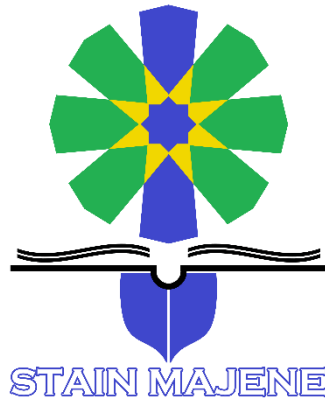


**THE EFFECTIVENESS OF VOCABULARY SELF-COLLECTION
STRATEGY (VSS) TO IMPROVE STUDENTS' READING
COMPREHENSION AT SMK NEGERI 5 MAJENE**



A SKRIPSI

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd) in English Education Study Program Tarbiyah and Teaching
Training Department State Islamic College of Majene

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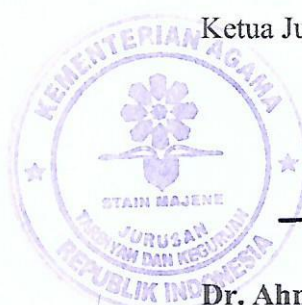
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Pembimbing penulisan skripsi saudari NUR ALISA dengan NIM 10256121026, mahasiswa program studi Tadris Bahasa Inggris jurusan Tarbiyah dan Keguruan STAIN Majene menyatakan bahwa, setelah meneliti dan mengoreksi secara seksama skripsi yang berjudul “The Effectiveness of Vocabulary Self-Collection Strategy (VSS) to Improve Students’ Reading Comprehension at SMK Negeri 5 Majene”, memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk dijilidkan.

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The researcher realizes that this thesis is not perfect. Therefore, suggestions and constructive criticism are highly appreciated for future improvement.

Majene, 02 April 2026

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ABSTRACT

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Title : The Effectiveness of Vocabulary Self-Collection Strategy (VSS) to
Improve Students' Reading Comprehension at SMK Negeri 5
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This study was conducted due to students' reading comprehension skills being relatively low. This problem was caused by students' limited vocabulary mastery, which made it difficult for them to understand English texts. The teaching method used was also considered not yet effective because it relied on memorizing word lists, which made many students have difficulty remembering and understanding word meanings contextually. In addition, when students encountered reading texts containing many unfamiliar words, they often became confused and were unable to grasp the overall meaning of the text. Therefore, an appropriate learning strategy is needed to help students improve their vocabulary mastery and reading comprehension. Thus, this study employed the Vocabulary Self-Collection Strategy (VSS) as an alternative strategy to address these problems. This study aimed to determine the effectiveness of VSS in improving reading comprehension for eleventh-grade students at SMK Negeri 5 Majene. The research used a pre-experimental design with a single group involving pre-test and post-test. The participants were 24 students majoring in Automotive Light Vehicle Engineering. Data were collected through reading comprehension tests and analyzed using scoring, mean, normalized gain (N-Gain), normality test, and paired sample t-test. The results showed that students' reading comprehension improved after the implementation of VSS. The mean score increased from 51.25 in the pre-test to 64.58 in the post-test, with N-Gain indicating moderate improvement. The paired sample t-test revealed a significant difference between pre-test and post-test scores ($p < 0.05$). These findings indicate that VSS effectively improved students' reading comprehension by enhancing vocabulary and overall text understanding. However, this study was limited by the use of a single group design without a control group, the relatively small sample size, and the short duration of the treatment, which may affect the generalizability of the findings.

Keywords: Vocabulary Self-Collection Strategy, reading comprehension, improvement, vocabulary mastery.

ABSTRACT

Researcher : Nur Alisa

Reg. Number : 10256121026

Title : The Effectiveness of Vocabulary Self-Collection Strategy (VSS) to Improve Students' Reading Comprehension at SMK Negeri 5 Majene

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan pemahaman membaca siswa masih tergolong rendah. Hal ini disebabkan oleh keterbatasan penguasaan kosakata, sehingga siswa mengalami kesulitan dalam memahami teks berbahasa Inggris. Metode pembelajaran yang digunakan juga dinilai belum efektif karena masih mengandalkan hafalan daftar kosakata, yang membuat banyak siswa kesulitan dalam mengingat dan memahami makna kata secara kontekstual. Selain itu, ketika siswa menghadapi teks yang mengandung banyak kosakata yang tidak dikenal, mereka sering merasa bingung dan tidak mampu memahami isi teks secara keseluruhan. Oleh karena itu, diperlukan suatu strategi pembelajaran yang dapat membantu siswa meningkatkan penguasaan kosakata dan pemahaman membaca. Dengan demikian, penelitian ini menggunakan Vocabulary Self-Collection Strategy (VSS) sebagai alternatif strategi untuk mengatasi permasalahan tersebut. Penelitian ini bertujuan untuk mengetahui efektivitas VSS dalam meningkatkan pemahaman membaca siswa kelas XI di SMK Negeri 5 Majene. Penelitian ini menggunakan desain pra-eksperimen dengan satu kelompok yang melibatkan pre-test dan post-test. Partisipan penelitian ini adalah 24 siswa jurusan Teknik Kendaraan Ringan. Data dikumpulkan melalui tes pemahaman membaca dan dianalisis menggunakan teknik skoring, mean, normalized gain (N-Gain), uji normalitas, dan uji paired sample t-test. Hasil penelitian menunjukkan bahwa pemahaman membaca siswa mengalami peningkatan setelah penerapan VSS. Nilai rata-rata meningkat dari 51,25 pada pre-test menjadi 64,58 pada post-test, dengan N-Gain menunjukkan peningkatan kategori sedang. Hasil uji paired sample t-test menunjukkan adanya perbedaan yang signifikan antara nilai pre-test dan post-test ($p < 0,05$). Temuan ini menunjukkan bahwa VSS efektif meningkatkan pemahaman membaca siswa melalui peningkatan penguasaan kosakata dan pemahaman makna teks secara keseluruhan. Namun, penelitian ini memiliki keterbatasan, yaitu penggunaan desain satu kelompok tanpa kelompok kontrol, jumlah sampel yang relatif kecil, serta durasi perlakuan yang singkat yang dapat memengaruhi generalisasi hasil penelitian.

Kata kunci: Vocabulary Self-Collection Strategy, pemahaman membaca, peningkatan, penguasaan kosakata.

CHAPTER I

INTRODUCTION

A. Research Background

In the context of English language learning, reading comprehension is essential because it allows students to interpret and evaluate information in a text. According to Erwinda et al. (2020), reading comprehension involves interpreting and finding meaning in writing. Reading success is defined as the extent to which readers understand the message being conveyed. This suggests that merely reading word-for-word is not enough to understand reading material; critical thinking and adequate vocabulary mastery are also required. Therefore, improving reading comprehension is an integral part of the learning process, especially for vocational students who need to understand practice- and skill-based materials. In vocational high schools (SMK), reading comprehension in English is also an essential support in facing the challenges of the world of work, especially when the texts used are functional, procedural, or technical according to their field of expertise.

However, the reality in the field shows that many students in vocational schools still have difficulty understanding English texts. This can be seen in research by Pulungan et.al (2023), which found that most vocational school students had trouble understanding the main idea in English texts; one of the main reasons for this low ability is a lack of vocabulary mastery. In reading activities, vocabulary mastery is key because comprehension of the reading material

depends heavily on the number of words that students already know (Nation, 2022). When students are unfamiliar with the vocabulary in a text, they will have difficulty grasping the whole meaning, which can ultimately reduce motivation and undermine confidence in reading (Yunus & Saifudin, 2019).

This can also be seen in the results of initial observations conducted by the researcher at SMK Negeri 5 Majene. Based on direct interaction with English teachers and students during the observation activities, it was found that students' reading comprehension skills were still relatively low. The teacher said that one of the leading causes of this difficulty was that students were still very limited in their mastery of vocabulary. The strategy often used by teachers in teaching vocabulary is the method of memorizing word lists. However, this method is not yet effective because many students have difficulty remembering and understanding the meaning of words contextually. As a result, when encountering reading texts containing many unfamiliar words, students often become confused and are unable to grasp the overall sense of the text. This condition affected their interest and motivation in reading English texts.

One strategy that is considered effective in overcoming this problem is the Vocabulary Self-Collection Strategy (VSS). Based on Haggard (1986), the VSS helps students develop their active vocabulary contextually through selecting words based on their own experiences, and collaboratively through discussion and interaction among students and the teacher. In this strategy, students collaborate to select and share key vocabulary items from texts, discuss their reasons for choosing them, which helps them gain a deeper understanding of the meanings of

words (Febrisera & Sugirin, 2021). Through this collaborative and meaningful process, students take an active role and demonstrate greater motivation in learning new vocabulary, which ultimately enhances their reading comprehension.

Research conducted by Febrisera & Sugirin (2021) shows that VSS had a significant effect ($p < 0.05$) on improving students' reading comprehension and vocabulary mastery. In addition, this strategy has also been shown to increase learning motivation because students feel more interested and motivated to understand the text. In its implementation, VSS not only helps students recognize vocabulary but also gets them used to associating these words with real contexts and uses.

The VSS has been proven to significantly improve students' vocabulary mastery and reading comprehension skills (Damanik et al., 2019). In addition, this strategy also encourages increased motivation to learn, as students become more interested and enthusiastic in understanding the content of the text. In practice, VSS not only helps students recognize vocabulary but also relates it to real contexts and usage, so that students become accustomed to applying the vocabulary meaningfully.

Seeing these benefits, the implementation of the VSS at SMK Negeri 5 Majene is very relevant to help overcome the problem of low vocabulary mastery and reading comprehension of students. This strategy is expected to be a more interesting, interactive, and meaningful learning method for students, especially in dealing with their limited vocabulary and low reading comprehension skills. By giving students the freedom to choose vocabulary and be actively involved in the

learning process, it is expected that there will be a significant increase in the aspect of reading comprehension. Based on this background, the researcher is interested in conducting a study entitled **"The Effectiveness of Vocabulary Self-Collection Strategy (VSS) to Improve Students' Reading Comprehension at SMK Negeri 5 Majene."**

B. Research Problem

Based on the background above, the researcher formulated the following research question: Is the Vocabulary Self-Collection Strategy (VSS) effective to improve students' reading comprehension at SMK Negeri 5 Majene?

C. Research Objectives

Based on the formulation of the problem above, the objective of this research is to find out whether or not the Vocabulary Self-Collection Strategy (VSS) is effective in improving students' reading comprehension at SMK Negeri 5 Majene.

D. Research Significance

The results of this study are expected to provide both theoretical and practical benefits, as described below:

1. Theoretical Benefit

This study aims to contribute to the development of theoretical perspectives in the field of vocabulary instruction and reading comprehension. Specifically, it highlights the use of the VSS as an effective approach for improving students' ability to understand English texts.

2. Practical Benefits

a. For Teachers

This study provides an alternative vocabulary teaching strategy that is more engaging and effective. It can help teachers improve students' reading comprehension and encourage greater student participation in the learning process.

b. For Students

Through the use of VSS, students can develop their vocabulary knowledge independently and improve their ability to comprehend English reading materials in a more enjoyable and meaningful way.

c. For Future Researchers

This research offers a valuable reference and empirical foundation for future studies interested in exploring the application of the VSS in different educational contexts or levels.

E. Research Scope

This research focuses on applying the VSS to improve the reading comprehension of class XI students in SMK Negeri 5 Majene. The learning materials used are interesting and relevant English texts that support the students' majors, such as technical and practical materials that develop their skills. The research method is a pre-experiment approach with a one-group pre-test and post-test design. The purpose of this study is to measure the effectiveness of VSS in improving students' reading comprehension, especially texts that support their vocational skills.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

The first study conducted by Abdullah and Abdullah (2024) entitled "Vocabulary Self-Collection Strategy (VSS): An Effort to Improve Vocabulary Mastery at the Eighth Grade Students of SMPN 1 Sungguminasa". The purpose of this study was to evaluate the extent to which the VSS strategy is effective in improving the vocabulary mastery of grade VIII students. The findings of this study indicate that the VSS encourages students' active participation in selecting and understanding new words that are relevant to the reading material being studied.

The second study, conducted by Afriani (2022), entitled "The Effect of Vocabulary Self-Collection Strategy (VSS) on Students' Vocabulary Mastery at SMPN 8 Kota Bengkulu," used a quasi-experimental approach with a pre-test and post-test design. The main objective of this study was to assess the effect of implementing the VSS strategy on students' vocabulary mastery. The results obtained showed that students who were taught with the VSS strategy experienced a significant increase in vocabulary mastery when compared to the control group that received conventional teaching methods.

The third study, conducted by Damanik et.al (2021), entitled "The Use of Vocabulary Self-Collection (VSS) Strategy in Increasing Student Reading Comprehension," used a classroom action research approach. The purpose of

this study was to examine the extent to which the implementation of the VSS strategy was able to improve students' reading comprehension gradually from one cycle to the next. The results showed that this strategy was effective in improving students' reading skills progressively, indicating that VSS is a feasible and vocabulary-based method to support the reading learning process.

