. Tusks
  - C. Legs
  - D. Ears
39. Which of the following statements is **TRUE** according to the text?
- A. Elephant has four small legs
  - B. Elephant has black and big eyes
  - C. Elephant has two long teeth named trunk
  - D. Elephant has a short tail
40. "It likes to eat some plants such as grass, small trees, and leaves." (paragraph 2)  
The underlined word "it" refers to...
- A. Plants
  - B. Elephant
  - C. Grass
  - D. Trees
41. What will happen if Elephant is angry?
- A. It will be a tame animal
  - B. It will be a cute animal
  - C. It will be a big animal
  - D. It will be a dangerous animal
42. What is the aim of the text above?
- A. To persuade the readers to love the elephants
  - B. To describe what exactly the elephant is
  - C. To inform the readers the kinds of the elephants
  - D. To tell the story of the elephants

Read the following text and answer questions 43 to 47

### Orangutan

The orangutan is a member of the ape family, and its name is derived from the Malay expression for "person of the forest." Orangutans have long, reddish-brown hair and mainly live in forests, making their homes in the tops of tall trees. They live mainly on fruits such as figs and durian, but also eat leaves, tree bark, nuts, termites, and insects. While other apes make their habitats in Africa, the orangutan can only be found in Sumatra and Borneo in Southeast Asia. The orangutan is currently designated as an endangered species due to rapid depletion of Southeast Asian rainforests.

Adapted from: <http://englishjuniorhighschool.blogspot.com/2013/05/example-of-descriptive-text-orangutan.html>

43. What does "orangutan" mean according to the text?
- Member of the ape family
  - Person of the forest
  - African animals
  - Asian animals
44. "Orangutans have long, reddish-brown hair and **mainly** live in forests, ..." (line 2)  
The bold word "mainly" can be replaced by...
- Mostly
  - Currently
  - Rarely
  - Infrequently
45. Where can we find orangutans?
- In Africa
  - In Malaysia
  - In South Africa
  - In Sumatra and Borneo
46. "They live mainly on fruits such as figs and durian, ..." (line 3)  
The underlined word "they" refers to...
- Fruits
  - Figs
  - Orangutans
  - Apes

47. The following statement is true, **EXCEPT**...
- A. Orangutans have long and reddish-brown hair
  - B. Orangutans make their homes in the tops of tall trees
  - C. Orangutans live mainly on fruits such as figs and durian
  - D. Orangutans can only be found in Africa

**For questions 48 to 50, complete the passage with the words provided.**

Peter is the (48)... in my family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a (49)... smile. Sometimes, he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in (50)... very much and at school, he plays football and tennis. He is the best badminton player in our family.

*Adapted from: <http://www.slideshare.net/tape/soal-try-out-un-bahasa-inggris-2014>*

- |                 |                |
|-----------------|----------------|
| 48. A. best     | C. tallest     |
| B. youngest     | D. smallest    |
| 49. A. friendly | C. diligently  |
| B. beautifully  | D. wonderfully |
| 50. A. arts     | C. music       |
| B. jobs         | D. sports      |

**ANSWER KEY**

1. A	11. D	21. A	31. C	41. D
2. D	12. B	22. C	32. D	42. B
3. D	13. B	23. B	33. A	43. B
4. A	14. C	24. C	34. B	44. A
5. B	15. A	25. B	35. B	45. D
6. A	16. C	26. C	36. A	46. C
7. D	17. B	27. B	37. A	47. D
8. C	18. C	28. B	38. B	48. B
9. B	19. B	29. A	39. D	49. A
10. C	20. C	30. C	40. B	50. D

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
1	0-1	0.938	1.000	0.798	A	0.938	1.000	0.798	*
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	0.063	-1.000	-0.798	
2	0-2	0.594	0.742	0.586	A	0.031	-0.230	-0.093	
					B	0.094	-0.152	-0.088	
					C	0.219	-0.179	-0.128	
					D	0.594	0.742	0.586	*
					Other	0.063	-1.000	-0.798	
3	0-3	0.094	0.449	0.258	A	0.188	0.035	0.024	
					B	0.469	0.070	0.055	
					C	0.188	0.302	0.208	
					D	0.094	0.449	0.258	*
					Other	0.063	-1.000	-0.798	
4	0-4	0.750	0.579	0.425	A	0.750	0.579	0.425	*
					B	0.031	-0.107	-0.043	
					C	0.031	0.097	0.039	
					D	0.125	0.049	0.030	
					Other	0.063	-1.000	-0.798	
5	0-5	0.906	1.000	0.709	A	0.000	-9.000	-9.000	
					B	0.906	1.000	0.709	*
					C	0.031	-0.189	-0.076	
					D	0.000	-9.000	-9.000	
					Other	0.063	-1.000	-0.798	
6	0-6	0.906	1.000	0.630	A	0.906	1.000	0.630	*
					B	0.031	0.138	0.056	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	0.063	-1.000	-0.798	
7	0-7	0.406	0.533	0.421	A	0.250	0.063	0.046	
					B	0.156	-0.421	-0.278	
					C	0.125	0.328	0.204	
					D	0.406	0.533	0.421	*
					Other	0.063	-1.000	-0.798	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
8	0-8	0.531	0.285	0.227	A	0.125	0.188	0.117	
					B	0.188	-0.093	-0.064	
					C	0.531	0.285	0.227	*
					D	0.094	0.397	0.228	?
					Other	0.063	-1.000	-0.798	
CHECK THE KEY C was specified, D works better									
9	0-9	0.813	0.830	0.572	A	0.094	-0.101	-0.058	
					B	0.813	0.830	0.572	*
					C	0.000	-9.000	-9.000	
					D	0.031	-0.189	-0.076	
					Other	0.063	-1.000	-0.798	
10	0-10	0.906	1.000	0.689	A	0.000	-9.000	-9.000	
					B	0.031	-0.107	-0.043	
					C	0.906	1.000	0.689	*
					D	0.000	-9.000	-9.000	
					Other	0.063	-1.000	-0.798	
11	0-11	0.344	0.313	0.243	A	0.156	0.130	0.086	
					B	0.375	0.087	0.068	
					C	0.031	-0.026	-0.010	
					D	0.344	0.313	0.243	*
					Other	0.094	-1.000	-0.610	
12	0-12	0.281	0.676	0.507	A	0.375	0.057	0.045	
					B	0.281	0.676	0.507	*
					C	0.156	-0.145	-0.096	
					D	0.125	-0.105	-0.065	
					Other	0.063	-1.000	-0.798	
13	0-13	0.688	0.952	0.727	A	0.188	-0.467	-0.322	
					B	0.688	0.952	0.727	*
					C	0.031	-0.107	-0.043	
					D	0.031	-0.148	-0.060	
					Other	0.063	-1.000	-0.798	
14	0-14	0.813	1.000	0.698	A	0.094	-0.513	-0.295	
					B	0.000	-9.000	-9.000	
					C	0.813	1.000	0.698	*
					D	0.031	0.097	0.039	
					Other	0.063	-1.000	-0.798	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
15	0-15	0.781	0.909	0.649	A	0.781	0.909	0.649	*
					B	0.063	0.204	0.104	
					C	0.000	-9.000	-9.000	
					D	0.094	-0.599	-0.344	
					Other	0.063	-1.000	-0.798	
16	0-16	0.594	0.297	0.235	A	0.156	-0.133	-0.088	
					B	0.063	0.391	0.199	
					C	0.594	0.297	0.235	*
					D	0.125	0.300	0.187	
					Other	0.063	-1.000	-0.798	
17	0-17	0.906	0.977	0.561	A	0.000	-9.000	-9.000	
					B	0.906	0.977	0.561	*
					C	0.031	0.424	0.171	
					D	0.000	-9.000	-9.000	
					Other	0.063	-1.000	-0.798	
18	0-18	0.688	0.757	0.578	A	0.125	-0.356	-0.222	
					B	0.031	0.424	0.171	
					C	0.688	0.757	0.578	*
					D	0.063	-0.380	-0.193	
					Other	0.094	-1.000	-0.610	
19	0-19	0.688	0.449	0.343	A	0.063	0.041	0.021	
					B	0.688	0.449	0.343	*
					C	0.094	0.277	0.159	
					D	0.094	-0.101	-0.058	
					Other	0.063	-1.000	-0.798	
20	0-20	0.906	1.000	0.699	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	0.906	1.000	0.699	*
					D	0.031	-0.148	-0.060	
					Other	0.063	-1.000	-0.798	
21	0-21	0.719	0.789	0.592	A	0.719	0.789	0.592	*
					B	0.063	-0.497	-0.252	
					C	0.156	-0.049	-0.033	
					D	0.000	-9.000	-9.000	
					Other	0.063	-1.000	-0.798	



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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
22	0-22	0.875	0.789	0.491	A	0.000	-9.000	-9.000	
					B	0.031	0.097	0.039	
					C	0.875	0.789	0.491	*
					D	0.031	0.342	0.138	
					Other	0.063	-1.000	-0.798	
23	0-23	0.875	1.000	0.656	A	0.031	-0.107	-0.043	
					B	0.875	1.000	0.656	*
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	0.094	-1.000	-0.719	
24	0-24	0.875	1.000	0.726	A	0.000	-9.000	-9.000	
					B	0.031	-0.107	-0.043	
					C	0.875	1.000	0.726	*
					D	0.031	-0.556	-0.225	
					Other	0.063	-1.000	-0.798	
25	0-25	0.938	1.000	0.798	A	0.000	-9.000	-9.000	
					B	0.938	1.000	0.798	*
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	0.063	-1.000	-0.798	
26	0-26	0.563	0.538	0.427	A	0.094	0.380	0.218	
					B	0.219	-0.315	-0.225	
					C	0.563	0.538	0.427	*
					D	0.063	0.088	0.045	
					Other	0.063	-1.000	-0.798	
27	0-27	0.875	0.831	0.517	A	0.031	0.179	0.072	
					B	0.875	0.831	0.517	*
					C	0.000	-9.000	-9.000	
					D	0.031	0.138	0.056	
					Other	0.063	-1.000	-0.798	
28	0-28	0.438	0.585	0.465	A	0.219	0.094	0.067	
					B	0.438	0.585	0.465	*
					C	0.156	0.082	0.054	
					D	0.125	-0.412	-0.256	
					Other	0.063	-1.000	-0.798	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
29	0-29	0.813	0.617	0.425	A	0.813	0.617	0.425	*
					B	0.031	-0.107	-0.043	
					C	0.063	0.088	0.045	
					D	0.031	0.342	0.138	
					Other	0.063	-1.000	-0.798	
30	0-30	0.813	1.000	0.734	A	0.031	0.097	0.039	
					B	0.063	-0.497	-0.252	
					C	0.813	1.000	0.734	*
					D	0.031	-0.556	-0.225	
					Other	0.063	-1.000	-0.798	
31	0-31	0.781	0.987	0.705	A	0.031	-0.026	-0.010	
					B	0.094	-0.599	-0.344	
					C	0.781	0.987	0.705	*
					D	0.031	0.056	0.023	
					Other	0.063	-1.000	-0.798	
32	0-32	0.813	0.819	0.565	A	0.063	0.158	0.080	
					B	0.031	-0.107	-0.043	
					C	0.031	-0.556	-0.225	
					D	0.813	0.819	0.565	*
					Other	0.063	-1.000	-0.798	
33	0-33	0.813	0.958	0.661	A	0.813	0.958	0.661	*
					B	0.063	-0.497	-0.252	
					C	0.000	-9.000	-9.000	
					D	0.063	-0.029	-0.015	
					Other	0.063	-1.000	-0.798	
34	0-34	0.688	0.708	0.541	A	0.125	-0.384	-0.239	
					B	0.688	0.708	0.541	*
					C	0.063	-0.123	-0.062	
					D	0.063	0.298	0.151	
					Other	0.063	-1.000	-0.798	
35	0-35	0.781	0.705	0.503	A	0.063	0.158	0.080	
					B	0.781	0.705	0.503	*
					C	0.000	-9.000	-9.000	
					D	0.094	-0.204	-0.117	
					Other	0.063	-1.000	-0.798	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
36	0-36	0.625	0.754	0.591	A	0.625	0.754	0.591	*
					B	0.063	0.111	0.056	
					C	0.125	-0.314	-0.196	
					D	0.125	-0.202	-0.126	
					Other	0.063	-1.000	-0.798	
37	0-37	0.625	0.792	0.620	A	0.625	0.792	0.620	*
					B	0.188	-0.243	-0.168	
					C	0.063	-0.146	-0.074	
					D	0.063	-0.193	-0.098	
					Other	0.063	-1.000	-0.798	
38	0-38	0.688	0.854	0.653	A	0.219	-0.344	-0.246	
					B	0.688	0.854	0.653	*
					C	0.031	-0.107	-0.043	
					D	0.000	-9.000	-9.000	
					Other	0.063	-1.000	-0.798	
39	0-39	0.531	0.733	0.584	A	0.063	-0.497	-0.252	
					B	0.188	0.003	0.002	
					C	0.156	-0.157	-0.104	
					D	0.531	0.733	0.584	*
					Other	0.063	-1.000	-0.798	
40	0-40	0.844	0.913	0.603	A	0.063	-0.193	-0.098	
					B	0.844	0.913	0.603	*
					C	0.031	-0.026	-0.010	
					D	0.000	-9.000	-9.000	
					Other	0.063	-1.000	-0.798	
41	0-41	0.563	0.749	0.595	A	0.125	0.230	0.143	
					B	0.000	-9.000	-9.000	
					C	0.250	-0.470	-0.345	
					D	0.563	0.749	0.595	*
					Other	0.063	-1.000	-0.798	
42	0-42	0.406	0.770	0.608	A	0.125	-0.342	-0.213	
					B	0.406	0.770	0.608	*
					C	0.156	-0.145	-0.096	
					D	0.250	0.000	0.000	
					Other	0.063	-1.000	-0.798	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics								
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key				
43	0-43	0.156	0.262	0.173	A	0.563	0.458	0.364	?				
					B	0.156	0.262	0.173	*				
					CHECK THE KEY				C	0.094	-0.049	-0.028	
					B was specified, A works better				D	0.125	-0.202	-0.126	
					Other	0.063	-1.000	-0.798					
44	0-44	0.344	0.384	0.297	A	0.344	0.384	0.297	*				
					B	0.281	-0.193	-0.145					
					C	0.219	0.162	0.116					
					D	0.094	0.414	0.238					
					Other	0.063	-1.000	-0.798					
45	0-45	0.719	0.781	0.586	A	0.094	-0.376	-0.216					
					B	0.094	0.036	0.021					
					C	0.031	-0.189	-0.076					
					D	0.719	0.781	0.586	*				
					Other	0.063	-1.000	-0.798					
46	0-46	0.750	0.796	0.584	A	0.156	-0.085	-0.056					
					B	0.000	-9.000	-9.000					
					C	0.750	0.796	0.584	*				
					D	0.031	-0.556	-0.225					
					Other	0.063	-1.000	-0.798					
47	0-47	0.625	0.853	0.668	A	0.031	-0.107	-0.043					
					B	0.219	-0.393	-0.281					
					C	0.063	-0.053	-0.027					
					D	0.625	0.853	0.668	*				
					Other	0.063	-1.000	-0.798					
48	0-48	0.625	0.557	0.436	A	0.188	0.163	0.112					
					B	0.625	0.557	0.436	*				
					C	0.063	-0.497	-0.252					
					D	0.063	-0.006	-0.003					
					Other	0.063	-1.000	-0.798					
49	0-49	0.063	0.111	0.056	A	0.063	0.111	0.056	*				
					B	0.563	0.421	0.335	?				
					CHECK THE KEY				C	0.063	-0.497	-0.252	
					A was specified, B works better				D	0.250	0.235	0.173	
					Other	0.063	-1.000	-0.798					

Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file DATA.TXT

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				Key
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
50	0-50	0.875	1.000	0.708	A	0.000	-9.000	-9.000	
					B	0.031	-0.026	-0.010	
					C	0.031	-0.556	-0.225	
					D	0.875	1.000	0.708	*
					Other	0.063	-1.000	-0.798	

There were 32 examinees in the data file.

Scale Statistics

Scale:	0
N of Items	50
N of Examinees	32
Mean	33.625
Variance	118.234
Std. Dev.	10.874
Skew	-1.746
Kurtosis	3.068
Minimum	0.000
Maximum	47.000
Median	37.000
Alpha	0.946
SEM	2.516
Mean P	0.673
Mean Item-Tot.	0.542
Mean Biserial	0.748

Items discarded : 1,3,5,6,10,17,20,25,43,44.

Items revised : 8,11,16,19,49.

**POST-TEST GUIDELINE**  
**(Table of Specification)**  
**Based on the Revision of Bloom's Taxonomy**

No	Indicators	Cognitive Skills					Total	
		Rem	Und	App	Ana	Eva		Cre
1.	Identifying the specifically stated detail or information	2, 5, 9, 14, 15, 16,17, 21, 25, 27, 30, 35						12
2.	Deducing the meaning of unfamiliar lexical items in context		4, 6, 11, 18, 29					5
3.	Making inferences		13, 23, 24, 26, 33,					5
4.	Finding the main idea and the topic of the paragraph		12, 19, 20, 34					4
5.	Understanding references				3, 7, 22, 32, 36			5
6.	Distinguish between relevant and irrelevant statement from the text					1, 8, 10, 28, 31, 37		6
7.	Applying the correct word to complete a certain passage			38, 39, 40				3
	<b>Total</b>	<b>12</b>	<b>14</b>	<b>3</b>	<b>5</b>	<b>6</b>		<b>40</b>

## POST-TEST

Read the questions carefully and choose the correct answers by crossing (X) either A, B, C, or D on the provided answer sheet.

The following text is for questions 1 and 2

### Lionel Messi

Lionel Messi is a famous footballer playing for Barcelona FC in Spain. He is a very talented footballer. He can dribble well like dancing. He can also run very fast although his body is too short for a footballer. He can pass the ball well and help his team winning a game. Beside those abilities, Lionel Messi is also an excellent goal getter. He often goals in every game he plays.

Messi is well-known as a very kindhearted person. He is very polite in and outside the pitch. He founds an institution of charity to help children in health and education.

Adapted from: <http://www.sekolahoke.com/2012/11/descriptive-text-lionel-messi.html>



1. The following statements are Messi's abilities in playing football, **EXCEPT** ...
  - A. He is good in dribbling
  - B. He can run very fast
  - C. He is good in passing the ball
  - D. He is an excellent goalkeeper
2. What was founded by Messi to help children in health and education?
  - A. A charity institution
  - B. A School
  - C. A hospital
  - D. A Stadium

Read the following text to answer questions 3 to 5

### An Indonesian Man in England

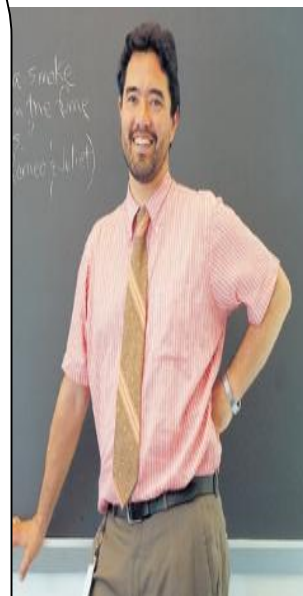
Tanto Wiradinata is thirty-four years old. He is a computer programmer and he lives in a small village in Oxfordshire in the south of England. He is from Klaten, a small town in Central Java.

He writes computer programmer for travel companies to help them sell tickets on-line. He goes back to Indonesia once a year, but he doesn't want to live there anymore.

He likes England; it's very different from Indonesia. He loves the way everyone says 'sorry' all the time and is very polite. He really like going for walks. He thinks it's a very beautiful place to walk around. 'In Indonesia I never walk anywhere because the streets are not nice to walk along and it's hot, but here I walk or cycle everywhere.' He also really likes the food and he often cooks for himself. He likes cooking very much and it's his hobby.

There are only two things he doesn't like; the first is the weather, it's nearly always cold and the second is that everything is very expensive, especially petrol.

*Adapted from: Flying Start for Junior High School year VII Semester 2, 2006, p.10.*



3. "He goes back to Indonesia once a year, but he doesn't want to live there anymore." (paragraph 2)  
The underlined word "there" refers to ...
  - A. England
  - B. Travel companies
  - C. Oxfordshire
  - D. Indonesia
  
4. "He loves the way everyone says 'sorry' all the time and is very polite." (paragraph 3).  
The underlined word "polite" has the similar meaning with ...
  - A. Impolite
  - B. Unfriendly
  - C. Respectful
  - D. Unhappy



5. What is Tanto Wiradinata's hobby?
  - A. He likes traveling all around the world
  - B. He likes cooking very much
  - C. He likes fishing in the river
  - D. He likes going to the mall for shopping

The text is for questions 6 to 8

### Barrack Obama

His full name is Barack Hussein Obama. People often call him Barack Obama or Obama only. He is African-American. He was born on 4 August 1961 in Honolulu, USA. Obama is quite tall, 183 cm. He has oval face, baldheaded, and black skin. His face looks patient and strong. He always keeps smiles when he gives speech. Obama has got married to Michelle. **They** have 2 daughters, Malia and Natasha Obama. Obama's hobby is having sport. He likes playing golf in his spare time. Obama also loves blogging. He writes on his twitter quite often.