The fourth study, conducted by Sopiyan (2021) in his article entitled "Students' Perception of Vocabulary Self-Collection Strategy (VSS) in English Vocabulary Mastery Programs", used a qualitative approach through interviews and questionnaires. The primary purpose of this study was to understand students' perceptions of the VSS strategy in mastering vocabulary. The results showed that most students had a positive view of the VSS strategy, because this method actively involved them during the learning process and increased their interest in new vocabulary.

The fifth study by Febrisera & Sugirin (2021) examined "The Effectiveness of Vocabulary Self-Collection Strategy on Students' Reading and Vocabulary Achievement: A Quasi-Experimental Research". This study aims to test the effectiveness of the Vocabulary Self-collection Strategy (VSS) on students' reading skills and vocabulary acquisition. A quasi-experimental design was used, with research instruments in the form of pre-tests and post-tests. The findings of the study showed that VSS had a significant impact on students' reading skills and vocabulary mastery. This suggests that students

find it easier to understand the English texts given, primarily due to their prior vocabulary knowledge.

Several previous studies have similarities with this research, especially in using the VSS as a learning method. These studies were conducted to find out how VSS can improve students' English skills, particularly in vocabulary mastery and reading ability. Most of them also used a pre-test and post-test to measure students' progress after receiving treatment through VSS. The results consistently showed that VSS helps students take an active role in learning and understand new vocabulary that is directly related to the reading text.

This research is different in terms of focus, location, and participants. Many earlier studies were carried out in junior high schools and mainly focused on vocabulary improvement or a mix of vocabulary and reading. In contrast, this study is conducted at SMK Negeri 5 Majene with eleventh-grade students, focusing specifically on improving reading comprehension through VSS. The research also uses a pre-experimental design with a one-group pre-test and post-test, unlike other studies that applied quasi-experimental or classroom action research designs.

The gap in this study is the lack of research on the effectiveness of VSS at the vocational high school level, especially for improving reading comprehension. Most previous research has only focused on vocabulary mastery, even though reading comprehension is strongly linked to vocabulary knowledge. The novelty of this study lies in applying VSS specifically to

improve reading comprehension for vocational students, considering their unique characteristics, and using reading materials that match their needs and language level.

B. Some Pertinent Ideas

1. Vocabulary Self-Collection Strategy (VSS)

a. Definition of Vocabulary Self-Collection Strategy

According to Haggard (1986), the VSS is an instructional approach that encourages student to actively participate in vocabulary learning by students to actively participate in vocabulary learning by selecting words they find interesting or important from reading text. In its application, students are actively involved in selecting important words from reading texts that they consider significant, then sharing them with classmates to learn and discuss together (Simbolon et al., 2020). This strategy aims to improve vocabulary mastery while encouraging independence and cooperation in the learning process.

According to Abdullah and Abdullah (2024), VSS invites students to be involved in understanding the meaning of challenging but interesting and meaningful words, according to the topics that have been prepared by the teacher at the end of the previous lesson. In practice, students are asked to write their chosen words on the board and present them in front of the class, explaining the origin of the word, its meaning based on their understanding, and the reasons why it is essential to learn the word. After the presentation, the teacher and other students will provide further

explanations to each other, and the chosen words will be recorded back in the students' personal vocabulary lists.

The application of VSS has been shown to significantly improve students' vocabulary and reading mastery when compared to traditional methods (Arisman, 2021). In their study, students who were taught through VSS showed a much better increase in scores on vocabulary and reading mastery tests, when compared to those who used conventional methods.

Therefore, the VSS Strategy is an effective learning method because it actively involves students, increases motivation, and provides a more meaningful and contextual learning experience.

b. The Purposes of Vocabulary Self-Collection Strategy

The VSS is a method of vocabulary learning designed to actively engage students in selecting, discussing, and understanding new words from the texts they study. The main goal of this strategy is to increase students' direct involvement in the process of developing their vocabulary, while honing their critical thinking and metacognitive skills. Based on Putri (2021), VSS aims to enable students to determine words that are considered important and that they want to learn in depth, so that they become more responsible for their personal vocabulary development.

In addition to supporting vocabulary expansion, this strategy also helps students understand the meaning of words in authentic contexts. Furthermore, according to Sa'diyah (2020), VSS aims to build vocabulary understanding collaboratively through group discussions. Students discuss

the words they have chosen, explain their meanings, and share the reasons behind their choices with friends and teachers. This process makes vocabulary learning more meaningful because there is an exchange of understanding and experience.

In addition, one of the goals of the strategy is to increase students' vocabulary awareness and higher-order thinking skills. As stated by Dewi (2022), this strategy is designed so that students not only remember words but are also able to apply them in context, make guesses about meaning, and relate them to the experiences and knowledge they already have.

Overall, VSS aims to:

- 1) Increase student enthusiasm and engagement in learning new words.
- 2) Strive for proactive and independent vocabulary learning.
- 3) Improve understanding of words in certain situations.
- 4) Improve critical thinking and group discussion skills.
- 5) Improve reading and writing skills through deeper engagement with texts.

c. Advantages and disadvantages of Vocabulary Self-Collection Strategy (VSS)

1) Advantages of VSS

a) Increase Vocabulary Mastery

VSS has been proven effective in improving students' vocabulary mastery. Research by Arisman (2021) shows that

students who are taught using VSS have a significant increase in vocabulary mastery compared to conventional methods.

b) Encourage Independent and Critical Learning

VSS encourages students to actively select and analyze new vocabulary, thereby improving critical thinking skills and independent learning. Abdullah (2024) found that this strategy helps students develop independent learning habits and increases their interest in writing.

c) Increase Participation and Collaboration

This strategy encourages group discussions and presentations, which increases student participation in class and strengthens their understanding of new vocabulary. Sopiyan (2021) noted that students showed greater interest in vocabulary learning through VSS.

d) Increase Language Confidence

By understanding and using vocabulary that they choose themselves, students feel more confident in speaking and writing in English. This is reflected in research by Juleha (2024), where students reported increased confidence after using VSS.

2) Disadvantages of VSS

a) Requires Time and Consistency

Implementing VSS requires sufficient time for discussion and presentation, as well as consistency from students in collecting and analyzing vocabulary. Some students find it difficult to maintain this consistency, as reported by Juleha (2024).

b) Challenges in Selecting and Analyzing Vocabulary

Not all students have the same ability to select relevant vocabulary and analyze it in depth, which can affect the effectiveness of this strategy. Abdullah (2024) noted that some students have difficulty analyzing the words they choose.

c) Limitations in Using Context

Students may have difficulty understanding and using new vocabulary in the right context, especially if they are not familiar with context-based learning strategies. This can limit the effectiveness of VSS in improving overall vocabulary mastery.

2. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is the ability to understand, interpret, and derive meaning from written text. According to Astiantih et al. (2022), reading comprehension is an active effort to recognize and

process the ideas presented by the author in a text. This process involves not only decoding words but also constructing meaning through interaction with the content and context of the text.

In addition, interpretation is one of the skills that must be mastered as a strategy in reading English. According to Nurmalasari and Haryudin (2021), understanding the phrase structure in English can improve reading skills optimally. With a good understanding of grammar, students will find it easier to capture messages from a book. As a result, they are able to formulate the meaning of each sentence in the text. Reading should be a fun activity for students, so that they are encouraged to read and understand the contents of the material.

In simple terms, reading comprehension refers to the reader's ability to interact with the text, understand its meaning, and obtain information in it. This ability is very important because a person's success as a reader depends greatly on his or her ability to understand the text thoroughly and accurately.

b. The Aspects of Reading Comprehension

According to J.B. Heaton (1988), in his book *Writing English Language Tests: A Practical Guide for Teachers of English as a Second or Foreign Language*, reading comprehension involves several sub-skills that should be measured to assess students' understanding of a text. These aspects include:

1) Recognizing the Main Idea

This aspect refers to the students' ability to identify the main idea or the central thought or paragraph or passage. It helps students understand what the text is generally about.

2) Finding Specific Information or Detail

This aspect measures students' ability to locate and recall specific facts, examples, or data mentioned in the text. It tests how well students can extract explicit information.

3) Understanding Vocabulary in Context

The aspect focuses on students' ability to interpret the meaning of words or phrases based on their context. It is essential for understanding the text accurately, especially when encountering unfamiliar vocabulary.

4) Making Inferences

This aspect assesses students' skill in making conclusions or understanding implied meanings that are not directly stated in the text. It shows that students have a more profound comprehension ability.

5) Recognizing the Writer's attitude, intention, or emotional

tone toward the topic. It helps students understand the perspective from which the text is written.

6) Understanding the Organization of the Text

This aspect measures the students' ability to recognize how ideas are arranged in the text, such as cause-and-effect, chronological order, or comparison and contrast. It helps them follow the logical flow of the passage.

In this research, these aspects are used as the basis for constructing the reading comprehension test to measure students' improvement after being taught the Vocabulary Self-Collection Strategy (VSS).

3. Hypothesis

Based on the research background and theoretical framework explained in the previous chapters, the hypotheses of this research are formulated as follows:

a. H_0 (Null Hypothesis):

There is no significant of using the VSS on students' reading comprehension at SMK Negeri 5 Majene.

b. H_1 (Alternative Hypothesis):

There is a significant of using VSS on students' reading comprehension at SMK Negeri 5 Majene.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method used in this study was the Pre-Experimental Design with a one-group pre-test and post-test, consisting of one class. The researcher administered a pre-test, conducted the treatment, and gave a post-test.

Tabel 3. 1

Pre-test	Treatment	Post-test
O1	X	O2
Research Design		

Where:

O1 : Pre-test

X : Treatment

O2 : Post-test

B. Population and Sample

1. Population

The population of this study was all eleventh-grade students majoring in Automotive Light Vehicle Engineering at SMK Negeri 5 Majene. This population was selected based on the consideration that, at this educational level, vocabulary mastery and reading comprehension

were essential competencies. Moreover, preliminary observations revealed that many students still faced difficulties in understanding English texts due to limited vocabulary, making them relevant subjects for the implementation of the VSS.

2. Sample

The sample in this study was selected using a purposive sampling technique. One class from the eleventh grade level, namely Grade XI Automotive Light Vehicle Engineering, was used as the sample.

C. Research Instrument

1. Description of the Test

The instrument used in this research was a reading comprehension test in the form of multiple-choice questions. The test was administered twice, namely pre-test and post-test. The pre-test was given before the implementation of the VSS, while the post-test was administered after the treatment. Each test consisted of 20 multiple-choice questions with four options (A, B, C, and D). The test was designed to measure students' reading comprehension ability, including understanding main ideas, identifying specific information, interpreting vocabulary in context, making inferences, and recognizing references in the text.

2. Reading Materials

The reading comprehension tests used procedural texts that were relevant to the students' vocational major in Automotive Light Vehicle Engineering. Examples of the texts included instructions on checking

engine oil, maintaining a motorcycle engine, and the function of a radiator. These texts were selected to match students' field of study and to provide meaningful, real-world contexts for vocabulary learning and reading comprehension. The procedural texts required students to identify main ideas, locate specific information, understand vocabulary in context, make inferences, and recognize references in the text.

3. Reading Comprehension Aspect

The reading comprehension test was constructed based on several aspects of reading comprehension. The purpose of dividing the test into aspects was to ensure that the instrument measured students' comprehension skills comprehensively.

The aspects measured in this research are described as follows:

- a. Identifying the Main Idea
- b. Finding Specific Information
- c. Understanding Vocabulary in Context
- d. Making Inferences
- e. Identifying Reference

4. Distribution of Test Items

To ensure balanced measurement, the test items in the pre-test and post-test were distributed based on the reading comprehension aspects described above.

Table 3.1 Distribution of Pre-Test Items Based on Reading Aspects

No	Reading Aspect	Item Numbers	Total
1	Main Idea	1	1
2	Specific Information	2, 3, 6, 7, 8, 12, 14, 15, 16	9
3	Vocabulary in Context	4, 5, 13, 17, 18, 19, 20	7
4	Inference	9	1
5	Reference	10	1
	Total		20

Table 3.2 Distribution of Post-Test Items Based on Reading Aspects

No	Reading Aspect	Item Numbers	Total
1	Main Idea	1	1
2	Specific Information	2, 3, 4, 6, 9, 10, 11, 13, 15, 16	10
3	Vocabulary in Context	5, 7, 8, 12, 17, 18, 19, 20	8
4	Inference	14	1
	Total		20

The distribution of test items was designed to align with the objective of this research, which was to improve students' reading comprehension through the implementation of the VSS. Since VSS primarily focuses on vocabulary development as a foundation for comprehension, a greater proportion of items were allocated to the vocabulary in context aspect.

However, reading comprehension is not limited to vocabulary knowledge alone. Therefore, the test also included items measuring main idea, specific information, inference, and reference. This balanced distribution ensured that the instrument measured overall reading

comprehension ability while still emphasizing vocabulary as the core component of the treatment.