Adapted from: <http://namakuaziza.blogspot.com/2012/08/contoh-descriptive-text-9839.html>

6. "His face looks patient and strong." (line 4)  
The underlined word "patient" has the similar meaning with ...
  - A. Unfriendly
  - B. Emotional
  - C. Childish
  - D. Calm
7. "**They** have 2 daughters, Malia and Natasha Obama." (line 5)  
The bold word "they" refers to ...
  - A. Obama's daughters
  - B. Obama and his wife
  - C. Obama's son
  - D. Obama's family
8. The following are Obama's hobbies, **EXCEPT** ...
  - A. Having sport
  - B. Chatting
  - C. Playing golf
  - D. Blogging

Read the following text and answer questions 9 to 12

### My Best Friend, Ernesto

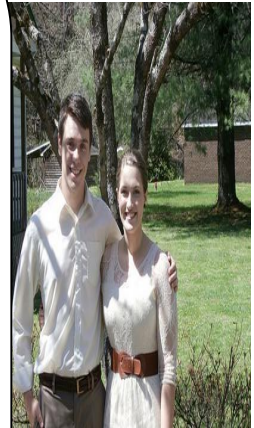
My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.

He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.

Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

*Adapted from:* <http://freeenglishcourse.info/5-contoh-descriptive-text-tentang-orang-dan-arti/>



9. Who is Ernesto?
  - A. A school principal
  - B. A teacher
  - C. The writer's best friend
  - D. A writer
  
10. Which of the following statements **DO NOT** reflect Ernesto's characteristic?
  - A. Well-known
  - B. Well-educated
  - C. Well-dressed
  - D. Well-behaved

11. "He is gentle but **fearless**." (paragraph 3)  
The bold word "fearless" has the similar meaning with ...
- A. Bad
  - B. Coward
  - C. Brave
  - D. Lier
12. What is the purpose of the text?
- A. To inform what is loved by Ernesto
  - B. To tell Ernesto's daily activities
  - C. To describe the writer's best friend, Ernesto
  - D. To retell the past activities

**Read the following text and answer questions 13 to 15**

My house is on Jl. Kasuari. It is located in Jember. It is around 5 km from the center of town. It is near a big garden. My house is big. It has 10 rooms. There are 2 living rooms, 4 bedrooms, a bathroom, a garage, kitchen, and a dining room. There is a television in the living room and my bedroom. There is a refrigerator in the kitchen. There is a computer in the living room. I have some pets and plant some trees. There are 4 rabbits, some fish, 4 cats, and some chicken. The trees are in front of my house. They are orange, durian, and bamboo trees. The orange tree is on the left. The durian is near orange tree. The bamboo trees are near the pond.

*Adapted from:* <http://www.sekolahoke.com/2011/03/descriptive-text-my-house.html>

13. From the text above, we can say that the writer has ...
- A. A beautiful house
  - B. A big house
  - C. A unique house
  - D. An elegant house
14. Where are the trees located?
- A. In front of the house
  - B. Beside the kitchen
  - C. In the garden
  - D. In the pond

15. Where are the bamboo trees planted?
- Near the orange tree
  - At the pond
  - Near the pond
  - Near the durian tree

**The following text is for questions 16 to 18**

### My Name is Lizzie

Hi, my name is Lizzie and my surname is Brown. I'm ten years old and I'm American. I live in 27 Lincoln Street in New York. It is a big city in the USA. I'm tall and thin. I've got long brown hair, black eyes, a small nose and a big mouth. I'm wearing a yellow blouse, an orange skirt, pink socks and blue trainers. Today I've got two nice bunches with two yellow ribbons in my hair. I'm good-temperate, polite and happy. My favorite food is pizza and my favorite drink is coke. I like cats very much. I can play tennis, but I can't play basketball.

Adapted from: <http://freeenglishcourse.info/5-contoh-descriptive-text-tentang-orang-dan-arti/>



16. What is Lizzie's nationality?
- Indonesian
  - American
  - Japan
  - Korean
17. How is Lizzie's nose?
- It is black
  - It is big
  - It is small
  - It is pointed
18. "I'm good-temperate, polite and happy." (line 6)  
The antonym of the underlined word "polite" is ...
- Kind
  - Friendly
  - Impolite
  - Well-mannered

**The text is for questions 19 to 23**

### **The Jackson's Family**

Mr. Jackson is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is a very good teacher. His students like him.

His wife is an Indonesian. She comes from Medan. They have one son and one daughter. The children go to a primary school.

Mr. Jackson's house is made of wood. It has five rooms: a kitchen, a bathroom, a living room and two bedrooms. The Jackson has a house maid to help Mrs. Jackson to do the house work. The maid comes from Bantul.

*Adapted from: <http://englishjuniorhighschool.blogspot.com/2013/05/example-of-descriptive-text-jackson.html>*

19. What does the text mostly about?
 

A. Mr. Jackson's wife	C. Mr. Jackson's work
B. The Jackson's family	D. Mr. Jackson's maid
  
20. What is the purpose of the text?
  - A. To tell how The Jackson's Family is
  - B. To describe the Jackson's Family
  - C. To explain about Jackson's Family
  - D. To entertain the Jackson's Family
  
21. Where does the Jackson's Family stay?
  - A. In Denpasar
  - B. In Bantul
  - C. In Medan
  - D. In America
  
22. "She comes from Medan" (paragraph 2).  
The underlined word "she" refers to Mr. Jackson's ...
  - A. teacher
  - B. daughter
  - C. wife
  - D. maid
  
23. Mr. Jackson' house has ...
  - A. a kitchen and a private room
  - B. a living room and a garage room
  - C. a living room and a bathroom
  - D. a bedroom and a prayer room

**Read the following text and answer questions 24 to 28**

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

*Adapted from: <http://kumpulansoalsmpn.blogspot.com/2014/03/soal-ukk-bahasa-inggris-kelas-7-smp-ta.html#header-wrapper>*

24. How many dogs does the writer have?
- 1
  - 2
  - 3
  - 4
25. What does Casper look like?
- Short with long body and strong legs
  - Brown, with long and thick fur
  - Slim body, long legs
  - Thin fur and dots
26. The writer calls the collie, Brownie because ...
- It likes brownies
  - It has brown fur
  - It has brown ear
  - The writer likes it
27. Which one of the writer's dog that has a large head?
- Dottie
  - Midas
  - Brownie
  - Casper
28. The following statements describe Dottie, **EXCEPT** ...
- It has stripes all over its body
  - It has thin fur
  - It has four long legs
  - It has a slim body

Read the following text to answer questions 29 to 34

### Elephant

Elephant is one of the biggest animals in the world. This animal is from Africa. Elephant has a big body. Its color is grey. It has four legs. Its legs are very big and strong. Elephant has two wide ears. Elephant has black and small eyes. It also has a long trunk. Elephant has two long teeth and the name is tusk. Its tusk, trunk and legs can be a weapon for elephant as the defense from the other animals. Elephant also has a short tail.

Elephant is an herbivore. It likes to eat some plants such as grass, small trees, and leaves. Elephant likes to eat so much because it is a big animal. However, Elephant is a tame animal, but it will be a dangerous animal if it is angry.

*Adapted from:*

<http://www.carabelajarbahasainggrisoke.com/2014/09/contoh-descriptive-text-about-animal.html>



29. “Elephant has two **wide** ears.” (paragraph 1)  
The bold word “wide” can be replaced by ...
- Broad
  - Small
  - Tall
  - Long
30. The two long teeth of elephant are called as ...
- Trunk
  - Tusks
  - Legs
  - Ears
31. Which of the following statements is **TRUE** according to the text?
- Elephant has four small legs
  - Elephant has black and big eyes
  - Elephant has two long teeth named trunk
  - Elephant has a short tail

32. “It likes to eat some plants such as grass, small trees, and leaves.”  
(paragraph 2)  
The underlined word “it” refers to ...
- A. Plants
  - B. Elephant
  - C. Grass
  - D. Trees
33. What will happen if Elephant is angry?
- A. It will be a tame animal
  - B. It will be a cute animal
  - C. It will be a big animal
  - D. It will be a dangerous animal
34. What is the aim of the text above?
- A. To persuade the readers to love the elephants
  - B. To describe what exactly the elephant is
  - C. To inform the readers the kinds of the elephants
  - D. To tell the story of the elephants

**Read the following text and answer questions 35 to 37**

### **Orangutan**

The orangutan is a member of the ape family, and its name is derived from the Malay expression for "person of the forest." Orangutans have long, reddish-brown hair and mainly live in forests, making their homes in the tops of tall trees. They live mainly on fruits such as figs and durian, but also eat leaves, tree bark, nuts, termites, and insects. While other apes make their habitats in Africa, the orangutan can only be found in Sumatra and Borneo in Southeast Asia. The orangutan is currently designated as an endangered species due to rapid depletion of Southeast Asian rainforests.

*Adapted from:*

<http://englishjuniorhighschool.blogspot.com/2013/05/example-of-descriptive-text-orangutan.html>





35. Where can we find orangutans?  
 A. In Africa  
 B. In Malaysia  
 C. In South Africa  
 D. In Sumatra and Borneo
36. "They live mainly on fruits such as figs and durian, ..." (line 4)  
 The underlined word "they" refers to ...  
 A. Fruits  
 B. Figs  
 C. Orangutans  
 D. Apes
37. The following statement is true, **EXCEPT** ...  
 A. Orangutans have long and reddish-brown hair  
 B. Orangutans make their homes in the tops of tall trees  
 C. Orangutans live mainly on fruits such as figs and durian  
 D. Orangutans can only be found in Africa

**For questions 38 to 40, complete the passage with the words provided.**

Peter is the (38) ... in my family. He is fourteen years old and four years younger than me. He (39) ... long, straight hair, bright eyes and a friendly smile. Sometimes, he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in (40)... very much and at school, he plays football and tennis. He is the best badminton player in our family.

*Adapted from: <http://www.slideshare.net/tape/soal-try-out-un-bahasa-inggris-2014>*

- |             |             |
|-------------|-------------|
| 38. A. best | C. tallest  |
| B. youngest | D. smallest |
| 39. A. has  | C. have     |
| B. is       | D. does     |
| 40. A. arts | C. music    |
| B. jobs     | D. sports   |

**ANSWER KEY**

1. D	11. C	21. A	31. D
2. A	12. C	22. C	32. B
3. D	13. B	23. C	33. D
4. C	14. A	24. D	34. B
5. B	15. C	25. A	35. D
6. D	16. B	26. B	36. C
7. B	17. C	27. B	37. D
8. B	18. C	28. A	38. B
9. C	19. B	29. A	39. A
10. A	20. B	30. B	40. D

---

**APPENDIX D**

**STUDENTS' SCORE AND SPSS ANALYSIS**

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### STUDENTS' SCORE

No.	Nama	Pre-Test	Post-Test
1.	Aditya Hernawan	60	75
2.	Adji Pamungkas	50	85
3.	Agus Kurnia Setiawan	60	90
4.	Almadelia Nairanda	47,5	65
5.	Andri Suprihatin	60	72,5
6.	Dea Fajar Karunita	50	70
7.	Devandra Putra S	77,5	87,5
8.	Dyan Ilmi Udyana	62,5	85
9.	Erwan Tri Arianta	40	67,5
10.	Fadia Tiara O	70	87,5
11.	Fauzi Dani Subekti	55	82,5
12.	Firrar Ayu H S	85	92,5
13.	Galang Daulat S	55	82,5
14.	Ifke Kania Chika Oda	47,5	62,5
15.	Khoirunnisa	52,5	87,5
16.	Lilik Kusuma Hadi	50	72,5
17.	Muh. Rayhan Shidqi	60	75
18.	Nabil Ahmad Makarim	62,5	60
19.	Nining Lestari	70	90
20.	Nurvita Dwi Pratiwi	47,5	57,5
21.	Putri Kurniasari	70	80
22.	Randy Parada Arrazic	55	72,5
23.	Sekar Arifia P	60	85
24.	Septia Rahma Nur K	52,5	70
25.	Shalsabilla Nanda S	52,5	80
26.	Syahidan Hanry M U	75	87,5
27.	Tri Setya Darma S	37,5	72,5
28.	Tri Wahyu Kartika N	57,5	82,5
29.	Tunjung Sekar P	75	90
30.	Wilis Reswana Pasa	72,5	87,5
31.	Yulia Puspita Sari	70	85
32.	Helmi F A	52,5	67,5
<b>Mean</b>		<b>59,1</b>	<b>78,4</b>

## T-Test

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre_Test	58.9375	32	11.29641	1.99694
Post_Test	78.0938	32	9.84840	1.74097

**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 Pre_Test & Post_Test	32	.675	.000

**Paired Samples Test**

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 Pre_Test - Post_Test	-1.91562E1	8.62894	1.52540	-22.26732	-16.04518	-12.558	31	.000	

---

**APPENDIX E**  
**STUDENTS' WORK**

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**Activity 2**

Find the meaning of the words below and match with the picture as follow.

Spots	Webbed feet	Tail	Fins
Wings		Beak	Talons
			Feathers



**Activity 3**

Complete the following sentences with the word provided in the right column.

1. A deer has antlers.
2. An elephant has tusks
3. A crab has claws
4. A polar bear has fur
5. A dog has paws
6. A dolphin has fins
7. A lizard has scales
8. A peacock has feathers
9. A tiger has stripes
10. A fox has a tail



antlers - Tardis

### Activity 6

After reading the text above, give a tick (✓) if the statement is true or false.

Statements	True	False
1. Broni is a friendly dog to those whom it knows.	✓	
2. Broni will stay calm if strangers come.		✓
3. Broni will wag its tail when it is happy.		✓
4. Broni barks when it hears the chirping sound of birds.	✓	
5. Broni has black eyes and strong body.	✓	

### Activity 7

After reading the text above, answer the following questions.

1. Who is Broni?

Broni is a dog

2. What color is Broni's spots?

It is black

3. What kind of dog is Broni?

It is a pomeranian dog

4. Does Broni have a gentle face?

Yes, it does

5. What does Broni like to eat?

a meal and some bones to eat (Broni likes to eat bones)

6. What does the writer usually do when Broni wags its tail?

He/she immediately give it a meal and some bones

7. Does Broni hate the chirping sound of birds?

NO, it doesn't

8. Does Broni have black eyes?

Yes, it does



## Vocabulary Self-Collection Strategy Chart

Name: ~~Firrar~~ Ayu H.S (12), Putri Kurniasari (22), Sekar Arifra P (24),  
Tunjung Sekar Pembayun (30)

Topic : Describing Animals (Text 2)

WORD	REASON FOR SELECTION	INDONESIAN EXPRESSION
Cute	The word describes Broni's characteristic	Manis
Spread	The word describes Broni's body part	Menjalar
Pomeranian	The word describes Broni's dog species	
Barks	The word describes Broni	Mengganggu
Loudly	I don't know the meaning	Keras
Signs	I don't know the meaning	Tanda
Immediately	I don't know the meaning	Secara langsung
Spend	I don't know the meaning	Meluangkan
Chewing	I don't know the meaning	Mengunyah
Wags	"	Mengibaskan
Towards	"	Menguju
Excitement	"	Kegembiraan

## Activity 2

Read each description below and match with the suitable picture.

David is in his forties. He is short and fat. He has short blond hair. He is wearing blue jeans, a yellow shirt, grey shoes and a green hat. He is carrying a rake in his hand.

1



John is a secondary school student. He is twelve years old. He has short straight black hair. He is wearing blue shorts, grey shoes and a grey t-shirt. He likes flowers very much.

2



Jason is a young boy. He is twelve years old. He has short curly red hair and small eyes. He is wearing blue shorts, a green t-shirt and white trainers. He is holding a bat.

3



Steven is in his sixties. He is short and fat. He has glasses. He has short curly grey hair. He is wearing a green t-shirt, dark green trousers, a grey belt and grey shoes. He loves animals.

4





## Vocabulary Self-Collection Strategy Chart

Name: Septia Pahma Nurk Nurvita Dwip Almadella N Ifke Kania Chika O		
Topic : Describing People		
WORD	REASON FOR SELECTION	INDONESIAN EXPRESSION
Forties	Don't know the meaning	empat puluh
Carrying	Don't know the meaning	Membawa
Secondary	Don't know the meaning	kelas 2
Trainers/ sneaker	Don't know the meaning	Sepatu olahraga
Holding	Don't know the meaning	memegang
Trousers	Don't know the meaning	Celana panjang
Rake	Don't know the <del>point</del> <sup>meaning</sup>	tongkat untuk membersihkan rumput/ daun?

## Activity 4

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

## WHAT'S MY FAMILY LIKE?

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



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

1. Joe's mother is short.  
False

2. His parents aren't plump.  
False / True

3. His father has a small nose.  
False

4. His hair is brown.  
True

5. Joe's sister has freckles.  
True

6. Joe is thirteen years old.  
False

7. They are a happy family.  
True

1. Does Joe's father have curly hair?  
NO, he does not

2. What is his sister like?  
she has curly red hair, big brown eyes, small nose, small mouth

3. How old is she?  
thirteen years old

4. Does his mother have brown eyes?  
NO, she does not

5. Is she tall?  
Yes, she is

6. What's his father like?  
He is tall and slim. short brown hair

7. Who is Twinkle?  
our pet dog

the writer's



## Vocabulary Self-Collection Strategy Chart

WORD	REASON FOR SELECTION	INDONESIAN EXPRESSION
Name: 1) DEA FAJAR KARUNITA 2) FADIA TIARA OCTAVIONICA 3) NINING LESTARI 4) WILIS PESWAMA PASA Topic : Describing People		
} KELOMPOK TIGER :)		
Plump	I don't know the meaning	Gempal / bulat
Freckles	I don't know the meaning	bintik - bintik
Loyal	I don't know the meaning	Setia
Forgot	I don't know the meaning	LUPA
our pet dog	I don't know the meaning	anjing peliharaan
almost	I don't know the meaning	hampir

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**APPENDIX F**

**ATTENDANCE LIST**

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## ATTENDANCE LIST OF VII C CLASS

No.	Nama	Pre-Test	1	2	3	4	Post-Test
1.	Aditya Hernawan	●	●	●	●	●	●
2.	Adji Pamungkas	●	●	●	●	●	●
3.	Agus Kurnia Setiawan	●	●	●	●	●	●
4.	Almadelia Nairanda	●	●	●	●	●	●
5.	Andri Suprihatin	●	●	●	●	●	●
6.	Dea Fajar Karunita	●	●	●	●	●	●
7.	Devandra Putra S	●	S	S	●	●	●
8.	Dyan Ilmi Udyana	●	●	●	●	●	●
9.	Erwan Tri Arianta	●	●	●	●	●	●
10.	Fadia Tiara O	●	●	●	●	●	●
11.	Fauzi Dani Subekti	●	●	●	●	●	●
12.	Firrar Ayu H S	●	●	●	●	●	●
13.	Galang Daulat S	●	●	●	●	●	●
14.	Ifke Kania Chika Oda	●	●	●	●	●	●
15.	Khoirunnisa	●	●	●	●	●	●
16.	Lilik Kusuma Hadi	●	●	●	●	●	●
17.	Muh. Rayhan Shidqi	●	●	●	●	●	●
18.	Nabil Ahmad Makarim	●	●	●	●	●	●
19.	Nining Lestari	●	●	●	●	●	●
20.	Nurvita Dwi Pratiwi	●	●	●	●	●	●
21.	Putri Kurniasari	●	●	●	●	●	●
22.	Randy Parada Arrazic	●	●	●	●	●	●
23.	Sekar Arifia P	●	●	●	●	●	●
24.	Septia Rahma Nur K	●	●	●	●	●	●
25.	Shalsabilla Nanda S	●	●	●	●	●	●
26.	Syahidan Hanry M U	●	●	●	●	●	●
27.	Tri Setya Darma S	●	●	●	●	●	●
28.	Tri Wahyu Kartika N	●	●	●	●	●	●
29.	Tunjung Sekar P	●	●	●	●	●	●
30.	Wilis Reswana Pasa	●	●	●	●	●	●
31.	Yulia Puspita Sari	●	●	●	●	●	●
32.	Helmi F A	●	●	●	●	●	●

*S: Sick*

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**APPENDIX G**

**COURSE GRID AND LESSON PLANS**

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**USING VOCABULARY SELF-COLLECTION STRATEGY (VSS) TO IMPROVE READING COMPREHENSION OF THE SEVENTH GRADE  
STUDENTS OF SMPN 4 KALASAN  
IN THE ACADEMIC YEAR OF 2014/2015**

**COURSE GRID**

**School : SMPN 4 Kalasan                          Class : VII**  
**Subject : English**

<b>CORE COMPETENCIES</b>	<b>BASIC COMPETENCIES</b>	<b>LEARNING MATERIALS</b>	<b>LEARNING ACTIVITY</b>	<b>INDICATORS</b>	<b>ASSESSMENT</b>	<b>SOURCES</b>	<b>MEDIA</b>
1. Menanggapi dan mengamalkan ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.			<b>Spiritual Competence</b> 1. Having enthusiasm to do every activity in English learning. 2. Having seriousness to do every activity in English learning.			
2. Menghargai dan menghayati perilaku jujur,	2.2 Menunjukkan perilaku jujur, disiplin, percaya			<b>Social Competence</b> 1. Having a			