By designing the test in this way, the researcher ensured that any improvement in students' scores reflected not only vocabulary mastery but also their broader reading comprehension skills

D. Procedure of Collecting Data

1. Pre-Test

In the first meeting, the researcher administered a pre-test on February 7th, 2026, from 09.40 to 11.25 to measure the students' initial level of reading comprehension. This test was used to identify how well the students understood the English reading text before the implementation of the VSS strategy

2. Treatment

In the next few meetings, the researcher provided treatment by implementing the VSS. Through this strategy, students are guided to actively select, interpret, and use vocabulary found in reading texts to improve their reading comprehension. The treatment in this research was conducted in three meetings by implementing the VSS. The procedures in each meeting were the same, but different reading texts were used. The treatment focused on vocabulary identification, group discussion, worksheet completion, and presentation.

a. Treatment in Meeting 1

The first treatment was conducted on February 12th, 2026, from 07.15 to 08.55.

- 1) In the first meeting, the teacher explained briefly about the VSS, including its purpose and how it would be applied in the learning process. The teacher also explained the VSS worksheet and described each column clearly so that students understood how to complete it.
- 2) After the explanation, the teacher divided the students into small groups. Each group consisted of several students to support collaborative learning.
- 3) The teacher then distributed the reading text entitled “*How to Check Engine Oil Level.*” Each student read the text individually while identifying important, unfamiliar, or interesting vocabulary from the text.
- 4) While reading, students began filling in the VSS worksheet individually by writing the selected words, giving reasons for selecting them, predicting their meanings based on context, and making new sentences.
- 5) After completing the individual reading activity, students discussed their selected vocabulary within their groups. During the discussion, they shared their ideas and completed the worksheet together.

- 6) Finally, each group presented the results of their discussion in front of the class. The teacher provided feedback and clarification when necessary.

b. Treatment in Meeting 2

The second treatment was conducted on February 14th, 2026, from 09.40 to 11.25.

- 1) The second meeting followed the same procedures as the first meeting. The teacher briefly reviewed the steps of the VSS and reminded students how to complete the worksheet.
- 2) Students were divided into groups and given a new reading text entitled "*How to Maintain a Motorcycle Engine.*" Each student read the text individually while identifying important vocabulary and filling in the VSS worksheet.
- 3) After that, students discussed their vocabulary selections in groups while completing the worksheet collaboratively. They shared their predicted meanings and reasons for choosing the words.
- 4) Each group then presented their discussion results in front of the class. The teacher provided feedback and reinforced students' understanding of the vocabulary.

c. Treatment in Meeting 3

The third treatment was conducted on February 19th, 2026, from 07.15 to 08.55.

- 1) The third meeting was conducted using the same procedures as the previous meetings. The teacher briefly reviewed the VSS before starting the lesson.
- 2) Students were divided into groups and given the reading text entitled "*The Function of Radiator in a Vehicle.*" Each student read the text individually while identifying vocabulary and filling in the VSS worksheet.
- 3) After that, students discussed their selected vocabulary in groups while completing the worksheet together. They shared their ideas and agreed on the most appropriate meanings.
- 4) Finally, each group presented their discussion results in front of the class. The teacher provided feedback and concluded the lesson.

This treatment aims to help students build contextual vocabulary understanding to support their reading comprehension.

3. Post-Test

After the treatment was implemented, the researcher administered a post-test on February 21st, 2026, from 09.40 to 11.25 to the students in order to evaluate the effectiveness of the Vocabulary Self-Collection Strategy (VSS) on their reading comprehension skills. The post-test aimed to identify any improvements or changes in students' understanding of reading texts following their participation in a learning process that emphasized independent and contextual vocabulary selection.

E. Technique of Data Analysis

All data were collected through pre-test and post-test methods, using the following procedures:

1. Scoring the students' answer

Scoring the students' answers was an important step in this research to measure students' reading comprehension achievement quantitatively. The scoring process was conducted to determine how well students understood the reading texts given in the pre-test and post-test. Each test consisted of reading comprehension questions designed to measure students' ability to understand main ideas, specific information, and vocabulary in context.

The scoring formula used in this research was as follows:

$$Score = \frac{student\ score}{maksimum\ score} \times 100$$

This formula allowed the researcher to convert raw scores into percentage scores, making it easier to compare students' performance between the pre-test and post-test. By using this scoring method, the researcher was able to clearly identify improvements in students' reading comprehension after the implementation of the VSS.

After calculating the scores, the students' achievement was classified into the following categories:

Score Range	Classification
86 – 100	Very High
71 – 85	High
56 – 70	Moderate

41 – 55	Low
0 – 40	Very Low

This classification helped the researcher identify the level of students' reading comprehension ability before and after the implementation of the Vocabulary Self-Collection Strategy (VSS).

2. Mean

The mean was calculated to determine the average performance of the students before and after the implementation of the VSS. It was obtained using the formula:

$$X = \frac{\sum X}{n}$$

Where :

X : Mean score

Σ : Total score

N : The total number of Students.

3. Normalized Gain (G)

Normalized Gain (N-Gain) was used to identify how effectively an instructional intervention improved students' learning outcomes relative to their initial ability. This measure not only focused on the difference between pre-test and post-test scores, but also considered the maximum possible improvement that students could

achieve. Therefore, N-Gain provided a more accurate description of learning improvement compared to using raw score differences alone.

The formula for calculating Normalized Gain proposed by Hake (1999) was as follows:

$$g = \frac{\text{Post-test-Pre-test}}{\text{Maximum Score} - \text{Pre-test}}$$

The result of the N-Gain were then categorized into three levels:

$g \geq 0,70$: High Gain

$0.30 \leq g < 0.70$: Medium Gain

$g < 0.30$: Low gain

Through this calculation, the researcher could determine whether the improvement in students' reading comprehension after the treatment was categorized as high, medium, or low. Thus, N-Gain served as an important indicator to evaluate the effectiveness of the teaching strategy applied in this research.

4. Normality test (Shapiro Wilk)

The normality test was used to determine whether the pre-test and post-test data were normally distributed. Since the sample size was small (24 students), the Shapiro-Wilk test was applied.

If $\mathcal{P} > 0.05$, the data are normally distributed.

If $\mathcal{P} > 0.05$, the data are not normally distributed.

5. Paired Sample t-Test

To determine whether the difference between pre-test and post-test scores was statistically significant, a paired sample t-test was used. The formula was:

$$t = \frac{d}{\frac{s_d}{\sqrt{n}}}$$

Where:

d: mean of the difference score (Post-test – Pre-test)

s_d : Standard deviation of the difference score

n : Number of samples

If the resulting p-value was < 0.05 , it indicated that the difference was statistically significant, meaning the treatment had a meaningful effect on the students' performance.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings of the research obtained from the data analysis. The data were collected through a pre-test to measure students' reading comprehension before and after the implementation of the VSS. The analysis was conducted based on the techniques explained in Chapter III, including scoring students' answers, calculating the mean score, normalized gain (N-Gain), normality test, and paired sample t-test.

1. Students' Reading Comprehension Achievement Based on Scoring Technique

The first finding of this research was obtained from the scoring technique of students' answers in the pre-test and post-test. The scoring technique was applied to measure students' reading comprehension achievement quantitatively. The scoring formula used in the research was as follows:

$$Score = \frac{\text{student score}}{\text{maksimum score}} \times 100$$

Table 4.1 Students' Pre-Test Scores

No	Student Code	Pre-test
1	S1	50
2	S2	55
3	S3	60
4	S4	45
5	S5	50
6	S6	55
7	S7	60
8	S8	40
9	S9	55
10	S10	50
11	S11	45
12	S12	60
13	S13	55
14	S14	50
15	S15	45
16	S16	65
17	S17	70
18	S18	55
19	S19	50
20	S20	45
21	S21	55
22	S22	60
23	S23	50
24	S24	45

Based on Table 4.1, the pre-test was given to 24 students of class XI Automotive Light Vehicle Engineering at SMK Negeri 5 Majene before the implementation of VSS. Referring to the scoring classification in Chapter III, the students' scores were grouped into five levels: very high, high, moderate, low, and very low.

The results show that most students were in the low (41–55) and moderate (56–70) categories. Only a small number reached the moderate level, and none of the students were in the high or very high categories.

This result indicates that students' reading comprehension ability before the implementation of VSS was still relatively low. Many students struggled to understand the main ideas, find specific information, and interpret vocabulary in the texts. Therefore, their vocabulary mastery and overall reading comprehension still needed improvement

After the treatment using the VSS, a post-test was administered to the same group of students, the post-test aimed to measure students' reading comprehension achievement. The results of the post-test are presented in Table 4.2.

Table 4.2 Students' Post-Test Scores

No	Student Code	Post-test
1	S1	60
2	S2	65
3	S3	70
4	S4	60
5	S5	65
6	S6	65
7	S7	70
8	S8	55
9	S9	65
10	S10	65
11	S11	60
12	S12	70
13	S13	65
14	S14	60
15	S15	55

16	S16	75
17	S17	80
18	S18	65
19	S19	65
20	S20	60
21	S21	65
22	S22	70
23	S23	60
24	S24	55

Based on Table 4,2, the students' post-test score show an improvement in their reading comprehension after implementation of the VSS. The results showed that students' scores in the post-test were generally higher than their scores in the pre-test. This improvement suggests becoming more aware of new vocabulary and supporting their understanding of the reading text.

Based on the scoring classification, the students' post-test scores showed improvement compared to the pre-test results. Most students' scores were categorized into the moderate (56–70) and high (71–85) levels. Some students showed significant improvement by moving from the low category in the pre-test to the moderate or high category in the post-test. Based on the comparison between pre-test scores, it can be concluded that students' reading comprehension achievement improved after the implementation of the VSS. Although the increase was not very high, the consistent improvement across students indicates that the strategy had a positive impact on students' reading comprehension.

Table 4.3 Students' Pre-test and Post-test Score

No	Student Code	Pre-test	Post-test
1	S1	50	60
2	S2	55	65
3	S3	60	70
4	S4	45	60
5	S5	50	65
6	S6	55	65
7	S7	60	70
8	S8	40	55
9	S9	55	65
10	S10	50	65
11	S11	45	60
12	S12	60	70
13	S13	55	65
14	S14	50	60
15	S15	45	55
16	S16	65	75
17	S17	70	80
18	S18	55	65
19	S19	50	65
20	S20	45	60
21	S21	55	65
22	S22	60	70
23	S23	50	60
24	S24	45	55

Based on Table 4.3, most students obtained higher scores in the post-test than in the pre-test. This indicates that the implementation of VSS contributed positively to students' reading comprehension achievement. The improvement suggests that students were better able to understand reading text after being exposed to vocabulary learning through the VSS approach.

To provide a clearer description of students' performance, the classification of students' scores in the pre-test and post-test is presented in the following table.

Table 4.4 Comparison between Students' Pre-test and Post-test Score

No	Classification	Score Range	Pre-Test	Post-Test
1	Very High	86–100	0	0
2	High	71–85	0	2
3	Moderate	56–70	10	20
4	Low	41–55	13	2
5	Very Low	0–40	1	0
	Total		24	24

The table above shows the comparison of students' score classification in the pre-test and post-test. In the pre-test, most students were categorized into the low (13 students) and moderate (10 students) levels, while one student was in the very low category. None of the students reached the high or very high categories.

After the implementation of the Vocabulary Self-Collection Strategy (VSS), the post-test results showed improvement. Most students were categorized into the moderate level (20 students), and 2 students reached the high category. Meanwhile, the number of students in the low category decreased significantly to only 2 students, and no students were in the very low category.

The table above shows the distribution of students' scores based on the classification levels in both the pre-test and post-test. It can be seen that in the pre-test, most students were in the low and moderate categories.

After the implementation of VSS, the number of students in the moderate and high categories increased, while the number of students in the low category decreased significantly. This shift indicates that students' reading comprehension improved after the treatment.

2. Mean Score of Pre-Test and Post-Test

The second finding was obtained from the calculation of the mean score of the pre-test and post-test results. The mean score was used to determine the average reading comprehension achievement of students before and after implementation of the VSS. This analysis helped the researcher identify whether there was an overall improvement in students' performance.

Table 4.5 Mean Score of Pre-Test and Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Score	24	40	70	52.92	7.211
Post-Test Score	24	55	80	64.38	6.135
Valid N (list wise)	24				

Based on Table 4.5, the mean score of the pre-test was 52.92, which indicates that students' initial reading comprehension ability was still relatively low. This result supports the findings from the scoring analysis, which showed that many students had difficulty understanding English texts. The low mean score reflects students' limited vocabulary mastery and lack of familiarity with reading comprehension.

After the treatment, the mean score of the post-test increased to 64.38. The increase of 11.46 points indicates that students' reading comprehension improves after the implementation of the VSS. Although the improvement was not categorized as high, it contributed positively to students' reading comprehension development.

3. Normalized Gain (N-Gain)

To measure the effectiveness of the improvement more accurately, the normalized gain (N-Gain) was calculated. The N-Gain analysis was used to determine how much students' reading comprehension improved relative to their initial ability. This analysis provides a clearer picture of the effectiveness of the treatment.