<p>disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.</p>	<p>diri, dan <b>bertanggung jawab</b> dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>			<p>sense of responsibility for the action of his or her members when he or she becomes a leader of the group.</p> <p>2. Admitting when making a mistake</p>			
<p>3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</p> <p>4. Mencoba, mengolah, dan menyaji dalam ranah konkret</p>	<p>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, <b>binatang</b>, benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat</p>	<p><i>Teks Lisan dan Tulis untuk Menyatakan dan Menanyakan Sifat Orang, Binatang, dan Benda.</i></p> <p><b>Social Function</b> Describing and identifying the animals</p> <p><b>Text Structure</b> 1) An introduction to the subject of the description. 2) Characteristic features of the subject, e.g. physical</p>	<p><b>Observing</b></p> <p>1) The students observe the picture of animals (power point). 2) The students interact with the teacher to ask the things that they do not know yet or want to know. 3) The students write the important things related to the picture.</p> <p><b>Formulating Questions</b> 4) The students ask the</p>	<p><b>Knowledge Competence</b></p> <p>1) Presented some pictures of animals, the students can mention some words describing the animal in the picture. 2) Presented some words about the parts of animals' body, the students can</p>	<p>Written Test Practice</p>	<p>Kementerian Pendidikan dan Kebudayaan n. 2013. Bahasa Inggris, <i>When English rings the bell</i>. Jakarta: Politeknik Negeri Media Kreatif.</p> <p><b>Source</b></p>	<p>Worksheet Power-point.</p>

<p>(menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.</p>	<p>orang, <b>binatang</b>, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>appearance, qualities, habitual behavior, significant attributes.</p> <p><b>Language Features</b></p> <ul style="list-style-type: none"> <li>• Adjectives (<i>big, small, tall, short, fast, long, sharp, etc.</i>)</li> <li>• Adverbs (<i>very, so, really, extremely, etc.</i>)</li> <li>• Short Form (<i>It's, they're, etc.</i>)</li> <li>• Sentence/Expression (<i>What does it look like? What do they look like? What do you think? How nice they are! It is very beautiful</i>)</li> <li>• Question words (<i>what, which, how</i>)</li> <li>• Pronouns (<i>this, that, those, these, it, they, etc.</i>)</li> </ul>	<p>questions about how to describe animals based on the picture, and the other things that they want to know in the simple way.</p> <p>5) The students ask the questions about how to ask the nature of animals.</p> <p>6) The students ask the questions about how to state the nature of animals.</p> <p><b>Collecting the data</b></p> <p>7) In group of four, the students define the words provided to describe the animals.</p> <p>8) In group of four, the students match the words with the part of the animal in the picture.</p> <p>9) In group of four, the students fill the gap-sentences by matching them with</p>	<p>define the meaning and match the words with the picture.</p> <p>3) Presented some gap-sentences, the students can fill the sentences by matching them with the provided words.</p> <p>4) Presented some sentences describing the animals, the students can guess the name of animal.</p> <p>5) Presented a dialogue talking about a pet, the students can collect the unfamiliar words and</p>		<p><b>from the Internet:</b></p> <p><a href="http://boggl.esworldesl.com/animal_body_parts.htm">http://boggl.esworldesl.com/animal_body_parts.htm</a> (Parts of Animals' Body).</p> <p><a href="http://www.defenders.org/sites/default/files/styles/large/public/dolphin-kristian-sekulis.jpg">http://www.defenders.org/sites/default/files/styles/large/public/dolphin-kristian-sekulis.jpg</a> (Dolphin's Picture).</p> <p><a href="http://upload.wikimedia.org/wikipedia/commons/0/03/Mountain_Bluebird.jpg">http://upload.wikimedia.org/wikipedia/commons/0/03/Mountain_Bluebird.jpg</a> (Bird's Picture)</p>	
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		<ul style="list-style-type: none"> <li>• Introductory there (<i>there is, there are</i>)</li> <li>• Names of animals</li> <li>• Verbs in the form of <i>the simple present tense: have, has, be, etc.</i></li> <li>• Expression, stress, intonation, and spelling.</li> </ul> <p><b>Topic</b> The animals relevant to the students' lives by giving the example of the behavior of discipline, self-confident, responsible, peace-loving and cooperation.</p>	<p>the words provided.</p> <p>10) In group of four, the students guess the name of the animal based on the description provided.</p> <p>11) In group of four, the students write the unfamiliar words in their notebook.</p> <p>12) The teacher gives a text describing an animal to each group.</p> <p>13) Each group lists some unfamiliar words in the table provided and the teacher writes those words in the whiteboard.</p> <p>14) The students give their reason of choosing the words and define the meaning of the words by guessing them from the context of the text (the implementation</p>	<p>define them based on the context (The implementation of VSS).</p> <p>6) Presented a text describing an animal, the students can collect the unfamiliar words and define them based on the context (The implementation of VSS).</p> <p><b>Skill Competence</b></p> <p>1) Presented a dialogue text, the students can answer some questions related to the dialogue.</p> <p>2) Presented a text describing an animal,</p>		<p><a href="http://img.burrard-lucas.com/kenya/full/giraffe.jpg">http://img.burrard-lucas.com/kenya/full/giraffe.jpg</a> (Giraffe's Picture).</p> <p><a href="http://www.carabelajarbahasainggrisoke.com/2014/09/contoh-descriptive-text-about-animal.html">http://www.carabelajarbahasainggrisoke.com/2014/09/contoh-descriptive-text-about-animal.html</a> (A text titled "Broni").</p>	
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			<p>of VSS).</p> <p><b>Associating</b></p> <p>15) The students identify the function and kind of words defined in the simple way.</p> <p>16) The students receive a feedback from the teacher and friends about the social function and language features used.</p> <p><b>Communicating</b></p> <p>17) The students answer the questions related to the text.</p> <p>18) Each leader of the group presents their answers.</p>	<p>the students can answer the true-false questions related to the text.</p>			
	<p>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat <b>orang</b>, binatang,</p>	<p><i>Teks Lisan dan Tulis untuk Menyatakan dan Menanyakan Sifat <b>Orang</b>, Binatang, dan Benda.</i></p> <p><b>Social Function</b> Describing and</p>	<p><b>Observing</b></p> <p>1) The students watch a video describing about people (Title: What people look like?).</p> <p>2) The students write the expressions</p>	<p><b>Knowledge Competence</b></p> <p>1) Presented some questions/expressions to ask the person's</p>	<p>Written Test Practice</p>	<p>Kementeria n Pendidikan dan Kebudayaan. 2013. Bahasa Inggris,</p>	<p>Worksheet Video</p>

	<p>benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat <b>orang</b>, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>identifying people.</p> <p><b>Text Structure</b></p> <ol style="list-style-type: none"> <li>1) An introduction to the subject of the description.</li> <li>2) Characteristic features of the subject, e.g. physical appearance, qualities, habitual behavior, significant attributes.</li> </ol> <p><b>Language Features</b></p> <ol style="list-style-type: none"> <li>1) Adjectives (<i>big, small, tall, short, long, beautiful, handsome, etc.</i>).</li> <li>2) Adverbs (<i>very, so, really, extremely, etc.</i>).</li> <li>3) Short Form (<i>He's, she's, they're, etc.</i>).</li> <li>4) Sentence/Expression (<i>What does he look like? What do they look like? What do you think? How nice they are! She is very beautiful.</i>).</li> </ol>	<p>found from the video.</p> <ol style="list-style-type: none"> <li>3) The students interact with the teacher to ask the things that they do not know yet or want to know.</li> </ol> <p><b>Formulating Questions</b></p> <ol style="list-style-type: none"> <li>4) The students ask the questions about how to describe people based on the video, and the other things that they want to know in the simple way.</li> <li>5) The students ask the questions about how to ask the physical appearance of people.</li> <li>6) The students ask the questions about how to state the physical appearance of people.</li> </ol> <p><b>Collecting the Data</b></p> <ol style="list-style-type: none"> <li>7) In group of four, the students match the questions/expressio</li> </ol>	<p>appearance based on the video, the students can match it with the right statement.</p> <ol style="list-style-type: none"> <li>2) Presented some descriptions (text 1) about certain people, the students can collect the unfamiliar words and define them based on the context (The implementation of VSS).</li> <li>3) Presented some descriptions (text 2) about certain people, the students can collect the unfamiliar words and define them based on the</li> </ol>		<p><i>When English rings the bell.</i>          Jakarta: Politeknik Negeri Media Kreatif.</p> <p><b>Source from the Internet:</b></p> <p><a href="http://www.eslprintable.com">www.eslprintable.com</a>          (A Text titled: "What's My Family Like?")</p> <p><a href="http://www.eflteacher.com">www.eflteacher.com</a></p> <p><a href="http://www.englishsheets.com">www.englishsheets.com</a></p> <p><a href="https://www.youtube.com/watch?v=qhWV4fzchq4">https://www.youtube.com/watch?v=qhWV4fzchq4</a></p>	
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		<p>5) Question words (<i>what, which, how</i>).</p> <p>6) Pronouns (<i>this, that, those, these, he, she, they, etc.</i>).</p> <p>7) Introductory there (<i>there is, there are</i>).</p> <p>8) Verbs in the form of <i>the simple present tense</i>: <i>have, has, be, etc.</i></p> <p>9) Expression, stress, intonation, and spelling.</p> <p><b>Topic</b> The people relevant to the students' lives by giving the example of the behavior of discipline, self-confident, responsible, peace-loving and cooperation.</p>	<p>n with the right statement based on the video.</p> <p>8) In group of four, the students are given four descriptions of people.</p> <p>9) In group of four, the students list some unfamiliar words found in the descriptions in the table provided.</p> <p>10) In group of four, the students give their reason of choosing the words and define the meaning of the words by guessing them from the context of the text (the implementation of VSS).</p> <p>11) In group of four, the students match each description with the suitable picture.</p> <p>12) In group of four, the students answer the multiple choice questions related to the text given.</p> <p>13) The teacher gives a</p>	<p>context (The implementation of VSS).</p> <p>4) Presented a text describing people in the family, the students can collect the unfamiliar words and define them based on the context (The implementation of VSS).</p> <p><b>Skill Competence</b></p> <p>1) Presented some descriptions (text 1) about certain people, the students can match each description with the suitable picture.</p> <p>2) Presented</p>		<p>(Video titled: "What do people look like?") by Cambridge English Online Ltd</p>	
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			<p>text describing a family (Title: What's My Family Like?)</p> <p>14) Each group lists some unfamiliar words in the table provided and the teacher writes those words in the whiteboard.</p> <p>15) The students give their reason of choosing the words and define the meaning of the words by guessing them from the context of the text (the implementation of VSS).</p> <p><b>Associating</b></p> <p>16) The students identify the function and kind of words defined in the simple way.</p> <p>17) The students receive a feedback from the teacher and friends about the social function and language features</p>	<p>some descriptions (text 2) about certain people, the students can answer the multiple choice questions.</p> <p>3) Presented a text describing people in the family, the students can answer the questions related to the text.questions related to the text.</p>			
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			<p>used.</p> <p><b>Communicating</b></p> <p>18) The students answer the true or false questions related to the text.</p> <p>19) The students answer the questions related to the text.</p> <p>20) Each leader of the group presents their answers by writing the answers on the board.</p>				
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**LESSON PLAN**  
**(KD 3.7 & 4.8)**

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<b>School</b>	: SMPN 4 Kalasan
<b>Subject</b>	: English
<b>Grade/Semester</b>	: VII/2
<b>Subject Matter</b>	: <i>Teks Lisan dan Tulis untuk Menyatakan dan Menanyakan Sifat Orang, <b>Binatang</b>, dan Benda</i>
<b>Number of Session (s)</b>	: 2 meetings (4 hours lesson)

**A. Core Competencies (*Kompetensi Inti*)**

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

**B. Basic Competencies and Indicators of Competence Achievement**

No.	Basic Competencies ( <i>Kompetensi Dasar</i> )	Indicators of Competence Achievement ( <i>Indikator Pencapaian Kompetensi</i> )
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang	1.1.1 Having enthusiasm to do every activity in English learning. ( <i>Bersembangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa</i>

	diwujudkan dalam semangat belajar.	<i>Inggris</i> ). 1.1.2 Having seriousness to do every activity in English learning. <i>(Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris).</i>
2.	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan <b>bertanggung jawab</b> dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Having a sense of responsibility for the action of his or her members when he or she becomes a leader of the group. <i>(Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok).</i> 2.2.2 Admitting when he or she makes a mistake. <i>(Mengakui ketika membuat kesalahan).</i>
3.	3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 Determining the communicative purpose of the text. <i>(Menentukan tujuan komunikatif teks).</i> 3.7.2 Identifying structure of the text. <i>(Mengidentifikasi struktur teks).</i> 3.7.3 Identifying the language features of the text. <i>(Mengidentifikasi unsur kebahasaan dalam teks).</i>
4.	4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat	4.8.1 Asking the nature and physical characteristics of animals

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

#### Meeting 1

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

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

- 3) have a sense of responsibility for the action of his members when becoming a leader of the group;
- 4) identify the suitable words (adjectives) to describe animals;
- 5) identify the meaning of the words to describe the parts of animals' body.
- 6) match the words with the picture provided.
- 7) fill the gap-sentences with the words provided.
- 8) identify the verbs found in the sentences;
- 9) identify the verb phrase found in the sentences;
- 10) identify the adverbs found in the sentences;
- 11) guess the name of animals based on the sentence description provided.

### Meeting 2

- 1) identify the communicative purpose of the text.
- 2) identify the structure of the text.
- 3) identify the language features of the text.
- 4) identify the meaning of the unfamiliar words based on the context.
- 5) define the unfamiliar words into the Indonesian expressions by using Vocabulary Self-Collection Strategy (VSS).
- 6) answer the questions related to the text.
- 7) present their answers orally.

### D. Materials

**Social Function** : Describing and identifying the animals

**Text Structure** :

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

**Language features:**

- Adjectives (*big, small, tall, short, fast, long, sharp, etc.*)
- Adverbs (*very, so, really, extremely, etc.*)
- Short Form (*It's, they're, etc.*)
- Sentence/Expression (*What does it look like? What do they look like? What do you think? How nice they are! It is very beautiful*)
- Question words (*what, which, how*)
- Pronouns (*this, that, those, these, it, they, etc.*)

- Introductory there (*there is, there are*)
- Names of animals
- Verbs in the form of *the simple present tense: have, has, be, etc.*
- Expression, stress, intonation, and spelling.

#### E. Teaching and Learning Method

- Scientific Approach

#### F. Media, Tools, and Learning Resources

##### 1. Media

Worksheet

##### 2. Tools

Whiteboard, laptop, LCD and board marker.

##### 3. Learning Resources

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

Parts of Animals' Body : [http://bogglesworldesl.com/animal\\_body\\_parts.htm](http://bogglesworldesl.com/animal_body_parts.htm)

Dolphin's Picture : <http://www.defenders.org/sites/default/files/styles/large/public/dolphin-kristian-sekulic-isp.jpg>

Bird's Picture : [http://upload.wikimedia.org/wikipedia/commons/0/03/Mountain\\_Bluebird.jpg](http://upload.wikimedia.org/wikipedia/commons/0/03/Mountain_Bluebird.jpg)

Giraffe's Picture : <http://img.burrard-lucas.com/kenya/full/giraffe.jpg>

Rabbit and Dog's Text : <http://www.carabelajarbahasainggrisoke.com/2014/09/c-ontoh-descriptive-text-about-animal.html>

#### G. The Steps of Learning Activities

##### *Meeting 1*

##### **Introduction (10 minutes)**

- 1) The teacher greets the students.
- 2) The teacher invites the students to begin the activities with prayer.
- 3) The teacher checks the students' attendance.
- 4) The teacher asks the students about the materials learned before.

- 5) The teacher explains the objective of the study or the basic competence that will be achieved.
- 6) The teacher explains the range of the materials and the description of the activities based on the lesson plan.

### **The Core Activity (60 minutes)**

#### **Observing**

- 19) The students observe the picture of animals.
- 20) The students interact with the teacher to ask the things that they do not know yet or want to know.
- 21) The students write the important things related to the picture.

#### **Formulating Questions**

- 22) The students ask the questions about how to describe animals based on the picture, and the other things that they want to know in the simple way.
- 23) The students ask the questions about how to ask the nature of animals.
- 24) The students ask the questions about how to state the nature of animals.

#### **Collecting the Data**

- 25) In group of four, the students define the words provided to describe the animals.
- 26) In group of four, the students match the words with the part of the animals' body in the picture.
- 27) In group of four, the students fill the gap-sentences by matching them with the words provided.
- 28) In group of four, the students guess the name of the animal based on the description provided.
- 29) In group of four, the students write the unfamiliar words in their notebook.

#### **Closing (10 minutes)**

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

***Meeting 2*****Introduction (10 minutes)**

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

**The Core Activity (60 minutes)****Collecting the Data**

- 1) The students are divided into some groups consisting of four students for each group.
- 2) The teacher gives a text describing an animal to each group.
- 3) Each group lists some unfamiliar words in the table provided and the teacher writes those words in the whiteboard.
- 4) The students give their reason of choosing the words and define the meaning of the words by guessing them from the context of the text (the implementation of VSS).

**Associating**

- 5) The students identify the function and kind of words defined in the simple way.
- 6) The students receive a feedback from the teacher and friends about the social function and language features used.

**Communicating**

- 7) The students answer the questions related to the text.
- 8) Each leader of the group presents their answers.

**Closing (10 minutes)**

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



## H. Assessment

### 1. Spiritual Competence

#### Indicators :

4. Having enthusiasm to do every activity in English learning.
5. Having seriousness to do every activity in English learning.

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

Note:

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

### 2. Social Competence

#### Indicators:

1. Having a sense of responsibility for the action of his or her members when he or she becomes a leader of the group.
2. Admitting when he or she makes a mistake.

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

Note:

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

### 3. Knowledge Competence

- a. Assessment Technique : Written Test
- b. Instrument Form : Matching and Filling the Gap-Sentences
- c. *Kisi-kisi* :

No.	Indicators	Number of Questions
1.	Presented some pictures of animals, the students can mention some words describing the animal in the picture.	Activity 1
2.	Presented some words about the parts of animals' body, the students can define the meaning and match the words with the picture.	Activity 2
3.	Presented some gap-sentences, the students can fill the sentences by matching them with the provided words.	Activity 3
4.	Presented some sentences describing the animals, the students can guess the name of animal.	Activity 4
5.	Presented a dialogue talking about a pet, the students can collect the unfamiliar words and define them based on the context (The implementation of VSS).	Activity 5
6.	Presented a text describing an animal, the students can collect the unfamiliar words and define them based on the context (The implementation of VSS)	Activity 6

$$\text{Final Score} = \frac{\text{Jumlah Perolehan Skor}}{\text{Skor maksimal}} \times 4$$

$$\text{Maximum Score} = \text{Total of Indicator} \times 4$$

- d. Instrument: see the worksheet

#### 4. Skill Competence

- a. Assessment Technique : Practice
- b. Instrument Form : Reading Comprehension Test
- c. *Kisi-kisi*:

No.	Indicators	Number of Questions
1.	Presented a dialogue text, the students can answer some questions related to the dialogue.	Activity 7
2.	Presented a text describing an animal, the students can answer the true-false questions related to the text.	Activity 9

$$\text{Final Score} = \frac{\text{Jumlah Perolehan Skor}}{\text{Skor maksimal}} \times 4$$

Maximum Score = Total of Indicator  $\times$  4

- d. Instrument: see the worksheet

The Conversion of Attitude, Knowledge, and Skill Competence

Predicate	Competence Score		
	Knowledge	Skill	Attitude
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K

Note:

SB : *Sangat Baik*

B : *Baik*

*C* : *Cukup*  
*K* : *Kurang*

Teacher

Erwin Dedi Winarka, S.Pd  
NIP. ---

Kalasan, 9 Februari 2015  
Researcher

Safitri Noor Fatonah  
NIM. 11202244026

**WORKSHEET**

**Warm Up!**

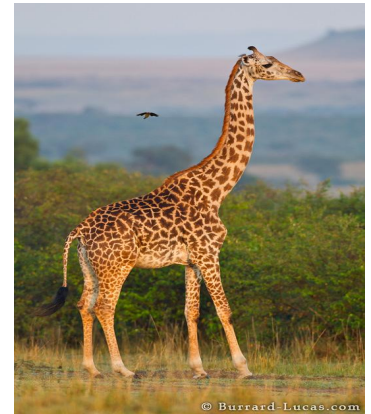
Look at the picture! What do you think?



A



B



C

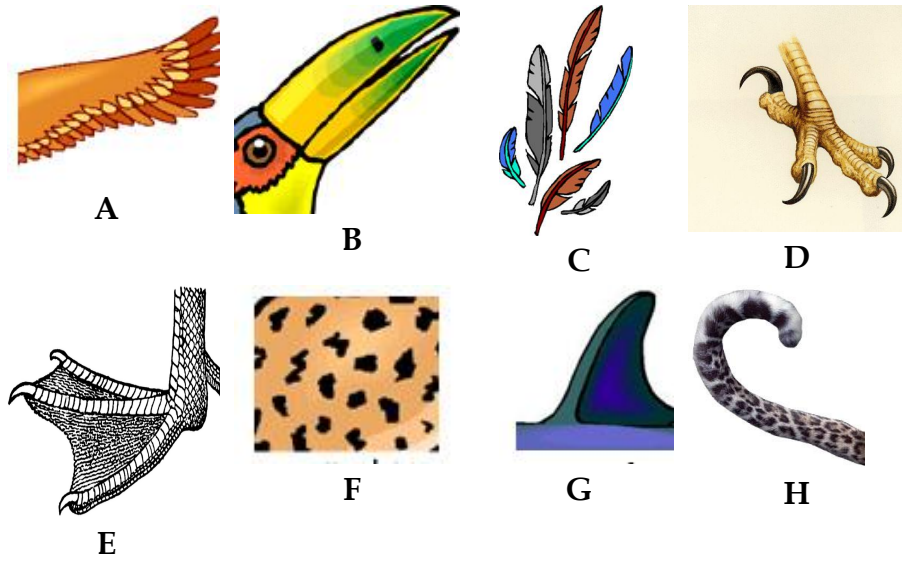
**Activity 1**

List some words to describe the animals in the picture and write them in the column below.