The N-Gain formula proposed by Hake (1999) was used as follows:

$$g = \frac{\text{Post - test} - \text{Pre - test}}{\text{Maximum Score} - \text{Pre - test}}$$

where:

$g \geq 0,70$: High Gain

$0,30 \leq g < 0.70$: Medium Gain

$g < 0.30$: Low gain

Substituting the values:

$$g = \frac{64.38 - 52.92}{100 - 52.92} - \frac{11.46}{47.08} = 0.24$$

Table 4.6 Normalized Gain (N-Gain)

Mean Pre-Test	Meant Post-Test	N-Gain	Category
52.92	64.38	0.24	Low

Based on Table 4.6, the result of the N-Gain calculation showed a score of 0.24, which falls into the low category. This indicates that the improvement in students' reading comprehension was relatively limited when compared to the maximum possible improvement. However, the positive value of the N-Gain score indicates that learning improvement still occurred.

This finding suggests that although the Vocabulary Self-Collection Strategy was effective in improving students' reading comprehension, the improvement was not optimal. Factors such as students' low initial vocabulary mastery, limited treatment duration, and students' unfamiliarity with independent vocabulary learning may have influenced the result.

4. Normality Test

Before conducting further statistical analysis, a normality test was conducted to determine whether the pre-test and post-test data were normally distributed. The normality test was conducted using the Shapiro-Wilk test through SPSS, as the sample size was less than 50 students. Since the sample size was small (24 students), the Shapiro-Wilk test was used. The decision rule is that if the significance value (Sig.) is greater than 0.05, the data are considered normally distributed.

This step was necessary to determine whether parametric statistical analysis could be applied.

Table 4.7 tests of Normality

Test of Normality			
Test	Statistic	Df	Sig.
Pre-Test	0.949	24	.258
Post-Test	0.921	24	.062

a. Lilliefors Significance Correction

Based on Table 4.7, the significance value of the pre-test was 0.258, and the significance value of the post-test was 0.062. Since both significance values are greater than 0.05, it can be concluded that both sets of data were normally distributed. This means the data met the assumption of normality, allowing the researcher to proceed with the Paired Sample t-Test for hypothesis testing.

5. Paired Sample t-Test

After confirming that the data were normally distributed, the researcher conducted a Paired Sample t-Test to find out whether there was a significant difference in students' reading comprehension before and after the treatment using the Vocabulary Self-Collection Strategy (VSS).

The Paired Sample t-Test compares the mean scores of two related samples in this case, the pre-test and post-test scores of the same group of students. The result of this analysis can be seen in the following tables.

Table 4.8 Paired Samples Statistics**Paired Samples Statistics**

		Mean	N	Std. Deviation
Pair 1	Pre-Test Score	52.92	24	7.211
	Post-Test Score	64.38	24	6.135

Based on Table 4.8, the mean score of the pre-test was 52.92, while the mean score of the post-test was 64.38. The increase in the mean score indicates that students' reading comprehension improved after being taught using the Vocabulary Self-Collection Strategy. The result shows that the strategy had a positive effect on students' learning outcomes.

Table 4.9 Paired Samples Test**Paired Samples Test**

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean Differences	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Score - Post-Test Score	-11.46	2.322	0.474	-12.439	-10.478	-24.180	23	0.000

Based on Table 4.9, the mean difference between the pre-test and post-test was -11.46. The negative sign indicates that the mean score of

the post-test was higher than the pre-test. The significance value (Sig. 2-tailed) of 0.000, which is smaller than 0.05.

This means that there is a significant difference between students' pre-test and post-test scores. In other words, the implementation of the Vocabulary Self-Collection Strategy (VSS) significantly improved the students' reading comprehension.

Therefore, the null hypothesis (H_0), which states that there is no significant effect of using the Vocabulary Self-Collection Strategy (VSS) on students' reading comprehension, is rejected. In contrast, the alternative hypothesis (H_1), which states that there is a significant effect, is accepted.

The result of this statistical test proves that after being taught using the VSS, students' reading comprehension increased significantly. This improvement can be attributed to the fact that the VSS encouraged students to actively identify and discuss important vocabulary, which helped them understand the text better. The result also supports the idea that active engagement with vocabulary can strengthen comprehension and memory of new words, as emphasized in the theoretical framework of this study

B. Discussions

Based on the results of data analysis, it can be concluded that the implementation of the Vocabulary Self-Collection Strategy (VSS) improved students' reading comprehension at SMK Negeri 5 Majene. The

findings showed that the implementation of the Vocabulary Self-Collection Strategy (VSS) contributed positively to students' reading comprehension. The improvement is clearly reflected in the scoring classification, where students' scores shifted from lower categories in the pre-test to higher categories in the post-test.

In the pre-test, most students were categorized into the low and moderate levels, indicating that their reading comprehension ability was still limited. However, after the implementation of VSS, there was a noticeable improvement in students' performance. Most students were able to reach the moderate category, and some of them achieved the high category. This shift shows that students experienced progress in their reading comprehension after the treatment.

Although the improvement did not reach the highest level for all students, the change from low to moderate and the presence of students in the high category indicate a positive development. This suggests that VSS helped students better understand vocabulary, which in turn supported their comprehension of the reading texts.

This improvement is also supported by the increase in the mean score, which rose from 52.92 in the pre-test (low category) to 64.38 in the post-test (moderate category). This indicates that the overall performance of the students improved after the implementation of the strategy.

Furthermore, the result of the Paired Sample t-Test showed a significance value of 0.000, which is lower than 0.05. This means that the difference

between the pre-test and post-test results was statistically significant. Therefore, it can be concluded that the use of VSS had a significant effect on improving students' reading comprehension.

The significant difference between the pre-test and post-test scores shows that the learning activities during the treatment helped students understand the reading material better. Through the Vocabulary Self-Collection Strategy, students were not only asked to read texts but also to interact with them by focusing on vocabulary. This activity made students pay more attention to how words are used in sentences and how meaning is formed in the text. As a result, students were able to understand the reading content more clearly and carefully.

Before the implementation of the strategy at SMK Negeri 5 Majene, the students' reading comprehension ability was still low. Many students faced difficulties in understanding the main ideas, identifying specific information, and interpreting the vocabulary meaning within the text. They were also less active and tended to rely on the teacher's explanation. After the treatment using the VSS, students became more engaged in identifying, selecting, and discussing vocabulary from the reading text. The improvement was reflected in their post-test scores and in their active participation during the learning process.

This finding supports the theory proposed by Haggard (1986), who introduced the Vocabulary Self-Collection Strategy as an approach that involves students directly in identifying important or unfamiliar

vocabulary from reading texts. According to Haggard, this strategy encourages learners to participate in selecting words, discussing their meanings, and applying them in context. Through this process, students build stronger connections between vocabulary and comprehension, leading to a better understanding of the reading material. In this study, students were motivated because they were given the responsibility to explore and share the meaning of words they found important, which made the learning process more interactive and student-centred.

The improvement in students' reading comprehension also aligns with the theory of Nation (2022), who stated that vocabulary knowledge is one of the most important aspects of reading comprehension. Students who have broader vocabulary mastery are better able to understand the meaning of sentences and paragraphs. By using the Vocabulary Self-Collection Strategy, students learned new vocabulary in context rather than through memorization, which helped them to retain the meaning and use the words more effectively. As a result, their comprehension of the text improved significantly.

Learning vocabulary through context helped students reduce their dependence on direct translation. Instead of translating every word, students were encouraged to guess the meaning of words based on the sentences around them. This approach helped students develop better reading strategies when dealing with unfamiliar vocabulary. As a result,

students were able to keep understanding the text even when they encountered new words.

In addition, the findings of this study are consistent with the research conducted by Febrisera and Sugirin (2021), who found that the implementation of the Vocabulary Self-Collection Strategy improved students' reading comprehension because it made them more active and involved during the learning process. Their study also showed that when students are encouraged to select and discuss vocabulary collaboratively, they gain a better understanding of the reading text. The same result was found in this study, where students showed improvement in both comprehension and motivation after learning through VSS.

Similarly, Abdullah and Abdullah (2024) also found that the Vocabulary Self-Collection Strategy increased students' enthusiasm and confidence in learning English. They concluded that when students are allowed to discuss and interpret vocabulary in context, they are able to connect new words with prior knowledge and understand the text more deeply. The result of this research supports their finding, as students at SMK Negeri 5 Majene became more confident and active during reading activities after being taught using the VSS.

The result of the Normalized Gain (N-Gain) analysis further supports this conclusion. The N-Gain value of 0.24 indicates that there was improvement in students' reading comprehension, even though it was categorized as low gain. This means that while the improvement was not

very great, progress still occurred consistently among most students. The relatively low gain could be influenced by several factors. First, the limited duration of the treatment may not have provided sufficient time for students to fully adapt to the VSS, as vocabulary development requires repeated exposure and continuous practice (Nation, 2022; Hake, 1999). Second, students' low initial vocabulary mastery, as reflected in the pre-test mean score, may have constrained their ability to achieve greater improvement, since vocabulary knowledge plays a crucial role in reading comprehension (Nation, 2022). Third, students' limited experience in learning vocabulary through independent strategies may have affected the effectiveness of the implementation, as VSS requires learners to actively select and analyze vocabulary, which demands an adjustment period (Haggard, 1986; Abdullah & Abdullah, 2024).

Although the improvement was categorized as low, the results of this study still indicate a consistent increase in students' reading comprehension after implementing the Vocabulary Self-Collection Strategy. This finding suggests that VSS improves reading comprehension, particularly for students with low initial ability.

The learning gain obtained in this study should also be seen as part of students' adjustment to a new learning strategy. Since the Vocabulary Self-Collection Strategy was new for most students, they needed time to get used to the learning process. This adjustment period may have affected the overall learning gain. Therefore, the improvement shown in this study

can be considered as an early stage of learning development that could increase with longer implementation.

The improvement in students' performance also reflects changes in their learning attitude. During the implementation of the Vocabulary Self-Collection Strategy, students became more responsible and motivated in learning vocabulary. They participated more actively in class discussions, shared their opinions about word meanings, and helped each other during the learning process. This shows that the VSS not only improved reading comprehension but also encouraged collaborative learning, confidence, and communication skills.

In general, this research's findings demonstrate that the Vocabulary Self-Collection Strategy (VSS) can improve students' reading comprehension at SMK Negeri 5 Majene by helping them build vocabulary knowledge and relate it to the text's context. Through this strategy, students actively engage in learning, becoming more independent and motivated. The increase in the mean score, the positive N-Gain value, and the significant t-test result all indicate that the strategy successfully enhanced students' comprehension.

The findings of this study also indicate that vocabulary-based strategies like the VSS are suitable for students with low initial ability. By focusing on vocabulary within reading activities, students can build a basic understanding that supports reading comprehension. This basic understanding is important for helping students deal with more difficult

texts in the future. As students' vocabulary knowledge improves, their ability to understand different reading texts is also expected to improve.

Therefore, it can be concluded that the VSS is an effective method for improving students' reading comprehension. The strategy not only helps students expand their vocabulary but also increases their motivation and understanding of reading materials. Although the improvement level was categorized as low, the consistent progress shown by the students indicates that the implementation of the Vocabulary Self-Collection Strategy contributed positively to the improvement of students' reading comprehension at SMK Negeri 5 Majene.

Although the results showed that the implementation of the Vocabulary Self-Collection Strategy (VSS) improved students' reading comprehension, this study still had some limitations. First, although some students were able to reach the high category, most students were still in the moderate level. This indicates that the improvement was not yet optimal and was not evenly distributed among all students. However, the shift from low to moderate and the presence of some students in the high category clearly show that there was a positive improvement in students' reading comprehension, even though the increase was not very high. This condition may be influenced by the limited time of the treatment, which was conducted in only three meetings. Second, this research mainly focused on vocabulary development through VSS, so other aspects of reading comprehension were not explored in depth. As a result, the

improvement was more visible in vocabulary understanding rather than in higher-level comprehension skills. Third, this study only involved one class consisting of 24 students, so the findings cannot be generalized to a wider population

Based on these limitations, it is suggested that future researchers conduct similar studies with a longer treatment duration to achieve more optimal results. In addition, future studies can explore other aspects of reading comprehension and involve a larger number of participants to obtain more comprehensive findings.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis and discussion presented in the previous chapter, it can be concluded that the use of the Vocabulary Self-Collection Strategy (VSS) has a positive effect on improving students' reading comprehension at SMK Negeri 5 Majene.

The findings showed that students' average score increased from 52.92 in the pre-test to 64.38 in the post-test. The result of the Paired Sample t-Test obtained a significance value (Sig. 2-tailed) of 0.000, which is smaller than 0.05. This means that there is a significant difference between students' reading comprehension before and after being taught using the VSS. In other words, the VSS was effective in improving students' reading comprehension ability.

The N-Gain score of 0.24 indicates that the improvement belongs to the low gain category. Even though the increase was not very high, it still shows that students experienced progress after the implementation of the strategy.

This finding supports Haggard's (1986) theory, which states that the Vocabulary Self-Collection Strategy helps students become more active in identifying and discussing new vocabulary found in a text. Through this process, students can build stronger connections between

vocabulary and meaning, which helps them understand the reading material better. The results also align with Nation (2022), who explained that vocabulary mastery plays a key role in reading comprehension because students who know more words are more capable of understanding the content and context of a text.

Furthermore, this study is in line with the research by Febrisera and Sugirin (2021) and Abdullah and Abdullah (2024). Their studies found that using the Vocabulary Self-Collection Strategy made students more involved, motivated, and confident in learning English. Similarly, in this research, students were more active in classroom discussions, shared their ideas, and worked together to understand vocabulary and reading materials.

The results of this study also show that reading instruction that emphasizes the active role of students can be an effective alternative in the English language learning process. When students are directly involved in determining the vocabulary to be learned, they feel responsible for their own learning process. This sense of ownership can increase students' motivation and interest in reading activities.

Based on observations during the learning process, the Vocabulary Self-Collection Strategy not only had an impact on test results but also on the students' learning process. Students became more active in reading texts, more confident in expressing their opinions, and more involved in vocabulary discussions. This strategy helped students understand the

meaning of words based on the context of the reading material, thereby supporting their overall understanding of the text.

In conclusion, the Vocabulary Self-Collection Strategy (VSS) is proven to be an effective strategy to improve students' reading comprehension. Although the improvement level was categorized as low, the overall progress and increased student participation indicate that this strategy contributed positively to students' learning process and comprehension skills.

B. Suggestion

Based on the findings and conclusions, several suggestions are proposed for teachers, students, and future researchers.

1. For English Teachers

English teachers are advised to apply the VSS as an alternative way to teach reading comprehension. This strategy can make the learning process more active and engaging because it allows students to explore and understand vocabulary in context. Teachers should guide students in selecting important words, discussing their meanings, and using them in sentences so that vocabulary learning becomes more meaningful and effective.

2. For Students

Students are encouraged to take an active role in learning by participating in discussions and vocabulary selection activities. Through the VSS, students can improve their vocabulary mastery and

reading comprehension while becoming more independent learners. They should also make it a habit to identify unfamiliar words when reading and try to understand their meanings from context.

3. For Future Researchers

Future researchers are recommended to conduct similar studies with more participants or a longer period of implementation to see more optimal results. They may also explore the use of the Vocabulary Self-Collection Strategy in improving other language skills, such as writing or speaking. Moreover, combining quantitative and qualitative data, such as interviews or observations, could provide a deeper understanding of students' attitudes and engagement during the learning process.

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APPENDICES

Appendix 1 Surat Izin Penelitian



PEMERINTAH KABUPATEN MAJENE

DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU (DPM-PTSP)

Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar

IZIN PENELITIAN

Nomor : 500.16.7.2/979/IP/XII/2025

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu, Kepala Dinas Kabupaten Majene, telah membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/906/XII/2025 Tanggal 11 Desember 2025 pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a	: NUR ALISA
Pekerjaan	: Mahasiswi
N I M	: 10256121026
Program Study/Jurusan	: S1 Tarbiyah dan Keguruan
Universitas	: STAIN Majene
Alamat	: Dusun Popenga Desa Popenga Kec. Ulumanda Kab. Majene

Untuk melaksanakan Penelitian di **SMK Negeri 5 Majene** dengan Judul "**THE EFFECTIVENESS VOCABULARY SELF-COLLECTION STRATEGY (VSS) TO IMPROVE STUDENTS' READING COMPREHENSION AT SMK NEGERI 5 MAJENE**" dengan ketentuan:

1. Sebelum dan sesudah melaksanakan kegiatan kepada yang bersangkutan diharapkan melapor kepada Pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari izin yang diberikan
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Surat izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
Pada Tanggal : 15-12-2025
Kepala Dinas


Hi. HASNAWATI, S.Sos.MM.
Pangkat: Pembina Utama Muda
Nip. 19660607 198803 2 015

Appendix 2 Pre-Test and Post-Test

PRE-TEST

Choose the correct answer from the option A, B, C, or D, based on the text

Reading Text

Procedural Text

“Changing Engine Oil”

Changing the engine oil is one of the simplest and most important maintenance jobs in a vehicle. Engine oil lubricates the engine's moving parts and prevents damage caused by friction. If the oil is dirty or too old, it loses its ability to protect the engine, which can lead to overheating or even serious engine damage. The oil should be drained, and the oil filter should be replaced before refilling with new oil. Doing this regularly helps improve engine performance and extends the engine's lifespan.

1. What is the main idea of the text?
 - A. How to repair a car engine
 - B. Why oil filters are expensive
 - C. The importance of changing engine oil
 - D. How to buy engine oil
2. What is the function of engine oil?
 - A. To clean the radiator
 - B. To cool the brakes
 - C. To lubricate engine parts
 - D. To power the vehicle
3. What may happen if the oil is too old?
 - A. It becomes thicker
 - B. It protects better
 - C. It causes overheating
 - D. It starts the engine

4. What does “lubricate” most likely mean?
 - A. Heat
 - B. Oil or reduce friction
 - C. Tighten
 - D. Increase pressure
5. The word “lifespan” in the text is closest in meaning to...
 - A. Efficiency
 - B. Temperature
 - C. Duration of use
 - D. Performance
6. Why is dirty oil bad for the engine?
 - A. It makes the car faster
 - B. It reduces engine protection
 - C. It smells bad
 - D. It strengthens friction
7. What should be replaced when changing engine oil?
 - A. Brake pads
 - B. Engine belt
 - C. Oil filter
 - D. Radiator fan
8. Which of the following is NOT mentioned in the text?
 - A. Radiator cleaning
 - B. Draining oil
 - C. Replacing filter
 - D. Refilling oil
9. What can we infer from the text?
 - A. Old oil improves performance
 - B. Changing oil helps avoid engine problems
 - C. Oil changes are not necessary
 - D. Oil only works when the engine is off

10. The sentence “Doing this regularly helps improve engine performance” suggests that...
- A. Regular oil change is useless
 - B. It keeps the engine dirty
 - C. It helps the engine work better
 - D. The oil should not be replaced
11. Which word means “moving without damage”?
- A. Rotating
 - B. Operating
 - C. Protecting
 - D. Running smoothly
12. How often should engine oil be changed, based on the text?
- A. Rarely
 - B. Once in a lifetime
 - C. When the engine is broken
 - D. Regularly
13. The word “drained” in the text most likely means...
- A. Thrown away
 - B. Emptied out
 - C. Replaced
 - D. Stored
14. What part of the engine helps hold the oil?
- A. Piston
 - B. Oil filter
 - C. Oil pan
 - D. Carburetor
15. Why is oil filter replacement important?
- A. To make the oil smell good
 - B. To prevent clogging and improve circulation
 - C. To increase fuel
 - D. To power the battery

16. What happens if you don't change oil regularly?
- A. Engine becomes cleaner
 - B. Engine overheats and wears out faster
 - C. Engine cools down
 - D. Engine makes less noise
17. The word "Engine" in the text refer to...
- A. The body of the car
 - B. The part that produces power to move the car
 - C. The wheel of the vehicle
 - D. The seat inside the car
18. The word "filter" in the text mean....
- A. A part that adds oil
 - B. A tool that removes dirt from the oil
 - C. A pipe that sends oil to the engine
 - D. A machine that makes oil
19. The word "replace" in the text is closest in meaning to...
- A. Change with a new one
 - B. Repair the old one
 - C. Keep using the same one
 - D. Wash and clean it
20. The Word "maintenance" in the text most likely means
- A. Engine failure
 - B. Cleaning the car's body
 - C. Keeping the vehicle in good condition
 - D. Adding fuel to the tank

POST-TEST

Choose the correct answer from the option A, B, C, or D, based on the text

Reading Text

"Vehicle Safety Inspection"

Before a car is used for a long trip, it should go through a safety inspection. Mechanics will check important parts such as brakes, tires, lights, and the steering system. If brake pads are too thin or worn out, they should be replaced. Tire pressure must also be checked, as low pressure can lead to poor handling. Lights must work properly, especially headlights and brake lights. Finally, the steering wheel should not shake or make strange noises. A complete inspection helps prevent accidents and keeps the vehicle safe to drive.

1. What is the main purpose of a vehicle safety inspection?
 - A. To clean the engine
 - B. To reduce fuel usage
 - C. To avoid breakdowns and accidents
 - D. To increase speed
2. Which part is **not** mentioned in the inspection?
 - A. Engine oil
 - B. Brakes
 - C. Tires
 - D. Lights
3. What might happen if tire pressure is too low?
 - A. The car will go faster
 - B. The handling will be poor
 - C. The brakes will lock
 - D. The battery will die
4. "Worn out" brake pads should be...
 - A. Polished
 - B. Repaired

- C. Ignored
 - D. Replaced
5. What does “handling” mean in the text?
 - A. Control of the car
 - B. Tire grip
 - C. Speed
 - D. Light condition
 6. If the steering wheel shakes, what should a mechanic do?
 - A. Fill up fuel
 - B. Change the brakes
 - C. Inspect the steering system
 - D. Replace the tires
 7. What does the word "inspection" mean?
 - A. Perbaikan
 - B. Pemeriksaan
 - C. Pergantian
 - D. Pencucian
 8. The opposite of “safe” is...
 - A. Secure
 - B. Bright
 - C. Dangerous
 - D. Strong
 9. What part of the car controls direction?
 - A. Headlight
 - B. Brake pad
 - C. Steering wheel
 - D. Bumper
 10. “They should be replaced” refers to...
 - A. Worn tires
 - B. Old brakes

- C. Dirty oil
 - D. Broken windows
11. Which sentence is true based on the text?
- A. All cars must have sunroof
 - B. Brake lights are not important
 - C. A shaky steering wheel is a danger sign
 - D. Tires should be over-inflated
12. The word “properly” in “lights must work properly” means...
- A. Weakly
 - B. Slowly
 - C. Correctly
 - D. Frequently
13. What is the result of not checking the lights?
- A. You may drive faster
 - B. Visibility becomes dangerous
 - C. The brakes will fail
 - D. The tires get flat
14. If a strange noise comes from the steering wheel, what does it indicate?
- A. Engine overheating
 - B. Loose or damaged parts
 - C. Low oil
 - D. Broken lights
15. What does the mechanic do during inspection?
- A. Installs radios
 - B. Paints the vehicle
 - C. Checks critical components
 - D. Changes the horn sound
16. How does the inspection help the driver?
- A. Improves comfort only
 - B. Saves fuel

- C. Prevents accidents
 - D. Lowers car value
17. The word “mechanic” in the text means...?
- A. someone who sells car
 - B. Someone who repairs vehicles
 - C. Someone who drives buses
 - D. Someone who cleans the garage
18. The word “Prevent” in the text means..?
- A. To cause something
 - B. To stop something from happening
 - C. To clean or fix something
 - D. To make something worse
19. The word “worn out” is closest in meaning to..?
- A. Damaged because of long use
 - B. Brand new
 - C. Repaired and clean
 - D. Strong and shiny
20. The word “Inspection” in the text most nearly means..?
- A. Careful checking or examination
 - B. Fast repair
 - C. Simple Cleaning
 - D. Engine replacement

Answer Key

Pre-Test	Post-Test
1. C	1. C
2. C	2. A
3. C	3. B
4. B	4. D
5. C	5. A
6. B	6. C
7. C	7. B
8. A	8. C
9. B	9. C
10. C	10. B
11. D	11. C
12. D	12. C
13. B	13. B
14. C	14. B
15. B	15. C
16. B	16. C
17. B	17. B
18. B	18. B
19. A	19. A
20. C	20. A

Appendix 3 Reading Texts

How to Check Engine Oil Level

Checking the engine oil level is an important part of basic vehicle maintenance. First, ensure that the engine is off and the car is parked on a level surface. Then, open the hood and locate the dipstick. Pull the dipstick out, wipe it clean, and put it back in all the way. Pull it out once more to observe the oil level. If the level is below the minimum mark, slowly add oil through the oil filler cap. Be careful not to overfill. Maintaining the proper engine oil level helps the engine run smoothly and prevents damage from friction.

Reading text

“How to Maintain a Motorcycle Engine”

A Motorcycle engine need regular maintenance to keep it running smoothly. The first step is to check the engine oil. Engine oil helps to reduce friction between moving parts. If the oil is dirty or low, the engine can be damaged. The next step is to clean the air filter. A clean air filter allows more air to enter the engine and improves combustion. Then, check the spark plug. The spark plug is important to start to engine. If it is dirty or broken, the engine will not start easily. Finally, make sure the cooling system works properly to prevent overheating. By doing these simple maintenance steps, the motorcycle engine will last longer and perform better.