**Activity 2**

Find the meaning of the words below and match with the picture as follow.










Spots	Tail	Fins
	Webbed feet	Talons
Wings	Beak	Feathers



### Activity 3

Complete the following sentences with the word provided in the right column.



1. A deer has antlers.
2. An elephant has ...
3. A crab has ...
4. A polar bear has ...
5. A dog has ...
6. A dolphin has ...
7. A lizard has ...
8. A peacock has ...
9. A tiger has ...
10. A fox has a ...



fur 	fins 	claws 
feathers 	tusks 	tail 
stripes 	scales 	paws 

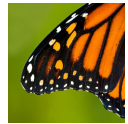
### Activity 4

Read each description below and guess what animal it is. Write your answer in the column as follow.

1. It has fur  . It has whisker  and paws  . It usually eats fish.

2. It has scales  and fins  . It lives in the water. It uses gills for breathing.

3. It has feathers  . It uses a beak  for eating.

5. It has beautiful wings  . It can fly. Sometimes, it perches on the flowers.

6. It has tusks  and trunk. It is a big animal.

- |                            |  |
|----------------------------|--|
| 1.<br>2.<br>3.<br>4.<br>5. |  |
|----------------------------|--|

**Activity 5**

Read the following text describing the writer's dog. Then, list and write the unfamiliar words in the table as follow. After that, write the reason for selecting the words and the Indonesian meaning of those words.

**Broni**

I have a dog in my house named Broni. Broni is a cute dog which has black spots spread across its tail. It is a pomeranian dog. Even though it has a strong body, it has a gentle face. It is always friendly to those whom it knows. However, it can be aggressive if strangers come to it. It always barks loudly to the strangers.



Broni loves food, especially bones. Broni can spend the whole afternoon chewing bones. When Broni is worried, it looks at me with sad eyes. It also wags its tail from one side to the other. When I see these signs, I immediately give it a meal and some bones to eat.

Broni also likes the chirping sound of birds that reside on the tree in front of my house. When Broni hears these sounds, it barks and goes towards the direction where the chirping sound comes. Its black eyes will light up with excitement when it sees the birds begin to make a beautiful sound.

---





**Activity 6**

After reading the text above, give a tick (✓) if the statement is true or false.

<b>Statements</b>	<b>True</b>	<b>False</b>
1. Broni is a friendly dog.		
2. Broni will stay calm if strangers come.		
3. Broni will wag its tail when it is happy.		
4. Broni barks when it hears the chirping sound of birds.		
5. Broni has black eyes and strong body.		

**LESSON PLAN**  
**(KD 3.7 & 4.8)**

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<b>School</b>	: SMPN 4 Kalasan
<b>Subject</b>	: English
<b>Grade/Semester</b>	: VII/2
<b>Subject Matter</b>	: <i>Teks Lisan dan Tulis untuk Menyatakan dan Menyatakan Sifat <b>Orang</b>, Binatang, dan Benda</i>
<b>Number of Session (s)</b>	: 2 meetings (4 hours lesson)

**A. Core Competencies (*Kompetensi Inti*)**

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

**B. Basic Competencies and Indicators of Competence Achievement**

No.	Basic Competencies ( <i>Kompetensi Dasar</i> )	Indicators of Competence Achievement ( <i>Indikator Pencapaian Kompetensi</i> )
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang	1.1.1 Having enthusiasm to do every activity in English learning. ( <i>Bersembangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa</i>

	diwujudkan dalam semangat belajar.	<i>Inggris</i> ). 1.1.3 Having seriousness to do every activity in English learning. <i>(Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris).</i>
2.	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan <b>bertanggung jawab</b> dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Having a sense of responsibility for the action of his or her members when he or she becomes a leader of the group. <i>(Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok).</i> 2.2.2 Admitting when he or she makes a mistake. <i>(Mengakui ketika membuat kesalahan).</i>
3.	3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat <b>orang</b> , binatang, benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 Determining the communicative purpose of the text. <i>(Menentukan tujuan komunikatif teks).</i> 3.7.2 Identifying structure of the text. <i>(Mengidentifikasi struktur teks).</i> 3.7.3 Identifying the language features of the text. <i>(Mengidentifikasi unsur kebahasaan dalam teks).</i>
4.	4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat	4.8.1 Asking the nature and physical characteristics of people

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

#### Meeting 1

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

- 12) have enthusiasm to do every activity in English learning,
- 13) have seriousness to do every activity in English learning,
- 14) have a sense of responsibility for the action of his members when becoming a leader of the group;

- 15) identify the suitable words (adjectives) to describe people,
- 16) identify the meaning of the words to describe the physical appearance of the people,
- 17) define the unfamiliar words into Indonesian expressions by using Vocabulary Self-Collection Strategy (VSS),
- 18) match the questions/expressions with the right statement,
- 19) match the description of a person with the suitable picture,
- 20) identify the verbs found in the text,
- 21) identify the verb phrase found in the text,
- 22) identify the pronouns found in the text,
- 23) answer the questions related to the text.

### Meeting 2

- 1) identify the communicative purpose of the text,
- 2) identify the structure of the text,
- 3) identify the language features of the text,
- 4) identify the meaning of the unfamiliar words based on the context,
- 5) define the unfamiliar words into the Indonesian expressions by using Vocabulary Self-Collection Strategy (VSS),
- 6) answer the questions related to the text,
- 7) present their answers orally.

### D. Materials

**Social Function** : Describing and identifying people

**Text Structure** :

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

**Language features:**

- Adjectives (*big, small, tall, short, long, beautiful, handsome* etc.)
- Adverbs (*very, so, really, extremely*, etc.)
- Short Form (*He's, she's, they're*, etc.)
- Sentence/Expression (*What does he look like? What do they look like? What do you think? How nice they are! She is very beautiful*)
- Question words (*what, which, how*)
- Pronouns (*this, that, those, these, he, she, they*, etc.)

- Introductory there (*there is, there are*)
- Verbs in the form of *the simple present tense: have, has, be, etc.*
- Expression, stress, intonation, and spelling.

#### E. Teaching and Learning Method

- Scientific Approach

#### F. Media, Tools, and Learning Resources

##### 1. Media

Video and Worksheet

##### 2. Tools

Whiteboard, laptop, LCD, speaker and board marker.

##### 3. Learning Resources

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

Internet:

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

[www.efl2\\_teacher.com](http://www.efl2_teacher.com) (Text for Activity 2)

[www.englishworksheets.com](http://www.englishworksheets.com) (Text for Activity 3)

<https://www.youtube.com/watch?v=qhWV4fzchq4> (Video titled: “What do people look like?”) by Cambridge English Online Ltd.

#### G. The Steps of Learning Activities

##### *Meeting 1*

##### **Introduction (10 minutes)**

- 7) The teacher greets the students.
- 8) The teacher invites the students to begin the activities with prayer.
- 9) The teacher checks the students’ attendance.
- 10) The teacher asks the students about the materials learned before.
- 11) The teacher explains the objective of the study or the basic competence that will be achieved.
- 12) The teacher explains the range of the materials and the description of the activities based on the lesson plan.

**The Core Activity (60 minutes)****Observing**

- 30) The students watch a video describing about people (Title: What people look like?).
- 31) The students write the expressions found from the video.
- 32) The students interact with the teacher to ask the things that they do not know yet or want to know.

**Formulating Questions**

- 33) The students ask the questions about how to describe people based on the video, and the other things that they want to know in the simple way.
- 34) The students ask the questions about how to ask the physical appearance of people.
- 35) The students ask the questions about how to state the physical appearance of people.

**Collecting the Data**

- 36) In group of four, the students match the questions/expression with the right statement based on the video.
- 37) In group of four, the students are given four descriptions of people.
- 38) In group of four, the students list some unfamiliar words found in the descriptions in the table provided.
- 39) In group of four, the students give their reason of choosing the words and define the meaning of the words by guessing them from the context of the text (the implementation of VSS).
- 40) In group of four, the students match each description with the suitable picture.
- 41) In group of four, the students answer the multiple choice questions related to the text given.

**Closing (10 minutes)**

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



***Meeting 2*****Introduction (10 minutes)**

- 7) The teacher greets the students.
- 8) The teacher invites the students to begin the activities with prayer.
- 9) The teacher checks the students' attendance.
- 10) The teacher asks the students about the materials learned before.
- 11) The teacher explains the objective of the study or the basic competence that will be achieved.
- 12) The teacher explains the range of the materials and the description of the activities based on the lesson plan.

**The Core Activity (60 minutes)****Collecting the Data**

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

**Associating**

- 13) The students identify the function and kind of words defined in the simple way.
- 14) The students receive a feedback from the teacher and friends about the social function and language features used.

**Communicating**

- 15) The students answer the true or false questions related to the text.
- 16) The students answer the questions related to the text.
- 17) Each leader of the group presents their answers by writing the answers on the board.

**Closing (10 minutes)**

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

**H. Assessment****1. Spiritual Competence****Indicators :**

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

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

Note:

4 = If ALWAYS do the behavior observed.

3 = If OFTEN do the behavior observed.

2 = If SOMETIMES do the behavior observed.

1 = If NEVER do the behavior observed.

**2. Social Competence****Indicators:**

1. Having a sense of responsibility for the action of his or her members when he or she becomes a leader of the group.
2. Admitting when he or she makes a mistake.

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

Note:

4 = If ALWAYS do the behavior observed.

3 = If OFTEN do the behavior observed.

2 = If SOMETIMES do the behavior observed.

1 = If NEVER do the behavior observed.

### 3. Knowledge Competence

- a. Assessment Technique : Written Test
- b. Instrument Form : Matching and Multiple Choice Questions
- c. *Kisi-kisi* :

No.	Indicators	Number of Questions
7.	Presented some questions/expressions to ask the person's appearance based on the video, the students can match it with the right statement.	Activity 1
8.	Presented some descriptions (text 1) about certain people, the students can collect the unfamiliar words and define them based on the context (The implementation of VSS).	Activity 2
9.	Presented some descriptions (text 2) about certain people, the students can collect the unfamiliar words and define them based on the context (The implementation of VSS).	Activity 3
10.	Presented a text describing people in the family, the students can collect the unfamiliar words and define them based on the context (The implementation of VSS).	Activity 4

$$\text{Final Score} = \frac{\text{Jumlah Perolehan Skor}}{\text{Skor maksimal}} \times 4$$

Maximum Score = Total of Indicator  $\times$  4

d. Instrument: see the worksheet

#### 4. Skill Competence

- a. Assessment Technique : Practice
- b. Instrument Form : Reading Comprehension Test
- c. *Kisi-kisi*:

No.	Indicators	Number of Questions
3.	Presented some descriptions (text 1) about certain people, the students can match each description with the suitable picture.	Activity 2
4.	Presented some descriptions (text 2) about certain people, the students can answer the multiple choice questions.	Activity 3
5.	Presented a text describing people in the family, the students can answer the questions related to the text. questions related to the text.	Activity 4

$$\text{Final Score} = \frac{\text{Jumlah Perolehan Skor}}{\text{Skor maksimal}} \times 4$$

Maximum Score = Total of Indicator  $\times$  4

d. Instrument: see the worksheet

The Conversion of Attitude, Knowledge, and Skill Competence

Predicate	Competence Score		
	Knowledge	Skill	Attitude
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	

C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K

Note:

*SB* : *Sangat Baik*

*B* : *Baik*

*C* : *Cukup*

*K* : *Kurang*

Teacher

Erwin Dedi Winarka, S.Pd  
NIP.---

Kalasan, 9 Februari 2015  
Researcher

Safitri Noor Fatonah  
NIM. 11202244026

**WORKSHEET****Warm Up!**

Watch the video and observe what she is singing about.