Reading text

“The Function of Radiator in a Vehicle”

A Radiator is an important part of a vehicle's cooling system. Its main function is to keep the engine temperature stable. When the engine works, it produce heat. The coolant absorbs this heat and flows into the radiator. Inside the radiator, the coolant is cooled by air that passes through the radiator fins. Then, the cool liquid returns to the engine to absorb more heat. If the radiator does not work properly, the engine can overheat and be damaged. Therefore, checking the radiator regularly and making sure there is enough coolant is very important to keep the engine in good condition.

Appendix 4 VSS Worksheet

Student Name:

Class / Department:

Date:

Text Title:

No.	Selected Vocabulary	Reason for Selection	Predicted Meaning	Source of Meaning (Dictionary / Friend)	New Sentence Using the Word

Instructions:

1. Read the assigned English text.
2. Identify and highlight words that you find important, difficult, or interesting.
3. Write the selected word in the “Selected Vocabulary” column.
4. Explain why you chose the word (e.g., unfamiliar, frequently appears, important in context).
5. Predict the meaning first, then confirm it using available sources.
6. Create a new sentence using the word (you may relate it to your field of study).
7. Determined the Idea

Appendix 5 Students' Worksheet Result

VSS WORKSHEET

Student Name : MULH. RIF. R.
 Class : XI. THRO
 Date : SEN. 12. 2026
 Text Title : How To Check Engine oil level

No.	Selected Vocabulary	Reason for Selection	Predicted Meaning	Source of Meaning (Dictionary / Friend)	New Sentence Using the Word
1.	engine	- karena bagian penting dari mobil	mesin kendaraan -n mobil/motor -OR	dari Google -hp	I open the engine
2.	dipstick	- karena tidak tau kata ini	alat untuk cek oli	dari Google -hp	I use a dipstick
3.	hood	- karena kata ini masih baru bagi saya	kop mesin	dari cer 6PT	I open the car hood
4.	Friction	- karena kata ini masih baru bagi saya	gesekan	dari cer 6PT	I see friction in the car engine
5.	Maintenance	- karena kata ini sulit di pahami	Perawatan	dari Google	I maintain the car
6.	insert	- karena kata ini di gunakan dalam bahasa Inggris - bahasa Inggris	memasukkan	dari cer 6PT	I insert it into the car engine.
7.	wipe	- karena saya sering melihat kata ini	mengelap	dari Google	I wipe the car window
8.	insert	- karena merubuhkan tindakan penting	memasukkan	dari Google	I insert the piston

VSS WORKSHEET

Student Name : AHMAD FAHREZI
 Class : XI. TKRO
 Date : 12/01/2026
 Text Title : How to check engine oil level

No.	Selected Vocabulary	Reason for Selection	Predicted Meaning	Source of Meaning (Dictionary / Friend)	New Sentence Using the Word
1.	maintenance	Baru lihat	Pemeliharaan dan perawatan	AI	Perawatan mesin mobil
2.	Surface	Baru lihat	permukaan	AI	permukaan kendaraan.
3.	parked	Baru lihat	parkir	AI	Parkir kendaraan
4.	ensure	Baru lihat	memastikan	AI	memastikan mesin
5.	careful	Baru lihat	hati-hati	AI	masih bagus
			Hati-Hati	AI	Hati-Hati mesin
6.	wipe	Tidak ingat	mengelap atau membersihkan	AI	Paras mengelap kaca mobil
7.	smoothly	Tidak ingat	lancar, mulus	AI	mesin lancar
8.	prevents	Baru lihat	mencegah	AI	mencegah rusak

Students' Worksheet Result in the second Treatment

VSS WORKSHEET

Student Name : Norsalim Saputra
 Class : XI Per
 Date :
 Text Title : How to ~~check~~ maintain a motorcycle engine

No.	Selected Vocabulary	Reason for Selection	Predicted Meaning	Source of Meaning (Dictionary / Friend)	New Sentence Using the Word
1	maintenance	Familiar	Pemeliharaan	Friend	Maintenance is important to keep the vehicle in good condition
2	Damaged	Belum paham	Kerusakan	Dictionary	Lack of maintenance can cause damage to the engine
3	Combustion	Familiar	Pembakaran	Friend	Combustion occurs inside the engine cylinder
4	Spark plug	familiar	Busi	Dictionary	A damaged spark plug ignites the fuel-air

= Teks tersebut membahas bagaimana mesin sepeda motor memerlukan perawatan rutin agar dapat bekerja dengan baik

VSS WORKSHEET

Student Name : Ahmad d2akY
Class : XI The
Date :
Text Title : How to maintain a motorcycle engine

No.	Selected Vocabulary	Reason for Selection	Predicted Meaning	Source of Meaning (Dictionary / Friend)	New Sentence Using the Word
1.	damaged	familiar	kerusakan	Dictionary	Lack of maintenance can make the engine damaged
2.	Combustion	Ikarena tidak tahu artinya	Pembakaran	Friend	Lack of maintenance can cause damage to the engine
3.	overheating	tidak paham artinya	Pertakutan Panas	Kamus	overheating can damage the motorcycle engine
4.	spark plug	belum paham	busi	friend	a damaged spark plug ignites the fuel air

VSS WORKSHEET

Student Name : AHMAD FARREZI
 Class : XI - TKR
 Date :
 Text Title : How to maintain a motorcycle engine

No.	Selected Vocabulary	Reason for Selection	Predicted Meaning	Source of Meaning (Dictionary / Friend)	New Sentence Using the Word
1.	Smoothly	familiar	mulus	lcamus	proper lubrication helps the engine to run smoothly
2.	Combustion	Baru lihat	Pembakaran	friend	Combustion occurs inside engine
3.	overheating	terlalu panas tidak tau	terlalu Panas	Kamus	overheating can damage the motorcycle engine
4.	the air filter				
4.	the air filter	filter udara		friend	The filter keeps dirt out of the engine

Ida Pokok :

Students' Worksheet Result in Treatment

VSS WORKSHEET

Student Name : AHMAD FAHREZI
 Class : XI.TKRO
 Date : 19/01/2026
 Text Title : The Function Of Radiator in a Vehicle

No.	Selected Vocabulary	Reason for Selection	Predicted Meaning	Source of Meaning (Dictionary / Friend)	New Sentence Using the Word
1.	Vehicle	tidak tahu	Kendaraan	AI/Google	Vehicle drive off kendaraan itu This vehicle
2.	Moving	Baru lihat	Bergerak	AI/Google	is fast mobil itu bergerak The car is moving
3.	Coolant	Baru lihat	pendingin	AI/Google	mobil The car needs coolant
4.	Properly	Baru lihat	dengan baik	AI/Google	Use the tools properly
5.	Condition	lupa	Kondisi	AI/Google	check the engine condition

Ide Radiator :
 The radiator plays an important role in keeping the engine temperature stable by cooling the engine temperature stable and preventing overheating.

VSS WORKSHEET

Student Name : MANGGA
 Class : XI TKR
 Date : 18/08/2026.
 Text Title : THE FUNCTION OF RADIATOR IN A VEHICLE.

No.	Selected Vocabulary	Reason for Selection	Predicted Meaning	Source of Meaning (Dictionary / Friend)	New Sentence Using the Word
①	VEHICLE	Kendaraan	Kendaraan	AI-google	Kendaraan itu sangat cepat.
②	MOVING	Bergerak	Bergerak	AI-google	LAJU.
③	COOLANT	Pendingin	Pendingin	AI-google	THIS VEHICLE IS FAST
④	PROPERTY	dengan baik di safari	dengan Baik	AI-google	THE CAR IS MOVING THE CAR IS MOVING
⑤	CONDITION	Tidak Tahu.	kondisi	AI-google	THE CAR NEED S COOLANT USE THE TO OILS PROPERLY CHECK THE ENGINE CON DITION.

VSS WORKSHEET

Student Name : GENA
 Class : XI Tiro
 Date : 19/01/2020
 Text Title : The Function of radiator in a vehicle

No.	Selected Vocabulary	Reason for Selection	Predicted Meaning	Source of Meaning (Dictionary / Friend)	New Sentence Using the Word
1.	Vehicle	Tidak tau	kendaraan	AI/google	It is a vehicle off It is a vehicle off It is a vehicle off This vehicle is fast
2.	moving	Tidak tau	Bergerak	AI/google	The car is moving
3.	Coolant	- - -	Pendingin	AI/google	The car needs coolant
4.	Properly	- - -	dengan baik	AI/google	Use the tools properly
5.	condition	- - -	keadaaan	AI/google	Check the engine condition

ide Pokok :

The radiator plays an important role in keeping the engine temperature stable by cooling the engine and preventing

Appendix 6 Students' Pre-Test Results

Name : Ahmad dzaqy

Kelas : XI - TKR

PRE-TEST

Choose the correct answer from the option A, B, C, or D, based on the text

Reading Text

"Changing Engine Oil"

Changing the engine oil is one of the simplest and most important maintenance jobs in a vehicle. Engine oil lubricates the engine's moving parts and prevents damage caused by friction. If the oil is dirty or too old, it loses its ability to protect the engine, which can lead to overheating or even serious engine damage. The oil should be drained, and the oil filter should be replaced before refilling with new oil. Doing this regularly helps improve engine performance and extends the engine's lifespan.

1. What is the main idea of the text?
☒ A. How to repair a car engine
B. Why oil filters are expensive
C. The importance of changing engine oil
D. How to buy engine oil
2. What is the function of engine oil?
A. To clean the radiator
B. To cool the brakes
☒ C. To lubricate engine parts
☒ D. To power the vehicle
3. What may happen if the oil is too old?
A. It becomes thicker
B. It protects better
☒ C. It causes overheating
D. It starts the engine
4. What does "lubricate" most likely mean?
A. Heat
☒ B. Oil or reduce friction

0

0

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6

- C. Tighten
D. Increase pressure
5. The word "lifespan" in the text is closest in meaning to...
- ☒ A. Efficiency
 - B. Temperature
 - C. Duration of use
 - D. Performance
6. Why is dirty oil bad for the engine?
- A. It makes the car faster
 - B. It reduces engine protection
 - ☒ C. It smells bad
 - D. It strengthens friction
7. What should be replaced when changing engine oil?
- A. Brake pads
 - B. Engine belt
 - ☒ C. Oil filter
 - D. Radiator fan
8. Which of the following is NOT mentioned in the text?
- A. Radiator cleaning
 - ☒ B. Draining oil
 - C. Replacing filter
 - D. Refilling oil
9. What can we infer from the text?
- A. Old oil improves performance
 - ☒ B. Changing oil helps avoid engine problems
 - C. Oil changes are not necessary
 - D. Oil only works when the engine is off
10. The sentence "Doing this regularly helps improve engine performance" suggests that
- A. Regular oil change is useless
 - B. It keeps the engine dirty

- ~~X~~ It helps the engine work better ✓ 5
D. The oil should not be replaced
11. Which word means “moving without damage”?
- A. Rotating
B. Operating
C. Protecting 5
~~X~~ Running smoothly -
12. How often should engine oil be changed, based on the text?
- A. Rarely
B. Once in a lifetime
~~X~~ When the engine is broken 0
D. Regularly
13. The word “drained” in the text most likely means...
- A. Thrown away
~~X~~ Emptied out ✓ 5
C. Replaced
D. Stored
14. What part of the engine helps hold the oil?
- A. Piston
B. Oil filter
C. Oil pan 0
~~X~~ Carburetor
15. Why is oil filter replacement important?
- A. To make the oil smell good
~~X~~ To prevent clogging and improve circulation ✓ 5
C. To increase fuel
D. To power the battery
16. What happens if you don’t change oil regularly?
- ~~X~~ Engine becomes cleaner
B. Engine overheats and wears out faster 0

- C. Engine cools down
D. Engine makes less noise
17. The word "Engine" in the text refer to...
- A. The body of the car
☒ B. The part that produces power to move the car ✓ 5
C. The wheel of the vehicle
D. The seat inside the car
18. The word "filter" un the text mean....
- ☒ A. A part that adds oil
B. A tool that removes dirt from the oil 0
C. A pipe that sends oil the engine
D. A machine that makes oil
19. The word "replace" in the text is closest in meaning to...
- A. Change with a new one
B. Repair the old one
☒ C. Keep using the some one 0
D. Wash and clean it
20. The Word "maintenance" in the text most likely means
- A. Engine failure
B. Cleaning the car's body
☒ C. Keeping the vehicle in good condition ✓ 5
D. Adding fuel to the tank

NAMA : RUMPO FAHREZI

PRE-TEST

Choose the correct answer from the option A, B, C, or D, based on the text

Reading Text

“Changing Engine Oil”

Changing the engine oil is one of the simplest and most important maintenance jobs in a vehicle. Engine oil lubricates the engine's moving parts and prevents damage caused by friction. If the oil is dirty or too old, it loses its ability to protect the engine, which can lead to overheating or even serious engine damage. The oil should be drained, and the oil filter should be replaced before refilling with new oil. Doing this regularly helps improve engine performance and extends the engine's lifespan.

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 - A. How to repair a car engine
 - ~~B. Why oil filters are expensive~~
 - C. The importance of changing engine oil
 - D. How to buy engine oil
2. What is the function of engine oil?
 - A. To clean the radiator
 - B. To cool the brakes
 - ~~C. To lubricate engine parts~~
 - ~~D. To power the vehicle~~
3. What may happen if the oil is too old?
 - A. It becomes thicker
 - B. It protects better
 - ~~C. It causes overheating~~ ✓ 5
 - D. It starts the engine
4. What does “lubricate” most likely mean?
 - A. Heat
 - ~~B. Oil or reduce friction~~ ✗

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- C. Tighten 0
- ~~B~~. Increase pressure
5. The word "lifespan" in the text is closest in meaning to...
- A. Efficiency
- ~~B~~. Temperature 0
- C. Duration of use
- D. Performance
6. Why is dirty oil bad for the engine?
- A. It makes the car faster
- ~~B~~. It reduces engine protection ✓ 5
- C. It smells bad
- D. It strengthens friction
7. What should be replaced when changing engine oil?
- A. Brake pads
- B. Engine belt
- ~~C~~. Oil filter ✓ 5
- D. Radiator fan
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- A. Radiator cleaning
- ~~B~~. Draining oil 0
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- C. Oil changes are not necessary
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- A. Regular oil change is useless
- B. It keeps the engine dirty

- ~~C.~~ It helps the engine work better ✓ 5
D. The oil should not be replaced

11. Which word means “moving without damage”?

- ~~A.~~ Rotating
B. Operating
C. Protecting
D. Running smoothly 0

12. How often should engine oil be changed, based on the text?

- A. Rarely
B. Once in a lifetime
C. When the engine is broken 5
~~D.~~ Regularly ✓

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- A. Thrown away
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D. Stored

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C. Oil pan
D. Carburetor

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- A. To make the oil smell good
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C. To increase fuel
D. To power the battery

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- ~~A.~~ Engine becomes cleaner 0
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- D. Engine makes less noise

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- C. A pipe that sends oil the engine
- D. A machine that makes oil

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- ☒ A. Change with a new one ✓ 5
- B. Repair the old one
- C. Keep using the some one
- D. Wash and clean it

20. The Word "maintenance" in the text most likely means

- A. Engine failure
- B. Cleaning the car's body
- ☒ C. Keeping the vehicle in good condition ✓ 5
- D. Adding fuel to the tank

NAME : SYIDDIA

Kelas : XI Tbr

PRE-TEST

Choose the correct answer from the option A, B, C, or D, based on the text

Reading Text

“Changing Engine Oil”

Changing the engine oil is one of the simplest and most important maintenance jobs in a vehicle. Engine oil lubricates the engine's moving parts and prevents damage caused by friction. If the oil is dirty or too old, it loses its ability to protect the engine, which can lead to overheating or even serious engine damage. The oil should be drained, and the oil filter should be replaced before refilling with new oil. Doing this regularly helps improve engine performance and extends the engine's lifespan.

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 - B. To cool the brakes
 - ☒ C. To lubricate engine parts ✓ 5
 - D. To power the vehicle
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 - A. It becomes thicker
 - ☒ B. It protects better 0
 - C. It causes overheating
 - D. It starts the engine
4. What does “lubricate” most likely mean?
 - A. Heat
 - ☒ B. Oil or reduce friction ✓ 5

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- C. Tighten
D. Increase pressure
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☒ B. Engine belt 0
C. Oil filter
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D. Carburetor
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 - ☒ B. The part that produces power to move the car ✓
 - C. The wheel of the vehicle 5
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 - ☒ C. Keeping the vehicle in good condition ✓ 5
 - D. Adding fuel to the tank

Nama = dzaki Syahrul Ibad
Kelas = XI - TKR

PRE-TEST

Choose the correct answer from the option A, B, C, or D, based on the text

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“Changing Engine Oil”

Changing the engine oil is one of the simplest and most important maintenance jobs in a vehicle. Engine oil lubricates the engine's moving parts and prevents damage caused by friction. If the oil is dirty or too old, it loses its ability to protect the engine, which can lead to overheating or even serious engine damage. The oil should be drained, and the oil filter should be replaced before refilling with new oil. Doing this regularly helps improve engine performance and extends the engine's lifespan.

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B. Oil or reduce friction

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 - ☐ C. Keep using the some one 0
 - ☒ D. Wash and clean it
20. The Word "maintenance" in the text most likely means
- ☐ A. Engine failure
 - ☐ B. Cleaning the car's body
 - ☒ C. Keeping the vehicle in good condition ✓ 5
 - ☐ D. Adding fuel to the tank

nama = nur nasrul hana
kelas = XIB TKR

PRE-TEST

Choose the correct answer from the option A, B, C, or D, based on the text

Reading Text

"Changing Engine Oil"

Changing the engine oil is one of the simplest and most important maintenance jobs in a vehicle. Engine oil lubricates the engine's moving parts and prevents damage caused by friction. If the oil is dirty or too old, it loses its ability to protect the engine, which can lead to overheating or even serious engine damage. The oil should be drained, and the oil filter should be replaced before refilling with new oil. Doing this regularly helps improve engine performance and extends the engine's lifespan.

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D. It starts the engine
4. What does "lubricate" most likely mean?
☒ A. Heat
B. Oil or reduce friction

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0

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5

0

- C. Tighten
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B. Engine belt 5
☒ C. Oil filter ✓
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9. What can we infer from the text?
- ☒ A. Old oil improves performance
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- ☒ A. Regular oil change is useless
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A. Rotating
B. Operating
C. Protecting
☒ D. Running smoothly ✓ 5
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D. Stored 0
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☒ A. Piston
B. Oil filter
C. Oil pan
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20. The Word "maintenance" in the text most likely means
- A. Engine failure
 - B. Cleaning the car's body
 - C. Keeping the vehicle in good condition
 - ☒ D. Adding fuel to the tank

Appendix 7 Students' Post-Test Results

Name = Ahmad dZaky
class = XI - TlCR

POST-TEST

Choose the correct answer from the option A, B, C, or D, based on the text

Reading Text

"Vehicle Safety Inspection"

Before a car is used for a long trip, it should go through a safety inspection. Mechanics will check important parts such as brakes, tires, lights, and the steering system. If brake pads are too thin or worn out, they should be replaced. Tire pressure must also be checked, as low pressure can lead to poor handling. Lights must work properly, especially headlights and brake lights. Finally, the steering wheel should not shake or make strange noises. A complete inspection helps prevent accidents and keeps the vehicle safe to drive.

1. What is the main purpose of a vehicle safety inspection?
 - A. To clean the engine
 - B. To reduce fuel usage
 - ☒ C. To avoid breakdowns and accidents ✓ 5
 - D. To increase speed
2. Which part is **not** mentioned in the inspection?
 - ☒ A. Engine oil ✓ 5
 - B. Brakes
 - C. Tires
 - D. Lights
3. What might happen if tire pressure is too low?
 - A. The car will go faster
 - ☒ B. The handling will be poor ✓ 5
 - C. The brakes will lock
 - D. The battery will die
4. "Worn out" brake pads should be...
 - ☒ A. Polished 0
 - B. Repaired

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- C. Ignored
D. Replaced
5. What does "handling" mean in the text?
☒ A. Control of the car ✓ 5
B. Tire grip
C. Speed
D. Light condition
6. If the **steering wheel shakes**, what should a mechanic do?
A. Fill up fuel
☒ B. Change the brakes 5
C. Inspect the steering system 0
D. Replace the tires
7. What does the word "**inspection**" mean?
A. Perbaikan
☒ B. Pemeriksaan ✓ 5
C. Pergantian
D. Pencucian
8. The opposite of "safe" is...
A. Secure
B. Bright
☒ C. Dangerous ✓ 5
D. Strong
9. What part of the car controls direction?
A. Headlight
B. Brake pad
☒ C. Steering wheel ✓ 5
D. Bumper
10. "They should be replaced" refers to...
☒ A. Worn tires
B. Old brakes

- C. Dirty oil
D. Broken windows
11. Which sentence is true based on the text?
- A. All cars must have sunroof
B. Brake lights are not important b
C. A shaky steering wheel is a danger sign
~~X~~ Tires should be over-inflated
12. The word "properly" in "lights must work properly" means...
- A. Weakly
B. Slowly
C. Correctly b
~~X~~ Frequently
13. What is the result of **not checking the lights**?
- A. You may drive faster
~~X~~ B. Visibility becomes dangerous ✓ 5
C. The brakes will fail
D. The tires get flat
14. If a **strange noise** comes from the steering wheel, what does it indicate?
- A. Engine overheating
~~X~~ B. Loose or damaged parts ✓ 5
C. Low oil
D. Broken lights
15. What does the mechanic do during inspection?
- A. Installs radios
~~X~~ B. Paints the vehicle b
C. Checks critical components
D. Changes the horn sound
16. How does the inspection help the driver?
- A. Improves comfort only
~~X~~ B. Saves fuel b

C. Prevents accidents

D. Lowers car value

17. The word "mechanic" in the text means...?

A. someone who sells car

~~X~~ Someone who repairs vehicles ✓ 5

C. Someone who drives buses

D. Someone who cleans the garage

18. The word "Prevent" in the text means..?

A. To cause something

B. To stop something from happening

~~X~~ To clean or fix something

D. To make something worse

19. The word "worn out" is closest in meaning to..?

~~X~~ Damaged because of long use ✓ 5

B. Brand new

C. Repaired and clean

D. Strong and shiny

20. The word "Inspection" in the text most nearly means..?

~~X~~ Careful checking or examination ✓

B. Fast repair

C. Simple Cleaning

D. Engine replacement 5

AHMAD FAHREZI

POST-TEST

Choose the correct answer from the option A, B, C, or D, based on the text

Reading Text

"Vehicle Safety Inspection"

Before a car is used for a long trip, it should go through a safety inspection. Mechanics will check important parts such as brakes, tires, lights, and the steering system. If brake pads are too thin or worn out, they should be replaced. Tire pressure must also be checked, as low pressure can lead to poor handling. Lights must work properly, especially headlights and brake lights. Finally, the steering wheel should not shake or make strange noises. A complete inspection helps prevent accidents and keeps the vehicle safe to drive.

1. What is the main purpose of a vehicle safety inspection?
 - A. To clean the engine
 - B. To reduce fuel usage
 - ☒ C. To avoid breakdowns and accidents ✓ 5
 - D. To increase speed
2. Which part is **not** mentioned in the inspection?
 - A. Engine oil
 - B. Brakes
 - ☒ C. Tires 0
 - D. Lights
3. What might happen if tire pressure is too low?
 - A. The car will go faster
 - ☒ B. The handling will be poor ✓ 5
 - C. The brakes will lock
 - D. The battery will die
4. "Worn out" brake pads should be...
 - A. Polished
 - B. Repaired

(65)

- C. Ignored 5
- ~~D. Replaced~~ ✓
5. What does "handling" mean in the text?
- ~~A. Control of the car~~ ✓
- B. Tire grip 5
- C. Speed
- D. Light condition
6. If the **steering wheel shakes**, what should a mechanic do?
- A. Fill up fuel
- B. Change the brakes
- C. Inspect the steering system 0
- ~~D. Replace the tires~~
7. What does the word "**inspection**" mean?
- A. Perbaikan
- B. Pemeriksaan
- ~~C. Pergantian~~ 0
- D. Pencucian
8. The opposite of "safe" is...
- A. Secure
- B. Bright
- ~~C. Dangerous~~ ✓ 5
- D. Strong
9. What part of the car controls direction?
- A. Headlight
- B. Brake pad
- C. Steering wheel 0
- ~~D. Bumper~~
10. "They should be replaced" refers to...
- A. Worn tires
- B. Old brakes

- ~~X~~ Dirty oil
D. Broken windows
11. Which sentence is true based on the text?
A. All cars must have sunroof
~~X~~ Brake lights are not important
C. A shaky steering wheel is a danger sign
D. Tires should be over-inflated
12. The word "properly" in "lights must work properly" means...
A. Weakly
B. Slowly
~~X~~ Correctly ✓
D. Frequently
13. What is the result of **not checking the lights**?
A. You may drive faster
~~X~~ Visibility becomes dangerous ✓
C. The brakes will fail
D. The tires get flat
14. If a **strange noise** comes from the steering wheel, what does it indicate?
A. Engine overheating
~~X~~ Loose or damaged parts ✓
C. Low oil
D. Broken lights
15. What does the mechanic do during inspection?
A. Installs radios
B. Paints the vehicle
C. Checks critical components
~~X~~ Changes the horn sound
16. How does the inspection help the driver?
A. Improves comfort only
~~X~~ Saves fuel ✓

C. Prevents accidents

D. Lowers car value

17. The word "mechanic" in the text means...?

A. someone who sells car

☒ B. Someone who repairs vehicles ~

C. Someone who drives buses

D. Someone who cleans the garage

18. The word "Prevent" in the text means..?

A. To cause something

☒ B. To stop something from happening ✓

C. To clean or fix something

D. To make something worse

19. The word "worn out" is closets in meaning to..?

☒ A. Damaged because of long use ✓

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20. The word "Inspection" in the text most nearly means..?