**Activity 1**

Match the questions with the right statement based on the video.

**Questions/Expressions**

1. How tall is Jan?
2. What color is Jan's hair?
3. What is Dina wearing?
4. Who has long and brown hair?
5. What color are Mish's eyes?
6. What is in Mish's nose?

**Statements**

- a. He's wearing a top with a hood.
- b. His eyes are brown.
- c. She is medium height.
- d. There is piercing in his nose.
- e. Her hair is purple.
- f. She is Louise.

## Activity 2

Read each description below and match with the suitable picture.

David is in his forties. He is short and fat. He has short blond hair. He is wearing blue jeans, a yellow shirt, grey shoes and a green hat. He is carrying a rake in his hand.



1

John is a secondary school student. He is twelve years old. He has short straight black hair. He is wearing blue shorts, grey shoes and a grey t-shirt. He likes flowers very much.



2

Jason is a young boy. He is twelve years old. He has short curly red hair and small eyes. He is wearing blue shorts, a green t-shirt and white trainers. He is holding a bat.



3

Steven is in his sixties. He is short and fat. He has glasses. He has short curly grey hair. He is wearing a green t-shirt, dark green trousers, a grey belt and grey shoes. He loves animals.

4



### Activity 3

Read each description below and answer the questions as follow.

- **Steve, a college student**  
I am tall and athletic. I play different sports: basketball, football, and soccer. I have brown hair and hazel eyes. My friends say I am friendly and nice. I am very open. I love discussing interesting ideas and meeting new friends.
- **Julie, a journalist**  
I am small, but I am strong! Sometimes I am shy around people I do not know. With my friends and family, I am very outgoing. My mom says I have a pretty smile. She also likes my long, curly brown hair. My favorite color is blue, and I am always optimistic. I am youthful, but I am an old soul.
- **Walter, a doctor**  
I am nearsighted, so I wear glasses. I am well built; I have a dark complexion and black, wavy hair. I am focused and driven. I am not lazy! I am very patient. I work long hours, but I am never bored at my job. It is so interesting! I do not want a boring life. I am energetic and I want to be successful.



1. What does Steve look like?
  - a. She's tall and athletic
  - b. He's tall and athletic
  - c. It's tall and athletic
  - d. They're tall and athletic
2. What does Steve's friends say about him?
  - a. They says that he's friendly and nice
  - b. He says that he's friendly and nice
  - c. They say that he's friendly and nice
  - d. He say that he's friendly and nice
3. What does Julie's hair look like?
  - a. She's long and curly brown hair
  - b. She's long and curly blond hair
  - c. She's long and wavy brown hair
  - d. She's long and curly black hair
4. Does Julie's mother like her hair?
  - a. Yes, she has
  - b. No, she doesn't
  - c. Yes, she do
  - d. Yes, she does
5. What color is Walter's complexion?
  - a. He have a dark complexion
  - b. It has a dark complexion
  - c. He has a dark complexion
  - d. It have a dark complexion
6. Is Walter bored at his job?
  - a. Yes, he's
  - b. No, he doesn't
  - c. No, he isn't
  - d. Yes, he does

## Activity 4

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

### WHAT'S MY FAMILY LIKE?

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



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

1. Joe's mother is short.

\_\_\_\_\_

2. His parents aren't plump.

\_\_\_\_\_

3. His father has a small nose.

\_\_\_\_\_

4. His hair is brown.

\_\_\_\_\_

5. Joe's sister has freckles.

\_\_\_\_\_

6. Joe is thirteen years old.

\_\_\_\_\_

7. They are a happy family.

\_\_\_\_\_

1. Does Joe's father have curly hair?

\_\_\_\_\_

2. What is his sister like?

\_\_\_\_\_

3. How old is she?

\_\_\_\_\_

4. Does his mother have brown eyes?

\_\_\_\_\_

5. Is she tall?

\_\_\_\_\_

6. What's his father like?

\_\_\_\_\_

7. Who is Twinkle?

\_\_\_\_\_



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**APPENDIX H**

**PHOTOGRAPHS**

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The researcher was doing an observation at VII C class.



The students were doing the pre-test.



A student was writing his ideas on the whiteboard after observing some pictures.



The students was discussing the task about the parts of animals' body in groups.

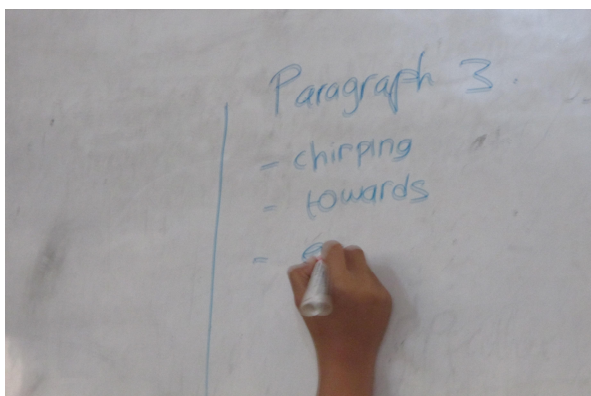


One of the groups was asking about how to use the VSS chart.



The student was filling the VSS chart.





The student was writing the unfamiliar words on the board from the text entitled "Broni"



The students were watching a video in the third meeting.



The students were discussing the task about matching the descriptions with the suitable picture.



The students were writing their selected words on the board after filling the VSS chart.



Some students were responding the researcher's questions enthusiastically.



The students were doing the post-test.



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**APPENDIX I**

**LETTERS**

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**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/03-01  
10 Jan 2011

Nomor : 0058e/UN.34.12/DT/1/2015  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

Yogyakarta, 13 Januari 2015

Kepada Yth.  
Bupati Sleman  
c.q. Kepala Kantor Kesatuan Bangsa Kab.  
Sleman  
Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**USING VOCABULARY SELF-COLLECTION STRATEGY (VSS) TO IMPROVE THE READING COMPREHENSION AT THE SEVENTH GRADE STUDENTS OF SMPN 4 KALASAN IN THE ACADEMIC YEAR OF 2014/2015**

Mahasiswa dimaksud adalah :

Nama : SAFITRI NOOR FATONAH  
NIM : 11202244026  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Januari - Maret 2015  
Lokasi Penelitian : SMPN 4 Kalasan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,  
  
Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001

Tembusan:  
- Kepala SMPN 4 Kalasan



P E M E R I N T A H K A B U P A T E N S L E M A N  
KANTOR KESATUAN BANGSA

Beran, Tridadi, Sleman, Yogyakarta, 55511  
Telepon (0274) 864650, Faksimile (0274) 864650  
Website: www.slemankab.go.id, E-mail: kesbang.sleman@yahoo.com

Sleman, 14 Januari 2015

Nomor : 070 /Kesbang/ 129 /2015

Kepada

Hal : Rekomendasi

Yth. Kepala Bappeda

Penelitian

Kabupaten Sleman

di Sleman

**REKOMENDASI**

Memperhatikan surat :

Dari : Kasubbag Pendidikan FBS UNY

Nomor : 0058e/UN.34.12/DT/II/2015

Tanggal : 13 Januari 2015

Perihal : Permohonan Ijin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan rekomendasi dan tidak keberatan untuk melaksanakan penelitian dengan judul " USING VOCABULARY SELF-COLLECTION STRATEGY (VSS) TO IMPROVE THE READING COMPREHENSION AT THE SEVENTH GRADE STUDENTS OF SMPN 4 KALASAN IN THE ACADEMIC YEAR OF 2014/2015" kepada:

Nama : Safitri Noor Fatonah

Alamat Rumah : Ds. Masa Bolang Dayeuhluhur Cilacap

No. Telepon : 087708623710

Universitas / Fakultas : UNY / FBS

NIM : 11202244026

Program Studi : S1

Alamat Universitas : Karangmalang Yogyakarta

Lokasi Penelitian : SMPN 4 Kalasan

Waktu : 14 Januari - 14 Maret 2015

Yang bersangkutan berkewajiban menghormati dan menaati peraturan serta tata tertib yang berlaku di wilayah penelitian. Demikian untuk dipergunakan sebagaimana mestinya.

Kepala Kantor Kesatuan Bangsa





**PEMERINTAH KABUPATEN SLEMAN  
BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511  
Telepon (0274) 868800, Faksimilie (0274) 868800  
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 070 / Bappeda / 131 / 2015

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,  
Dan Izin Praktik Kerja Lapangan.  
Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman  
Nomor : 070/Kesbang/129/2015 Tanggal : 14 Januari 2015  
Hal : Rekomendasi Penelitian

**MENGIZINKAN :**

Kepada :  
Nama : SAFITRI NOOR FATONAH  
No.Mhs/NIM/NIP/NIK : 11202244026  
Program/Tingkat : S1  
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat instansi/Perguruan Tinggi : Karangmalang Yogyakarta  
Alamat Rumah : Ds. Masa Bolang Dayeuhluhur Cilacap  
No. Telp / HP : 087708623710  
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
**USING VOCABULARY SELF-COLLECTION STRATEGY (VSS) TO  
IMPROVE THE READING COMPREHENSION AT THE SEVENTH GRADE  
STUDENTS OF SMPN 4 KALASAN IN THE ACADEMIC YEAR OF 2014/2015.**  
Lokasi : SMP N 4 Kalasan, Kab. Sleman  
Waktu : Selama 3 Bulan mulai tanggal 14 Januari 2015 s/d 14 April 2015

**Dengan ketentuan sebagai berikut :**

1. *Wajib melaporkan diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 14 Januari 2015

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris  
u.b.

Kepala Bidang Statistik, Penelitian, dan Perencanaan

ERNY MARYATUN, S.IP, MT  
Pembina, IV/a  
NIP 19720411 199603 2 003

**Tembusan :**

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial & Pemerintahan Bappeda Kab. Sleman
4. Camat Kalasan
5. Ka. SMP N 4 Kalasan, Kab. Sleman
6. Dekan FBS - UNY
7. Yang Bersangkutan