☒ A. Careful checking or examination ✓

B. Fast repair

C. Simple Cleaning

D. Engine replacement

Name: Syiddia
Kolar: XI. TKR

POST-TEST

Choose the correct answer from the option A, B, C, or D, based on the text

Reading Text

"Vehicle Safety Inspection"

Before a car is used for a long trip, it should go through a safety inspection. Mechanics will check important parts such as brakes, tires, lights, and the steering system. If brake pads are too thin or worn out, they should be replaced. Tire pressure must also be checked, as low pressure can lead to poor handling. Lights must work properly, especially headlights and brake lights. Finally, the steering wheel should not shake or make strange noises. A complete inspection helps prevent accidents and keeps the vehicle safe to drive.

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4. "Worn out" brake pads should be...
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70

- C. Ignored
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- C. Dirty oil
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- A. Improves comfort only
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- ☒ C. Prevents accidents ✓ 5
D. Lowers car value

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B. Fast repair
☒ C. Simple Cleaning
D. Engine replacement

Nama : dzaki buhaili 1kd
XI Tkr

POST-TEST

Choose the correct answer from the option A, B, C, or D, based on the text

Reading Text

"Vehicle Safety Inspection"

Before a car is used for a long trip, it should go through a safety inspection. Mechanics will check important parts such as brakes, tires, lights, and the steering system. If brake pads are too thin or worn out, they should be replaced. Tire pressure must also be checked, as low pressure can lead to poor handling. Lights must work properly, especially headlights and brake lights. Finally, the steering wheel should not shake or make strange noises. A complete inspection helps prevent accidents and keeps the vehicle safe to drive.

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B. Saves fuel

C. Prevents accidents

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D. Engine replacement

Nur Nagrul Haq
XI TKE

POST-TEST

Choose the correct answer from the option A, B, C, or D, based on the text

Reading Text

"Vehicle Safety Inspection"

Before a car is used for a long trip, it should go through a safety inspection. Mechanics will check important parts such as brakes, tires, lights, and the steering system. If brake pads are too thin or worn out, they should be replaced. Tire pressure must also be checked, as low pressure can lead to poor handling. Lights must work properly, especially headlights and brake lights. Finally, the steering wheel should not shake or make strange noises. A complete inspection helps prevent accidents and keeps the vehicle safe to drive.

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(65)

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- A. Fill up fuel
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 - ☒ C. Checks critical components ✓ 5
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- ☒ A. Improves comfort only 8
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C. Prevents accidents

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A. Damaged because of long use

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20. The word "Inspection" in the text most nearly means..?

A. Careful checking or examination

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C. Simple Cleaning

D. Engine replacement

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Appendix 8: Modul Ajar

Modul Ajar

1. Treatment pertama
- A. Identitas Modul

Komponen	Keterangan
Sekolah	SMK Negeri 5 Majene
Mata Pelajaran	Bahasa Inggris
Kelas/Semester	XI / Ganjil
Jurusan	Teknik Kendaraan Ringan
Materi	Reading Comprehension
Jenis Teks	Procedural Text
Topik	How to Check Engine Oil Level
Alokasi Waktu	2 x 45 menit
Model Pembelajaran	Vocabulary Self-Collection Strategy (VSS)

-
- B. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, siswa diharapkan mampu:

1. Mengidentifikasi kosakata penting dalam teks prosedur.
2. Menentukan makna kosakata berdasarkan konteks.
3. Memahami isi teks prosedur secara keseluruhan.
4. Meningkatkan (improve) kemampuan membaca melalui penggunaan strategi VSS.

-
-
- C. Materi Pembelajaran

1. Procedural Teks

The Function of Radiator in a Vehicle

A Radiator is an important part of a vehicle's cooling system. Its main function is to keep the engine temperature stable. When the engine works, it produce heat. The coolant absorbs this heat and flows into the radiator. Inside the radiator, the coolant is cooled by air that passes through the radiator fins. Then, the cool liquid returns to the engine to absorb more heat. If the radiator does not work properly, the engine can overheat and be damaged. Therefore, checking the radiator regularly and making sure there is enough coolant is very important to keep the engine in good condition.

-
-
-
- D. Metode dan Media

- Metode: Discussion, Collaborative Learning
- Model: VSS (Vocabulary Self-Collection Strategy)
- Media: Text sheet, worksheet VSS

E. Langkah-langkah pembelajaran

1. Pendahuluan (15 Menit)

- Guru membuka pelajaran
- Guru memberikan persepsi tentang pentingnya reading comprehension
- Guru menyampaikan tujuan pembelajaran
- Guru menjelaskan secara singkat strategi VSS

2. Inti (75 Menit)

a. Exploration

- Guru membagikan teks kepada siswa
- Guru menjelaskan cara kerja VSS

b. Elaboration (VSS Steps)

Siswa melakukan langkah berikut:

- 1) Guru membagi siswa dalam kelompok
- 2) Membaca teks secara individu
- 3) Memilih kosakata penting/sulit sambil berdiskusi dengan teman kelompok dan mengisi worksheet yang dibagikan oleh guru
- 4) Menuliskan alasan memilih kata
- 5) Menebak makna kata
- 6) Membuat kalimat sederhana
- 7) Presentasi hasil diskusi
- 8) Guru memberikan klarifikasi makna kata

3. Kegiatan Penutup (15 menit)

- Guru dan siswa menyimpulkan pembelajaran
- Refleksi

F. Penilaian

Aspek	Indikator	Teknik
Reading Comprehension	Memahami isi teks	Tes
Vocabulary	Memahami makna kata	Worksheet
Participation	Keaktifan diskusi	Observasi

G. Lampiran

WorkSheet VSS

Student Name:

Class / Department:

Date:

Text Title:

No.	Selected Vocabulary	Reason for Selection	Predicted Meaning	Source of Meaning (Dictionary / Friend)	New Sentence Using the Word

Instructions:

1. Read the assigned English text.
2. Identify and highlight words that you find important, difficult, or interesting.
3. Write the selected word in the “Selected Vocabulary” column.
4. Explain why you chose the word (e.g., unfamiliar, frequently appears, important in context).
5. Predict the meaning first, then confirm it using available sources.
6. Create a new sentence using the word (you may relate it to your field of study).
7. Determined the Idea

Modul Ajar

Treatment kedua

A. Identitas Modul

Komponen	Keterangan
Sekolah	SMK Negeri 5 Majene
Mata Pelajaran	Bahasa Inggris
Kelas/Semester	XI / Ganjil
Jurusan	Teknik Kendaraan Ringan
Materi	Reading Comprehension
Jenis Teks	Procedural Text
Topik	How to Check Engine Oil Level
Alokasi Waktu	2 x 45 menit
Model Pembelajaran	Vocabulary Self-Collection Strategy (VSS)

B. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, siswa diharapkan mampu:

1. Mengidentifikasi kosakata penting dalam teks prosedur.
2. Menentukan makna kosakata berdasarkan konteks.
3. Memahami isi teks prosedur secara keseluruhan.
4. Meningkatkan (improve) kemampuan membaca melalui penggunaan strategi VSS.
5. Materi Pembelajaran
Procedural Teks

How to Maintain a Motorcycle Engine

A Motorcycle engine need regular maintenance to keep it running smoothly. The first step is to check the engine oil. Engine oil helps to reduce friction between moving parts. If the oil is dirty or low, the engine can be damaged. The next step is to clean the air filter. A clean air filter allows more air to enter the engine and improves combustion. Then, check the spark plug. The spark plug is important to start to engine. If it is dirty or broken, the engine will not start easily. Finally, make sure the cooling system works properly to prevent overheating. By doing these simple maintenance steps, the motorcycle engine will last longer and perform better.

C. Metode dan Media

- Metode: Discussion, Collaborative Learning
- Model: VSS (Vocabulary Self-Collection Strategy)
- Media: Text sheet, worksheet VSS

D. Langkah-langkah pembelajaran

1. Pendahuluan (15 Menit)

- Guru membuka pelajaran
- Guru memberikan persepsi tentang pentingnya reading comprehension
- Guru menyampaikan tujuan pembelajaran
- Guru menjelaskan secara singkat strategi VSS

2. Inti (75 Menit)

a. Exploration

- Guru membagikan teks kepada siswa
- Guru menjelaskan cara kerja VSS

b. Elaboration (VSS Steps)

Siswa melakukan langkah berikut:

- Guru membagi siswa dalam kelompok
- Membaca teks secara individu
- Memilih kosakata penting/sulit sambil berdiskusi dengan teman kelompok dan mengisi worksheet yang dibagikan oleh guru
- Menuliskan alasan memilih kata
- Menebak makna kata
- Membuat kalimat sederhana
- Presentasi hasil diskusi
- Guru memberikan klarifikasi makna kata

3. Kegiatan Penutup (15 menit)

- Guru dan siswa menyimpulkan pembelajaran
- Refleksi
- Guru menyampaikan pertemuan selanjutnya

E. Penilaian

Aspek	Indikator	Teknik
Reading Comprehension	Memahami isi teks	Tes
Vocabulary	Memahami makna kata	Worksheet
Participation	Keaktifan diskusi	Observasi

F. Lampiran

WorkSheet VSS

Student Name:

Class / Department:

Date:

Text Title:

No.	Selected Vocabulary	Reason for Selection	Predicted Meaning	Source of Meaning (Dictionary / Friend)	New Sentence Using the Word

Instructions:

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5. Predict the meaning first, then confirm it using available sources.
6. Create a new sentence using the word (you may relate it to your field of study).
7. Determined the Idea

Modul Ajar

Treatment Ketiga

A. Identitas Modul

Komponen	Keterangan
Sekolah	SMK Negeri 5 Majene
Mata Pelajaran	Bahasa Inggris
Kelas/Semester	XI / Ganjil
Jurusan	Teknik Kendaraan Ringan
Materi	Reading Comprehension
Jenis Teks	Procedural Text
Topik	How to Check Engine Oil Level
Alokasi Waktu	2 x 45 menit
Model Pembelajaran	Vocabulary Self-Collection Strategy (VSS)

B. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, siswa diharapkan mampu:

1. Mengidentifikasi kosakata penting dalam teks prosedur.
2. Menentukan makna kosakata berdasarkan konteks.
3. Memahami isi teks prosedur secara keseluruhan.
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A Radiator is an important part of a vehicle's cooling system. Its main function is to keep the engine temperature stable. When the engine works, it produce heat. The coolant absorbs this heat and flows into the radiator. Inside the radiator, the coolant is cooled by air that passes through the radiator fins. Then, the cool liquid returns to the engine to absorb more heat. If the radiator does not work properly, the engine can overheat and be damaged. Therefore, checking the radiator regularly and making sure there is enough coolant is very important to keep the engine in good condition.

C. Metode dan Media

- Metode: Discussion, Collaborative Learning
- Model: VSS (Vocabulary Self-Collection Strategy)
- Media: Text sheet, worksheet VSS

D. Langkah-langkah pembelajaran

1. Pendahuluan (15 Menit)

- Guru membuka pelajaran
- Guru Mengecek kehadiran siswa
- Guru menjelaskan ulang secara singkat strategi VSS

2. Inti (75 Menit)

a. Exploration

- Guru membagikan teks kepada siswa
- Guru menjelaskan cara kerja VSS

b. Elaboration (VSS Steps)

Siswa melakukan langkah berikut:

- 1) Guru membagi siswa dalam kelompok
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- 6) Membuat kalimat sederhana
- 7) Presentasi hasil diskusi
- 8) Guru memberikan klarifikasi makna kata

3. Kegiatan Penutup (15 menit)

- Guru dan siswa menyimpulkan pembelajaran
- Refleksi

E. Penilaian

Aspek	Indikator	Teknik
Reading Comprehension	Memahami isi teks	Tes
Vocabulary	Memahami makna kata	Worksheet
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WorkSheet VSS

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3. Write the selected word in the “Selected Vocabulary” column.
4. Explain why you chose the word (e.g., unfamiliar, frequently appears, important in context).
5. Predict the meaning first, then confirm it using available sources.
6. Create a new sentence using the word (you may relate it to your field of study).
7. Determined the Idea

Appendix 9: Documentation

Learning Process



CURRICULUM VITAE



Nur Alisa was born in Popenga on October 24, 2002. She is the seventh child of Mr. Abdullah and Mrs. Marhudiah. She lives in Popenga, West Sulawesi. She completed her elementary school at SDN 36 Popenga and graduated in 2014. She then continued her junior high school at MTS DDI Malunda, graduating in 2017. After that, she continued her study at SMA Negeri 1 Malunda, majoring in Language and Culture. However she was in the second grade, she transferred to MA DDI Malunda and graduated in 2020.

After completing her senior high school, she continued her studies at a university in Mamuju, but unfortunately, she had to discontinue her studies. In 2021, she resumed her education and was accepted into the English Education Study Program, Department of Tarbiyah and Teacher Training, at STAIN Majene.

